

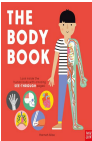












FLORENCE MELLY COMMUNITY PRIMARY SCHOOL



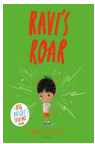



NURSERY LONG-TERM CURRICULUM MAP

IF YOU CAN DREAM IT, YOU CAN DO IT!



EYFS (Nursery) Long-Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Core Value Theme for the Half-Term	DETERMINATION	RESPECT	SAFETY	APPRECIATION	MOTIVATION	EMPOWERMENT
Whole-School Overarching PSHE/RSE Theme(s) These themes are explored during our 'PSHE/Cultural Capital' lessons.				Healthy and Happy Friendships Similarities and Differences	Caring and Responsibility Families and Committed Relationships	Coping with Change Healthy Bodies, Healthy Minds
Whole-School Cultural Capital Theme(s) These are the focus for our weekly 'Cultural Capital' assemblies. The content introduces our children to a range of topics designed to develop their cultural capital.	Our DREAMS Core Values Roald Dahl Day British Values - Rule of Law Celebrating Harvest Black History Festivals of Light	Remembrance Dia de los Muertos Anti-Bullying British Values - Rule of Law Disability Awareness Christmas	Our DREAMS Core Values Holocaust LGBT+ History Speak Out, Stay Safe/PANTS	Staying Safe Online Rock your Socks Our Liverpool Home Fairtrade Ramadan Cultural Traditions and Diversity	Earth Day Eid Children's Book Week Local History Month	Pride Shavuot World Refugee Week World Refill Week British Values - Individual Liberty Celebrating our Achievements
EYFS Overarching Theme(s)	Welcome to Florence Melly	Once upon a time	A journey into space	People who help us	How does your garden grow?	Under the sea/At the seaside
Structured Story Time Our core texts that introduce key language, ideas and themes that pupils need to access the foundational knowledge to support their development and prepare them for success in Key Stage 1 and beyond.	  	  	 	 	 	
	The Body Book by Hannah Alice	The Three Little Pigs by Mara Alperin	Astro Girl by Ken Wilson Max	The Good Egg by Jory John	The Extraordinary Gardener by Sam Boughton	Tiddler by Julia Donaldson
	Home Is Where the Birds Sing by Cynthia Rylant	You Choose Fairy Tales by Pippa Goodhart	The Way Back Home by Oliver Jeffers	All through the night by Polly Faber	Errol's Garden by Gillian Hibbs	
	My Hair by Hannah Lee	The Dot by Peter H Reynolds				

Supplementary High Quality Texts as the Beating Heart of our Curriculum						
	The Suitcase by Chris Naylor-Ballesteros	I am Nefertiti by Anmarie Anang	Ravi's Roar by Tom Percival	Sharing a Shell by Julia Donaldson	Paper Dolls by Julia Donaldson	A Planet Full of Plastic by Neal Layton
		What Happened to You? by James Catchpole		The Same But Different Too by Karl Newson		The Worrysaurus by Rachel Bright

