

## Plan to book visits/trips in Autumn term

### EYFS Curriculum Overview: Nursery

Peters order needed for supplementary texts (see below for each half term but remove any from the list that we already have). Direct contact for order (can submit titles by email) katherine.chave@peters.co.uk

\*Establishment Phase: separation, transition, routines, expectations, exploring, story routines, lining up, coats/bags all children all areas

	Autumn 1				Autumn 2		
Week 0 = establishment*	W2+3	W4+5	W6+7	W8	W1+2	W3+4	W5+6
<b>Book-based stimulus core text(s)</b> <i>Revisited through unit Stimulus for writing</i>	Rhyme Time <a href="#">Unit</a>	The Colour Monster <a href="#">Unit</a>	Goldilocks <a href="#">Unit</a>	Making Music <i>Animal Orchestra</i> <a href="#">Unit</a>	Pets - Lulu Gets a Cat <a href="#">Unit</a>	Autumn - we are explorers We're Going on a Leaf Hunt <a href="#">Unit</a>	Celebrations (inc Hanukkah Christmas) <i>Dear Santa &amp; Hanukkah Lights</i> <a href="#">Unit</a>
<b>Big Idea/ Big Question</b>	We Love Language	Our Feelings Matter	We are Storytellers  Reading theme: Freedom and Captivity	We are Music Makers	We Care for Animals	What is special about Autumn?	How do people celebrate in different ways?
<b>VERSE</b>	Voice Everyone	Voice Everyone	Voice Effort	Voice Everyone	Respect Safe	Respect Everyone	Respect Everyone
<b>Commitments</b>	Love Learning Learn Together Build Confidence	Learn Together Build Positivity Build Confidence Respect	Build Confidence Reach High	Learn Together Build Positivity Build Confidence	Build Positivity Build Confidence Respect	Love Learning Respect	Learn Together Build Positivity Build Confidence Respect
<b>Talk through Stories</b> <i>Read to children during daily story time slots before lunch and home-time and accessible in the book corner for children to self-select. To add to reading spine</i>	<a href="#">Can't You Sleep Little Bear?</a> <a href="#">My Monster and Me</a>				<a href="#">Six Dinner Sid</a>		
<b>Supplementary Texts</b>	<b>We Love Language</b> Honey for You, Honey for Me  <b>Our Feelings Matter</b> The Feelings Book In My Heart: A Book of Feelings  <b>We are Storytellers</b> Goldilocks - Nick Sharratt and Stephen Tucker Goldie and the Three Bears The Three Bears - Byron Barton Goldilocks - Lauren Child Goldy Luck and the Three Pandas Bears - Emma Helbrough (Usborne Beginners) This is the Bear - Sarah Haynes and Helen Craig  <b>We are Music Makers</b> Zin! Zin! Zin! A Violin by Lloyd Moss Squeak, Rumble, Whomp! Whomp! Whomp! by Wynton Marsalis Max Found Two Sticks by Brian Pinkney Never Play Music Right Next to the Zoo by John Lithgow Tuba Lessons by T.C. Bartlett Luna Loves Dance - Joseph Coelho				<b>Pets</b> What Pet to Get - Emma Dodd Lulu Gets a Cat Hairy Maclary Dear Zoo  <b>Autumn</b> Autumn- Aislie Busby The Very Helpful Hedgehog by Rosie Wellesley Storm- Sam Usher Fletcher and the Falling Leaves by Julia Rawlinson and Tiphonie Beeke Hooray for Fall! by Kazuo Iwamura  <b>Celebrations</b> Spot's First Christmas Stickman		
<b>Visits and visitors</b>	Family members to visit for Stay and Play and join in with our rhymes Family members to visit for Stay and Play to see our musical performance (unit 4)				RSPCA visitor - pets		

