

Calverley Parkside Nursery LTP

People, Cultures and Communities

Autumn: Where we live, explore place names and begin to look at simple maps; Begin to look at a range of celebrations from a range of cultures; Autumn; Harvest; Diwali, Bonfire Night; Remembrance Day; Thanksgiving; Hanukkah; St Andrew's Day; Advent; Christmas; New Year

Spring: Describe immediate environment and settings in stories and non-fiction; Holi; Chinese New Year; St Valentine's Day; St David's Day & Shrove Tuesday; St Patrick's Day; Easter

Summer: Simple similarities and differences between life in this country and other countries. St George's Day, Queen Elizabeth's Birthday.

Past and Present

Autumn: Own personal history. Photographs of themselves and family. Favourite celebrations that they have experienced,

Spring: Photographs of local buildings and places now and in the past.

Summer: Own personal history and the people who helped them when they were younger.

The Natural World

Ongoing themes: Understanding the effects of the changing seasons on the natural world; everyday materials; exploring the world.

Autumn: Learn about the seasonal changes in Autumn. Talk about things that are the same, different and have changed.

Spring: Learn how to respect and care for the natural environment and all living things; Learn the names of British Wildlife; Talk about what they see, using a wide vocabulary; Explore how things work. - Talk about the differences between materials and changes they notice.

Summer: - Plant seeds and care for growing plants. Learn about the key features of the life cycle of a plant and an animal; Describe what they see, hear and feel whilst outside;

Creating with Materials

Autumn: Colour recognition; exploring paints with fingers, paint brushes and other tools; Representations of themselves using a range of materials and medium;

Spring: Explore different materials, using all their senses to investigate them; Learn how to manipulate and play with different materials; Making simple models – House building challenges/animal houses.

Summer: - Create closed shapes with continuous lines, and begin to use these shapes to represent objects; Join different materials and explore different textures.

Imaginative and Expressive

Autumn: Singing songs and nursery rhymes; Engaging in pretend play, using objects to represent other objects. For example, a wooden block to represent a phone; Nativity performance and Christmas songs.

Spring: Re-telling and creating stories; Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Summer: Graduation ceremony – Performing songs to an audience; Draw with increased complexity and detail, for example a face with a circle and features. Show different emotions in their drawings and paintings, like happiness, sadness etc.

Visits, Visitors & Focus weeks

Autumn:

Autumnal walk
Shake Rattle & Boogie
Focus week: Enterprise week

Spring: Visiting the school grounds – pond and garden area; Minibeast hunt; Easter Bunny visit; Library Visit/book shop.
Focus week: Owlcotes Literature Festival

Summer: Local park visit; Real life heroes from the local community;
Focus week: Outdoor Adventure

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Personal, Social and Emotional Development and Communication and Language underpin all teaching and learning in EYFS, alongside the development of children's characteristics of effective learning. Key themes focus planning and teaching linked to key elements of self-regulation, managing self and building relationships.

Autumn 1

All About Me!

PSED theme:

- Feelings and Friendships
- I can talk about my feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Autumn 2

Let's Celebrate!

PSED theme:

- Respectful Relationship
- I can talk with others to solve conflicts.
- I can begin to understand how others might be feeling.
- I can play with one or more other children, extending and elaborating play ideas.

Spring 1

Stories

PSED theme:

- Own Goals
- I can show more confidence in new social situations.
- I can 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 to them.

Spring 2

Shapes Are Everywhere

PSED theme: Valuable Individuals

- I can see myself as a valuable individual.
- I can manage my own needs.
- I can develop a sense of responsibility and membership of a community.

Summer 1

In the Garden

PSED theme: Our community

- I can increasingly follow rules, understanding why they are important.
- I can develop a sense of responsibility and membership of a community.

Summer 2

People Who Help Us

PSED theme: Changes

- I can think about the perspectives of others.
- I can show more confidence in new social situations.
- I can become more outgoing with unfamiliar people.

Communication, Language and Literacy

Key focus: Taking turns in conversation, including listening then responding, linked to the same theme.

Speaking in a sentence, pronouncing sounds and words clearly.

Autumn: Once There Were Giants; Titch; My Mum and Dad make me Laugh; The Scarecrow's wedding; Kipper's Birthday; Non-Fiction Celebration Texts; The Christmas Story

Spring: The Gruffalo; We're Going On a Bear Hunt; Not a Box; No Bot

Summer: Jasper's Beanstalk; The Very Hungry Caterpillar; What the Ladybird Heard; Non-Fiction texts

Maths - Maths progress models provide clear guidance to support children's knowledge and understanding of maths concepts. Problem solving and mark making in maths are key areas of focus.

Autumn: Subitise (1-3), matching objects, sorting and grouping objects, linking numeral to quantity (within 3), counting objects, making collections, recognising and copying simple patterns, prepositions – in, on & under.

Spring: All of the above and comparing quantities and objects by weight, capacity, length and size, counting objects in a set, name and describe simple 2D & 3D shapes, arrangements with shapes, ABAB patterns.

Summer: All of the above and representing numbers, mathematical problems, describing a familiar route.

Physical Development: Gross and Fine Motor

Autumn:

- Shake Rattle & Boogie
- Wake Up Shake up sessions
- Cosmic Yoga
- Scooters, Bikes and Trikes (Outdoor area)
- Climbing frame/Exploring the outdoor equipment
- Party games – Musical statues/balances

Spring: All of the above

Develop independence as they get dressed and undressed, for example, putting coats on and doing up zips; Learning how to use a knife and fork.

Summer: All of the above

Sports day practice and session.