

Frodsham CE Primary School 2025- 2026 Long Term Plan Nursery

Love each other as God loves us – John 15:12

	Autumn		Spring		Summer	
Christian Values	Love	Respect	Kindness	Community	Faith	Resilience
Spiritual Development	Me: I can be creative I can be curious Others: I can celebrate others achievements I can be fair I can be kind World: I can be thankful for the gift of creation I can find wonder in all things God: I know I am loved by God for who I am I know I am one of God's children.					
RE (Chester Diocese)	Love Creation Spiritual Development I know I am loved by God for who I am I can be curious I can be thankful for the gift of creation I can find wonder in all things I know I am one of God's children Year B Spiritual Development I know I am love by God for who I am	Incarnation Spiritual Development I can be curious I can find wonder in all things	Christianity – The Good Samaritan Spiritual Development: I can be fair I can be kind I know I am loved by God for who I am	Christianity – Easter Spiritual Development: I can be curious I know I am loved by God for who I am I know I am one of God's children	Christianity – Noah's Ark Spiritual Development: I can be curious I can find wonder in all things I know I am one of God's children	Christianity -The Lost Sheep Spiritual Development: I know I am loved by God for who I am I know I am one of God's children
	World faith Celebrations – teach as they occur across the year - What do other people believe? Is it the same or different to Christianity?					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Character Strength Focus	<u>Strengths of the Heart</u> Love	<u>Strengths of the Head</u> Creativity	<u>Strengths of Action</u> Courage	<u>Strengths of Community</u> Leadership	<u>Strengths of Meaning</u> Wisdom	<u>Strengths of Self Regulation</u> Resilience
Amazing People	Lucy Kirby		Local Community Heroes		David Attenborough	

General Themes <i>These themes may be adapted at various points to allow for children's interests to flow through the provision.</i>	Marvellous Me I am unique My senses My family Different types of families Settling in Establishing rules Autumn	Celebrations Autumn Nursery Rhymes Bonfire Night Remembrance Day Celebrations – Christmas, Diwali	Changes Winter Animals around the world Climates / Hibernation Staying healthy / Food Easter Chinese New Year	Time to Grow Spring Spring Plants Planting seeds/beans Frogspawn Weather / seasons Materials	Our Wonderful World Mini beasts Our own caterpillars Beside the seaside Pirates and treasure Under the sea	On The Move Summer Where do we live? Around the town – how do we get there? Off on holiday / clothes Vehicles past and present Fly me to the moon Design your own vehicle
Possible Texts and Old Favourites	So Much Owl Babies Peace at Last The Colour Monster	Nursery Rhymes Guy Fawkes non-fiction Bonfire Night- non fiction Sparks in the sky The Nativity Story	Polar Bear, Polar Bear Lost and Found Lunar New Year around the World Handa's surprise Real Super Heroes What Will I be?	The Easter Story Jasper's Beanstalk Jack and The Beanstalk The Teeny Tiny Tadpole The seed Oliver's vegetables Sunflowers Mr Wolf's Pancakes	The Very Hungry Caterpillar Pirates love underpants Commotion in the ocean	On the moon Winnie in Space Whatever Next What is the moon? The train ride
Characteristics of Effective Learning	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Over Arching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and help them to build upon their learning over time.</p>					

