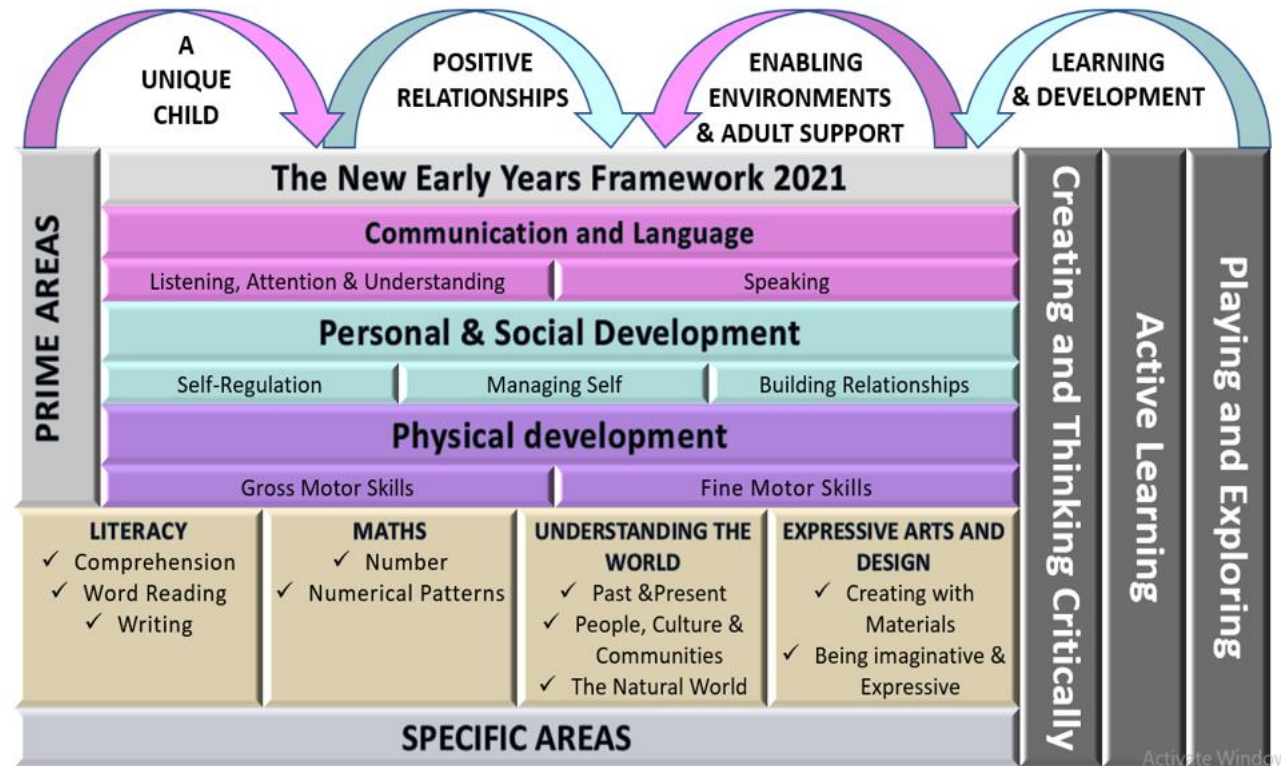




Early Years Long Term Plan 2024 – 2025



At Parklands, we aim to provide a broad, balanced, differentiated curriculum which is developed with the children and addresses their social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning and believe in themselves.



Parklands Person	Autumn 1 Respectful	Autumn 2 Kind	Spring 1 Safe	Spring 2 Important	Summer 1 Polite	Summer 2 Positive
Topic Theme Nursery	Incredible me in my World	Let's Celebrate	Once Upon Time	Down at the Bottom of the Garden	Wheelie Good Fun	At the Seaside
Topic Theme Reception	Marvelous Me / Autumn explorations	Festive Fun	Winter Wonderland	Toy Time Travellers	Fields and Farms	Commotion in the Ocean
Coverage / Lines of enquiry Nursery	Starting nursery Myself and my family My body My feelings Our families Our pets Our homes Daily weather chart, talking about seasonal changes through Autumn	Nursery Rhyme Challenge Birthdays Diwali Bonfire Night Christmas Daily weather chart, talking about seasonal changes	Traditional stories "Goldilocks and three bears" "Billy Goat Gruff" "Three Little Pigs" "Gingerbread man" Daily weather chart, talking about seasonal changes	Mini beast Life cycles Habitats Plants Growth Daily weather chart, talking about seasonal changes	People occupations using transport Holiday travel transport Travel on two wheels. Travel in the air Daily weather chart, talking about seasonal changes	What do we find on a beach? Who lives in the sea? Different environments / habitats Daily weather chart, talking about seasonal changes
Coverage / Lines of enquiry Reception	- Starting school - New beginnings - Myself & my family - People who help us - Where we live - Autumn / changing seasons	- Bonfire Night - Diwali - Hannukah - Christian stories - Stories set in the past - How celebrations have changed (involve Grandparents and share experiences) - Christmas - Seasons	- Changing materials - Seasons - Northern Lights / different religious and cultural communities - Community / family traditions - Animals / habitats - Hibernation - STEM experiments	- Materials - Changes in toys through time - Language of the past - Timelines -	- Seasons - Weather - Animals - Life-cycles - Plants & environments - Growth and decay - Map skills	- Pollution - Animals - Habitats & environments

