

FS1 Curriculum long term plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	This is me!	Winter celebrations	Nursery rhymes are fun!	Living and growing	Amazing Animals	Here comes the Summer!
Focused topic	Who am I? Transition Starting nursery Me, my name and my body Where do I live? My family My home My pets Autumn treasures Natural Autumn	Getting colder Dark Winter weather Nocturnal animals Halloween Bonfire night Christmas story Christmas traditions	Traditional rhymes	Plants Changing and growing Our mums/carers and how they care for us Easter traditions	Pet animals What pets have we got? How do we care for our pets? Animals in our country Wild animals Farm animals Animals in other countries Animals in a zoo	Seaside traditions Going on a holiday Beach animals Sealife Pirates Graduation
Key events	Transition Harvest celebrations Signs of Autumn	Halloween Bonfire night Firework safety Nativity performance Christmas Party	Valentines' day Pancake day Chinese New Year	Mother's Day World Book Day Easter	Animal visitors	Graduation Transition week Sports Day
Physical Development	Gross motor – outside negotiating space Developing control over gross movements Fine motor –up and down movements Dough disco Mark making opportunities inside and outside Independently washing hands and being aware of toileting needs	Gross motor – outside climbing, balancing and riding bikes/scooters Negotiating space Fine motor – upwards and downwards movements Dough disco Mark making opportunities inside and outside Manipulating a range of fine motor equipment	Gross motor – use large muscle movements – waving flags, scarves, ribbon dance Moving to music Negotiating space Fine motor – one handed tools Dominant hand Dough disco Mark making focus – side to side Name writing	Gross motor – balancing and climbing with alternate feet Hop, skip, jump and stand on one leg Negotiating space Fine motor – one handed tools Comfortable/tripod grip of pencil Mark making focus – wavy lines Name writing	Gross motor – develop ball skills Remembering sequences of movements Negotiating space Fine motor Mark making focus – zigzag Consistent and comfortable grip of pencil Letter formation Control of scissors	Gross motor – running Sports day Matching physical movement to task Negotiating space Fine motor Mark making focus – consistent and comfortable grip of pencil – good control Letter formation Control of scissors – snipping along lines

	Being healthy Tooth brushing	Independently putting on coats and being more independent of toileting needs Being healthy Tooth brushing awareness	Independently brushing teeth/using the toilet Choosing appropriate resources for task Safe use of equipment Being healthy Describe what happens to our bodies when we exercise Tooth brushing awareness	Independently eat with a knife and fork Safe use of equipment Working as a team Playing games Being healthy Describe what happens to our bodies when we exercise Tooth brushing awareness	Independently eat with a knife and fork Safe use of equipment Healthy choices about food and drink Working as a team Playing games Tooth brushing awareness	Independently eat with a knife and fork Safe use of equipment Healthy choices about food and drink Working as a team Playing games Tooth brushing awareness.
Personal, Social and emotional	Settling in Separating from main carer Selecting activities and routines Wash hands – use toilet with support Building relationships Knowing they can approach adults Social interactions Understanding rules	Building confidence Confident with daily routines Behaviour expectations – adapting behaviour Importance of oral health Selecting activities and routines Dealing with conflict Dealing with change Turn taking Asking adults for help	Empathy Feelings – talk about in circle time Learning about others Oral health Independent sharing of resources Turn taking – waiting for their turn Play in group Looking after resources – respect Independently follow rules	Caring for others Changes in our bodies Feelings – talk about in circle time – link to stories Independent within the environment Looking after resources – respect Independently follow rules Ask adult for support appropriately Use of equipment and areas of nursery safely	Healthy bodies Healthy minds Awareness of others feelings Support to initiate play and keep it going Develop confidence in new situations Resolve conflict Aware of others feelings	Preparing for next transitions Being assertive Confident to talk to peers and adults in different situations Being polite Giving opinions and listening to others opinions Challenging opinions appropriately
Communication & Language	Daily singing, nursery rhymes, action songs Story time, talking about characters, themselves and families Communication can be understood by other Talk about wants and needs.	Sing songs – Nativity Nativity listen to, understand and follow simple instructions Talk about what I am doing Talk about home celebrations Stories about celebrations Know that stories have a beginning, middle and end.	Develop a repertoire of songs and rhymes Respond to instructions and begin to respond to questions. Talk about what I am doing Developing vocabulary – wide range in correct context Sorting objects based on properties	Develop repertoire of songs Listening to stories retaining key vocabulary Retell stories – story structure Answer questions about stories Respond to instructions and begin to respond to questions Ask questions	Develop repertoire of songs. Listening to stories retaining key vocabulary Retell stories – story structure, setting and characters Talk for writing – support use of connectives – Once upon a time, first, next, then and finally.	Develop repertoire of songs Speak in a range of tense Vocabulary prepositions Rhyming Retelling stories through role play Talk for writing – support to use connectives Once upon a time, first, next then and finally