Play	<p>Learning and Development: Children develop and learn at different rates. We will support all children no matter where they are in their learning journey.</p> <p>PLAY: In Nursery, our children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child initiated activities based on the EYFS Framework 21' & children's interests.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Celebrations	Changes	Time to Grow	Our Wonderful World	On the Move
Communication and Language <i>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, Helicopter Stories, assemblies.</i>	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 th e 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.					
Listening, attention and understanding	Settling in activities Making friends Children talking about experiences that are familiar to them Rhyming and alliteration Familiar Print Sharing facts about me	Settling in activities Develop vocabulary Tell me a story - retelling stories Story language Listening and responding to longer stories and can remember much of what happens. Following instructions Small world/role play	Using language well Understand ‘why’ questions Retell a story with story language Story invention Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use longer sentences Learn rhymes, poems and songs. Poetry Basket Spiritual Development: <i>I can find wonder in all things</i> <i>I can be creative</i> <i>I can be curious</i>	Settling in activities Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Non-fiction instructions Sustained focus when listening to a story. Poetry Basket Spiritual Development: <i>I can find wonder in all things</i> <i>I can be creative</i> <i>I can be curious</i>	Settling in activities Reread some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Develop their communication – recast what the children say using correct pronunciation Past and future tenses Poetry Basket Phonics RWI Spiritual Development: <i>I can be thankful for the gift of creation</i> <i>I can find wonder in all things</i>	Sharing news. Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Use longer sentences of four to six words Be able to express a point of view. Poetry Basket Phonics RWI Spiritual Development: <i>I can find wonder in all things</i>
Speaking	Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” Set up class routines – carpet time etc. Dinner register Poetry Basket Spiritual Development: <i>I can be creative</i>	Model new vocabulary through the day. Choose books that will develop their vocabulary. Nursery rhymes Poetry Basket Spiritual Development: <i>I can be creative</i>				

	I can be curious I can celebrate others achievements I can be fair I can be kind	I can be curious I can celebrate others achievements				I can be creative I can be curious
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Celebrations	Changes	Time to Grow	Our Wonderful World	On the Move
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 .					
	Autumn - Relationships		Spring – Living in the Wider World		Summer – Health and Wellbeing	


PSED Association Focus	Families and Friendships	Respecting others and ourselves	Belonging to a Community	Money and Work	Physical Health and Wellbeing	Growing and Changing
Managing Self Self-Regulation Building relationships	Settling in See themselves as a valuable individual. Class Rules and Routines Select and use activities and resources with help when needed. Supporting children to build relationships Free flow play Independence within the environment modelling play and using the resources. Tidying up routines Express likes/ dislikes Support to regulate big feelings. Help to find solutions to conflicts- The Colour Monster stories Spiritual Development I can celebrate others achievements I can be fair I can be kind I can be thankful for the gift of creation I can find wonder in all things	Recognise and name feelings Self - Confidence Build constructive and respectful relationships. Develop their sense of responsibility and membership of a community – give children tasks to carry out. Spiritual Development I can celebrate others achievements I can be fair I can be kind	Learning about qualities and differences Celebrating differences Identify and moderate own feelings. Think about their own feelings and those of others use explicit examples of how others might feel in particular scenarios Help to find solutions to conflicts and rivalries. – through discussion, stories and role play. Become more outgoing with unfamiliar people in a safe setting. Spiritual Development: I can celebrate others achievements I can be fair I can be kind I know I am loved by God for who I am I know I am	Relationships –Play with one or more other children What makes a good friend? Ways to be healthy Random acts of Kindness Looking after pets Looking After our Planet Self- regulation strategies. Safe place Taking turns, wait politely. Tidy up after ourselves Show more confidence in new social situations Spiritual Development: I can celebrate others achievements I can be fair I can be kind	Looking after others Friendships Show resilience and perseverance in the face of challenge. Why we take turns, wait politely, tidy up after ourselves. Begin to understand how others might be feeling. Think of other perspectives Spiritual Development I can celebrate others achievements I can be fair I can be kind	Winning and losing Changing me. Look how far I've come! Conscious discipline making good choices Model positive behaviour. Manage own needs. See themselves as valuable individuals. Greater independence – not always needing an adult to remind them of a rule – explain why we have rules Spiritual Development: I can celebrate others achievements I can be fair I can be kind

	I know I am loved by God for who I am I know I am one of God's children.		one of God's children.			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Celebrations	Changes	Time to Grow	Our Wonderful World	On the Move
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 .					
Fine motor <i>Daily opportunities for Fine Motor Activities</i> Funky fingers Activities Dough disco	Threading, cutting, weaving, manipulate objects, use playdough. Fine Motor activities. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp Pencil Grip Funky fingers	Threading, cutting, weaving, Playdough. Fine Motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Provide a range of	Threading, cutting, weaving, Playdough. Fine Motor activities. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Pincer grip holding small items	Threading, cutting, weaving, Playdough. Fine Motor activities. Hold pencil effectively with comfortable grip. Form some recognisable letters Funky fingers Dough Disco	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip Use one hand consistently. Cut along a straight line with scissors / Start to cut along a curved line. Dough Disco	Threading, cutting, weaving, playdough, Fine Motor activities. Form some letters correctly Begin to draw diagonal lines, like in a triangle. Start to colour inside the lines of a picture. Start to draw pictures that are recognisable / Build things with

