



At New Beginnings we offer an ambitious curriculum that is rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure, and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively, and emotionally in an environment which values all cultures, communities, and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that children are motivated, engaged and more likely you learn when they are involved with the choices made. All our Early Years staff use the 'In the Moment' planning ethos and where and when appropriate, the strategies and skills of this approach are used. This means that topics are planned for broadly using key questions and both new and different opportunities may arise. This child-initiated way of working ensures that the learning is specific to the individual cohort. Therefore, our long-term overview that outlines intended learning may change as this is a working document.

<p>Characteristics of Effective learning</p>	<p>Playing and Exploring Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active Learning Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p>Creating and Thinking Critically Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
<p>Over Arching Principles</p>	<p>Unique Child Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</p> <p>Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p>Enabling Environments Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>Play We understand that play is an integral part of learning, and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed, and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.</p> <p>We recognise the crucial role that early year's education must play in providing firm foundations upon which the rest of a child's education is successfully based.</p>

<p>Prime areas</p>	<p>Personal , Social and Emotional</p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>
	<p>Communication and Language</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>

	Physical	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence.
Specific areas	Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
	Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.
	Understand the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.
	Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

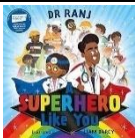
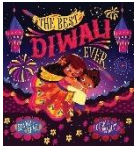

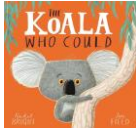
New Beginnings Long Term Plan 2025/2026 We will be learning

Area of Learning	<u>Autumn 1</u> 1 st September- 24 th October	<u>Autumn 2</u> 27 th October- 22 nd December	<u>Spring 1</u> 2 nd January- 6 th March	<u>Spring 2</u> 9 th March- 1 st May	<u>Summer 1</u> 4 th May -26 th June	<u>Summer 2</u> 29 th June –31 st August
General theme	Mirror Mirror/The people I know	Let's Celebrate /The Stories I can tell	A Wonderful World	New Life	The skies above my eyes	The Sea below my toes
<i>These themes and topics may be adapted at any point throughout the year to allow for children's interests to lead our learning</i>	Myself My family Settling in Human body Staying healthy People who help us Careers Superheroes Being Kind Staying safe	Traditional tales Familiar tales Library visits Road Safety & Awareness Fire Safety	Vehicles past and present World map and countries Animals and plants- Hibernation around the world The Arctic Healthy eating/Healthy mind	In the garden (growing projects) My Pets Lifecycles Science & Investigation Animals Around the World Earthquakes/ Volcanos/fossils	Planets and the moon Birds, bees, and butterflies Weathers and seasons Graduation Animal Habitats Kings & Queens	Under the sea The 5 senses Going on holiday Transport & Travel Transitions Making new friends
Important dates	13.09 Ronald Dahl Day 18.09 National Fitness Day 19.09 Pirate Day 22nd – 28th Sept Recycling Week 22nd – 24th Sept Rosh Hashanah (Judaism) 1st-31st October Black History month 1st –2nd October Yom Kippur (Judaism) 05.10 Harvest Festival 4th-10th October World Space Week 05.10 Grandparents Day 10th October World Mental Health Day 6th – 13th October Sukkot (Judaism) 21st Oct Diwali (Hindu, Sikhs, Jains)	4th-10th Nov Children's Book Week 05.11 Bonfire Night 11.11 Remembrance Day 10th – 14th Nov Nursery Rhyme Week 13.11 World Kindness Day 15th – 22nd Nov Maths week 14th.11 Children in need 17th – 23rd November Road Safety Week 27.11 Thanksgiving	START OF 2026 02.01 Nursery opens. 20.01 Penguin awareness Day 25.01 Burns Night 7th – 14th Jan-Feb RSPB's Big Schools Birdwatch 30th- 6th Jan to Feb Storytelling Week 1st – 2nd February Tu Bishvat (Jewish) 9th – 15th February Children's Mental Health Awareness week 17.02 Ramadan begins (Islamic) 06.02 NSPCC Number Day 10.02 Safer Internet Day 14.02 Valentine's Day 17.02 Chinese New Year (Yr of the Horse) 17.02 Shrove Tuesday 18.02 Ash Wednesday 18.02 Ramadan Starts (Islamic) 28th – 6th March Engineers week	6th -15th March British Science Week 09.03 Commonwealth Day 15.03 Mother's Day 17.03 St Patricks Day 18.03 Ramadan Ends (Islamic) 19th- 20th Eid al Fitr (Islamic) No date released yet Red Nose Day 03.04 Nursery closed 06.04 Nursery closed 22.04 Earth Day 23.04 St George's Day	04.05 Early May Day Bank Holiday (Nursery closed) 19th – 23rd May Walk to Nursery week. 20.05 World Bee Day 08.05 Outdoor Classroom Day 25.05 Spring Bank Holiday (Nursery closed) 27.05 Eid al-Adha (Islamic) 13.06 Butterfly Awareness Day 08.06 World Ocean Day 10th-14th June Healthy Eating Week 21.06 Father's Day 21.06 Summer Solstice 22nd -28th June Insect Week	04.07 Independence Day 22nd -23rd July Tisha B'Av (Judaism) 30.07 World Friendship Day 28.08 Raksha Bandan (Hinduism) 28.08 School leavers final day at New Beginnings 31.08 Summer Bank Holiday (Nursery closed)

