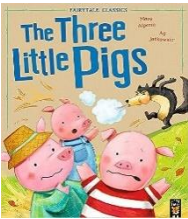




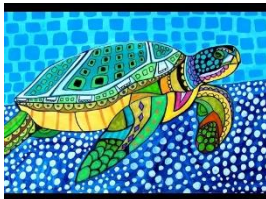
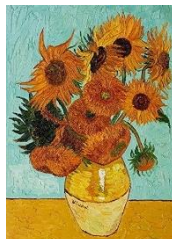
Robin Hood Primary School Curriculum Overview – Year F1 NURSERY LONG TERM PLAN

2023-24

Curriculum objectives are informed by [Development Matters 2021](#)

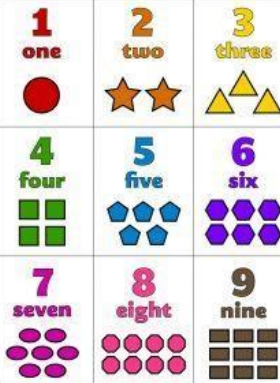
	AUTUMN 1 6 weeks 31/08/2023-20/10/2023	AUTUMN 2 7 ½ weeks 06/11/2023-20/12/2023	SPRING 1 5 ½ weeks 04/01/24-09/02/24	SPRING 2 19/02/24-28/03/24 6 weeks	SUMMER 1 15/04-24/05 6 weeks	SUMMER 2 03/06-26/07 8 weeks
Project	Animals! 6 weeks 	Celebrations! 5 weeks 1 ½ weeks Christmas 	Traditional tales! 5 ½ weeks 	Food! 6 weeks 	Splash, splash, splash! 6 weeks 	Pirates! 6 weeks Transitions 2 weeks 
Project Launch	Whitepost farm visit into school	Come into school in party outfits and make party hats.	Staff team act out the story and dress up as key characters from text. Theatre performance?	Rainbow fruit salad	Creepy, crawly caterpillars	Dress up as pirates and have pirate tea party!
Project Outcome	Self portraits Drawing of favourite animal.	Christmas Concert	Story map with oral retelling.	Cooking Easter nests	Reciting an alliterative poem.	Leavers concert and assembly

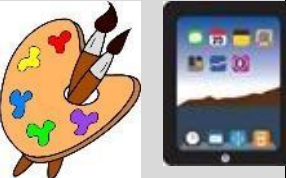
Additional Enrichment Opportunities (TRIPS / VISITORS/CELEBRATIONS)	☐ Diwali (Hindu)	Guy Fawkes-5th November Remembrance Day Christmas party & Christmas carol concert Stone Bridge City farm trip- new starters	Chinese New Year Valentines Day-14th February	Shrove Tuesday- 21st February Mothering Sunday- First Day of Ramadan (Muslim) EASTER Passover (Jewish) Stone Bridge City farm trip- new starters Easter Chocolate nests	Eid al-Fitr (Muslim)-	Father's Day Eid al-Adha (Muslim) Stone Bridge City farm trip- new starters Sports Day Graduation event
Reading Spine	*Going on a bear hunt *	•	*Red riding hood. *Goldilocks and the three bears *Three Little Pigs *	*Oi Frog	*Zim, zam zoom	•

Artist Study	Heather Galler Explore using different patterns in order to colour the animals. 		Doug Hyde I love you hundreds and thousands 		Van Gogh Sunflowers 	
Communication and Language 	Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” Pay attention to more than one thing at a time, which can be difficult.	Start a conversation with an adult or a friend and continue it for many turns. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.	Use longer sentences of four to six words. Enjoy listening to longer stories and can remember much of what happens.	Know many rhymes , be able to talk about familiar books, and be able to tell a long story. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.	Sing a large repertoire of songs . 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 a wider range of vocabulary .
PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT (PSED)	<u>Me & My Relationships</u> Select and use activities and resources, with help when needed. This helps them to achieve a goal	<u>Valuing Difference</u> Show more confidence in new social situations.	<u>Keeping Myself Safe</u> Develop their sense of responsibility and membership of a community.	<u>Rights & Responsibilities</u> Increasingly follow rules, understanding why they are important.	<u>Being My Best</u> Find solutions to conflicts and rivalries. For example, accepting	<u>Growing & Changing</u> Remember rules without needing an adult to remind them.

	they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Understand gradually how others might be feeling. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.	Play with one or more other children, extending and elaborating play ideas.	Develop appropriate ways of being assertive. Make healthy choices about food, drink, activity and toothbrushing.	that not everyone can be Spider-Man in the game, and suggesting other ideas Talk with others to solve conflicts.	
Physical Development 	Use large-muscle movements to wave flags and streamers, paint and make marks.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. 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. Show a preference for a dominant hand. Go up steps and stairs, or climb up apparatus, using alternate feet.	Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Literacy	Develop their phonological awareness,	Develop their phonological	Understand the five key concepts about print: •	Use some of their print and letter knowledge in	Write some letters accurately.	Write some or all of their name.

	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 Engage in extended conversations about stories, learning new vocabulary.	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 Engage in extended conversations about stories, learning new vocabulary.	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 Engage in extended conversations about stories, learning new vocabulary.	their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.
Phonics 	Everyday sounds Musical sounds	Warming up my body Warming up my voice	Wiggling to the rhythm	Rhyme and shine	Alliteration	Oral blending and segmenting
Maths	Recite numbers past 5. Understand position through words alone – for example, “The bag is under the table,” – with no pointing.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Know that the last number reached when counting a small set of objects tells you how	Show 'finger numbers' up to 5. Describe a familiar route. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Say one number for each item in order: 1,2,3,4,5. Solve real world mathematical problems with numbers up to 5. Combine shapes to make new ones – an	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Extend and create ABAB patterns – stick, leaf, stick, leaf.	Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight and capacity.

	Discuss routes and locations, using words like 'in front of' and 'behind'. 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.	many there are in total ('cardinal principle'). Experiment with their own symbols and marks as well as numerals. 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'.	Notice and correct an error in a repeating pattern.	arch, a bigger triangle, etc.		Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
Understanding the world 	Explore how things work. Continue developing positive attitudes about the differences between people.	Explore and talk about different forces they can feel. Begin to make sense of their own life-story and family's history.	Explore collections of materials with similar and/or different properties. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Chinese new year)	Show interest in different occupations. Talk about the differences between materials and changes they notice. Begin to understand the need to respect and care for the natural environment and all living things.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.	Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Expressive art and design	Take part in simple pretend play, using an object to	Explore colour and colour mixing.	Begin to develop complex stories using small world	Create closed shapes with continuous lines and	Use drawing to represent ideas like	Create their own songs or improvise a

	represent something else even though they are not similar. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Listen with increased attention to sounds.	Sing the pitch of a tone sung by another person ('pitch match'). Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Play instruments with increasing control to express their feelings and ideas. Remember and sing entire songs.	equipment like animal sets, dolls and dolls houses, etc. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	begin to use these shapes to represent objects. Join different materials and explore different textures. Explore different materials freely, to develop their ideas about how to use them and what to make.	movement or loud noises. Respond to what they have heard, expressing their thoughts and feelings. Develop their own ideas and then decide which materials to use to express them.	song around one they know. Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Non-negotiable key vocabulary		•	•	•	•	•
		•	•	•	•	•