


Netherton Foundation Stage Long Term Curriculum Plan

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Settling in All about me	Light and Dark	People who help us	Living and growing	Traditional Tales	Safari
TEXTS	Barbara throws a wobbler Rubys worry Meesha makes friends I will not ever never eat a tomato	Astro Girl What ever Next Owl Babies	Doctorsaurus Cops and Robbers You can't call an elephant in an emergency	Aaargh Spider What the ladybird heard Measuring me	Little Ren Hen Jack and the Beanstalk Little Red Riding Hood	I am a Tiger Your safe with me Once upon a jungle Arlo
PSED	Establish routines and boundaries with the nursery environment. Become familiar with our nursery routines. Independently explore the environment. Select and use activities and resources asking for help if needed. - Self-registration on arrival to nursery. - Learn self-care routines such as hanging own coat and bag up	Keeping safe Managing own needs Waiting and controlling impulses Fire safety Stranger Danger School rules for keeping safe	Care for living things Special people to us Our safe people Name & talk about Emergency Services & transport NSPCC Underpants Rules Identify & eat a healthy range of foodstuffs. Understand need for variety in food Identify feelings of needing & receiving as well as giving help Show a sense of valuable individual: talk about own interests in job roles & own skills Understand that exercise, eating, sleeping & hygiene can contribute to good health School counsellor session – good habits Dental hygiene & visit	Understanding the needs of all living things: basic needs of plants Narrating own personal food choice of healthy range of foodstuffs & understand need for variety in food Is everything we grow healthy? Explore & describe feelings of overcoming fear Perspective of others: confidence in own ability through story characters. Self-care & awareness of sun safety Following linked instructions as a team.	Constructive & respectful relationships: perspective of others through story characters Identify emotions in conflict & talk about how to resolve it e.g. finding a compromise Feelings of sharing & kindness with others Play in other groupings than friendship Uncomfortable feelings Perseverance in making mistakes & evaluating Manage own needs through learnt routines	Living in the wider world/Rights and Responsibilities • Taking part in sports day - Winning and losing • Changing me • Look how far I've come! • Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
	We plan and react to what the children need. If there are any particular issues such as sharing, friendship or issues we have noticed regarding safe guarding that the children are dealing with in the setting or at home, we would work on that area of need, either through stories or circle time to ensure we are reacting to what the cohort needs at that time.					
CIL	The children will learn our good sitting, good listening, good looking and good talking prompts. The children will explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books throughout the session and during our daily story time.	Children will be offered lots of interesting things to investigate (natural objects they have collected) encouraging them to ask questions. The children will become familiar with and grow to love a variety books, songs and rhymes.	Talk about special events such as Christmas, Chinese New Year. Talk about own needs, wants, opinions & ask for help Talk to clarify ideas & feelings about jobs: Why we would/ would not like to do them Use language to name & model a job role: Health care Dentist Animal care Care giver Emergency services	In small groups, talk about and observe changes in seeds/beans. Participate in possible role play idea – fruit and veg shop. Plan activities which will involve investigating and examining new objects, e.g. vegetables, fruit. Allow children time to explore them with senses before asking them to talk about them. Discuss and compare my seeds/plants and how they change in time. Discuss the people who help us and how they help us. Discuss what job I would like to do when I am older.	Use language to imagine & recreate roles & experiences of stories Anticipate key events Ask & answer who, where, how & why questions Follow instructions & ideas in two or three steps & using first, next & finally Use talk to help solve problems & organise thinking & activities Troll character description Pay attention to & use the sound of alliteration	Show and tell • Weekend news • Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

Physical	Moving confidently Self-care – hand washing, communicating toileting needs Gross motor skill development – Moving in different ways	Basic fine motor skills –Funky Finger activities. Moving in different ways		Use garden tools outside to weed and plant seeds. Help prepare healthy snacks – spreading and chopping using knives. Safety. This will be an Opportunity to make healthy fruit kebabs. Climb Jasper’s beanstalk, stretching etc. Continue encouraging children to play ‘Beanstalks’ using the climbing frames. Use small construction, dough tools, mark-making, pouring and filling resources etc. to be used, and supported if necessary to develop fine motor control. Go on a seed hunt, using different tools e.g. tweezers and spoons etc. Use a selection of materials for den making activities, including fastenings to support fine motor skills e.g. string, pegs etc.	Threading, cutting, weaving, playdough, Fine Motor activities. • Develop pencil grip and letter formation continually • Use one hand consistently for fine motor tasks • Cut along a straight line with scissors / • Start to cut along a curved line, like a circle / Draw a cross • Obstacle activities • Children moving over, under, through and around equipment • Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. • Dance / moving to music	Uses scissors with more control Develop skills to move in different ways and travel confidently Purpose of exercise and the effect it has on our body Sports Day
<p>Throughout the year children will: • Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision • Build up confidence when balancing during gymnastics and outdoor provision • To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year •</p> <p>Become independent with toileting/coats/snack time</p>						
K and U	Learning the importance of good hygiene: (Q)(O) Importance of washing hands. Identifying parts of the body. Identifying senses. Importance of dental care. Making healthy food choices. Importance of drinking water. Name, locate and recognise Observations- recognising features and places of the school setting. Describe their immediate environment using knowledge from observation, discussion and maps. Draw information from a simple map - use maps, photographs and aerial views. Making simple maps of our school. Observing Autumn weather and	Children will know and recognise the signs of Autumn and winter – looking closely at natural objects and recording what they see through drawing. We will link changes in the weather to the seasons, recording their findings through weather charts. then discuss and talk about what they have observed or found.	Share non-fiction texts about job roles & services Talk & ask questions about other roles in society & jobs Recognise, observe & describe buildings of Police, Fire & Hospital Growth of ourselves: height, feet & size Valentine’s Day, Mothers’ Day & weddings - images & artefacts of past & present	Introduce the children to recycling and how it can take care of our world. Learn what seeds need to grow? – I will investigate and grow my own plants. Plant broad beans in transparent jars & observe their growth. - Use magnifying glasses -and I will discuss how things appear larger. Plant cress seeds in an egg carton/make potato head. Oserve changes outdoors/signs of Spring e.g. Buds, weather becoming warmer. Examine change over time, for example, growing plants or looking at photographs of children since	Observe state of matter: baking bread Seed to bread sequence: grind, mix, stir, knead dough & bake bread. Talk about effects of Summer, describing what they see, smell, hear & feel	. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Explore various animal habitats that live there with animals in their locality. Learn about animal features and find out how they survive in the wild.

