



EYFS: Long Term Overview

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My Community	Winter Wonderland	Build It Up	On the Farm	Ready, Steady, Grow	Wild Woodlands

Characteristic of Effective Learning

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Overarching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At Applegarth, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play’. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’. EYFS Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.



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	Me and My Community	Winter Wonderland	Build It Up	On the Farm	Ready, Steady, Grow	Wild Woodlands
General Themes	<ul style="list-style-type: none"> New rules and routines Family and experiences Let's be friends Games in the classroom People who help us Autumn Harvest 	<ul style="list-style-type: none"> Wonderful winter Weather and clothing Freezing and Melting Keeping warm Animals from cold climates Clean teeth Celebrations 	<ul style="list-style-type: none"> Builders and construction sites Towers and landmarks Houses and shops Homes for the pigs Materials Shapes in the Environment 	<ul style="list-style-type: none"> Supermarkets Living things Types of animals Tractors Animal babies Fresh food 	<ul style="list-style-type: none"> Plants and trees Growth Fruits and Vegetables Caterpillars and butterflies Friendships 	<ul style="list-style-type: none"> Habitats Nocturnal animals The senses Natural art
PSED - Jigsaw	<p>Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children in our nursery learn to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.</p> <p>The adults at Applegarth School model how to look after their bodies, including healthy eating, and managing personal needs independently.</p> <p>Supported interactions help our children learn how to make good friendships, co-operate and resolve conflicts peaceably.</p>					
	<p><u>Jigsaw: Being Me In My World</u></p> <ul style="list-style-type: none"> Help others to feel welcome Try to make our nursery a better place Think about everyone's right to learn Care about other peoples feelings Work well with others <p>Other children might want to play the same game or use the same resources. It is important to be friendly and share with others.</p>	<p><u>Jigsaw: Celebrating Differences</u></p> <ul style="list-style-type: none"> Accept that everyone is different Include others when working and playing Know how to help if someone is being bullied. Try to solve problems Use kind words 	<p><u>Jigsaw: Dreams and Goals</u></p> <ul style="list-style-type: none"> Show more confidence in new social situations. Develop appropriate ways of being assertive. Share goals they have chosen and the resources they used to help them. 	<p><u>Jigsaw: Healthy Me</u></p> <ul style="list-style-type: none"> Ways to care for myself include: e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Some foods are healthy. These include fruits, vegetables, nuts and seeds. We need to eat at least five portions of fruit and vegetables a day. Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage. 	<p><u>Jigsaw: Relationships</u></p> <ul style="list-style-type: none"> How to make friends Try to solve friendship problems when they occur Help others to feel part of a group Show respect in how they treat others What makes good relationships 	<p><u>Jigsaw: Changing Me</u></p> <ul style="list-style-type: none"> Understand everyone is different Express how they feel when change happens Understand and respect the changes they see in themselves Know who to ask for help if they are worried about change. Change happens to everyone.



