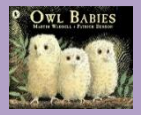
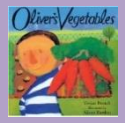
St Helen's Primary Curriculum Long Term Plan
Year: Nursery

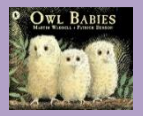
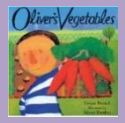
Our SHINE curriculum



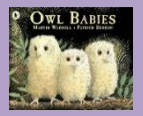
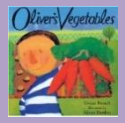
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Enrichment activities	New beginnings - starting nursery- bring your teddy to school day Autumn walk Harvest Pal's picnic- Love LDST Promises	Bonfire Night Christmas activities Nativity Performance Roady safety week	Winter walk Pancake Day	Big garden bird watch Spring walk Nature Garden Easter Activities: Easter bonnet parade, Easter egg hunt Baking Easter Treats World Book Day Mother's Day performance and cards LDST Promises Discover- Nature Walk	Planting and Growing Sports Day fun morning Make fruit salad- healthy snack Insect loire caterpillars LDST Promises Serve- Care for and plant flowers and seeds	Mini beast hunt Den building Shine Day Church visit	Enrichment activities to follow the time of year and the foucs for that term. Additional exerpeinces will be planned for.	
Christian Value	Love	Hope	Thankfulness	courage	Truthfulness	Forgiveness	Christian Values to follow the whole school timetable and children to work on these values, revisiting, during their time at St Helen's	
Rights Respecting Schools links	Class Charter Rights of the Child							

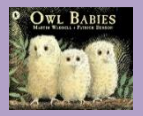
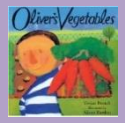
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Characteristics of Effective Learning	**Playing and exploring**: Children investigate and experience things and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning **Active learning**: Children concentrate and keep on trying if they encounter difficulties. They are proud of their 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 and positive partnerships between all staff and families. This promotes independence across the EYFS curriculum and both school and families are united and can work together. **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 on learning over time. **Learning and Development:** Children develop and learn at different rates. We must be aware of all children and support those who need greater support than others							
Communication and Language A focus across EYFS. Communication and Language is developed throughout the year through high quality back and forth interactions, daily group discussions, whole class sharing, stories, nursery rhymes and poems, singing, speech and language	**DAILY STORY TIME** Sharing names with peers and adults Sitting on the carpet and listening	**DAILY STORY TIME** Respond to simple questions with adequate processing time Respond appropriate	**DAILY STORY TIME** Show an awareness of new vocabulary during carpet time	**DAILY STORY TIME** Introduce conjunctions in speech such as because, or, and Show an awareness of future and past tense in speech	**DAILY STORY TIME** Ask questions about newly acquired information Show curiosity about new characters	**DAILY STORY TIME** Begin answering simple 'why' questions Show an ability to shift	**DAILY STORY TIME** Show an awareness of new vocabulary during carpet time Begin to use irregular tenses and plurals when	**DAILY STORY TIME** Introduce conjunctions in speech such as because, or, and Show an awareness of future and	**DAILY STORY TIME** Ask questions about newly acquired information Show curiosity about new characters	**DAILY STORY TIME** Begin answering simple 'why' questions Show an ability to shift attention to new stimuli by using names

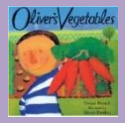
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interventions (Wellcomm) and EYFS performances.	to peers and adults Choosing familiar stories they enjoy Speaking in short sentences stringing more than two words together	ly when sat on the carpet Show an understanding of action words Responding to familiar instructions	Begin to use irregular tenses and plurals when exploring stories Using longer sentences of at least four words Expressing unique thoughts and feelings	Responding to non-verbal signals appropriately Begin to use expression when mimicking character voices	and plots in stories Recall limited information	attention to new stimuli by using names Understanding multi-instruction sentences Making simple predictions about what might happen next Creating own narratives using familiar characters, settings or plots	exploring stories Using longer sentences of at least four words Expressing unique thoughts and feelings	past tense in speech Responding to non-verbal signals appropriately Begin to use expression when mimicking character voices	and plots in stories Recall limited information	Understanding multi-instruction sentences Making simple predictions about what might happen next Creating own narratives using familiar characters, settings or plots

