

The Links Primary School
Nursery
Long Term Matrix 2020-21

Curriculum Areas

Our curriculum is informed by the EYFS Framework which is adapted to meet the needs of each individual child.

Children's learning is largely play-based using high quality, age appropriate resources. They will learn through play and exploration both indoors and outside. Children are supported to join in both child initiated and adult led activities both indoors and outside.

Pupils will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

| Pupils will mostly develop within the PRIME AREAS | | | |
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| Personal, Social and Emotional Development | | Physical Development | Communication and Language |
| Involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. | | Involves providing opportunities for young children to active and interactive; and to develop their coordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. | Involves giving children opportunities to experience a rich language environment: to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. |
| As pupils progress they will develop within the SPECIFIC AREAS | | | |
| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| Involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest. | Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures. | Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. | Involves enabling children to explore and play with a wide range of media and materials as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology. |

Planned Progression

When planning and guiding learning, staff take into account the different ways in which children learn.

They also consider the 3 characteristics of effective teaching and learning in EYFS, which are:

- **Playing and Exploring:** providing opportunities for children to investigate and experience things and encourage children to 'have a go';
- **Active Learning:** providing opportunities for children to concentrate and keep trying if they encounter difficulties as well as enjoy and celebrate their achievements;
- **Creating and Critically Thinking:** providing opportunities for children to have and develop ideas, make links between ideas and develop strategies for doing things.

Long Term Planning

Over the year the children benefit from a wide variety of activities to support learning through PRIME and SPECIFIC Areas. These are linked through interesting and exciting topics that will enable quality experiences.

| The most relevant Rights Respecting Articles addressed through planning, teaching and learning over the year | |
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| 2 | Non-discrimination |
| 7 | The right to a name |
| 12 | Respect for the views of the child |
| 13 | Freedom of expression |
| 14 | Freedom of thought, belief and religion |
| 15 | Freedom of association |
| 16 | Right to privacy |
| 17 | Access to information from the media |
| 18 | Parental responsibilities |
| 23 | Children with a disability |
| 24 | Health and health services |
| 27 | Adequate standard of living |
| 28 | Right to education |
| 29 | Goals of education |
| 30 | Children from minority or indigenous groups |
| 31 | Leisure, play and culture |

Nursery Long Term Matrix 2020-21

Autumn Term Topics:

- Ourselves
- Into The Woods

| Personal, Social and Emotional Development | | Physical Development | Communication and Language |
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| <ul style="list-style-type: none"> Making friends and sharing and taking turns (B.V: Rule of law and Democracy) The areas of the classroom - resources etc Personal Hygiene Dressing and undressing for P.E Learning routines of the school day SEAL: New beginnings, Getting on and Falling Out (BV: Mutual respect, tolerance and Individual liberty) RRSA class charter Understanding the traffic lights and behaviour system Using RRSA language Starting school Circle time - getting to know you Working together Rules and routines - Working and playing together, listening and taking turns, beginning to put hand up to answer Personal hygiene Showing respect for each other; taking turns/manners etc. (British Values - tolerance and respect) Behaviour in different settings; letters and sounds, outdoor area etc. Discussions about themselves, their families and weekly news. Trying new activities. Expressing likes and dislikes in appropriate ways. Developing independence. | | <ul style="list-style-type: none"> PE sessions: Funky Feet Using toilets / washing hands Tooth brushing Small world play - change with children's interests Using construction - design and build beds and houses and people. Sand and water play- Finger Gym - pincer grip toys Actions to accompany different rhymes Outdoor play - keeping warm - jumping up and down, running on the spot, skipping etc. Mud Kitchen - Mixing, stirring, transferring Moving with confidence around the school accompanied and independently. Stopping and starting on command. Big Bike Rules and reinforcement of play ground rules. Listening for instructions. Outside play activities - construction, water, sand, house, big messy activities. Developing gross and fine motor skills. Work on space, warm-up, down. Using small apparatus. Working in a group and taking turns. | <ul style="list-style-type: none"> Weekly news/ circle time Children choose and perform favourite rhymes Use vocabulary related to bodies and emotions. Make up own versions of rhymes Phase 1 and 2 letters and sounds Story time Taking turns Using microphones / digital recorders Talking with peers and adults Learning and using new topic words (BV: Individual liberty) (BV: Mutual respect and tolerance, Rule of law and Democracy) |
| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |

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| <ul style="list-style-type: none"> • Read stories and nonfiction books about Ourselves and Families. • Discuss favourite rhymes and stories - likes and dislikes • Traditional stories, rhymes and poems • Simple non-fiction texts. • Mark making independently and in response to different stimuli. • Retell traditional tales, predict endings of stories and join in with refrain. • Tape recorder - Listening to traditional tales and rhymes. • Reading books • Shared reading • Guided reading • Letters and sounds groups • Phonics activities • Labelling body parts • Using topic vocabulary • Retelling familiar stories including Funny Bones, Monkey Puzzle, Oliver's milkshake, Peepo | <ul style="list-style-type: none"> • Reciting different counting rhymes • Colour sorting and counting games • Recognising numbers in rhymes; use fingers and objects to count • Use 2d shapes to make a house picture, discuss features and introduce names. • Pattern making- using bears, elephants and sponge printing and printing sponges. • Counting up to 20 in order. • Counting up to 10 objects reliably. • Recognising numbers to ten. • identify two groups the same • Number songs and rhymes. • Begin to recognise some 2d shapes and use appropriate mathematical language to describe them - round, square etc. • Comparing objects bigger, smaller, more, less. • Comparing lengths- shorter, tallest smallest etc. • Measuring and comparing parts of the body: Height, Shoe size, Hand size • Comparing size of hands / feet / people • Ordering people • Compare capacities full/ half full/ empty. • 1 more/1 less than. • Sequence events countdown to Christmas/ other festivals e.g. Diwali. • Maths linked to texts • Number families | <ul style="list-style-type: none"> • (BV: Individual liberty). • (BV: Mutual respect and tolerance). • Sound walk • Discuss parts of the body. Their features that make them different and the same as others. Talk about their family and interests. • Role play house, babies, and mirrors. • Investigating floating and sinking. • Make hot and cold porridge - describe changes and textures. • Explore which materials make a good house for the little pigs and design their own houses. • ICT- Purple Mash, tizzy toybox • Join in with special family celebrations and talk about special occasion in their life • Paper plate portraits • Finger prints activity • What is it? Investigation feely box • My family - who lives in my house • Activities in the community - what do you do? • Black History Month • Planting a range of seeds, bulbs and small plants (fruit, vegetables and flowers) in our allotment. • Showing care and concern for animals helping look after the class pet. | <ul style="list-style-type: none"> • (BV: Individual liberty) • (BV: Mutual respect and tolerance). • Laptops & iPads • using the Touch screen computer • Purple Mash activities • Using familiar technology through home corner & listening area • 2simple activities • Tizzy's toybox • Action songs and rhymes • Using instruments to create moods • Colour mixing • Making mood monsters • Texture pictures • Hand/foot print patterns • Wheel patterns • Firework pictures - large scale (climbing frame / powder paint) • Chalk pictures • Self portraits • Drawing and painting my family • Small world models - houses/cars/families • Model air hand / feet imprints • Body/ face play dough mats • Make gingerbread men, decorate and taste. • Paint themselves, use a mirror to look closely at features. • Use 3d shapes collage a house add their photograph. • Music - using instruments to accompany rhymes about bodies and families. • Collage: |
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| | <ul style="list-style-type: none"> Finger gym - shapes | | <ul style="list-style-type: none"> Firework paintings (Giant if dry!!) Traditional Tales cottage e.g. Three bears, Red riding hood. Baking - Christmas biscuits. Making Christmas cards and decorations. |
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Nursery Long Term Matrix 220-21

Spring Term Topic:

- Dinosaurs
- Minibeasts

| Personal, Social and Emotional Development | | Physical Development | Communication and Language |
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| <ul style="list-style-type: none"> To pass the teddy at circle time to describe their feelings and speak to others about their interests and home. To play board games and encourage all to share and take turns. Using praise and rewards children will become aware of boundaries, expectations and routines. | | <ul style="list-style-type: none"> To explore different ways to move around equipment and to move to music. To travel and balance and to climb up equipment in a safe manner. To practise different ways to jump and land. To gain control with small tools and use them safely. To hold pencil correctly and use a dominant hand. | <ul style="list-style-type: none"> To share weekly news. To share their special events and festivals that occur this term. (Links to British Values) To encourage children to build up their vocabulary and to use a range of questions. To use talk to organise their ideas, feelings and events. |
| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| <ul style="list-style-type: none"> Phase 1 and 2 letters and sounds and introduce key words. Join in with refrain Brown Bear, Brown bear. Listen to stories about colour linked to emotion. Discuss character and settings in books from the Elmer series. More traditional stories with animal characters. | <ul style="list-style-type: none"> Explore and sort 2D shapes Copy and continue a pattern using colours, bears, elephants and sorting dogs. To sort objects by colour. Order objects by size and used correct vocabulary. Board games to encourage colour recognition, shape recognition and begin counting one more and one less. | <ul style="list-style-type: none"> Investigate light sources and introduce a dark box and light box into the classroom areas. Colour glasses and Anna's amazing glasses story to explore colour and colour mixing. Find out facts about elephants using information books and internet. Look at patterns in nature, animals and everyday objects describing patterns and noting similarities and differences. | <ul style="list-style-type: none"> Printing patterns. To explore how colours are mixed to make new colours. Collaging Elmer and using construction toys and junk boxes to make elephants. Using ICT packages and paint to colour in Elmer. Playing instruments in different ways, naming instruments and beginning to tap out simple patterns. To move creatively to music. |

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| <ul style="list-style-type: none"> Non-fiction books about dinosaurs and minibeasts. | | <ul style="list-style-type: none"> Showing care and concern for animals helping look after the class pet. Planting a range of seeds, bulbs and small plants (fruit, vegetables and flowers) in our allotment. | <ul style="list-style-type: none"> Use a range of media and art techniques to explore patterns in animals- hand print animals. Animal puppets and masks to retell story. |
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Nursery Long Term Matrix 2020-21

Summer Term Topic:

- On The Farm
- Under The Sea

Personal, Social and Emotional Development

- Through stories, games and circle time we will encourage children to think about how their actions affect others, and how to comfort others or solve problems.
- Promote sharing and turn taking.
- Tolerance of others opinions, beliefs and religions
- What am I good at? Wow certificates, let's celebrate ourselves in positive terms.
- Links to British Values:**
- Promoting tolerance between children and different cultures.
- Understanding their freedom to choose.
- Understanding we must live by laws, awareness of boundaries and rules.

Physical Development

- Run skilfully being aware of space and others.
- Show increase control in throwing, rolling, patting and catching.
- Handles tools for malleable materials with control and care, can use tools to create new effects in play dough.
- To use pencil and form some letters correctly.

Communication and Language

- To listen in groups to others, to talk in front of others passing teddy bear when it's our turn to talk. Sharing our news and experiences of holidays and day trips. **(links to British Values)**
- Maintain attention and focus during listening activities.
- Respond to instructions during teaching time and at the allotment for gardening activities.

Mathematics

- Phase 2 letters and sounds and begin to blend and segment cvc words and learn key words.
- Listen to and sequence stories
- My bean plant diary and Jaspers beanstalk.
- Begin to write numbers to five.
- To count beyond ten.
- To count accurately ten objects and begin to match to the correct number.

Understanding the World

- Planting a range of seeds, bulbs and small plants (fruit, vegetables and flowers) in our allotment.
- Weekly water, and care for allotment noting any changes.
- Sort a variety of seeds.

Expressive Arts and Design

- Decorate plant pot
- Paint and collage flowers and Marys garden.
- Sing songs about plants and weather, accompany with instruments.

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| <ul style="list-style-type: none"> • Enjoy a range of books • Hear initial letters • Join in with rhyming strings and activities • Enjoy stories of travelling around the world with Barnaby Bear (Links to British Values) • Non-fiction books about transport and different countries to share with children (Links to British Values) | <ul style="list-style-type: none"> • Practical activities with vehicles to introduce addition and subtraction. • Use positional language to describe where train is eg under, on top. • To name 2d shapes. | <ul style="list-style-type: none"> • Make cress heads and small plant pots for home. • Discuss where they live and where they go on holiday. How do they get their? What do they stay in? Pack a suitcase for a hot holiday and a cold holiday. • Make an aeroplane role play area. • Using books and the internet look at a variety of contrasting countries, show children images of weather, land, animals and people. • Links to British Values: • Explore the wider community, encouraging children to think how GB is different/the same as other countries. • Showing care and concern for animals games for children to match animals to home and babies to their mum Show an awareness of variety of animals and people who work with them. • Showing care and concern for animals helping look after the class pet. | <ul style="list-style-type: none"> • Make a model of a vehicle to go on holiday in e.g. aeroplane, car and boats. • Make a display Around the World using a variety of media (Links to British Values) • Act out playing in a garden centre/ airport. |
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