	challenges Dough Disco	resources. Using a knife and fork. Dough Disco	buttons/clothing. Cutting with Scissors Dough Disco			smaller linking blocks, such as Duplo or Lego Dough Disco
Gross motor <i>Free flow leading to outdoor play</i>	Climbing – outdoor equipment Different ways of moving to be explored with children. Encourage independence dressing – putting coat on etc Spiritual Development <i>I can be creative</i> <i>I can be curious</i> <i>I can celebrate others achievements</i> <i>I can be fair I can be kind</i>	Ball skills-throwing and catching. Crates play- climbing. Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two wheeled balance bikes, scooters wheelbarrows, prams Spiritual Development <i>I can be creative</i> <i>I can be curious</i> <i>I can celebrate others achievements</i> <i>I can be fair I can be kind</i>	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Spiritual Development <i>I can be creative</i> <i>I can be curious</i> <i>I can celebrate others achievements</i> <i>I can be fair</i> <i>I can be kind</i>	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Look at the importance of the different aspects of a healthy lifestyle. Spiritual Development <i>I can be creative</i> <i>I can be curious</i> <i>I can celebrate others achievements</i> <i>I can be fair I can be kind</i>	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music Spiritual Development <i>I can be creative</i> <i>I can be curious</i> <i>I can celebrate others achievements</i> <i>I can be fair I can be kind</i>	Races / team games involving gross motor movements dance related activities Spiritual Development <i>I can be creative</i> <i>I can be curious</i> <i>I can celebrate others achievements</i> <i>I can be fair I can be kind</i>
PE Lessons <i>Complete PE</i>	Walking 1	Jumping 1	Ourselves	Feet 1	Rackets, bats, balls and balloons	Games for Understanding
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Celebrations	Changes	Time to Grow	Our Wonderful World	On the Move

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)					
Word Reading <i>Developing a passion for Reading</i> Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book, Recognising own name. Focus on learning new vocabulary Spiritual Development I can be creative I can be curious	Retell stories related to events through acting/role play. Letters/lists. Nursery rhymes, familiar stories. Begin to learn the key concepts about print Phonological awareness. Recognising own name/familiar words Focus on learning new vocabulary, Conversations about stories, Listen for rhymes in words. Spiritual Development I can be creative I can be curious	Making up stories to act out Range of books, fiction and nonfiction. Five key concepts about print – name each part of a book Phonological awareness. Recognising own name Focus on learning new vocabulary. Conversations about stories. Listen for rhymes in words Spiritual Development I can be creative I can be curious I can celebrate others achievements	Information leaflets about animals in the garden/plants and growing. Weather chart. Understand the five key concepts about print – show children a wide range of print with different function. Recognising own name. Focus on learning new vocabulary. Conversations about stories. Listen for rhymes in words. Spiritual Development I can be creative I can be curious I can celebrate others achievements	Storytelling. Understand the five key concepts about print. What is a word? What is a sentence? Recognising own name Change words in a rhyme or story. Focus on learning new vocabulary. Conversations about stories. Listen for rhymes in words Spiritual Development I can be creative I can be curious I can celebrate others achievements	Can draw pictures of characters/ event / setting in a story. Map making and reading Understand the five key concepts about print. Recognising own name Focus on learning new vocabulary Conversations about stories Listen for rhymes in words Spiritual Development I can be creative I can be curious I can celebrate others achievements I can find wonder in all things

