



## Castleway EYFS Nursery Curriculum Overview

### FOUNDATION 1 LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	All about me	Traditional tales	People who help us	Transport	Animals around the world	Seaside
QUESTIONS AND FOCUS	How do I feel? My community. Where do I come from? Where do I live - locality) When I was young, when I am older.	Halloween bonfire night, Diwali, Christmas, Autumn to winter, animals.	celebrating differences, everyday superheroes, local superheroes, who helps me? How can I help others?	Modes of transport, journeys, travel.	Seasons, the world, hot places, cold places, around the world, Who lives in the jungle? Who lives on a farm? animals.	Sealife, seashores in the past, local seaside (Leasowe). What is a lighthouse?
ENRICHMENT ACTIVITIES	<p>Black history month</p> <p>Halloween Disco Local area walk Rockstar day</p>	<p>Halloween Bonfire Night Diwali Remembrance day Anti-bullying week, Nursery Rhyme week Road Safety Week Children in Need Christmas Making gingerbread men Christmas disco</p>	<p>National Storytelling week Safer internet day children's mental health week Valentines day Pancake day/shrove Tuesday</p> <p>Visitors - Nurse, police officer</p>	<p>St Davids Day World book Day Holi Mother's day Easter</p> <p style="text-align: right;">Ramadan</p> <p>Visitors - tractor, bus, car, Travel - survey of traffic types.</p>	<p>Mental health awareness week Eurovision song contest, Eid</p> <p>Farm trip</p>	<p>National Sport week Healthy eating week Father's day Seaside trip coast guard visit</p>
TRIPS						
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>To know that they belong to family and a school family. To know the names of friends and familiar people within school. To know that it is important to listen to others when they talk to me. To know the names of the feelings happy and sad. To begin to understand a range of dangers including stranger danger, road safety and safety with tools. Begin to understand the importance of taking turns and sharing To know that people have different beliefs. To know that I can go to a familiar adult when separating from carer</p>		<p>Begin to express feelings with the support of photo cards. Become more familiar with the daily routine and be able to identify what comes next. Follow simple verbal instructions without visual prompts. Understand the importance of teamwork in the classroom when caring for resources and the environment. Confident to ask for help with basic hygiene needs. Know how to take turns with a peer, with adult support. To know how to play with another child. Develop an understanding that some things are real and some things are imaginary (flying carpet and boat) To know and be able to describe how to be kind. Begin to be able to describe how someone might be feeling. Begin to develop an understanding of how to co-regulate Play with one or more other children, extending and elaborating play ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>		<p>Begin to understand that there must be a resolution to a conflict. Independently know how to and be able to share during a game situation. Begin to know a self-regulation technique. Identify their own needs Begin to express their feelings and consider the feelings of others. Begin to see themselves as an individual Supported by adults to understand the perspective of others. Identify and begin to moderate emotions with some support Begin to manage their own basic hygiene and personal needs, including washing hands, dressing, going to the</p>	