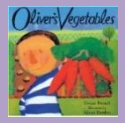
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Personal, Social and Emotional Development	**Health and Wellbeing**		**Relationships**		**Living in the wider world**		**Relationships**		**Living in the wider world**	
	Ourselves and our families Sharing and taking turns Keeping Healthy- Hand Washing	Keeping ourselves safe Bonfire Night Safety Respecting cultural differences	Keeping Ourselves Safe- Stranger Danger Keeping Healthy (LRR) Hand washing	Keeping safe on the road Sharing is Caring Taking turns, understanding that own actions affect others	Looking after other living things (plants, flowers, insects) Interest trays with bulbs/seeds /fruit to explore Keeping Healthy- Hand Washing	Sun safety Right and unkind choices, 3 little pigs and wolf	Keeping Ourselves Safe- Stranger Danger Keeping Healthy (LRR) Hand washing	Keeping safe on the road Sharing is Caring Taking turns, understanding that own actions affect others	Looking after other living things (plants, flowers, insects) Interest trays with bulbs/seeds /fruit to explore Keeping Healthy- Hand Washing	Sun safety Right and unkind choices, 3 little pigs and wolf

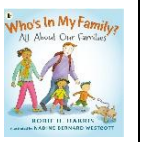
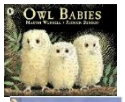
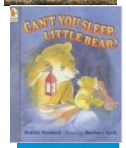
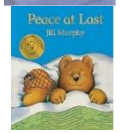
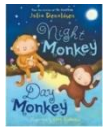
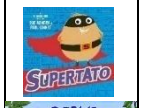
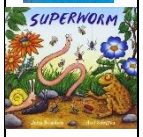
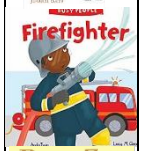
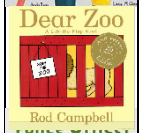
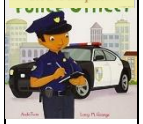
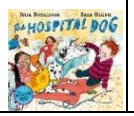
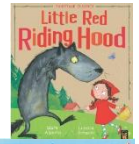
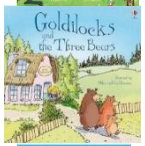
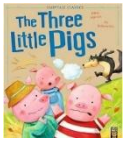
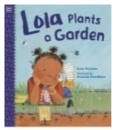
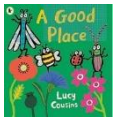
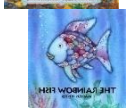
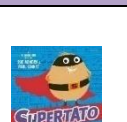
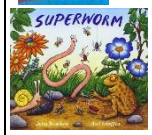
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Physical Development Fine Motor	**Dough Disco** Leaf rubbings using wax crayons Malleable materials- playdough Practicing different fasteningswhen dressing up Pincer grip- paper tearing to make hair on self portraits Snipping with scissors to make hair effect Tear and stick- Elmer Collages Pressing to print in playdough	**Dough Disco** Using string, pipe cleaners, elastic bands to join sticks to make Stck Man characters Malleable materials- making salt dough Christmas shapes Threading paper to make Christmas paper chains Practising putting on their coat- zip/ buttons and shoes and socks Painting and printing using different objects/ materials	**Dough Disco** Using tongs with different items in messy tray Scissor skills- cutting paper to make décorations for party hats/ tools to go on doctor tool belt	**Dough Disco** Easter Bunny and Easter Eggs threading activity Easter playdough challenge, making and decorating eggs, exploring different tools + materials, scissors, rollers, sequins etc Folding paper to make own Easter cards Make sweetie house biscuits- pincers to pick up sweeties. Stirring mixture for Easter nests Stacking to make bridges using small blocks.	**Dough Disco** Chopping own fruit for fruit salads Rolling playdough to make fruit shapes Fruity water play- pouring, filling thin containers Planting seeds and flowers- using gardening tools.	**Dough Disco** Threading real leaves for the caterpillar, hole punches, craft punches, ribbons Feed the hungry caterpillar sensory tuff tray, coloured rice, tweezers, squeezy tweezers, handy scoopers Winding wool to make spider webs Exploring with playdough to make bug/minibeasts Playdough jungle, lollipop sticks, stones, animal habitats, feathers	**Dough Disco** Using tongs with different items in messy tray Scissor skills- cutting paper to make décorations for party hats/ tools to go on doctor tool belt	**Dough Disco** Easter Bunny and Easter Eggs threading activity Easter playdough challenge, making and decorating eggs, exploring different tools + materials, scissors, rollers, sequins etc Folding paper to make own Easter cards Make sweetie house biscuits- pincers to pick up sweeties. Stirring mixture for Easter nests Stacking to make bridges using small blocks.	**Dough Disco** Chopping own fruit for fruit salads Rolling playdough to make fruit shapes Fruity water play- pouring, filling thin containers Planting seeds and flowers- using gardening tools.	**Dough Disco** Threading real leaves for the caterpillar, hole punches, craft punches, ribbons Feed the hungry caterpillar sensory tuff tray, coloured rice, tweezers, squeezy tweezers, handy scoopers Winding wool to make spider webs Exploring with playdough to make bug/minibeasts Playdough jungle, lollipop sticks, stones,

