

NURSERY

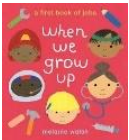
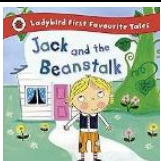
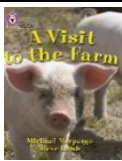
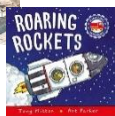

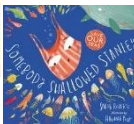
Cycle 2

LT Plan



**Age Related Expectations** \* Teaching and learning to be differentiated through short term planning, driven by assessment

*Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision*

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Theme</b>	<b>People who help us / Superheroes</b>	<b>Terrific Tales</b>	<b>Amazing Animals/ Dinosaurs</b>	<b>Farm</b>	<b>Space</b>	<b>Fun at the seaside</b>
<b>Planning around a quality text:</b>	 	 	 	 	 	 
<b>Linked texts</b> (Children's Library Books)	<ul style="list-style-type: none"> <li>Superhero like you</li> <li>I'm the Bin Lorry Driver</li> </ul>	<ul style="list-style-type: none"> <li>Little Red Riding Hood</li> <li>The Three Billy goats gruff</li> <li>The Gingerbread Man</li> </ul>	<ul style="list-style-type: none"> <li>Big</li> <li>Dear Zoo</li> <li>Dinosaurs love underpants</li> </ul>	<ul style="list-style-type: none"> <li>What the Ladybird heard</li> <li>On the farm</li> <li>Farmyard Hullabaloo</li> <li>Duck on a truck</li> </ul>	<ul style="list-style-type: none"> <li>Whatever Next</li> <li>Look Up</li> <li>Space Boy</li> </ul>	<ul style="list-style-type: none"> <li>Planet Earth</li> <li>Snail &amp; the whale</li> <li>My green day</li> </ul>
<b>Trips/Visitors Enrichments</b>	<b>Visitors:</b> <ul style="list-style-type: none"> <li>Fire engine visit</li> <li>Police visit</li> <li>Dentist visit</li> <li>Diwa lamp making</li> </ul>	<b>Visitors:</b> <ul style="list-style-type: none"> <li>Reindeer</li> <li>Astronomer (virtual)</li> </ul> <b>Trip:</b> <ul style="list-style-type: none"> <li>Forest school</li> </ul>	<b>Visitors:</b> <ul style="list-style-type: none"> <li>Dinosaur Show</li> </ul>	<b>Visitors:</b> <ul style="list-style-type: none"> <li>Chicks and Caterpillar visit</li> </ul> <b>Trip:</b> <ul style="list-style-type: none"> <li>Farm Trip</li> </ul>	<b>Visitors:</b> <ul style="list-style-type: none"> <li>Astronomer (virtual)</li> </ul>	<b>Visitors:</b> <ul style="list-style-type: none"> <li>Virtual visit to an aquarium</li> </ul> <b>Trip:</b> <ul style="list-style-type: none"> <li>Aquarium visit</li> </ul>
<b>Celebrations / Festivals / Special Events</b>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Diwali / Hannukah</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Harvest Festival</li> <li>Christmas</li> <li>Christmas Performance</li> <li>Halloween</li> <li>Winter Wonderland</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Holi</li> <li>Valentine's Day</li> <li>Mother's Day</li> <li>Chinese New Year stay and Play</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Easter stay and play and Easter Bonnet parade.</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Eid Stay and Play</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>World Environment Day</li> <li>Father's Day</li> <li>Summer Fun day</li> </ul>

**Educational Programme:** The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

## Autumn

## Spring

## Summer

### Learning Priorities: [Linked to Development Matters 2020](#)

#### Listening, Attention and Understanding

- Pay attention to one thing at a time
  - ⇒ Listen 1:1 to develop independence within daily routine
  - ⇒ Participate in short multi-sensory Key Person group time
- Enjoy listening to stories and **begin to** remember much of what happens
  - ⇒ Listen to short stories with illustrations / props / sounds
  - ⇒ Recall key events / name key characters
  - ⇒ Begin to join in text retell with some actions
- Follow an instruction with one part
  - ⇒ Linked to: ☐ daily routine ☐ Key Person group activities
  - ⇒ Special events: Autumn walk
- *Understand simple questions about 'who', 'what' and 'where'*
  - ⇒ Get to know: ☐ one another ☐ new learning space
  - ⇒ Find body / move different body parts .. *body parts / actions*
  - ⇒ Recount of autumn walk
- **Begin to** understand some 'why' questions *related to own experiences*
  - ⇒ Autumn experiences