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Communication and Language	<p>At Applegarth we know that spoken language underpins all seven areas of learning, which is why we work hard to promote a language-rich environment. The number and quality of interactions they have with adults and their peers through-out the day is a priority focus and by planning inspiring provision that meet the interests of the children, children can develop their vocabulary and spoken language. Our staff build language effectively by commenting, questioning and echoing back what children say with new vocabulary added. Children are read to daily and engaged in stories, non-fiction, rhymes and poems.</p> <p>Children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate</p>					
	<p>Looking at the person who is speaking makes it easier to listen to them. Hearing your name can mean that important information will follow.</p>	<p>Questions help you find information, such as 'What time is it?'</p> <p>Question words include why, what, when and how.</p> <p>Sometimes you can disagree in a discussion.</p>	<p>Conversations can be continued in many ways, such as by adding to what has been said, asking or answering a question.</p> <p>Some sounds need practice to pronounce them correctly, such as 'r', 'j', 'th', 'ch' and 'sh'.</p>	<p>Multi-syllabic words need practice to pronounce them correctly</p>	<p>A letter is a symbol that represents a sound.</p> <p>Ideas and feelings can be explained to another person by talking</p>	<p>There are things that some stories have in common, such as similar characters, plots and settings.</p>
High Quality Texts	<p><i>Five Bears – A Tale of Friendship</i> by Catherine Raymer <i>Goldilocks and the Three Bears</i> by Estelle Corke <i>Kipper’s Birthday</i> by Mick Inkpen <i>What the Ladybird Heard</i> by Julia Donalson <i>My Daddies</i> by Gareth Peter</p>	<p><i>The Gruffalo’s Child</i> by Julia Donaldson <i>The Big Freeze</i> by Pippa Churnick <i>The Best Diwali Ever</i> by Sonali Shah <i>The Littlest Yak</i> by Lu Frazer <i>One Snowy Night</i> by Nick Butterworth <i>The Snowy Day</i> by Ezra Jack Keats <i>The Snowman</i> by Raymond Briggs</p>	<p><i>What to Do with a Box</i> by Jane Yolen <i>What We’ll Build</i> by Oliver Jeffers <i>The Three Little Pigs and the Big Bad Wolf</i> by Axel Scheffler <i>Not a Box</i> by Antoinette Portis</p>	<p><i>Rosie’s Walk</i> by Pat Hutchins <i>Farmer Duck</i> by Martin Waddell <i>The Enormous Turnip</i> by Katie Dayn <i>10 Things I can Do to Help my World</i> by Melanie Walsh</p>	<p><i>Which Food Will You Choose?</i> by Claire Potter <i>The Tiny Seed</i> by Eric Carle <i>The Very Hungry Caterpillar</i> by Eric Carle <i>Handa’s Surprise</i> by Eileen Browne <i>Jasper’s Beanstalk</i> by Nick Butterworth <i>SSSHHH!</i> By Sally Grindley</p>	<p><i>Tidy</i> by Emily Gravett <i>Where’s My Teddy</i> by Jez Alborough <i>Look What I Found in the Woods</i> by Moira Butterfield <i>Little Red Riding Hood</i> by Brothers Grimm <i>Stanley’s Stick</i> by John Hegley</p>
Physical Development	<p>Most people write with the same hand all the time.</p> <p>Join in with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Finger, hand, wrist, arm and shoulder exercises help you to develop your gross and fine motor skills</p>	<p>Holding a pen or pencil in a comfortable way helps us learn how to write and draw.</p> <p>Letters are used in writing.</p>	<p>Different types of line include bumpy, zigzag, curvy and dotted.</p>	<p>Throw, catch, pat, aim, bat and kick a large ball.</p>	



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	Children in our nursery develop a life-long love of reading by listening to captivating stories, poems, rhymes, songs and non-fiction books. Children learn about new places, characters and inspiring facts from the wide range of books they read throughout each project.					
Literacy	<p>Books contain a front cover, pages and a back cover.</p> <p>The title is the name of the book.</p> <p>Readers read the text in a book in order by turning the pages one at a time.</p> <p>Listening to stories multiple times makes it easier to remember their key phrases.</p> <p>A refrain is a repeated word, phrase or sentence, usually found in a story or poem.</p>	<p>A story is an account of something that happened that can be true or made up.</p> <p>A character is a person, animal or thing that speaks or does something in a story.</p> <p>Rhythm is a regular pattern of sounds.</p> <p>Rhymes can be sung. A rhyme is a word that has the same last sound as another word.</p>	<p>Role play and props can be used to represent characters' looks, traits and actions.</p> <p>Role play is acting out stories or experiences.</p> <p>Most books have page numbers at the bottom.</p>	<p>A main event is an important thing that happens in the story.</p> <p>Words are used in different places, such as in shopping lists, menus or signs.</p>	<p>A syllable is a beat in a word that contains a single vowel sound.</p> <p>Some words, such as cat, have one syllable; some, such as elephant, have more than one.</p> <p>An initial sound is the first sound in a word.</p> <p>Some words begin with the same sound.</p>	<p>A character is a person, animal or thing that speaks or does something in a story.</p> <p>A plot is what happens in a story.</p> <p>A setting is a place where things happen in a story. Stories have an order, including a beginning, middle and end.</p> <p>There are things that some stories have in common, such as similar characters, plots and settings.</p>
	Children in nursery develop their ability to count confidently, develop an understanding of numbers to 10, the relationships between them and the patterns within those numbers. The learning environment supports frequent and varied opportunities to build and apply this understanding by using manipulatives, including small pebbles and five frames for organising counting. Mathematical vocabulary is taught to give them a go base of knowledge and prepare them for their Reception year. Over the year, children are provided with rich opportunities to develop their spatial reasoning skills across all areas of mathematics, including shape, space and measures.					
Maths	<p>Colours</p> <p>Matching and Sorting</p> <p>Number 1</p>	<p>Number 2 – subitising</p> <p>Pattern</p> <p>Consolidation Winter activities</p>	<p>Number 3 – subitising</p> <p>Number 3</p> <p>Number 4 composition</p>	<p>Number 5</p> <p>Number 6 – composition</p> <p>Height and length</p> <p>Mass</p> <p>Capacity</p>	<p>Sequencing</p> <p>Positional language</p> <p>More than/fewer</p> <p>2D shape</p> <p>3D shape</p>	<p>Number composition</p> <p>What comes after?</p> <p>What comes before?</p> <p>Numbers to 5</p> <p>Consolidation</p>