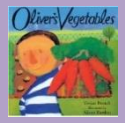
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Gross Motor	Basic movement skills- walk, run, hop, jump. Head, shoulders knees and toes Streamers outside Jumping in puddles Building houses using large outdoor items- crates etc.	Moving to music Making body shadows Large chalk drawings- firework patterns outside Move like different animals- penguin, polar bear, monkey Sweepng up leaves- pushing wheelbarrow	Gymnastic skills- using equipment to balance Build large fire engine outdoors Bikes- transporting fire equipment / doctor equipment in your vehicle to where it's needed.	Games- competition, confidence, accuracy Large construction of 3 pigs houses/ bridges Practice over-arm throw to throw over a distance. Which throw makes the object go a greater distance Which objects travelled the furthest and why Gardening- using tools/ diggins/ sweepng	Basic ball skills- throwing, catching, kicking Caterpillar's life cycle movement game, egg-curl up in a ball, caterpillar-wriggle etc. Jack and the Beanstalk action song, e.g. jelly bean, baked bean, broad and runner bean etc. Encourage children to create more detailed structures with Loose Parts e.g. pirate ship, train etc. Practice balancing on one foot	Basic ball skills- throwing, catching, kicking Catching an object with one hand thrown by the teacher Throw 2 beanbags at the same time Throw beanbags at a target Throw whilst sitting, kneeling and standing at a target Throwing paper aeroplanes	Gymnastic skills- using equipment to balance Build large fire engine outdoors Bikes- transporting fire equipment/ doctor equipment in your vehicle to where it's needed.	Games- competition, confidence, accuracy Large construction of 3 pigs houses/ bridges Practice over-arm throw to throw over a distance. Which throw makes the object go a greater distance Which objects travelled the furthest and why Gardening- using tools/ diggins/ sweepng	Basic ball skills- throwing, catching, kicking Caterpillar's life cycle movement game, egg-curl up in a ball, caterpillar-wriggle etc. Jack and the Beanstalk action song, e.g. jelly bean, baked bean, broad and runner bean etc. Encourage children to create more detailed structures with Loose Parts e.g. pirate ship, train etc. Practice balancing on one foot	Basic ball skills- throwing, catching, kicking Catching an object with one hand thrown by the teacher Throw 2 beanbags at the same time Throw beanbags at a target Throw whilst sitting, kneeling and standing at a target Throwing paper aeroplanes

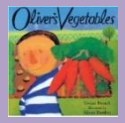
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Literacy **Comprehension – Developing a passion for reading** Children will also be exposed to our Reading Spine books, fiction and non-fiction texts on a daily basis	   	      	      	     	     	       	  	 	 	

