



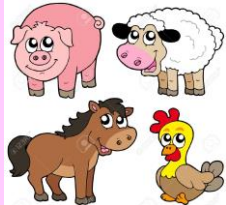
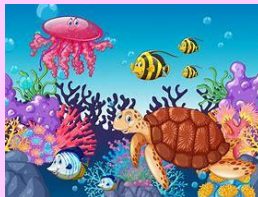




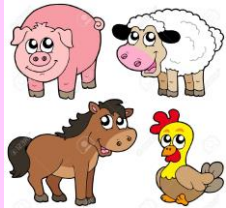



# Nursery Long Term Plan 2022-23

|                      | Autumn 1<br>Ready Rabbit   | Autumn 2<br>Responsible Dog   | Spring 1<br>Resilient Tortoise   | Spring 2<br>Reasoning Elephant  | Summer 1<br>Resourceful Squirrel   | Summer 2<br>Reflective Owl  |
|----------------------|--|---|--|---|--|---|
| Threads              | Families<br>                                | Seasonal Change<br>                                      | Homes<br>                                | Growing<br>                        | Animals<br>                                 | Our world!<br> |
| Overview             | Transition from home family to school family   | Exploring seasonal change focusing on Autumn to winter and seasonal change.   | Exploring where we and others live   | Exploring how things grow and change.   | Exploring animals in our world big and small.  | Exploring our planet and beyond.  |
| Progressive Threads  | Settling in.<br>Feelings and regulations<br>Identifying who we are.<br>Our home family.<br>We care for each other (sharing). | Autumn focusing on the leaves.<br>Becoming familiar with celebrations –<br>Halloween<br>Divali<br>Bonfire night<br>Hanuakkah<br>Christmas | Why do we need homes?<br>Where we live.<br>Inside our home.<br>Different types of houses around the world.<br>Animal homes | Spring<br>Growing Plants<br>Life cycles<br><b>Old and new</b><br>We grow up!<br>Pancake day<br>Mother's day<br>Easter | Pets<br>Taking care of animals<br>Animals around us (fox, hedgehogs)<br>Animals in the countryside.<br>Animals provide for us. | Land<br>Sea<br>Summer<br>Transport  |
| Non Negotiable texts | Spots loves Nursery<br>Crayon feeling book<br>Love make s family<br>Families around the world                                | <b>Hanukkah</b><br>Busy Halloween<br>Lighting a lamp<br>Autumn<br>Leaf man  | Winter<br>Peace at last<br>Three little pigs<br>Goldilocks   | Spring<br>I'm growing by Aliki<br>The Very Hungry Caterpillar<br>Jasper beanstalk                                     | Some pets by Angela diterlizzi<br>Have you got my purr?<br>On the farm   | Summer<br>Under the sea<br>Rainbow fish<br>Sharing your shell                                     |

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|---|--|---|--|---|---|--|
| <p>Reading Behaviours</p> <p>Structure of texts</p> <p>Rhythm and Rhyme</p> | <p>happy in our skin</p> <p>The great big book about families</p> <p>7</p>                         | <p>We are going on a leaf hunt.</p> <p>Leaves</p> <p>Dear santa</p> <p>7</p>                              | <p>We're going on a Bear hunt</p> <p>Walters Web</p> <p>Chinese new year</p> <p>6</p>            | <p>We are going on an egg hunt</p> <p>My body (non-fiction) (EID)</p> <p>6</p>                                  | <p>Noisy Farm</p> <p>Oh dear</p> <p>Animals on the farm (non-Fiction)</p> <p>6</p>                  | <p>We all go travelling by</p> <p>I wish I was a pilot</p> <p>7</p>                                    |
| Experiences   | Family day!  | <p>Autumn walk around stanley woods/outdoor classroom</p> <p>Fire fighter celebration party</p>           | <p>*Chinese New Year food tasting and dressing up day.</p> <p>Building day</p>                   | <p>Live caterpillars</p> <p>*Mothers Day</p> <p>*Easter celebrations 3/3/22 – World Book Day</p>                | Farm visit  | <p>Beach experience at SG</p> <p>Father's day</p>  |
|   | <p>Autumn 1</p> <p>Ready Rabbit</p>  | <p>Autumn 2</p> <p>Responsible Dog</p>  | <p>Spring 1</p> <p>Resilient Tortoise</p>  | <p>Spring 2</p> <p>Reasoning Elephant</p>   | <p>Summer 1</p> <p>Resourceful Squirrel</p>   | <p>Summer 2</p> <p>Reflective Owl</p>  |
| General Themes  | <p>Families</p>  | <p>Seasonal Change</p>  | <p>Homes</p>  | <p>Once upon a time....</p>  | <p>Animals</p>  | <p>Our world!</p>  |

C.O.E.L



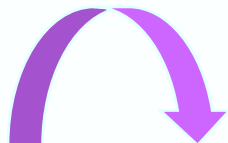
### Characteristics of Effective Learning

**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

**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.

**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.

Over Arching  
Principles





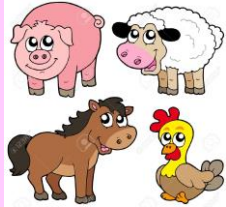



Four guiding principles should shape practice in early years settings. These are.....

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching** and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)

Here at Stanley Grove, we believe that play-based learning is an important and integral part of our curriculum. We believe that children learn best from activities and experiences that are relevant to their lives. Our EYFS curriculum consists of a range of cross-curricular units reflecting the needs and interests of our children at Stanley Grove. Each unit title provides a theme eg. Family and Community, and the unit itself provides a variety of opportunities for children to revisit and extend their prior learning, including vocabulary, and develop new skills and thinking. The

learning environment reflects the seven areas of learning, and it is carefully planned and adapted for each unit to provide opportunities to extend, practise and apply the knowledge and skills the children have been introduced to.

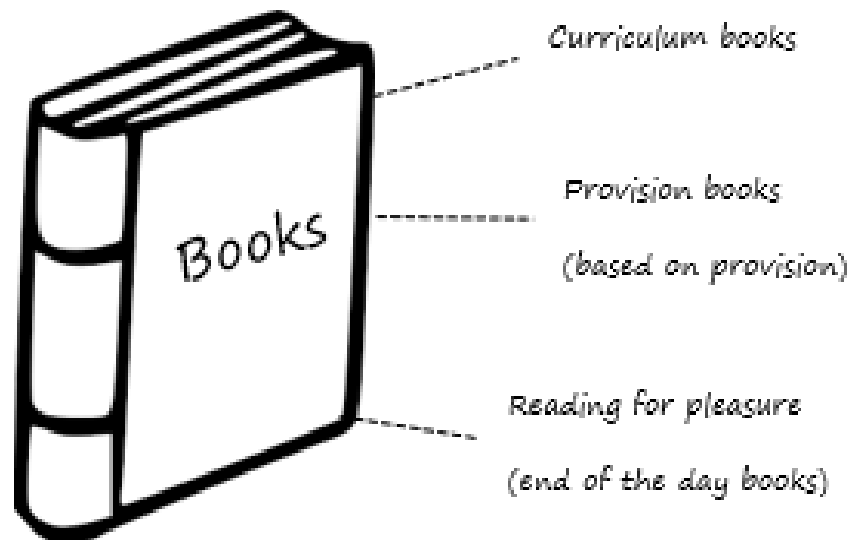
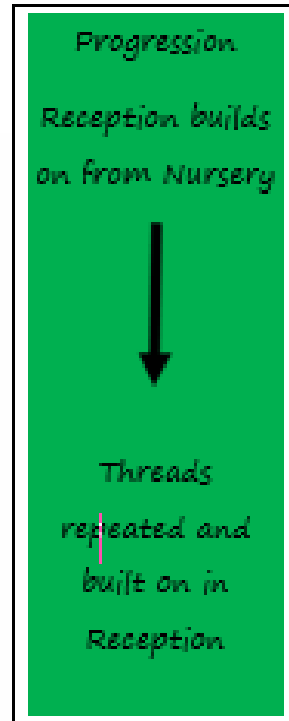
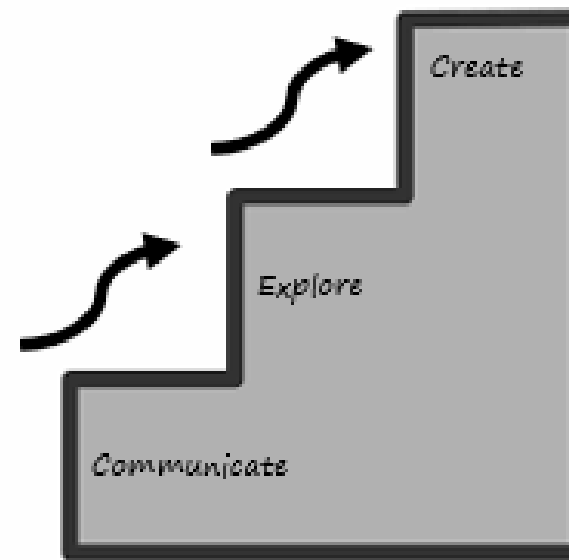
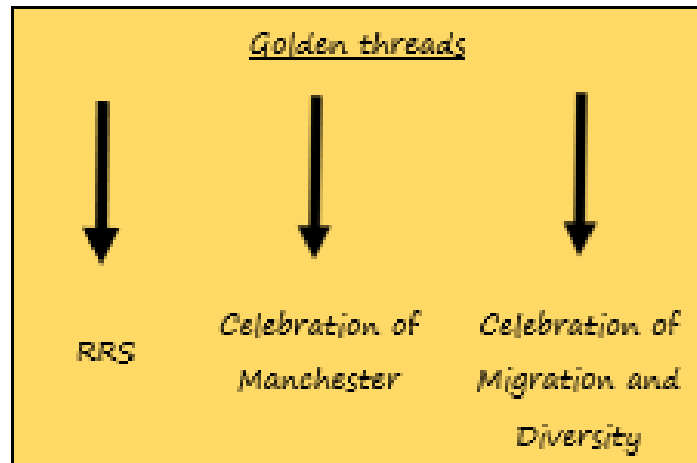
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|---------|--|---|--|---|---|--|
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| Threads | <b>Families</b><br> | <b>Seasonal Change</b><br> | <b>Homes</b><br> | <b>Growing</b><br> | <b>Animals</b><br> | <b>Our world!</b><br> |