				Longer sentences – understood by others Use of connectives.	Role play stories Ask questions – understand why questions Talking in front of others Use talk to organise themselves Begin to ask who, what, when and how questions.	Say what happens next in a story/rhyme Answer questions and share opinion using relevant vocabulary Talking confidently in different situations Express points of view Singing songs confidently
All adults models good spoken English and develop children’s vocabulary through use of quality texts, discussions and modelling. Modelling – Adults model one word to convey need e.g. drink; they then add a word on e.g. more drink, drink please; extending the sentence at the pace of the child e.g. can I have a drink please until the child is able to communicate need independently.						
Reading	Book corner Daily story/rhyme time Weekly focus book – extended conversation and extending vocabulary Recognise logos within the environment Know text has meaning Modelling reading parts of a book – cover/pages/back/spine	Book corner Daily story time Weekly book focus – extended conversation and extended vocabulary Talk for writing Identify words/pictures Book title/cover/pages Exploring initial sound in familiar words Talk about familiar stories Find familiar letter in name Structures of stories Model reading Parts of a book – cover/pages/back/spine	Book corner Daily story time – joining in with repetitive stories Talk for writing – story structure Poems and rhymes Rhyming books Weekly book focus – extending conversation and vocabulary Title/cover/pages Pointing to text when reading Identify name	Book corner Daily story time – joining in with repetitive stories Talk for writing – parts/structure of a story Poems and rhymes Rhyming books Alliteration in stories Weekly book focus – extended conversation and vocabulary Book/title/cover Find letter in names What next questions Ordering stories or previous events/experiences	Story maps – events and characters Daily story time Talk for writing - Collaborative story maps Poems and rhymes Rhyming books Alliteration in stories Weekly book focus – extended conversations and vocabulary Book/title/cover/pictures Oral blending games/words in routines Compare characters	Non-fiction books Book corner Daily story time Talk for writing Collaborative story maps Poems and rhymes Rhyming books Alliteration in stories/games Weekly book focus – extending conversation and vocabulary Book/title/cover Oral blending Making predictions Discuss similarities and differences in stories from the past.
Core Books	It’s ok to be different All kinds of families Heather has two mummies	Meg and Mog stories Nativity stories Christmas stories Nursery rhymes	Books about Winter Big pancake story Nursery rhyme books	Jack and the Beanstalk Jasper’s beanstalk Hungry caterpillar Books about plants	The gingerbread man Mog and the VET Paula the vet Dear zoo	Books about summer Commotion in the ocean Books about sea life