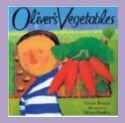
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Literacy **Developing Language** Developing children's speaking and listening skills through small group activities and continuous provision opportunities.	Raise children's awareness of sounds around them using different items and instruments Compare sounds playing lotto games, making shakes and hiding/replacing instruments Describing characters, feelings and objects.	Compare and match sounds Playing instruments alongside stories and rhymes Sing songs and action rhymes related to a theme or topic Describing characters, feelings and objects.	Develop experiences of rhythm and rhyme in speech through stories, songs and rhymes Play rhyming bingo Clap out syllables Describing characters, feelings and objects.	Use alliteration to build up awareness of initial sounds Begin matching objects which begin with the same sound Play I-spy games Describing characters, feelings and objects.	Develop children's awareness of voice sounds using oral blending and segmenting in appropriate stories Selecting items related to voice sounds Describing characters, feelings and objects.	Develop children's awareness of voice sounds using oral blending and segmenting in appropriate stories Selecting items related to voice sounds Describing characters, feelings and objects.	Develop experiences of rhythm and rhyme in speech through stories, songs and rhymes Play rhyming bingo Clap out syllables Describing characters, feelings and objects.	Use alliteration to build up awareness of initial sounds Begin matching objects which begin with the same sound Play I-spy games Describing characters, feelings and objects.	Develop children's awareness of voice sounds using oral blending and segmenting in appropriate stories Selecting items related to voice sounds Describing characters, feelings and objects.	Develop children's awareness of voice sounds using oral blending and segmenting in appropriate stories Selecting items related to voice sounds Describing characters, feelings and objects.

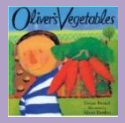
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Maths We ensure that there are lots of opportunities for mathematical experiences in the continuous provision. Counting rhymes and stories are used regularly.	Colours- red, blue, yellow, green, purple, orange- sorting Matching- buttons, tower, shoes, shapes, handprints (big and small) Sorting- colour, size. What do you notice? Guess the rule. Height and	Patterns in the environment- describing patterns Introduction to 2D shapes- shapes in environment- square, circle, triangle, rectangle Introduction to 3D shapes- shapes in environment- cube, sphere, cylinder, cone	Number 1- subitise, dice pattern, numeral, collect 1, show on fingers, clap/ jump once, show on 5 frame, match digit to objects Number 2- subitise, dice pattern and random pattern of 2,	Number 3- subitise, dice pattern and random pattern of 3, numeral, collect 3, show on fingers, clap/ jump 3 times, show on 5 frame, match digit to objects. Link to fairytales- 3 bears, 3 billy goats, 3 pigs Number 4- subitise, dice pattern and random pattern of 4, numeral, collect 4, show on fingers, clap/ jump 4 times, show on	Number rhymes and stories Counting to 10 and beyond Number 5- subitise, dice pattern and random pattern of 5, numeral, collect 5, show on fingers, clap/ jump 5 times, show on 5 frame, match digit to objects. Number 6- subitise, dice pattern and random	Number rhymes and stories Counting to 10 and beyond Numbers to 5- what comes before/ after? one more/ one less Capacity- full, empty, half full, more, less Recap and consolidate	Number 1- subitise, dice pattern, numeral, collect 1, show on fingers, clap/ jump once, show on 5 frame, match digit to objects Number 2- subitise, dice pattern and random pattern of 2, numeral, collect 2, show on fingers, clap/ jump twice, show on 5 frame, match digit to objects	Number 3- subitise, dice pattern and random pattern of 3, numeral, collect 3, show on fingers, clap/ jump 3 times, show on 5 frame, match digit to objects. Link to fairytales- 3 bears, 3 billy goats, 3 pigs Number 4- subitise, dice pattern and random pattern of 4, numeral, collect 4, show on	Number rhymes and stories Counting to 10 and beyond Number 5- subitise, dice pattern and random pattern of 5, numeral, collect 5, show on fingers, clap/ jump 5 times, show on 5 frame, match digit to objects. Number 6- subitise, dice pattern and random	Number rhymes and stories Counting to 10 and beyond Numbers to 5- what comes before/ after? one more/ one less Capacity- full, empty, half full, more, less Recap and consolidate

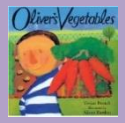
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	length- tall and short, long and short	Pattern- extend ABAB patterns- colour, outdoor and movement patterns. Fix my pattern.	numeral, collect 2, show on fingers, clap/ jump twice, show on 5 frame, match digit to objects	5 frame, match digit to objects. Link to fairytales- 3 character plus the mean character (Goldilocks, troll, wolf) Heavy/ light- 3 little pigs materials, 3 bears Investigate using balance scales	pattern of 6, numeral, collect 6, show on fingers, clap/ jump 6 times, show that we need a second 5 frame or tens frame, match digit to objects. Sequencing/ positional language- over, under, next to, in between, on top, behind, next to			fingers, clap/ jump 4 times, show on 5 frame, match digit to objects. Link to fairytales- 3 character plus the mean character (Goldilocks, troll, wolf) Heavy/ light- 3 little pigs materials, 3 bears Investigate using balance scales	pattern of 6, numeral, collect 6, show on fingers, clap/ jump 6 times, show that we need a second 5 frame or tens frame, match digit to objects. Sequencing/ positional language- over, under, next to, in between, on top, behind, next to	
Religious Education	Harvest I am Special	Christmas Diwali	Stories Jesus Heard	Easter Stories Jesus Told	Friendship Prayer	Special Places	Stories Jesus Heard	Easter Stories Jesus Told	Friendship Prayer	Special Places