#### Speaking

- **Begin to** use a wider range of vocabulary
  - ⇒ Linked to: ☐ daily routine ☐ themes
- Learn new rhyme and **begin to** develop a repertoire of songs
  - ⇒ Join in with actions / props
  - ⇒ Fill in some missing words
- **Begin to** talk about a familiar book *one-to-one*
  - ⇒ Comment on an illustration ... *picture / illustration*
  - ⇒ Favourite character / part ... *character / event*
- Develop communication, **begin to** use different tenses
- **Begin to** use longer sentences of 4/6 words
- Start a conversation with an adult / friend
- **Begin to use** talk to organise selves / play

#### Listening, Attention and Understanding

- Enjoy listening to stories & remember much of what happens
- **Begin to** shift attention from one thing to another when needed and given a prompt
- **Begin to** understand and follow a two-part instruction
- Understand some 'why' questions
- **Begin to** show an understanding of some prepositions
- **Begin to** listen to others in a small group

#### Speaking

- Use a wider range of vocabulary
- **Continue to** develop and sing a repertoire of songs
- Sing a range of rhymes/songs as part of a group
- Talk about a familiar book and **begin to** tell a simple story
- **Continue to** develop communication, using future and past tense (not always correctly)
- Use longer sentence of 4/6 words
- **Begin to** join sentences with and
- Start a conversation with an adult / friend and **begin to** continue it with many turns
- Use talk to organise selves / play
- **Begin to** retell a simple past event in correct order
- **Begin to** express a point of view

#### Listening, Attention and Understanding

- Enjoy listening to longer stories (*with increased attention*) and can remember much of what happens
- Shift their attention from one thing to another when needed and given a prompt
- Understand and follow a two-part instruction
- Understand and respond confidently to simple 'why' questions
- Show an understanding of some prepositions
- Listen to others in a small group

#### Speaking

- Use a wider range of vocabulary in a range of contexts
- Sing a large repertoire of songs
- Sing a range of songs/rhymes as part of a group and independently
- Talk about a familiar book and tell a longer story
- Develop communication, **begin to** use a wider range of tenses (with correct use of most tenses)
- Use sentences joined by other words such as like / because
- Start a conversation with an adult / friend & continue it with many turns
- Retell a simple past event in correct order
- Use talk more confidently to organise selves / play
- Express a point of view & debate when they disagree with an adult / friend, using words as well as actions

**PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT:** ☐ Self-Regulation ☐ Managing Self ☐ Building Relationships

**Educational Programme:** 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	Spring	Summer
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## Learning Priorities: [Linked to Development Matters 2020](#)

<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show 'effortful control' <ul style="list-style-type: none"> <li>⇒ With support follow the daily routine</li> <li>⇒ Play with others, sharing resources / taking turns</li> </ul> </li> <li>Begin to talk about feelings ... <i>happy / sad / because</i> <ul style="list-style-type: none"> <li>⇒ Show / imitate different emotions and label</li> <li>⇒ I am happy / sad because ....</li> </ul> </li> <li>Begin to show awareness of how others might be feeling <ul style="list-style-type: none"> <li>⇒ Offer comfort to a child who is upset / laugh with others</li> <li>⇒ Identify feelings of main characters in texts, looking carefully at illustrations</li> </ul> </li> <li>Begin to recognise that some actions can hurt the feelings of others <ul style="list-style-type: none"> <li>⇒ Identify action that made someone else upset</li> </ul> </li> <li>With support begin to find solutions to some conflicts <ul style="list-style-type: none"> <li>⇒ Sharing resources / taking turns e.g. bike track</li> </ul> </li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Show interest in a range of experiences, indoors and outdoors <ul style="list-style-type: none"> <li>⇒ Familiar and <i>some</i> new</li> </ul> </li> <li>Begin to select and use continuous provision resources, with help when needed ... <i>resources</i> <ul style="list-style-type: none"> <li>⇒ Make independent learning choices ... <i>learning / play</i></li> <li>⇒ Put resources back in right place once used</li> </ul> </li> <li>With support begin to follow classroom <i>routines</i> and rules</li> <li>Begin to be independent within self-care routines <ul style="list-style-type: none"> <li>⇒ Toileting / Handwashing / Snack time / Outdoor time</li> </ul> </li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Begin to play with one or more other children <ul style="list-style-type: none"> <li>⇒ Child-initiated learning / small group activities</li> </ul> </li> <li>Begin to see themselves as part of a community <ul style="list-style-type: none"> <li>⇒ Key Person group / nursery / family</li> </ul> </li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Talk about feelings using words like 'happy' and 'sad' and <i>begin to</i> use other words</li> <li>With support <i>begin to</i> understand and talk about how others might be feeling and the reasons why</li> <li>Begin to help to find solutions to conflicts and rivalries. <i>For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i></li> <li>With support <i>begin to</i> talk with others to resolve conflicts</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Begin to select and use activities and resources to achieve a set goal</li> <li>Settle to an activity <i>of choice</i> for some time</li> <li>Increasingly follow classroom <i>routines</i> and rules (<i>with reduced practitioner guidance</i>)</li> <li>Develop <i>independence</i> within self-care routines</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Play with one or more other children</li> <li>Take play in pretend play with one or more children</li> <li>See themselves as part of a community</li> <li>Begin to share and take turns with others</li> <li>Begin to extend and elaborate play ideas with others</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Talk about their feelings using a range of words</li> <li>Begin to understand how others might be feeling.</li> <li>Help to find solutions to conflicts and rivalries.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed - to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Settle to an activity for some time</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Do not always need an adult to remind them of a rule.</li> <li>Be increasingly independent in meeting own care needs</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Develop sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> </ul>
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## PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