		- Weather				
Parklands Experiences (Enrichment) Nursery	Settling routines Multicultural Study of multicultural festivals Baking around the world	Community Decorating a community Christmas tree Performing Arts Nursery Rhyme Challenge	ECO Improving the Nursery grounds with planting of bulbs	Aspirations Dressing up as what jobs they want to have for a day Safety Visit from an emergency service	The Arts 'Stay and create' morning Sports Sponsored 'Scootathon'	Friendship / Team building Nursery & YR Teddy Bears Picnic
Parklands Experiences (Enrichment) Reception	Settling routines	Multicultural Visit the local church & Study of multicultural festivals	Performing Arts Story Recital (Traditional stories topic celebration)	ECO Planting seeds and bulbs to harvest. Safety Road Safety Course	The Arts Whole class art project to produce a giant piece of art Aspirations Q&A with parents regarding jobs	Friendship / Team building Nursery & YR Teddy Bears Picnic Sports Balance Bikes
Prime Area's						
Communication & Language	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.					
Communication & Language Nursery	Listening, Attention and Understanding - Recognising and responding to many familiar sounds - Showing interest in playing with sounds, songs and rhymes - Have single-channelled attention, shifting to a different task if attention fully obtained - Understand more complex sentences, e.g. Put your toys away and then we'll read a book' - Understand 'who', 'what', 'where' in simple questions e.g. Who's that, What's this, Where is? Speaking	Listening, Attention and Understanding - Listening to others one to one or in small groups, when conversation interests them - Focusing attention – still listen or do, but can shift own attention - Able to follow directions if not intently focused on own choice of activity - Showing an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action / choosing the correct picture - Responding to simple instructions e.g. to get or put away an object	Listening, Attention and Understanding - Listening and following directions and looking at someone when they are speaking - Using prepositions when following instructions - Asking and responding to why questions - Following stories read to them and talk about the pictures in the book Speaking - Knowing many rhymes, be able to talk about familiar books, and be able to tell a long story - Developing their communication but may struggle with using tenses accurately			

	- Using a variety of questions e.g. what, where, who - Using simple sentences e.g. 'Mummy gonna work' - Using language as a powerful means if widening contacts, sharing feelings, experiences and thoughts - Beginning to use word endings e.g. going, cats - Holding a conversation jumping from topic to topic	- Understanding use of objects e.g. "What do we use to cut things?" - Beginning to understand 'why' and 'how' questions <u>Speaking</u> - Using intonations, rhythm and phrasing to make the meaning clear to others - Using vocabulary focused on objects and people that are of particular importance to them - Building up vocabulary that reflects the breadth of their experiences - Retelling a simple past event in correct order e.g. went down slide, hurt finger - Using a range of tenses e.g. play, playing, played - Beginning to use more complex sentences to link thoughts e.g. using and/because - Using talk to connect ideas, explain what is happening and anticipating what might happen next, recall and reliving past experiences	- Beginning to use sentences with four to six words - Beginning to start a conversation with an adult or a friend and continuing it in turns
<u>Communication & Language</u> Reception	<u>Listening, Attention and Understanding</u> - Understanding why listening is important - Listening to and following an instruction - Following instructions provided they are not over-engaged in their own choice of activity - Listening to stories with increased attention and recall - Asking and responding to 'why' questions - Showing interest in the lives of other people or events - Listening to one another in one-to-one or small groups - Showing interest in non-fiction books <u>Speaking</u> - Expanding their vocabulary to include new words related to a topic or theme - Continuing to use new vocabulary when the topic/theme has ended - Asking questions to support understanding - Retelling a simple past event in the correct order	<u>Listening, Attention and Understanding</u> - Knowing that they need to be quiet and concentrate when listening - Maintaining attention, concentrating, and sitting quietly during appropriate activities - Listening to a whole story from the beginning to the end - Responding to instructions involving a two-part sequence - Listening and responding to ideas expressed by others in conversation and discussion - Remembering key points from a story without needing prompts - Showing specific interest in a non-fiction book linked to a topic or theme <u>Speaking</u> - Using new vocabulary in different contexts - Asking questions to learn more about an event or a task - Using complete sentences more regularly - Using language to explore imaginary events, storylines and themes	<u>Listening, Attention and Understanding</u> - 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 <u>Speaking</u> - Participate in small group and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things may happen and, 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

