

St Mary's, Birchley
EYFS Class Learning Opportunities
Long Term Plan
Cycle A

Autumn		Spring		Summer	
RE To Know You More Clearly Branch 1 Creation and Covenant	RE To Know You More Clearly Branch 2 Prophecy and Promise	RE To Know You More Clearly Branch 3 Galilee to Jerusalem	RE To Know You More Clearly Branch 4 Desert to Garden	RE To Know You More Clearly Branch 5 To the Ends of the Earth	RE To Know You More Clearly Branch 6 Dialogue and Encounter
Theme: All About Me	Theme: Celebrations and Light	Theme: Long Ago	Theme: Growing	Theme: Minibeasts	Theme: Under the Sea
Big question: <i>Who am I? What makes me Special? How have I Grown?</i>	Big question: <i>How do people celebrate and why is light important?</i>	Big questions: <i>What stories can the past tell us?"</i>	Big questions: <i>How does a tiny seed become a beautiful plant?</i>	Big questions: <i>What is hiding in our garden?</i>	Big questions: <i>What makes the underwater world wonderful?</i>
Roleplay: Doctors surgery/clinic	Roleplay: Post Office	Roleplay: Castle	Roleplay: Garden Centre	Roleplay: Minibeast Investigation Centre	Roleplay: Beach Shop
Texts: Only One You, From Head to Toe, My Five Senses The Great Big Book of Families, Once There Were Giants, Peepol,	Texts: Can't You Sleep Little Bear? Peace at Last, Dipal's Diwali, Toffee Apple Night, The Christmas Story, Hanukkah: The Festival of Light, Let's Celebrate	Texts: The King's Castle, The Queen's Knickers, The Knight who couldn't Fight, There's no Dragons in this Story, The Princess and Peas	Texts: Titch, Jasper's Beanstalk, Oscar's Vegetables, Handa's Surprise A selection of Easter stories	Texts: Mad About Minibeasts, Minibeasts Under a Stone, Minibeasts on a Plant, The Hungry Caterpillar, What the Ladybird Heard?	Texts: The Rainbow Fish, The Sea Below my Toes, What a Submarine Sees, Shark Lady, Aqua Boy Transition Texts: Ruby's Worry, The Cautious Caterpillar

Prime areas

Communication and Language- *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.

Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, PATHS, stories, singing, Twinkl phonics sessions, Drawing Club, EYFS productions, assemblies and interventions.