**Educational Programme:** 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### Autumn

### Spring

### Summer

## Learning Priorities: [Linked to Development Matters 2020](#)

### Gross Motor Skills

- **Continue to** develop movement skills of walking and running
  - ⇒ Negotiating space
  - ⇒ **Begin to** adapt speed / direction to avoid obstacles
- **Continue to** develop climbing skills
  - ⇒ Use stairs using alternate feet
  - ⇒ **With support** explore climbing frame
- **Continue to** develop balancing skills ... *balance*
  - ⇒ Complete low level obstacle courses
  - ⇒ Walk up / down a ramp
  - ⇒ Stand still
  - ⇒ Stand on one leg
- **Begin to** learn to hop
- **Continue to** develop riding skills – scooter / trike / balance bike
  - ⇒ Use bike track: □ following track □ right direction
  - ⇒ Stop / start
- **Continue to** develop ball skills
  - ⇒ Rolling (partner / circle games)
  - ⇒ Kicking
- **Begin to** use large-muscle movements to
  - ⇒ Wave flags and streamers (top to bottom / anti-clockwise)
  - ⇒ Paint and make marks (top to bottom / anti-clockwise)

### Fine Motor Skills

- *Learn to use the toilet with help, and then independently.*
- **Begin to** show a preference for a dominant hand
- **Begin to** learn to use a knife and fork
- **Begin to** get dressed independently for outdoor play
- Use **some** one-handed tools and equipment
  - ⇒ Across provision: □ Pouring / filling □ Stirring / mixing □ Rolling □ Painting / Drawing / mark making ...
- **Begin to develop** a comfortable grip when using pencils / pen
  - ⇒ Model and encourage a tripod grip

### Gross Motor Skills

- **Continue to** develop movement of walking and running
- **Continue to** develop climbing skills
- **Continue to** develop balancing skills
  - Learn to hop
- **Begin to** learn to skip
- **Continue to** develop riding skills
- **Continue to** develop ball skills
  - Use large muscle movements
- **Begin to** remember some sequences and patterns of movement related to music and rhythm
- **Begin to** take part in some group team activities
- **Begin to** match developing physical skills to tasks and activities in setting
  - Choose the right resource to carry out chosen plan
- **Begin to** collaborate with others to manage large items

### Fine Motor Skills

- Show preference a for a dominant hand
- **Continue to** learn to use a knife and fork
- Increase independence getting dressed and undressed
- Use a **range of** one-handed tools and equipment
- **Continue to develop a** comfortable grip with good control when holding pens and pencils.

### Gross Motor Skills

- **Begin to** refine movement of walking and running
- **Begin to** refine climbing skills
- **Begin to** refine balancing skills
  - Learn to skip
- **Continue to** develop riding skills
- **Continue to** develop ball skills
  - Use large muscle movements
- Remember some sequences and patterns of movement related to music and rhythm
- Take part in some group team activities
- Match developing physical skills to tasks and activities in setting
- Choose the right resource to carry out chosen plan
- Collaborate with others to manage large items

### Fine Motor Skills

- Use one-handed tools and equipment.
- Eat independently using a knife and fork
- Be increasingly independent getting dressed and undressed
- Use a comfortable grip with good control when holding pens and pencils.

## LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

**Educational Programme:** 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).

### Autumn

### Spring

### Summer

Learning Priorities: [Linked to Development Matters 20210](#)

\* See *EY2P Literacy Long Term Plans*

#### Phase 1 Phonics / Reading

- **Begin to** develop phonological awareness
  - ⇒ Join in with Phase 1 activities, aspects 1 to 6
    - Distinguish between different sounds: □ Environmental Sounds □ Instrumental Sounds □ Body Percussion
    - Rhythm and rhyme: **begin to** develop awareness of words that sound the same
    - Alliterative activities, begin to identify words starting with the same phoneme within names
    - Explore and copy different voice sounds
- **Begin to** understand some of the five key concepts about print:
  - ⇒ Handle books carefully & correctly
  - ⇒ Name some book parts ... *front cover, back cover, page, title*
  - ⇒ Print has meaning □ familiar logos □ environmental labels with photograph
  - ⇒ Understand print is read left to right .
- *Enjoy sharing a book with an adult*
  - ⇒ One to one } Fiction and
  - ⇒ Small group time } non-fiction
- **Begin to** read own name with visual support

#### Writing

- *Add some marks to their drawings, which they give meaning to. For example: "That says mummy."*
- *Make marks on picture to represent name*
- **Begin to** attempt to write name with some recognisable letters
  - ⇒ First letter of name
- To begin to understand that own marks represent meaning
  - ⇒ Point to marks
  - ⇒ Talk about made marks
  - ⇒ Label marks

#### Phase 1 Phonics / Reading

- **Continue to** develop phonological awareness
  - ⇒ Join in with P1 activities, aspects 1 to 7
    - Listen, remember & talk about different sounds: □ Environmental □ Instrumental □ Body Percussion
    - Rhythm and rhyme: develop awareness of words that sound the same
    - Tune into alliterative words, **begin to** identify / hear **some** initial phonemes in words
    - Explore and begin to talk about different voice sounds
    - **Begin to** participate in oral blending/segmenting activities
    - Clap syllables in own name
- **Begin to** engage in conversations about stories and **non-fiction texts**, learning new vocabulary
- **Continue to** develop an understand the five key concepts about print:
  - ⇒ Handle books carefully & correctly
  - ⇒ Name some book parts .... *title / blub*
  - ⇒ Print has meaning – recognise some new logos
  - ⇒ **Begin to** understand what a word / letter is ... *letter / word*
  - ⇒ Follow print left to right and **begin to** use 1:1 correspondence
  - ⇒ Know where to start reading ... *first*
- Read own name without visual support

#### Writing

- **Begin to** use some print / letter knowledge in writing
  - ⇒ Symbols – lines / circles
  - ⇒ Recognisable letters
  - ⇒ Left to right directionality
  - ⇒ Top to bottom directionality

} ascribe meaning / point to directionality
- **Begin to** engage in purposeful mark marking
- Attempt to write name, using name card, with some recognisable letters, some correctly formed

#### Phase 1 Phonics / Reading

- Develop phonological awareness
  - ⇒ Join in with P1 activities, aspects 1 to 7
    - Listen, remember & talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion
    - Talk about rhyming words and **begin to** create rhyming strings
    - Hear and say initial sounds in words
    - Explore and talk about different voice sounds, enunciating some phoneme correctly
    - Participate in oral blending/segmenting activities
    - Clap syllables in words
- Engage in extended conversations about stories **and non-fiction texts**, learning & using new vocabulary
- Use the five key concepts about print:
  - ⇒ Identify a word in a sentence and understand it carries meaning
  - ⇒ Identify a letter in a word
  - ⇒ Name parts of book and show awareness of page number ... *page number*
  - ⇒ **Continue to** develop understanding of word / letter
  - ⇒ Follow print, know it is read from top to bottom & use 1:1 correspondence
- **Read** own name in a variety of fonts/context

#### Writing

- Use knowledge of print / letter knowledge in writing
  - ⇒ Recognisable letters
  - ⇒ Left to right / top to bottom directionality
  - ⇒ Top to bottom directionality