### Our Curriculum is designed to...

| Drivers  | Golden Threads  |
|--|---|
| <b>Communication</b><br>By helping our children to develop their communication skills we are opening them up to opportunities to learn         | <b>We are a rights respecting school</b><br>As a Unicef Rights Respecting School, we promote children's rights and the British values of democracy, rule of law, individual liberty, mutual respect and tolerance of others. Throughout our curriculum we explore and focus on the UNSCO rights of the child as a way to unite as a school and the wider world. |
| <b>Exploration</b><br>By encouraging our children to explore ideas and the world around them, we are expanding their knowledge and experiences | <b>We celebrate our home city</b><br>Our children heritage is for many different countries, but we all live here together in Manchester. We learn about the importance of our city and celebrate the contribution we can make to its future.  |

|   |  |
|---|--|
| <p style="text-align: center;"><b>Creativity</b></p> <p>Our goal is to ensure our children leave us as creative thinkers who are equipped to thrive in an ever changing and developing world where creativity will be at its core</p>   | <p style="text-align: center;"><b>We celebrate migration and diversity</b></p> <p>As the city of Manchester, as with the UK is built on the migration of people from all around the world. There are two hundred languages spoken in our city which demonstrates the contribution migrants have made. we encourage our children to see immigration and diversity as a force for good and celebrate our differences and what unites us.</p> |
| <p><b>Our curriculum principles</b></p>   |  |
| <p>The following principles underpin the SGPA curriculum and are applied consistently during the teaching and learning process:</p> <p>1. Learning is social. Children learn best when they are doing things with others. We promote social learning during each stage, the knowledge giving stage and the application stage, by giving children time to:</p> <ul style="list-style-type: none"> <li>• Talk.</li> <li>• Think aloud.</li> <li>• Orally rehearse.</li> <li>• Share ideas.</li> <li>• Ask questions</li> <li>• Think-pair-share (no hands up - 'cold calling')</li> </ul> <p>2. Learning is associative. Children are encouraged to look for links and build on their prior knowledge. We promote associative learning by:</p> <ul style="list-style-type: none"> <li>• Including the links in our medium-term plans – within and across subjects and within and across year groups.</li> <li>• Making links explicit to the children through our teaching.</li> <li>• Asking questions to support children in making their own links.</li> <li>• Encouraging children to talk about the links.</li> <li>• Revisiting links.</li> <li>• Adding information to earlier links.</li> </ul> <p>3. Learning results in a change to long-term memory. It takes time and repeated practice for learning to transfer to children's long-term memory and therefore cannot be assessed in the short term. We promote learning transference to long-term memory by:</p> <ul style="list-style-type: none"> <li>• Revisiting learning by asking questions at the beginning of each lesson.</li> <li>• Repeating information (memorable teaching) – children need to hear the same information many times.</li> <li>• Asking children to retrieve information from earlier learning.</li> <li>• Encouraging children to talk about their learning.</li> <li>• Explicitly making the links for the children – within subjects, across subjects.</li> <li>• Providing activities that encourage children to refer to earlier learning</li> </ul> |  |

## Overview Curriculum Design



Learning

Nursery

Focus Task – specific pupils/ small group task


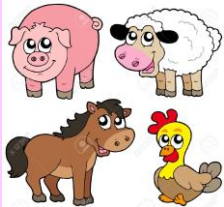

Key Person – 1 adult: 15 pupils




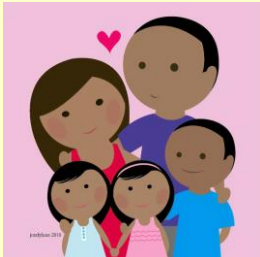


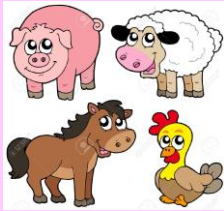

Provision – Self play

Reception

Guided reading/ writing 1:1 and in small groups

Whole class – Literacy, Phonics, Maths, PSE, PE, The World and celebrations

|                |                          |                             |                                |   |   |  |
|----------------|--------------------------|-----------------------------|--------------------------------|---|---|--|
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| General Themes | Families                 | Seasonal Change             | Homes                          | Growing  |  Animals |  Our world! |

|                          |   |   |   |   |   |   |  |
|--------------------------|---|---|---|---|---|---|--|
|                          |    |    |                               |   |   |   |  |
| Assessment Opportunities | <ul style="list-style-type: none"> <li>*On Entry assessment</li> <li>*Welcomm (SALT) assessments</li> <li>*informal team meetings</li> </ul>            | <ul style="list-style-type: none"> <li>*Pupil Progress meetings.</li> <li>* informal team meetings</li> <li>*Moderation phonics aspects assessments</li> <li>*End of term Assessment</li> </ul> | <ul style="list-style-type: none"> <li>*informal team meetings</li> <li>*phonics aspects assessments</li> </ul> | <ul style="list-style-type: none"> <li>*PPM</li> <li>*Informal Team meetings</li> <li>*Moderation phonics aspects assessments</li> <li>*End of term Assessment</li> </ul> | <ul style="list-style-type: none"> <li>*informal team meetings</li> <li>*phonics aspects assessments</li> </ul> | <ul style="list-style-type: none"> <li>*PPM</li> <li>*Informal Team meetings</li> <li>*Moderation phonics aspects assessments</li> <li>*End of term Assessment</li> </ul> |  |
| Parental Involvement     | <ul style="list-style-type: none"> <li>*Welcome to school</li> <li>*stay and play'</li> <li>*Introduction to class dojo</li> <li>*Family Day</li> </ul> | <ul style="list-style-type: none"> <li>*Class dojo – weekly updates of learning.</li> <li>*Winter Celebration</li> <li>*Parents Evening</li> </ul>  | <ul style="list-style-type: none"> <li>*Class dojo – weekly updates of learning.</li> </ul>                     | <ul style="list-style-type: none"> <li>*Class dojo – weekly updates of learning.</li> <li>*Parents Evening</li> </ul>   | <ul style="list-style-type: none"> <li>*Class dojo – weekly updates of learning.</li> <li>*farm trip</li> </ul> | <ul style="list-style-type: none"> <li>*Class dojo – weekly updates of learning.</li> <li>*reports</li> </ul>   |  |
|                          | <b>Autumn 1</b><br>Ready Rabbit   | <b>Autumn 2</b><br>Responsible Dog  | <b>Spring 1</b><br>Resilient Tortoise   | <b>Spring 2</b><br>Reasoning Elephant   | <b>Summer 1</b><br>Resourceful Squirrel   | <b>Summer 2</b><br>Reflective Owl   |  |
| General Themes           | <b>Families</b><br>  | <b>Seasonal Change</b>  | <b>Homes</b><br>            | <b>Growing</b><br>   | <b>Animals</b><br>         | <b>Our world!</b><br>  |  |



## Communication and Language

Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our school.

## Educational Programme:

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, story-telling 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**.

Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, **Daily story time using high quality texts (from the EYFS non-negotiable texts.)**

- \* To understand and follow simple instructions.
- \* To recognise and point to objects on request.
- \* To focus on an activity of my choice.
- \* To identify familiar objects and properties when they're described.
- \* To be directed to an activity by an adult.
- \* To understand and follow a 2 key word instruction.
- \* To use intonation, pitch and different volumes when 'talking'.
- \* To make eye contact for longer periods.
- \* begin to link four or five words together.
- \* To use the speech sounds p, b, m, w.
- \* To use 'words' to make myself understood.
- \* To use 'what' questions.