<b>Memorable experiences</b>	Recording a nursery rhyme and watching ourselves perform it Performing a rhyme to our families Performing in our class band	Leaf jumping walk - Autumn Making a gift for a family member, wrapping it and adding a tag - giving gift at a Stay and Play session.
<b>Rhymes and Poems</b>	Rhyme Time Unit I'm a Little Teapot	Where is Thumbkin? Humpty Dumpty Wind the Bobbin Up Autumn Leaves are falling down (song) The Leaves on the Trees (song)
<b>Personal, Social + Emotional Development</b>	<b>Self regulation - my feelings</b> <i>Selected foundational learning (1-2 objectives over the half-term) based on class readiness and need (full unit coverage in Reception)</i> Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	<b>Building relationships - special relationships</b> <i>Selected foundational learning (1-2 objectives over the half-term) based on class readiness and need (full unit coverage in Reception)</i> Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.
<b>Physical Development</b>	<b>Body management - EYFS Unit 1</b> Explore balance and managing your own body through stretches, reaches and extensions in a variety of positions. Perform some specific movements on command. Unit includes: balancing beanbags, moving through hoops in different ways, stretching and reaching to get equipment, making bridges and tunnels with bodies, travelling over and under apparatus and making shapes with bodies.	<b>Gymnastics - EYFS Unit 1</b> Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills.
<b>Writing</b>	As children settle into Nursery, a range of mark-making activities will be available in the provision to enable accurate assessment of children's current fine-motor and transcription skills and level of engagement with mark making. Subsequent planning will be based on this initial assessment.  In Nursery, the Write Dance programme ensures children develop the prerequisite gross and fine motor skills to form firm foundations for later letter formation and handwriting.  Writing is meaningfully modelled by adults in the provision e.g. scribing children's ideas during whole-class inputs and labelling them with a child's name.  <a href="#">PA Skills Progression</a> Nursery Autumn essential objective(s): controlled mark-making with repetitive elements Components to achieve essential objective(s): random circular mark-making, controlled strokes and straight lines (vertical, horizontal, zig-zags etc.), selects mark-making tools independently	
<b>Understanding the World</b>		
<b>Geography, History, RE, Science</b>	People, culture and communities Learn each other's names (in the setting- adults and children)	People, culture and communities Develop positive attitudes about the differences between people Know there are different countries in the world  The World (autumn unit) Use their senses in hands-on exploration of natural materials Talk about what they can see, using wide vocabulary Understand the need to respect and care for the natural environment and all living things To sort natural materials based on their properties (e.g leaves by colour or shape- spiky or rounded).
<b>Expressive Arts and Design - linked to areas of PSED and Understanding the World</b>		
<b>Art</b>	Explores colour and how colours can be changed* Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects*	
<b>DT</b>	Selects appropriate resources and adapts work where necessary* Selects tools and techniques needed to shape, assemble and join materials they are using* Captures experiences and responses with a range of media e.g music, dance and paint and other materials or words*	
<b>Imaginative Play</b>	Takes part in imaginative play e.g. home corner, small world * Engages in imaginative role-play based on own first-hand experiences* Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'	
<b>Music</b>	Developing awareness of pitch by singing nursery rhymes in unison. Experimenting with musical instruments (unit 4) and playing using a variety of techniques with increasing control. Explores and learns how sounds can be changed* Sings to self and makes up simple songs and rhythms*	Learning and singing some celebration songs e.g. happy birthday Imitates movement in response to music and taps out simple repeated rhythms* Creates movement in response to music*