Writing	<p>Dominant hand, tripod grip, mark making, giving meaning to marks</p> <p>Physical skills development – large muscle co-ordination</p> <p>Funky fingers to build up strength</p> <p>Start to form letters from their name, Provision of clipboards, notebooks, calendars, whiteboards</p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks</p> <p>Squiggle and big writing on the carpet (tummy writing)</p> <p>Funky fingers to build up strength – small muscle co-ordination</p> <p>Start to form letters from their name – on paintings, pictures, writing etc.</p> <p>Story scribing</p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks.</p> <p>Squiggle and big writing.</p> <p>Funky fingers to build up strength</p> <p>Start to form letters from their name</p> <p>Story scribing.</p> <p>Use some of their print and letter knowledge in their early writing</p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks</p> <p>Squiggle and Big writing.</p> <p>Finger fun to build up strength</p> <p>Start to form letters from their name</p> <p>Use some of their print and letter knowledge in their early writing</p>	<p>Write some of all of their name</p> <p>Handwriting activities</p> <p>Modelling letter formation, Write letter strings</p> <p>Model forming letters correctly.</p>	<p>Write some or all of their name</p> <p>Use some of their print and letter knowledge in their early writing</p> <p>Shopping lists, drawing and labelling maps</p> <p>Model forming letters correctly</p>
Phonics 2 year olds Pre school	<p>Aspect 1 – General sound discrimination – environmental</p> <p>raise awareness of the sounds around them and develop their listening skills through listening walk, drumming on different items outside and comparing the sounds, playing sounds lotto games and making shakers.</p> <p>Aspect 2 – General sound discrimination – instrumental sounds</p>	<p>Aspect 3 – General sound discrimination – body percussion</p> <p>develop awareness of sounds and rhythms. singing songs and action rhymes, listening to music and developing a sounds vocabulary.</p> <p>Aspect 4 – Rhythm and rhyme</p> <p>develop appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming</p>	<p>Aspect 5 – Alliteration</p> <p>The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.</p> <p>Aspect 6 – Voice sounds</p> <p>to distinguish between different vocal sounds and to begin oral blending and segmenting. Using Metal Mike</p> <p>Nursery rhymes</p>	<p>Aspect 7 – Oral blending and segmenting</p> <p>develop oral blending and segmenting skills.</p> <p>Nursery rhymes</p>	<p>Phonics RWI</p> <p>Aspect 1 – General sound discrimination – environmental</p> <p>raise awareness of the sounds around them and develop their listening skills through listening walk, drumming on different items outside and comparing the sounds, playing sounds lotto games and making shakers.</p>	<p>Phonics RWI</p> <p>Aspect 1 – General sound discrimination – environmental</p> <p>raise awareness of the sounds around them and develop their listening skills through listening walk, drumming on different items outside and comparing the sounds, playing sounds lotto games and making shakers.</p>

	develop awareness of sounds made by various instruments and noise makers through comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.	bingo, clapping out the syllables in words and odd one out.				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous me	Celebrations	Changes	Time to Grow	Our Wonderful World	On the Move
Mathematics (First 4 Maths) 	<p>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.</p> <p>(Black focus objectives are for N2 children and some N1 children) (Blue focus objectives are related objectives for younger children who have started Nursery in the term after their 2nd birthday)</p>					

Curriculum Overview for Nursery with Extra Activities for Younger Children

(Black focus objectives are for N2 children and some N1 children)

(Blue focus objectives are related objectives for younger children who have started Nursery in the term after their 2nd birthday)