	- Using talk to connect ideas, explaining what has happened next, recalling and reliving past experiences		
<u>Physical Development</u>	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 .		
<u>Physical Development</u> Nursery	<u>Fine Motor</u> - Turing pages on a book, sometimes several at once - Showing control in holding and using: * jugs to pour * hammers * books * mark-making tools - Beginning to use three fingers (tripod grip) to hold writing tools <u>Gross Motor</u> - Squatting with steadiness to rest or play with an object on the ground, and rising to feet without using hands - Climbing confidently and beginning to pull themselves up on nursery and play equipment - Kicking a large ball - Running safely on whole foot - Walking up and down steps holding onto a rail, two feet onto each step	<u>Fine Motor</u> - Using one-handed tools and equipment, e.g. making snips in paper with child scissors - Holding pencil between thumb and two fingers, no longer using whole-hand grasp - Holding pencil near point between first two fingers and thumb and use it with good control <u>Gross Motor</u> - Standing momentarily on one foot when shown - Catching a large ball - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping - Running skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles	<u>Fine Motor</u> - Picking up tiny objects using pincer grasp - Making simple models using small pieces such as Lego - Making small cuts in paper with scissors - Using a comfortable grip with good control when holding pens, pencils and paintbrush - Beginning to show a preference for a dominant hand <u>Gross Motor</u> - Skipping, hopping and standing on one leg and hold for a few seconds - Balancing and riding a trike or scooter - Going up steps or stairs using alternative feet - Responding to music showing appropriate movement and rhythm
<u>Physical Development</u> Reception	<u>Fine Motor</u> - Drawing lines and circles using gross motor movements - Using one handed tools and equipment, e.g. scissors - Holding pencils between thumb and two fingers instead of whole hand - Beginning to hold pencil correctly and showing good control	<u>Fine Motor</u> - Handling tools, objects, construction and malleable materials safely and with increasing control - Showing a preference for a dominant hand - Beginning to show anti-clockwise movements and retrace vertical lines - Beginning to form recognisable letters	<u>Fine Motor</u> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases - Uses a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing <u>Gross Motor</u> - Negotiate space and obstacles safely, with consideration for themselves and others

	- Copying some letters, especially letters from own name <u>Gross Motor</u> - Showing increasing control when linking movements together - Knowing that it is good to be active and sometimes getting out of breath - Moving freely with confidence in a range of ways - Mounting stairs, steps or mounting equipment using alternative steps - Walking downstairs two feet to each step - Standing momentarily on one foot - Running skilfully whilst negotiating space successfully, adjusting speed and direction as needed	- Using a pencil and holding it effectively to form recognisable letters, especially letters in their own name <u>Gross Motor</u> - Starting to experiment with different types of movements - Recognising how they can refine a range of physical actions, such as rolling, running, skipping, etc. - Jumping off objects safely and carefully - Negotiating space carefully - Travelling with confidence and skill when moving around, under, over and through various equipment - Showing increasing control when throwing, catching and kicking a ball	- Demonstrate strength, balance and co-ordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing		
<u>Personal, Social and Emotional Development</u>	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 .				
<u>British Values</u> Nursery & Reception (ongoing throughout the year)	Activities that promote the following skills are developing British values of <u>democracy</u> : - Making decisions as a small group or in pairs. - Negotiating which game to play. - Listening to other’s opinions and thoughts. - Playing a game within fair rules. - Sticking to the plan decided (without putting a ceiling on creativity, of course).	Activities that develop the following skills help to promote the British values <u>rule of law</u> : - Recognising and naming feelings and emotions. - Managing feelings and experimenting with emotional regulation strategies. - Discussing and reflecting on right and wrong in different situations. - Setting personal boundaries with other children.	Activities that promote the British value of <u>individual liberty</u> will focus on: - Understanding the world around them. - Boosting confidence to share their views and opinions. - Increasing understanding of different relationships around them. - Developing awareness of other communities and roles within them. - Encouraging a positive sense of self.	British values activities developing <u>mutual respect</u> may include: - Language and communication skills for EYFS. - Listening to other’s opinions. - Joining in with new interests and games. - Trying new activities. - Showing empathy for others. - Celebrating different strengths in others.	British values activities aiming to increase <u>tolerance of others</u> should cover: - Exploring different faiths, traditions and cultures. - Using early reading activities as an opportunity to learn about diversity. - Understanding and accepting others boundaries when playing.

	- Deciding to play a game that all participants will enjoy.	- Talking about nursery golden rules and why they are important. - Staying consistent with consequences (including positive consequences) linked to actions.					
<u>Personal, Social and Emotional Development</u> Nursery	<u>Self-Regulation</u> - Separating from their main carer with support and encouragement from a familiar adult - Expressing their own preferences and interests <u>Managing self</u> - Seeking comfort from familiar adults when needed - Expressing their own feelings such as sad, happy, cross, scared, worried - Responding to the feelings and wishes of others - Being aware that some actions can hurt or harm others - Trying to help or giving comfort when others are distressed - Showing understanding and cooperating with some boundaries and routines - Inhibiting their own actions / behaviours e.g. stopping doing something they shouldn't do - Having a growing ability to distract self when upset and engaging in new play <u>Building Relationships</u> - Showing an interest in others' play and start to join in - Seeking out others to share experiences - Showing affection and concern for people who are special to them - Sometimes forming a special friendship with another child		<u>Self-Regulation</u> - Selecting and using activities and resources with help - Pleased to welcome and value praise for what they have done - Enjoying the responsibility of carrying out small tasks - More outgoing towards unfamiliar people and more confident in new social situations - Confidently talking to other children when playing, and will communicate freely about home and community - Showing confidence in asking adults for help <u>Managing self</u> - Aware of own feelings and knows that some actions and words can hurt others feelings - Beginning to accept the needs of others and taking turns and sharing resources, sometimes with support from others - Able to tolerate delay when needs are not immediately met, and understands wishes may not always be met - Able to usually adapt behaviour to different events, social situations and changes in routine <u>Building Relationships</u> - Playing in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children - Initiating play, offering cues to peers to join them - Keeping play going by responding to what others are saying or doing - Demonstrating friendly behaviour, initiating conversations, and forming good relationships with peers and familiar adults		<u>Self-Regulation</u> - Selecting and using activities and resources - Enjoying the responsibility of carrying out small tasks - Being confident to talk to other children when playing and communicate freely about their own home and community - Being outgoing towards unfamiliar people and being more confident in new social situations - Showing confidence in asking adults for help - Welcoming and valuing praise for what they have done <u>Managing self</u> - Being aware of own feelings and knows that some actions and words can hurt others feelings - Accepts the needs of others and taking turns and sharing resources, sometimes with support from others - Able to tolerate delay when needs are not immediately met, and understands wishes may not always be met - Adapts behaviour to different events, social situations and changes in routine <u>Building Relationships</u> - Playing in a group, extending and elaborating play ideas - Initiating play, offering cues to peers to join in - Keeping play going by responding to what others are saying - Demonstrating friendly behaviour, initiating conversations, and forming good relationships with peers and familiar adults		
	<u>Personal, Social and Emotional Development</u>	<u>Being Me in my World</u> - I understand how it feels to belong and that	<u>Celebrating Difference</u> - I can identify something I am good at and	<u>Dreams and Goals</u> - I understand that if I persevere I can tackle challenges.	<u>Healthy Me</u> - I understand that I need to exercise to keep my body healthy	<u>Relationships</u> - I can identify some of the jobs I do in my family	<u>Changing Me</u> - I can name parts of the body