	Spring 1			Spring 2		
Week 0 = establishment*	W1+2	W3+4	W5+6	W1+2	W3+4	W5+6
<b>Book-based stimulus core text(s)</b> <i>Revisited through unit Stimulus for writing</i>	Winter <i>The Snowy Day</i> <a href="#">Unit</a>	Vehicles <i>Runaway Train</i> <a href="#">Unit</a>	The Three Little Pigs  <a href="#">Unit</a>	Farms <i>What the Ladybird Heard</i> <a href="#">Unit</a>	Jobs <i>Through my Window</i> <a href="#">Unit</a>	Me, My Family and Other Families <i>So Much</i> <a href="#">Unit</a>
<b>Big Idea/ Big Question</b>	What is special about winter?	How can we travel in different ways?	We are storytellers	What happens on a farm?	Who helps us in our community?	What makes me special and what makes my family special?
<b>VERSE</b>	Respect Everyone	Safe Everyone	Voice Everyone	Safe Respect	Everyone Effort	Voice Respect Everyone Safe
<b>Commitments</b>	Love Learning Learn Together	Love Learning Learn Together	Love Learning Learn Together Build Confidence	Love Learning Learn Together	Build confidence Reach High	Respect Learn Together Build Confidence Build Positivity
<b>Talk through Stories</b>	<a href="#">On the Way Home</a> <a href="#">Five Minutes' Peace</a>			<a href="#">Slow Samson</a> <a href="#">I'm in Charge</a>		
<b>Supplementary Texts</b>	<b>Winter</b> Gruffalo's Child Snowballs The Snowman Goodbye Autumn, Hello Winter. Peep Inside Snowy Places- Usbourne.  <b>Vehicles</b> Naughty Bus The Train Ride Usbourne -See inside Trains When we Grow up, Melanie Walsh Little Red Train collection  <b>The Three Little Pigs</b> The Three Little Pigs (A Ladybird First Favourite Tales) by Ladybird The Three Little Pigs: An Architectural Tale by Steven Guarnaccia The Three Little Pigs and the Big Bad Wolf by James Marshall			<b>Farms</b> Farmer Duck The Little Red Hen Spring Oh Dear!  <b>Jobs: who helps us?</b> Clothesline Clues to Jobs People Do by Kathryn Heling and Deborah Hembrook Whose Hands Are These? A Community Helper Guessing Book by Miranda Paul Jobs People Do by DK When I Grow Up - Wes Hargis  <b>Families</b> Me, My Family and Other Families My Family, Your Family- Kathryn Cole Going Up! Sherry Lee The Family Book by Todd Parr Families, Families, Families! by Suzanne Lang Who's In My Family? All About Our Families by Robie H. Harris		
<b>Visits and visitors</b>	Train/ bus driver visit if possible			Visits from emergency services Visit from mobile farm		
<b>Memorable experiences</b>	A winter walk (winter) Exploring ice and snow (weather dependent - ice cubes from freezer if needed) Go on a bus or train ride (vehicles) Performing Three Little Pigs for an invited audience (staff/families/children) using props and puppets children have made (Three little Pigs)			Visit to Hackney City Farm Invite family for a tea-party		
<b>Rhymes and Poems</b> <i>May add tune to rhymes</i>	I Hear Thunder The Wheels on the Bus Head, Shoulders Knees and Toes			Old Macdonald Had a Farm The Grand Old Duke of York		
<b>Personal, Social + Emotional Development</b>	<b>Managing self- taking on challenges</b> <i>Selected foundational learning (1-2 objectives over the half-term) based on class readiness and need (full unit coverage in Reception)</i> Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practising 'grounding' coping strategies.			<b>Self regulation - listening and following instructions</b> <i>Selected foundational learning (1-2 objectives over the half-term) based on class readiness and need (full unit coverage in Reception)</i> Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.		

<b>Physical Development</b>	<b>Dance - EYFS Unit 1</b> Recognise actions can be performed to music. Copy, repeat and perform some basic actions to music.	<b>Manipulation and Coordination - EYFS Unit 1</b> Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.
<b>Writing</b>	<p>In Nursery, the Write Dance programme ensures children develop the prerequisite gross and fine motor skills to form firm foundations for later letter formation and handwriting.</p> <p>Writing is meaningfully modelled by adults in the provision e.g. scribing children's ideas during whole-class inputs and labelling them with a child's name.</p> <p><a href="#">PA Skills Progression</a></p> <p>Nursery Spring essential objective(s): begin to use anti-clockwise movements and retrace vertical lines. Can capture space. Components to achieve essential objective(s): sometimes gives meaning to marks as they draw and paint. Draws geometric-like shapes (circles, squares, ovals, etc.) Ascribes meanings to marks that they see in different places.</p>	
<b>Understanding the World</b>		
<b>Geography, History, RE, Science</b>	<p>The World (winter unit) Use their senses in hands-on exploration of natural materials Talk about what they can see, using wide vocabulary Understand the need to respect and care for the natural environment and all living things Talk about the differences between materials and the changes they notice (e.g. ice melting)</p> <p>The World (vehicles) Explore and talk about different forces they feel (e.g. how water pushes up when they try to push a plastic boat under it)</p> <p>Three Little Pigs Explore collections of materials with similar and/or different properties</p>	<p>People, culture and communities: Shows an interest in different occupations (e.g. plumber, farmer, vet, the emergency services, an author) (who helps us) Can say what is the same and different between families and communities (my family and other families) Talk about how they are different drawing on their own experience and photographs shares/books read (me, my family and other families) Talk positively about different appearances e.g. skin colours and hair types (me, my family and other families)</p> <p>Past and present: Begin to make sense of their own life-story and family's history</p> <p>The World (farms unit) Understand the need to respect and care for the natural environment and all living things Explore collections of materials with similar and/or different properties</p>
<b>Expressive Arts and Design - linked to areas of PSED and Understanding the World</b>		
<b>Art</b>	<p>Explores colour and how colours can be changed*</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects*</p>	
<b>DT</b>	<p>Selects appropriate resources and adapts work where necessary*</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using*</p> <p>Captures experiences and responses with a range of media e.g music, dance and paint and other materials or words*</p>	
<b>Imaginative Play</b>	<p>Takes part in imaginative play e.g. home corner, small world *</p> <p>Engages in imaginative role-play based on own first-hand experiences*</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'*</p>	
<b>Music</b>	<p>Vehicles song: The Wheels on the Bus Three Little Pigs song: <a href="#">here</a> or similar - check content of link first Developing awareness of pitch by singing songs in unison. Imitates movement in response to music and taps out simple repeated rhythms* Creates movement in response to music*</p>	<p>Farms song: Old Macdonald Had a Farm Families song: <a href="#">here</a> or similar - check content of link first Developing awareness of pitch by singing songs in unison. Imitates movement in response to music and taps out simple repeated rhythms* Creates movement in response to music*</p>

