

# Greenhill Academy

## EYFS Progressive Curriculum- Nursery LTP 2023-24



### PRIME AREAS

Area of Learning	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Themes/ Interests/ Lines of Enquiry	All About Me Children's own life stories and family history Similarities and differences with other families Sharing of photo memories	Traditional Rhymes and Stories Repetition of familiar rhymes and stories Identification of key characters	What do I want to be when I grow up? Different occupations	Why Does that happen? Explore how things work. Science links. Wind up toys. Cogs Forces – water resistance/magnets Changing materials	Growth and Change! Planting seeds Life cycles Care for the environment	Where in the world I would go? Families around the world Holidays Know where different countries are in the world and discuss similarities and differences from things known about families and holidays.
Texts	My Mum/My Dad My Mum and Dad make me laugh 5 Minutes Peace	3 Little Kittens Incy Windy Spider Baa Baa Black Sheep We're going on a Leaf Hunt Gingerbread Man 3 Billie Goats Gruff Twinkle Twinkle Little Star Laura's Star	Busy Day Chef I want to be a pilot Oscar and Ben (author visit) Next Old Mc Donald had a farm Busy day Builder	Who sank the boat? Can't you sleep little bear? Recipe Book – The story of the Easter Bunny The Toymaker Non-fiction Toys – big book	The Hungry Caterpillar Sam plants a sunflower Butterfly Egg to chick Jaspers Beanstalk Six Little Chicks	Hello London Lion Hunt SN book about Pakistan

<b>Communication &amp; Language</b>	Can find it difficult to pay attention to more than one thing at a time	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"	Enjoy listening to longer stories and can remember much of what happens	Understand 'how' and 'why' questions, like: "why do you think the caterpillar got so fat?"	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	Use talk to organize themselves and their play: "Let's go on a bus ... you sit there ... I'll be the driver."
	Understand simple questions about 'who', 'what' and 'where' (but generally not 'how' and 'why')			Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Can start a conversation with an adult or a friend and continue it for many turns.	
	Listen to simple stories and understand what is happening, with the help of the pictures					
	Use a wider range of vocabulary		Sing a large repertoire of songs		Use longer sentences of 4 to 6 words	
	May have some problems saying some sounds / multisyllabic word					
	Develop their communication but may struggle with irregular tenses and plurals					
<b>Personal, Social &amp; Emotional Development</b>	Select and use activities & resources, with help when needed	Increasingly follow rules, understanding why they are important	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	Help find solutions to conflicts & rivalries, e.g. accepting not everyone can be Spiderman in a game	Develop appropriate ways of being assertive	Talk with others to solve conflicts
	Become more outgoing with unfamiliar people in the safe context of their setting				Begin to understand how others might be feeling	
	Develop their sense of responsibility & membership of a community		Show confidence in new social situations			
	Play with one or more other children, extending & elaborating play ideas			Do not always need an adult to remind them of a rule		
<b>Physical Development</b>	<b>Gross Motor</b>	Go up steps & stairs, or climb apparatus, using alternate feet	Continue to develop their movement, balancing, riding & ball skills	Skip, hop, stand on one leg and hold a pose for a game like musical statues	Start taking part in some group activities which they make up for themselves, or in teams	

		Use large-muscle movements to wave flags and streamers, paint and make marks	Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on length and width				
	<b>Fine Motor</b>	Use one-handed tools and equipment, e.g. making snips in paper with scissors	Show a preference for a dominant hand	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm	Collaborate with others to manage large items, such as moving long planks safely, carrying large hollow blocks  Using a comfortable grip with good control when holding pens and pencils	Making healthy choices about food, drink, activity & toothbrushing	Choose the right resources to carry out their own plan, E.g. choosing a spade to enlarge a small hole they dug with a trowel
		Be increasingly independent in meeting their own care needs, e.g. brushing their teeth, using the toilet, washing & drying their hands thoroughly Be increasingly independent as they get dressed and undressed      Start to eat independently & learning how to use a knife and fork					