		<p>11.12 Christmas Jumper day</p> <p>22nd -2nd Dec-Jan Nursery Closed for Christmas</p> <p>25.12 Christmas</p> <p>14th – 22nd Dec Hanukkah (Jewish)</p>	<p>01.03 St David's Day</p> <p>03.03 Holi (Hinduism)</p> <p>03.03 Purim (Jewish)</p> <p>04.03 Hola Mohalla (Sikh)</p> <p>05.03 World Book Day</p>			
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Communication and Language	<p>Younger children Mimicking adults Enjoying singing, music and toys that make sounds Learning how to be soothed by a familiar and friendly voice</p> <p>Older children Modelling social phases throughout the day Talking about home life Using new vocabulary across the day Developing conversations Develop understanding of following an instruction</p>	<p>Younger children Develop understanding of following an instruction Understand how to listen carefully and why Small group discussions Joining in with familiar songs and stories</p> <p>Older children Together time group discussions Talking about the importance road and fire safety. Modelling language and pronunciation. Talk about people who are special to us</p>	<p>Younger children Observe as they listen and respond to simple instructions. Understand and says simple sounds</p> <p>Older children Asking open ended questions during group discussions. Discuss what they do when they aren't at nursery</p>	<p>Younger children Using flash cards and pointing to objects to develop language skills and simple words Share picture books every day with children talk to them about what they can see.</p> <p>Older Children Extend children's vocabulary.</p>	<p>Younger Children Use gestures in everyday language such as pointing, waving and clapping.</p> <p>Older Children Model language that promotes children to think critically Talk about feelings and emotions during together time</p>	<p>Younger Children Allow plenty of time to have conversations</p> <p>Older Children Expand on children's phrases. Adult to add in own language.</p>
	<p>Come sing with us Having a large vocabulary helps children learn more, words allow them to make sense of the world around them. Singing is a great way to develop children's vocabulary we have a come sing with us page on our nursery website which you can visit and join in with some of your children's favourite nursery songs.</p>					
<p><i>Communication and Language is developed throughout the year through high quality interactions, daily group discussions and together time, stories, singing, speech and language interventions and weekly small group time.</i></p>						
Physical Gross Motor	<p>Younger Children Crawling, cruising, rolling and sitting without support. Large movements such as waving, kicking, and walking Supporting hand eye co-ordination Moving to music</p> <p>Older Children Different ways of moving and retaining balance Changing speed and directions Negotiating spaces inside and outside Control of an object</p>	<p>Younger Children Different ways of moving Changing direction Moving to music Exploring different ways of moving Balancing Develop manipulation and control</p> <p>Older Children Provide a wide range of opportunities for children to move throughout the day. Indoors and outdoors.</p>	<p>Younger Children Encourage babies to move freely, climb on climbing equipment such as soft play. Rock, bounce or sway with you.</p> <p>Older Children Talk to children about the importance of brushing teeth and eating healthy foods.</p>	<p>Younger Children Provide a range of surfaces and materials for babies to explore.</p> <p>Older Children Beginning to show interest in using one handed tools.</p>	<p>Younger Children Start to fit themselves into spaces such as tunnels, dens and large boxes. Be able to move around in them</p> <p>Older Children Begin to remember sequences and patterns relating to music and rhythm.</p>	<p>Younger Children Build independently with a range of appropriate resources.</p> <p>Older Children Become more independent in getting themselves dressed. Putting on own shoes and coats etc.</p>