	Summer 1			Summer 2			
Week 0 = establishment*	W1+2	W3+4	W5+6	W1+2	W3+4	W5+6	W7
<b>Book-based stimulus core text(s)</b> <i>Revisited through unit Stimulus for writing</i>	Gardens <i>Lola Plants a Garden</i> <i>Oscar's Tower of Flowers</i> <a href="#">Unit</a>	Life cycles - butterflies <i>The Very Hungry Caterpillar</i> <a href="#">Unit</a>	My Body <a href="#">Unit</a>	Underwater worlds - <i>Commotion in the Ocean</i> <a href="#">Unit</a>	Travel Around the World - <i>Around the World we go</i> <a href="#">Unit</a>	EXAD - Artists - <i>Frida Kahlo</i> <a href="#">Unit</a>	Ready for Change (transition) <i>The Koala who Could</i> <a href="#">Unit</a>
<b>Big Idea/ Big Question</b>	How do plants grow and how do we care in for them?	How does a caterpillar change over time?	What body parts do I have and what do they do?	Who lives in an underwater habitat?	What is it like in other places?	Who was Frida Kahlo and what did she do?	How do we feel when something changes? How can we manage change to feel ready and confident?
<b>VERSE</b>	Respect Everyone	Respect Everyone	Everyone Respect Safe	Respect	Respect Everyone	Effort Voice	Voice Everyone
<b>Commitments</b>	Love Learning Respect	Love Learning Learn Together Respect	Build Positivity Build Confidence Respect	Respect	Respect Reach High Learn Together	Build Confidence Reach High Respect	Love Learning Build Confidence Build Positivity Reach High
<b>Talk through Stories</b>	<a href="#">Zog</a> <a href="#">The Scarecrow's Wedding</a>			<a href="#">Where the Wild Things Are</a> <a href="#">George and the Dragon</a> <a href="#">Cottonwool Colin</a>			
<b>Supplementary Texts</b>	<b>Gardens</b> Jack and The Beanstalk Jasper's Beanstalk Planting a Rainbow The Tiny Seed Ten Seeds  <b>Life cycles - butterflies</b> National Geographic Caterpillar to Butterfly (non-fiction) Insect information books The Crunching, Munching Caterpillar The Woolly Bear Caterpillar Other Eric Carle collage books (The bad-tempered ladybird)  <b>My Body</b> My Body, Your Body - series (Legs, Hands, Skin) Look Inside Your Body - Usborne Lift the Flap My Body (Campbell First Explorers, 6) Hello, World! My Body Board book			<b>Underwater World</b> Over in the Ocean: In a Coral Reef by Marianne Berkes Hooray for Fish! by Lucy Cousins Pop-Up Peekaboo! Under The Sea Board book (DK) Clean Up! Nathan Bryon and Dapo Adeola  <b>Travel Around the World</b> Around the World We Go by Margaret Wise Brown Around the World with Max and Lemon Planes Fly by George Ella Lyon (Author), Mick Wiggins (Illustrator) Boats Float by George Ella Lyon (Author), Mick Wiggins (Illustrator) A Ticket Around the World by Natalia Diaz and Melissa Owens Me on the Map by Joan Sweeney Boats by Byron Barton Children of the World by Nicola Edwards  <b>Artist Study</b> My Little Golden Book About Frida Kahlo by Silvia Lopez Frida by Jonah Winter Henri's Scissors by Jeanette Winter  <b>Change - transition (moving to Reception)</b> Starting School by Janet and Allan Ahlberg The Colour Monster Goes to School by Anna Llenas			
<b>Visits and visitors</b>	Visit to nearby gardens/ wetlands			Visitors with experience or heritage of different countries and cultures - staff and family members (share photos/ objects/ information)			
<b>Memorable experiences</b>	Caterpillars to butterfly metamorphosis (observe in setting over time) Showing friends and talking about a picture of me as a baby and how I've changed Host healthy body day with visitor			Hold a class exhibition with self-portraits on display for families to visit, talk about and celebrate. Visit to Reception to prepare for transition			
<b>Rhymes and Poems</b>	Round and Round the Garden			The Big Ship Sails on the Ally-Ally-O			

