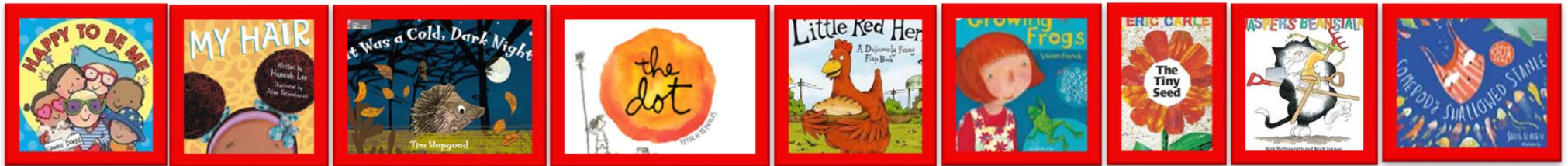


St Pauls CE Primary School

Nursery Curriculum

Long Term Plan



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

EYFS: Nursery

Sequenced Curriculum – 2026-27

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
Overarching Theme	What makes me special?	Celebrations	Traditional Tales		The Great Outdoors	
Key Text/Hook Cycle 1	Happy to be me Amazing! Owl Babies Autumn	World Nursery Rhyme Week Snappy Birthday Bears Nap The Nativity Story Winter	The Dot Little Red Riding Hood The Gingerbread Man	The Three Billy Goats Gruff Each Peach Pear Plum Let's Go for a Walk (seasons/weather)	Jaspers Beanstalk/Erol's Garden The Very Hungry Caterpillar/ The Woolly Bear Caterpillar You Choose/Occupations	Farmyard Hullabaloo Sunk! You Choose Summer/Transition
Linked Songs/Texts	Poetry Basket- Wise Old Owl (Autumn) Happy and You Know it! Owl and the Pussycat	Poetry Basket- Let's Put on Our Mittens (Winter) Nursery Rhyme Week/Christmas Show Songs	Poetry Basket- Stepping Stones (Spring) Humpty Dumpty	Poetry Basket- Pitter Patter (Spring) 5 little monkeys	Poetry Basket- A little Seed for me to grow (Spring) Caterpillar Caterpillar	Poetry Basket- Summer Rain (Summer) Row Row Row you Boat
Key Text/Hook Cycle 2	Happy in our Skin My Hair It was a cold dark night! Autumn	World Nursery Rhyme Week Kippers Birthday Stick Man (Winter/Christmas) The Nativity Story	Giraffe's Can't Dance Goldilocks and the Three Bears The Little Red Hen	The Three Little Pigs Jack and the Beanstalk Daisy and the Egg Spring/Easter	Tad/Growing Frogs! Tiny Seed You Choose/Occupations	Farmer Duck Somebody Swallowed Stanley Mad about Minibeasts Summer/Transition
Linked Songs/Texts	Poetry Basket- Leaves are falling (Autumn) I hear thunder, I hear thunder Big Red Combine Harvester	Poetry Basket- Mice (Winter) Nursery Rhyme Week/Christmas Show Songs	Poetry Basket- Spring Wind (Spring) Goldilocks Lived in the House of the Bears	Poetry Basket- Hungry Birdies (Spring) Five little Ducks	Poetry Basket- I have a little Frog (Spring) A Tiny Seed is Sleeping	Poetry Basket- A Little Shell (Summer) Old McDonald had a Farm
Trips/Visitors Enrichments	- Parents/Carers - Pet/s - Dentist Visit/School Nurse	- Poet - Birthday show and tell - Christmas Show	- Number Day - Headteacher Visit - Library Visit	- World Book Day - Pocket Park visit - Church Visit - British Science Week	- Fire Station walk - Visits from occupations	- Sports Day - Farm/Sealife Trip
Celebrations / Festivals / Special Events	- Harvest Festival - Autumn	- Bonfire Night - Remembrance Day - Birthdays - Diwali / Hannukah - World Children's Day - World Nursery Rhyme Week - Christmas - Winter	- Valentines Day - Lunar New Year	- Spring - Holi - Passover - Ramadan/Eid - Easter	- St George's Day - May Day	World Ocean Day

COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

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
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 some 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/Winter walk - Begin to 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/winter walk Begin to understand some 'why' questions related to own experiences 'why do we walk inside...sit down when eating? Why do we wear a coat' 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 - Develop communication, begin to use different tenses Begin to use longer sentences of 4 - With support begin conversation with an adult / friend Begin to use talk to organise selves / play	Listening, Attention and Understanding - Begin to shift attention when required by using name ⇒ Join in with key group times, listen to their teacher/friends ⇒ Follow and be redirected in play when name used - Enjoy listening to stories for a longer period and begin to retell some of what has happened ⇒ Listen to short stories with illustrations / props / sounds ⇒ Recall settings/woods/cottage/house and events ⇒ Join in text retell with some actions/Join in with repeated refrains Begin to follow an instruction with two parts ⇒ Linked to: □ daily routine □ Key Person group activities Target games/adult initiated activities 'get your coat and wait by the door' 'pick up the hen and put her on top of the box' - Understand simple questions about 'who', 'what' and 'where' ⇒ Show understanding of these questions linked to key texts ⇒ Point to and discuss characters and settings of story With support understand some 'why' questions related to text and key learning 'why are the three pigs scared?' Speaking Continue to build a wider range of vocabulary ⇒ Linked to: □ daily routine □ themes - Learn new rhyme and remember songs they have learnt ⇒ Join in with actions / props ⇒ Fill in some missing words/begin to think of their own words to add - Talk about a familiar book one-to-one and begin in a group ⇒ 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 - Within support start a conversation with an adult / friend and continue for turns With support use talk to organise selves / play i.e. act out three bears in home corner assigning roles to friends in play	Listening, Attention and Understanding - Shift attention when required by using name begin to respond ⇒ Join in with key group times, listen to their teacher/friends- for longer period of time ⇒ Follow and be redirected in play when name used - Enjoy listening to stories for a longer period and retell much of what has happened ⇒ Recall characters/main events/settings – remember much of what has happened including repeated refrains and join in with key parts Follow an instruction with two parts ⇒ Linked to: □ daily routine □ Key Person group activities Target games/adult initiated activities 'get your coat and wait by the door' 'pick up the hen and put her on top of the box' Understand simple questions about 'who', 'what' and 'where' ⇒ Show understanding of these questions linked to key texts ⇒ Point to and discuss characters and settings of story/linking to emotions ⇒ Join in text retell with some actions/Join in with repeated refrains ⇒ Understand and answer some 'why' questions- why did the caterpillar get so fat? Speaking Use a wider range of vocabulary – four to six words within a sentence ⇒ Linked to: □ daily routine □ themes - Learn new rhymes and remember songs they have learnt- discuss their likes and dislikes relating to song ⇒ Fill in some missing words/begin to think of their own words ⇒ Begin to notice the words that rhyme within the song - Talk about a familiar book one-to-one and in a group ⇒ Comment on an illustration ...picture / illustration ⇒ Favourite character / part /point of view... character / event - Develop communication developing use of different tenses/multisyllabic words i.e. aquarium/scarecrow/farmhouse/ & pronunciation - Start a conversation with an adult / friend and continue for turns More independently use talk to organise selves / play i.e. act out three bears in home corner assigning roles to friends in play