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		Continue to develop positive attitudes about the differences between people.			toilet and understanding the importance of healthy food choices. Further develop the vocabulary and knowledge to be able to verbalise what makes a good friend. Develop an understanding that a hero is not always a fictional character and the characteristics of a hero.	
SQUIGGLE PROGRAM	From our Early Foundation class we follow the Squiggle Whilst you Wiggle program to teach mark-making, which then progresses into writing as they move through our Early Years. Squiggle Whilst You Wiggle is an early writing program created by a Shonette Bason-Wood, who also created the program Dough Disco. Squiggle Whilst You Wiggle incorporates dance, music and large movements to help children develop the fine muscle control they need for writing. Each week they will learn a new gross motor movement to a piece of music while dancing along to the music. The children then transfer these movements to floor level and use writing tools (crayons) to make marks on paper. These sessions are great fun, but most importantly help our children to be confident mark makers. Once children join reception they will progress through the letters as part of the program					
PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults.. Suggested tools: pencils for drawing and writing, tweezers, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination, and agility					
PHYSICAL DEVELOPMENT  FINE MOTOR  GROSS MOTOR	Begin to join in with group movement activities. Use large muscle movements with increasing confidence.	Develop knowledge of how to use mark making equipment with a comfortable grip making connections between the movements marks made. Know how to move in different ways, e.g. rolling, crawling, climbing, jumping. Know how to use their feet to push themselves along on a trike or a scooter. Know how to thread large beads onto a lace independently. Use a spoon to feed themselves.	Become more confident to put on own coat and shoes independently. Know how to climb along the climbing frame using my hands to hold on. Begin to show some control with a pencil. Develop fine motor skills e.g. when threading small beads onto a string. Begin to use cutlery with less support. To know how to hop on one leg	To know how to put on their own coat and shoes independently. To hold a ball over head in both hands and to throw it. Developing the ability to independently use a fork to feed themselves. To know how to recognise that one hand is more effective than the other.	To know how to use scissors to make snips in paper. To know how to work with a friend to carry large objects. Confidently pedal a trike with consideration for others. know how to use simple balancing equipment confidently. Know how to move in different ways, e.g. rolling, crawling, climbing, jumping.	Develop confidence in using one handed tools with support. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Know how to work with friends to carry large objects. Develop confidence when climbing, jumping and manoeuvring across equipment. Know how to change direction when running to avoid an obstacle





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<b>COMMUNICATION AND LANGUAGE</b> <small>WELLCOMM ASSESSMENTS &amp; INTERVENTIONS TO SUPPORT DEVELOPMENT OF C&amp;L</small>	<p>In order to support Communication and Language we:</p> <p>Allow for the children to engage in numerous high quality conversations with their peers and with adults each day</p> <p>Provide a language rich environment</p> <p>Build language effectively through noticing, commenting and echoing back to children on what they are interested in</p> <p>Read frequently to children and engage them actively in stories, non-fiction, rhymes and poems and then provide them with opportunities to use and embed new words.</p> <p>Promote storytelling and role play where children share their ideas with support and modelling from their teacher, children therefore become confident to use a range of vocab and language structures.</p>					
<b>COMMUNICATION AND LANGUAGE</b> <b>SHREC APPROACH</b>	Begin to know a number of rhymes from memory. Know different ways to start a conversation. Know words to describe a range of emotions. Begin to use newly taught vocabulary from familiar stories.	Begin to listening to longer stories Use longer sentences of four words. Know and use a wider range of vocabulary.	Confidently use newly taught vocabulary. Begin to retell stories with the support of props. Begin to answer why? questions. Use longer sentences of four to six words.	Independently use newly taught vocabulary Begin to retell stories within play. Use past tense correctly. 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	To know how to answer why? questions with some support. Use some new words to express thoughts and feelings. To know a range of familiar songs or nursery rhymes from memory. To ask "why" when exploring during play situations.	To understand "what" and "where" questions To know how to follow a two part instruction. Understand how to listen carefully and why listening is important. Engage in story times. Confidently start a conversation with a friend or adult in a variety of ways.
<b>RHYMES</b>	5 little ducks  1,2,3,4,5	star light, star bright  I'm a little snowman,	Head, shoulder, knees and toes  5 cheeky monkeys	The wheels on the bus  Pat a cake	5 little monkeys jumping on the bed  Jack and jill	Here we go round the mulberry bush  Mary had a little lamb
<b>LITERACY</b>	<ul style="list-style-type: none"> <li>● Experiment with mark making</li> <li>● Listen to stories read by others.</li> <li>● Share favourite stories.</li> </ul>	<ul style="list-style-type: none"> <li>● Draw a map</li> <li>● Identify own name.</li> <li>● Draw circles and lines.</li> </ul>	<ul style="list-style-type: none"> <li>● Write a card</li> <li>● Listen to stories read by others.</li> <li>● Share favourite stories.</li> <li>● wanted posters</li> </ul>	<ul style="list-style-type: none"> <li>● Story maps</li> <li>● What will happen next in the story?</li> <li>● Draw characters.</li> <li>● Share news.</li> <li>● Retell stories.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a diary of seed growth.</li> <li>● Talk about mark making.</li> <li>● To know the sounds s, a, t.</li> <li>● To develop knowledge of new vocabulary and use it in context.</li> <li>● Tell stories.</li> </ul>	<ul style="list-style-type: none"> <li>● To know the sounds s, a, t, p, i, n</li> <li>● Create letters, cards and pictures.</li> <li>● Write their own name.</li> <li>● Draw a trap.</li> <li>● Start to write some familiar letters.</li> </ul>


