

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 first and foremost to develop '**Communication and Language development**', whilst offering opportunities for the children to cover a range of objectives, providing **engagement, motivation, and purpose for learning**. However, these plans are subject to change: flexibility and amendments where the interests of the children and current affairs take precedent over 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.

A bespoke curriculum has been developed by the EYFS team, selecting statements from 'Birth to Five Matters 2021' and 'Development Matters 2021' tailored to the needs of the pupils within our setting.

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), Personal, social and emotional development (PSED) and Physical development (PD),



These prime areas are those most essential for a 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).

The table shows coverage of themes, activities and objectives (including ELG) over the year. Please note, individual children develop at different rates and whilst activities have been planned to address progressively the objectives within the EYFS curriculum, children may obtain the objectives at different rates throughout the year

	Spring 1	Spring 2
YEAR 1 OF 2 Overarching Theme and sub-topics	ON THE FARM SPRING & EASTER 	
YEAR 1 OF 2 Role Play Area	Inside: Vets Outside: Gardening Growing food	

YEAR 1 OF 2 Texts	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...	
Prime: PSED Including 'Life Learning' <i>Building Relationships</i> <i>Managing Self</i> <i>Self-regulation</i>	Who is in my Family? <ul style="list-style-type: none"> • Family make-ups • Similarities and differences 	
Prime: Communication and Language <i>Listening, Attention and Understanding</i> <i>Speaking</i>	Explain what is happening and what might happen next. Introduce a storyline into their play.	Understand how and why questions. Use more complex sentences.
Prime: Physical Development <i>Gross Motor</i> <i>Fine Motor</i>	Use tools for a purpose and with some control eg pouring from a jug. Build and construct using smaller equipment and construction sets Talks about the marks they have made	Use large equipment with some control eg throwing a ball, kicking a large ball. Can come down steps using one foot to each stop. Begin to negotiate around the space with some control
Specific: Literacy Reading: <i>Comprehension and Word Reading</i> Writing	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	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>Specific: Maths New curriculum</p> <p>Number and Numerical Patterns</p> <p><i>Comparison</i> <i>Counting</i> <i>Cardinality</i> <i>Composition</i></p> <p><i>Number</i> <i>Spatial awareness</i> <i>Shape Pattern</i> <i>Measures</i></p>	<p>Everyday language related to time and talk about what they will do "soon" "next" and so on.</p> <p>One more and one less</p> <p>Introduce numicon to go with values 1-3</p> <p>Counting songs to 5, show numerals to five</p> <p>Copy a repeating pattern</p>	<p>Using mathematical language to describe shapes.</p> <p>Counting to 10</p> <p>Ordering to 5</p> <p>One more/less to 5</p> <p>Begin to identify own maths problems based on their interests</p> <p>Make set of five in different ways</p> <p>Make marks to represent values</p> <p>Compare measures heavier/lighter, long/short</p>
<p>Specific: Expressive Arts and Design</p> <p><i>Creating with Materials</i></p> <p><i>Being Imaginative and Expressive</i></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</p> <p>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.</p> <p>Mothers' Day cards.</p> <p>World book day dressing up and activities.</p> <p>Practice using a range of tools and techniques including digital media</p> <p>Construct using found and natural materials.</p> <p>Notice detailed features of objects in their environment.</p> <p>How the sounds of instruments can be changed eg. Loud/quiet, fast/slow</p>
Forest School	Typically forest being rested	<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>Specific: Understanding of the World</p> <p><i>Past and Present People, Culture and Communities</i></p> <p><i>The Natural World</i></p>	<p>Talk about why things happen and how things work. Use all their senses in hands-on exploration of natural materials.</p> <p>Show interest in technological toys with knobs, pulleys. Or real objects such as cameras and phones.</p> <p>Animals and growing - Talk about things they have observed such as plants and animals. Use all their senses in hands-on exploration of natural materials.</p> <p>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- Developing an understanding of growth, decay and changes over time</p> <ul style="list-style-type: none"> • Knows some of the things that make them unique, and can talk about some of the 	<p>Look closely at patterns and change. Use all their senses in hands-on exploration of natural materials.</p> <p>Know that information can be retrieved from computers. Experience visiting places beyond the school grounds Observing closely what animals, vehicles and people do.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Understand some talk about immediate past, ie before, soon and later.</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets images</p>

	<p>similarities and differences in relation to friends or family</p>	
<p>Key Concepts and Golden threads.</p>	<p>Exploring our magical world, exploring how our country's weather changes over the year,</p> <p>Geography: Physical features: Our weather. Daily focus on weather eg putting water out to see if it freezes. Is there enough snow to build a snowman? Is snow sticky? Recognise environments different to the place they live using stories eg Books with hot countries.</p>	<p>Science: Exploring forces and how they have changed, developing and broadening vocabulary.</p> <p>History: Change over time new life and babies.. Looking at own immediate history. How have we changed?</p> <p>Geography: Locational, place, distance link/physical features. Talk about seasonal changes in the school and nursery grounds, including base camp.</p> <p>RE Easter - New life, Easter traditions, Christianity.</p>
<p>Other Key events to consider</p>	<p>Chinese New year Grandparents tea-party Nature Walk, baby visitors home stories</p>	<p>Easter home stories Mother's day World book day Farm visit</p>