Mathematics					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Number – Cardinality & Counting 1.1.1 Accurate and consistent verbal counting to 5 Singing Songs with number range 1-3 Clap Clap Hands 1 2 3</p> <p>Measures 1.1 Understand and use specific attributes to compare height (taller and shorter rather than big and small) Understand and respond to language of big and small Hickory Dickory Dock</p> <p>Spatial Reasoning 1.1 Understand and use simple language of position that doesn't vary by viewpoint (in, on, under, next to) Understand and respond to simple language of position in play (in, on) Little Miss Muffet</p>	<p>Number – Cardinality & Counting 2.1 one-to-one correspondence and cardinality to 3 Baa Baa Black Sheep 2.2 subitising 1 and 2 Noticing one and lots 2 Little Dickie Birds</p> <p>Measures 2.1 Understand and use specific attributes to compare length (long, short) Understand and respond to language of bigger and smaller Incy Wincy Spider</p> <p>Spatial Reasoning 2.1 Understand and use language of position that can vary by viewpoint (in front, behind) Understand and respond to simple language of direction (up, down) Row, Row, Row Your Boat</p>	<p>Number – Cardinality & Counting 3.1 one-to-one correspondence and cardinality to 5 Knocking Number Rhyme 3.2 subitising 3 Singing Songs with number range 1-5 3 Blind Mice</p> <p>Measures 3.1 Understand and use specific attributes for width and thickness (wide, narrow, thick, thin) Understand and respond to language of long, tall and short Wind the Bobbin Up</p> <p>Spatial Reasoning 3.1 Understand and use everyday language of direction (up, down, through, over, under) Understand and respond to simple language of position (in, on, under) The Grand Old Duke of York</p>	<p>Number – Cardinality & Counting 4.1 Begin to recognise numerals and match to sets Noticing pairs of objects and beginning to say 2 for this quantity 5 Currant Buns</p> <p>Measures 4.1 Understand and use specific attributes for weight/mass (heavy light, heavier, lighter) Understand and respond to language of heavy and light Jack and Jill</p> <p>Spatial Reasoning 4.1 Understand and use language of movement (forwards, backwards, sideways, turn) Alongside 4.1 Understand and respond to language of movement (forwards backwards) When I Was One</p>	<p>Number – Cardinality & Counting 5.1 Conservation of number to 5 with order irrelevance Developing Counting like behaviours 5 Monkeys Swinging in a Tree</p> <p>Number – Comparison 5.1 Compare sets of objects – which has more, fewer – just by looking Notice when a set has considerably more (no need to count) and respond to word more 5 Little Speckled Frogs</p> <p>Measures 5.1 Time – sequence of events (first, next, after, before, morning, afternoon, evening, yesterday, tomorrow) Understand and respond to language of now and next/later Make links to regular events in routine e.g. lunchtime Round the Mulberry Bush</p> <p>Spatial Reasoning 5.1 Discuss routes and the order and location of things seen extending vocab (in between, above, below, around, beside, across, along)</p>	<p>Number – Cardinality & Counting 6.1 Accurate and consistent verbal counting to 10 Developing Counting Like behaviours 1 2 3 4 5 Once I Caught a Fish Alive</p> <p>Number – Composition 6.1 Separate a group of three or four objects in different ways Understand and respond to language of enough/not enough I Can Count Finger Rhyme</p> <p>Number – Comparison 6.1 Making equal sets Understand and respond to language of the same 10 Fat Sausages</p> <p>Measures 6.1 Understand and use specific attributes for capacity (full, empty, part, full) Understand and respond to words linked to capacity like pour, fill, empty and full I'm a Little Teapot</p>

