

Nursery Long Term Plan 2024-2025

**Potential Themes/
Possible Celebrations
& Experiences**

Autumn

- Settling - Maisy's birthday/When's my birthday/Who's in my family
- Goldilocks
- 3 Little Pigs
- Fireworks- nonfiction
- Diwali
- Night and day - Owl babies
- Whatever next
- Astro Girl (space)
- Christmas

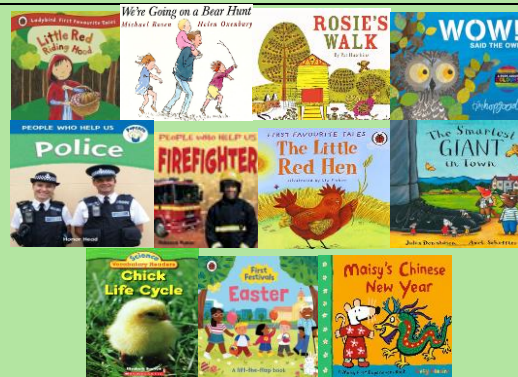
Spring

- Little red riding hood
- We're going on a bear hunt/we're going on a lion hunt
- Our local area/Rosie walk (maps)
- Lunar New Year
- Little Red Hen
- Non fiction-Jobs
- People who help us in our community
- Smartest giant in town
- Life cycle of a chick/chicken lickin
- Easter

Summer

- Life cycle of a butterfly/ One little butterfly/ The Hungry Caterpillar
- Celebrating and learning about Eid
- Growing - Jack and the beanstalk /A seed grows
- Mixed: An inspiring story of colour
- The Three Billy Goats Gruff
- Oliver's Fruit Salad/Handa's surprise - healthy eating
- Ready Steady MO!
- Alans big scary teeth- oral hygiene
- Transition - Koala Who Could

High quality texts used to plan



**Additional texts to use to support theme/
learning (story times)**



C&L - Communication and language						
<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, 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.</p>						
ELG – Children should achieve this by the end of Reception	<p>Listening and attention Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing Communication and Language skills developed throughout the year	<p>Communication and Language is developed throughout the year through;</p> <ul style="list-style-type: none"> • High quality interactions (Using the ShREC approach) • Daily group discussions • Learning new vocabulary in a range of contexts • Using new vocabulary in conversations and discussions – with teachers and peers • Learning new rhymes, poems and songs and repeating these • Speech and language interventions (talk boost, small talk cards) when needed 					
Development of listening skills	Begin to listen to stories and nursery rhymes - Carpet sessions with visual and verbal reminders for 'good sitting' 'good looking' and 'good listening' Daily songs and rhymes	Listen to simple stories	Listen to others speaking and continues the conversation following on from what has been said - Carpet time with verbal and visual reminders to listen to others, daily, songs, rhymes, music and stories shared, Adults modelling listening to others speaking.	Enjoy listening to longer stories. Pays more attention to what is happening in the stories being read. Daily story time and discussions around the stories read – what has happened, what might happen, what is happening in the pictures.	Listen more carefully. Knows why we should listen - Carpet time, group work, encouraging children to listen and why we should listen at different times.	Listen attentively and respond to what they hear with relevant questions, comments, or actions - Carpet time, group work, asking children questions and modelling questions.
Development of attention skills	Provide a range of activities and adults to support children focusing on an activity of their own choice for a short period of time.	Daily story time (including listening and attention games) to support children focus more attention on stories being told to them.	Read longer stories. Adults to support children complete adult led activities when appropriate	Encourage children to wait their turn when speaking.	Encourage children to maintain attention in whole class and small group contexts for a short time.	Encourage children to maintain attention in whole class and small group contexts for a short time.
Speaking skills	Links words together when speaking/Developing	Use words to communicate their needs.	Answer 'Who, what, where' questions. Recite songs and	Use longer sentences of 4 to 6 words	Understand when, why, where questions.	Use sentences joined up with words like 'because', 'or', 'and'

