

Fulwell Infant School Academy
EYFS Nursery Long Term Curriculum Overview
2023 – 2024



NB. As children settle into Autumn 1 a recap on Birth to Three will happen however those from Autumn 2 can begin earlier if appropriate. The Three and Four year old statements have been split for a deeper focus but will apply across the year. Summer 2 contains statements from Children in Reception for those HA children.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes arising from calendar events	All about Me My Family Autumn Halloween	Autumn Bonfire Night Diwali Christmas	Winter Chinese New Year Valentines	Pancake Day Easter Spring New Life	Life Cycles Seaside	Summer Holidays Change
Personal, Social and Emotional Development	Birth to Three 6. Find ways of managing transitions, for example from their parent to their key person. 7. Thrive as they develop self-assurance. 9. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. 13. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. 14. Be increasingly able to talk about and manage their emotions. 16. Develop friendships with other children.	Three and Four year olds 1. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested. 2. Develop their sense of responsibility and membership of a community. 3. Become more outgoing with unfamiliar people, in the safe context of their setting. 11. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Three and Four year olds 4. Show more confidence in new social situations. 5. Play with one or more other children, extending and elaborating play ideas. 12. Begin to understand how others might be feeling.	Three and Four year olds 7. Increasingly follow rules, understanding why they are important. 8. Do not always need an adult to remind them of a rule. 9. Develop appropriate ways of being assertive.	Three and Four year olds 6. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 10. Talk with others to solve conflicts.	Three and Four year olds 8. Do not always need an adult to remind them of a rule. 11. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Children in Reception 13. See themselves as a valuable individual. 14. Build constructive and respectful relationships. 15. Express their feelings and consider the feelings of others.
Communication and Language	Birth to Three 19. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. 20. Listen to other people's talk with interest, but can easily be distracted by things. 24. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops.' 25. Use the speech sounds p, b, m and w. 26. Are usually still learning to pronounce: /l/r/w/y, s/sh/ch/dz/j, f/th – multisyllabic words such as 'banana' and 'computer'. 27. Listen to simple stories and understand what is happening, with the help of pictures. 30. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	Three and Four year olds 2. Can find it difficult to pay attention to more than one thing at a time. 4. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."	Three and Four year olds 5. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 10. Use longer sentences of four to six words.	Three and Four year olds 8. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 9. May have problems saying: some sounds r, j, th, ch and sh – multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	Three and Four year olds 11. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 12. Can start a conversation with an adult or a friend and continue it for many turns. 13. Use Talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Three and Four year olds 7. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Children in Reception 14. Understand how to listen carefully and why listening is important. 15. Learn new vocabulary. 16. Use new vocabulary through the day. 23. Engage in story times.
	Three and Four year olds 1. Enjoy listening to longer stories and can remember much of what happens. 3. Use a wider range of vocabulary. 6. Sing a large repertoire of songs.					

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Physical Development	Birth to Three 21. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 22. Develop manipulation and control. 24. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. 25. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. 26. Learn to use the toilet with help, and then independently.	Three and Four Year Olds 2. Go up steps and stairs, or climb up apparatus, using alternate feet. 4. Use large-muscle movements to wave flags and streamers, paint and make marks. 12. Start to eat independently and learning how to use a knife and fork.	Three and Four Year Olds 5. Start taking part in some group activities which they make up for themselves, or in teams. 9. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Three and Four Year Olds 8. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a hole they dug with a trowel.	Three and Four Year Olds 3. Skip, hop, stand on one leg and hold a pose for a game like musical statues. 6. Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. 7. Match their developing physical skills to tasks and activities in the setting. For example they decide whether to crawl, walk or run across a plan, depending on it's length and width.	Three and Four year olds 15. Be increasingly independent in meeting their own needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 16. Make healthy choices about food, drink, activity and toothbrushing. Children in Reception 17. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
	Three and Four Year Olds 1. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 10. Use one-handed tools and equipment, for example, making snips in paper with scissors. 11. Use a comfortable grip with good control when holding pens and pencils. 13. Show a preference for a dominant hand. 14. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.					
Literacy	Birth to Three 10. Asks questions about the book. Make comments and shares their own ideas. 11. Develop play around favourite stories using props. 12. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 13. Enjoy drawing freely. 14. Add marks to their drawings, which they give meaning to. For example: "That says Mummy." 15. Make marks on their picture to stand for their name.	Three and Four year olds 2. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Three and Four year olds 1. Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and top to bottom	Three and Four year olds 3. Engage in extended conversations about stories, learning new vocabulary.	Three and Four year olds 4. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy	Three and Four year olds 5. Write some or all of their name 6. Write some letters accurately Children in Reception 7. Read individual letters by saying the sounds for them.
	Ongoing throughout the year... 3. Engage in extended conversations about stories, learning new vocabulary. Learning... Sharing stories at the end of sessions in group time Stories as a starting point to each week of learning Texts in areas of provision Range of texts in the reading area linked to current topic and child led interests					
Phonics	Sound Play Tiny Tweeties sessions Rhymery rhymes Nursery rhymes Songs	Sound Play Tiny Tweeties sessions Initial sound games I am an animal sound game Visual and auditory memory games Nursery rhymes	RWI Set 1 m a s d t i Tiny Tweeties sessions Visual and auditory memory games	RWI Set 1 n p g o c k Recap any single sounds from previous half term that evidence gaps in learning Tiny Tweeties sessions Visual and auditory memory games	RWI Set 1 u b f e l h r Recap any single sounds from previous half term that evidence gaps in learning Tiny Tweeties sessions Visual and auditory memory games	RWI Set 1 j v w x y z Oral blending using single letter sounds from Set1 Tiny Tweeties sessions Visual and auditory memory games

