

Early Years

Curriculum Overview

Nursery (N2)

At Red Lane we believe that learning should be based on the children's interests. We endeavour to make learning active, hands on and most importantly fun within a play-based curriculum. We recognise that real experiences are vital and we have developed our curriculum to ensure our children are exposed to new topics and experiences that they may not have already seen.




Spring 1

Long Term Plan

Amazing animals

This topic focuses upon developing the children's knowledge of different animals around the world. Children will begin to explore animals that live on the land and animals that live in the sea. This builds on their understanding of farm animals. Children will also explore animals and their young using the language of first and then.

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| Key Question | Amazing animals | |
| Key Concept to learn and remember | <ul style="list-style-type: none"> • Know which animals live on the land • Know which animals live in the sea. • Talk about the differences land and sea animals. • Know that animals were once babies • Name animals and their young. • Use the language of first and then • Know what floating is. • Know what sinking is. • Name some items which float and some which sink. | |
| Possible Quality Texts – Story Time | Clean up Zog Bart the shark Dear Dragon Puff the Magic Dragon Billy and the Dragon | |
| Talk for Writing/ Book Talk session | Only one you Octopus Socktopus Commotion in the Ocean Shark in the park Farm animals and their babies Tickly octopus Sharing a shell The snail and the whale | |
| Rhyme Time Session | This little piggy | |
| Key experiences | Set up a fish treasure hunt around the class/ school. | |
| Prime Areas | | |
| PSED | Begin to develop phonological awareness and phonemic awareness. | |
| Communication and Language | Introduce Fred from Read Write Inc. Develop Oral Blending skills. Aspect 7 – Oral Blending Use Fred Talk games from RWI virtual classroom. | |
| Vocabulary Development | Please see Vocabulary Progression Document. | |
| Physical Development | Gross Motor | Fine Motor |
| | Wave streamers in a clockwise circular motion. | Use tweezers to develop hand and eye coordination. |
| Specific Areas | | |
| Literacy – Reading and Phonics | Book talk sessions take place daily. As books are read to pupils in the session, not by the pupils, these sessions provide structured exploration of texts and teaching of language comprehension. These sessions include the study of fiction, non-fiction and poetry through the in depth study of one text per week. This ensures pupils develop knowledge and understanding of 35 purposefully selected texts in addition to the reading for enjoyment spine and their own choice of texts at story time. | |
| Literacy – Writing |  <p>Next children will begin to form lines within their mark making. This usually begins with straight lines and will progress to curved lines and circles. Children may begin to communicate meaning to their marks. For example, a line may be a tree or a scribble may be a person. The lines may also be used to look like writing. For example, making a line of wavy marks to represent adult writing.</p> <p>At Red Lane, we recognise that developing pencil grip is vital. This is developed over a longer period of time. Children will begin by using a palmar grasp which will move onto a pronate grip, four finger grip and then tripod grip.</p> | |
| Mathematics | Linguistic Concept Focus – Level 3 and 4 words. Focus teaching on activities which develop the key vocabulary as taken from ELKAN's Linguistic Concepts. Be mindful to revisit and embed the Level 1 and 2 words which have been taught in Nursery 1 year. | |
| | Focus: Size – large, light, short, tall, thin, bigger, fattest, heaviest, longest, smallest, deep, narrow, shallow, thick, wide, fatter, heavier, longer, smaller, largest, lightest, shortest, tallest, thinnest. | |
| Understanding the world | Science Amazing animals – floating and sinking | |

The aim of this unit is for pupils to:

1. Know what floating is.
2. Know what sinking is.
3. Name some items which float and some which sink.

The purpose of this unit is for children to begin to explore floating and sinking. Children will learn about land and sea animals during this topic and explore which animals live under the water. Staff will provide the children with experiences of water play in the water area. Some objects may sink and go under the water like the fish whereas other items may float like the boats. Children will begin to learn what floating and sinking is. This is built upon in year 1 when they begin to learn about materials and whether all materials are the same.

End of Unit Outcome: Children can talk about which items will float and which items will sink

Working scientifically:

1. Comparative and fair testing
2. Identifying and classifying
3. Observing over time
4. Pattern seeking
5. Research using secondary sources.