	<p>speech sounds and pronunciation of sounds. Adults to provide children with lots of opportunities to talk. Adults to support/model language/encourage more reluctant children to talk.</p> <p>Staff to spend time modelling key vocabulary - e.g playdough area - stretch, roll, flat etc</p>	<p>Ask and answer 'what' questions. Use the terms 'me, him, her, he, she'</p> <p>Adults to model key language and provide lots of opportunities for children to talk during free flow and structured activities/carpet sessions.</p>	<p>nursery rhymes from memory.</p> <p>Begin to speak in simple sentences, sometimes linking the sentence with the word 'and'.</p>	<p>Use talk to help work out problems and organise thinking</p> <p>Be able to talk about familiar stories</p> <p>Recall a large repertoire of songs and rhyme from heart</p> <p>Begin to use past and future tense.</p>	<p>Start a conversation with peers and familiar adults and continue for many turns</p> <p>Use talk to organise themselves and their play: "Let's get on the bus..let's go to the beach...I will be the driver"</p> <p>Develop irregular tenses and plurals, such as 'runned' for 'ran', '</p>	<p>Using the future and past tense correctly.</p> <p>Answer why questions.</p> <p>Be able to retell a story with story language</p> <p>Recall a large repertoire of songs and rhyme from heart</p>

PSED- Personal, social and Emotional Development

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.

ELG – Children should achieve this by the end of Reception

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Get and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Explain the reasons for rules, know right from wrong and try to behave accordingly.
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Work and play cooperatively and take turns with others.
Form positive attachments to adults and friendships with peers.
Show sensitivity to their own and to others' needs.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self -Regulation Expressing feelings/Managing behaviour	Express emotions and find out about emotions through stories – happy, sad, tired and upset.	Begin to use words to describe feelings.	Increasingly follow rules, understanding why they are important	Develop appropriate ways of being assertive Use words to express how they are feeling	To recognise and vocalise how others may be feeling and why.	Can follow the routine of the day without reminders of expectations.

	Start to be able to follow a simple routine	Treat toys and equipment with care and respect Follow routines such as; tidy up time.	Regularly use language based around feelings to express self. Explain how they may be feeling. Reflecting on own experiences. Wait their turn		To model routine and positive behaviours to April starters. Talk about their feelings using words	Shows positive relationships to others. Start to adapt to transition to reception
Building relationships – what makes a good friend?	Leaving parent/carer and settling quickly into being left at Nursery with new adults. Begin to develop friendships with others. With support take turns	Part with parent/carer with ease. Play with one or more children. friendships. Be able to share toys without having to be reminded to share.	Recognise and support new January children starting Nursery for the first time. Model routines and positive behaviours With support help find solutions for conflicts and rivalries.	Develop good friendships with a range of peers. Be able to engage in meaningful play for periods of time. Begin to solve a conflict without an adult.	Become more confident in how to solve a conflict without an adult. To offer comfort to another child if they are upset/know to find an adult.	Can play with many children and extend/elaborate on others ideas
Managing self - Healthy eating and hygiene/Self-awareness/independence	Use the toilet with adult support With adult support explore the classroom and begin to take turns with other children	Wash hands after using the toilet (may need adult prompting) Try new activities with adult encouragement Learn where resources are in the environment and start to engage with what they want, without adult support.	Showing more confidence and independence in the setting and willing to try new activities	Use the toilet independently Focus on activities for longer periods of time Begin to talk about healthy food choices.	Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying hands thoroughly. Play with my friends taking turns	Children are accessing the learning environment independently Make healthy choices about food, drink and tooth brushing Confident in adapting to change or new situations

Physical Development

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.