Reception (Jigsaw)	we are similar and different - I can start to recognise and manage my feelings - I enjoy working with others to make school a good place to be - I understand why it is good to be kind and use gentle hands - I am starting to understand children's rights and this means we should all be allowed to learn and play - I am learning what being responsible means	understand everyone is good at different things - I understand that being different makes us all special - I know we are all different but the same in some ways - I can tell you why I think my home is special to me - I can tell you how to be a kind friend - I know which words to use to stand up for myself when someone says or does something unkind	- I can tell you about a time I didn't give up until I achieved my goal. - I can set a goal and work towards it. - I can use kind words to encourage people. - I understand the link between what I learn now and the job I might like to do when I am older. - I can say how I feel when I achieve a goal and know what it means to feel proud.	- I understand how moving and resting are good for my body - I know which foods are healthy and not so healthy and can make healthy eating choices. - I know how to help myself go to sleep and understand why sleep is good for me - I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. - I know who my safe adults are and how to keep myself safe when they are not close by me.	and how I feel like I belong - I know how to make friends to stop myself from feeling lonely - I can think of ways to solve problems and stay friends - I am starting to understand the impact of unkind words - I can use Calm Me time to manage my feelings - I know how to be a good friend.	- I can tell you some things I can do and foods I can eat to be healthy - I understand that we all grow from babies to adults - I can express how I feel about moving to Year 1 - I can talk about my worries and/or things I am looking forward to about being in Year 1 - I can share my memories of the best bits of this year in Reception.
	Self-Regulation ELG • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set 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 ELG • 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 ELG • 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.	
<u>Literacy</u>	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).					
<u>High quality Texts</u> Nursery	'Starting nursery' 'Harry and his Dinosaurs go to School' 'This is the House that Jack Built'	- Christmas stories - Nursery Rhymes	'Three Little Pigs' 'Gingerbread Man' 'Jack and the Beanstalk'	'The Very Hungry Caterpillar' 'The Busy Spider' 'Superworm' 'The Lazy Ladybird'	'Mr Gumpys Car' 'The Wheels on the Bus' 'Whales on the Bus' (rhyming) 'Tremendous Tractors'	"Lucy and Tom at the seaside" "Whos at the seaside" "What the ladybird at the seaside"

	'Funnybones' 'Our Bodies' 'I'm Thinking of a Pet'		'The Enormous Turnip' 'Goldilocks and Three Bears' 'The Three Billy Goats Gruff' 'Little Red Riding Hood'	- Easter stories	'Alien Love under Pants' 'Choo Choo Clickety Clack' 'Amazing Aeroplanes'	"Were going on a bear hunt lets discover seaside animals " "199 Things at the seaside"
High quality Texts Reception	'When I grow up' 'The Colour Monster' 'The Koala Who Could' 'The Rainbow Fish' 'We're Going on a Leaf Hunt' 'Leaf Man' 'Christopher Pumpkin'	'Lighting a Lamp: A Divali Story' By Zucker, Jonny 'Little Glow' By Katie Sahota 'Mog's Birthday' By Judith Kerr 'Shmelf the Hannukah Elf' All About Christingle The Nativity Story	'Jack Frost' By Kozuno Kohara 'Nanooka's Magical Garden' '100 birds' by Michael Whaite 'Cuddly Dudley' by Jez Alborough 'Polar Bear, Polar Bear' by Eric Carle 'Ridiculous' by Michael Coleman	'Old Bear' 'Lost in the Toy Museum' 'When I was a Child' 'Ways into History – Toys and Games' 'Unplugged'	'Rosie's Walk' 'Oliver's Milkshake' 'Famer Duck' 'What is a forest?' 'A Walk in the Woods' 'Hansel and Gretel'	'Tiddler' 'Meet the Oceans' - habitats 'Commotion in the Ocean' - Rhyme 'Smiley Shark' 'The Odd Fish'- Pollution 'The Pirate Cruncher'
Reading Nursery	Word Reading - Can handle and turn pages of a book. - Can begin to recognise their name. - Being interested in books and rhymes and may have favourites - Beginning to notice when words have the same beginning sound - Repeating words or phrases from familiar stories - Having awareness that signs and symbols in the environment carry meaning Comprehension - Filling in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty' sat on a...'. - Having some favourite stories, rhymes, songs, poems or jingles.		Word Reading - Recognising familiar words and signs such as own name and advertising logos - Showing interest in illustrations and print in books and in the environment - Look at books independently Comprehension - Aware that print carries meaning and, in English, is read from left to right and top to bottom - Listening to and joining in with stories and poems, one-to-one and also in small groups - Describing main story settings, events and principal characters - Holding books carefully, the correct way up and turning pages - Showing an awareness of and enjoying rhyme and alliteration		Word Reading - Joining in with rhymes and stories - Identifying rhymes - Joining in with the rhythm and of well-known rhymes and song - Recognising own name Comprehension - Holding a book, turning the pages, and indicating an understanding of pictures and print - Telling a story to friends - Talking about events and characters in books - Making suggestions about what might happen next in a story	