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### SPECIFIC AREAS

Area of Learning		Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<b>Themes/ Interests/ Lines of Enquiry</b>		<b>All About me</b>	<b>Traditional Rhymes and Stories</b>	<b>What do I want to be when I grow up?</b>	<b>Why does that happen?</b>	<b>Growth and Change</b>	<b>Where in the world would I go?</b>
<b>Texts (topic related texts &amp; provision area texts)</b>		My Mum/My Dad My Mum and Dad make me laugh 5 Minutes Peace	3 Little Kittens Incy Windy Spider Baa Baa Black Sheep We're going on a Leaf Hunt Gingerbread Man 3 Billie Goats Gruff Twinkle Twinkle Little Star Laura's Star	Busy Day Chef I want to be a pilot Oscar and Ben (author visit) Next Old Mc Donald had a farm Busy day Builder	Who sank the boat? Can't you sleep little bear? Recipe Book – The story of the Easter Bunny The Toymaker Non-fiction Toys – big book	The Hungry Caterpillar Sam plants a sunflower Butterfly Egg to chick Jaspers Beanstalk Six Little Chicks	Hello London Lion Hunt SN book about Pakistan
<b>Literacy</b>	<b>Reading</b>		Little Wandle – Phase 1 books(wordless)weekly group reading Engage in extended conversations about stories, learning new vocabulary	Little Wandle – Phase 1 books(wordless)weekly group reading Engage in extended conversations about stories, learning new vocabulary Understand the 5 key concepts about print: -Print has meaning -Print can have different purposes	Little Wandle – Phase 1 books(wordless)weekly group reading Engage in extended conversations about stories, learning new vocabulary Understand the 5 key concepts about print: -Print has meaning -Print can have different purposes	Little Wandle – Phase 1 books(wordless)weekly group reading Engage in extended conversations about stories, learning new vocabulary Understand the 5 key concepts about print: -Print has meaning -Print can have different purposes	Little Wandle – Phase 1 books(wordless)weekly group reading Engage in extended conversations about stories, learning new vocabulary Understand the 5 key concepts about print: -Print has meaning -Print can have different purposes

			<p>-We read English text from left to right and from top to bottom</p> <p>-The names of the different parts of a book</p> <p>-Page sequencing</p> <p>Develop their phonological awareness, so that they can:</p> <p>-count &amp; clap syllables</p>	<p>-We read English text from left to right and from top to bottom</p> <p>-The names of the different parts of a book</p> <p>-Page sequencing</p> <p>Develop their phonological awareness, so that they can:</p> <p>-spot &amp; suggest rhymes</p> <p>-count &amp; clap syllables</p> <p>-</p>	<p>-We read English text from left to right and from top to bottom</p> <p>-The names of the different parts of a book</p> <p>-Page sequencing</p> <p>Develop their phonological awareness, so that they can:</p> <p>-spot &amp; suggest rhymes</p> <p>-count &amp; clap syllables</p> <p>-recognise words with the same initial sound</p>	<p>-We read English text from left to right and from top to bottom</p> <p>-The names of the different parts of a book</p> <p>-Page sequencing</p> <p>Develop their phonological awareness, so that they can:</p> <p>-spot &amp; suggest rhymes</p> <p>-count &amp; clap syllables</p> <p>-recognise words with the same initial sound</p>
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**Writing**

		Use some of their print and letter knowledge in their early writing.	Use some of their print and letter knowledge in their early writing.	Write some or all of their name	Write some letters accurately Write some or all of their name
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**Phonics**