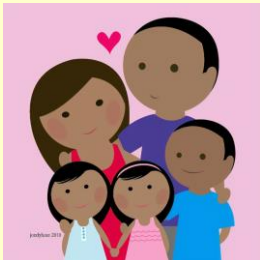



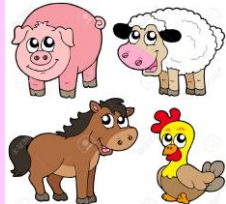
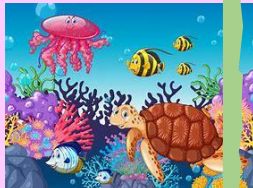
- \* To listen to simple stories and understand what is happening, using the pictures.
- \* To listen to others when they speak.
- \* To identify action words by pointing to the right picture.
- \* To understand simple concepts (e.g. big/little, open/shut).
- \* I am beginning to answer 'who', 'what' and 'where' questions.
- \* To use the pronouns (me, him, she).
- \* To use the prepositions (in, on, under)
- \* **To sing these songs independently: Incy Wincy Spider, Baa**

- \* To remember 'what happens' in longer stories.
- \* To understand and follow a three key word sentence.
- \* To switch attention between listening to a speaker and my focus on a task.
- \* To understand the use of objects.
- \* To use sentences of four to six words.
- \* To articulate multi-syllabic words.
- \* To use 'and', 'because' to link my sentences.
- \* To use language to retell a simple past event in the correct order.
- \* To start a conversation with an adult or a friend and continue it for many turns.
- \* To use talk to organise myself and my play.

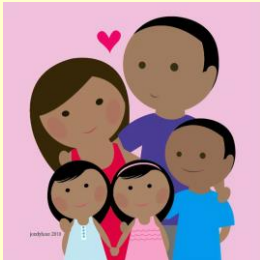



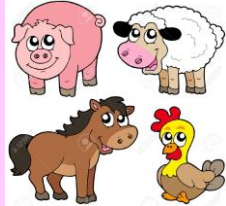

- \* To understand 'why' questions.
- \* To understand and follow a question or instruction that has two parts.
- \* I enjoy listening to longer stories.
- \* I understand prepositions such as 'under', 'on top', 'behind'.
- \* To use future tense.
- \* To pronounce: l,w,y, s,dz.
- \* To use 'where' and 'who' questions.
- \* To use a wider range of vocabulary in my play and interactions, which is linked to knowledge, skills and technical language in all areas of learning and development.
- \* **To sing independently: Humpty Dumpty, Tommy Thumb, Goosey Goosey Gander, Hey Diddle Diddle,**

- \* To listen carefully and talk about why listening is important.
- \* To join in at group time by putting up my hand and waiting for my turn to talk.
- \* To understand and answer 'how' questions.
- \* To use past tense.
- \* To question why things happen.
- \* To pronounce: r, j, th, ch, and sh.
- \* To articulate multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.




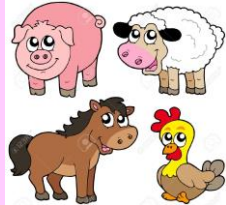
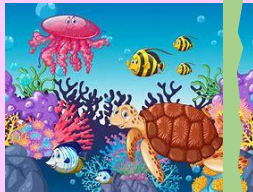
- \* To focus on a chosen activity for at least ten minutes.
- \* To sit quietly and listen for fifteen minutes.
- \* To move away from distractions when concentrating.
- \* To understand when asked questions like "Why do you want to wear your boots today?".
- \* To express a point of view and debate when I disagree with an adult or a friend.
- \* To use a wider range of vocabulary in my work, which is linked to knowledge, skills and technical language in all areas of learning and development.
- \* **To sing independently: Wind The Bobbin Up, Twiddle Little Dickie Birds, Diddle Diddle Dumpling, Three B and**

|   |   |  |  |  |   |  |
|---|---|--|--|--|---|--|
|   |   | Baa Black Sheep,<br>Twinkle Twinkle Little<br>Star, Hickory Dickory<br>Dock<br>* To start a<br>conversation. |  | Hot Cross Buns, Miss Polly Had<br>A Dolly.   |   | Mice, Mary Had A Little Lamb,<br>See Saw Margery Daw.  |
|   | Autumn 1<br>Ready Rabbit  | Autumn 2<br>Responsible<br>Dog   | Spring 1<br>Resilience Tortoise  | Spring 2<br>Reasoning<br>Elephant  | Summer 1<br>Resourceful Squirrel  | Summer 2<br>Reflective Owl   |
| General Themes  | Families<br>   | Seasonal<br>Change<br>      | Homes<br>                                    | Growing<br>                       |  Animals   | Our world!<br>  |
| <b>Personal,<br/>Social &amp;<br/>Emotional<br/>Development</b> | <b>Educational Programme</b><br>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after themselves and their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> . |  |  |  |   |  |
| Managing Self<br><br>Self-regulation                            | * To express my emotions; happy, sad, excited, cross, tired, frustrated, upset.<br><b>(FEELINGS AND FRIENDSHIP)</b>   | * I will have a 'go' at new activities.<br>* To show good sitting, good listening, good looking, keeping     | * To talk about my feelings.<br><b>(FEELINGS AND FRIENDSHIP)</b><br>* To wait for my turn.<br><b>(FEELINGS AND FRIENDSHIP)</b> | * To select and use activities and resources, to achieve a goal that I've chosen. <b>RIGHTS AND RESPONSIBILITIES</b> | * To manage my emotions and show effortful control. <b>(FEELINGS AND FRIENDSHIP)</b><br>* To think about how others might be feeling and why.<br><b>(FEELINGS AND FRIENDSHIP)</b> | * To talk to unfamiliar people.<br><b>(FEELINGS AND FRIENDSHIP)</b><br>* Begin to see different points of view. <b>(FEELINGS AND FRIENDSHIP)</b> |


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| <p><b>Making Relationships</b></p> | <ul style="list-style-type: none"> <li>* To find out about emotions through stories. (FEELINGS AND FRIENDSHIP)</li> <li>* To take turns with other children, with adult support. (RIGHTS AND RESPONSIBILITIES)</li> <li>* I am starting to show 'effortful control'.</li> <li>* To explore the classroom with adult support.</li> <li>* To use the toilet with prompts and support. (Health)</li> <li>* To wash and dry my own hands with prompts. (Health)</li> <li>* To separate from my parent with some support. (FEELINGS AND FRIENDSHIP)</li> <li>* To notice differences between myself and others. (Identity)</li> <li>*Money- PLA to speak about it in (role-play)</li> </ul> | <p>hands and feet to themselves at group times. (RIGHTS AND RESPONSIBILITIES)</p> <ul style="list-style-type: none"> <li>* To look after the toys and equipment and help to tidy up. (RIGHTS AND RESPONSIBILITIES)</li> <li>* To play alongside other children without adult support. (FEELINGS AND FRIENDSHIP)</li> <li>* To play simple turn taking games with adult support. (FEELINGS AND FRIENDSHIP)</li> <li>* I am showing interest in the other children's play. (FEELINGS AND FRIENDSHIP)</li> <li>*Pants are private- name body parts</li> <li>*Teach 999 in a lesson and later have it out provision- (role-play)</li> </ul> | <ul style="list-style-type: none"> <li>* Develop confident when exploring new places in the school building. (FEELINGS AND FRIENDSHIP)</li> <li>* To use the visual timeline to understand the daily routine.</li> <li>* To make a clear choice about where to play. RIGHTS AND RESPONSIBILITIES</li> <li>* To be a responsible 'Handy Helper'. RIGHTS AND RESPONSIBILITIES</li> <li>* To tidy up resources that I've used. RIGHTS AND RESPONSIBILITIES</li> <li>* To enter the classroom without adult support at the start of the day. (FEELINGS AND FRIENDSHIP)</li> <li>* To use the toilet independently. (Health)</li> <li>* To take part in new experiences confidently. (FEELINGS AND FRIENDSHIP)</li> <li>* To follow all of the Nursery expectations. RIGHTS AND RESPONSIBILITIES</li> <li>* To talk about myself and my family. (Identity)</li> <li>* To respond to what others are saying or doing in play. (FEELINGS AND FRIENDSHIP)</li> <li>* To show friendly behaviour with peers and familiar adults. (FEELINGS AND FRIENDSHIP)</li> <li>*Pants are private- name body parts</li> </ul> | <ul style="list-style-type: none"> <li>* To talk about my feelings in more elaborated ways. (FEELINGS AND FRIENDSHIP)</li> <li>* To manage my feelings when angry, upset or worried. (FEELINGS AND FRIENDSHIP)</li> <li>* To ask for help when I have a conflict. (RIGHTS AND RESPONSIBILITIES)</li> <li>* To stay focused on a task for a longer period of time (10 minutes).</li> <li>* To talk about why I need to clean my teeth and how to do this. (Health)</li> <li>* To talk about healthy food choices. (Health)</li> <li>* I am more confident in new social situations. (FEELINGS AND FRIENDSHIP)</li> <li>* To initiate my own play activities and play happily with one or more child. (FEELINGS AND FRIENDSHIP)</li> <li>*Pants are private- name body parts</li> <li>*Teach 999 in a lesson and later have it out provision- (role-play)</li> <li>*Unintentional injury</li> </ul> | <ul style="list-style-type: none"> <li>* To try to help if someone is upset or angry. (FEELINGS AND FRIENDSHIP)</li> <li>* To solve conflicts with others. (FEELINGS AND FRIENDSHIP)</li> <li>* I am showing more confidence in new social situations. (FEELINGS AND FRIENDSHIP)</li> <li>* To cope with small changes in the daily routine. (FEELINGS AND FRIENDSHIP)</li> <li>* To follow the Nursery rules unprompted. RIGHTS AND RESPONSIBILITIES</li> <li>*To talk about why the Nursery rules are important. RIGHTS AND RESPONSIBILITIES</li> <li>* To talk about why we wash our hands throughout the day. (Health)</li> <li>* To make up games to play with friends. (FEELINGS AND FRIENDSHIP)</li> <li>* To extend and elaborate play ideas. (FEELINGS AND FRIENDSHIP)</li> <li>*Pants are private- name body parts</li> <li>*Teach 999 in a lesson and later have it out provision- (role-play)</li> <li>*Unintentional injury</li> </ul> | <ul style="list-style-type: none"> <li>* To talk about moving to a new class and year group. (FEELINGS AND FRIENDSHIP)</li> <li>* To Identify healthy food. (Health)</li> <li>* To talk about how we keep our bodies healthy. (Health)</li> <li>* To talk about what happens if we don't clean our teeth or visit the dentist. (Health)</li> <li>* To Initiate conversation and take account of what others say. (FEELINGS AND FRIENDSHIP)</li> <li>* To find solutions to quarrels. (FEELINGS AND FRIENDSHIP)</li> </ul> |
|------------------------------------|--|---|---|---|---|---|

