

## Woodlands Academy Nursery Class Long Term overview



Our vision for EYFS is that children will have access to the same high standard of quality teaching, interaction and environment.







We want children to be happy, confident and well-rounded individuals; to discover the excitement of learning, the rewards of achievement and to acquire life skills through the seven areas of learning in the EYFS. We believe in providing all children with a safe and stimulating environment that builds on each individual's needs and interests. We value the importance of both our indoor and outdoor learning environments and strive to offer children the opportunity to develop their thinking and problem-solving skills, through exploration and investigation stemming from meaningful experiences.

We believe that children should have the opportunity to learn through play, and that learning should be fun, engaging and suitably challenging. Through carefully considered provision and high-quality adult interaction, we encourage every child to develop their skills, attitudes and understanding in order to help them to become confident, active members of a diverse and constantly changing society.

We want every child to look forward to coming into school and to regard it as a safe, happy and exciting place to be. Creating an effective three-way partnership between children, parents and school, we strive to create relationships that will give each child the confidence, safety and self-esteem to develop his or her talents to the full and become the best that they can be.

Please note: learning in the early years requires an element of flexibility to ensure it reflects children's interests and abilities, therefore some of the above may be subject to change.

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	<b>Term 1:</b> <b>Autumn 1 – 7 weeks</b> <b>Me, Myself and I</b> 	<b>Term 2:</b> <b>Autumn 2 – 7 weeks</b> <b>Let's Celebrate</b> 	<b>Term 3:</b> <b>Spring 1 – 6 weeks</b> <b>Fantastic Fairytales</b> 	<b>Term 4:</b> <b>Spring 2 – 6 weeks</b> <b>It is Spring!</b> 	<b>Term 5:</b> <b>Summer 1 – 6 weeks</b> <b>Up, up and away!</b> 	<b>Term 6:</b> <b>Summer 2 – 7 weeks</b> <b>Hooray...Lets go on holiday!</b> 
<b>Characteristics of Effective Learning</b>	<p><b>Playing and exploring:</b> - 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.</p> <p><b>Active learning:</b> - 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.</p> <p><b>Creating and thinking critically:</b> - 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.</p>					
<b>Prime areas</b>						
<b>Communication and Language</b>	<p>Whole EYFS Focus – CL&amp;U is developed throughout the year through our high-quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions.</p> <p style="text-align: center;"><u>12 Key Strategies to promote and support children's speech, language and communication development:</u></p> <p>1. Good Listening Skills, 2. Saying when you don't understand something, 3. Thinking Time, 4. Talking in a group (with an adult), 5. Using visual support for tasks and routines, 6. Targeting and praising spoken language skills, 7. Questioning, 8. Vocabulary: repetition and visual methods, 9. Modelling Language, 10. Asking for clarification, 11. Vocabulary: core and extension, 12. Talking with a partner</p>					
	<u><b>Birth – 3 years</b></u> -Listen and respond to a simple instruction. -Listen to other people's talk with interest. - Start to say how they are feeling using words as well as actions. -Listen to stories and understand what is happening, with the help of the pictures. -Understand simple questions about 'who', 'what' and 'where'.	<u><b>Birth – 3 years</b></u> -Listen to stories and understand what is happening, with the help of the pictures. -Understand simple questions about 'who', 'what' and 'where'. - start to develop conversation, often jumping from topic to topic. - Develop pretend play. - Understand and act on longer sentences.	<u><b>3-4yrs</b></u> -Use a wider range of vocabulary. -Start a conversation with an adult or a friend and continue it for many turns. -Understand a question or instruction that has two parts. -Enjoy listening to longer stories and remember much of what happens. -Understand 'why' questions.	<u><b>3-4yrs</b></u> -Use a wider range of vocabulary. -Enjoy listening to longer stories and remember much of what happens. -Understand 'why' questions. -Use longer sentences of four to six words. -Use talk to organize themselves and their play. -Sing a large repertoire of songs. -Know many rhymes.	<u><b>3-4yrs</b></u> -Use a wider range of vocabulary. -Enjoy listening to longer stories and remember much of what happens. -Understand 'why' questions. -Use longer sentences of four to six words. -Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar	<u><b>3-4yrs</b></u> -Use a wider range of vocabulary. -Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books and be able to tell a long story. -Pay attention to more than one thing at a time, which can be difficult. -Be able to express a point of view and to debate when they disagree with an

