

EY Curriculum Long Term Plan



	Autumn 1 Geography Focus	ART	Autumn 2 History Focus	D&T	Spring 1 History Focus	ART	Spring 2 Geography Focus	D&T	Summer 1 Art Focus	Summer 2 D&T Focus
Early Years	I will learn to be a Geographer Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		I will learn to be an Historian Significant Event: Nursery: Begin to make sense of their own life-story and family's history Show interest in different occupations. Continue developing positive attitudes about the differences between people.		I will learn to be an Historian Significant Individual Nursery: Begin to make sense of their own life-story and family's history Show interest in different occupations. Continue developing positive attitudes about the differences between people.		I will learn to be a Geographer Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		I will learn to be an Artist Nursery: Use all their senses in hands- on exploration of natural materials Talk about the differences between materials and changes they notice. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour mixing.	I will learn to be a Designer Nursery: Use all their senses in handson exploration of natural materials Talk about the differences between materials and changes they notice. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour mixing.
	Science: Nursery: Use all their senses in handson exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel.		Nursery: Use all their senses in handson exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel.		Nursery: Use all their senses in hands- on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel.		Science: Nursery: Use all their senses in handson exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel.		Science: Nursery: Use all their senses in handson exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Nursery: Use all their senses in handson exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.

Talk about the differences between materials and changes they notice.	Talk about the differences between materials and changes they notice.	Talk about the differences between materials and changes they notice.	Talk about the differences between materials and changes they notice.		
changes they hotice.	changes they notice.	changes they hotice.	changes they hotice.		
Computing:	Computing:	Computing: Nursery:	Computing:	Computing: Nursery:	Computing:
Nursery: Explore how things work.	Nursery: Explore how things work.	Explore how things work.	Nursery: Explore how things work.	Explore how things work.	Nursery: Explore how things work.
Match their developing	Match their developing	Match their developing	Match their developing	Match their developing	Match their developing
physical skills to tasks and	physical skills to tasks and	physical skills to tasks and	physical skills to tasks and	physical skills to tasks and	physical skills to tasks and
activities in the setting.	activities in the setting.	activities in the setting.	activities in the setting.	activities in the setting.	activities in the setting.
Increasingly follow rules,	Increasingly follow rules,	Increasingly follow rules,	Increasingly follow rules,	Increasingly follow rules,	Increasingly follow rules,
understanding why they are	understanding why they are	understanding why they are	understanding why they are	understanding why they are	understanding why they are
important.	important.	important.	important.	important.	important.
R.E.:	R.E.:	R.E.:	R.E.:	R.E.:	R.E.:
Nursery:	Nursery:	Nursery:	Nursery:	Nursery:	Nursery:
Continue developing positive	Continue developing positive	Continue developing positive	Continue developing positive	Continue developing positive	Continue developing positive
attitudes about the	attitudes about the	attitudes about the	attitudes about the	attitudes about the	attitudes about the
differences between people.	differences between people.	differences between people.	differences between people.	differences between people.	differences between people.
PSHE:	PSHE:	PSHE:	PSHE:	PSHE:	PSHE:
Nursery:	Nursery:	Nursery:	Nursery:	Nursery:	Nursery:
Develop their sense of	Develop their sense of	Develop their sense of	Develop their sense of	Develop their sense of	Develop their sense of
responsibility and	responsibility and	responsibility and	responsibility and	responsibility and	responsibility and
membership of a community.	membership of a community.	membership of a community.	membership of a community.	membership of a community.	membership of a community.
Become more outgoing with	Become more outgoing with	Become more outgoing with	Become more outgoing with	Become more outgoing with	Become more outgoing with
unfamiliar people, in the safe	unfamiliar people, in the safe	unfamiliar people, in the safe	unfamiliar people, in the safe	unfamiliar people, in the safe	unfamiliar people, in the safe
context of their setting.	context of their setting.	context of their setting.	context of their setting.	context of their setting.	context of their setting.
Show more confidence in new	Show more confidence in new	Show more confidence in new	Show more confidence in new	Show more confidence in new	Show more confidence in new
social situations.	social situations.	social situations.	social situations.	social situations.	social situations.
Increasingly follow rules,	Increasingly follow rules,	Increasingly follow rules,	Increasingly follow rules,	Increasingly follow rules,	Increasingly follow rules,
understanding why they are	understanding why they are	understanding why they are	understanding why they are	understanding why they are	understanding why they are
important. Remember rules	important. Remember rules	important. Remember rules	important. Remember rules	important. Remember rules	important. Remember rules
without needing an adult to	without needing an adult to	without needing an adult to	without needing an adult to	without needing an adult to	without needing an adult to
remind them.	remind them.	remind them.	remind them.	remind them.	remind them.
Talk with others to solve	Talk with others to solve	Talk with others to solve	Talk with others to solve	Talk with others to solve	Talk with others to solve
conflicts. Talk about their	conflicts. Talk about their	conflicts. Talk about their	conflicts. Talk about their	conflicts. Talk about their	conflicts. Talk about their
feelings using words like	feelings using words like	feelings using words like	feelings using words like	feelings using words like	feelings using words like
'happy', 'sad', 'angry' or	'happy', 'sad', 'angry' or	'happy', 'sad', 'angry' or	'happy', 'sad', 'angry' or	'happy', 'sad', 'angry' or	'happy', 'sad', 'angry' or
'worried'.	'worried'.	'worried'.	'worried'.	'worried'.	'worried'.
Understand gradually how	Understand gradually how	Understand gradually how	Understand gradually how	Understand gradually how	Understand gradually how
others might be feeling.	others might be feeling.	others might be feeling.	others might be feeling.	others might be feeling.	others might be feeling.
P.E:	P.E:	P.E:	P.E:	P.E:	P.E:
Nursery:	Nursery: Games	Nursery: Dance	Nursery: Body Management	Nursery: Games	Nursery: Athletics
Use large-muscle movements	Skip, hop, stand on one leg	I can increasingly use and	Revise and refine the	I can continue to develop	Revise and refine the
to wave flags and streamers,	and hold a pose for a game	remember sequences and	fundamental movement skills	movements, balancing, riding	fundamental movement skills
paint and make marks.	like musical statues.	patterns of music that are	they have already acquired:	and ball skills.	they have already acquired:
Start taking part in some	Walk forwards/backwards	related to music and rhythm.	crawling, walking, jumping,	Revise and refine the	crawling, walking, jumping,
group physical activities	/sideways		I can go up steps and stairs	fundamental movement skills	I can go up steps and stairs
Revise and refine the	Increasingly be able to use		or climb apparatus using	they have already acquired:	or climb apparatus using
fundamental movement skills	and remember sequences and		alternate feet.	crawling, walking, jumping,	alternate feet
they have already acquired:	patterns of movements which			I can go up steps and stairs	I can continue to develop
crawling, walking, jumping,	are related to music and			or climb apparatus using	movements, balancing, riding
	rhythm.			alternate feet.	and ball skills.

Literacy: Writing Nursery:

Understand the five key concepts about print: print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing count or clap syllables in a word recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name Write some letters accurately. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.

Literacy: Reading Nursery:

dominant hand.

Show a preference for a

Understand the five key concepts about print: • print has meaning • print can have different purposes · we read English text from left to right and from top to bottom the names of the different parts of a book · page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes . count or clap syllables in a word • recognise words with the same initial sound, such as money and mother

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Engage in extended conversations about stories, learning new vocabulary. Read individual letters by saying the sounds for them.

Maths:

Nursery:

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). 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'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. 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'. Understand position through words alone - for example, "The bag is under the table," - with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones - an arch, a bigger triangle, etc.

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Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

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