ELG – Children should achieve this by the end of Reception

Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.
Demonstrate strength, balance and coordination when playing.
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

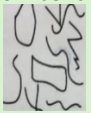

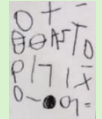
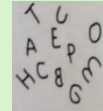
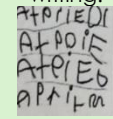
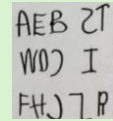
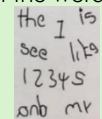
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
Use a range of small tools, including scissors, paintbrushes and cutlery.
Begin to show accuracy and care when drawing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Hand/eye coordination Negotiating space safely/ opportunities to balance/climb Movement games/activities	Model using the climbing frame and support those who cannot confidently use it. Support children's spatial awareness (chasing games, obstacles course) Model body movements that demonstrate strength and coordination (circle time singing) Throwing and kicking large balls - hand eye coordination activities. Climb up steps. Use appropriate jumping skills on the trampoline.	Focus on balance skills skills – e.g balance on one leg, moving on alternate legs Intervention for those who cannot walk/run/climb confidently Be able to go up steps with alternate feet. Throwing, catching and kicking large balls Introduce using balance bikes/scooters/trikes Musical statues- balance skills/focus movement activities to improve core stability	Focus: jumping, rolling in different ways Throwing, catching, kicking, medium sized balls. Support children with games that require aiming skills. Balance along an obstacle course with increasing independence. Develop independence using balance bikes/scooters/trikes Create own creations from loose parts	Focus: Refine hopping and skipping and standing on one leg skills Refine skills for throwing, catching, kicking and aiming medium sized balls Develop independence using balance bikes/scooters/trikes	Refine: Jumping, rolling skills. Adapt ball skills to a variety of games and use the techniques correctly. Independently and confidently use bikes/trikes/scooters to negotiate obstacles. Show spatial awareness Work with others to carry large items e.g. loose parts creating own obstacle course	Chn to be able to shows skills in rolling • crawling • walking • jumping • running • hopping • skipping • climbing Confidently throw, catch, kick a range of different ball sizes To create own and move across an assault course independently being able to negotiate the space solo or with wheeled toys.
Fine motor Using scissors/ Preparation for fluent writers	Learn how to hold a pair of scissors and the motion needed to cut. Use large- muscle movements to draw lines and circles and make marks.	Begin to make snips in paper Provide pre marking shapes to copy on white boards	Refine snipping skills using scissors Use playdough and tools independently and confidently	Refine snipping skills using scissors Independently use quadropod pencil grip Knows the importance of brushing your teeth	Cut continuously using scissors Be able to make healthy food choices and explain why	Cut continuously using scissors Use a static tripod grasp when using pencils Independently use a knife and fork

	<p>Explore a range of activities that strengthen finger muscles e.g. playdough, tweezers, pipettes etc Use bigger construction materials and put them together.</p> <p>Begin to use digital pronate grasp when holding a pencil</p> <p>Wash hands with reminding</p>	<p>Develop pencil grip to confidently using digital pronate grasp.</p> <p>Put on coat without support</p> <p>Know why we wash our hands and brush our teeth, keep ourselves clean</p> <p>Discuss healthy eating and the importance of it.</p> <p>Start eating independently and learning how to use a knife and fork</p>	<p>Develop quadropod pencil grip</p> <p>Use a knife and fork/other cutting implements with increasing control independently</p> <p>Put on coat without support and do part of the zip up independently</p> <p>Wash hands independently.</p>	<p>Use a range of one handed tools (whittling, paintbrushes, chalks etc) using a good grip and show control.</p>	<p>Can use small construction items and put them together</p> <p>Confidently draw pre writing shapes</p>	<p>Independently dress and undress</p> <p>Put coat on and do up the zip with little adult support.</p> <p>Be confident in using mark making materials and small construction items fitting together. Be able to manipulate small objects (e.g. putting a lid on a felt tip)</p>
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<p>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).</p>						
<p>ELG – Children should achieve this by the end of Reception</p> <p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension - Developing a passion for reading	<p>Join in with familiar rhymes and stories.</p> <p>Enjoy sharing books with an adult.</p> <p>Begin to engage in conversation about stories.</p> <p>Adults to make sure children have access to a range of high quality texts linked to the themes for the week.</p>	<p>To turn pages when looking through a book/ to understand that print has meaning.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Develop play around stories using props.</p> <p>Use vocabulary that is relevant to the book that week</p> <p>Make up stories or 'read' when they see print.</p>	<p>To enjoy singing a range of rhymes and songs.</p> <p>To enjoy listening to longer stories.</p> <p>Begin to share an opinion, or answer a question.</p> <p>Have favourite books and seek them out</p>	<p>Identify and name the different parts of a book, e.g. front cover, pages, author</p> <p>Show children where the text is, and how English print is read left to right and top to bottom.</p> <p>Join in with key phrases from the book. Use small word to act out parts of a book.</p> <p>Know how to sequence a story explaining what happened first and last</p>	<p>Talk positively about books and which their favourites are.</p> <p>Engage in extended conversations about stories, learning new vocabulary</p>	<p>Discuss characters from the story and their favourite part of the story.</p> <p>Be confident in sequencing the story not just the beginning and end but what happened in the middle.</p> <p>Use story telling vocabulary.</p>
Word reading Phonics	Children in nursery will be exposed to daily phonics activities and at South Rise we follow the phonics scheme Little Wandle					
	<p>Hear different environmental sounds and begin to recognise some environmental print such as supermarket logos.</p>	<p>Clap/beat syllables of words</p> <p>Discriminate between different instrument sounds.</p>	<p>Develop their phonological awareness so they can clap or count syllables in words</p> <p>Identify what their name looks like</p>	<p>Identify signs and symbols in the environment and recall what they mean.</p> <p>Spot or suggest rhymes through stories, songs and poems.</p>	<p>Begin to hear/recognise words with the same initial sound, such as money and mummy</p> <p>Can put together a word that is segmented orally to them – e.g. d-o-g</p>	<p>To recognise name independently.</p> <p>Recognise some words with the same initial sound.</p> <p>Orally blend a simple word.</p>