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
Self-Regulation - Show 'effortful control' ⇒ With support follow the daily routine ⇒ Begin to Play with others, sharing resources / taking turns - Begin to recognise and label feelings ... <i>happy / sad I am...</i> ⇒ Show / imitate different emotions and label - Begin to show awareness of how others might be feeling ⇒ Find and match character feelings with a facial expression - Begin to recognise that some actions can hurt the feelings of others – introduce Be Safe Be Ready Be Respectful ⇒ Identify action that made someone else upset - Begin to, with adult support find solutions to some conflicts ⇒ Sharing resources / taking turns e.g. bikes/toys/games Managing Self - Show interest in a range of experiences, indoors and outdoors ⇒ Familiar and <i>some</i> new - Begin to select and use continuous provision resources, with help when needed ... i.e apron, buckets for sand, craft, blocks, people etc ⇒ Make independent learning choices in provision ⇒ Begin to put resources back in right place once used - With support begin to follow classroom <i>routines</i> and rules - Begin to be independent within self-care routines ⇒ Toileting / Handwashing / Snack time / Outdoor time Building Relationships - Begin to play with one or more other children ⇒ Child-initiated learning / small group activities - Begin to see themselves as part of a St Paul's and wider community ⇒ Key Person group / nursery / family	Self-Regulation ⇒ Follow the daily routine ⇒ With support play with others, sharing resources / taking turns - Begin to talk about feelings ... <i>happy / sad /excited/angry/ I am.. because</i> - Begin to show awareness of how others might be feeling & respond ⇒ With support offer comfort to a child who is upset/ laugh with others ⇒ Identify feelings of main characters in texts, looking carefully at illustrations - Recognise that some actions can hurt the feelings of others – reintroduce Be Ready Be Safe Be Respectful- discuss why these are important – children to <i>discuss how to be- Safe/ready/respectful and begin to understand why important</i> ⇒ Identify action that made someone else upset - With support find solutions to some conflicts ⇒ Sharing resources / taking turns e.g. bikes/toys/games Managing Self - Show interest in a range of experiences, indoors and outdoors - Select and use continuous provision resources, with help when needed ... <i>Introduce rainbow challenges with adult support</i> ⇒ Make independent learning choices <i>begin to link new ideas i.e. want to build a house for bears so collect items I need</i> ⇒ Put resources back in right place once used - With support and reminders follow classroom <i>routines</i> and rules - More independence within self-care routines help when needed ⇒ Toileting / Handwashing / Snack time / Outdoor time ⇒ Begin to learn and understand how to make healthy choices/ toothbrushing/healthy food/drinking water Building Relationships - Play with one or more other children ⇒ Child-initiated learning / small group activities /turn taking - Talk about their community Key Person group / nursery / family - Take part in local visits in Withington community/library/pocket park/church - Engage in conversations with planned and trusted visitors/Miss Lee, parents, Lunar new year workshops, Reverand	Self-Regulation - Follow the daily routine begin to remember and discuss what comes next - Play with others, sharing resources / taking turns - Talk about feelings ... <i>happy / sad /excited/angry/worried I am.. because</i> - Show awareness of how others might be feeling and & respond - Offer comfort to a child who is upset / laugh with others - Identify feelings of main characters in texts, looking carefully at illustrations - Recognise that some actions can hurt the feelings of others – reintroduce Be Ready Be Safe Be Respectful- discuss why these are important – children to <i>discuss how to be- Safe/ready/respectful and begin to understand why important</i> - Identify action that made someone else upset - More independently find solutions to some conflicts - Sharing resources / taking turns e.g. bikes/toys/games Managing Self - Enjoying trying new experiences in and out of school- school trip and visit (with familiar adults and support) - Select and use continuous provision resources, with help when needed ... Continue and be more independent with <i>rainbow challenges</i> Make independent learning choices <i>and link new ideas i.e. I want to make a model ..I can choose resources to make it</i> Put resources back in right place begin to notice if something is not where it is supposed to be - Follow classroom <i>routines</i> and rules <i>Show increasing independence</i> within self-care routines- help when needed ⇒ Toileting / Handwashing / Snack time / Outdoor time ⇒ Discuss & make healthy choices/ toothbrushing/healthy food/drinking water Building Relationships - Play with one or more other children elaborating/extended play ideas ⇒ Child-initiated learning / small group activities /turn taking - Talk about their wider community/occupations/extended family/moving to Reception next year - Take part in local visits wider visits/ i.e. farm trip/sea life visit and be happy following direction of another helper on the trip