Communication and Language - Listening, Attention and Understanding

Autumn	Spring	Summer
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Children in Nursery & Reception will have opportunities to: • Develop a repertoire of familiar songs, rhymes and poems through stories, music and activities linked to the All About Me and Celebrations and Light topics • Engage in conversations with adults and peers during circle time, carpet sessions and continuous provision, developing their ability to take turns to speak and listen • Develop and use new vocabulary related to themselves, their families, bodies, feelings, friendships, celebrations, festivals and the autumn season through stories, discussions, role play and first-hand experiences • Listen carefully during whole-class and small-group activities and respond appropriately to questions, instructions and stories • Take part in Phase 1 phonics listening activities, including environmental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting games • Talk about their own experiences, share news and describe what they observe during autumn walks and seasonal investigations • Ask questions and share ideas, thoughts and experiences with others • Develop confidence in speaking to a group and expressing their ideas, feelings and experiences • Listen and respond to stories, poems, songs and rhymes, joining in with familiar words and phrases • Develop their understanding and use of ambitious vocabulary through high-quality fiction and non-fiction texts linked to All About Me, Celebrations and Light and Autumn • Retell and act out familiar stories using props, puppets and role play • Describe characters, settings, objects and experiences using increasingly detailed vocabulary • Develop their ability to follow simple and more complex instructions during everyday routines, activities and play	Children in Nursery & Reception will have opportunities to: • Develop a repertoire of familiar songs, rhymes and poems through stories, music and activities linked to the Long Ago and Growing topics • Listen to and talk about stories set long ago, developing an understanding of characters, settings and events • Develop and use new vocabulary linked to kings, queens, knights and castles, including castle, king, queen, knight, armour, moat, throne, crown, shield, long ago, past and present • Engage in discussions about life long ago, asking questions and sharing their own ideas and experiences • Retell familiar stories using puppets, small world resources, story maps and role play • Listen to and talk about stories linked to growing, planting, healthy food and spring • Develop and use new vocabulary linked to growing and plants, including seed, plant, grow, root, stem, leaf, flower, fruit, vegetable, soil, water, sunlight, healthy, harvest and life cycle • Ask questions, make predictions and describe changes they observe when planting and caring for seeds and plants • Talk about their experiences of growing plants and tasting different fruits and vegetables • Develop confidence in speaking with adults and peers, taking turns to speak and listen during discussions, group activities and play • Listen carefully and respond appropriately to questions, instructions, stories, songs and rhymes • Use language to describe what they see, hear, feel and notice during investigations and first-hand experiences • Share ideas, thoughts, feelings and experiences linked to the topics	Children in Nursery & Reception will have opportunities to: • Develop a repertoire of familiar songs, rhymes and poems through stories, music and activities linked to the Minibeasts and Under the Sea topics • Talk about minibeasts they have seen and found, sharing their experiences and observations • Develop and use new vocabulary linked to minibeasts, including minibeast, insect, antennae, wings, legs, shell, web, habitat, soil, leaf, caterpillar, chrysalis and butterfly • Ask questions and make predictions about minibeasts and their habitats • Describe what they observe during bug hunts and outdoor investigations • Listen to and retell familiar minibeast stories using story language, puppets, props and small world resources • Talk about similarities and differences between different minibeasts • Listen to and discuss a range of fiction and non-fiction texts linked to minibeasts, the ocean and underwater environments • Develop and use new vocabulary linked to the ocean, including ocean, sea, underwater, fish, fins, scales, tentacles, shell, coral, habitat, submarine, deep, shallow, shark, scientist and marine • Talk about their own experiences of the sea, swimming pools, beaches and rock pools • Ask questions about sea creatures and their habitats • Describe what they can see, hear and notice when exploring underwater environments through books, images, videos and first-hand experiences • Make predictions about what might be found under the sea and share their ideas with others • Talk about how sea creatures move, feed and live in their different habitats • Compare life under the sea with life on land, using appropriate vocabulary to describe similarities and differences
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	• Develop their understanding and use of ambitious vocabulary through high-quality fiction and non-fiction texts linked to Long Ago, Growing and Spring • Use story language and repeated phrases when joining in with familiar stories, songs and rhymes • Develop imaginative storytelling through small world play, role play, puppets and story maps • Follow instructions and respond to questions during practical activities such as planting, cooking, construction and investigations • Continue to develop listening skills through phonics activities, including environmental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending, and reading activities	• Develop confidence in speaking with adults and peers, taking turns to speak and listen during discussions, investigations and play • Use language to describe what they see, hear, feel and notice during minibeast and underwater investigations • Share ideas, thoughts, feelings and experiences linked to the topics • Develop their understanding and use of ambitious vocabulary through high-quality fiction and non-fiction texts linked to Minibeasts and Under the Sea • Develop imaginative storytelling through small world play, puppets, role play and story maps • Retell and sequence familiar stories, using pictures, props and story language to support their ideas • Ask and answer questions about stories, characters, settings and events • Continue to develop listening skills through phonics activities, including environmental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending, and reading activities • Talk about their feelings and experiences of moving into a new year group, sharing any worries or concerns with trusted adults and peers • Develop confidence and resilience when talking about changes and new experiences, including meeting new adults, making new friends and adapting to new routines • Ask questions about their new year group, classroom and routines, helping them to feel prepared and confident for the transition
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 know their own feelings and understand those of others.		
Personal, Social and Emotional Development		
Autumn	Spring	Summer
Children in Nursery & Reception will have opportunities to: • Settle into the classroom environment by exploring and becoming familiar with daily routines, expectations and boundaries	Children in Nursery & Reception will have opportunities to: • Continue to follow daily routines, expectations and boundaries with increasing confidence and independence	• Children in Nursery & Reception will have opportunities to:

• Begin to take responsibility for their own belongings, personal care and learning throughout the school day • Begin to make choices about their play, learning and activities • Build positive relationships with adults and peers through play, shared experiences and group activities • Explore sharing resources, taking turns and beginning to solve simple problems with adult support where needed • Develop a sense of belonging by recognising that everyone is valued and unique while sharing similarities with others • Identify, talk about and begin to manage their emotions using appropriate vocabulary and strategies • Explore ways to express their feelings safely and seek support from trusted adults when needed • Show kindness, care and respect towards others, developing an understanding of gentle hands and thoughtful behaviour • Participate confidently in an increasing range of adult-led and child-initiated activities • Explore ways to keep themselves healthy and safe, including developing healthy habits • Explore and celebrate a range of festivals and special occasions, learning about their own traditions and those of others • Develop a sense of community and belonging through shared experiences, celebrations and group activities • Begin to take part in the PATHS programme, exploring emotions, friendships, problem-solving and self-confidence • Develop confidence in talking about their feelings, relationships and experiences • Begin to care for themselves and recognise when they need help from a trusted adult • Begin to talk about their feelings and experiences of moving into a new year group • Develop confidence when preparing for changes and new routines	• Develop increasing independence when managing personal needs, belongings and everyday routines • Make increasingly independent choices about their play, learning and activities • Develop friendships through collaborative play, role play and shared experiences • Develop skills in sharing, turn-taking and resolving simple conflicts with support • Develop confidence in recognising and celebrating similarities and differences between themselves and others • Develop confidence in talking about feelings and using strategies to manage emotions • Express feelings and seek support from trusted adults when needed • Explore qualities such as kindness, bravery, fairness and helping others through stories, role play and discussions • Develop confidence when taking on different roles and responsibilities during imaginative play • Talk about healthy choices and explore how these support their health and wellbeing • Share experiences of celebrations and traditions, listening to and valuing the experiences of others • Work collaboratively during planting, gardening and growing activities • Participate in weekly PATHS lessons, exploring emotions, friendships, problem-solving, self-confidence and strategies for managing feelings • Develop confidence and resilience when trying new experiences and taking on new challenges • Develop increasing responsibility when caring for themselves, others and the environment	• Follow daily routines, expectations and boundaries with increasing confidence and independence • Take increasing responsibility for personal care, belongings, learning and behaviour • Make independent choices about activities, resources and play • Develop positive and respectful relationships through collaborative play, shared experiences and group activities • Apply sharing, turn-taking and problem-solving skills with increasing independence • Develop empathy, respect and understanding towards others, recognising that everyone is unique and valued • Use developing strategies to manage feelings, solve problems and seek help when needed • Develop increasing independence in managing emotions and relationships • Develop empathy, care, kindness and respect towards others and living things • Work increasingly independently as well as collaboratively with others • Make increasingly independent healthy and safe choices during everyday experiences • Develop respect and empathy for different beliefs, cultures, traditions and family experiences • Work cooperatively with others during investigations, projects and shared experiences • Participate in weekly PATHS lessons, developing strategies for managing emotions, relationships, problem-solving and resilience • Apply developing confidence and resilience when trying new experiences and overcoming challenges • Take increasing responsibility for themselves, others and the environment • Talk about their feelings and experiences of transition, sharing worries or concerns with trusted adults • Develop confidence and resilience when preparing for new routines, adults, friends and the next year group
Physical Development		

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.

