



Curriculum Threads
– Our big ideas



Diversity



Identity



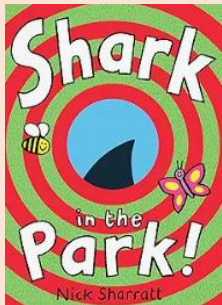
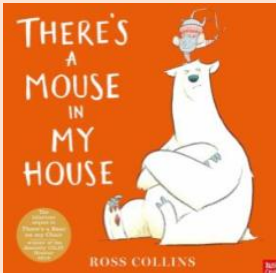
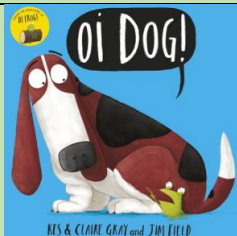
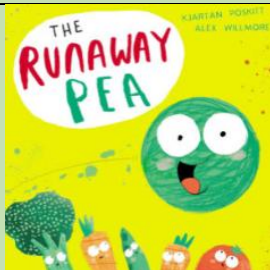
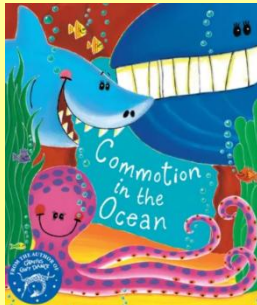
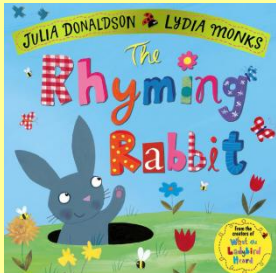
Sustainability

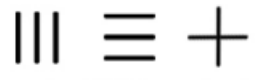
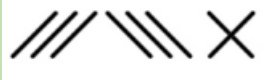
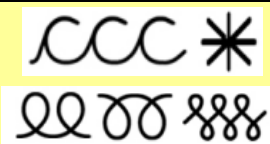


Community

Djanogly Strelley Academy: EYFS F1 Long Term Plan / Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	I wonder... How I am the same and different? starting nursery /new beginnings, rules and routines, all about me, families, homes, feelings and emotions. Introduce Zones of Regulation	I wonder... what is a celebration? Diversity How we celebrate, what celebrations we all take part in, what celebrations do some of us take part in but not all, how do we celebrate the same things differently Seasonal changes – autumn (beginning) and winter (end)	I wonder... would a lion make a good pet? Different types of animals / classifications Habitats and environments Care and responsibility Our pets	I wonder... How many people have helped me today?	I wonder... How does the world change? Growing Where our food comes from	I wonder... How can I keep myself safe and healthy?

	Throughout the year in F1 children will be encouraged to explore their oracy skills in telling and retelling stories, show and tell opportunities, expectations to talk in circle time activities for PSED, stem sentences in maths to promote oracy.					
Nursery phonics	Rhyme Time Whole Class	Rhyme Time Whole Class N2 Sound Groups: s a t p I n	Rhyme Time Whole Class N2 Sound Groups: n m d g o	Rhyme Time Whole Class N2 Sound Groups: c k/ck u r h	Rhyme Time Whole Class N2 Sound Groups: b f l j v w	Rhyme Time Whole Class N2 Sound Groups: y z / qu ch / x/ sh th / ng nk
Rhyming Text (Termly for phonics)						
Writing and Fine Motor	Dough Disco	Dough Disco Guided Drawing Stage 1: Circles and spirals - To form circles and spirals correctly - To introduce the vocabulary of pre-writing patterns	Dough Disco Guided Drawing Stage 2: Lines and diagonals - To form lines and diagonals pre-writing patterns correctly. - To introduce the vocabulary to describe pre-writing patterns.	Dough Disco Guided Drawing Stage 2: Lines and diagonals - To form lines and diagonals pre-writing patterns correctly. - To introduce the vocabulary to describe pre-writing patterns.	Dough Disco Guided Drawing Stage 3: Jellies and zigzags - To form jellies and diagonals - To introduce the vocabulary to describe jellies and zig-zags	Dough Disco Guided Drawing Stage 3: Loopies and waves - To form jellies and diagonals - To introduce the vocabulary to describe jellies and zig-zags

						
Nursery Maths	- Counting Songs - More Than, Fewer and the Same -colours red, yellow, blue - Explore and Build with shapes -colours green, purple, colour mixing	- Pattern 1 -Extend AB colours -Extend AB outdoors -AB body patterns - Number 2 -1:1 correspondence -subitising -subitising different patterns - Hear and say number names - I hear 1,2,3 -Introduce 5 frame	- Begin to order number names - Join in with repeats - Explore position and space - Show me 1,2,3 - Take and give 123	- Number 5 -1:1 counting -Numerals - Number 5 composition - Number 6 -Height and length -Tall and short -Long and short -Tall/long and short - Capacity	- Sequencing - Positional Language - More than / fewer than 2D shape 3D shape - Number composition	- Number composition - What comes after? - What comes before? - Numbers to 5 - Numbers to 5 - Consolidation - Cnsolidation
PSED	Ready, respectful, safe Understanding our rules How to be a good school citizen (expectations, people in school who help us, friendships)	Being inclusive of others Different cultures and religions	Caring for others	People who help us Careers Future aspirations	Looking after our environment	Eating well / dental hygiene Physical health, changes to our bodies, moving on and new transitions Transition – Reception transition for N2's ready. Keeping safe when we are outdoors – as and when with weather

	Zones of regulation (linked to Colour Monster)					
Physical Education F1	Throughout the year in F1 children will access physical activities as part of their continuous provision to allow them to explore being active within their own interests, this covers both fine and gross motor movement skills					
UTW	Throughout the year in F1 children will learn about the world through their interests in both the continuous provision and as part of the book-led learning topics.					
EAD	Throughout the year in F1 children will access creative activities as part of their continuous provision to allow them to explore and create within their own interests					