Will it float or will it sink?

Give the children some objects to explore. What happens to them in the water? Do they float or do they sink?

History

Amazing animals – animals and their young

The aim of this unit is for pupils to:

1. Know that animals were once babies
2. Name animals and their young.
3. Use the language of first and then

This unit builds upon the learning from Autumn 1 where children developed an understanding of first and then within their own routine. This unit builds upon that and allows children to talk about how animals were once babies. Children will talk about land and sea animals within this topic. They will name land animals such as a sheep, pig, cow, goat and learn that their young have different names. Ultimately, children will begin to be exposed to the concept of the past. This prepares children for future learning in Reception where children will develop their understanding of life cycles and how animals and humans change over time.

End of Unit Outcome: Children can name animals and their young.

Geography

Amazing animals – Land or Sea

The aim of this unit is for pupils to:

1. Know which animals live on the land
2. Know which animals live in the sea.
3. Talk about the differences land and sea animals.

This unit will build upon the knowledge and understanding of their home as most family homes may have a pet. By the time children start nursery, children will be able to name basic animals such as a cat and a dog. Some children may have other pets. Children should be able to name farm animals and the sounds they make when entering the nursery. This unit builds upon this early animal knowledge and begins to distinguish between which animals live on the land and which animals live in the sea. This is deliberately planned for this part in the year as children will have some basic knowledge of animals in the water such as a fish. Ultimately, this unit is designed to give pupils an opportunity to raise awareness of the fact that the world is made up of land and sea. It is then built upon in the Reception unit where children will begin to distinguish between hot and cold places that animals live in.

End of Unit Outcome: Children know that animals live on the land or in the sea. They can name animals that live on land and animals that live in the sea.

SCHEME OF WORK: SCIENCE

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| Term: | Nursery – Spring 1 | Key Text(s): | Commotion in the ocean |
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| Unit Title: | <p>Amazing animals – floating and sinking</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 4. Know what floating is. 5. Know what sinking is. 6. Name some items which float and some which sink. <p>The purpose of this unit is for children to begin to explore floating and sinking. Children will learn about land and sea animals during this topic and explore which animals live under the water. Staff will provide the children with experiences of water play in the water area. Some objects may sink and go under the water like the fish whereas other items may float like the boats. Children will begin to learn what floating and sinking is. This is built upon in year 1 when they begin to learn about materials and whether all materials are the same.</p> <p>End of Unit Outcome: Children can talk about which items will float and which items will sink</p> |
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| <p><u>Prior Knowledge Requirements</u></p> <ul style="list-style-type: none"> • Children will have played in water before. • Children will know which animals live in the water. |
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| <p><u>Key Vocabulary for the Unit:</u></p> <p>Floating – suspended in water or air Sinking – go down below the surface of the water Cup – a small bowl shaped container for drinking from Sponge - a soft light absorbent substance Stone – a hard material Spoon – an object that we use to eat liquids with Heavy – of high mass Light – of light mass Under – directly below On – physically in contact with</p> |
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| <p><u>Composite – The Big Idea</u></p> <p>Floating and sinking are two concepts which will be explored in this topic. Children will learn which items can float and which items can sink.</p> |
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| <p><u>Components – Sequence of Learning</u></p> <ol style="list-style-type: none"> 1. Retrieval of previous learning – Talk to the children about the weather. Talk about water play and what it is like to play in the water. |
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| | <ol style="list-style-type: none"> 2. Teach new Vocabulary 3. Read a story – Commotion in the Ocean. Talk about the animals which live under the water. 4. Introduce the concept of sinking. Explore how things that are heavy sink under the water. 5. Introduce the concept of floating. Explore how things that are light float on the water. 6. Scientific enquiry - Engage the children in water play with different objects such as a spoon, stone, sponge, cup. Talk about what happens when the items are in the water. 7. Outcome – children can talk about floating and sinking. They know which objects float and which sink. |
| <p style="text-align: center;"><u>Scientific Enquiry:</u></p> | <p><u>Working scientifically:</u></p> <ol style="list-style-type: none"> 1. Comparative and fair testing 2. Identifying and classifying 3. Observing over time 4. Pattern seeking 5. Research using secondary sources. <p>Will it float or will it sink? Give the children some objects to explore. What happens to them in the water? Do they float or do they sink?</p> |
| <p style="text-align: center;"><u>Maths Links:</u></p> | <p>Link to capacity – full and empty language. Link to mass – heavy and light</p> |
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| <p><u>Developing a sense of the natural world</u> Throughout the year pupils will study discrete scientific content through the units of Changes all around; traditional tales and grow with us.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop scientific knowledge and scientific enquiry within conversations as opportunities arise for example children will seek out patterns whilst playing in the maths area or in the water tray. Children will notice changes</p> | <p><u>Books:</u> Commotion in the ocean</p> <p>Links to further study: Reception – Spring 1 – Changing states Y1 – Autumn 2 – Everyday materials.</p> |