	Beat out syllables of their name on a drum.	Say the rhyming word at the end of a familiar rhyme.	Hear rhyming words Provide a range of different print materials menus/cook books/food packets etc	Introduce initial sounds of words/matching the same initial sounds		
Emergent Writing Development / Mark Making	Develop an interest in making marks. Begin to distinguish between marks and pictures/drawings. Adults to provide children with writing equipment in provision for children to access independently at any time.	Draws marks that are not always distinguishable. Follows large pattern templates available. Adults to provide children with writing equipment in provision for children to access independently at any time.	Adds some marks to drawings. Adds marks that to them symbolises their name. Adults to provide children with access to their written name.	Begin to give meaning to the marks they make. Adults to provide children with writing equipment in provision for children to access independently at any time.	Understands that a written word conveys meaning. Name writes with the first letter of their name to 'sign' their mark making. Adults to provide children with writing equipment in provision for children to access independently at any time. Adults to provide children with access to their written name.	Gives meanings to the marks made. Can pretend to write in a range of contexts. Becoming more confident with name writing and can write some or all of their name.
Handwriting development	Sits in a balanced position. Can pretend to write. Can make controlled marks using tools or their finger in sand, glitter etc. Adults to provide children with writing equipment. Activities set up for children to write in a range of materials e.g. glitter, sand, mud.	Makes controlled marks e.g. dots, circles, scribbles. Copies shapes and patterns with developing accuracy. Tracing materials available to children, writing materials always available to children.	Makes smaller controlled lines. Begin to use a two finger and a thumb grip when writing. Tracing materials available to children, writing materials always available to children. Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on.	Holds a pencil or tool with a preferred hand. . Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on..	Uses a two finger and a thumb grip when appropriate. Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on.	Can use the basis of a three finger pencil grip. Use a pencil or writing tool more confidently to write some letters (e.g. the letter in my name). Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on. Writing provision available at all times for the children to access.

Typical writing development from Nursery to the Reception Year							
	1. Pre writing		2. Letter Strings			3. Early developmental spelling	
Early Steps	<p>I explore making marks, but I do not communicate meaning. Random scribbling.</p> 	<p>I draw pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning.</p> 	<p>I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name</p> 	<p>I write random letters with no connection between letters and sounds. I talk about my writing. Writes name from memory</p> 	<p>I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.</p> 	<p>I write letters with spaces between them to resemble the idea of words.</p> 	<p>I copy words that I see in the environment around me. I often do not know what the words say.</p> 
Developing Writing Words	<p>I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name</p>	<p>I can hear initial sounds in words and write the letters down to match. c - cat d - dog p - pig</p>	<p>I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. suk - stomach bricks - bis</p>	<p>I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig</p>	<p>I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into</p>	<p>I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.</p>	<p>I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Plausible attempts Phase 2, 3 and 4 HF words Adjacent consonants</p>

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.