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
Gross Motor Skills - Continue to develop movement skills of walking and running - Negotiating space - Begin to/with support adapt speed / direction to avoid obstacles - Begin develop climbing skills - Use stairs using alternate feet - With support explore climbing frame - Begin to develop balancing skills ... <i>balance</i> - Complete low level obstacle courses with focus on stepping stones - Walk up / down a ramp - Stand still - Stand on one leg - Begin to learn to hop - Begin to develop riding skills – scooter / trike / balance bike - Begin to develop ball skills - Rolling (partner / circle games) - Kicking - Begin to use large-muscle movements to - Wave flags and streamers (<i>top to bottom / anti-clockwise</i>) - Paint and make marks (<i>top to bottom / anti-clockwise</i>) 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 fork - With support get dressed for outdoor play - Use <i>some</i> one-handed tools and equipment - Across provision: □ Pouring / filling □ Stirring / mixing □ Rolling □ Painting / Drawing / mark making ... - Hold a pen/pencil with comfortable grip when using pencils / pen - Model and encourage a tripod grip	Gross Motor Skills - Develop movement skills of walking and running, skipping, jumping- negotiating space - Develop speed / direction to avoid obstacles- add movement to avoid obstacles- jump over cone, spot - Develop climbing skills - Use stairs/ladder using alternate feet - Climb ladder on climbing frame, hold on and swing - Continue to develop balancing skills ... - Complete obstacle courses with stepping stones & hurdles begin walk along beam unaided - Walk up / down a ramp - Stand still, stand on one leg - Become confident with other balances i.e. lifting 2 body parts - Continue to learn to hop, begin to learn to skip, hop from one leg to other - Continue to develop riding skills – scooter / trike / balance bike - Stop / start - Continue to develop ball skills – Take part in weekly Coach sessions through City Sports - Kicking & Begin to catch a large ball - Begin to use large-muscle movements to - Wave flags and streamers across the <i>midline</i> - Paint/make marks across the <i>mid line not swapping</i> hands Fine Motor Skills - Learn to use the toilet with help, and then independently. - Show a preference for a dominant hand - Begin to learn to use a knife and fork, begin to cut food with support - Begin to make snips in paper- along a line - Begin to get dressed independently for outdoor play, start to pull zip up once started - With less support, use 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 - Begin to use digital grasp or modified tripod grasp	Gross Motor Skills - Show confidence with movement skills of walking and running, skipping, jumping- negotiating space - Adapt speed / direction to avoid obstacles- add movement to avoid obstacles- jump over cone, spot - Show confidence in climbing skills - Use stairs/ladder using alternate feet - Climb ladder on climbing frame, hold on and swing - Develop balancing skills ... - Complete obstacle courses with stepping stones & hurdles developing walking along beam unaided - Walk up / down a ramp/bridge made of blocks - Stand still, stand on one leg incorporate in play. i.e. musical statues - Become confident with other balances i.e. lifting 2 body parts - Developing hopping and skipping skills - Develop riding skills – scooter / trike / balance bike - Stop / start - Go around an obstacle/ride on a trike with a friend/change direction - Show confidence and enjoyment ball skills – Take part in weekly Coach sessions through City Sports - Kicking & catching a large ball - Balancing one foot and tapping a ball/dribbling a ball - Use large-muscle movements to - Wave flags/streamers/scarves across the <i>midline</i> - Paint/make marks across the <i>mid line not swapping</i> hands Fine Motor Skills - Show confidence with using the toilet – help when needed - Show a preference for a dominant hand - More independence with knife/fork/cutting food- help when needed - Cut along a straight line - Showing more independence getting dressed for outdoor play, start to pull zip up once started <i>begin to</i> close zip - Use 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- encouraging modified tripod grasp