Autumn	Spring	Summer
Children in Nursery & Reception will have opportunities to: • Develop gross motor skills through a range of indoor and outdoor physical activities • Develop fine motor skills and creativity through drawing, mark making, cutting, sticking, threading and manipulating malleable materials • Build confidence when travelling in different ways, including walking, running, hopping, skipping, jumping, crawling, climbing, balancing and rolling • Explore travelling safely and with increasing control, developing awareness of space and others around them • Develop balance, coordination and stability by using climbing equipment, negotiating steps and obstacles, and balancing on different body parts and apparatus • Explore a range of movements, including moving on the spot, changing direction and changing speed • Respond to instructions through movement games, music, dance and action songs • Develop control, coordination and body awareness through movement games, dance and action songs • Explore object control using a range of small equipment, including balls, beanbags, hoops and scarves • Develop increasing accuracy and confidence when throwing, catching, kicking and moving equipment • Take part in simple team games, developing turn-taking, cooperation and the ability to follow instructions • Build strength, coordination and confidence by riding scooters, trikes and bicycles where available • Explore and use outdoor equipment safely • Develop healthy lifestyle habits by participating in regular physical activity and talking about why exercise is important for health and wellbeing	Children in Nursery & Reception will have opportunities to: • Continue to develop gross motor skills through a range of indoor and outdoor physical activities • Develop increasing control and coordination when travelling, climbing, balancing, jumping and moving through different spaces • Develop fine motor skills through making crowns, shields, flags and jewellery • Use a range of tools safely when cutting, joining, manipulating and creating • Develop hand strength and coordination through cutting, threading, joining and manipulating different materials • Develop gross motor skills through knight training, obstacle courses and outdoor role play • Follow simple instructions and negotiate obstacles with increasing confidence and control • Develop balance, coordination and spatial awareness through movement games and obstacle courses • Develop fine motor skills through planting seeds, digging, scooping soil and using gardening tools safely • Strengthen hand and finger muscles through cutting, peeling and preparing fruit and vegetables • Develop coordination and control when using gardening tools and equipment • Develop gross motor skills through outdoor gardening, transporting soil and watering plants • Work collaboratively to move, carry and transport materials, developing strength, coordination and cooperation • Develop increasing independence when selecting and using tools and equipment safely • Talk about the importance of exercise, healthy choices and keeping their bodies active	Children in Nursery & Reception will have opportunities to: • Continue to develop gross motor skills through a range of indoor and outdoor physical activities • Develop increasing control, coordination, balance and spatial awareness through physical challenges and outdoor play • Develop fine motor skills through drawing, mark making, cutting, sticking, threading, manipulating malleable materials and using tweezers, bug viewers and small tools • Develop hand strength and control when manipulating playdough, clay and other materials • Create minibeasts using playdough and clay, developing hand strength, finger control and coordination • Cut, draw and create minibeast artwork, including using concertina folding to create a spider • Develop gross motor skills and spatial awareness through outdoor bug hunts • Move in different ways to represent minibeasts and sea creatures • Explore imaginative movement by swimming, gliding, wriggling and jumping like underwater animals • Take part in underwater obstacle courses, developing balance, coordination, agility and control • Develop increasing confidence when changing direction, speed and movement during physical activities • Work together to transport and construct large-scale underwater environments, developing strength, coordination and teamwork • Develop scissor control when cutting sea creature shapes • Develop pencil control through drawing fish, minibeasts and underwater scenes • Use tweezers to pick up and move small sea creatures, developing precision and hand-eye coordination

		• Thread shells, beads and other small objects, developing finger strength and coordination • Use a range of tools to construct submarines and underwater models, developing control, coordination and safe tool use • Apply developing movement skills with increasing independence during games, obstacle courses and imaginative play • Develop confidence, perseverance and resilience when taking on new physical challenges
Literacy		
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).		
Autumn	Spring	Summer
Nursery Key Texts: Happy to Be Me, Pete the Cat and His White Shoes, Hide and Seek, WOW! Said the Owl Reception Key Texts: The Friendship Bench, Amazing, The Little Red Hen, The Leaf Thief Children in Nursery & Reception will: Nursery- • Take part in Foundational Phonics activities (Aspects 1-6), including listening and responding to environmental sounds, instrumental sounds and body percussion • Join in with rhymes, songs and rhythm activities, developing listening skills and attention • Explore sounds in words and begin to recognise the initial sounds in their own names through alliteration activities (Bertha Bus) • Experiment with different vocal sounds and enjoy making sounds through play • Share and enjoy books with adults, developing a love of reading • Learn how to handle books carefully and correctly and begin to understand parts of a book • Recognise their own name and some familiar logos and symbols	Nursery Key Texts: I can fly, Bear Snores On, Monkey and Me, Jungle Jamboree Reception Key Texts: The Storm Wale Winter, Hello Penguin! The Selfish Crocodile, Chimpanzees Children in Nursery & Reception will: • Enjoy listening to a range of stories about kings, queens, knights, growing, gardens and healthy eating • Join in with repeated phrases and familiar story language. • Explore writing through labels, invitations, scrolls, maps and signs • Retell and innovate familiar stories • Explore writing through labels, seed packets, shopping lists, recipes and plant diaries Nursery-	Nursery Key Texts: Jasper's Beanstalk, It's Mine! I'm the Bus Driver, Oh! Look a Boat Reception Key Texts: Seed to Plant, The Woolly Bear Caterpillar, The Hundred Decker Bus, Somebody Swallowed Stanley Children in Nursery & Reception will: • Join in with repeated phrases and familiar story language • Retell familiar and innovative stories • Make marks and write labels for minibeasts • Create simple minibeast fact cards • Write signs for the Minibeast Investigation Centre • Create own minibeast stories • Enjoy fiction, non-fiction and poetry linked to minibeasts and the ocean • Create story maps for underwater adventure • Sequence events from stories • Make marks and write labels for sea creatures • Create signs for a beach shop