		- Joining in with repeated refrains and anticipating key events and phrases in rhymes and stories - Beginning to be aware of the way stories are structured - Listening to stories with increasing attention and recall, suggesting how a story might end	
<u>Reading</u> Reception	<u>Word Reading</u> - Joining in with rhymes and stories - Joining in with the rhythm of well known rhymes and songs - Identifying sounds in words, in particular, initial sounds - Segmenting and blending simple words, demonstrating knowledge of sounds (with support) - Linking sounds to letters in the alphabet <u>Comprehension</u> - Holding a book, turn pages and indicated an understanding of pictures and print - telling a story to friends	<u>Word Reading</u> - Reading individual letters by saying the sounds for them - Reading simple words and simple sentences - Identifying rhymes - Blending sounds into words, so that they can read short words made up of known sounds - Reading some letter groups that each represent one sound and say the sounds for them - Reading a few common exception words matched to RWI - Reading simple phrases and sentences made up of words with known sounds correspondences and a few exception words <u>Comprehension</u> - Talking about events and characters in books - Making suggestions about what might happen next in a story - Reading simple words and simple sentences - Talking about their favourite book - Using vocabulary and events from stories in their play	<u>Word Reading</u> - Say a sound for each letter in the alphabet and at least 10 digraphs - Read words 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. <u>Comprehension</u> - 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, poems and during role-play.
<u>Writing</u> Nursery	- Distinguish between the different marks they make	- Sometimes giving meaning to marks as they draw and paint - Ascribing meanings to marks that they see in different places	- Telling an adult what they have drawn or painted - Recognising a capital letter at the start of their name - Identifying sounds from own name in other words - Ascribing meaning to other marks, like on signs - Starting to write identifiable shapes and letters - Drawing lines and circles in the air, on the floor or on large sheets of paper - Using tools for mark making with control

			- Gripping using five fingers or preferably two fingers and thumb for control - Copying shapes, letters and pictures
<u>Writing</u> Reception	- Beginning to form lower-case and capital letters correctly - Being more confident in writing identifiable letters and shapes - Segmenting and blending the sounds in simple words and naming sounds - Spelling words by identifying the sounds and then writing the sounds with letters - Talking about sentences and starting to write short sentences - Starting to use full stops and capital letters in the correct places	- Using their phonic knowledge to write words in ways which match their spoken sounds - Writing some irregular common words - Writing simple sentences which can be read by themselves and sometimes by others - Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words - Re-reading what they have written to make sure it makes sense.	- 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.
<u>Maths</u>	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.		
<u>Maths</u> (White Rose & NCETM Number Counts) Nursery	- Selecting a small number of objects from a group when asked, for example, 'please give me one', 'please give me two' - Reciting some number names in sequence - Creating and experimenting with symbols and marks representing the idea of number - Beginning to make comparisons between quantities - Using some language of quantities, such as 'more' and 'a lot' - Knowing that a group of things change in quantity when something is added or taken away	- Using some number name accurately in play - Reciting numbers in order to 10 - Sometimes matching numeral and quantity correctly - Beginning to represent numbers using fingers, marks on paper or pictures - Realising not only objects but anything can be counted, including steps, jumps or claps - Using some number names or number language spontaneously - Knowing that numbers identify how many objects are in a set - Separating a group of three or four objects in different ways, beginning to recognise that the total is still the same - Comparing two groups of objects, saying when they have the same number	- Using number names to 10 and sometimes counting accurately - Representing numbers using marks, fingers or digits - Saying when two small groups have the same number of objects - Identifying numerals in the environment