	how the weather is different from other seasons.			birth – sequence photographs showing babies, children, adult and elderly, and change that may be reversed, for example melting ice. Learn how people keep us safe and help us.		
Literacy	<p align="center">Comprehension</p> <p>Explore a wide range of examples of print with different functions, for example, signs, menus and logos. Explore a variety of stories, rhymes, poems and fiction text. Explore different parts of a book, for example, the cover, the author and the page number. Learn how to look after books by handling them carefully. Learn how to turn the pages of a book, one by one. Explore the meaning of text (capital letters, sentences, words, letters, full stops, spaces) Explore how we read books in English print (left to right). Start phonics lessons. Learn letter sounds. Blend letters together to read words.</p>			<p align="center">Writing</p> <p>Funky Finger activities and exercises to strengthen finger muscles Provide writing opportunities within the role play areas:- create homemade animal booklets using different coloured paper and paper decorated with fancy frames.</p>		
Mathematic	Children to recite numbers in order using a range of number songs To show an interest in numbers in the environment To show an interest in shapes in the environment and use these during play Counting objects, actions and sounds. Recognising an amount without counting. Linking number to quantity.	Counting to 3 objects using 1:1 correspondence. Positional language Use everyday language related to time – Sequencing daily routine.	Shape and Space Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can – enjoys composing and decomposing shapes combine to make other shapes. Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems, and visualising what they will build. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)	learning to use language such as ‘greater’, ‘smaller’, ‘longer’ ‘shorter’, ‘heavier’ or ‘lighter’ to compare quantities. learning about odd and even numbers – numbers to 10. counting forwards and backwards to 20. Represent numbers to 10 in a variety of ways. Sort seeds according to size. Compare and talk about comparisons –tall child, short adult Count and record trees, plants in the outdoor area Make patterns using seeds/leaves and other natural objects. Learn how to double and halve numbers to 10. Learn how to count on from a given number.	Shape and pattern • Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns Addition and subtraction within 20 • Commutativity • Explore addition and subtraction • Compare two amounts • Relationship between doubling and halving Money • Describe capacities and compare weights • Estimate, compare and order lengths	Shape and pattern • Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns Addition and subtraction within 20 • Commutativity • Explore addition and subtraction • Compare two amounts • Relationship between doubling and halving Measures • Describe capacities and compare weights • Estimate, compare and order lengths
	Sing number songs and rhymes, using fingers to show an amount -Recite numbers past 5 -Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal number) -Say one number for each item in order; 1,2,3,4,5					
EA & D	The children will explore different materials using all of their senses to investigate them.	The children will explore different materials using all of their senses to investigate them. Use different	Printing using fingerprints & other small scale mark making Printing	Make flowers (daffodils, bluebells, snowdrops etc.) – use various materials like straws, egg boxes.	Design and make fairy tale prop’s . Making invitations.	African jewellery. Looking at animals.

	<p>The children will explore colour mixing and talk about the differences between colours as they paint a self-portrait. Joining in with familiar songs and rhymes.</p>	<p>techniques for joining materials such as how to use adhesive tape and different sorts of glue</p>	<p>repeating patterns Bend & curve paper: bridges & hearts</p>	<p>Draw observation drawings of flowers. Moving to music like different plants/animals. Look at the works of famous painters, make own interpretation e.g. Sunflowers, Van Gogh. Use Fruit or vegetables to do printing. Explore natural textures Use natural materials to make Collage.</p>	<p>Make our own costumes for characters.</p>	<p>Sketch observational drawings of animals using different shadings. <ul style="list-style-type: none"> • Learn a traditional African song and dance and perform it / Encourage children to create their own music </p>
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