• Make marks and drawings to represent their ideas and begin to give meaning to their marks • Begin to write their name, making recognisable marks and letters where appropriate Reception- • Understand concepts about print- direction of print (L - R / top-bottom/ left page before right)- name parts of the book (front / back / page) Know difference between word / letter- follow 1-1 • Continue to develop foundational phonological awareness, with a strong focus on rhythm rhyme; alliteration; oral blending and segmenting • Read individual letters by saying the sounds for them - in line with Twinkl phonics programme • Blend sounds into words to read short words made up of known letter- sound correspondences, applying phonics to read VC and simple CVC words • Use some print and letter knowledge in early writing • Write own name correctly, using correct letter formation • Begin to compose and orally rehearse a label before writing it • Begin to use a simple phoneme mat for spelling • Begin to write labels using initial GPC - in line with Twinkl phonics programme • Begin to use phonic knowledge to spell VC and some simple CVC words • Begin to form some lower-case letters correctly	• Take part in Foundational Phonics activities (Aspects 1-6), including listening and responding to environmental sounds, instrumental sounds and body percussion • Join in with rhymes, songs and rhythm activities, developing listening skills and attention	• Create messages, tickets and maps for a submarine journey Nursery-
Numeracy		
Numeracy- 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

Children in Nursery & Reception will have opportunities to: - Engage in daily carpet sessions involving counting games, number songs, rhymes, and practical activities to develop early mathematical understanding. - Develop confidence in using mathematical language through play, discussions, routines, and adult-led activities - Follow the White Rose Maths programme following the initial <i>Baseline and Getting to Know You</i> period, building on children's individual starting points and experiences - Count and compare people, objects and natural materials - Explore size, height, length, weight and capacity through everyday experiences - Sort and match objects by colour, shape, size and other characteristics - Explore and create simple patterns using autumn and celebration resources - Explore shapes through everyday objects, construction and creative activities - Use positional language during play and practical activities - Count and compare objects linked to celebrations - Explore mathematical language through light and dark investigations Nursery- Block 1: More, Fewer, Some - Explore groups of objects and compare amounts and notice when there are more, fewer or the same Block 2: Exploring and Building with Shapes and Objects - Build, create and talk about shapes and where things are Block 3: Exploring Patterns and Repeats - Explore patterns using colours, objects, sounds and movement Block 4: Hear and Say Number Names - Join in with counting songs and rhymes and say number names and count during play - Begin to understand that numbers show how many Reception-	Children in Nursery & Reception will have opportunities to: - Engage in daily carpet sessions involving counting games, number songs, rhymes, and practical activities to develop early mathematical understanding - Develop confidence in using mathematical language through play, discussions, routines, and adult-led activities - Count and compare objects linked to castles, growing and gardening - Explore size, height and length when comparing towers, plants and natural objects - Explore patterns using crowns, shields, flowers, fruits and vegetables - Sort and classify fruits, vegetables, seeds and natural materials - Explore shape through castle construction, gardening and creative activities - Measure plant growth using non-standard units - Use positional language when exploring maps, gardens and small world play - Explore number and counting through cooking, planting and Easter activities