		- Showing curiosity about numbers by offering comments or asking questions - Showing an interest in numerals in the environment and in representing numbers				
	<u>Weeks 1 & 2</u> Colours <u>Weeks 3 & 4</u> Matching <u>Weeks 5 & 6</u> Sorting • Extend ABC Colour patterns • Extend ABC Outdoor Pattern	<u>Weeks 7</u> Number 1 <u>Week 8</u> Number 2: Subitising <u>Week 9</u> Number 2 <u>Week 10</u> Pattern 1 <u>Week 11</u> Pattern 2 <u>Weeks 12 & 13</u> Winter activities	<u>Weeks 1 & 2</u> Number 3: Subitising <u>Weeks 3 & 4</u> Number 4: Composition <u>Weeks 5 & 6</u> Number 5: Composition <u>Week 7</u> Consolidation	<u>Week 8</u> Number 6 <u>Week 9</u> Height / Length <u>Week 10</u> Mass <u>Week 11</u> Capacity <u>Week 12</u> Consolidation	<u>Week 1</u> Sequencing <u>Weeks 2</u> Positional Language <u>Week 3</u> More than / fewer <u>Week 4</u> 2-d shape <u>Week 5</u> 3-d shape <u>Week 6</u> Consolidation	<u>Week 7</u> Number Composition <u>Weeks 8</u> What comes after? <u>Week 9</u> What comes before? <u>Week 10</u> Numbers to 5 <u>Weeks 11 & 12</u> Summer consolidation
<u>Maths</u> <u>(White Rose & NCETM Number Counts)</u> Reception	- Beginning to familiarise themselves with the 10's structure of the number system - Counting to three or four objects by saying one number name for each item - Counting objects to 10 and beginning to count beyond 10 - Counting out up to six objects from a larger group - Selecting the correct numeral to represent 1-5 then 1-10 objects - Recognising some numerals of personal significance - Linking the number symbol (numeral) with its cardinal value		- Showing a number of fingers together without counting - Beginning to use 'teens' to count beyond 10 - Counting an irregular arrangement of up to 10 objects - Finding one more or one fewer from a group of up to five objects then ten objects - Estimating how many objects they can see and checking by counting them - Using the language of 'more' and 'fewer' to compare two sets of objects - Understanding 5, 6, 7, etc and all manipulations of the number - Finding the total number of items on a group by counting all of them - Beginning to use the vocabulary involved in adding and subtracting including counting on and back - Understand addition up to 5 using all combinations, then 6, 7, 8, 9 and 10 - Automatically recall number bonds for numbers 0-10		- Have a deep understanding of number to 10, including the composition of each number - Subitise up to 5 - Automatically recall number bonds up to 5 including subtraction facts, and some number bonds to 10 including double facts - 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 quantity - Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally.	

	<u>Weeks 1 & 2</u> Getting to know you <u>Weeks 3 & 4</u> Match, Sort and Compare <u>Weeks 5 & 6</u> Talk about measure and patterns <u>Weeks 7 & 8</u> It's me 1,2,3	<u>Week 9</u> It's me 1,2,3 cont'd <u>Week 10</u> Circles and Rectangles <u>Weeks 11 & 12</u> 1,2,3,4,5 <u>Week 13</u> Shapes with 4 sides <u>Weeks 14 & 15</u> Winter activities / NCETM catch up	<u>Weeks 1 & 2</u> Alive in 5 <u>Week 3</u> Mass and Capacity <u>Weeks 4 & 5</u> Growing 6, 7, 8 <u>Week 6</u> Length and Height	<u>Week 7</u> Time <u>Weeks 8, 9 & 10</u> Building 9 and 10 <u>Weeks 11 & 12</u> Explore 3-D shapes	<u>Weeks 1 & 2</u> To 20 and beyond <u>Week 3</u> How Many Now? <u>Weeks 4 & 5</u> Manipulate, compose and decompose <u>Week 6</u> Sharing	<u>Week 7</u> Grouping <u>Weeks 8, 9 & 10</u> Visualise, build and map
<u>Understanding the World</u>	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.					
<u>Understanding the World</u> Nursery	<u>Past and Present</u> - Having a growing awareness of the new and old, although they may sometimes confuse this something new to them and brand new - Aware that parents and grandparents are older than they are - Have an understanding of yesterday and tomorrow <u>People, Culture and Communities</u> - Having a sense of own and immediate family relations - In pretend play, imitating everyday actions and events from own family and cultural background, e.g. making and drinking tea - Beginning to have their own friends - Learning that they have similarities and differences that connect them to, and distinguish them from, others. <u>The Natural World</u> - Enjoying playing with small world models such as a farm, garage, or a train track - Noticing detailed features of objects in their environment	<u>Past and Present</u> - Be familiar with terms like new and old - Recognise that there are children that are older than them and others that are younger - Have an awareness that they can do more for themselves now than when they were babies - Likely to have come across photographs of their grandparents and great grandparents when they were young <u>People, Culture and Communities</u> - Showing an interest in the lives of people who are familiar to them - Remembering and talking about significant events in their own experience - Recognising and describing special times or events for family or friends - Showing interest in different occupations and ways of life - Knowing some of the things that make them unique, and talking about some of the similarities and differences in relation to friends or family <u>The Natural World</u>	<u>Past and Present</u> - Have an understanding for terms like - yesterday, last week, and last year - Appreciate that they may have siblings that are older than them and that they may be older than a younger sibling - Appreciating that certain artefacts and resources are old and have been used before <u>People, Culture and Communities</u> - Showing an interest in the lives of people who are familiar to them - Remembering and talking about significant events in their own experience - Recognising and describing special times or events for family or friends - Starting to show an interest in different occupations and ways of life <u>The Natural World</u> - Asking questions about aspects of their familiar world such as the place where they live or the natural world - Talking about some of the things they have observed such as plants, animals, natural and found objects			