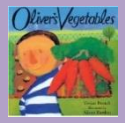
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Understanding the World	**Past and Present** Talk about families and pets they have had. Talk about what they have done on a weekend Relate what they hear in books to their own experiences **People, cultures and Community** Talk about our families and people in school.	**Past and Present** Explore the seasons collect autumn leaves and seeds. To know that Bonfire Night and Christmas have been celebrated for a long time. **People, cultures and Community** Sort photographs of cold and hot places in the world. Talk about clothes they wear in these places.	**Past and Present** To know how lucky we are to have doctors and nurses to look after us and make us better nowadays. To look at some old photos of people who help us- noting black and white. **People, cultures and Community**	**Past and Present** Looking for signs of Spring outside Match animals including people to their baby photos. Sort pictures of old and new houses. **People, cultures and Community** How do we celebrate Easter. Look at the job of a farmer and farm life-what you would find on a farm? New Life **Natural World** Understanding growth and change. To name some farm animals	**Past and Present** Talk about old trees and new plants. Recap on how plants start- seeds. Order the seasons. **People, cultures and Community** Talk about and locate places around school- on school grounds. Name some plants and flowers they find. Who helps to look after our school? **Natural World** To spot and name some	**Past and Present** To talk about what a caterpillar was before and after. To sequence events **People, cultures and Community** Look at pictures of the seaside. Name creatures found in gardens and by the sea- habitats. Talk about own experiences. **Natural World**	**Past and Present** To know how lucky we are to have doctors and nurses to look after us and make us better nowadays. **People, cultures and Community** Look at photos of shops, fire stations, hospitals, doctors and police stations nearby. **Natural World** To name some animals that are kept as pets To know that washing our hands and cleaning our	**Past and Present** Looking for signs of Spring outside Match animals including people to their baby photos. Sort pictures of old and new houses. **People, cultures and Community** Easter New Life Sort house pictures from home and away. Look at farm life-what you would find on a farm. **Natural World**	**Past and Present** Talk about old trees and new plants **People, cultures and Community** Talk about places around school. Name some flowers they find. Who helps to look after our school? **Natural World** To spot and name some plants and know that they grow from the ground. To spot and name a tree and flower.	**Past and Present** To talk about what a caterpillar was before and after. To sequence events **People, cultures and Community** Look at pictures of the seaside. Name creatures found in gardens and by the sea. **Natural World** To name some sea creatures To name some minibeasts

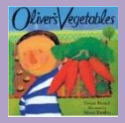
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	Locate objects using language such as on top, under, next to. Locate and name some natural objects found on school grounds and describe using senses. **Natural World** Describe the weather To identify falling leaves,	Look at pictures of a variety of different people from different cultures and countries. **Natural World** Animals awake at night- owls. Bird body parts- 2 legs, wings, beak To explore how things change if they get hotter or colder.	Talk about our local area. Look at photos of shops, our church, fire stations, hospitals, doctors and police stations nearby. **Natural World** To name some animals that are kept as pets To know that washing	To name baby animals- chick, kitten, puppy, piglet and match to the adult. To describe the life cycle of a chicken- egg, chick, chicken	plants and know that they grow from the ground. To spot and name a tree and flower. To name some fruits and vegetables. .	To name some sea creatures To name some minibeasts To be able to talk about where different creatures live- habiatats	teeth keep us healthy.	Understanding growth and change. To name some farm animals To name baby animals- chick, kitten, puppy, piglet and match to the adult. To describe the life cycle of a chicken- egg, chick, chicken Understanding how things move- push and pull, floating and sinking Earth in Space	To name some fruits and vegetables. .	