	<table><tr><td><p>Shape</p><p>1.1 Explore rotating and flipping objects to make a match</p><p>(posting boxes, inset puzzles, jigsaws)</p><p>Play with Shape sorters and nesting cups – link to spatial words above</p><p>Learn to line up blocks to make paths</p><p><i>The Hokey Cokey</i></p><p>Sorting & Sequencing</p><p>1.1 Sort by a single property – colour</p><p>Colour matching and using colour words blue, red and white</p><p>Patterned songs and rhymes with simple actions</p><p><i>Roses are Red, Violets are Blue</i></p></td><td><p>Shape</p><p>2.1 Explore construction with 3D shapes – combining shapes in two dimensions</p><p>Learn to stack blocks in a tower using flat surfaces.</p><p>Stack then knock down – link to spatial words above</p><p><i>Humpty Dumpty</i></p><p>Sorting & Sequencing</p><p>2.1 Sort by 2 properties – colour and size</p><p>Colour matching and using colour words yellow, green and black</p><p>Patterned songs and rhymes with simple actions</p><p><i>When Goldilocks Went to the House of the Bears</i></p></td><td><p>Shape</p><p>3.1 Explore pattern and picture making with 2D pattern blocks</p><p>Try to match colours and shapes on very simple shape images. with 2D pattern blocks or simple inset puzzles with pictures in the holes</p><p><i>Twinkle Twinkle Little Star</i></p><p>Sorting & Sequencing</p><p>3.1 Sort using different combinations of properties (size attributes linked to measure, colour and shape)</p><p>Colour matching and using colour words orange, purple and pink</p><p>Patterned stories with simple actions</p><p><i>I Can Sing a Rainbow</i></p></td><td><p>Shape</p><p>4.1 Begin to notice properties of 3D shape and find shapes that are the same</p><p>Learn to stack blocks in a tower more efficiently by choosing biggest to go at the bottom and selecting lots of blocks that are the same</p><p><i>Wheels on the Bus</i></p><p>Sorting & Sequencing</p><p>4.1 Simple AB sequences varying colour or size (continue and copy patterns)</p><p>Colour matching and using colour words brown, and grey</p><p><i>Wiggly Woo</i></p></td><td><p>Understand and respond to language of turn/rotate</p><p><i>Mary Had a Little Lamb</i></p><p>Shape</p><p>5.1 Explore more complex construction with 3D shapes – combining shapes to make arches and enclosures</p><p>Play with simple inset puzzles where you need to turn the pieces to fit and make links to spatial vocab above</p><p><i>Joanie Works with 1 Hammer</i></p><p>Sorting & Sequencing</p><p>5.1 Simple AB sequences of sounds, actions and objects (make own patterns)</p><p>Size matching and using words big and small</p><p><i>Mary Mary Quite Contrary</i></p></td><td><p>Spatial Reasoning</p><p>6.1 Understand and use language of distance (far away, near, how far?)</p><p>Understand and respond to language of turn over/flip</p><p><i>5 Little Ducks</i></p><p>Shape</p><p>6.1 Begin to notice properties of 2D shapes and find shapes that are the same including on the faces of 3D shapes</p><p>Try to match colours and shapes 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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Additional UTW Themes	Marvellous Me	Celebrations	Changes	Time to Grow	Our Wonderful World	On the Move		
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.							
People, culture & Communities	Begin to make sense of their own life story and family history – spend time with children talking about photos, memories. Talk about past events	Continue to develop positive attitudes about the differences between people. The diversity of British life. Explore collections of	Show interest in different occupations. People who help us – role play and small world play. Stories of everyday	Plant seeds and care for growing plants Show and explain the concepts of growth, change and decay with natural materials.	Understand the key features of the life an animal. Help children to care for animals and to talk part in first hand scientific	Know that there are different countries in the world - use maps, books, postcards, globe. Moving on – induction into		

<p>The natural world</p>	<p>– stories and memories. How are we the same/different? Help children to learn each other's names, modelling correct pronunciation. Talk about their 5 senses. Use all their senses in hands on exploration of natural materials – Autumn. Use outdoor area for children to explore freely. Mud kitchen.</p> <p>Spiritual Development</p> <p>I can be creative I can be curious I can celebrate others achievements I can be fair I can be kind I can be thankful for the gift of creation I can find wonder in all things I know I am loved by God for who I am I know I am one of God's children.</p>	<p>materials with similar and/or different properties – make collections of natural materials: bark, leaves and seeds, conkers, shells and pebbles. Provide magnifying glasses etc. Celebrate and value cultural, religious and community events and experiences. Diwali and Christmas stories</p> <p>Spiritual Development</p> <p>I can be creative I can be curious I can celebrate others achievements I can be fair I can be kind I can be thankful for the gift of creation I can find wonder in all things I know I am loved by God for who I am I know I am one of God's children.</p>	<p>superheroes. What do you want to be when you grow up? What kind of person do you want to be. Different material and the changes they notice. Cooking, melting ice Model observational and investigational skills: 'I wonder if...' Using our senses to explore Winter</p> <p>Spiritual Development</p> <p>I can be creative I can be fair I can be kind I can be thankful for the gift of creation I can find wonder in all things</p>	<p>Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things. Introduce new vocabulary related to their exploration. Encourage children to refer to books, wall displays and online resources. Using our senses to explore Spring</p> <p>Spiritual Development</p> <p>I can be thankful for the gift of creation I can find wonder in all things</p>	<p>explorations of animal life cycles such as chick eggs or caterpillars. Talk about what they see using a wide vocabulary. Looking at maps and making own maps.</p> <p>Spiritual Development</p> <p>I can be kind I can be thankful for the gift of creation I can find wonder in all things</p>	<p>Reception Using our senses to explore Summer. Explore and talk about different forces they can feel. Magnetic attraction and repulsion. Sinking and floating Explore how things work. Provide mechanical equipment for children to play with and investigate – wind up toys, pulleys. BeeBot, record player, iPad, cameras, telephones (past and present.) New buildings in our local area. Transport to and from school</p> <p>Spiritual Development</p> <p>I can be creative I can be curious I can find wonder in all things</p>
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Science	Colour		Animals	Growing	Minibeasts	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me	Celebrations	Changes	Time to Grow	Our Wonderful World	On the Move
Expressive arts and design <i>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	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.					
	Creating with Materials Being imaginative and expressive	Join in with songs; beginning to mix colours, Explore colour and colour mixing techniques – talk about differences join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits. Provide opportunities to work together to develop and realise creative ideas.	Listen to music and make their own dances in response. Nativity songs Explore sounds patterns Recite Nursery Rhymes Manipulate malleable materials to create models	Respond to what they have heard, expressing their thoughts and feelings.	Make different textures; make patterns using different colours. Home Corner role play Encourage children to draw from their imagination and observation of plants. Provide a wide range of props for play which encourage imagination.	Exploration of other countries –dressing up in different costumes. Retelling familiar stories Provide children with a range of materials for children to construct with. Children choose what they want to create. Music from other countries. Look at artists from across times and cultures