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<p>KEY TEXT FOCUS FOR THE HALF TERM</p>						
<p>LITERACY 'AGAIN AGAIN BOOKS'</p> <p>DIVERSE &amp; INCLUSIVE TEXTS</p> <p>HIGH QUALITY MATHS TEXTS</p>						
<p>MATHS</p>	<ul style="list-style-type: none"> <li>• Subitising</li> <li>• Sorting</li> <li>• Rote counting</li> <li>• Number names in play</li> </ul>	<ul style="list-style-type: none"> <li>• counting</li> <li>• patterns</li> <li>• measure</li> <li>• subitising</li> </ul>	<ul style="list-style-type: none"> <li>• counting</li> <li>• subitising to 5</li> <li>• number recognition</li> <li>• number composition</li> </ul>			

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SEE MED TERM PLAN FOR DETAIL	<ul style="list-style-type: none"> <li>Comparing amounts</li> <li>Number songs</li> <li>Number and Pattern</li> <li>Shape Space and measure</li> </ul>	<ul style="list-style-type: none"> <li>2D shapes</li> <li>Number and Pattern</li> <li>Shape Space and measure</li> </ul>	<ul style="list-style-type: none"> <li>measure</li> <li>Number and Pattern</li> <li>Shape Space and measure</li> </ul>			
<p>UNDERSTANDING OF THE WORLD (UTW)</p> <p>INCLUDES THE FOUNDATIONAL SKILLS IN SCIENCE, GEOGRAPHY, HISTORY AND RE</p>	<ul style="list-style-type: none"> <li>Draw around a friend and label.</li> <li>Meet a baby, compare similarities and differences to themselves.</li> <li>Talk about their family.</li> </ul>	<ul style="list-style-type: none"> <li>Maps</li> <li>changes in state (baking gingerbread)</li> <li>Diary</li> <li>Seasons.</li> <li>christmas story</li> </ul>	<ul style="list-style-type: none"> <li>Identify local heroes.</li> <li>Design and create traps</li> <li>Healthy and unhealthy foods.</li> <li>Meet a baby, compare similarities and differences to themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Maps of local area</li> <li>Find out why people go on journeys.</li> <li>Traffic survey, how many different vehicles can you see?</li> <li>Explore the local area.</li> <li>Build bridges.</li> <li>Are all of the local buildings the same?</li> <li>Can you build a house of straw? sticks?</li> </ul>	<ul style="list-style-type: none"> <li>Find out about places around the world that are hot or cold.</li> <li>Find England and the polar regions on a map.</li> <li>Grow plants from a seed.</li> <li>Meet a baby, compare similarities and differences to themselves.</li> <li>Order life cycles</li> <li>Match animals to their young</li> <li>Seasons</li> <li>investigate where animals live.</li> <li>Minibeast hunt.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate local area (seaside)</li> <li>Changes over time.</li> <li>Animal habitats.</li> </ul>
<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>						
SCIENCE: WHAT AN EYFS SCIENTIST NEEDS TO UNDERSTAND	<p>That there are changes in the natural world through the seasons; That there are similarities and differences in the natural world. That there are key words/vocabulary associated with science; That the world is made up of different animals and plants; There are important processes and changes that happen; Use a range of scientific equipment to help them develop their lines of enquiry. How science is used to help us.</p>					
GEOGRAPHY: WHAT AN EYFS GEOGRAPHER NEEDS TO UNDERSTAND	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things. Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>					
HISTORY: WHAT AN EYFS HISTORIAN NEEDS TO UNDERSTAND	<p>Develop a sense of now and in the past That there are key words/vocabulary associated with the passage of time; That the passage of time changes us all; That the passage of time changes the world around us; We need to change what we do/wear in response to the passage of time; That events/celebrations take place at specific points of the year.</p>					