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|  |  |   | <p>*Teach 999 in a lesson and later have it out provision- (role-play)</p> <p>*Money- PLA to speak about it in (role-play)</p> |  |  |   |
| The zones of regulation/worry monster to regulate emotions (Self-regulation and managing self) |  |   |  |  |  |   |
|  | Autumn 1<br>Ready Rabbit   | Autumn 2<br>Responsible Dog   | Spring 1<br>Resilient Tortoise   | Spring 2<br>Reasoning Elephant   | Summer 1<br>Resourceful Squirrel   | Summer 2<br>Reflective Owl  |
| General Themes   | Families   | Seasonal Change  | Homes                                       | Growing  | Animals  | Our world!  |
| Physical Development   | <b>Educational Programme</b><br>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-</b> |   |  |  |  |   |

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|             | <p><b>ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. 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 <b>proficiency, control and confidence</b>.</p> |  |   |   |   |  |
| Fine Motor  | <ul style="list-style-type: none"> <li>* To use my manipulative skills and control, to draw freely, including scribbling, 'colouring'.</li> <li>* To grip writing implements, using a palmar grip or five finger group.</li> <li>* To explore different materials and tools, making controlled marks in sand, shaving foam, using large chalk, paint easel.</li> <li>* To hold and grasp different materials; spoons, brushes, shells, clay, jelly, dough.</li> <li>* To finger feed myself and drink from an open cup.</li> </ul>  | <ul style="list-style-type: none"> <li>* To hold different types of paper and learn how to tear it.</li> <li>* To use large and small motor skills to do things independently, for example remove my shoes, undoing velcro and zips on coats.</li> <li>* To use a fork and spoon to take food from a plate/bowl to my mouth.</li> </ul>      | <ul style="list-style-type: none"> <li>* To make conscious marks and pretend writing.</li> <li>* To use one-handed tools and equipment; snips in paper, hammer pins into a board, push straws through holes, put pegs into peg boards.</li> <li>* To use a preferred hand.</li> <li>* To manipulate dough in different ways; rolling, squashing, squeezing, patting using their hands.</li> </ul>   | <ul style="list-style-type: none"> <li>* To use one-handed tools and equipment; use tweezers to pick up small objects, squeeze a clothes peg and attach to a string line.</li> <li>* To use a two finger and thumb grip.</li> <li>* To put on my coat independently.</li> <li>* To make controlled marks: e.g. enclosures, lines, dots, dashes, back and forth scribbles and circling.</li> </ul>   | <ul style="list-style-type: none"> <li>* To begin to use scissors to cut along a line.</li> <li>* To use a knife to cut my own food at lunch time, with some support.</li> <li>* To cut soft things with a knife for example a banana or dough.</li> <li>* To fasten my own coat.</li> <li>* To thread small beads onto a string.</li> <li>* To copy shapes and patterns using increasingly precise tools. For example; drawing triangular patterns/shapes with a paint brush.</li> </ul>         | <ul style="list-style-type: none"> <li>* To use a two finger, or thumb grip for appropriate activities/ tools.</li> <li>* To form the letters in my first name correctly when tracing over.</li> <li>* To take off and put on my own shoes and socks after an activity. ( TO BE DURING HALL TIME/PPA - PD)</li> <li>* To eat use a knife, fork and spoon appropriately.</li> </ul>                         |
| Gross Motor | <ul style="list-style-type: none"> <li>* To clap and stamp to music. (DANCE)</li> <li>* To sit in a balanced position. (GYMNASTICS/DANCE)</li> <li>* To fit myself into spaces, like tunnels, dens and large boxes, and move around in them. (GYM / FMS-AGILITY)</li> <li>* To build independently with a range of appropriate resources. (GYM) (SAFETY)</li> </ul>   | <ul style="list-style-type: none"> <li>* To show control of my whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. (FMS – CO-ORD, AGILITY/ GYM)</li> <li>* I am beginning to scoot along on a scooter. (FMS-BALANCE)</li> <li>* To spin, roll and independently use</li> </ul> | <ul style="list-style-type: none"> <li>* To change direction to avoid obstacles and other children when walking. (INVASION GAMES /FMS - RUNNING / AGILITY)</li> <li>* To balance on a range of equipment, including planks. (FMS- BALANCE / GYM)</li> <li>* To go up steps and stairs, including climbing on/up apparatus, using alternate feet. (GYM)</li> <li>* To balance and stand on one leg. (FMS-BALANCE/ DANCE/GYM)</li> <li>* To use large-muscle movements to wave flags and</li> </ul> | <ul style="list-style-type: none"> <li>* To change direction to avoid obstacles and other children when running. (FMS- RUNNING, AGLILTY/ INVASION/ STRIKE AND FIELD)</li> <li>* To take part in group activities that I make up or in teams. (INVASION/STRIKE + FIELD)</li> <li>* To 'freeze' my body when the music stops, when playing games. (DANCE)</li> <li>* To hop on one leg. (FMS- JUMPING/ALHETICS/GYM)</li> <li>* To use and remember sequences and patterns of</li> </ul> | <ul style="list-style-type: none"> <li>* To run confidently at different speeds; fast and slow. (FMS – RUNNING/ATHLETICS/INVASION.)</li> <li>* To walk backwards avoiding obstacles. (FMS- RUNNING/GYM/INVASION)</li> <li>* To jump off apparatus safely, landing on both feet. (GYM/FMS- JUMPING))</li> <li>* To ride a tricycle, scooter, scoot board independently with confidence around a track. (FMS- BALANCE)</li> <li>* To freeze my position when dancing on request. (DANCE)</li> </ul> | <ul style="list-style-type: none"> <li>*To balance and ride on a trundle bike independently with confidence around a track. (FMS – BALANCE)</li> <li>* To climb safely, showing an awareness of risks and talking about them. (FMS- AGILITY/ GYM)</li> <li>* To choose the right equipment to do a challenge safely. (GYM)</li> <li>* To skip with two legs confidently. (FMS-CO-ORD/ATHLETICS)</li> </ul> |

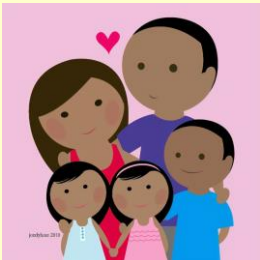



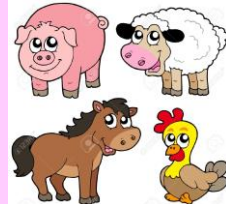
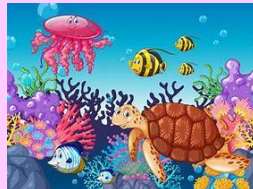
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|                | <ul style="list-style-type: none"> <li>* To move by walking and running. (FMS-RUNNING, AGILITY / ATH / GYM)</li> <li>* I am beginning to jump and climb. (GYM)</li> <li>* To sit on a push-along wheeled toy, to scoot along. (FMS- BALANCE)</li> <li>* To sit on a tricycle and use my feet on the floor to move around. (FMS-- BALANCE)</li> </ul> | ropes and swings. (FMS- BALANCE/AGILITY)<br>* I am starting to kick and throw large balls. (FMS -CATCHING/ STRIKE + FIELD/ ATHLETICS/ INVASION GAMES) | streamers, paint and make marks. (DANCE)<br>* To walk on different parts of my feet; tiptoes, heels. (GYM/FMS-BALANCE)<br>* To play ring games and games with the parachute. (FMS- AGILITY)<br>* To join in with action songs (penguin dance, head shoulders knees and toes). (DANCE)<br>* To roll a ball to a friend and engage in a simple game. (FMS-THROWING /STRIKE AND FIELD) | movements which are related to music and rhythm. (DANCE)<br>* To collaborate with others to manage large items, such as moving a long plank safely. (GYM)<br>* To throw beanbags and balls using an underarm and overarm throw. (FMS- THROWING/INVASION/STRIKE + FIELD/NET + WALL/ ATHLETICS)<br>* I am starting to catch large balls. (FMS-CATCHING/ INVASION/ STRIKE + FIELD) | <ul style="list-style-type: none"> <li>* To move in a variety of ways; rolling, crawling and sliding. (FMS- BALANCE/GYM)</li> <li>* To work with others to manage large items such as planks and blocks without support from an adult. (GYM)</li> </ul> | <ul style="list-style-type: none"> <li>* To ask others to help solve a challenge that I am struggling with. (INVASION GAMES/STRIKING + FIELDING)</li> <li>* To catch a large ball with two hands. (FMS-, CATCHING/INVASION/STRIKE + FIELD)</li> <li>* To walk across a plank at different heights in different ways safely and with confidence. (FMS- BALANCE/GYM)</li> <li>* To engage in a 'throw and catch' game with a peer using a ball or beanbag. (FMS- CATCH, THROW/ INVASION/ STRIKE + FIELD/ NET + WALL)</li> <li>* To initiate a ring game. <i>The farmers in his den, Ring the roses</i> (FMS -AGILITY/ DANCE)</li> </ul> |
|                | <b>Autumn 1</b><br><b>Ready Rabbit</b>   | <b>Autumn 2</b><br><b>Responsible Dog</b>   | <b>Spring 1</b><br><b>Reasoning Elephant</b>  | <b>Spring 2</b><br><b>Reasoning Elephant</b>  | <b>Summer 1</b><br><b>Resourceful Squirrel</b>  | <b>Summer 2</b><br><b>Reflective Owl</b>  |
| General Themes | <b>Families</b><br>   | <b>Seasonal Change</b>  | <b>Homes</b><br>  | <b>Growing</b><br>   | <b>Animals</b><br>   | <b>Our world!</b><br>  |