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	<ul style="list-style-type: none"> <li>- start to develop conversation, often jumping from topic to topic</li> <li>- Develop pretend play.</li> <li>- Understand and act on longer sentences like 'make teddy jump'.</li> </ul> <p><b>3-4yrs</b> Sing a large repertoire of songs.</p> <ul style="list-style-type: none"> <li>- Use longer sentences of 4-6 words.</li> </ul>	<p><b>3-4yrs</b> Sing a large repertoire of songs.</p> <ul style="list-style-type: none"> <li>- Use longer sentences of 4-6 words.</li> </ul>	<ul style="list-style-type: none"> <li>-Use longer sentences of four to six words.</li> <li>-Use talk to organise themselves and their play.</li> <li>-Sing a large repertoire of songs.</li> <li>-Know many rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>-Pay attention to more than one thing at a time, which can be difficult.</li> </ul>	<ul style="list-style-type: none"> <li>books and be able to tell a long story.</li> <li>-Pay attention to more than one thing at a time, which can be difficult.</li> <li>-Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> </ul>	<ul style="list-style-type: none"> <li>adult or friend, using words as well as actions.</li> <li>-Develop their communication but may continue to have problems with regular tenses and plurals.</li> </ul>
	-Develop their communication but may continue to have problems with regular tenses and plurals. – Develop their pronunciation but may still have problems saying some sounds 'r,j,th,ch,sh' and multisyllabic words.					
<b>Key Focus texts</b>	'What I like about me' Studio Fun International 'What makes me a me!' by Ben Faulkes 'Owl babies' by Martin Waddell 'My Mum and Dad make me laugh'	'It's my birthday!' by Helen Oxenbury 'Twinkly, Twinkly Nativity' by Sam Taplin 'Scarecrows Wedding' by Julia Donaldson	'Choo-choo Clickety-clack' by Margaret Mayo 'The Train Ride' by June Crebbin 'The Naughty Bus' by Jan Oke	'Jaspers Beanstalk' by Nick Butterworth 'Crunching, munching caterpillar' by Sheridan Cain 'The Growing Story' by Ruth Krauss	'Goldilocks and three bears' 'Three Little Pigs' 'The gingerbread man'	'Sharing a Shell' by Julia Donaldson 'What the ladybird heard' by Julia Donaldson 'Penguin on Holiday' by Salina Yoon
<b>Personal, Social and Emotional Development</b>	<p><b>Birth-3yrs</b></p> <ul style="list-style-type: none"> <li>-Be increasingly able to talk about and manage their emotions.</li> <li>- Notice and ask questions about differences.</li> <li>-Develop friendships with other children.</li> <li>-Safely explore emotions beyond their normal range through play and stories.</li> <li>-Talk about their feelings.</li> </ul>	<p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>-Become more outgoing with unfamiliar people in the safe context of their setting.</li> <li>-Show more confidence in new social situations.</li> <li>-Increasingly follow rules, understanding why they are important.</li> <li>-Play with one or more other children, extending and elaborating play ideas.</li> <li>-Talk about feelings.</li> </ul>	<p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>-Select and use activities and resources with help when needed.</li> <li>- Increasingly follow rules, understanding why they are important.</li> <li>- Develop their sense of responsibility and membership of a community.</li> <li>-Play with one or more other children, extending and elaborating play ideas.</li> <li>-Talk about feelings in a more elaborated way.</li> <li>-Develop appropriate ways of being assertive.</li> </ul>	<p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>- Select and use activities and resources with help when needed. This helps them achieve a goal they have chosen or one that is suggested to them.</li> <li>-Develop their sense of responsibility and membership of a community.</li> <li>-Talk with others to solve conflicts.</li> <li>- Understand gradually how others might be feeling.</li> <li>-Develop appropriate ways of being assertive.</li> </ul>	<p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>- Select and use activities and resources with help when needed. This helps them achieve a goal they have chosen or one that is suggested to them.</li> <li>-Develop their sense of responsibility and membership of a community.</li> <li>-Talk with others to solve conflicts.</li> <li>- Understand gradually how others might be feeling.</li> <li>-Find solutions to conflicts and rivalries.</li> <li>-Remember rules without needing an adult to remind them.</li> </ul>	<p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>- Select and use activities and resources with help when needed. This helps them achieve a goal they have chosen or one that is suggested to them.</li> <li>-Develop their sense of responsibility and membership of a community.</li> <li>-Talk with others to solve conflicts.</li> <li>- Understand gradually how others might be feeling.</li> <li>-Find solutions to conflicts and rivalries.</li> </ul>