Nursery- Block 5: Begin to Order Number Names - Begin to say numbers in order through songs, rhymes and play Block 6: I See 1, 2, 3 - Explore numbers 1, 2 and 3 through counting and everyday activities Block 7: Join in with Repeats - Join in with repeating patterns using sounds, actions and objects Block 8: Show Me, Move and Label 1, 2, 3 - Recognise and represent numbers 1, 2 and 3 through play Block 9: Explore Positions and Routes - Explore where things are and use simple positional language	Children in Nursery & Reception will have opportunities to: - Engage in daily carpet sessions involving counting games, number songs, rhymes, and practical activities to develop early mathematical understanding - Develop confidence in using mathematical language through play, discussions, routines, and adult-led activities - Count and compare minibeasts, shells, pebbles and other natural objects - Explore size, length and height when comparing minibeasts and sea creatures - Explore patterns using shells, fish, sea creatures and natural materials - Sort and classify minibeasts and sea creatures according to their features - Explore shape through creating minibeasts, sea creatures and submarines - Use positional language during bug hunts and underwater investigations - Explore simple maps, routes and positional language - Solve practical problems involving counting, sharing and grouping Nursery- Block 14: Compare and Sort Collections - Compare groups and sort objects Block 15: Lead and Repeat - Copy and create simple repeating patterns. Block 16: Start to Puzzle - Explore puzzles and problem solving Block 17: Making Patterns Together - Make simple patterns with others Block 18: Make Games and Actions - Join in with counting games and actions Block 19: Show Me 5 - Explore the number 5 through play and counting Block 20: Stop at 1, 2, 3, 4, 5 - Count and recognise numbers 1 to 5
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Block 1: Match, Sort and Compare Children will match, sort and compare objects, noticing similarities and differences Block 2: Talk About Measures and Patterns Children will explore size, length, weight, capacity and create simple patterns Block 3: It's Me 1, 2, 3 Children will explore numbers 1, 2 and 3 through counting and practical activities Block 4: Circles and Triangles Children will explore and name 2D shapes, focusing on circles and triangles Block 5: 1, 2, 3, 4, 5 Children will develop their understanding of numbers to 5 through counting, recognising and representing quantities	Block 10: Explore Own First Patterns • Create and explore simple patterns using different resources Block 11: Take and Give 1, 2, 3 • Explore sharing, taking and giving small amounts during play. Block 12: Match, Talk, Push and Pull • Explore matching objects and talk about movement and forces through play. Block 13: Talk About Dots • Explore dots, groups and quantities through practical activities Reception- Block 5: Shapes with 4 Sides • Explore and talk about shapes with four sides Block 6: Alive in 5 • Explore numbers to 5 through counting and play Block 7: Mass and Capacity • Compare weight and capacity using practical activities Block 8: Growing 6, 7, 8 • Explore numbers 6, 7 and 8 through counting and activities Block 9: Length, Height and Time • Explore size, length, height and time in everyday experiences Block 10: Building 9 and 10 • Explore numbers 9 and 10 through counting and representing amounts Block 11: Explore 3D Shapes • Explore and name 3D shapes	Reception- Block 12: To 20 and Beyond • Explore numbers beyond 10 Block 13: How Many Now? • Explore adding and taking away using practical activities Block 14: Manipulate, Compose and Decompose • Explore making, changing and combining shapes Block 15: Sharing and Grouping • Explore sharing and grouping objects Block 16: Visualise, Build and Map • Explore shapes, construction scenes and simple maps Block 17: Consolidation • Review and practise key maths skills
Understanding the World		
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.		
Autumn	Spring	Summer