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p>Children are beginning to listen to stories and nursery rhymes and beginning to listen to instructions given.</p> <p>Focuses on an activity of their own choice for a short period of time. Beginning to show attention to the adults in their setting.</p> <p>Can find objects on request and follow one step instructions.</p> <p>Uses words to communicate needs.</p>	<p>Listens to simple stories. Listen to other people speaking to them.</p> <p>Engages in story time and join in with repeated refrains. Able to recite Nursery rhymes from memory.</p> <p>Listens during adult guided activities and joins in.</p>	<p>Listens to others speaking and use their growing language to continue the conversation.</p> <p>Pays attention when listening to longer stories. Switches attention between listening to others and completing a task</p> <p>Answers 'who, what, where' questions.</p> <p>Follows a three key word sentence or instruction. Talks and responds to other children during play.</p>	<p>Enjoys listening to longer stories. Pays more attention to what is happening in the stories being read.</p> <p>Focuses more attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate.</p> <p>Can respond during conversations and reasoning using the word 'because'.</p>	<p>Listens more carefully. Knows why we should listen.</p> <p>Knows they sometimes have to wait their turn when speaking.</p> <p>Responds to simple questions. Can recite simple events in their lives.</p> <p>Sings a large repertoire of songs and rhymes.</p>	<p>Listens attentively and responds to what they hear with relevant questions, comments, or actions.</p> <p>Maintains attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.</p> <p>Anticipates key events and phases in stories or rhymes and predict endings for those that are unfamiliar.</p> <p>Responds appropriately when asked e.g. 'smart sitting on the carpet'.</p>
Phonics	Read, Write, Inc. Phonics (see scheme for sequence and progression)					
Literacy	<p>Develops an interest in making marks. Beginning to distinguish between marks and pictures/drawings.</p> <p>Sits in a balanced position. Can pretend to write. Can make controlled marks using tools or their finger in sand, glitter etc.</p>	<p>Draws marks that are not always distinguishable. Follows large pattern templates available at any time.</p> <p>Makes controlled marks e.g. dots, circles, scribbles. Copies shapes and patterns with developing accuracy.</p>	<p>Adds some marks to drawings. Adds marks that to them symbolises their name.</p> <p>Makes smaller controlled lines. Beginning to use a two finger and a thumb grip when writing.</p>	<p>Beginning to give meaning to their marks. Including their own name.</p> <p>Holds a pencil or tool with a preferred hand. Drawing lines and circles.</p>	<p>Understands that a written word conveys meaning.</p> <p>Name writes with some recognisable letters.</p> <p>Uses a two finger and a thumb grip when appropriate.</p>	<p>Gives meanings to the marks made. Can pretend to write in a range of contexts. Become more confident with name writing.</p> <p>Can use the basis of a three finger pencil grip. Use a pencil or writing tool more confidently to write some letters from other words.</p>

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Physical Development	<p>Walks confidently. Climbs using two feet at a time.</p> <p>Knows how to scoop and pour e.g. sand, mud.</p> <p>They can run around the garden with some control and direction.</p> <p>Claps and stamps to music.</p>	<p>Beginning to balance on one leg.</p> <p>They use the available equipment to create an obstacle course to navigate.</p>	<p>Put on their own coat (needing support to do their coat up still).</p> <p>Put on their own shoes.</p> <p>Going up and down stairs with control and balance.</p>	<p>Children can kick a large ball with some control.</p> <p>Children can throw a ball with some control.</p> <p>Children dance with control using different parts of their body.</p>	<p>Children can run with more confidence and skill and independently use a climbing frame or similar resource,</p> <p>Begins to show good posture when sitting on the carpet.</p>	<p>Children make up own movements with their body.</p> <p>They begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table.</p>
PE Lesson	Introduction to PE	Fundamentals	Ball Skills Gymnastics	Games Dance	Ball Skills Revisited Gymnastics Revisited	Games Revisited Dance Revisited
Mathematics	<p>Recognise, name and match colours.</p> <p>Counting aloud verbally to 5.</p> <p>To be able to 'give 1' when asked.</p> <p>Makes pictures with shapes.</p> <p>Builds a simple jigsaw.</p>	<p>Counts to 5 with developing accuracy.</p> <p>Develops an understanding of '2' e.g. giving 2 items or noticing 2 in the environment.</p> <p>Begins to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'.</p> <p>Compares big, small, tall, short, different.</p>	<p>Begins to verbally count to 10 with developing accuracy.</p> <p>Develops an understanding of '3' e.g. giving 3 items or noticing 3 in the environment.</p> <p>Compares quantities that are significantly more than and less/ fewer than visually without counting them.</p> <p>Uses positional language 'in', 'out', 'on'.</p> <p>Finds shapes in the environment.</p> <p>Uses 3D shapes to build models.</p>	<p>Verbally counts to 10 with developing accuracy.</p> <p>Develops an understanding of '4' e.g. giving 4 items or noticing 4 in the environment.</p> <p>Uses the terms 'long' and 'short' when describing height and size.</p> <p>Understands and follows the instructions 'forwards' and 'backwards'.</p>	<p>Accurately counts to 10.</p> <p>Develops an understanding of '5' e.g. giving 5 items or noticing 5 in the environment.</p> <p>Plays simple dice and track games developing subitising skills.</p> <p>Begins to understand what a pattern is and follow a 2 part simple pattern.</p> <p>Begins to describe and name some simple shapes - circle, square, triangle.</p>	<p>Begins to understand that 5 can be shown in different ways.</p> <p>Begins to subitise to 5.</p> <p>Counts to 10 and beyond.</p> <p>Describes weight using 'heavy, light.</p> <p>Copies or creates a 2 part pattern.</p> <p>Understands and uses a range of prepositional language.</p>
Understanding of the World	<p>Talks about what is special to them and why. (pets, family etc)</p> <p>Children talk about their homes and what they have inside their homes.</p> <p>Recognises body parts and the five senses. (The Body Book)</p>	<p>Shares past experiences i.e. birthdays and other celebrations (using the words 'then' 'now' 'next' 'before')</p> <p>Children talk about how we look after our friends and families.</p> <p>Explores the changing weather and seasons (linked to their senses) Autumn</p>	<p>Identifies similarities and differences between celebrations they know and celebrations in other countries e.g. Christmas and CNY.</p> <p>Recognises changing seasons - winter and weather. Materials/ changes (frozen water etc)</p> <p>Explores space and the wider world and can talk about similarities and differences.</p>	<p>Shows curiosity about objects from the past (linked to people who help us)</p> <p>Shows an interest in people with a range of occupations. (All through the Night book)</p> <p>Participates in visits from different professionals including ambulance service and the fire brigade.)</p>	<p>Growing and changing - linked to themselves.</p> <p>Develops an idea of 'belonging'. Where do we live?</p> <p>Grows plants from seeds and cares for them.</p>	<p>Sequences events, for example in stories shared.</p> <p>Knows there are other countries than England and that they look different to ours.</p> <p>Shows respect and care for the environment (A Planet Full of Plastic book).</p>