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Mathematics	Birth to Three 5. Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence. 6. Count in everyday contexts, sometimes skipping numbers – '1, 2, 3, 5'. 10. Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. 11. Notice patterns and arrange things in patterns.	Three and Four year olds 11. Understand position through words alone – for example, "The bag is under the table," – with no pointing. 14. Make comparisons between objects relating to size, length, weight and capacity. 17. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. 18. Extend and create ABAB patterns – stick, leaf, stick, leaf. 19. Notice and correct an error in a repeating pattern.	Three and Four year olds 7. Experiment with their own symbols and marks as well as numerals. 10. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.	Three and Four year olds 9. Compare quantities using language: 'more than', 'fewer than'. 15. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	Three and Four year olds 8. Solve real world mathematical problems with numbers up to 5. 16. Combine shapes to make new ones – an arch, a bigger triangle etc.	Three and Four year olds 12. Describe a familiar route. 13. Discuss routes and locations, using words like 'in front of' and 'behind'. Children in Reception 21. Counts objects, actions and sounds. 23. Link the number symbol (numeral) with its cardinal number value.
	Three and Four year olds 1. Fast recognition of up to 3 objects, without having to count them individually ('subitising'). 2. Recite numbers past 5. 3. Say one number for each item in order: 1, 2, 3, 4, 5 4. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') 5. Show 'finger numbers' up to 5 6. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.					
Understanding the World	Birth to Three 3. Explore natural materials, indoors and outside. 5. Make connections between the features of their family and other families. 6. Notice differences between people.	Three and Four year olds 4. Begin to make sense of their own life story. 12. Continue to develop positive attitudes about the differences between people.	Three and Four year olds 11. Talk about the differences between materials and changes they notice.	Three and Four year olds 7. Plant seeds and care for growing plants. 8. Understand the key features of the life cycle of a plant and an animal.	Three and Four year olds 5. Show interest in different occupations. 10. Explore and talk about different forces they can feel.	Three and Four year olds 13. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.
	Three and Four year olds 1. Use all their senses in hands-on exploration of natural materials. 2. Explore collections of materials with similar and/or different properties. 3. Talk about what they see, using a wide vocabulary. 6. Explore how things work. 9. Begin to understand the need to respect and care for the natural environment and all living things.					

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Birth to Three 11. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. 12. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 13. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star.' 17. Make simple models which express their ideas.	Three and Four year olds 4. Explore different materials freely, in order to develop their ideas about how to use them and what to make. 5. Develop their own ideas and then decide which materials to use to represent them. 10. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Three and Four year olds 6. Join different materials and explore different textures. 7. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 9. Use drawing to represent ideas like movement and loud noise.	Three and Four year olds 8. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Three and Four year olds 13. Respond to what they have heard, expressing their thoughts and feelings. 15. Sing the pitch of a tone sung by another person ('pitch match').	Three and Four year olds 17. Create their own songs, or improvise a song around one they know. 18. Play instruments with increasing control to express their feelings and ideas. Children in Reception 20. Return to and build on their previous learning. Refining ideas and developing their ability to represent them. 21. Explore and engage in music making and dance, performing solo or in groups.
	Three and Four year olds 1. Take part in simple pretend play, using an object to represent something else even though they are not similar. 2. Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses. 3. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 11. Explore colour and colour mixing. 12. Listen with increased attention to sounds. 14. Remember and sing entire songs.					