ELG – Children should achieve this by the end of Reception

Number

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics <ul style="list-style-type: none"> White Rose 	<p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Language used – bigger and smaller.</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Build with a range of resources.</p> <p>Complete simple puzzles.</p> <p>Join in with number rhymes</p> <p>Match and sort objects by colour and size.</p> <p>Explore the sand and water areas</p>	<p>Use language when comparing objects - smallest, longer, heaviest, lightest</p> <p>Start using mathematical language with play dough/loose parts /sand/water</p> <p>Develop an understanding of numbers 1,2,3. Different ways of making these numbers, 1:1 correspondence 1-3/ select up to 3 from a larger amount/show up to three fingers/link the right numeral to the amount up to 3/ make marks representing up to 3. Use 5 frames to help this with small objects</p> <p>Explore making pictures with 2D & structures with 3D shapes. Select the appropriate shapes for the right object they are creating</p> <p>Create AB patterns.</p>	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Begin to talk about and explore 2D and 3D shapes using informal and mathematical language</p> <p>Understand position through words alone – with no pointing</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Consolidate number knowledge to 3</p>	<p>Develop an understanding of numbers 4,5. Different ways of making these numbers, 1:1 correspondence 4/5/ count out up to 5 from a larger amount/show up to three fingers/link the right numeral to the amount up to 5/ make marks representing up to 5/know the last number counted is the total number given/ Use 5 frames to help this with small objects</p> <p>Compare amounts of water and sands with different size containers.</p> <p>Use language related to more than/fewer than</p> <p>Solve real life problems up to 3</p>	<p>Correct an error in a n ABAB repeating pattern.</p> <p>Confidently talk about and explore 2D and 3D shapes using informal and mathematical language</p> <p>Write numerals and other representations to 5</p> <p>Use positional language confidently.</p> <p>Make comparisons between objects relating to size, length, weight, and capacity</p> <p>Consolidate number knowledge to 5.</p>	<p>Confidently subitise to 3</p> <p>- recite numbers past 5.</p> <p>-Say one number for each item in order: 1,2,3,4,5.</p> <p>-Show 'finger numbers' up to 5.</p> <p>-Link numerals and amounts to 5</p> <p>-Solve real world mathematical problems with numbers up to 5.</p> <p>Confidently use mathematical language related to routes, positional language quantities, length, weight, size, capacity</p> <p>Notice and correct an error in a n ABAB repeating pattern.</p> <p>Describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>

Understanding 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.

ELG – Children should achieve this by the end of Reception

Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of People, culture and communities	<p>Discuss who is in their family. Who is special to them and why.</p> <p>Making sense of themselves and what a family is – naming family members</p> <p>Develop positive attitudes about how we all look different, and families are made up differently and this is to be celebrated.</p>	<p>Develop understanding of different celebrations and how they are celebrated (Diwali/Christmas)</p>	<p>Discuss where we live – Look at the local area – recognise familiar signs, shops in the environment and local environment.</p> <p>Use non-fiction and fiction books about the areas we live in and the world.</p> <p>Explore Lunar New Year, compare to other festivals we have already learnt about.</p> <p>Show an interest in different occupations and jobs in the community (fire station visit)</p>		<p>Continue developing positive attitudes about the differences between people.</p> <p>Through texts children are beginning to understand what the 'wider world' is.</p>	<p>Know there are other countries than England and that they look different to ours.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Look at where different fruits/vegetables are grown around the world.</p>
Development of the natural world	<p>Show care and respect for their environment. Talk about their home/school environment. Explore their world through their senses.</p> <p>Adults to model how to care and respect.</p>	<p>Explore the changing weather and seasons. Talk about what they see, using a wide vocabulary. Go on a winter walk around the school. Read a selection of books related to the weather.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things – how can we care for animals? Insects?</p> <p>Provide activities for children to explore a range of materials and natural objects.</p> <p>Fiction and non-fiction stories about plants/growing. Plant seeds and care for growing plants.</p>		<p>Explore how plants grow and change over time</p> <p>Talk about changes they notice (plants, life cycles, cooking)</p>	<p>Explore the changing weather and seasons (summer). Explore and discuss changes e.g ice melting in the sun and offering a reason why.</p>