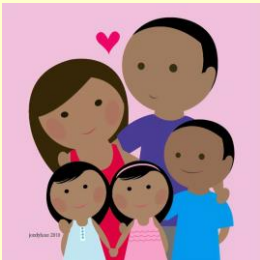


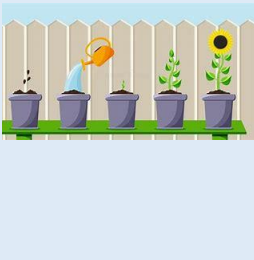
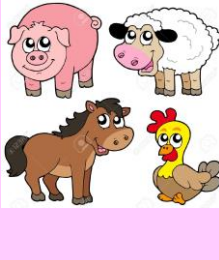



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| Reading   | <b>Educational Programme</b><br>It is crucial for children to develop <b>a life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) |   |   |  |   |   |
| Comprehension<br>- Developing a passion for reading | <ul style="list-style-type: none"><li>* begin to understand books have words and pictures.</li><li>* To turn the pages one at a time..</li><li>* To point to a picture in a book.</li><li>* To match pictures to pictures and symbols to symbols.</li><li>* To point to a named character in a familiar book.</li><li>* To listen to a simple story and understand what is happening with the help of the pictures.</li><li>* I enjoy sharing books with an adult.</li><li>* To pay attention and respond to the pictures or the words.</li><li>*To begin to recognise my name with picture</li></ul>  | <ul style="list-style-type: none"><li>* I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li><li>* To join in with words and phrases used over and over again.</li><li>* To ask for a specific story.</li><li>* To listen to a simple story and understand what is happening with the help of the pictures.</li><li>* I enjoy sharing books with an adult.</li><li>* To pay attention and respond to the pictures or the words.</li></ul> | <ul style="list-style-type: none"><li>* To recognise a known character in a different context.</li><li>* I am beginning to sequence a story using talk to retell the story.</li><li>* To answer questions about the story, talk about the places and people in stories and important things that are happening.</li><li>* I know that print has meaning and purposes.</li><li>* I know that we read English text from left to right and from top to bottom</li><li>* To name the different parts of a book – cover, title and page.</li><li>*To find their name with picture support</li><li>* To sing songs and say rhymes independently, for example, singing whilst playing.</li></ul> | <ul style="list-style-type: none"><li>* To talk about what happens at the beginning, middle and end of the story.</li><li>* To begin to nouns, adjectives for description, verbs for events. (The giraffe is tall, the cat is jumping)</li><li>* To reason as to why and also explain how.</li></ul> | <ul style="list-style-type: none"><li>* To use descriptive language, to describe imaginary characters and places.</li><li>* To order two events, using 'and then', moving onto before.</li><li>* To answer questions about the story, talking about places, people and important things.</li><li>* To suggest how a story might end.</li><li>* To finish the line in a familiar repetitive passage.</li></ul> | <ul style="list-style-type: none"><li>* To retell verbally well-known stories, including Goldilocks and the Three Bears, The Gingerbread Man.</li><li>* To use the words before and after when describing events.</li></ul> |

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|                     | <ul style="list-style-type: none"> <li>* To join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>* To say some of the words in songs and rhymes</li> </ul>  |   |   |   |   |  |
| <b>Word Reading</b> | <p><i>Phase One Phonics- Letters and Sounds - Aspect 1,2</i></p> <ul style="list-style-type: none"> <li>* To pronounce the sounds: p, b, m, w.</li> <li>* To join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>* To say some of the words in songs and rhymes.</li> <li>* To listen carefully to sounds in the environment.</li> <li>* To point to a picture in a book.</li> <li>* To match pictures to pictures and symbols to symbols.</li> <li>* To point to a named character in a familiar book.</li> </ul> | <p><i>Phase One Phonics- Letters and Sounds - Aspect 1,2,</i></p> <ul style="list-style-type: none"> <li>* To sing songs and rhymes, using rhythm, tune and tempo.</li> <li>* To say multi syllabic words such as banana and computer.</li> <li>* To talk about the sounds made by different instruments.</li> <li>* To distinguish between different sounds.</li> <li>* To recognise my name with picture</li> <li>* To point to print in the classroom environment.</li> <li>* To point to print in a book</li> </ul> | <p><i>Phase One Phonics- Letters and Sounds - Aspect 3, 4, 5</i></p> <ul style="list-style-type: none"> <li>* To sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>* To listen for rhyming words.</li> <li>* To produce and say rhyming words.</li> <li>* To tell you the initial sound of three words.</li> <li>* To count and clap syllables in a word.</li> <li>* To tell you the initial sound of my name.</li> <li>* To recognise signs from my local environment.</li> <li>* I know that we read English text from left to right and from top to bottom</li> </ul> | <p><i>Phase One Phonics- Letters and Sounds - Aspect 3, 4, 5</i></p> <ul style="list-style-type: none"> <li>* To pronounce: l, w, y, s, dz.</li> <li>* To say multi syllabic words such as pterodactyl, planetarium and hippopotamus.</li> <li>* To think of an alliterative name for myself and a friend.</li> <li>* To isolate the sound at the start of words.</li> <li>* To recognise my name in line up of names.</li> </ul> | <p><i>Phase One Phonics- Letters and Sounds - Aspect 6, 7</i></p> <ul style="list-style-type: none"> <li>* To finish the line in a familiar repetitive passage.</li> <li>* To distinguish between the different sounds that I can make with my voice.</li> <li>* To recognise words with the same initial sound.</li> </ul> | <p><i>Phase One Phonics- Letters and Sounds - Aspect 6, 7</i></p> <ul style="list-style-type: none"> <li>* To segment and blend words orally.</li> <li>* To name the letters in my first name.</li> <li>* To recognise and read my name, distinguishing it from others.</li> </ul> |

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|--|--|---|--|--|--|--|
|  | <b>Autumn 1</b><br><b>Ready Rabbit</b> | <b>Autumn 2</b><br><b>Responsible Dog</b> | <b>Spring 1</b><br><b>Resilient Tortoise</b> | <b>Spring 2</b><br><b>Reasoning Elephant</b> | <b>Summer 1</b><br><b>Resourceful Squirrel</b> | <b>Summer 2</b><br><b>Reflective Owl</b> |
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| General Themes                                | Families   | Seasonal Change   | Homes  | Growing  | Animals   | Our world!   |
|---|--|---|--|--|---|--|
|   |   |    |    |                           |    |   |
| <b>Writing</b>                                | <b>Educational Programme</b><br>It is crucial for children to develop <b>a life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) |   |  |  |   |  |
| <b>Physical and Technical (Handwriting)</b>   | <ul style="list-style-type: none"> <li>* To draw and scribble.</li> <li>* To sit in a balanced position.</li> <li>* To pretend to write.</li> <li>* To hold pencils/pens using a palmar grip or five finger group.</li> <li>* To make controlled marks in sand, shaving foam, using large chalk, paint easel.</li> <li>* I am beginning to establish a dominant hand.</li> </ul>   | <ul style="list-style-type: none"> <li>* To make controlled marks: e.g. enclosures, lines, dots, dashes, back and forth scribbles and circling.</li> <li>* To copy shapes and patterns using increasingly precise tools. For example; drawing triangular patterns/shapes with a paint brush.</li> </ul> | <ul style="list-style-type: none"> <li>* To make small controlled marks (lines, dots, dashes, circles, etc).</li> <li>* To use a two finger and thumb grip.</li> </ul> | <ul style="list-style-type: none"> <li>* I am using a preferred hand when I use pens and pencils.</li> </ul> | <ul style="list-style-type: none"> <li>* To use some of my print and letter knowledge in my early writing.</li> <li>* To use a two finger, one thumb grip for appropriate activities/ tools.</li> </ul> | <ul style="list-style-type: none"> <li>* To write some or all of my name.</li> <li>* To write some letters accurately (lower case, plus capitals used for my name).</li> </ul> |
| <b>Physical and Technical (Transcription)</b> | <ul style="list-style-type: none"> <li>* To show interest in and recognise marks.</li> <li>* To distinguish between marks and pictures/ drawings.</li> </ul>   | <ul style="list-style-type: none"> <li>* To distinguish and name marks.</li> </ul>  | <ul style="list-style-type: none"> <li>* To add some marks to my drawings, giving meaning.</li> <li>* To make marks on my picture to stand for my name.</li> </ul>     |  | <ul style="list-style-type: none"> <li>* I am beginning to encode my name.</li> </ul>   | <ul style="list-style-type: none"> <li>* To relate the meaning of the marks I make.</li> </ul>   |