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<b>EAD</b> WORKSHOP IN PROVISION SUPPORTS INDEPENDENT APPLICATION OF SKILLS	<ul style="list-style-type: none"> <li>Self portraits</li> <li>Painting pictures of characters.</li> <li>Copy adults move to music.</li> <li>Design and make a trap</li> <li>Create houses out of different materials</li> </ul>	<ul style="list-style-type: none"> <li>Create models of vehicles</li> <li>Design and create a cape</li> <li>Design a superhero logo</li> <li>Movement to music</li> <li>Colour naming</li> </ul>	<ul style="list-style-type: none"> <li>Movement to music</li> <li>Sing songs from memory.</li> <li>Can you mix the colour you need?</li> <li>Paint from a visual stimulus.</li> <li>Make own roleplay and small world resources.</li> <li>Finger painting - colour mixing</li> </ul>			
Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.						
ARTIST FOCUS	Mondrian	Matisse		Kandinsky		
RELIGIOUS EDUCATION  DISCOVERY RE	<b>Special People</b> Families Friends Jesus Moses	<b>Christmas</b> Giving Saying thank you The Christmas Story The Shepherds Wise Men Christmas – A Christian celebration	<b>Celebrations</b> Celebrating New Year Chinese New Year Persian New Year Holi – a Hindhu festival	<b>Easter</b> Signs of spring Spring into life Easter – a Christian Celebration	<b>Story time</b> The tortoise & the Hare The Crocodile and the Priest (A Sikh Story) Bilal and the Beautiful Butterfly (A Muslim Story) The Gold Giving Serpent Best Friends: A story from Asia The Lost sheep – A Christian story	<b>Special Places</b> Homes around the world Churches Mosques Synagogues Our World
BRITISH VALUES 	<p><b>Democracy: making decisions together:</b></p> <ul style="list-style-type: none"> <li>✓ Encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings. Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.</li> <li>✓ Provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued.</li> </ul> <p><b>Rule of law: understanding rules matter</b></p> <ul style="list-style-type: none"> <li>✓ Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.</li> <li>✓ Collaborate with children to create the rules and the codes of behaviour e.g. to agree the rules about tidying up</li> </ul> <p><b>Individual liberty: freedom for all</b></p> <ul style="list-style-type: none"> <li>✓ Children will develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks.</li> <li>✓ Offer a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.</li> </ul> <p><b>Mutual respect and tolerance: treat others as you want to be treated</b></p> <ul style="list-style-type: none"> <li>✓ Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. To know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences</li> <li>✓ To encourage and explain the importance of tolerant behaviour such as sharing and respecting others opinions</li> </ul> <p>Promote diverse attitudes and challenge stereotypes, e.g. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</p>					



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<p>PARENTAL INVOLVEMENT</p>	<p>Stay and Play (weekly sessions)</p>	<p>Songs around the Christmas tree</p> <p>Castleway Christmas Craft afternoon</p> <p>Stay and Play (weekly sessions)</p> <p>Curriculum celebration afternoon</p>	<p>Stay and Play (weekly sessions)</p>	<p>Stay and Play (weekly sessions)</p> <p>Mothers and significant others afternoon tea.</p> <p>Curriculum celebration afternoon</p>	<p>Stay and Play (weekly sessions)</p> <p>Curriculum celebration afternoon</p>	<p>Transition – welcome meetings, home visits and nursery visits, stay and play</p> <p>Pride Picnic</p> <p>Sports Day</p> <p>Graduation</p> <p>Stay and Play (weekly sessions)</p>
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