			- Able to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world - Talking about some of the things they have observed such as plants, animals, natural and found objects - Talking about why things happen and how things work - Developing an understanding of growth, decay and changes over time - Showing care and concern for living things and the environment		- Talking about why things happen and how things work - Starting to develop an understanding of growth, decay and changes over time - Showing care and concern for living things and the environment	
<u>RE - Jigsaw</u>	Autumn 1 What makes people special to me and others? • Me as a special baby in my family • Me and other special people in my family • Me and my friends • Moses as a special baby • Jesus as a special person	Autumn 2 What is Christmas to me and others? • Jesus as a special baby • Mary as a special mummy • Joseph as a special daddy • The Christmas story to Christians and me • The Shepherds (A Christian story) • The wise men (A Christian story)	Spring 1 How do I and other people celebrate? • What celebrations do I know about and celebrate? • Chinese New Year (A story from China) • Persian New Year (A Nowruz story) • Holi (A Sanatani Festival)	Spring 2 What is Easter to me and others? • What Signs of spring can I find? • Spring in to life • A Christian Celebration	Summer 1 What can I and other people learn from stories? • The Tortoise and The Hare (An Aesop Fable) • The Crocodile and the Priest (A Sikh Story) • Bilal and the beautiful butterfly (A Muslim story) • The Gold-Giving Serpent (An Indian Story) • Best Friends (A Story from Asia) • The Lost Sheep (A Christian Story)	Summer 2 What makes places special to me and others? • Me and My home • Special places and Me • Special places for Christians • Special places for Muslims • Special places for Jews • Our World and Me
<u>Understanding the World</u> Reception	<u>Past and Present</u> - Remembering and talking about significant events in their own experiences, e.g. birthday - Knowing and understanding that their grandparents are older than their parents - Beginning to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago' - Beginning to understand that some familiar stories were set in a time before they were born <u>People, Culture and Communities</u> - Showing increased levels of interest in the lives of people who are familiar to them		<u>Past and Present</u> - Recognising and describing special times or events for family or friends, e.g. Eid, Christening, Christmas - Beginning to compare and contrast characters in stories about the past - Understanding that people celebrated events like Eid and Christmas before they were born - Using appropriate language to describe the past, such as, 'in the past' <u>People, Culture and Communities</u> - Drawing information from a simple map		<u>Past and Present</u> - 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 <u>People, Culture and Communities</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	

	- Beginning to understand that not all people celebrate the same things as them - Having a greater understanding about why certain events are being celebrated - Talking about people that are helpful to them from within, and outside their family <u>The Natural World</u> - Talking about some of the things they have observed such as plants, animals, natural and found objects - Having greater awareness of seasonal change - Asking questions about aspects of their familiar world such as the place where they live or the natural world - Asking questions about some of the things they have observed such as plants and animals		- Recognising some similarities and differences between life in this country and life in other countries - Recognising that people have different beliefs and celebrate special times in different ways - Starting to show an interest in different occupations and ways of life - Talking about members of their immediate family and community - Naming and describing people who are familiar to them <u>The Natural World</u> - Talking about why things happen and how things work - Understanding more about growth, decay and changes over time - Identifying features of living things, such as animals with legs or those with wings - Exploring the natural world around them - Describing what they see, hear, feel whilst outside - Recognising some environments that are different to the one in which they live - Understanding the effect of changing seasons on the natural world around them		- 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, non-fiction texts and – when appropriate - maps <u>The Natural World</u> - 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	
<u>RE - Jigsaw</u>	Autumn 1 What makes people special? • Families • Friends • Role models • Moses • Jesus	Autumn 2 What is Christmas? • Giving • Saying “thank you” • The Christmas story (A Christmas Celebration) • The Shepherds (A Christian Story) • The wise men (A Christian Story)	Spring 1 How do people celebrate? • Celebrating New Year • Chinese New Year (A story from China) • Persian New Year (A Nowruz story) • Holi (A Sanatana Dharma Festival)	Spring 2 What is Easter? • Signs of Spring • Spring into Life • Easter (A Christian Celebration)	Summer 1 What can we learn from stories? • The boy who cried Wolf (Aesop’s Fable) • The Crocodile and The Priest (A Sikh story) • Bilal and the Beautiful Butterfly (A Muslim Story) • The Gold-Giving Serpent • Best Friends (A story from Asia) • The Lost Coin (A Christian Parable)	Summer 2 What makes places special? • Homes around the world • Home arounds the world (cont.) • Our world • Churches • Mosques • Synagogues