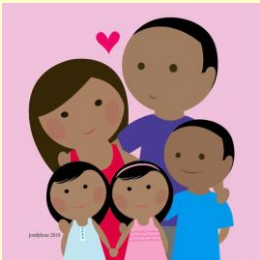



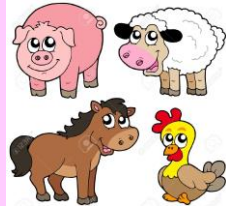
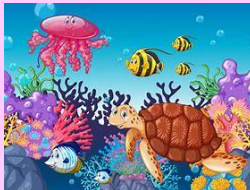
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| Develop Communication and Meaning (Composition)   |  |   |  |   | * I understand a written word as a unit that conveys meaning.   | * To 'pretend' to write in different contexts.   |
|   | <b>Autumn 1</b><br>Ready Rabbit  | <b>Autumn 2</b><br>Responsible Dog  | <b>Spring 1</b><br>Resilient Tortoise  | <b>Spring 2</b><br>Reasoning Elephant   | <b>Summer 1</b><br>Resourceful Squirrel   | <b>Summer 2</b><br>Reflective Owl  |
| General Themes  | <b>Families</b><br>   | <b>Seasonal Change</b><br> | <b>Homes</b><br> | <b>Growing</b><br> | <b>Animals</b><br> | <b>Our world!</b><br> |
| <b>Maths</b><br><br><i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</i><br><b>– Shakuntala Devi</b> | <b><u>Educational Programme</u></b><br>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. |   |  |   |   |  |
| Number and numerical patterns   | * To recognise, name and match colours (Numbers)<br>* To sort by attribute. (Place value)  | * To talk about 2(Numbers)<br>* To give 2 items on request. (Numbers)                                       | * To talk about 3. (Numbers)<br>* To recognise 1,2 or 3 objects when subitising. (Numbers)         | * To talk about 4. (Numbers)<br>* To give 4 items on request. (Addition and subtraction)              | * To talk about 5. (Numbers)<br>* To recognise up to 3 objects without counting. (Numbers)            | * To solve number problems to 5. (Numbers)<br>* To use my fingers in different ways to show 5. (Numbers) |

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|  | <ul style="list-style-type: none"> <li>* To explore numbers 1 to 5 through songs (five current buns, 5 little monkeys, 1,2,3,4,5 once I caught a fish alive, 5 little ducks) and repetitions by the adults. (Numbers)</li> <li>* Take part in finger rhymes with numbers. (Numbers)</li> <li>* To talk about 1. (Numbers)</li> <li>* To give 1 item on request. (Numbers)</li> <li>* Combine objects like stacking blocks and cups. (Addition and subtraction)</li> </ul> | <ul style="list-style-type: none"> <li>* To recognise 1 or 2 objects by subitising. (Numbers)</li> <li>* I know that a quantity changes if something is added or taken away. (Addition and Subtraction)</li> <li>* To recite numbers to 5. (Numbers)</li> <li>* Puts objects inside others and takes them out again. (Addition and subtraction)</li> <li>* Use counting like behaviour, such as making sounds, pointing or saying some numbers in sequence (Numbers)</li> <li>* Compare quantities using language: 'more than', 'fewer than' (Addition and subtraction)</li> </ul> | <ul style="list-style-type: none"> <li>* To recite the numbers to 10. (Numbers)</li> <li>* To give 3 items on request. (Addition and subtraction)</li> <li>* React to changes of amount in a group of up to three items. (Numbers)</li> <li>* Fast recognition of up to 3 objects – subitising (Numbers)</li> <li>* To compare amounts, saying 'lots', 'more' or 'same'. (Addition and subtraction)</li> <li>* Experiments with their own symbols and marks as well as numerals. (Numbers)</li> <li>* Count in everyday contexts, sometimes skipping numbers – '1-2-3-5' (Numbers)</li> <li>* Know that the last number reached when counting a small set of objects tells you many there are in total. (Numbers)</li> </ul> | <ul style="list-style-type: none"> <li>* To recognise 1,2,3 and 4 objects when subitising. (Numbers)</li> <li>* To count to 10 from a given number. (Numbers)</li> <li>* To know that the last number reached when counting a small set of objects tells you how many there are in total. (Numbers)</li> <li>* To partition 3 or 4 objects. (Addition and subtraction)</li> <li>* React to changes of amount in a group of up to three items (Numbers &amp; Addition and subtraction)</li> </ul> | <ul style="list-style-type: none"> <li>* To recognise 1,2,3,4, and 5 objects when subitising. (Numbers)</li> <li>* To compare two groups of objects. (Numbers)</li> <li>* To play games with a dice and track. (Numbers)</li> <li>* To partition 5 objects. (Addition and subtraction)</li> <li>* To talk about how to make 3,4 and 5. (Addition and subtraction)</li> <li>* Use fingers to represent amounts up to 5 (Numbers)</li> <li>* Link numerals and amounts (for example, showing the right number of objects to match the numeral, up to 5 (Numbers)</li> <li>* Solve real world mathematical problems with numbers up to 5 (Numbers &amp; Addition and subtraction)</li> </ul> | <ul style="list-style-type: none"> <li>* To represent numbers to 5 with marks. (Numbers)</li> <li>* To identify missing numbers to 10. (Numbers)</li> <li>* To match numeral to quantity to 5. (Numbers)</li> <li>* To make up my own rules to games. (Numbers &amp; Addition and subtraction)</li> <li>* To count in everyday contexts, sometimes skipping numbers - '1-2-3-5'. (Numbers)</li> <li>* Link numerals and amounts (for example, showing the right number of objects to match the numeral) up to 5. (Numbers)</li> </ul> |
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| Shape and Space | <ul style="list-style-type: none"> <li>* To identify attributes: heavy, full. (Shapes)</li> <li>* Climb and squeeze themselves into different types of spaces (Space)</li> <li>* Build with a range of resources. (Space)</li> </ul> | <ul style="list-style-type: none"> <li>* To understand and use the language 'in, on, under'. (Space)</li> <li>* To understand and use the language 'big/small' long, tall, short, high. (Space)</li> <li>* To notice patterns and arrange things in provision. (Shapes)</li> <li>*Talk about and identify the patterns around them, use informal language like; pointy, spotty, blobs (Shapes)</li> </ul> | <ul style="list-style-type: none"> <li>* To identify and name squares, rectangles, circles, triangles. (Shapes)</li> <li>* To find shapes in the environment; circles, triangles, squares, rectangles. (Shapes)</li> <li>* To talk about long and short. (Measure)</li> <li>* To understand and use 'up, down, across, above, over'. (Space)</li> <li>* To understand and follow 'forwards, backwards'. (Space)</li> <li>* To compare sizes, weight etc using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Measure)</li> <li>* To spot an error in a pattern. (Shapes)</li> </ul> | <ul style="list-style-type: none"> <li>* To continue a 2 part pattern. (Shapes)</li> <li>* To describe 2D shapes using the words curved, straight. (Shapes)</li> <li>* To make comparisons between objects relating to height and capacity. (Measure)</li> <li>* To make my own pattern. (Shapes)</li> <li>* To talk about full and empty. (Measure)</li> <li>*Make comparisons between objects relating to size, length, weight and capacity (Measure)</li> <li>*Start to notice and correct an error in a repeating pattern (Shapes)</li> </ul> | <ul style="list-style-type: none"> <li>* To use the language: 'first, then, next, last' to describe time. (Time)</li> <li>* To use the language: 'straight, flat, round, sides, corners' to describe shapes. (Shapes)</li> <li>* To select 3D shapes appropriately for building. (Shapes)</li> <li>* Complete farm puzzles (Space)</li> <li>* To understand and use the language: heavy and light. (Measure)</li> <li>* To understand positions (off, down, up, across, under, on) through words alone with no pointing. (Position &amp; Direction)</li> <li>*Talk about and explore 2D shapes, playing freely with blocks, shapes, shape puzzles and shape-sorters. (Shapes)</li> <li>*Combine shapes to make new ones – an arch, a bigger triangle. (Shapes)</li> </ul> | <ul style="list-style-type: none"> <li>* To describe a familiar route, using spatial words; in, on, under, up, down and besides and between. (Position &amp; Direction)</li> <li>* To name different patterns in the environment. (Space)</li> <li>* To combine shapes to make new shapes. (Shapes)</li> <li>* To use shapes to build for a purpose. (Shapes)</li> <li>* To understand and use the language tall and short. (Measure)</li> <li>*Discuss routes and locations using words like 'in front of' and 'behind', reading stories about journey's. (Position &amp; Direction)</li> <li>*Begin to describe a sequence of events real or fictional, using words such as: first, then. (Position and Direction)</li> <li>*Understand position through words alone, for example 'The bag is under the table' with no pointing.</li> </ul> |
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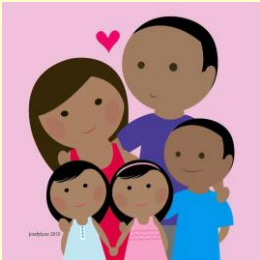



