

**Greenfield Primary Academy**  
**EYFS Progressive Curriculum- Nursery LTP**



**PRIME AREAS**

Area of Learning	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<b>Themes/ Interests/ Lines of Enquiry</b>	<b>All About Me</b>	<b>People Who Help Us</b>	<b>Traditional Tales</b>	<b>Journeys and Transport</b>	<b>Food</b>	<b>Minibeasts</b>
<b>Texts</b>	<p><b>Narrative-</b> Spot loves Nursery Harry and the dinosaurs go to school Super Duper You You Choose</p> <p><b>Non-fiction-</b></p> <p><b>Poetry/ Rhyming texts</b> Head Shoulders Knees and Toes</p>	<p><b>Narrative-</b> Peace At Last</p> <p><b>Non-fiction-</b> Busy people- Teachers; Fire Fighters</p> <p><b>Poetry/ Rhyming texts</b></p>	<p><b>Narrative-</b> Goldilocks and the Three Bears The Three Little Pigs The Three Billy Goats Gruff</p> <p><b>Non-fiction-</b></p> <p><b>Poetry/ Rhyming texts</b> Little Rabbit Foo Foo</p>	<p><b>Narrative-</b> Rosie’s Walk Whatever Next Blown Away</p> <p><b>Non-fiction-</b></p> <p><b>Poetry/ Rhyming texts</b> The Wheels on the Bus</p>	<p><b>Narrative-</b> The Gingerbread Man Handa’s Surprise</p> <p><b>Non-fiction-</b> Gruffalo’s Cookbook</p> <p><b>Poetry/ Rhyming texts</b> Don’t put your finger in the jelly Nelly Ketchup on your cornflakes Twinkle Twinkle chocolate bar</p>	<p><b>Narrative-</b> The Hungry Caterpillar</p> <p>The Bad- Tempered Ladybird</p> <p><b>Non-fiction-</b> Bugs</p> <p><b>Poetry/ Rhyming texts</b> There’s a spider on the floor</p>
<b>Communication &amp; Language</b>	<p>Can find it difficult to pay attention to more than one thing at a time</p> <p>Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘how’ and ‘why’)</p>	<p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”</p>	<p>Enjoy listening to longer stories and can remember much of what happens</p>	<p>Understand ‘how’ and ‘why’ questions, like: “why do you think the caterpillar got so fat?”</p> <p>Know many rhymes, be able to talk about familiar</p>	<p>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</p> <p>Can start a conversation with an adult or a friend</p>	<p>Use talk to organize themselves and their play: “Let’s go on a bus ... you sit there ... I’ll be the driver.”</p>

		Listen to simple stories and understand what is happening, with the help of the pictures			books, and be able to tell a long story.	and continue it for many turns.	
		Use a wider range of vocabulary      Sing a large repertoire of songs      Use longer sentences of 4 to 6 words May have some problems saying some sounds / multisyllabic word Develop their communication but may struggle with irregular tenses and plurals					
<b>Personal, Social &amp; Emotional Development</b>		Select and use activities & resources, with help when needed	Increasingly follow rules, understanding why they are important	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	Help find solutions to conflicts & rivalries, e.g. accepting not everyone can be Spiderman in a game	Develop appropriate ways of being assertive	Talk with others to solve conflicts
		Become more outgoing with unfamiliar people in the safe context of their setting				Begin to understand how others might be feeling	
		Develop their sense of responsibility & membership of a community			Show confidence in new social situations		
		Play with one or more other children, extending & elaborating play ideas			Do not always need an adult to remind them of a rule		
<b>Physical Development</b>	<b>Gross Motor</b>	Use large-muscle movements to wave flags and streamers, paint and make marks	Continue to develop their movement, balancing, riding & ball skills	Skip, hop, stand on one leg and hold a pose for a game like musical statues	Start taking part in some group activities which they make up for themselves, or in teams	Go up steps & stairs, or climb apparatus, using alternate feet	Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on length and width
	<b>Fine Motor</b>	Use one-handed tools and equipment, e.g. making snips in paper with scissors	Show a preference for a dominant hand Using a comfortable grip with good control when	Are increasingly able to use and remember sequences and patterns of movements which	Collaborate with others to manage large items, such as moving long planks safely, carrying large hollow blocks	Making healthy choices about food, drink, activity & toothbrushing	Choose the right resources to carry out their own plan, E.g. choosing a spade to enlarge a small hole they dug with a trowel

			holding pens and pencils	are related to music and rhythm			
		Be increasingly independent in meeting their own care needs, e.g. brushing their teeth, using the toilet, washing & drying their hands thoroughly Be increasingly independent as they get dressed and undressed      Start to eat independently & learning how to use a knife and fork					