<u>Expressive Arts and Design</u>	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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
<u>Expressive Arts and Design</u> <u>Weekly Nursery Rhymes</u> Nursery	<u>Autumn Term 1</u> * Incy Wincy Spider * Head Shoulders Knees and Toes * Twinkle Twinkl Little Star * Jelly on a Plate * Sleeping Bunnies * Wind the Bobbin Up * If You’re Happy and You Know It * The Wheels on the Bus * Pat-a-Cake	<u>Autumn 2</u> * Five Little Monkey’s * I’m a Little Teapot * Hey Diddle Diddle * One Two Buckle My Shoe * Old Macdonald had a Farm * This is the Way We... * Teddy Bear’s Picnic * The Animals Went in Two by Two	<u>Spring 1</u> * Row, Row, Row Your Boat * 1,2,3,4,5 Once I Caught a Fish Alive * Hickory Dickory Dock * Ten in a Bed * Little Miss Muffet * Humpty Dumpty * This Old Man * Five Little Speckled Frogs	<u>Spring 2</u> * Baa Baa Black Sheep * Ring a Ring ‘o Roses * With my Foot I Tap * Jack and Jill * The Alphabet Song * Polly Put the Kettle On * She’ll be Coming Round the Mountain * One Finger One Thumb	<u>Summer 1</u> * One Man Went to Mow * London Bridge * The Muffin Man * Five Little Ducks * Pop Goes the Weasel! * Here we go Looby Loo * Sing a Song of Sixpence * Old King Cole	<u>Summer 2</u> * Three Blind Mice * The Grand Old Duke of York * One Potato Two Potato * Miss Polly had a Dolly * Here we go Round the Mulberry Bush * It’s Raining It’s Pouring * Five Little Men in a Flying Saucer
<u>Creating with Materials</u>	- Experimenting with blocks of colour and marks - Understand that lines can be used to enclose shape		- Exploring colour and how colours can be changed - Understanding that they can use lines to enclose a space, and beginning to use these shapes to represent objects		- Exploring colour and how colours can be changed - Understanding that they can use lines to enclose a space and then beginning to use these shapes to represent objects - Showing an interest in and describing the texture of things	
<u>Being Imaginative</u>	- Join in singing favourite songs - Creating sounds by banging, shaking, tapping or blowing - Showing an interest in the way musical instruments sound		- Enjoy joining in with dancing and ring games - Singing a few familiar songs - Beginning to move rhythmically - Imitating movement in response to music - Tapping out simple repeated rhythms - Exploring and learning how sounds can be changed - Singing to self and making up simple songs, including rhythms - Noticing what adults do, imitating what is observed and then doing it spontaneously when the adult is not there		- Developing preferences for forms of expression - Using movement to express feelings - Creating movement in response to music - Singing to self and making up simple songs - Noticing what adults do, imitating what is observed and then doing it spontaneously when the adult is not there	

<u>Expressive Arts and Design</u> <u>Weekly Nursery Rhymes</u> Reception	<u>Autumn Term 1</u> * Incy Wincy Spider * Head Shoulders Knees and Toes * Twinkle Twinkl Little Star * Jelly on a Plate * Sleeping Bunnies * Wind the Bobbin Up * If You're Happy and You Know It * The Wheels on the Bus * Pat-a-Cake	<u>Autumn 2</u> * Five Little Monkey's * I'm a Little Teapot * Hey Diddle Diddle * One Two Buckle My Shoe * Old Macdonald had a Farm * This is the Way We... * Teddy Bear's Picnic * The Animals Went in Two by Two	<u>Spring 1</u> * Row, Row, Row Your Boat * 1,2,3,4,5 Once I Caught a Fish Alive * Hickory Dickory Dock * Ten in a Bed * Little Miss Muffet * Humpty Dumpty * This Old Man * Five Little Speckled Frogs	<u>Spring 2</u> * Baa Baa Black Sheep * Ring a Ring 'o Roses * With my Foot I Tap * Jack and Jill * The Alphabet Song * Polly Put the Kettle On * She'll be Coming Round the Mountain * One Finger One Thumb	<u>Summer 1</u> * One Man Went to Mow * London Bridge * The Muffin Man * Five Little Ducks * Pop Goes the Weasel! * Here we go Looby Loo * Sing a Song of Sixpence * Old King Cole	<u>Summer 2</u> * Three Blind Mice * The Grand Old Duke of York * One Potato Two Potato * Miss Polly had a Dolly * Here we go Round the Mulberry Bush * It's Raining It's Pouring * Five Little Men in a Flying Saucer
<u>Creating with Materials</u> <u>Revised DT focus Sept 2024</u>	Scaffolding used to support their creations. DT Skills modelled in creative area using templates created as examples. - Realising that tools can be used for a purpose - Selecting appropriate brush for given purpose - Exploring what happens when they mix colours - Experimenting with different textures	Modelling and scaffolding reduced – children supported with ideas and resources available to develop learnt skills with independence. - Safely using and exploring a variety of materials, tools and techniques - Experimenting with colour, design, texture, form and function - Understanding that different media can be combined to create new effects	Developing independence to make own choices with their designs using resources available. Could you make a....? What could it look like? Which resources might you choose to use? etc. - 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			
<u>Being Imaginative</u>	- Enjoying joining in with dancing and singing games - Singing a few familiar songs - Beginning to move rhythmically - Imitating movement in response to music - Tapping out simple repeated rhythms - Exploring and learning how sounds can be changed	- Exploring and learning how sounds can be changed - Singing songs, making music, and experimenting with ways of changing them - Beginning to build a repertoire of songs and dances - Exploring the different sounds of instruments - Initiating new combinations of movement and gestures in order to express and respond to feelings, ideas and experiences	- Invent, adapt, and recount narratives and stories with peers and their teacher - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems, and stories with others, and try to move in time with music			