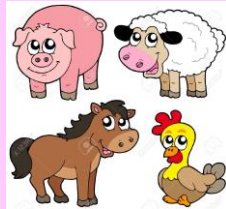

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|  |  |  |  |  | <p>* To use 3D shapes to build and use the words: 'straight, flat, round, sides, corners'. (Shapes)</p> | <p>(Position and Direction)</p> <p>*Describe a familiar route, using spatial words: in, on, under, up, down, besides and between. (Position and Direction)</p> |
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|  | <p><b>Autumn 1</b><br/>Ready Rabbit</p> | <p><b>Autumn 2</b><br/>Responsible Dog</p> | <p><b>Spring 1</b><br/>Resilient Tortoise</p> | <p><b>Spring 2</b><br/>Reasoning Elephant</p> | <p><b>Summer 1</b><br/>Resourceful Squirrel</p> | <p><b>Summer 2</b><br/>Reflective Owl</p> |
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| General Themes                 | <p><b>Families</b></p>    | <p><b>Seasonal Change</b></p>   | <p><b>Homes</b></p>   | <p><b>Growing</b></p>   | <p><b>Animals</b></p>   | <p><b>Our world!</b></p>    |
| <b>Understanding the World</b> | <p><b>Educational Programme</b></p> <p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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.*</p> |  |   |  |  |  |
| <b>Natural World</b>           | <p>*Listen to and talk about stories and pictures involving themselves and familiar animals and pets (cat, dog, rabbit, hamster, fish, mice/rodents - family pets) <b>(ANIMALS AND HUMANS)</b></p> <p>* Explore materials (with different properties) Provision to include experiences with dough, water/foam and sand, boxes of 'junk', jelly/foods. Toys, including wooden blocks, plastic cars.<b>(INVESTIGATE MATERIALS)</b></p>   | <p>*Experience seasonal weather and introduce the term Autumn and Winter.<b>(SEASONAL CHANGE) (PHYSICAL GEOGRAPHY)</b></p> <p>*Use all their senses in hands on exploration of natural materials - collect, find natural materials, including twigs, sticks, pebbles, rocks, mud, dirt and contrasting leaf/plants shapes and textures. <b>(INVESTIGATE MATERIALS) (PHYSICAL GEOGRAPHY)</b></p> <p>*Notice water in the environment – puddles, dew, frost, snow and ice. <b>(SEASONAL CHANGE, OBSERVATION OVER TIME)</b></p> | <p>* Explore a wider range of materials with similar and/or different properties including sponges, pine cones, metals, bottles (plastic, glass), fabrics, wool and string. <b>(PHYSICAL GEOGRAPHY)</b></p> <p>* To begin to use words to describe what they see, using simple descriptive vocabulary. For example, soft, hard, see through, bendy, rough, smooth, wet and dry. <b>(INVESTIGATE MATERIALS)</b></p> <p>*Explore how things work. To begin to explain how switches turn things on/off etc <b>(UNDERSTAND ELECTRICAL CIRCUITS)</b></p> | <p>* To explain how parents care for babies. <b>(ANIMALS AND HUMANS) (HUMAN GEOGRAPHY)</b></p> <p>* To talk about and name common fruits and vegetables <b>(PHYSICAL GEOGRAPHY)</b></p> <p><b>(UNDERSTAND PLANTS)</b></p> <p>* To plant seeds and care for growing plants and talk about how plants grow from seeds. <b>(UNDERSTAND PLANTS)</b></p> <p>*To understand the key features of a lifecycle of a plant and animal <b>(UNDERSTAND PLANTS, INVESTIGATE LIVING THINGS)</b></p> <p>* Seasonal weather - Winter into spring, notice differences and changes. <b>(SEASONAL CHANGE)</b></p> | <p>*Through stories, pictures and video widen their knowledge of common domestic animals (farm animals) <b>(UNDERSTAND ANIMALS)</b></p> <p>*Notice the simple features of animals as they grow from babies to adults in familiar animals (chick to hen, lamb to sheep, kitten to cat) and relate to human growth. <b>(UNDERSTAND ANIMALS) (PHYSICAL GEOGRAPHY)</b></p> <p>* Begin to understand the need to respect and care for the natural environment and all living things. Explain how parents care for babies <b>(UNDERSTAND ANIMALS)</b></p> <p>* Suggest the differences between materials and</p> | <p>* To explore and explain different forces using toys and equipment and common experiences. Children to use words push, pull, floating/sinking, dropping, bounce, throwing/flying <b>(MOVEMENT FORCES AND MAGNETS)</b></p> <p>*Children to notice how spring changes into Summer and name a variety of different weather and seasons <b>(SEASONAL CHANGE) (PHYSICAL GEOGRAPHY)</b></p> |

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|  |  | <p>* Explore natural materials, indoors and outside. This will include trees, conkers, acorns, leaves, grass, stones, common fruits and vegetables linked to harvest and autumn.</p> <p><b>(UNDERSTAND PLANTS) (PHYSICAL GEOGRAPHY)</b></p>  |  | <p><b>(PHYSICAL GEOGRAPHY)</b></p> <p>*Find and name a common range of minibeasts, noticing where they live.</p> <p><b>(UNDERSTAND ANIMALS) (PHYSICAL GEOGRAPHY)</b></p>   | <p>changes they notice, including, melting in the sun and 'drying up', growing up, squashing and squeezing to change a materials form.</p> <p><b>(INVESTIGATE MATERIALS:STATES OF MATTER)</b></p>                 |  |
| <p>People, Communities &amp; Culture</p> | <p>* To talk about my family. <b>(Understand Chronology) (Communicate historically)</b></p> <p>* Through stories and pictures children explore who is special to them and why</p> <p>* To name members of my immediate family (Mother, Father, Brother, Sister, Grandparents.) <b>(Understand Chronology)</b></p> <p>*Introduce diverse family units through stories and pictures and first hand experience <b>(BELIEFS AND TEACHING, PRACTICES AND LIFESTYES)</b></p> <p>* To talk about how we care for one another in our families.</p> | <p>* To celebrate similarities and differences between mine and others' families. <b>(BELIEFS AND TEACHING, PRACTICES AND LIFESTYES)</b></p> <p>*Make connections between the features of their family and other families. Knowing people in our families</p> <p>* To talk about some similarities and differences between celebrations between different religions and cultures. <b>(BELIEFS AND TEACHING, PRACTICES AND LIFESTYES)</b></p> <p>* I am beginning to understand how people live together using small world toys.</p> <p>*Through stories and pictures I am beginning to recognise that different people celebrate and live in different ways, in our country and around the world <b>(BELIEFS AND TEACHING, PRACTICES AND LIFESTYES)</b></p> <p>*Continue developing positive attitudes about the</p> | <p>* I know the vocabulary: road, path, pavement, crossing, traffic light and some common environmental signs (common geographical furniture) <b>(PHYSICAL GEOGRAPHY)</b></p> <p>* To talk about my home and how different rooms are used, including the garden/back yards.</p> <p>*Through stories and pictures children discuss homes and houses and who lives there</p> <p>* To identify familiar buildings, including: shops, school, house, place of worship.</p> | <p>* I am continuing to develop positive attitudes about the differences between people: appearances, skin colours, hair types <b>(TO REFLECT, VALUES)</b></p> <p>*To learn about and meet people that help us in our community through first hand experiences, asking questions, stories and pictures.</p> <p>*Showing interest in different occupations.</p> | <p>* To talk about what it means to belong. <b>(TO REFLECT, VALUES)</b></p> <p>*To talk about pets in the family home <b>(UNDERSTAND ANIMALS AND HUMANS)</b></p> <p>*To talk about own experiences of animals</p> | <p>* To use the vocabulary: road, park, wood, field, river/ sea correctly. <b>(LPK)</b></p> <p>* I know that there are different countries in the world and can talk about some differences they have experienced or seen in photos <b>(LPK)</b></p> <p>*Children to ask questions and draw on their own first hand experiences to talk about common transport. (Including cars, buses, trains, planes, boats.)</p> <p>* I understand how and why journeys are taken using transport, for example, going to the shops, going on holiday, visiting someone</p> <p>*Children to explore through play models of houses, small world, train sets, car mats and begin to understand how buildings, transport and people live together</p> |