May add tune to rhymes	Dingle Dangle Scarecrow	The Sun has Got His Hat On
<b>Personal, Social + Emotional Development</b>	<b>Building relationships - my family and friends</b> <i>Selected foundational learning (1-2 objectives over the half-term) based on class readiness and need (full unit coverage in Reception)</i> Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.	<b>Managing self- my wellbeing</b> <i>Selected foundational learning (1-2 objectives over the half-term) based on class readiness and need (full unit coverage in Reception)</i> Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, and considering the importance of making balanced food choices.
<b>Physical Development</b>	<b>Speed, Agility and Travel- EYFS Unit 1</b> Change direction at speed through both choice and instructions. Perhaps actions demonstrating changes in speed. Stop, start, pause, prepare.  Vocab to move to unit plans: pause, prepare, freeze, high, low, switch, agility, music, beat	Taught PD in Summer 2 will be responsive to class needs identified through ongoing assessment.
<b>Writing</b>	In Nursery, the Write Dance programme ensures children develop the prerequisite gross and fine motor skills to form firm foundations for later letter formation and handwriting.  Writing is meaningfully modelled by adults in the provision e.g. scribing children's ideas during whole-class inputs and labelling them with a child's name.  <a href="#">PA Skills Progression</a> Nursery Summer 1+2 (Reception ready) essential objective(s): draws figures or objects or people with discernible features. Is beginning to use discernible symbols and/or letters. Components to achieve essential objective(s): will make marks in one continuous motion. Invented drawing. Convention drawing (pictures, faces etc.). May copy some letters from name. <b>Mostly holds pencil/mark-making tools with tripod grip.</b>  Reception ready autumn essential objectives: Can differentiate between different letters and symbols (uses only letters to 'write') Components to achieve essential objective(s): Produce meaningful print or symbols associated with own name or familiar words . Shows some control in mark-making with size and orientation. May copy some letters from name. <b>Holds pencil/mark making tools with tripod grip.</b>	
<b>Understanding the World</b>		
<b>Geography, History, RE, Science</b>	The World (life cycles) Understand the key features of the life cycle of a plant and an animal Understand the need to respect and care for the natural environment and all living things Use their senses in hands-on exploration of natural materials and talk about what they can see, using wide vocabulary Understand the need to respect and care for the natural environment and all living things	The World (underwater world) Explore and talk about different forces they feel (e.g. how water pushes up when they try to push a plastic boat under it)
<b>Expressive Arts and Design - linked to areas of PSED and Understanding the World</b>		
<b>Art</b>	Explores colour and how colours can be changed* Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects*	
<b>DT</b>	Selects appropriate resources and adapts work where necessary* Selects tools and techniques needed to shape, assemble and join materials they are using* Captures experiences and responses with a range of media e.g music, dance and paint and other materials or words*	
<b>Imaginative Play</b>	Takes part in imaginative play e.g. home corner, small world * Engages in imaginative role-play based on own first-hand experiences* Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'	
<b>Music</b>	Life cycles song: <a href="#">here</a> or similar - check content of link first Body song: Heads, Shoulders, Knees and Toes Developing awareness of pitch by singing songs in unison. Imitates movement in response to music and taps out simple repeated rhythms* Creates movement in response to music*	Underwater song: Once I Caught a Fish Alive Developing awareness of pitch by singing songs in unison. Imitates movement in response to music and taps out simple repeated rhythms* Creates movement in response to music*