

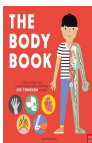








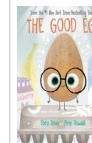



# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL



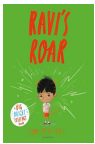



## NURSERY LONG-TERM CURRICULUM MAP

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   |
|---|---|---|--|---|---|--|
| <b>Our Core Value Theme for the Half-Term</b>   | <b>DETERMINATION</b>  | <b>RESPECT</b>  | <b>SAFETY</b>  | <b>APPRECIATION</b>   | <b>MOTIVATION</b>   | <b>EMPOWERMENT</b>   |
| <b>Whole-School Overarching PSHE/RSE Theme(s)</b><br>These themes are explored during our 'PSHE/Cultural Capital' lessons.  |   |   |  | Healthy and Happy Friendships<br><br>Similarities and Differences   | Caring and Responsibility<br><br>Families and Committed Relationships   | Coping with Change<br><br>Healthy Bodies, Healthy Minds  |
| <b>Whole-School Cultural Capital Theme(s)</b><br>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<br>Roald Dahl Day<br>British Values - Rule of Law<br>Celebrating Harvest<br>Black History<br>Festivals of Light  | Remembrance<br>Dia de los Muertos<br>Anti-Bullying<br>British Values - Rule of Law<br>Disability Awareness<br>Christmas   | Our DREAMS Core Values<br>Holocaust<br>LGBT+ History<br>Speak Out, Stay Safe/PANTS   | Staying Safe Online<br>Rock your Socks<br>Our Liverpool Home<br>Fairtrade<br>Ramadan<br>Cultural Traditions and Diversity   | Earth Day<br>Eid<br>Children's Book Week<br>Local History Month   | Pride<br>Shavuot<br>World Refugee Week<br>World Refill Week<br>British Values - Individual Liberty<br>Celebrating our Achievements |
| <b>EYFS Overarching Theme(s)</b>  | 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   |
| <b>Structured Story Time</b><br>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   |  |   |   |  |

|  |  |  |   |  |  |  |
|--|--|--|---|--|--|--|
| <b>Supplementary High Quality Texts as the Beating Heart of our Curriculum</b> |  |  |  |  |  |  |
|  | 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   |

## EYFS (Nursery) Long-Term Curriculum Overview

| Area of Learning                  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|-----------------------------------|---|--|---|--|--|--|
| <b>Communication and Language</b> | <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> |
| <b>Phonics</b>                    | Read, Write, Inc. Phonics (see scheme for sequence and progression)   |  |   |  |  |  |
| <b>Literacy</b>                   | <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>   |

## EYFS (Nursery) Long-Term Curriculum Overview

| Area of Learning                  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|-----------------------------------|--|---|--|--|--|---|
| <b>Physical Development</b>       | <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>   |
| <b>PE Lesson</b>                  | Introduction to PE   | Fundamentals  | <p>Ball Skills</p> <p>Gymnastics</p>   | <p>Games</p> <p>Dance</p>  | <p>Ball Skills Revisited</p> <p>Gymnastics Revisited</p>   | <p>Games Revisited</p> <p>Dance Revisited</p>   |
| <b>Mathematics</b>                | <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> |
| <b>Understanding of the World</b> | <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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| Area of Learning                  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|-----------------------------------|---|--|---|--|---|--|
| <b>Understanding of the World</b> |   |  |   | 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).  |
| <b>Expressive Arts</b>            | <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> |