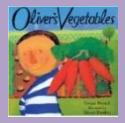
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	acorns, fir cones and conkers To name some body parts and talk about the difference in skin, hair and eye colour.		our hands and cleaning our teeth keep us healthy.							
Expressive Art & Design Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children to be encouraged to talk about their work to others. Children will have opportunities to learn and perform songs, nursery	**Being Imaginative and Expressive** Self-portraits Making marks with a range of materials Draw family Enormous turnip role play/ masks/ puppets	**Being Imaginative and Expressive** Autumn pictures-leaf printing/ painting with pinecones Firework pictures Colour mixing Bare tree painting Nativity performance	**Being Imaginative and Expressive** Make own Supertato Doctor/ vet/ firefighter role play **Daily nursery rhymes** Listen with increased	**Being Imaginative and Expressive** Easter Art – baskets, cards, chicks, eggs decorating, chocolate nests Mother's Day card **Daily nursery rhymes** Remember and sing entire songs Sing the pitch of a tone sung by another person ('pitch match')	**Being Imaginative and Expressive** Shadow art pictres Rain art Handa's surprise role play- puppets, masks Observe and draw/ paint flowers and plants Create shopping lists	**Being Imaginative and** Expressive Incy wincy drainpipe/ waterstory telling WANTED posters- what the ladybird heard Snails- creating spirals.	**Being Imaginative and Expressive** Make own Supertato Doctor/ vet/ firefighter role play **Creating with Materials** New years hats/ calendars Veggie printing Pet puppets	**Being Imaginative and Expressive** Easter Art – baskets, cards, chicks, eggs decorating, chocolate nests Mother's Day card **Creating with Materials** Making houses for the 3 little pigs using various boxes,	**Being Imaginative and Expressive** Shadow art pictres Rain art Handa's surprise role play- puppets, masks Observe and draw/ paint flowers and plants Create shopping lists Fruity water play	**Being Imaginative and** Expressive Incy wincy drainpipe/ waterstory telling WANTED posters- what the ladybird heard Snails- creating spirals **Creating with Materials** Spider and web craft- winding wool

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rhymes and poetry linked to their work/interests	Favourite colours- colour mixing Role play- Homes/ families- Using our imagination to act out and make up stories. Sing big red combine harvester. **Daily nursery rhymes** Show attention to sounds and music.Respond emotionally and physically to music when it changes.Move and dance to music. Anticipate phrases and actions in rhymes and	Printing with different materials- owls Ice painting **Daily nursery rhymes** Join in with songs and rhymes, Make rhythmical and repetitive sounds. Explore their voices and enjoy making sounds. Explore a range of sound makers and instruments and play them in different ways. **Creating with Materials** Bonfire Night Making stick characters from sticks and found materials Salt dough Designing and making	attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Explore a range of sound makers and instruments and play them in different ways. **Creating with Materials** New years hats/ calendars Veggie printing Pet puppets	**Creating with Materials** Making houses for the 3 little pigs using various boxes, shaped containers, junk modelling Den making 3 little pigs,outlast blocks, loose parts, crates etc Test with wolf hairdryer Make 3 billy goat bridges Sweetie houses Bird craft- feathers Nocturnal animal craft Make porridge and teddy bear toast .	Fruity water play . **Daily nursery rhymes** Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. **Creating with Materials** Make and taste fruit salad/ Veggie dippers	Artist -Henry Matisse. The snail  **Daily nursery rhymes** Play instruments with increasing control to express their feelings and ideas. **Creating with Materials** Spider and web craft- winding wool Bees Ladybirds Minibeast bopper headbands Sandcastles Under the sea craft/ art		shaped containers, junk modelling Den making 3 little pigs,outlast blocks, loose parts, crates etc Test with wolf hairdryer Make 3 billy goat bridges Sweetie houses	**Creating with Materials** Make and taste fruit salad/ Veggie dippers	Bees Ladybirds Minibeast bopper headbands Sandcastles Under the sea craft/ art

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	songs, like 'Peepo'.Explore their voices and enjoy making sounds. **Creating with Materials** Concertina friends House construction Make wind socks and streamers Leaf printing Fir cone/ leaf marks in playdough Make scarecrows Make Elmer out of milk bottles and Elmer collages	Christmas cards Making ice cubes Shape pictures ArtistWassily Kandidnsky- square and circles.  Christmas craft Paper chains Shadow pictures Choose suitable materials- Soft materials for animal fur, feathers for owls								

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