



PRIME AREAS

Area of Learning	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Themes/ Interests/ Lines of Enquiry	All About Me Children's own life stories and family history Similarities and differences with other families Sharing of photo memories	Traditional Rhymes and Stories Repetition of familiar rhymes and stories Identification of key characters	What do I want to be when I grow up? Different occupations	Why Does that happen? Explore how things work. Science links. Windup toys. Cogs Forces – water resistance/magnets Changing materials	Growth and Change! Planting seeds Life cycles Care for the environment	Where in the world I would go? Families around the world Holidays Know where different countries are in the world and discuss similarities and differences from things known about families and holidays.
Texts	Owl Babies My Mum and My Dad Make Me Laugh In Every House On Every Street. All Are Welcome	Gingerbread Man 3 Billie Goats Gruff Goldilocks and the Three Bears Jack and The Beanstalk.	Busy Day Chef I want to be a pilot Next Old Mc Donald had a farm Busy day Builder	The Grand Old Duke of York Hickory Dickory Dock Row, Row, Row, Your Boat Jack and Jill	The Hungry Caterpillar Sam plants a sunflower Butterfly Egg to chick Jaspers Beanstalk Six Little Chicks	Hello London Naughty Bus The Journey Home from Grandpa's
Communication & Language	Can find it difficult to pay attention to more than one thing at a time	Understand a question or instruction that has two parts, such as	Enjoy listening to longer stories and can remember much of what happens	Understand 'how' and 'why' questions, like: "why do you think the caterpillar got so fat?"	Be able to express a point of view and to debate when they disagree with an adult or a friend,	Use talk to organize themselves and their play: "Let's go on a bus ... you sit

		Understand simple questions about 'who', 'what' and 'where' (but generally not 'how' and 'why')	"Get your coat and wait at the door"		Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	using words as well as actions Can start a conversation with an adult or a friend and continue it for many turns.	there ... I'll be the driver."
		Listen to simple stories and understand what is happening, with the help of the pictures					
		Use a wider range of vocabulary Sing a large repertoire of songs Use longer sentences of 4 to 6 words May have some problems saying some sounds / multisyllabic word Develop their communication but may struggle with irregular tenses and plurals					
Personal, Social & Emotional Development		Select and use activities & resources, with help when needed Become more outgoing with unfamiliar people in the safe context of their setting	Increasingly follow rules, understanding why they are important	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	Help find solutions to conflicts & rivalries, e.g. accepting not everyone can be Spiderman in a game	Develop appropriate ways of being assertive Begin to understand how others might be feeling	Talk with others to solve conflicts
		Develop their sense of responsibility & membership of a community Show confidence in new social situations Play with one or more other children, extending & elaborating play ideas Do not always need an adult to remind them of a rule					
Physical Development	Gross Motor	Go up steps & stairs, or climb apparatus, using alternate feet Use large-muscle movements to wave flags and streamers, paint and make marks	Continue to develop their movement, balancing, riding & ball skills Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to	Skip, hop, stand on one leg and hold a pose for a game like musical statues	Start taking part in some group activities which they make up for themselves, or in teams		

			crawl, walk or run across a plank, depending on length and width				
	Fine Motor	Use one-handed tools and equipment, e.g. making snips in paper with scissors	Show a preference for a dominant hand	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm	Collaborate with others to manage large items, such as moving long planks safely, carrying large hollow blocks Using a comfortable grip with good control when holding pens and pencils	Making healthy choices about food, drink, activity & toothbrushing	Choose the right resources to carry out their own plan, E.g. choosing a spade to enlarge a small hole they dug with a trowel
		Be increasingly independent in meeting their own care needs, e.g. brushing their teeth, using the toilet, washing & drying their hands thoroughly Be increasingly independent as they get dressed and undressed Start to eat independently & learning how to use a knife and fork					