	So much My dad is brilliant My mummy is magic Lust like my Dad Grandma My body				Stories about animals, minibeasts and pets Aaaarrgghh Spider Super Worm	Stories about holiday and going to the beach
Writing	Opportunities for purposeful independent mark making within both indoor and outdoor environment					
	Talking about the marks they make Identify marks made	Name writing Use recognisable sound shapes in their independent mark making Independent marks for a purpose e.g. shopping lists in the role play Confidently talk about marks – marks give meaning			Write some sounds accurately Independent marks for a purpose e.g. shopping lists in the role play area Confidently talking about marks	
Mathematics	Recognising and counting numbers to 5 2D shapes Number rhymes Sequencing More and less Day of the week	One more/less Size Recognising and counting numbers beyond 5 Representing numbers Subitising Patterns Positional language			2D and 3D shapes Sequences Size Length Weight and capacity Review of previously taught concepts Positional language	
Understanding the World	Who am I? My family My body Similarities and differences between peers and family members Self-portraits Where do I live? Who is special Autumn & seasonal changes	Christmas Family traditions Birthdays Use of iPad Observe seasonal change Significant events in own lives and families lives.	Exploring natural materials with their senses. Talking about what they see Changing weather Food tasting Pancake day Chinese New Year	Exploring natural materials and the world using senses Talking about the world around them Growing plants What do plants need? Differences in plants Plant life cycles Respect for living things Different countries Easter Observe seasonal changes	Extend vocabulary to describe what they see Changes and differences in materials Different environments and people Looking after the environment and people Seasonal changes Our pets and animals How do we care for them? What do pets need? Minibeasts Life cycle of a butterfly	Extend vocabulary to describe what they see. Looking after the environment, litter picking Sealife and beach animals Stories to discuss pollution and dangers to animals

Expressive arts and design	<p>Supporting and modelling pretend play – home corner – family members</p> <p>Exploring a range of materials</p> <p>Make a range of marks with a range of tools</p> <p>Using them appropriately</p> <p>Join in with familiar parts of songs</p> <p>Images of self and family</p> <p>Representing objects and people in their images</p>	<p>Developing pretend play</p> <p>Exploring a range of materials</p> <p>Make a range of marks with a range of tools</p> <p>Drawing details on representations</p> <p>Sing whole songs and listen to sounds</p> <p>Move body to music</p> <p>Explore a range of instruments</p> <p>Firework images</p> <p>Christmas cards using media and techniques</p> <p>Take part in nativity play</p> <p>Perform Christmas songs to parents</p>	<p>Involve others in their imaginative play</p> <p>Developing own ideas and express using materials</p> <p>Explore textures</p> <p>Draw enclosed spaces and represent objects</p> <p>Images of people with faces</p> <p>Using paint to mix colours</p> <p>Listen with increased attention to sounds</p> <p>Sing a range of songs</p> <p>Use instruments in different ways</p> <p>Make loud, quiet sounds and use instruments in different ways</p> <p>Tap simple rhythms</p> <p>Copy sounds and movement to music</p>	<p>Making small world of their own for play</p> <p>Developing own ideas and express using materials</p> <p>Adapting as they make</p> <p>Use textures to make an effect</p> <p>Use tools and materials for a purpose</p> <p>Using paint to mix colours and talk about what is happening</p> <p>Sing a range of songs</p> <p>Identify different sounds</p> <p>Make sounds for a purpose e.g. within a story</p> <p>Feely bag describing objects</p>	<p>Use of narrative in pretend play – traditional stories, core text and repetitive text</p> <p>Joining materials and explore textures</p> <p>Use drawing to represent emotions</p> <p>Use colours for a purpose</p> <p>Say what they like or dislike about their creations</p> <p>Notice what others do and adapt own creations</p> <p>Respond to what they have heard</p> <p>Matching sounds and movement to music</p> <p>Create sounds to accompany stories</p> <p>Stories and props in play</p> <p>Making own props for use in play</p>	<p>Use of narrative in pretend play</p> <p>Joining materials and explore textures.</p> <p>Plan what they are doing</p> <p>Create with a purpose</p> <p>Use drawing to represent emotions</p> <p>Make natural art</p> <p>Say what they like or dislike about their creations</p> <p>Create their own songs</p> <p>Sing songs with instruments</p> <p>Use instruments to express feelings</p> <p>Respond to music with movement</p> <p>Making instruments</p>