# Greenfield Primary Academy

## EYFS Progressive Curriculum- Nursery LTP 2022-23



### SPECIFIC AREAS

Area of Learning		Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Themes/ Interests/ Lines of Enquiry		All About Me	People Who Help Us	Traditional Tales	Journeys and Transport	Food	Minibeasts
Texts (topic related texts & provision area texts)		Newspaper and magazines in home corner, birthday/different celebration cards, calendar	Job roll cards People Who Help Us Book	Variety of Traditional Tale books Story puppets	Different examples of vehicles Maps and photos	Recipes, cookbooks, menu	Small world Facts Identification cards
Literacy	Reading			Engage in extended conversations about stories, learning new vocabulary		Understand the 5 key concepts about print: -Print has meaning -Print can have different purposes -We read English text from left to right and from top to bottom -The names of the different parts of a book -Page sequencing	Develop their phonological awareness, so that they can: -spot & suggest rhymes -count & clap syllables -recognise words with the same initial sound
	Writing			Use some of their print and letter knowledge in their early writing		Write some or all of their name	Write some letters accurately
	Phonics	There are 6 aspects of phase 1 which are ongoing throughout. –Some children develop this at different stages (particularly children with SEND). <b>Environmental sounds</b> – develop listening and awareness of sounds					<b>Aspect 7-</b> Oral blending and segmenting of VC and CVC words as

		<ul style="list-style-type: none"> <li>- listening and remembering sounds</li> <li>- talking about sounds.</li> </ul> <p><b>Instrumental sounds</b></p> <ul style="list-style-type: none"> <li>– develop awareness of instrument sounds</li> <li>- to appreciate the difference between instrument sounds and others</li> <li>- to use a wider vocabulary to talk about sounds</li> </ul> <p><b>Body Percussion</b></p> <ul style="list-style-type: none"> <li>– to develop awareness of sound and rhythms</li> <li>- to recall patterns of sounds</li> <li>- to talk about sounds we can make with our bodies</li> </ul> <p><b>Rhythm and Rhyme</b></p> <ul style="list-style-type: none"> <li>– to experience rhythm and rhyme and develop awareness of rhythm and rhyme within speech.</li> <li>- to increase awareness of rhyming words</li> </ul> <p><b>Alliteration</b></p> <ul style="list-style-type: none"> <li>- to develop understanding of alliteration</li> <li>- to hear the difference between different starting sounds within words</li> <li>- to explore how different sounds are articulated</li> </ul> <p><b>Voice Sounds</b></p> <ul style="list-style-type: none"> <li>- to distinguish between different vocal sounds (including oral blending and segmenting)</li> <li>- to explore speech sounds</li> <li>- to talk about different sounds we can make with our voices</li> </ul>	preparation for Reception
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<b>Mathematics</b>	<b>Number</b>	Settling in number songs Counting to 5	Counting to 10 Matching numbers to quantity (to 5) Solving problems Counting 1:1 correspondence Creating number patterns	Counting to 10 Counting 'How many' to 5 (cardinal principle) Recognising numbers to 5	Counting to 10 Making sets to 5 (1:1 correspondence)	Counting to 10 More/less Counting 'How many?' to 10 (cardinal principle)	Counting beyond 10 Making sets 1:1 to 10 (1:1 correspondence) Ordering and writing numbers Counting and labelling groups
	<b>SSM</b>	Recognise 2D shape Size- big and small Real- life patterns	Weight- heavy and light Describe 2D shape Positional language	2D shape- select appropriate shapes Describing routes and locations Capacity – full & empty	Positional language Sequencing events Map for familiar routes	Repeating patten- identifying errors Combining shapes to create new ones Length – long & short	Real life 3D shapes (recognize)

## Understanding the World

Begin to make sense of their own life story and history.

Use all their senses in hands-on exploration of natural materials.