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|                |   | differences between people<br>(TO REFLECT, VALUES)   |  |  |  |   |
| Past & Present | <p>* To begin to understand who is older and younger in relation to their family<br/><b>(UNDERSTAND ANIMALS AND HUMANS)</b><br/><b>(Understand Chronology)</b></p> <p>* To ask questions about what my parents/grandparents did when they were young.<br/>* I am beginning to make sense of my own life-story and family's history<br/><b>(Investigate and interpret the past)</b><br/><b>(BELIEFS AND TEACHING, REFLECT)</b></p> | <p>* Begin to understand the terms: today, now, before.<br/><b>(Understand Chronology)</b><br/><b>(Communicating historically)</b></p> | <p>*To begin to recognise older and newer in telephones, toys, clothes<br/><b>(Investigate and interpret the past)</b></p> |  |  | <p>* To begin to recognise older and newer in buildings, cars, buses, and immediate environment<br/><b>(Investigate and interpret the past)</b></p> |

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|                          | <b>Autumn 1</b><br>Ready Rabbit  | <b>Autumn 2</b><br>Responsible Dog  | <b>Spring 1</b><br>Resilient Tortoise  | <b>Spring 2</b><br>Reasoning Elephant   | <b>Summer 1</b><br>Resourceful Squirrel   | <b>Summer 2</b><br>Reflective Owl  |
| General Themes           | <b>Families</b><br> | <b>Seasonal Change</b><br> | <b>Homes</b><br> | <b>Growing</b><br> | <b>Animals</b><br> | <b>Our world!</b><br> |
| Expressive Arts & Design | <b>Educational Programme</b>   |   |  |   |   |  |

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|                                  | The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. |  |   |   |  |  |
| Creating with materials          | <ul style="list-style-type: none"> <li>* To make marks intentionally in sand, shaving foam and using paint, chalk, etc. <b>(DRAWING) (MATERIALS)</b></li> <li>* To use paint, mud, cornflour, jelly, shaving foam using my fingers and other parts of my body as well as brushes <b>(DRAWING) (MATERIALS)</b></li> <li>* To name and recognise the colours red, blue, green, yellow. <b>(PAINTING)</b></li> <li>* To draw on a large scale a simple face to represent myself <b>(DRAWING)</b></li> <li>* To print with objects – <b>????????? Hands (PRINTING) (MATERIALS)</b></li> </ul>  | <ul style="list-style-type: none"> <li>* To express ideas and feelings through making marks, and sometimes give a meaning to the marks. <b>(DRAWING)</b></li> <li>* To manipulate and play with different materials making simple models. <b>(SCULPTURE) (MATERIALS)</b></li> <li>* To paint with sponges, brushes, twigs. <b>(PAINTING)</b></li> <li>* To listen to music and use a pen to make marks representing the sounds I hear. <b>(DRAWING)</b></li> <li>* To scrunch and roll paper. <b>(SCULPTURE) (CONSTRUCTION)</b></li> <li>* Can draw horizontal and vertical lines, squiggles and zig zags. <b>(DRAWING)</b></li> <li>* To use pencils and paint to draw closed shapes with continuous lines freely. <b>(DRAWING/PAINTING)</b></li> </ul> | <ul style="list-style-type: none"> <li>* To draw on a large scale with increasing complexity and detail. <b>(DRAWING)</b></li> <li>* To paint with sponges, brushes, twigs. <b>(PAINTING)</b></li> <li>* To develop my own ideas; stick/make a collage <b>?????</b> <b>(COLLAGE)</b></li> <li>* To join things together (boxes, card, paper) with glue or tape. <b>(SCULPTURE) (CONSTRUCTION)</b></li> <li>* To use boxes of different sizes, change the box into 'something'. <b>(SCULPTURE) (CONSTRUCTION)</b></li> <li>* To roll, pinch, pull, squeeze, shape with playdough. <b>(SCULPTURE) (MATERIALS)</b></li> <li>* To push bricks together to construct, sometimes talking about what I am making. <b>(SCULPTURE) (CONSTRUCTION)</b></li> </ul> | <ul style="list-style-type: none"> <li>* To name the colours (orange, pink, white, black, brown, grey). <b>(PAINTING)</b></li> <li>* To mix colours together and talk about what happens. <b>(PAINTING)</b></li> <li>* To manipulate clay – squeezing, pinching, making a small pot. <b>(SCULPTURE)(MATERIALS)</b></li> <li>* To press objects into playdough and talk about the imprint. <b>(PRINTING)</b></li> <li>* To make imaginative 'small worlds' with blocks and construction kits. <b>(SCULPTURE) (CONSTRUCTION)</b></li> </ul> | <ul style="list-style-type: none"> <li>* To free paint an idea and talk about it. <b>(PAINTING)</b></li> <li>* To draw an object - drawing <b>??????</b> <b>(DRAWING)</b></li> <li>* To talk about what happens when I mix two colours. <b>(PAINTING/PRINTING)</b></li> <li>* To find out how to make blue and orange. <b>(PAINTING)</b></li> <li>* To decide what I want to use to make models and collages. <b>(COLLAGE) (MATERIALS)</b></li> <li>* To build for a purpose with a range of construction equipment. Den making <b>(TEXTILES/SCULPTURE) (MATERIALS)</b></li> </ul> | <ul style="list-style-type: none"> <li>* To cut dough using tools such as scissors, blunt knives, cutters. <b>(SCULPTURE)(MATERIALS)</b></li> <li>* To draw with a pencil on a small piece of paper, adding finer details to my work. <b>(DRAWING)</b></li> <li>* To use colours to express feelings of happiness, sadness, fear. <b>(PAINTING)</b></li> <li>* To use natural materials to create natural patterns on the ground in the style of Goldsworthy. <b>???????</b> <b>(SCULPTURE)(MATERIALS)</b></li> <li>* To talk about what I like about my designs and what I'd like to change.</li> <li>* To use masking tape, sticky tape, hole punches and string to join and fix things together. <b>(SCULPTURE) (CONSTRUCTION)</b></li> </ul> |
| Being Imaginative and expressive | <ul style="list-style-type: none"> <li>* To join in with the songs we use every day in Nursery; hello song, days of the week. <b>(PERFORM)</b></li> <li>* To use my voice to make different sounds. <b>(COMPOSE)</b></li> <li>* I am starting to develop my pretend play, pretending that different items represent different things. <b>(PERFORM)</b></li> </ul>  | <ul style="list-style-type: none"> <li>* To sing the songs and rhymes (Twinkle Twinkle, Humpty Dumpty, Incy Wincy Spider, Baa Baa, Hickey Dickory, Wind the Bobin up). <b>(PERFORM)</b></li> <li>* To move and dance to music.</li> <li>* To explore a range of sound makers and instruments <b>(MATERIALS) (COMPOSE)</b>.</li> </ul>  | <ul style="list-style-type: none"> <li>* To remember and sing entire songs (Twinkle Twinkle, Humpty Dumpty, Incy Wincy Spider, Baa Baa, Hickey Dickory, Wind the Bobin up). <b>(PERFORM)</b></li> <li>* To take part in simple pretend play, playing in the home corner, using the role play equipment appropriately.</li> <li>* To use small world toys to imagine, beginning to</li> </ul>  | <ul style="list-style-type: none"> <li>* To join in and sing the songs and rhymes; wheels on the bus, I'm a little teapot, two little dickie birds, If you happy and you kmpow it, Miss Polly. <b>(PERFORM)</b></li> <li>* To listen to music from different cultures and historical periods and talk about my thoughts and feelings. <b>(DESCRIBE)</b></li> </ul>  | <ul style="list-style-type: none"> <li>* To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. <b>(PERFORM)</b></li> <li>* To join in and sing the songs and rhymes; Old Mcdonald, Mary ahd a little lamb, 10 fat sausages, the grand old duke of York, Row, Row, Row your boat <b>(PERFORM)</b></li> <li>* To remember and sing entire songs. <b>(PERFORM)</b></li> </ul>  | <ul style="list-style-type: none"> <li>* To create my own songs, or improvise a song around one I know. <b>(COMPOSE, PERFROM)</b></li> <li>* To perform my favourite song in front of a small group. <b>(PERFROM)</b></li> <li>* To take on a role within 'role play' talking about who I am and interacting with a peer.</li> <li>* To play instruments in different ways, dynamics (loud/quiet), tempo</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>* To pretend to feed a doll and take it for a walk in the pram.</li> <li>* To show attention to sounds and music. (DESCRIBE)</li> </ul> |  | <p>develop complex stories using animals, cars, play people and blocks.</p> <ul style="list-style-type: none"> <li>* I know how to make a variety of sounds using my body, e.g. clap (PERFORM)</li> <li>* Move and dance to a range of music. (PERFORM)</li> </ul> | <ul style="list-style-type: none"> <li>* To listen with increased attention to sounds, developing my listening skills. (DESCRIBE)</li> </ul> | <ul style="list-style-type: none"> <li>* To sing quietly and loudly using my 'singing voice'. (PERFORM)</li> <li>* To make up stories when playing and concentrate for more than five minutes.</li> <li>* To recreate stories with small world equipment.</li> <li>* To talk about the music/sounds that I have listened to. (DESCRIBE)</li> <li>* I know how to clap &amp; repeat simple repeated patterns. (PERFORM)</li> <li>* To recognise and name familiar musical instruments (tambourine, maracas, bells, triangle, xylophone) (DESCRIBE)</li> </ul> | <p>(fast/slow). (PERFORM) (DESCRIBE)</p> |
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