Children in Nursery & Reception will have opportunities to: • Explore and talk about themselves, their families and the people who are special to them • Notice how they have changed since they were babies and begin to understand how people grow and change over time • Compare photographs of themselves as babies and now, discussing similarities, differences and changes • Explore different parts of the body and talk about how to keep themselves healthy and safe • Meet and talk to a new baby and their parent/carer, observing how babies grow and what they need to stay healthy and safe • Compare the needs of babies with their own needs • Ask questions, share observations and talk about their own experiences of growing and changing • Explore the changing season of autumn by observing the natural environment and collecting natural objects • Talk about the weather and describe how it changes during the autumn months • Investigate natural materials such as leaves, conkers, acorns, pine cones and sticks using their senses • Explore similarities and differences between themselves and others, recognising that every family and community is unique • Share experiences of family life, traditions and special events, listening respectfully to the experiences of others • Learn about and celebrate a range of festivals and celebrations, including Harvest, Diwali, Halloween, Bonfire Night and Christmas • Explore why and how different people celebrate these occasions • Explore photographs, artefacts, traditional clothing, music and stories linked to different festivals and celebrations • Develop an understanding of different cultures, traditions and beliefs • Taste and explore a range of foods linked to celebrations, talking about their likes, dislikes, textures, smells and flavours • Take part in practical activities linked to celebrations, including creating Rangoli patterns, making diva lamps, exploring light and dark, cooking, music, dance and role play • Explore the important roles of the Police and Fire and Rescue Service and how they help people and keep communities safe	Children in Nursery & Reception will have opportunities to: • Explore the idea that life was different long ago • Compare castles and homes from the past with homes today • Explore the roles of kings, queens, knights and people who lived and worked in castles • Investigate photographs, artefacts and non-fiction books to develop an understanding of the past • Compare clothing, food, transport and celebrations from long ago with today • Ask questions, make predictions and share observations about life in the past • Use drawings, models, photographs and simple explanations to communicate what they have discovered • Explore what plants need to grow • Plant and care for seeds and plants • Observe and record changes in plants over time • Explore the life cycle of a plant • Ask questions, make predictions and share observations about growing plants • Explore where fruit and vegetables come from • Compare different fruits and vegetables and discuss healthy eating • Explore how plants and food are grown, cared for and harvested • Look at life in the African savannah, including the plants, animals and people who live there • Explore how the weather and environment in the savannah are different from our local environment • Compare plants, animals and habitats in the savannah with those found in the UK • Explore where different fruits grow and how the environment affects what can grow • Observe seasonal changes during spring and explore signs of new life • Talk about the weather and describe how it changes during the spring months	Children in Nursery & Reception will have opportunities to: Identify and name a range of common minibeasts • Explore where minibeasts live, including under stones, in soil, on plants and in trees • Investigate minibeast habitats outdoors • Observe minibeasts closely using magnifying glasses and bug viewers • Ask questions, make predictions and share observations about minibeasts • Explore the life cycle of a caterpillar and butterfly • Notice similarities and differences between different minibeasts • Talk about how minibeasts move, what they eat and what they need to survive • Develop an understanding of how we can care for and protect living things • Explore seasonal changes and the minibeasts they may find outdoors • Use drawings, models, photographs and simple explanations to communicate what they have discovered • Explore and identify a range of sea creatures and talk about their features • Investigate underwater habitats, including rock pools, coral reefs and the deep sea • Ask questions, make predictions and share observations about sea creatures and their habitats • Explore how sea creatures move, feed and survive in their habitats • Learn about submarines and how people explore underwater environments • Find out about Eugenie Clark and her work studying sharks • Explore why sharks and other sea creatures are important to ocean ecosystems • Discuss how we can care for the sea and reduce pollution • Explore floating and sinking through practical water investigations • Compare life under the sea with life on land
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• Welcome visitors from the Police and Fire and Rescue Service and ask questions about their roles • Explore natural and artificial sources of light • Investigate how shadows are made and how they change • Explore transparent, translucent and opaque materials through simple investigations • Explore reflection using mirrors and other reflective materials • Ask questions, make predictions and share observations during light and dark investigations • Use torches, mirrors, natural materials and other resources to investigate light, shadows and reflections • Explore changes in light throughout the day and discuss differences between daytime and night-time • Make autumn soup using seasonal vegetables, exploring changes in ingredients through cooking • Develop an understanding of how ingredients change when they are mixed, heated and cooked • Use their senses to explore and describe different ingredients during cooking • Develop an understanding of how people celebrate, work together and care for one another within their families and communities	• Notice changes in the natural environment and discuss what they see, hear and feel • Taste and explore a range of foods linked to Easter • Explore Easter traditions and celebrations through stories, music, art and role play • Develop an understanding that people celebrate Easter in different ways	• Develop an understanding that people can work as scientists and marine biologists to learn about and protect the ocean • Use drawings, models, photographs and simple explanations to communicate what they have discovered • Develop confidence in using knowledge from previous experiences to make connections between different environments and living things
Expressive Arts and Design		
Expressive Arts and Design- The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		
Autumn	Spring	Summer