} ascribe meaning
- **Begin to** match some letters to phonemes e.g. m for mummy
- Engage in purposeful early writing
- Write name, from memory, with correct letter formation

## MATHEMATICS: □ Numerical Pattern □ Number

**Educational Programme:** 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.

### Autumn

### Spring

### Summer

## Learning Priorities: [Linked to Development Matters 2020](#)

### Numerical Pattern / Number

- **Begin** to compare quantities ... *group, lots, more, same, less*
  - ⇒ Sort, match and label groups
  - ⇒ Find the group with more / the same / less
- Notice, identify and talk about patterns around them
  - ⇒ Clothing
  - ⇒ Autumn
- **Begin** to copy and talk about a pattern – *ABAB*
  - ⇒ Patterns with objects / actions
  - ⇒ Give pattern a name
- **Begin** to recite numbers to 5 in correct order
- Explore 1:1 correspondence
  - ⇒ Heuristic play free exploration
- **Begin** to say one number for each item to 3
  - ⇒ Join in with number rhymes / songs with props & actions
  - ⇒ Use some number names in play

### Shape, Space & Measure

- **Begin** to select shapes for appropriate tasks
  - ⇒ Show interest in shapes in the environment
  - ⇒ Manipulate and turn shapes
- **Begin** to talk about shapes .... *round, pointy, spotty, stripy*
- Make comparisons between objects using appropriate vocabulary
  - ⇒ Size ... *big / small / bigger / smaller*
- Understand positional language within daily routine ... *in / on / under*
- **Begin** to understand the language of time within the daily routine ... *next, later, after*

### Numerical Pattern / Number

- Name and talk about patterns
- Continue and talk about a pattern – *ABAB*
- Recite numbers to 5
- Join in with number rhymes to 5 using props and fingers
- Use fingers to represent numbers with **increasing accuracy**
- Use some numbers names in play **with some accuracy**
- Sort and match objects accordingly e.g. *size / shape*
- **Begin** to compare quantities using ... *more than / fewer than*
- Fast recognition of objects up to 1 and sometimes 2 – subitising
- **Begin** to count up to sets of 5 objects (1:1 correspondence)
- **Begin** to represent numbers with marks

### Shape, Space & Measure

- Select shapes appropriately **in a range of contexts**
- **Begin** to combine shapes to make new ones
- Talk about shapes
- Make comparisons between objects using appropriate vocabulary
- Understand positional language
- **Begin** to use **some** language of time within the daily routine
- **Begin** to describe a familiar route
- **Begin** to describe a sequence of events ... *first, next*

### Numerical Pattern / Number

- Extend and create ABAB patterns
- Recite numbers past 5
- Fast recognition of up to 3 objects - subitising
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts up to 5
- Experiment with own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language: 'more than', 'fewer than'

### Shape, Space & Measure

- Talk about and explore 2D and 3D shapes
- Understand position through words
- Describe a familiar route
- Make comparisons between objects relating to size, length, weight and capacity
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones
- Talk about and identifies the patterns around them.
- Extend and create ABAB patterns
- **Begin** to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

**UNDERSTANDING THE WORLD** □ Past and Present (KS1: History) □ People, Culture & Communities (KS1: R.E / Geography) □ Natural World (KS1: Geography / Science)

**Educational Programme:** 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.

**Autumn**

**Spring**

**Summer**

**Learning Priorities: Linked to Development Matters 2020**

**Past and Present**

- Begin to make sense of their own life history
  - ⇒ When I was a baby .... *baby / new / grow*
  - ⇒ The people in my family .... *family / brother / sister*
  - ⇒ My birthday .... *birthday / party / presents*
  - ⇒ Christmas time ...

**People, Culture & Communities**

- **Begin to** show an interest in different occupations
  - ⇒ People who help us: Doctor / Nurse / .... *doctor / nurse / hospital*
  - ⇒ People who help our pets: Vets ... *vets / pets*
- Notice differences between people
  - ⇒ Babies and children (similarities / differences) ... *body parts, hair colour ...*

**Natural World**

- **Begin to** use **some** senses in hands on exploration of natural materials
  - ⇒ Getting to know new outdoor learning space
- **Begin to** explore collections of materials with similar and/or different properties.
  - ⇒ Autumn collection .... *leaves, pine cones, conkers, twigs ...*
- Talk about what they see, **beginning to** use a wider vocabulary
- Explore how things work
  - ⇒ My favourite toy .... *toy / push / pull / bend*
  - ⇒ Party objects / Christmas decorations ....
- **Begin to** explore and talk about different forces they can feel
  - ⇒ Push and pull toys .... *push / pull*
- **Begin to** understand the need to respect and care for the natural environment
  - ⇒ Nursery outdoor learning space