Greenhill Academy

EYFS Progressive Curriculum- Nursery LTP 2022-23



SPECIFIC AREAS

Area of Learning		Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Themes/ Interests/ Lines of Enquiry		All About me	Traditional Rhymes and Stories	What do I want to be when I grow up?	Why does that happen?	Growth and Change	Where in the world would I go?
Texts (topic related texts & provision area texts)		Owl Babies My Mum and My Dad Make Me Laugh In Every House On Every Street. All Are Welcome	3 Little Kittens Incy Windy Spider Baa Baa Black Sheep We're going on a Leaf Hunt Gingerbread Man 3 Billie Goats Gruff Twinkle Twinkle Little Star Laura's Star	Busy Day Chef I want to be a pilot Oscar and Ben (author visit) Next Old Mc Donald had a farm Busy day Builder	Who sank the boat? Can't you sleep little bear? Recipe Book – The story of the Easter Bunny The Toymaker Non-fiction Toys – big book	The Hungry Caterpillar Sam plants a sunflower Butterfly Egg to chick Jaspers Beanstalk Six Little Chicks	Hello London Lion Hunt SN book about Pakistan
Literacy	Reading		Little Wandle – Phase 1 books(wordless)weekly group reading Engage in extended conversations about stories, learning new vocabulary	Little Wandle – Phase 1 books(wordless)weekly group reading Engage in extended conversations about stories, learning new vocabulary Understand the 5 key concepts about print: -Print has meaning	Little Wandle – Phase 1 books(wordless)weekly group reading Engage in extended conversations about stories, learning new vocabulary Understand the 5 key concepts about print: -Print has meaning	Little Wandle – Phase 1 books(wordless)weekly group reading Engage in extended conversations about stories, learning new vocabulary Understand the 5 key concepts about print: -Print has meaning	Little Wandle – Phase 1 books(wordless)weekly group reading Engage in extended conversations about stories, learning new vocabulary Understand the 5 key concepts about print: -Print has meaning

				-Print can have different purposes -We read English text from left to right and from top to bottom -The names if the different parts of a book -Page sequencing - Develop their phonological awareness, so that they can: -count & clap syllables	-Print can have different purposes -We read English text from left to right and from top to bottom -The names if the different parts of a book -Page sequencing - Develop their phonological awareness, so that they can: -spot & suggest rhymes -count & clap syllables -	-Print can have different purposes -We read English text from left to right and from top to bottom -The names if the different parts of a book -Page sequencing - Develop their phonological awareness, so that they can: -spot & suggest rhymes -count & clap syllables -recognise words with the same initial sound	-Print can have different purposes -We read English text from left to right and from top to bottom -The names if the different parts of a book -Page sequencing - Develop their phonological awareness, so that they can: -spot & suggest rhymes -count & clap syllables -recognise words with the same initial sound
	Writing			Use some of their print and letter knowledge in their early writing.	Use some of their print and letter knowledge in their early writing.	Write some or all of their name	Write some letters accurately Write some or all of their name