<p>Physical Fine Motor</p>	<p>Younger children Using different tools to mark marks on paper Supporting hand eye co-ordination</p> <p>Older Children Enjoy sensory experiences exploring damp sand, water, mud, paint etc.</p>	<p>Younger Children Begins to pick up items using a pincer grip in between two fingers.</p> <p>Older Children Using their fine motor skills during different activities such as threading, smaller puzzles.</p>	<p>Younger Children Lifts flaps of books to see what's under neath. Explore cause and effect toys.</p> <p>Older Children Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Younger Children Show an increasing desire to feed themselves independently.</p> <p>Older Children Use small motor skills to do things independently for example manage buttons and zips also pour drinks.</p>	<p>Younger Children Develop their manipulation and control. Exploring different tools and materials.</p> <p>Older Children Explore different materials and tools. Use one handed tools.</p>	<p>Younger Children Develop their manipulation and control. Exploring different tools and materials.</p> <p>Older Children Show a preference in a dominant hand.</p>
<p>Core texts</p> <p>Literacy</p>	<div>  <p>Lulu Loves Nursery</p> </div> <div>  <p>Supertato by Sue Henra</p> </div> <div>  <p>Be My Friend by Pixy Petal</p> </div> <div>  <p>Making Faces by Nick Butter</p> </div> <div>  <p>Pumpkin Soup by Helen Cooper</p> </div> <div>  <p>After The Storm by Nick Butter</p> </div>	<div>  <p>Room on a Broom by Julia Donaldson</p> </div> <div>  <p>We are going on a bear hunt by Michael Rosin</p> </div> <div>  <p>Christmas Books</p> </div> <div>  <p>Little Glow by Katie Sahota</p> </div> <div>  <p>The Gruffalo by Julia Donaldson</p> </div> <div>  <p>The Crayons Book of Numbers by Drew Daywait</p> </div>	<div>  <p>The Great Race by Emily Hiles</p> </div> <div>  <p>The Stickman by Julia Donaldson</p> </div> <div>  <p>Lost and Found by Oliver Jefferies</p> </div> <div>  <p>One day on our Blue Planet in the Antarctic by Ella Bailey</p> </div> <div>  <p>Welcome to our World by Moira Butterfield</p> </div> <div>  <p>Ravi's Roar: A Big Bright Feelings book by Tom Percival</p> </div>	<div>  <p>Super worm by Julia Donaldson</p> </div> <div>  <p>The Very Hungry Caterpillar by Eric Carle</p> </div> <div>  <p>Mr Wolf's Pancakes by Jan Fearnley</p> </div> <div>  <p>The Extraordinary Gardener by Sam Boughton</p> </div> <div>  <p>Oliver's Vegetables by Vivian French</p> </div> <div>  <p>The Odd Egg by Emily Gravett</p> </div>	<div>  <p>Journey into Space</p> </div> <div>  <p>The Fox Who Stole The Moon</p> </div> <div>  <p>Zog by Julia Donaldson</p> </div> <div>  <p>The Squirrel who squabbl ed by Racheal Bright</p> </div> <div>  <p>Monkey Puzzle by Julia Donaldson</p> </div> <div>  <p>Giraffes Can't Dance by Giles Andreas</p> </div>	<div>  <p>The Colour Monster goes to School by Annie Llenas</p> </div> <div>  <p>A little bit brave by Nicole Kinnear</p> </div> <div>  <p>You can't take and Elephant on the bus by David Tazzyman</p> </div> <div>  <p>Knobbly Nora by Sue Banner</p> </div> <div>  <p>Sharing a Shell by Julia Donaldson</p> </div> <div>  <p>Fish Don't Sneeze by Kristie Watson</p> </div>