Art and Design <i>Kapow</i> 3 units (5 lessons in each unit) which can be taught in any order	Painting and mixed media: Experiment with a variety of media; different brush sizes and tools. Explore colour and colour mixing. Explore lightening and darkening paint without the use of black or white. Begin to control the types of marks made with the range of media. Experiment with colour, shape and lines. Experiment with space. Spiritual Development <i>I can be creative</i> <i>I can be curious</i>	Drawing: Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Show different emotions in their drawings – happiness, sadness, fear, etc. Use one-handed tools and equipment, for example, making snips in paper with scissors Spiritual Development <i>I can be creative</i> <i>I can be curious</i>	Sculpture and 3D: Use one-handed tools and equipment, for example, making snips in paper with scissors. Explore different materials freely to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Spiritual Development <i>I can be creative</i> <i>I can be curious</i>			

Design and Technology	<p>Cooking and Nutrition Focus – using a grater safely Product - Pizza toppings</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Understanding the importance of healthy food choices.</p> <p>Spiritual Development I can be creative I can be curious</p>	<p>Textiles Focus – cutting out & joining fabric techniques Product - Easter Basket</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Spiritual Development I can be creative I can be curious</p>	<p>Junk Modelling Focus - cutting and shaping with scissors, tape. Product – Boat</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Spiritual Development I can be creative I can be curious</p>
Outdoor Learning	<p>Forest School: Team Building Games</p> <p>Exploring the school grounds Ribbon wands and chalking Observing creation Treasure Hunts Autumn crowns Autumn walk Shapes outdoors Seasonal and weather changes Make a Log dog Forest animals and where they live - badgers Nocturnal animals Clay Hedgehogs Make forest pictures</p>	<p>Forest School: Shelters Fires for cooking</p> <p>Growing plants Contribute to fire lighting by gathering fuel Roast marshmallows Pancakes Seasonal and weather changes Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world Hands-on experiences – use senses to explore Follow simple maps of the school grounds Snow days Make a Stickman</p>	<p>Forest School: Using tools</p> <p>Introduction to tools - peelers (with gloves) for whittling, hammers, mallets, trowels and forks for planting. Pond dipping Bug hunting and investigating Making a bug hotel After close observation, draw pictures of the natural world Features of local environment Happa Zoming Spiritual Development I can be creative I can be curious I can be thankful for the gift of creation</p>

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	Autumn Term	Spring Term	Summer Term
Enrichments	Diwali Bonfire Night Children in Need Day Remembrance Sunday Anti-bullying Week Advent Christmas	Mothering Sunday Science Week Internet Safety Week Luna New Year Shrove Tuesday/Ash Wednesday Cooking pancakes Lent World book day Harmony/Diversity Week Holi Sports/Comic Relief Day Palm Sunday	Pentecost Father's Day Pond Dipping Aspirations Week Sports Day Transition into Reception