Mathematics (Taken from The Harmony Model Curriculum)	Phonics		<table><tr><th></th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr><tr><td>Progression of sounds</td><td>sat pin</td><td>md gocke</td><td>ur h b f l j</td><td>v w y z qu ch</td><td>ck x sh th ng nk</td></tr><tr><td>Use these Reception picture cards:</td><td>snake astronaut tiger penguin iguana net</td><td>mouse duck goat octopus cat kite elephant</td><td>umbrella rainbow helicopter bear flamingo lollipop jellyfish</td><td>volcano wave yo-yo zebra queen cherries</td><td>sock (sound at the end) box (sound at the end) shells ring (sound at the end) pink (panda) (sound at the end) thumb/teeth (sound at the end)</td></tr><tr><td>Phonemic awareness focus</td><td>Teach children to hear the same initial sound for words and names of objects.</td><td>Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.</td><td>Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.</td><td>Teach children to identify initial sounds of words and objects.</td><td>Teach children to identify the final sounds of words and objects.</td></tr><tr><td>Play these games:</td><td> - Play with sounds - Bertha the bus - Name play For each new sound play: - What's in the box?* </td><td> - What's in the box? – with objects that start with different sounds For each new sound play: - What's in the box?* </td><td> - Play with sounds - Bertha the bus - Name play For each new sound play: - What's in the box?* </td><td> - Play with sounds - Bertha the bus - Name play For each new sound play: - What's in the box?* </td><td> - Play with sounds - Bertha the bus - Name play For each new sound play: - What's in the box?* Teach sounds that are at the end of words for /c/ck, /x/, /ng/, /nk/. Then teach children to distinguish other sounds at the end of words.</td></tr></table> *A list of suggested objects for 'What's in the box?' for each sound can be found in the Weekly lesson content: Foundations for phonics area of the website.							Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Progression of sounds	sat pin	md gocke	ur h b f l j	v w y z qu ch	ck x sh th ng nk	Use these Reception picture cards:	snake astronaut tiger penguin iguana net	mouse duck goat octopus cat kite elephant	umbrella rainbow helicopter bear flamingo lollipop jellyfish	volcano wave yo-yo zebra queen cherries	sock (sound at the end) box (sound at the end) shells ring (sound at the end) pink (panda) (sound at the end) thumb/teeth (sound at the end)	Phonemic awareness focus	Teach children to hear the same initial sound for words and names of objects.	Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.	Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.	Teach children to identify initial sounds of words and objects.	Teach children to identify the final sounds of words and objects.	Play these games:	- Play with sounds - Bertha the bus - Name play For each new sound play: - What's in the box?*	- What's in the box? – with objects that start with different sounds For each new sound play: - What's in the box?*	- Play with sounds - Bertha the bus - Name play For each new sound play: - What's in the box?*	- Play with sounds - Bertha the bus - Name play For each new sound play: - What's in the box?*	- Play with sounds - Bertha the bus - Name play For each new sound play: - What's in the box?* Teach sounds that are at the end of words for /c/ck, /x/, /ng/, /nk/. Then teach children to distinguish other sounds at the end of words.
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Mathematics (Taken from The Harmony Model Curriculum)	Green-Number	Autumn 1 Settling in Number songs Finger Rhymes to 5		Spring 1 Counting to 10 1:1 Counting Recognising numbers to 5 Matching numerals to amounts Sequencing Practical addition consolidation		Summer 1 Counting beyond 10 Sequencing More than Less than Matching numerals to amounts	
	Orange-Numerical Patterns	Counting 1:1 Groups of 3 Comparing amounts- more, lots, same Comparing Size		Counting 1:1 Groups of 3 Comparing amounts- more, lots, same Comparing Size		Counting 1:1 Groups of 3 Comparing amounts- more, lots, same Comparing Size	
		Autumn 2 Real life pattern Comparing length Positional language 2D shape 1:1 counting Comparing Weight		Spring 2 Repeating pattern Positional language Comparing capacity- full and empty 2D shape 3D shape		Summer 2 Repeating pattern Shape 2D and 3D Combining shapes Positional language 1:1 counting Counting sets Real-world problems	
	Fluent in 5	Counting forwards and	Counting forwards and backwards to 5 (link to fingers)	Counting forwards and backwards to 5 (link to fingers)	Counting forwards and backwards to 10 (link to fingers)	Counting forwards and backwards to 10 (link to fingers)	Counting forwards and backwards to 10 (link to fingers)

		backwards to 5 (link to fingers) 1:1 counting to 5	1:1 counting to 5	1:1 counting to 5 Subitising to 3	1:1 counting to 5 Subitising to 3	1:1 counting to 5 Subitising to 3	1:1 counting to 5 Subitising to 3
Understanding the World	Use all their senses in hands-on exploration of natural materials.		Show interest in different occupations.	Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties.	Plant seeds and care for growing things. Understand the features of the life cycle of a plant and an animal.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
	Begin to make sense of their own life story and history.	Begin to understand the need to respect and care for the natural environment and all living things. Explore how things work. Talk about what they see using a wide vocabulary. Continue to develop positive attitudes about the differences between people.					