	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression of sounds</b>	s a t p i n	m d g o c k e	u r h b f l j	v w y z q u c h	ck x sh th ng nk
<b>Use these Reception picture cards:</b>	snake astronaut tiger penguin iguana net	mouse duck goat octopus cat kite elephant	umbrella rainbow helicopter bear flamingo lollipop jellyfish	volcano wave yo-yo zebra queen cherries	sock (sound at the end) box (sound at the end) shells ring (sound at the end) pink (panda) (sound at the end) thumb/teeth (sound at the end)
<b>Phonemic awareness focus</b>	Teach children to <b>hear</b> the same initial sound for words and names of objects.	Teach children to <b>identify</b> initial sounds of words and names of objects.  Teach children to <b>distinguish</b> different sounds.	Teach children to <b>identify</b> initial sounds of words and names of objects.  Teach children to <b>articulate</b> sounds correctly – including playing with voice sounds.	Teach children to <b>identify</b> initial sounds of words and objects.	Teach children to <b>identify</b> the final sounds of words and objects.
<b>Play these games:</b>	<ul style="list-style-type: none"> <li>Play with sounds</li> <li>Bertha the bus</li> <li>Name play</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>What's in the box?*</li> </ul>	<ul style="list-style-type: none"> <li>What's in the box? – with objects that start with different sounds</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>What's in the box?*</li> </ul>	<ul style="list-style-type: none"> <li>Play with sounds</li> <li>Bertha the bus</li> <li>Name play</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>What's in the box?*</li> </ul>	<ul style="list-style-type: none"> <li>Play with sounds</li> <li>Bertha the bus</li> <li>Name play</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>What's in the box?*</li> </ul>	<ul style="list-style-type: none"> <li>Play with sounds</li> <li>Bertha the bus</li> <li>Name play</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>What's in the box?*</li> </ul> <p>Teach sounds that are at the end of words for /c/ck, /x/, /ng/, /nk/.</p> <p>Then teach children to distinguish other sounds at the end of words.</p>

\*A list of suggested objects for 'What's in the box?' for each sound can be found in the Weekly lesson content: Foundations for phonics area of the website.

<b>Mathematics</b> (use of WRM to support teaching)	<b>Number</b>	Recite numbers past 5  Say one number for each item in order: 1, 2, 3, 4, 5	Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)	Fast recognition of up to 3 objects, without having to count them individually (subitising)	Link numerals and amounts, e.g. showing the right number of objects to match the numeral, up to 5 Show 'finger numbers' up to 5	Solve real world mathematical problems with numbers up to 5  Experiment with their own symbols and marks as well as numerals	Compare quantities using language: 'more than', 'fewer than'
	<b>SSM</b>	Make comparisons between objects relating to size, length, weight and capacity  Talk about and identifies the patterns around them	Talk about and explore 2-d and 3-d shapes using informal & mathematical language- sides, corners, straight, flat, round  Understand position through words along, e.g. 'the bag is under the table'  Extend and create ABAB patterns- stick, leaf, stick, leaf <i>Size and length</i>	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'  Describe a familiar route  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc	Talk about and explore 2-d and 3-d shapes using informal & mathematical language- sides, corners, straight, flat, round	Discuss routes and locations using words like 'in front of' and 'behind'  Combine shapes to make new ones- an arch, a bigger triangle, etc  <i>Weight</i>	Talk about and explore 2-d and 3-d shapes using informal & mathematical language- sides, corners, straight, flat, round <i>Capacity</i>  Correct and notice an error in a repeating pattern
	<b>Fluent in 5</b>	Counting forwards and backwards to 5 (link to fingers)	Counting forwards and backwards to 5 (link to fingers) <i>1:1 counting to 5</i>	Counting forwards and backwards to 5 (link to fingers) <i>1:1 counting to 5</i> Subitising to 3	Counting forwards and backwards to 10 (link to fingers) <i>1:1 counting to 5</i> Subitising to 3	Counting forwards and backwards to 10 (link to fingers) <i>1:1 counting to 5</i> Subitising to 3	Counting forwards and backwards to 10 (link to fingers) <i>1:1 counting to 5</i> Subitising to 3

		<p><i>1:1 counting to 5</i></p>					
<p><b>Understanding the World</b></p>		<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to make sense of their own life story and history.</p>		<p>Show interest in different occupations.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore collections of materials with similar and/or different properties.</p>	<p>Plant seeds and care for growing things.</p> <p>Understand the features of the life cycle of a plant and an animal.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
		<p>Begin to understand the need to respect and care for the natural environment and all living things. Explore how things work. Talk about what they see using a wide vocabulary. Continue to develop positive attitudes about the differences between people.</p>					