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
Phase 1 Phonics / Reading /Comprehension Begin to develop phonological awareness Little Wandle Foundations ⇒ Join in with Phase 1 activities, aspects 1 to 6 ⇒ Distinguish between different sounds: □ Environmental Sounds □ Instrumental Sounds □ Body Percussion ...<i>instrument, sound, listen, hear, body, clap, stamp, tap, voice</i> ⇒ Rhythm and rhyme: begin to develop awareness of words that sound the same ...<i>rhyme</i> ⇒ Alliterative activities, begin to identify words starting with the same phoneme within names ...<i>start</i> ⇒ Explore and copy different voice sounds ▪ Begin to understand some of the five key concepts about print: ⇒ Handle books carefully & correctly & turn pages ⇒ Name some book parts ... <i>front cover, back cover, page, title, open, close, hold</i> ⇒ Print has meaning □ familiar logos □ environmental labels with photograph ⇒ Understand print is read left to right ...<i>start, move</i> ▪ <i>Enjoy sharing a book with an adult</i> ⇒ One to one } Fiction and ⇒ Small group time } non-fiction ▪ Begin to read own name with visual support...<i>read, recognise</i> Writing ▪ <i>Begin to ascribe meaning to their marks and drawings- For example: "That is mummy.</i> ▪ Draw circles and lines (horizontal and vertical) zig zag waves ... <i>line, across, down, circle, around</i> ▪ To begin to understand that own marks represent meaning ⇒ Point to marks ⇒ Talk about made marks ⇒ Label marks .. (verbally)	Phase 1 Phonics / Reading /Comprehension Continue to develop phonological awareness Little Wandle Foundations ⇒ 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 <i>some</i> 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 ...<i>syllable</i> ▪ Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary ... <i>see medium term planning</i> ▪ Continue to develop & understand the five key concepts about print: ⇒ Handle books carefully & correctly ⇒ Name some book parts <i>title / blurb</i> ⇒ Print has meaning – recognise some new logos ⇒ Begin to understand what a word / letter is ... <i>letter / word</i> ⇒ Know where to start reading ... <i>first, last, beginning, end</i> ▪ Read own name without visual support Writing ▪ <i>Show confidence in their marks and drawing adding meaning to them- begin to experiment with pre-writing marks although some children do not do this as part of their development</i> ▪ Begin to engage in purposeful mark marking i.e. drawing a picture for a card ▪ Begin to draw a horizontal / vertical cross  ... <i>cross and more confident with other beery shapes</i> ⇒ Begin to write first letter of name with adult support and guidance	Phase 1 Phonics / Reading /Comprehension Continue to develop phonological awareness Little Wandle Foundations ⇒ 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 ⇒ Continue to tune into alliterative words and hear and say initial sounds in words ⇒ Explore and talk about different voice sounds, enunciating some phoneme correctly ⇒ Continue to participate in oral blending / segmenting activities ... <i>blend, segment, sound out, robot arms</i> ⇒ Clap syllables in words ▪ Engage in extended conversations about stories and non-fiction texts, learning & using new vocabulary ▪ Talk confidently about and 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 ... <i>page number</i> ⇒ 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 <i>Show confidence in their marks and drawing adding meaning to them- begin to experiment with pre-writing marks although some children do not do this as part of their development</i> ▪ Begin to use some knowledge of print / letter knowledge in early writing ▪ Begin to match some graphemes to phonemes e.g. m for mummy ⇒ Be confident in drawing pre-writing shapes: <i>Vertical line, Horizontal line, Circle, Cross (+),</i> ⇒ Begin to draw these pre writing shapes- <i>Right diagonal line, Left diagonal line, Square, X shape, and Triangle.</i> ▪ Engage in purposeful early writing with adult support i.e. let's draw a card for.. ▪ Write some or all name with correct letter formation- support from adult/name card if needed

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.

See Long Term Maths Planning

UNDERSTANDING THE WORLD □ Past and Present □ People Culture & Communities □ The Natural World (Foundational links to History, Science, Geography RE)

