

Leicester Islamic Academy – EYFS – Nursery - LTP 2021- 2022

Area of Learning	Autumn 1 All About Me	Autumn 2 Colours Of the Rainbow	Spring 1 People Who Help Us	Spring 2 Farm Animals	Summer 1 Transport	Summer 2 Seasons
Possible Themes/Interests/Lines of Enquiry	Family Hobbies Black History Week	Baking Cookies Acting Stories (stage - Outdoors) Anti-Bullying Week Road Safety Week	Visit from a Doctor/Dentist/Fire brigade team Role play different roles Children's Mental Health Week Internet Safety	Animal Stories Junk Modelling Different animals living in different environments World Book Day Learning Experience Week Ramadhan 5 Pillars (SMSC)	Explore different forms of transport Ramadhan Stories Eid Crafts Ramadhan and Eid rhymes	Season Crafts Season experiences Healthy eating and healthy lifestyle Seasonal plants, flowers, foods, and animals
Personal, Social and Emotional Development	Select and use activities and resources, with help when needed. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.		Remember rules without needing an adult to remind them Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community.		Talk with others to solve conflicts. Understand gradually how others might be feeling. Develop appropriate ways of being assertive. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Nursery year.</i>						
Physical Development	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Practise walking in a straight line. To shift walking patterns from regular steps, giant steps, tip toe, jogging, running. To control movements between walking, jogging and running.	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. Throwing under arm and catching a large ball. Bounce a large ball and catch. Throw an object at a target. Catch equipment using two hands.	Match their developing skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Use large-muscle movements to wave flags and streamers, paint and make marks. Use one handed tools and equipment, for example, making snips in paper with scissors. Play a range of chasing games. Participate in simple games.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Move a ball in different ways including bouncing and kicking. Describe how the body feels when still and when exercising.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use equipment to control a ball. Practise Sports Day activities.
Communication and Language & Literacy	Use longer sentences of four to six words Develop their pronunciation but may have problems saying: - some sounds Pay attention to more than one thing at a time Start a conversation with an adult or a friend and continue it for many turns. Story Map – Where's Spot? – Eric Hill, Dear zoo - Rod Campbell Phonics phase 1 – Aspect 1: General sound discrimination – environmental sounds, Aspect 3: General sound discrimination – body percussion Squiggle wiggle – Up down movement, Playdough rolls Writing / drawing - Draw a picture of weekend news Teach / introduce - Nursery Rhymes		Use a wider range of vocabulary. Develop their communication, but may continue to have problems with irregular tenses and plurals Sing a large repertoire of songs. Enjoy listening to longer stories and can remember much of what happens. Use talk to organise themselves and their play Story Map - Brown bear brown bear what do you see – Bill Martin Jnr and Eric Carle, Jasper's beanstalk - Nick Butterworth and Mick Inkpen Phonics - Phonics Phase 1 - Aspect 4: Rhythm and rhyme Writing / drawing - Draw a picture of weekend news Squiggle wiggle –long letters, one arm robot letters Book – Picture and text, questioning		Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Understand 'why' questions and instructions of 2 parts Story Map - Each Peach Pear Plum – Allan and Janet Ahlberg, Hug – Jez Alborough Phonics - Phonics Phase 1 - Aspect 7: Oral blending and segmenting, Continue Phase 1 Aspects 1 – 7 Writing / drawing - Draw a picture of weekend news Squiggle wiggle – Name writing	
Phonics	Phase 1/2	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1/2
Mathematics	Settle in sessions - Getting to know you - 2 weeks Geometry - Recognising, naming, Matching colours, Sorting by various attributes Consolidate learning so far	Geometry - Continuing AB patterns Measurement - Using the language of size Number & Place Value - Grasping the Counting Principles, Comparing amounts of objects	Number and place value Understanding number 1 Understanding number 2 Understanding number 3 Understanding number 4 Understanding number 5 Understanding number 6	Shape and Space- Shapes – 2d shapes, Positional language Measurements - Ordering the events of our day, Length, Height, Weight, Capacity	Number and place value - Representing 1,2,3 Representing 4, 5, 6 Representing 7,8, 9 Representing 10 Tally and number symbols, forming numbers	Shape and space - Exploring shape, 3d shape Measurement / Time - Sequence events Consolidate all learning – 2 weeks
Understanding the World	Looking at different types of families. For example, parents and children, parents, children and grandparents, extended family, etc. The places we live – different types of homes.	Continue developing positive attitudes about the differences between people. Talk positively about different appearances such as skin colour, hair colour, etc.	Show interest in different occupations. Role play different occupations with appropriate resources.	Understand the key features of the lifecycle of a plant and animal. Explore the lifecycle of a flower and a caterpillar.	Begin to make sense of their own life-story and family's history – talk about and look at past and present events. Explore how things work, e.g, wind-up toys, pulleys, sets of cogs with pegs and boards.	Using all senses to look at different types of natural materials with a magnifying glass. Children will talk about what they see. Outdoor walk in the local area.

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	<p>Black History Week – Martin Luther King's Dream</p>	<p>Looking at Road Safety and why it is very important to stay safe on the road. Explore how different materials sink and float. Baking – combining different ingredients and then cooling or heating (cooking) them.</p>				
<p>Expressive Arts and Design</p>	<p>Remember and sing entire songs Sing the pitch of a song sung by another person. Join different materials and explore different textures. Painting self-portraits Painting houses/masjids Different colour hand painting and singing the Martin Luther King rhyme for Black History Week</p>	<p>Explore colour and colour mixing (mixing coloured water/paints) Explore different materials freely, to develop their ideas about how to use them and what to make (cutting and sticking different materials).</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw/paint pictures of the people who help us.</p>	<p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create the lifecycle of a caterpillar using different materials.</p>	<p>Use drawing to represent ideas like movement or loud noises. Eid card making. Ramadhan Poster. Transport junk modelling/painting.</p>	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Leaf painting. Making snowflakes. Fruit tasting – discuss healthy foods and the importance of a healthy diet.</p>