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Understanding of the World				Learns about new life and plants that grow in spring.	Children explore how these plants grow and change over time (linked to Errol's Garden and The Extraordinary Gardener).	Explores animals at the beach and in the sea (habitats and features).
Expressive Arts	<p>Recognises colours and chooses them for a purpose.</p> <p>Becoming more confident when drawing e.g. people.</p> <p>Names what they have drawn and draws from memory (self portraits and family pictures.)</p> <p>Build towers with large construction equipment (linked to our homes/other familiar buildings).</p> <p>Learns new songs (linked to routines/the body/all about me).</p> <p>Listens and enjoys music and movement linked to let's be friends.</p>	<p>Autumn art - explores the colours and textures of the season.</p> <p>Creates an independent craft using available materials e.g. an independent Christmas Card.</p> <p>Uses play dough to roll, cut, ball, sausage (linked to dough disco - builds skills throughout the year).</p> <p>Listens and enjoys music and movements linked to 'This is me'.</p>	<p>Adds more to their pictures and creations e.g. pom-poms, glitter and talking about the choices they have made.</p> <p>Produces art work linked to space - using new methods such as marbling and introducing new metallic colours.</p> <p>Uses spring loaded scissors to snip and make shapes (or typical scissors if appropriate)</p> <p>Explores a range of musical instruments and holds a beat.</p> <p>Listens and enjoys music linked to travel and movement.</p>	<p>Continues to develop their drawing skills, adding features and talking about what they have drawn (linked to people who help us).</p> <p>Draws key professions/ professionals/people.</p> <p>Engages in role play focusing on different people who help us i.e. vets/Drs.</p>	<p>Builds using smaller construction kits correctly; experiments and mixes colours together.</p> <p>Children may create with a friend.</p> <p>Van Gogh - Sunflowers - children make their own sunflower paintings/pastel pictures</p> <p>Grows sunflowers and observes changes.</p>	<p>Cuts with more confidence, independently creating and making using the ideas they have seen and come up with.</p> <p>Produces art work and enjoys songs i.e. sea shanties linked to at the seaside.</p> <p>Explores 'under the sea' art and music (DeBussy - La Mer and Dawn - Benjamin Britton).</p>