Show interest in different occupations.

To know who a part of my local area is  
 To know where I would find different people who could help me  
 To talk about my local area

Understand the past through settings, characters and events encountered in books read in class and storytelling.  
 Talk about the changes that have happened within my family lifetime

Explore collections of materials with similar and/or different properties.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Explore and talk about different forces they can feel.

To know there are different places we can go  
 To know how to get there  
 To know there are places that are similar/different to where I live

To know about the transport around us  
 To know about other transport  
 To know how things move.  
 To know where we can go.

Talk about the differences between materials and changes they notice.

To know food is grown all over the world.  
 To experience and taste food from different countries/cultures  
 To learn about different countries/cultures (festivals)

Plant seeds and care for growing things.

Understand the features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things. Explore how things work. Talk about what they see using a wide vocabulary. Continue to develop positive attitudes about the differences between people.

Talk about what they see, using a wide vocabulary

Explore how things work such as a exploring magnet or taking photographs on a camera

Begin to understand the need to respect and care for the natural environment and all living things such as watering the plants or caring for the mini beasts in the bug hotel

	<b>Drawing skills</b>	Create closed shapes with continuous lines and begins to use these shapes to represent objects.	Draw with increasing complexity and detail.	Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.		
	<b>Colour mixing</b>	Explore and name colours.	Explore colour mixing.	Explore tints of colour by adding white.		
	<b>Collage &amp; texture</b>	Explore different materials freely, in order to develop their ideas about how to use them and what to make.	Develop their own ideas and then decide which materials to use to express them.	Join different materials and explore different textures.		
	<b>Painting</b>	Use hands/fingers Use objects (Lego, pinecones etc.), stamps, and vehicles. <b>Painting/Colour - A1</b> Portraits (Recognise and name colours)	Use rollers Use thick handle paintbrushes <b>Form and Sculpture - Sp1</b>  Nursery Rhyme characters (Playdough)	Use fat paintbrushes Use lidded pots for paint <b>Printing and Pattern - SU1</b> Vegetables <b>Collage and Textiles - Su2</b> Minibeasts (Images)		
	<b>Equipment</b>	Masking tape Scissors Glue Stamps Lidded pots	Masking tape Scissors Glue Rollers Thick handle paintbrushes Paint trays Lidded pots	Masking tape Cellotape Scissors Glue Rollers Paint trays Fat paintbrushes		
	<b>Cutting</b>	Use loop scissors to cut playdough	Use loop scissors to make snips in paper	Use teardrop scissors to make snips in paper (support opening the scissors if needed)		
	<b>DT</b>	<b>Structures</b> Building houses using construction kits	<b>Food</b> Making porridge with healthy toppings	<b>Mechanisms</b> Making models of a 'rocket, boat or kite' with a moving part-steering wheel	<b>Food</b> Baking Apple Crumble	<b>Textiles</b> Paperchain and collage caterpillars
	<b>Music</b>	Listen with increased attention to sounds.  Play instruments with increasing control to express their feelings and ideas.	Sing the pitch of a tone sung by another person ('pitch match').	Create their own songs, or improvise a song around one they know.  Remember and sing entire songs.		

				Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.			
		Put your finger on your head on your head Tommy Thumb We all clap hands together Head, shoulders, knees and toes Here we go round the mulberry bush	Rub a Dub Dub Wheels on the Bus	When Goldilocks went to the house of the bears	Sing a Song o'Sixpence The Grand Old Duke of York The Bear Hunt	5 green peas in a pea pod press Cauliflowers Fluffy	Incey Winsey Spider Mary Mary, Quite Contrary
Respond to what they have heard, expressing their thoughts and feelings. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.							

**Computing (has wrong topics written for nursery)** - Take a photo of friends; v Floor map – map out a story – beebots forwards and backwards; Film friend acting in small world; Use 2Paint to choose pattern to paint **dinosaur**; **Turn** on iPad – log on with code (online safety); select s programm

**PE** – has written as EYFS but only reception stuff

**Music** – just has topics written down

**RE** – has nothing written for nursery

**Maths** – has its own scheme written for nursery.

**English** – indicates texts for each half term (see headings above); there is a whole section on handwriting for Nursery (not sure how to fit this on planning)

**Drama?**