



# Nursery 2024-25

(3-4 year olds)



## EYFS Areas of Learning

**Please Note:** all children learn and develop at their **individual** pace and the skills set out below are simply a guide to 'typical' skill progression

### Yearly Overview

	Communication and Language (CL)		Personal, Social, Emotional Development (PSED)		Physical Development (PD)		Literacy (L)		Maths (M)		Understanding the World (UTW)			Expressive Art and Design (EAD)			
	Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Managing feelings and behaviour	Gross Motor	Fine Motor	Writing		Reading	Number	Numerical Patterns	The World	Past & Present	People, Culture & Communities	Creating with Materials	Being Imaginative & Expressive
								Skills	Talk 4 Writing Text								
	<ul style="list-style-type: none"> <li>Children's CL skills will progress throughout the year and at their own pace. This progresses in the expectations for lengths of listening periods, adults developing language and vocabulary through quality interactions with children as well as direct teaching where meanings of words will be explored.</li> </ul>		<ul style="list-style-type: none"> <li>Children in Nursery will start with learning each other's names and getting to know their peers through a range of circle times and games. Throughout the year, children will be taught how to make relationships with each other. Lots of this learning takes place in the learning environment when problems occur. These are talked through with adults and discussions happen to ensure learning is taking place to develop the children's conflict-solving skills.</li> </ul>		<p>Jigsaw Themes</p> <p><i>*PD opportunities will always be available in the learning environment throughout the day through activities planned to build children's strength, balance and co-ordination e.g. scissors, painting, pencil control, tweezers bikes, balancing equipment, balls, playground at lunchtimes etc</i></p>		<p><i>* As children's mark making becomes more deliberate, they will start to attribute their own meaning to their marks by talking to themselves or others as they make marks or share their creations and tell others about their mark making to which they attribute specific meaning. Children may mimic the act of writing by making marks that look like scribbles, dots or patterns rather than alphabetic letters. A child may talk as they make these marks or will tell others the meaning of their early writing, so it is important to ask children about their writing and respect its meaning for the child. Early writing often occurs spontaneously in play contexts. Children will be supported to engage in mark marking opportunities, learn to write their names, form letters and begin to write some initial sounds towards the end of the nursery year.</i></p>		<p><i>*Provision in the Foundation stage supports mathematical development through continuous provision as well as taught lessons with a teacher. Pupils take part in a teacher directed learning session daily, where the focus on the session is based on developing understanding of early mathematical concepts. Pupils participate in teacher initiated tasks based on current learning, and also develop their own ideas when accessing continuous provision independently.</i></p>		<p>Cornerstones Themes</p>			<ul style="list-style-type: none"> <li>Children develop their understanding of the world through personal experiences such as, spending time in the natural environment and the local community.</li> </ul>		<ul style="list-style-type: none"> <li>Children will be encouraged to choose and use materials and resources in an open-ended way helps them to make choices and to have confidence in their own ideas.</li> </ul>	
Aut 1	<ul style="list-style-type: none"> <li>Speaking will be continuously modelled by all adults in the setting to a high level. Strategies such as 'my turn, your turn' will be used to extend vocabulary and the ability to speak using correct speech. The children will be expected to begin to speak in short sentences and we will work with them to be able to hold conversations with adults and their peers.</li> </ul>		<ul style="list-style-type: none"> <li>Children will be taught about behaviour at school and understand the behaviour system and how this works. Opportunities to learn about managing feelings and behaviour will happen on a daily basis as they will be discussed with staff members and children involved. These conversations will support them to learn about how to manage their feelings and behaviour.</li> </ul>		<p>Being Me</p> <p>PE: Balance and Movement</p>		<ul style="list-style-type: none"> <li>Children will have continuous opportunities to develop their fine motor skills daily.</li> </ul>		<ul style="list-style-type: none"> <li>Enjoy drawing freely</li> <li>Begin to give meaning to marks</li> </ul>		<p>Rosie's Walk</p>		<p>See Nursery Long Term Plan</p>			<p>Me and my Community</p>	
Aut 2					<p>Celebrating Differences</p> <p>PE: Body Awareness and Control</p>		<ul style="list-style-type: none"> <li>Beginning to take an interest in independent mark making</li> <li>Name Writing</li> </ul>		<p>Owl Babies</p>		<p>Exploring Autumn</p>						
Spr 1					<p>Dreams and Goals</p> <p>PE: Jumping and Landing</p>		<ul style="list-style-type: none"> <li>Attempting letter shapes</li> <li>Independent mark making</li> <li>Name Writing</li> </ul>		<p>We're Going on a Bear Hunt</p>		<p>Sparkle and Shine</p>						
Spr 2					<p>Healthy Me</p> <p>PE: Throwing and Catching</p>		<ul style="list-style-type: none"> <li>Beginning to write pretend shopping lists, stories etc</li> <li>Starting to write their name independently</li> </ul>		<p>The Gingerbread Man</p>		<p>Once Upon a Time</p>						
Sum 1	<ul style="list-style-type: none"> <li>Understanding will be developed in day-to-day routines, interactions and provision. Understanding and asking simple questions will be developed across the year.</li> </ul>				<p>Relationships</p> <p>PE: Object Control</p>		<ul style="list-style-type: none"> <li>Improved letter formation, especially those in their name</li> <li>Using phonics knowledge, starting to write initial sounds such as 'm' for 'mummy'.</li> </ul>		<p>The Three Little Pigs</p>		<p>Starry Night</p>						
Sum 2			<ul style="list-style-type: none"> <li>Children will be supported to become independent with self-care, including toileting.</li> </ul>		<p>Changing Me</p> <p>Consolidation of skills</p> <p>Sport's Day Prep</p>		<ul style="list-style-type: none"> <li>Improved letter formation, especially those in their name</li> <li>Using phonics knowledge, starting to write initial sounds such as 'm' for 'mummy'.</li> </ul>		<p>Come on Daisy</p>		<p>Winter Wonderland</p>						
												<p>Dangerous Dinosaurs</p>		<ul style="list-style-type: none"> <li>Children will be exposed to a broad range of stories, non-fiction texts and poems which will develop children's awareness and knowledge of the world they live in including culture, society and technology.</li> </ul>		<ul style="list-style-type: none"> <li>Children will have continuous access to creative materials to enable open-ended opportunities for children to explore a range of media and materials.</li> </ul>	
												<p>Puddles and Rainbows</p>		<ul style="list-style-type: none"> <li>Children will be encouraged to have the confidence to perform songs and dances to each other and also offer opinions about these performances.</li> </ul>		<ul style="list-style-type: none"> <li>Through experiences such as creating and acting out stories, performances such as the yearly Christmas Show, and direct, quality teaching, children will be able to express themselves freely.</li> </ul>	
												<p>Sunshine and Flowers</p>					
												<p>Shadows and Reflections</p>					
												<p>Big Wide World</p>					
												<p>Splash</p>					