\* **Begin to** develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

**Past and Present**

- Make sense of their own life history

**People, Culture & Communities**

- **Continue to** show an interest in different occupations
- **Begin to** develop positive attitudes about the differences between people
- Participate in visits

**Natural World**

- **Begin to** use all their senses in hands on exploration of natural materials
- **Begin to** explore collections of materials with similar and/or different properties.
- Talk about what they see, **continuing to** use a wider vocabulary
- **Begin to** understand the need to respect and care for the natural environment
- **Begin to** know that there are different countries in the world
- Explore how things work
- **Begin to** explore and talk about different forces they can feel
- Understand the key features of the life cycle of a plant and an animal.
- **Begin to** Talk about the differences between materials and changes they notice

\* **Continue to** develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

**Past and Present**

- Make sense of their own life history
- Begin to make sense of family's history

**People, Culture & Communities**

- Show interest in different occupations
- Continue to develop positive attitudes about the differences between people
- Participate in visits

**Natural World**

- Use all their senses in hands on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants.
- Begin to understand the need to respect and care for all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Explore how things work.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice

\* Develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

## EXPRESSIVE ARTS & DESIGN: □ Creating with Materials □ Being Imaginative & Expressive

**Educational Programme:** 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.

### Autumn

### Spring

### Summer

## Learning Priorities: Linked to Development Matters 2020

### Being Creative

- **Begin** to explore different materials and textures
  - ⇒ Free exploration – collage
  - ⇒ Introduction to glue to join ... *spread / press*
- Create: □ lines □ circles
  - ⇒ Range of different media
- Explore printing ... *printing / down / up / still*
  - ⇒ Hands / fingers / feet
  - ⇒ Leaves
- Create enclosed shapes to represent self (range of media)
  - ⇒ Body / Face ... *key features / circle / line*
- **Begin** to explore colour
  - ⇒ Free exploration
  - ⇒ Self-portraits
  - ⇒ Autumn / Christmas

### Being Imaginative

- **Begin** to take part in pretend play
  - ⇒ Imitate home experiences (home corner)
  - ⇒ Imitate life experiences linked to different seasons
  - ⇒ Celebrations: Birthday party ... *cards / presents*
- **Begin** to create own small world scenes *linked to interests*
- **Begin** to create simple stories using small world
  - ⇒ Imitate own experiences (my home / nursery)
  - ⇒ Autumn walk ... *people, trees, animals ...*
- Listen with increased attention to sounds
  - ⇒ Tune into body percussion sounds ... *body parts*
  - ⇒ **Begin** to move to a steady beat ... *beat / march ...*
- Sing and remember some simple rhymes and songs
- Play instruments with increasing control
  - ⇒ Free exploration of musical instruments
  - ⇒ Learn to play: □ tapping □ banging □ shaking

### Being Creative

- Explore different materials freely and **begin** to develop own ideas about how to use them and what to make
- **Continue** to explore different textures
- **Begin** to join different materials
  - Begin** to create closed shapes to represent objects
- **Begin** to draw with increasing detail
- Use drawing to represent ideas like movement
- **Begin** to show different emotions in drawings and paintings, like happiness, sadness, fear etc.
- **Begin** to explore colour mixing.

### Being Imaginative

- **Begin** to respond to what they have heard, expressing their thoughts and feelings.
- **Begin** to remember and sing entire songs.
- **Begin** to sing the pitch of a tone sung by another person ('pitch match').
- **Begin** to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Play instruments with increasing control to express their feelings and ideas.
- Take part in simple pretend play and **begin** to using an object to represent something else
- **Begin** to develop complex stories using small world equipment
- **Begin** to make imaginative and complex 'small worlds'

### Being Creative

- Develop their own ideas and decide which materials to use to express them
- Explore different textures
- Join different materials
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour mixing.

### Being Imaginative

- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Play instruments with increasing control to express their feelings and ideas.
- Create their own songs, or improvise a song around one they know
- Take part in simple pretend play using an object to represent something else even though they are not similar
- Develop complex stories using small world equipment Make imaginative and complex 'small worlds'