Children in Nursery & Reception will have opportunities to: • Use a variety of materials, tools and techniques to create pictures, models and designs, developing confidence, control and creativity • Explore colour, texture, shape, pattern and form through painting, drawing, printing, collage, junk modelling and natural materials • Develop fine motor skills through drawing, mark making, cutting, sticking, threading and manipulating malleable materials • Explore different ways to use and combine materials to create artwork • Create artwork inspired by themselves, their families, autumn and seasonal changes • Create self-portraits using mirrors, photographs and observations, exploring facial features, body parts, colour, shape and detail • Develop confidence in representing themselves through drawing, painting and mixed-media artwork • Explore their bodies and how they grow and change by creating skeleton pictures using straws and other materials • Use cutting, arranging and sticking skills to create representations of skeletons • Create hedgehog pictures using natural materials such as leaves, sticks, conkers and twigs • Select, arrange and attach natural materials to create their own designs • Explore how natural materials can be used in different ways to create artwork • Talk about their creations, describing the materials they have used and sharing their ideas and creative choices • Explore music, songs and rhymes linked to themes and celebrations • Experiment with different sounds, rhythms, instruments and movements • Join in with familiar songs, rhymes, dances and performances • Explore festivals and celebrations through creative experiences, including Rangoli patterns, diva lamps, celebration cards and decorations • Look closely at photographs, artwork and cultural artefacts linked to festivals and celebrations • Explore colours, patterns, designs and meanings within different cultural and artistic experiences	Children in Nursery & Reception have opportunities to: • Continue to explore and develop confidence when using a range of materials, tools and techniques • Develop increasing control when cutting, joining, sticking, modelling and constructing • Design and create crowns, shields, flags and castles using a range of materials and tools • Explore colour, pattern, shape, line and texture through artwork inspired by kings, queens, knights and castles • Explore natural and recycled materials to create castles, crowns, shields and other objects • Develop imaginative storylines through role play, small world play and storytelling • Sing songs, learn rhymes and perform stories linked to kings, queens, knights and castles • Explore natural materials to create artwork inspired by spring and seasonal changes • Create observational drawings of flowers, plants and natural objects • Develop observational skills by looking closely at shape, colour, line and detail • Explore printing techniques using fruits, vegetables, leaves and other natural materials • Make collages using natural and recycled materials • Explore modelling using clay, playdough and loose parts to create plants, flowers, vegetables and garden objects • Design and create gardens and small world growing areas • Develop imaginative play through role play, small world play and storytelling • Explore the Castle Kingdom role-play area, taking on different roles and developing storylines • Create royal invitations and messages, organise a royal banquet and design flags and coats of arms	Children in Nursery & Reception will have opportunities to: • Apply their developing knowledge and skills when choosing materials, tools and techniques for creative projects • Explore and create artwork inspired by a range of minibeasts • Observe minibeasts closely and use drawing, painting and modelling to represent what they see • Develop observational drawing skills by looking closely at minibeasts found outdoors • Explore colour, shape, pattern, line and texture through minibeast artwork • Experiment with symmetry through butterfly and ladybird paintings • Explore printing techniques to create patterns inspired by minibeasts • Experiment with collage using natural and recycled materials to create minibeasts and their habitats • Develop modelling skills using clay, playdough and loose parts to create 3D minibeasts • Use natural materials to create minibeast pictures and transient art • Select appropriate tools, materials and techniques to represent wings, legs, patterns and textures • Work collaboratively to create large-scale artwork depicting a minibeast habitat • Explore the life cycle of a butterfly through art, creating representations of eggs, caterpillars, chrysalises and butterflies • Create sea creatures using a range of materials, tools and techniques • Explore colour, pattern, shape, line and texture inspired by the ocean • Paint, draw and collage underwater scenes and habitats • Explore different techniques to represent water, waves, coral and sea life • Create submarines using junk modelling, construction materials and loose parts • Design and make their own imaginary sea creatures and underwater worlds
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• Develop imaginative play through role play, small world play, puppets and props • Explore role play opportunities including the Doctor's Surgery, Coffee Shop and Post Office • Use puppets, props and storytelling resources to act out familiar stories and begin to create their own narratives • Develop confidence in expressing ideas, feelings and experiences through art, music, movement and role play • Work collaboratively with others to create artwork, music, performances and imaginative play experiences • Talk about their own creations and respond to the creations of others	• Explore the Garden Centre role-play area, taking on the roles of gardeners, customers, shop assistants and delivery drivers • Create plant labels, shopping lists and signs and sort and display plants and flowers • Explore music, movement and dance linked to celebrations • Experiment with different sounds, rhythms, instruments and movements • Join in with familiar songs, rhymes, dances and performances, developing confidence and self-expression • Explore artistic techniques inspired by different festivals and celebrations, including Rangoli patterns, lanterns, diya lamps, fireworks and seasonal decorations • Work collaboratively to create larger pieces of artwork and displays • Begin to make choices about the materials, tools and techniques they use • Begin to combine different materials and techniques to develop their creative ideas • Develop and adapt ideas as they create, trying different approaches when something does not work • Talk about their artwork, music, movement and creative choices and respond to the ideas of others	• Use music, movement and instruments to represent sea creatures and the sounds and movements of the ocean • Develop imaginative play through underwater role play, storytelling and small world play • Respond to music through movement, exploring how different minibeasts and sea creatures move • Use puppets, props and small world resources to develop imaginative stories • Make independent choices about materials, tools and techniques when creating • Return to and develop their creative work, making changes and adding detail • Persevere when developing and adapting creative ideas • Develop and represent their own ideas through art, music, movement, role play and imaginative play • Talk in increasing detail about their artwork, music, movement and imaginative play • Explain their creative choices and respond to the ideas and creations of others
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