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					<ul style="list-style-type: none"> <li>- Make healthy choices about food, drink, activity and toothbrushing.</li> <li>-Develop appropriate ways of being assertive.</li> </ul>	<ul style="list-style-type: none"> <li>-Remember rules without needing an adult to remind them.</li> <li>- Make healthy choices about food, drink, activity and toothbrushing.</li> <li>-Develop appropriate ways of being assertive.</li> </ul>
Be increasingly independent in meeting their own care needs.						
<b>Physical Development</b>	<p><b><u>Birth-3yrs</u></b></p> <ul style="list-style-type: none"> <li>- Enjoy starting to kick, throw and catch balls.</li> <li>• Build independently with a range of appropriate resources.</li> <li>• Spin, roll and independently use ropes and swings.</li> <li>• use a scooter or ride a tricycle.</li> <li>• Use large and small motor skills to do things independently.</li> <li>• Develop manipulation and control.</li> <li>• Explore different materials and tools.</li> </ul> <p>3-4yrs</p> <ul style="list-style-type: none"> <li>-Match their developing physical skills to tasks and activities in the setting.</li> <li>-Choose the right resources to carry out their own plan.</li> <li>-Be increasingly independent as they get dressed and undressed.</li> </ul>	<p><b><u>3-4yrs</u></b></p> <ul style="list-style-type: none"> <li>-Match their developing physical skills to tasks and activities in the setting.</li> <li>-Continue to develop their movement, balancing, riding and ball skills.</li> <li>- Go up steps and stairs, or climb up apparatus, using alternate feet</li> <li>- Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>-Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>- Begin to show a preference for a dominant hand.</li> <li>Begin to use one-handed tools and equipment</li> <li>•Use a comfortable grip when holding pens and pencils.</li> <li>Choose the right resources to carry out their own plan.</li> <li>Be increasingly independent as they get dressed and undressed.</li> </ul>	<p><b><u>3-4yrs</u></b></p> <ul style="list-style-type: none"> <li>- Collaborate with others to manage large items, such as moving a large plank safely.</li> <li>- Go up steps and stairs, or climb up apparatus, using alternate feet</li> <li>- Start taking part in some group activities.</li> <li>- Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>- Choose the right resources to carry out their own plan.</li> <li>Be increasingly independent as they get dressed and undressed.</li> </ul>	<p><b><u>3-4yrs</u></b></p> <ul style="list-style-type: none"> <li>-Continue to develop their movement, balancing, riding and ball skills.</li> <li>-Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>•Use a comfortable grip with good control when holding pens and pencils.</li> <li>•Show a preference for a dominant hand.</li> <li>Be increasingly independent as they get dressed and undressed.</li> </ul>	<p><b><u>3-4yrs</u></b></p> <ul style="list-style-type: none"> <li>-Start taking part in some group activities. Which they make up for themselves, or in teams.</li> <li>-Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>- Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>•Use a comfortable grip with good control when holding pens and pencils.</li> <li>•Show a preference for a dominant hand.</li> </ul>	<p><b><u>3-4yrs</u></b></p> <ul style="list-style-type: none"> <li>-Start taking part in some group activities. Which they make up for themselves, or in teams.</li> <li>-Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>•Use a comfortable grip with good control when holding pens and pencils.</li> <li>•Show a preference for a dominant hand.</li> </ul>

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-Use one-handed tools and equipment. -Use a comfortable grip with good control when holding pens and pencils. – show a preference for a dominant hand.