by observing over time when playing in the outdoor provision. Staff will draw children's attention to these things as they play.

Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to science. For example setting up a shop with fruit and vegetables to talk about harvest.

Direct Links to the EYFS Early Learning Goals

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Other wider curriculum links to the EYFS Early Learning Goals

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

ELG: Past and present

SCHEME OF WORK: GEOGRAPHY

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| Term: | Nursery – Spring 1 | Key Text(s): | Shark in the park Commotion in the ocean |
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Amazing animals – Land or Sea

The aim of this unit is for pupils to:

1. Know which animals live on the land
2. Know which animals live in the sea.
3. Talk about the differences land and sea animals.

This unit will build upon the knowledge and understanding of their home as most family homes may have a pet. By the time children start nursery, children will be able to name basic animals such as a cat and a dog. Some children may have other pets. Children should be able to name farm animals and the sounds they make when entering the nursery. This unit builds upon this early animal knowledge and begins to distinguish between which animals live on the land and which animals live in the sea. This is deliberately planned for this part in the year as children will have some basic knowledge of animals in the water such as a fish. Ultimately, this unit is designed to give pupils an opportunity to raise awareness of the fact that the world is made up of land and sea. It is then built upon in the Reception unit where children will begin to distinguish between hot and cold places that animals live in.

End of Unit Outcome: Children know that animals live on the land or in the sea. They can name animals that live on land and animals that live in the sea.

Prior Knowledge Requirements:

Key vocabulary for the unit:

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| <ul style="list-style-type: none"> • Name basic animals such as a cat and dog. • Talk about their pets • Name farm animals and the sounds they make. | <p>Land – part of the world not covered in water. Sheep – a mammal with a thick woolly coat. Pig – a mammal with a flat snout who likes to live in the mud! Cow – a mammal which produces milk for humans to drink Goat – a mammal with backward curving horns World – the place we live on. Ocean – a large amount of sea Sea – salt water which covers most of the earth’s surface Shark – a marine fish which can grow to a large size. Crab – a crustacean with five pairs of legs Dolphin – a small toothed whale which is very sociable and highly intelligent. Jellyfish – a marine creature which has stinging tentacles Octopus – a mollusc with eight sucker-bearing arms and a soft body.</p> |
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Composite – The Big Idea

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| <p>Composite – The Big Idea The world is made up of land and sea. Some animals live on the land and some animals live in the sea.</p> | <p style="text-align: center;">Components</p> <ol style="list-style-type: none"> 1. Retrieval of prior learning: Talk about their family pets and animals they know about. Draw upon their knowledge of cats and dogs and their knowledge of farm animals. 2. Vocabulary – introduce new vocabulary. 3. Read a story – Read the story “shark in the park.” Talk to the children about animals which live on land. Can a shark live in the park? Would it live in a pond? Explain how it is a huge animal so would live in the sea. 4. World map – Show the children the world. Distinguish between the land and the sea. Talk about how these animals live in the ocean. 5. Read a story – Read the story “commotion in the ocean.” Talk about which animals live in the water and why. Could these animals live on the land? Why not? 6. World map – Show the children the world. Distinguish between the land and the sea. Talk about how these animals live on the land. 7. Compare – talk about the similarities and differences between land and sea animals. 8. Outcome – discussion about where animals live. Sort animals into land and sea animals and place them on a map of the world in the sea or on the land. |
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Developing a sense of place