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
Past & Present ⇒ Begin to use and understand a visual timetable to follow the daily routine...<i>now, next, lunchtime, home time, today</i> ⇒ Begin to understand that: □ Their birthdays/ key festivals are not celebrated every day □ Some days are different from others...<i>birthday - I know that my birthday is not every day.- I know how some people celebrate bonfire night.</i> ⇒ Begin to use timers for turn taking. ⇒ Begin to develop an awareness of <i>autumn and winter</i> ▪ Begin to make sense of their own life story and family history. ⇒ Begin to understand that they were once a baby/ toddler ⇒ <i>I know that I was once a baby.</i> ⇒ <i>I can talk about what I could do as a baby and what I can do now. (with support) baby, new, grow, toddler</i> ⇒ <i>Birthday Show and Tell- share pictures of their previous birthdays</i> ⇒ <i>I know that each year I get older</i> People, Culture & Communities ⇒ Learn the names of other children in my class/group ⇒ Discuss and share special moments and pictures of their family- begin to learn about how all families are different ⇒ Talk positively about similarities and difference/what makes each of us special. <i>eye/hair/skin colour- talk about respect for all</i> ⇒ Discuss their own home experience how it might be the same/different to others ⇒ Discuss different celebrations <i>Diwali, Christmas,</i> ⇒ Understand and feel a sense of belonging to <i>St Paul's Community- learn about Christian values of love and thankfulness</i> ⇒ I Know to show respect to all people and cultures ⇒ Begin to explore Children's Rights, discuss some key rights and celebrate World Children's Day ⇒ Visit from Dentist – keeping our teeth clean The Natural World ⇒ Begin to explore natural phenomena and seasons Autumn/Winter- plant bulbs ⇒ Explore seasonal changes, collect leaves and discuss, make collections of autumnal natural materials, discuss similarities/differences ⇒ Investigate the ice/snow/rain/wind discuss and watch it melt, collect rain from guttering, explore 'why is there a puddle? etc ⇒ Explore forces in water area- push and pull, if we push a boat the water pushes us back, use guttering to create a track for water	Past & Present ⇒ Begin to describe what they did in the holidays/at the weekend ⇒ Begin to predict what might happen next in the day, <i>After lunch I will...</i> ⇒ Begin to talk and discuss what happened during the day, what they experienced ⇒ Begin to show awareness that there is a sequence of events to complete an activity. Understand daytime / nighttime ...<i>day, night</i> <i>- I know it is light in the day and dark at night.</i> <i>- I can use the words day and night.</i> ⇒ Begin to recite days some days the week ...<i>names of days within songs</i> People, Culture & Communities ⇒ Begin to explore their wider community with local visits to the library/pocket park/Church and Withington ⇒ Continue to learn about a range of celebrations, Lunar New Year and learn about how it is celebrated all over the world ⇒ Recap talking positively about similarities and difference/what makes each of us special. <i>eye/hair/skin colour- talk about respect for all</i> ⇒ <i>I Know that I belong to St Paul's school- learn all of the Christian values</i> ⇒ Participate in EYFS weekly worship to celebrate our success ⇒ Learn and celebrate a range of festivals and celebrations, Easter Holi, Ramadan, Eid, Passover The Natural World ⇒ Begin to explore natural phenomena and seasons Winter/Spring- observe the changes and explore through Spring Walk ⇒ Observe the new growth in spring by completing observational drawing and hands on experiences of new growth- daffodils, blossom ⇒ Begin to learn about lifecycles i.e ducklings/chicks- exploring the names of baby animals- chick, duckling, lamb, calf and know that they are a sign of Spring ⇒ Develop an awareness of seasons and notice changes from <i>winter to spring.. discuss how over time trees have changed</i> <i>I know that the trees lost their leaves but now they are growing back.</i> ⇒ Explore changes through materials and foods such as cooking.e.g..changes from dough to bread, PVA glue when it dries etc ⇒ <i>Take part in British Science Week</i>	Past & Present ⇒ Describe what they did in the holidays/at the weekend ⇒ Discuss own experiences with family in wider context i.e. grandparents etc ⇒ More confidence in predicting what might happen next in the day, <i>After lunch I will...</i> ⇒ Begin to talk and discuss what happened during the day, what they experienced ⇒ Begin to show awareness that there is a sequence of events to complete an activity. ⇒ Begin to understand words such as yesterday and today <i>I know that we planted a seed yesterday and today we will water it</i> ⇒ Show more confidence in reciting some days the week ...<i>names of days using songs to help</i> Begin to reflect on all we have done over the year and think of what will happen next year as we move to Reception People, Culture & Communities ⇒ Explore their wider community with trip e.g. to farm ⇒ Be more confident with local area and our School and playground ⇒ Begin to make a simple map with discussing a familiar route ⇒ Continue to learn about countries of the world through stories and topics such as oceans ⇒ Recap talking positively about similarities and difference/what makes each of us special. <i>eye/hair/skin colour- talk about respect for all</i> ⇒ <i>I Know that I belong to St Paul's school- learn all of the Christian values</i> ⇒ Participate in EYFS weekly worship to celebrate our success/values and belonging to St Paul's ⇒ Begin to learn discuss and show interest in a range of occupations e.g. fire officer/teacher/hospital workers and begin to think about what they do and why it is important The Natural World ⇒ Begin to explore natural phenomena and seasons Spring/Summer- observe the changes and explore through summer walk ⇒ Observe the new growth by planting seeds and learning to care for them- beginning to name parts of the plant ⇒ Explore the lifecycle of a seed ⇒ Continue to learn about lifecycles such as tadpoles, farm animals and exploring and naming animals and their young ⇒ Develop an awareness of seasons and notice changes from <i>spring/summer</i> ⇒ <i>I know we need to keep safe in the sun wearing a hat/the weather is hotter</i> ⇒ <i>Begin to care about the environment and understand how to look after the planet, recycling/World Oceans Day etc</i>