	Provide sensory activities, adults to model key vocabulary – e.g. cold, freezing, sticky, wet, dry, hard etc.	Through songs and stories naming body parts.		Discuss differences and make comparisons in the life cycle features. Explore the key features of the life cycle of a plant and an animal	
Development of past and present	Use/Understand words 'now' and 'next'. Children talking about their family, who they live/pets etc. Adults to model/encourage children to talk about their home and home life.	Begin to share past life experiences e.g. birthdays, Christmas, family outings, Diwali . Model using the words 'today' 'yesterday' 'before'. Adults to discuss with children their past experiences when celebrating them in nursery.	Understand the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos Children comment on their own past experiences e.g. Easter. Explore old photos and objects or books from the past. Adults to discuss with children their past experiences when celebrating them in nursery.	Begin to understand how to sequence Adults to model key vocab through cooking/sequencing activities e.g brushing teeth - first, then, next, finally. Simple story mapping Opportunities to sequence change e.g. Children sequencing family members e.g. baby, mum, grandma.	

Expressive Art 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**.

ELG – Children should achieve this by the end of Reception

Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Make use of props and materials when role playing characters in narratives and stories.

Being imaginative

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and song

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with materials	<p>Recognise colours and chooses them for a purpose.</p> <p>Use thick paint brushes/uses playdough to roll, cult, ball, sausage. Builds towers with large construction equipment (wooden blocks/loose parts)</p> <p>Explore different materials freely to develop their ideas.</p> <p>Wite support draw portrait of themselves (model using a closed continuous line for head, eyes etc)</p>	<p>Uses a glue stick to join materials together.</p> <p>Creates an independent craft using available materials from the art table.</p>	<p>Becoming more confident when drawing e.g. names what they have drawn.</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Adding more to their pictures and creations e.g. pom-poms, glitter.</p> <p>With adult support build with a purpose e.g. a car from the loose parts.</p>	<p>Explore colour and colour mixing</p> <p>Using printing materials in the paint such as; sponges and shapes.</p> <p>Drawing what they can see. Using increasing details.</p> <p>Begin to build with a purpose</p>	<p>Continue to explore colour mixing through the story Mixed.</p> <p>Build using smaller construction sets.</p> <p>Use a range of painting and printing material to explore form and function.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Explore feelings and colours – how they feel about the transition to reception etc.</p>
Being Imaginative and Expressive	<p>Introduce songs at group time/dance to music in different ways.</p> <p>Take part in simple pretend play. Adults to spend time with children modelling this and key vocabulary</p> <p>Support children playing with the small world activities.</p>	<p>Model playing with the small world and how to create storylines</p> <p>Singing familiar songs.</p> <p>Exploring musical instruments.</p> <p>Respond to the sounds of fireworks with body movement and materials.</p>	<p>Be able to recall whole songs sung at group time.</p> <p>Create more complex role play ideas and games.</p> <p>Use loose parts area to extend play.</p> <p>Use musical instruments with increasing control-</p>	<p>Children talk about music (their favourite nursery rhyme)</p> <p>Responding to music and how it makes them feel through movement and materials.</p> <p>Develop imagination for more complex role play/small world.</p>	<p>Create their own songs/ improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Make up stories verbally while playing, children acting out stories with the small world or in their play.</p> <p>Perform songs either vocally or with instruments/ Sing the pitch of a tone sung by another person ('pitch match').</p>

		<p>Learn simple songs related to different celebrations and rhymes (Christmas/fireworks)</p> <p>Have simple pretend games with their friends, communicating and taking into account others.</p>	<p>modelling back a simple rhythm.</p>			
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