### Specific areas

<b>Literacy</b>	<p><b><u>Birth-3yrs</u></b></p> <ul style="list-style-type: none"> <li>-Have favourite books and seek them out to share with an adult, with another child, or to look at alone.</li> <li>-Repeat words and phrases from familiar stories.</li> <li>-Ask questions about the book. Makes comments and shares their own ideas.</li> <li>-Develop play around favourite stories using props.</li> <li>- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>- Enjoys drawing freely.</li> <li>Add some marks to their drawings which they give meaning to. For example 'That says mummy.'</li> </ul> <p><b><u>3-4yrs</u></b></p> <ul style="list-style-type: none"> <li>Understand that print has meaning.</li> <li>Understand that we read English from left to right and from top to bottom.</li> <li>Understand page sequencing</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>-write some of their name.</li> </ul>	<p><b><u>Birth-3yrs</u></b></p> <ul style="list-style-type: none"> <li>Develop play around favourite stories using props.</li> <li>- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>- Enjoys drawing freely.</li> <li>Add some marks to their drawings which they give meaning to. For example 'That says mummy.'</li> </ul> <p><b><u>3-4yrs</u></b></p> <ul style="list-style-type: none"> <li>Understand that print has meaning.</li> <li>Understand that we read English from left to right and from top to bottom.</li> <li>Understand page sequencing</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>-write some of their name.</li> </ul>	<p><b><u>3-4yrs</u></b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print. -print has meaning.</li> <li>We read English from left to right and top to bottom.</li> <li>The names of different parts of a book.</li> <li>Page sequencing.</li> <li>Begin to develop their phonological awareness so that they..</li> <li>can spot and suggest rhymes</li> <li>can count or clap syllables in a word.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>-write some or all of their name.</li> <li>-write some letters accurately.</li> </ul>	<p><b><u>3-4yrs</u></b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print. - print has meaning.</li> <li>We read English from left to right and top to bottom.</li> <li>The names of different parts of a book.</li> <li>Page sequencing.</li> <li>Begin to develop their phonological awareness so that they..</li> <li>can spot and suggest rhymes</li> <li>can count or clap syllables in a word.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Use some of their print and letter knowledge in their early writing.</li> <li>-write some or all of their name.</li> <li>-write some letters accurately.</li> </ul>	<p><b><u>3-4yrs</u></b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print. -print has meaning.</li> <li>We read English from left to right and top to bottom.</li> <li>The names of different parts of a book.</li> <li>Page sequencing.</li> <li>Begin to develop their phonological awareness so that they..</li> <li>can spot and suggest rhymes</li> <li>can count or clap syllables in a word.</li> <li>Recognize words with the same initial sound.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Use some of their print and letter knowledge in their early writing.</li> <li>-write some or all of their name.</li> <li>-write some letters accurately.</li> </ul>	<p><b><u>3-4yrs</u></b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print. -print has meaning.</li> <li>We read English from left to right and top to bottom.</li> <li>The names of different parts of a book.</li> <li>Page sequencing.</li> <li>Begin to develop their phonological awareness so that they..</li> <li>can spot and suggest rhymes</li> <li>can count or clap syllables in a word.</li> <li>Recognize words with the same initial sound.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Use some of their print and letter knowledge in their early writing.</li> <li>-write some or all of their name.</li> <li>-write some letters accurately.</li> </ul>
<b>Mathematics</b>	<p><b><u>Birth-3yrs</u></b></p> <ul style="list-style-type: none"> <li>• Take part in finger rhymes with numbers.</li> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>• Develop counting-like behaviour, such as</li> </ul>	<p><b><u>Birth-3yrs</u></b></p> <ul style="list-style-type: none"> <li>-Take part in finger rhymes with numbers.</li> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/</li> </ul>	<p><b><u>3-4yrs</u></b></p> <ul style="list-style-type: none"> <li>Understand position through words alone.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>	<p><b><u>3-4yrs</u></b></p> <ul style="list-style-type: none"> <li>- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> </ul>	<p><b><u>3-4yrs</u></b></p> <ul style="list-style-type: none"> <li>- Understand position through words alone.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>	<p><b><u>3-4yrs</u></b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> </ul>

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	<p>saying some numbers in sequence.</p> <ul style="list-style-type: none"> <li>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>Build with a range of resources.</li> <li>Complete inset puzzles.</li> </ul>	<p>little/smaller', 'high/low', 'tall', 'heavy'.</p> <ul style="list-style-type: none"> <li>Notice patterns and arrange things in patterns. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> </ul> <p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> <li>Show 'finger numbers' up to 5.</li> <li>-Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> </ul>	<ul style="list-style-type: none"> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total</li> </ul>	<ul style="list-style-type: none"> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route.</li> </ul>
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						<ul style="list-style-type: none"> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>
<b>Understanding of the World</b>	<ul style="list-style-type: none"> <li>• Explore natural materials, indoors and outside.</li> </ul>	<p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>- Use all their senses in hands-on exploration of natural materials.</li> </ul>	<p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>- Use all their senses in hands-on exploration of natural materials.</li> </ul>	<p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>- Use all their senses in hands-on exploration of natural materials.</li> </ul>	<p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>- Use all their senses in hands-on exploration of natural materials.</li> </ul>	<p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people</li> </ul> <p><b>3-4yrs</b> Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> </ul> <p>Know that there are different countries in the world and talk about the difference they have experienced or seen in photos.</p>	<ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Show interest in different occupations.</li> </ul> <p>Explore how things work. Explore and talk about different forces they can feel.</p>	<ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> </ul> <p>Know that there are different countries in the world and talk about the difference they have experienced or seen in photos.</p> <p>Plant seeds and care for growing plants.</p> <ul style="list-style-type: none"> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Show interest in different occupations.</li> </ul> <p>Continue developing positive attitudes about the differences between people.</p>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Explore how things work.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
<b>Vocabulary</b>	Family, Me, ourselves, mum, dad, grandparents, brother, sister, hard, soft. Cold. Mix, pour, happy, sad, tired	Celebrate, family, party, happen, remember, how, who	Travel, start, stop, go, favourite, what, who, where, why, because, now, next, after	Spring, Easter, egg, grow, think, sun, rain, soil, seed, flower, next,	Now, next, then, start, end, big, medium, small, bigger, smaller, excited, scared, nervous. Angry, why,	Where, why, who, how when, transport, travel, suitcase, clothes, sunglasses, sun cream, holiday, family, beach, pool, swimming
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Explore a range of sound-makers and instruments and play them in different ways.</li> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> </ul>	<p>Show attention to sounds and music.</p> <ul style="list-style-type: none"> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music.</li> <li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> </ul>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> </ul>	<p>-Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>-Develop their own ideas and then decide which materials to use to express them</p>	<p>-Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>-Draw with increasing complexity and detail</p> <p>-Use drawing to represent ideas like movement or loud noises</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> </ul>