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials / Visual Arts (Foundational Art and D&T)

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
Drawing & Painting: Offer a variety of □ mark-making objects of different thickness (e.g. sticks, cotton buds, chalks, crayons, pencils, charcoal, brushes) □ surfaces e.g. papers, card, recycled materials, foil, corrugated card, old maps □ inside and outside experiences on a large and small scale □ collaborative projects		
- Explore mark-making: ⇒ As early gestures of drawing (e.g. making horizontal lines, circular marks) ...<i>line, circle</i> *See PD Fine Motor ⇒ In a variety of contexts (e.g. scribbles in response to music) - Experiment with the marks that can be made with different mark makers, on a range of surfaces, finding ways to control the mark-maker. - Choose and explore a variety of colour medium, colour mixing on a variety of surfaces. ... <i>colour names</i>	- Use mark-making to: ⇒ Represent simple forms and movement ⇒ Create shorter lines, curves, enclosed circles; discovering that lines can make shapes - Experiment with more of a variety of marks, that can be made with different mark-makers, on a range of surfaces. Use mark-makers with increasing confidence and control. - Explore mixing colours, begin to talk about / name colours and observe the changes... <i>Colour names</i>	- Draw lines and shapes to: ⇒ Represent simple forms and movement ⇒ Record observations and feelings; adding meaning to pictures (e.g. draw a person using a circle for a head and straight lines for limbs) .. <i>feel</i> ⇒ Draw from imagination, using simple abstract lines and shapes - In painting, begin to be able to select a brush, '<i>dip, draw, wash and wipe</i>' technique to keep colours clear. Become more confident in using different mark-makers with increasing control and efficiency. - Become more selective of colours to achieve a desired effect.
Printing: Introduce processes and revisit through the year: printing with thumbs / fingers / everyday objects (natural and man-made), explore marks made by rolling objects in paint (e.g. marbles, toy cars).		
Explore and respond to different textures, colours and patterns through simple print-making, developing fine motor skills to grip and hold. ...<i>press, hold still, print</i>	Explore with natural and man-made objects, printing on different surfaces 2D & 3D. Observe that printing means an image can be repeated. ... <i>repeat</i>	Use printing techniques with increasing independence to make patterns and pictures, showing efficient fine motor skills.
3D Art (modelling & sculpture): □ Include malleable, construction and loose parts model-making □ Explore skills such as joining, stacking, re-shaping and using simple tools □ Offer a variety of natural and man-made materials (e.g. 'junk' recycled materials, twigs, shells) □ Provide small and large scale projects (indoors & outdoors), including some collaborative		
Clay/Playdough: Explore properties e.g. poking, pulling, pinching, squeezing, patting. ...<i>poke, pull, pinch, squeeze, pat</i> Loose Parts: Explore properties of different object /materials: moving, combining, lining up and stacking. ... <i>line up, stack</i>	⇒ Clay/Playdough: Explore properties further and create different surface textures. Use simple tools to shape & mould, e.g. begin to roll sausages and ball shapes. ...<i>shapes</i> Loose Parts: Begin to use selected parts to create simple constructions and models. Use simple tools to <i>join, fix, cut</i> etc.	Clay/Playdough: Make a clay form & manipulate it with fingers to suggest a subject. Loose Parts: <i>Begin to</i> make constructions and models with a purpose, deciding / planning what to make. Use tools with increasing control to support model-making.
Collage: Offer variety of: □ materials e.g. textured paper, recycled material, cloth scraps, buttons, natural resources (leaves, shells, petals, pebbles) □ tools e.g. scissors, glue sticks. □ experiences e.g. light box.		
Use different senses to explore texture. Explore pasting or assembling paper cut-outs onto a surface. ... <i>glue, spread, stick</i>	Begin to use tools to help fix, join and cut. Begin to affect change on materials e.g. crumpling, tearing, cutting. ... <i>scrunch, tear</i>	Find, collect, arrange and stick material onto a surface to make a picture or pattern