	 <p>A Superhero Like You by Dr Ranj Singh</p>	 <p>The Best Diwali Ever by Chaaya Prabhat</p>		 <p>The Tooth Fairy and The Crocodile by Julia Donaldson</p>  <p>The Koala Who Could by Rachel Bright</p>		
Letters and sounds	Phase 1- Environmental Sounds, Instrumental sounds, Body percussion, Rhythm & rhyme, Alliteration, Voice Sounds, Oral blending & segmenting					
Mathematics	<p>Number songs It's all about 1,2,3 Maths is all around us ! Match, sort and compare</p>	<p>Number song 1,2,3,4,5 Develop awareness of space – Big, little etc Explore 2 d shapes Introduction to Pattern awareness</p>	<p>Shapes with 4 slides Growing 6,7,8,9,10 Measurement</p>	<p>Developing pattern awareness Sets of 2 and three</p>	<p>Experiment with numbers Measurement</p>	<p>Older children learning about position – How to shift leave Off the path or sweep away down the drain – mathematical language concept</p>
Expressive arts and design	<p>Being a superhero Exploring our voices and making sounds Take part in pretend play Create pictures with a variety of materials to nurture creative ideas Develop sensory skills Learning to leaf print</p>	<p>Traditional tales role play Perform dances Learn about instruments and how they work Explore colour and colour mixing Use marks and drawings to express thought and feelings Use clay to make models Develop sensory skills</p>	<p>Develop children's imagination and support their developing ideas Junk model vehicles Transport role play Develop sensory skills</p>	<p>Make a fossil Map making World music Styles Develop sensory skills</p>	<p>Building rockets and space stations Learn songs for graduation Perform for families at graduation. Learn actions to express the words of new songs</p>	<p>Use instruments with increasing control to express feelings and emotion</p>
Understanding the World	<p>Me & My Family My community My home (immediate environment) Jobs in the community Seasons around me</p>	<p>Family history Christmas now and then Christmas celebrations in different cultures</p>	<p>Life in the UK and other countries (Maps) Snow and Ice Animal life cycle (Winter)</p>	<p>Plant life cycle seeds & growing plants (Spring) New Spring life Celebrating uniqueness and differences</p>	<p>Space exploration Things that fly Sky descriptions Forces and state of matter (How things work) Learning about the past</p>	<p>Lifeboat/Coastguard Harbour history Seaside Floating and sinking Sea creatures and the summer Where in the world have, I been?</p>

Safeguarding	We will be talking to the children about how they can keep safe from harm inside and outside of nursery. We will develop their risk management skills. Safety across the topics will include online safety, road safety, stranger danger, fire safety and many more.					
Continuous provision:	Continuous provision is based on children's interests and topic themes and enhanced to develop a natural curiosity in children. The provision we provide is learning through play, which will cover the 7 areas of learning. Areas are enhanced based on children's interests and fascinations and topic themes, aiming for independence and greater depth.					
Assessment point	New starts-6-week reviews-October (New starts) 2-year checks-ongoing	Parents meeting-October/November (existing children) Summative assessment (communication via family to parents on their child's development for the half term) 2-year checks-ongoing	2-year checks-ongoing	2-year checks-ongoing	Parents meeting-May/June (all children) Summative assessment (communication via family to parents on their child's development for the half term) 2-year checks-ongoing	2-year checks-ongoing
Partnership with parents	Verbal updates Your family journal Our family news feed what we are learning to	Verbal updates October/November-Parents meetings Your family journal Our family news feed what we are learning to	Verbal updates Your family journal Our family news feed what we are learning to	Verbal updates Your family journal Our family news feed what we are learning to	Verbal updates May/June-Parents meetings Your family journal Our family news feed what we are learning to	Verbal updates Your family journal Our family news feed what we are learning to