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## Woodlands Academy Nursery Class Long Term overview

	<ul style="list-style-type: none"> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>• Start to develop pretend play, pretending that one object represents another.</li> <li>• Explore different materials, using all their senses to investigate them.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore their voices and enjoy making sounds.</li> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Make rhythmical and repetitive sounds.</li> <li>• Explore a range of sound-makers and instruments and play them in different ways.</li> <li>• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> <li>• Explore different materials, using all their senses to investigate them.</li> </ul>	<ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Explore colour and colour-mixing.</li> <li>• Listen with increased attention to sounds.</li> </ul>	<p>-Join different materials and explore different textures</p>	<p>-Show different emotions in their drawings and paintings -Explore colour and colour mixing</p>	<ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Explore colour and colour-mixing.</li> <li>• Listen with increased attention to sounds.</li> </ul>
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## Woodlands Academy Nursery Class Long Term overview

		<p>Manipulate and play with different materials.</p> <ul style="list-style-type: none"> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas</li> </ul>			<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas</li> </ul>
<b>Artist of the term</b>	Kusama	Andy Goldsworthy	Pablo Picasso	Alma Thomas – linked to Black History Month	Georgia O’Keeffe	Giuseppe Arcimboldo
<b>Additional Curriculum Information</b>						
<b>Special dates</b>						
<b>Enrichment</b>	<p>Autumn walk</p> <p>Visit from the Fire Brigade</p>	<p>People who help us visitors e.g. police</p> <p>Christmas performance</p> <p>Trip to post box to post Santa letters</p>				<p>Sports day</p> <p>Graduation Picnic</p> <p>Class trip to Zoo Farm</p>
<b>British values</b>	<p><b>Democracy:</b> -learn to respect other people – we are all special</p>	<p><b>Democracy</b> -deciding on role-play in classroom – beginning to vote and learning about democracy -Turn taking and negotiating how many children should play in a certain area at once etc.</p>	<p><b>Rule of Law:</b> -Reflect on the positive skills we have -Recognise that we like different things and that is 'ok.' Learn to respect other people’s ideas</p>	<p><b>Mutual respect and tolerance of those of different faiths and beliefs:</b> -Learn to treat others how we want to be treated</p>	<p><b>Individual Liberty:</b> -Learn about how we have changed from being a baby (baby photos?) -Think about change and how it makes us feel</p>	

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### Woodlands Academy Nursery Class Long Term overview

															<ul style="list-style-type: none"> <li>-Continue to learn what is 'right' and 'wrong.'</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that other people can feel the same or differently about something</li> <li>-Visit places within the wider community (Oldbury care home?)</li> <li>-Talk about home and compare and contrast different routines/celebrations – for example, birthdays.</li> <li>-Discuss the importance of sharing and listening to other people's views, as well as expressing own opinions respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>-Think about what we are really good at</li> <li>-Think about what we want to improve as we move into YR</li> </ul>
<b>Woodlands Values</b>	Challenge	Equality	Diversity	Empathy	Resilience	Creativity	Fairness	Growth	Honesty	Commitment	Compassion	Community					
<b>Forest school links with curriculum</b>	Autumn walks Leaf rubbings Scavenger hunt		Mud painting		Winter walk Playing in the snow Ice/frost		Planting Growing vegetables		Minibeast hunt Bug hotel		Shelters						
<b>Parental and Community Engagement</b>	Parent and child visits Stay and Play		Stay and play session Christmas performance Christmas Fayre								Graduation picnic Summer fete Summer trip Sports day and activities						

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