EXPRESSIVE ARTS & DESIGN □ Being Imaginative & Expressive (Foundational Music, Dance and Drama)

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
▪ Begin to take part in pretend play linked to my interests and themes ... ⇒ Imitate home experiences (home corner) ⇒ Imitate life experiences linked to different seasons ⇒ Celebrations: Birthday party/Christmas ... <i>cards / presents</i> ▪ Begin to create own small world scenes <i>linked to interests</i> ▪ Begin to create simple stories using small world ⇒ Imitate own experiences (my home / nursery) ⇒ Autumn walk ... <i>people, trees, animals ...</i> ▪ Listen with increased attention to sounds ⇒ Tune into body percussion sounds ... <i>body parts</i> ⇒ Begin to move to a steady beat ... <i>beat / march ...</i> ▪ Sing and remember some simple rhymes and songs ▪ Play instruments with increasing control ⇒ Free exploration of musical instruments ⇒ Learn to play: □ <i>tap</i> □ <i>bang</i> □ <i>shake</i>	▪ Begin to take part in pretend play linked to my interests and themes ... ⇒ Imitate home experiences (home corner) ⇒ Imitate life experiences linked to different seasons ⇒ <i>Traditional Tales...characters, props narratives,</i> ▪ Create own small world scenes <i>linked to interests</i> ▪ Begin to create more complex stories using small world ⇒ Imitate own experiences (stories characters, places & settings + own interests) ⇒ Spring ... <i>people, trees, animals ...</i> ▪ Listen with increased attention to sounds ⇒ Move to a steady beat ... <i>beat / march ...</i> ▪ Sing and remember some simple rhymes and songs ⇒ Being to sing at different pitch (high voice/low voice/singing voice) ⇒ Explore different voice sounds ▪ Play instruments with increasing control ⇒ Play along with a familiar song ⇒ Learn to play <i>fast/faster/slow/slower</i> ⇒ Begin to stop and start with red and green sign	▪ Show confidence in taking part in pretend play linked to my interests and themes ⇒ Imitate home experiences (home corner) ⇒ Imitate life experiences linked to different seasons & experiences ⇒ <i>Farm stories/ocean/world/characters, props narratives,</i> ▪ Create own small world scenes <i>linked to interests</i> ▪ Create more complex stories using small world ⇒ Imitate own experiences (stories characters, places & settings + own interests) ⇒ Summer ... <i>people, trees, animals ...</i> ▪ Listen with increased attention to sounds ⇒ Move to a steady beat ... <i>beat / march ...</i> ⇒ Respond to what they have heard sharing likes/dislikes/ ideas and feelings ▪ Remember and sing a range of entire songs and rhymes ⇒ Sing at different pitch (high voice/low voice/singing voice) ⇒ Explore different voice sounds ▪ Play instruments with increasing control ⇒ Play to express feelings and ideas ⇒ Learn to play <i>fast/faster/slow/slower</i> ▪ Stop and start with red and green sign

EVALUATION:

AUTUMN TERM:

SPRING TERM:

SUMMER TERM: