

Newdale Primary School Early Years Foundation Stage Nursery Two-Year Rolling Programme Planning



(Nursery requires a rolling programme to accommodate those children that stay within the setting for two-years in order to ensure progression.)

At Newdale Primary an over-arching theme is planned each half term to assist in providing opportunities for the children to cover objectives across the ages and stages, whilst also providing engagement, motivation, and purpose for learning. However, these plans are subject to change: flexibility and amendments where the interests of the children take precedent over weekly themes to allow them to have ownership of their own learning where possible. We believe that the most effective method of ensuring progress is a balance between adult-led activities and independent learning.

The Early Years Foundation curriculum consists of seven different areas that the children will learn and be assessed on throughout the year.

Children should develop the **3 prime areas** first. These are:

Communication and language (CL), Physical development (PD), Personal, social and emotional development (PSED).



These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are: Literacy, Mathematics, Understanding the world (UW), Expressive arts and design (EAD).

Long Term Forecast: Year Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1 OF 2 Overarching Theme and sub-topics	LAND OF MAKE BELIEVE 	AUTUMN FESTIVALS Including Harvest, Diwali and Christmas and Light/Dark 	ON THE FARM SPRING & EASTER 		BLUE PLANET 	
YEAR 1 OF 2 Role Play Area	Inside: Castle Small world figures eg fairies and super heroes, fairy doors, backless cupboard to travel through, Puppets, stage Outside: Woodland cottage	Inside: Party table Dark den/torches Santa's sleigh Outside: Autumn walk Tuff spots UW enquiry areas Toyshop	Inside: Vets Outside: Gardening Growing food	Inside: Submarine Aquarium Fish and chip shop Outside: Sand, water, seashells, buckets and spades		
YEAR 1 OF 2 Texts	Traditional Fairy tale stories Nursery rhyme books	Pumpkin Soup Light/dark Can't you sleep little bear Songs and rhymes Dear Santa One Snowy Night	Old Mac Donald Farmer duck Non-fiction books about growing, animals and farms including vehicles Easter story, life cycle books, Mother's Day related books eg My mum is...		Sharing a shell Fidgety Fish Clumsy Crab What is on the beach Rainbow Fish Bright Stanley Commotion in the Ocean	

YEAR 2 OF 2 Overarching Theme and sub-topics	WHAT GOES UP MUST COME DOWN 	AUTUMN FESTIVALS Including Harvest, Diwali and Christmas and Light/Dark 	FORCES ALL AROUND US SPRING & EASTER 		THE WORLD AROUND US (HOMES) 	
YEAR 2 OF 2 Role Play Area	Inside: Aeroplane Campsite Booking in areas Outside: Ramps Water gutters Gardening planting bulbs	Inside: Party table Dark den/torches Christmas Post Office Outside: Autumn walk Tuff spots UW enquiry areas Grotto	Inside: Outside: Garage.		Inside: Explorer area Magnifying glasses Hats Nets, crawling nets, etc. Outside: Building site area, hard hats, play bricks, tools Explorer area Magnifying glasses Hats Nets, crawling nets, etc.	
YEAR 2 OF 2 Texts	Autumn non-fiction books Growth books Whatever Next Who sank the boat	Cinderella and the Pumpkin Coach Owl Babies Songs and rhymes Little Owl and the Star, Hurry Santa.			Non-fiction books on building and building site vehicles Hungry Caterpillar Incy Wincy Spider Ten tiny snails Bad tempered Ladybird Crunching Munching Caterpillar	
Prime: PSED Including 'Life Learning'	All About Me <ul style="list-style-type: none"> • Family • Friends • Interests 		Who is in my Family? <ul style="list-style-type: none"> • Family make-ups • Similarities and differences 		Good and Bad choices <ul style="list-style-type: none"> • Making good choices • Making bad choices • Being a kind friend 	
Prime: CLL	Listening skills in small groups and when in a conversation. Listening to and joining in with stories. Following simple instructions.	Talk about people of importance to them e.g family and friends. Retell simple past events in order.	Explain what is happening and what might happen next. Introduce a storyline into their play.	Understand how and why questions. Use more complex sentences.	Maintain attention and build concentration. Follow stories without pictures or props. Build vocabulary that reflects their experiences.	Question why things happen and give explanations. Sit quietly during activities. Listen and do for short spans.
Prime: Physical Development	Holds a pencil, using palmer grip in consistent hand	Begin to help adult to dress them eg putting on coat with support	Use tools for a purpose and with some control eg pouring from a jug.	Use large equipment with some control eg throwing a ball, kicking a large ball.	Run skilfully, negotiating space and avoiding obstacles. Form a few letters from their name	Holds a pencil, using the correct grip. Copy some letters, including letters of own name.

	<p>Move freely, in a variety of ways. Wash and dry own hands.</p> <p>Daily outdoor physical activity Building and constructing using large equipment</p>	<p>Begin to understand that tools and equipment can be used safely.</p> <p>Begin to use correct grip when guided eg pencils</p>	<p>Build and construct using smaller equipment and construction sets</p> <p>Talks about the marks they have made</p>	<p>Can come down steps using one foot to each stop.</p> <p>Begin to negotiate around the space with some control</p>	<p>Show an understanding of good health such as healthy food, exercise, water sleep and hygiene.</p> <p>Handle tools and objects with increasing control eg grater, knife and spoon</p>	<p>Form a few recognisable letters Dress and undress independently eg put on own shoes and coat</p> <p>Have increasing control when throwing and catching.</p>
Specific: Literacy	<p>Enjoys rhyming and rhythmic activities. Recognises rhythm in spoken words. • Looks at books independently. Handles books carefully. • Holds books the correct way up and turns pages.</p>	<p>Shows awareness of rhyme and alliteration. Listens to and joins in with stories and poems, one-to-one and also in small groups. Sometimes gives meaning to marks as they draw and paint.</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows interest in illustrations and print in books and print in the environment</p>	<p>Beginning to be aware of the way stories are structured. Recognises familiar words and signs such as own name and advertising logos. Knows information can be relayed in the form of print. Gives meaning to marks they make as they draw, write and paint.</p>	<p>Ascribes meanings to marks that they see in different places Suggests how the story might end Knows that print carries meaning and, in English, is read from left to right and top to bottom</p>	<p>Listens to stories with increasing attention and recall. Links sounds to letters. Gives meaning to the marks they make. Continues a rhyming string. Hears and says initial sounds in words Labelling their pictures with initial sounds Describes main story settings, events and principal characters Can segment the sounds in simple words and blend them together Writes own name</p>
Specific: Maths	<p>Talk about significant numbers eg their age Use mathematical terms eg sizes Count small amounts eg 1-3 Join in counting songs and understand that we can add or takeaway amounts and this changes the total</p>	<p>Prepositions (under, on top, behind) Recognising 2D shapes and Shape in my environment. Counting irregular arrangements and counting up to 3 from a larger group. Introduce numerals to go with small amount eg 1-3 Matching numbers with quantities. Compare measures eg full empty, big and small</p>	<p>Everyday language related to time and talk about what they will do "soon" "next" and so on. One more and one less Introduce numicon to go with values 1-3 Counting songs to 5, show numerals to five Copy a repeating pattern</p>	<p>Using mathematical language to describe shapes. Counting to 10 Ordering to 5 One more/less to 5 Begin to identify own maths problems based on their interests Make set of five in different ways Make marks to represent values Compare measures heavier/lighter, long/short</p>	<p>Ordering- weight and capacity eg heaviest, biggest Can count on/back to find the answer to addition and subtraction problems. Counting objects to 10 and counting objects that cannot be moved. Introduce numicon to 10 - make values up to ten in different ways 3D shapes introduction One more/less to 10 Make and describe their own pattern Introduce PPW</p>	<p>Recognising numbers 1-10 and personal numbers. Reciting to 10 Counting to 10-using 1:1 correspondence and then to 10 and beyond. Ordering numbers Sorting by colour shape, size and type. More and fewer. Copy, continue and create colour patterns . Ordering by 3 objects height and length .</p>

						Identifies the total of two groups by counting them both
<p>Specific: Understanding of the World</p>	<p>Transition and getting to know one another. Talk about some of the things that make them unique. Experience: different places within school, inside and outside, including sights and smells. Observing closely what. Know that they need different clothes for different weather. Talk about the daily weather. Record children's observations and interactions in the natural and manmade environment eg forest and base camp. Listen to stories involving time language eg a long, long time ago. Use interactive whiteboard Daily record of the day of the week. Discuss seasons. (Developing an understanding of changes over time). Observe interesting things when they are looking around for example, looking up at the ceiling or peering into a corner.</p>	<p>Different celebrations and traditions. Recognise and talk about special times or events. Enjoy joining in with family customs and routines. Talk about different weather and seasons. Use single words to communicate place. E.g. shop, park, forest Explore puddles, trees and shiny surfaces and textures such as grass Experience collections of sets of items such as pine cones, wooden rings for children to explore how objects can be combined</p>	<p>Talk about why things happen and how things work. Show interest in technological toys with knobs, pulleys. Or real objects such as cameras and phones. Animals and growing - Talk about things they have observed such as plants and animals. Use other IT such as recordable pens and beebots. Experience: family and growing stories, keyworker board baby and family photos. Be able to: to talk about their ages and growing up, how old they were. Know that they used to be a baby. Use time related language-</p>	<p>Look closely at patterns and change. Know that information can be retrieved from computers. Experience visiting places beyond the school grounds Observing closely what animals, vehicles and people do. Understand some talk about immediate past, ie before, soon and later.</p>	<p>Show care and concern for the living environment. Complete a simple program on the computer. Understand similarities and differences between themselves and others among families Experience different environments eg forest or feeding ducks at the pond. Role play families Tasting different food including cooking and react using facial expression..</p>	<p>Under the Sea and transition. PC: Talk about past and present events (part of transition) in their own lives. Be able to talk about places, have a favourite place. Experience visiting places beyond the school grounds</p>