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| <p>Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring</p> | <p>Books: Shark in the park Commotion in the ocean</p> <p>Links to further study:</p> |
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| <p>books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.</p> <p>Teachers will develop geographical awareness within conversations as opportunities arise for example countries will be identified during other topics.</p> <p>Continuous provision plays a huge part in learning in Early Years. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to Geography for example by setting up small world trays to show land and sea animals.</p> | <p>Rec – Autumn 1 – Changes all around – my school</p> |
| <p><u>Direct Links to the EYFS Early Learning Goals</u></p> <p>ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | <p><u>Other wider curriculum links to the EYFS Early Learning Goals</u></p> <p>This also links to other areas of learning within the Early Learning Goals including:</p> <p>ELG: Listening, attention and understanding.</p> <p>ELG: Speaking</p> <p>ELG: Comprehension</p> <p>ELG: Past and present</p> |

SCHEME OF WORK: HISTORY

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| Term: | Nursery – Spring 1 | Key Text(s): | Farm animals and their babies |
| Key Concepts: | Amazing animals – animals and their young | | |
| Chronological Understanding | The aim of this unit is for pupils to: 4. Know that animals were once babies | | |

5. Name animals and their young.
6. Use the language of first and then

This unit builds upon the learning from Autumn 1 where children developed an understanding of first and then within their own routine. This unit builds upon that and allows children to talk about how animals were once babies. Children will talk about land and sea animals within this topic. They will name land animals such as a sheep, pig, cow, goat and learn that their young have different names. Ultimately, children will begin to be exposed to the concept of the past. This prepares children for future learning in Reception where children will develop their understanding of life cycles and how animals and humans change over time.

End of Unit Outcome: Children can name animals and their young.

Prior Knowledge Requirements

Use the language of first and then.
Name farm animals

Key Vocabulary for the unit

First – the earliest event to happen
Then – at the specific time
Past – time which has gone by.
Sheep – a mammal with a thick woolly coat.
Pig – a mammal with a flat snout who likes to live in the mud!
Cow – a mammal which produces milk for humans to drink
Goat – a mammal with backward curving horns
Lamb – a baby sheep
Piglet – a baby pig
Calf – a baby cow
Kid – a baby goat

Composite – The Big Idea

Components – Sequence of Learning

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| <p>Children know that animals and humans were once babies. Children will begin to name animals and their young.</p> | <ol style="list-style-type: none"> 1. Retrieval of previous learning – Talk about their family pets and animals they know about. Draw upon their knowledge of cats and dogs and their knowledge of farm animals. Talk about when they were a baby. Were they the same or different? 2. Vocabulary – introduce new vocabulary. 3. Read a story - Read the story “Farm animals and their babies.” 4. Teach the names of the animals babies – piglet, lamb, calf and kid. 5. End of Unit Outcome – name farm animals and their babies. |
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| <p>Developing a sense of chronological understanding</p> <p>Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; amazing animals and journeys though time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop chronological understanding within conversations as opportunities arise for example we recognise that the concept of time is hard for children to understand. For this reason children will be exposed to visual timetables, staff will talk about and sequence the day and use familiar language such as “now it’s this... then it’s...”</p> <p>Continuous provision plays a huge part in learning in Nursery. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to history. For example, having a tuff tray set up as a farm to allow the children to explore farm animals. Other wider experiences such as having farm animals visit school would also develop their understanding.</p> | <p>Books:</p> <p>Farm animals and their babies</p> <p>Links to further study:</p> <p>Reception – Summer 1 – Grow with us</p> |

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| <p><u>Direct links to the EYFS Early Learning Goals</u></p> <p>ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling <p>ELG: The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants.• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | <p><u>Other wider curriculum links to the EYFS Early Learning Goals</u></p> <p>This also links to other areas of learning within the Early Learning Goals including:</p> <p>ELG: Listening, attention and understanding.</p> <p>ELG: Speaking</p> <p>ELG: Comprehension</p> <p>ELG: The Natural World</p> |