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Understanding the World	<p>There are lots of special people in their lives, including family and friends.</p> <p>All families are special and unique.</p> <p>We should care for the environment. For example, rubbish needs to be put in the bin.</p> <p>We are part of a community. A community is a group of people who live together or share a space.</p> <p>We can see our reflections in mirrors and other shiny surfaces.</p>	<p>The environment changes through the day and the year. The stars and Moon are always in the sky but the Sun's bright light hides them in the daytime.</p> <p>In the winter, the evenings gets darker earlier. In the summer, the evening stay lighter for longer.</p> <p>Lights, candles and fireworks are used in many types of celebrations.</p> <p>Different clothes are worn for different types of weather.</p> <p>There are many ways people and animals stay warm in the winter.</p> <p>Shadows are made on sunny days. They can be big or small and can change shape and size.</p>	<p>There are different man-made features in the immediate environment, including the school grounds, local streets and the place they live.</p> <p>A shop is a place where people go to buy things with money.</p> <p>A supermarket is a type of shop that sells food, drink and other products.</p> <p>Different materials can be used for construction. They have different properties.</p> <p>The world has lots of different landmarks and places.</p>	<p>Animals are living things. There are lots of different types of animals.</p> <p>A farm is an area of land and its buildings used for growing crops and rearing animals.</p> <p>Animal babies are known by different names than adult animals, such as cow and calf or sheep and lamb.</p> <p>Hens, geese and ducks lay eggs.</p> <p>Fresh foods include fruit, vegetables, meat, eggs, fish, cheese, milk and bread. Milk and water are healthy drinks.</p>	<p>Plants and trees are living things.</p> <p>Turnips, carrots, potatoes and parsnips are root vegetables that grow under the ground.</p> <p>Beans are edible seeds that grow on plants in pods</p> <p>Seeds need water, air and warmth to germinate.</p> <p>Plants need water, sunlight, air and warmth to grow.</p> <p>Parts of a plant include flower, petal, leaf and stem.</p> <p>Caterpillars eat until they are fully grown, then they become a pupa. A butterfly emerges from a chrysalis. Butterflies have wings, legs antennae and a rolled-up tongue for drinking nectar</p>	<p>A habitat is a place where living things live. Living things, including plants and animals, live in the local environment.</p> <p>Many different animals live in a woodland, such as rabbits, badgers and foxes. Bats are nocturnal animals.</p> <p>Nocturnal animals sleep in the day and are awake at night</p> <p>The five senses are sight, hearing, touch, taste and smell.</p>
Forest School						
Expressive Arts and Design	<p>Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs.</p> <p>Simple prints can be made using fingers, hands, feet and found objects. use all their senses in hands on exploration of natural materials</p>	<p>Sculpture - Explore ways of changing the shape or texture of malleable materials.</p> <p>Paper and fabric can be cut and torn and joined together using glue.</p> <p>A variety of resources, including blocks and construction kits can be used to create 'small worlds' and objects linked to their interests.</p>	<p>Drawing – Buildings and People</p> <p>A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes.</p> <p>Instruments can be played in a variety of ways to create different sounds. They can be played quickly, slowly, loudly or softly.</p>	<p>Use a range of media, tools and techniques to create images, express ideas and show different emotions. (Inspired by Seurat)</p> <p>Say how their artwork is the same or different to someone else's.</p>	<p>Primary colours – red, yellow and blue.</p> <p>Cooking – Cooking – Healthy pizzas or fruit muffins.</p>	<p>Leaves, twigs, flowers and pebbles are natural materials and they can be used to make patterns and pictures.</p> <p>The same sound can be played repeatedly, which will make a pattern.</p>



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Enrichment						