<p>Specific: Expressive Arts and Design</p>	<p>Use paintbrush, glue, roller, paint, combine materials mixed media, explore colour. Join in singing and actions to Nursery rhymes. Tap out simple rhymes. Introduce a storyline into play. Use a range of tools and techniques printing, painting, playdough, cutters and rolling pins. Explore construction kits. Begin to move rhythmically, join in with action songs</p>	<p>Christmas crafts such as cards and decorations. Harvest craft and cooking. Remembrance poppies. Diwali diva's and rangoli patterns, modelling using clay, Use scissors to snip Investigate the natural world e.g. streamers and bubbles to explore the effects of wind. Enjoys playing with small world models.</p> <p>Joining in with singing Nursery rhymes, traditional songs, festival songs. Perform songs to parents and others</p>	<p>Build stories around toys. Use various construction materials to build and balance. Use a variety of joining materials such as Sellotape, glue, hole punch, treasury tags, stapler Comments and asks questions about the natural world and where they live. To share stories and information from different sources about real places. Sing to self and make up a few familiar songs</p>	<p>Easter crafts. Mothers' Day cards. World book day dressing up and activities. Practice using a range of tools and techniques including digital media Construct using found and natural materials. Notice detailed features of objects in their environment.</p> <p>How the sounds of instruments can be changed eg. Loud/quiet, fast/slow</p>	<p>Explore different instruments. Make snips in paper using scissor using forward snipping motion. Create simple representations of events, people and objects Use cooking tools e.g. grater, safety knife, whisks</p> <p>Make simple instruments Tap out a simple repeated rhythm</p>	<p>Junk modelling (homes) Art Day. Manipulate materials to show a planned effect. Use tools competently and appropriately. Complete art challenges, using art equipment, found and natural materials. Engage in role play based on own experiences. Use construction kits to build for challenges</p>
<p>Forest School</p>	<p>Introduction to the forest for new children - rules and boundaries</p> <p>Time for child initiated</p> <p>Digging session</p> <p>Mud kitchen session</p> <p>Make a woodland display with items collected</p>	<p>Read the "leaf man" children comment on the colours and types of leaves they can find, do they match any in the book? Make leaf pictures using different types of leaves. Use the "Gruffalo Autumn trail" book to show different types of leaves. Leaf prints and bark rubbings Children make leaf bunnies and leaf reindeers. Read "Let it fall" have a leaf storm, throw leaves in the air and see how far they travel.</p>	<p>Typically forest being rested</p>	<p>Introduction to the forest for new children - rules and boundaries</p> <p>Time for child initiated</p> <p>"Bear's new friend" who can find bear who is lost in the woods?</p> <p>Who can bear hear in the woods - children pretend to be and make the noises of different animals</p> <p>"Going on a bear hunt" retell the story in the woods</p>	<p>Introduction to the forest for new children - rules and boundaries</p> <p>Time for child initiated</p> <p>Introduce digging and mud kitchen</p>	<p>"Alone in the woods" book</p> <p>Find a bear alone in the woods</p> <p>Children have teddy bears picnic to make him feel better</p> <p>Read "Mad about minibeasts" can you find minibeasts?</p> <p>Introduce magnifying lenses and identification sheets</p> <p>Can you make your own minibeast by decorating a pebble?</p>

Other Key events to consider	Celebrate Birthdays Nature Walk, home stories	Harvest Festival Diwali home stories Remembrance Day Christmas performance Trip to visit Santa	Chinese New year Grandparents tea-party Nature Walk, baby visitors home stories	Easter home stories Mother's day World book day	Farm Trip Father's day Healthy Lifestyles Week Nature Walk home stories	Transition Sports Day Art Day home stories
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