






Nursery Long Term Plan 2025-2026 (updated 10.11.25)

This long-term plan shows the objectives (including knowledge and skills) that children will learn each half-term. Lessons/activities will be planned around the objectives and will match the children's needs and interests.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall Themes	All About Me 	Celebrations 	Traditional tales 	Insects & Minibeasts 	Under the sea 	Journeys/Moving On 
Role play area	Home Corner	Party / Santa's Grotto	Bakery	Minibeast investigation lab /cafe	Under the sea role play	Packing for a journey - suitcases, maps, tickets etc OR Packing for a bear hunt
Key texts	Nursery Rhymes Happy to Be Me What Makes me a me Funny Bones	Leaf Man Tough Guys Are Superheroes Too We're Going to a Birthday Party Jesus' Christmas Party Dear Santa	The Gingerbread Man Little Red Riding Hood Goldilocks and the Three Bears	Mad About Minibeasts! The Very Busy Spider The Very Hungry Caterpillar	Jolly Olly Octopus Sharing a Shell Rainbow Fish	The Gruffalo We're going on a Bear Hunt Giraffe's can't dance
Supporting texts (Need to finish & add non-fiction) Diverse books	And Tango Makes Three The Family Book 5 Senses All about me	We're Going on a Leaf Hunt Superhero Stories Christmas Stories	Little Red Riding Hood Cinderella The billy Goats Gruff Goldiluck and the three Pandas	Binky's Time to Fly Walter's Wonderful Web Ben Plant's a Butterfly Garden Superworm	Somebody Swallowed Stanley TBC as swapped Crab and Clem (non fiction environment linked) Norman	All Aboard for the Bobo Road Rosie's Walk Starting Reception (ebook available on twinkl)
Trips/Visitors	Visit from librarian	Visit from Father Christmas	Visit from member of community to talk about & help with baking	Animal Club Educational Visit Minibeast hunt around school grounds- Zoo Lab	Mystery Reader to read Sea Themed Story Blue planet trip Visit from librarian	Visit from new reception teacher Walk to local woodland area to have a 'bear hunt'/bear picnic
Celebrations / Festivals /	Birthdays National poetry day Black history month	Harvest Festival Diwali/Holi Christmas	World religion day Children's mental health week - P2B	World book day (4.3) Science week (5.3)	Technology Day Walk to School Week (17 th -21 st May)	Sports day Transition Children's art week

Special Events	Bonfire night	Remembrance Day Bonfire night Birthdays World Mental Health Day- 10 th Oct World Kindness Day- 13 th Nov World Diabetic Day- 14 th Nov	Shrove Tuesday Chinese New Year Celebration Event Storyteller's Chair Technology Day Valentines Day	Easter- Egg Hunt and Bunny. Mother's Day	Eid Father's Day	End of year parties (Teddy Bears' Picnic)
Parents/ Carers/ Guardians Involvement	Autumn/Clever Fingers Stay and Play Reading Workshop Black History Month gallery in hall Parent's evening	Celebrations Stay and Play Christmas theme Christmas sing-a-long assembly	Maths stay and play workshop Once Upon A Time Day with Traditional Tale Activities	Clever Fingers Workshop Easter Stay and Play Bring a bug to Nursery	Parents' evening Come and look at my learning morning.	Sports day End of year assembly Transition meeting- Mouse Club
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Listening, attention and understanding	<ul style="list-style-type: none">Pay attention to one thing at a time<ul style="list-style-type: none">⇒ Listen 1:1 to develop independence within daily routine⇒ Participate in short multi-sensory Key Person group timeEnjoy listening to stories and begin to remember much of what happens<ul style="list-style-type: none">⇒ Listen to short stories with illustrations / props / sounds⇒ Recall key events / name key characters⇒ Begin to join in text retell with some actionsFollow an instruction with one part<ul style="list-style-type: none">⇒ Linked to: □ daily routine □ Key Person group activitiesUnderstand simple questions about 'who', 'what' and 'where'<ul style="list-style-type: none">⇒ Get to know: □ one another □ new learning space⇒ Find body / move different body partsBegin to understand some 'why' questions related to own experiences		<ul style="list-style-type: none">Enjoy listening to stories & remember much of what happensBegin to shift attention from one thing to another when needed and given a promptBegin to understand and follow a two-part instructionUnderstand some 'why' questionsBegin to show an understanding of some prepositionsBegin to listen to others in a small group		<ul style="list-style-type: none">Enjoy listening to longer stories (with increased attention) and can remember much of what happensShift their attention from one thing to another when needed and given a promptUnderstand and follow a two-part instructionUnderstand and respond confidently to simple 'why' questionsShow an understanding of some prepositionsListen to others in a small group	
Speaking	<ul style="list-style-type: none">Begin to use a wider range of vocabulary		<ul style="list-style-type: none">Use a wider range of vocabulary		<ul style="list-style-type: none">User a wider range of vocabulary in a range of contexts	

	<ul style="list-style-type: none"> ⇒ Linked to: □ daily routine □ themes ▪ Learn new rhyme and begin to develop a repertoire of songs <ul style="list-style-type: none"> ⇒ Join in with actions / props ⇒ Fill in some missing words ▪ Begin to talk about a familiar book one-to-one <ul style="list-style-type: none"> ⇒ Comment on an illustration ...<i>picture / illustration</i> ⇒ Favourite character / part ... <i>character / event</i> ▪ Develop communication, begin to use different tenses ▪ Begin to use longer sentences of 4/6 words ▪ Start a conversation with an adult / friend ▪ Begin to use talk to organise selves / play 	<ul style="list-style-type: none"> ▪ Continue to develop and sing a repertoire of songs ▪ Sing a range of rhymes/songs as part of a group ▪ Talk about a familiar book and begin to tell a simple story ▪ Continue to develop communication, using future and past tense (not always correctly) ▪ Use longer sentence of 4/6 words ▪ Begin to join sentences with and ▪ Start a conversation with an adult / friend and begin to continue it with many turns ▪ Use talk to organise selves / play ▪ Begin to retell a simple past event in correct order ▪ Begin to express a point of view 	<ul style="list-style-type: none"> ▪ Sing a large repertoire of songs ▪ Sing a range of songs/rhymes as part of a group and independently ▪ Talk about a familiar book and tell a longer story ▪ Develop communication, begin to use a wider range of tenses (with correct use of most tenses) ▪ Use sentences joined by other words such as like / because ▪ Start a conversation with an adult / friend & continue it with many turns ▪ Retell a simple past event in correct order ▪ Use talk more confidently to organise selves / play ▪ Express a point of view & debate when they disagree with an adult /friend, using words as well as actions
Personal, Social and Emotional Development	Think Equal Texts		
Self-regulation	<ul style="list-style-type: none"> ▪ <i>Show 'effortful control'</i> <ul style="list-style-type: none"> ⇒ With support follow the daily routine ⇒ Play with others, sharing resources / taking turns ▪ Begin to talk about feelings ... <i>happy / sad / because</i> <ul style="list-style-type: none"> ⇒ Show / imitate different emotions and label ⇒ I am happy / sad because ▪ Begin to show awareness of how others might be feeling <ul style="list-style-type: none"> ⇒ Offer comfort to a child who is upset / laugh with others ⇒ Identify feelings of main characters in texts, looking carefully at illustrations ▪ Begin to recognise that some actions can hurt the feelings of others <ul style="list-style-type: none"> ⇒ Identify action that made someone else upset ▪ With support begin to find solutions to some conflicts <ul style="list-style-type: none"> ⇒ Sharing resources / taking turns e.g. bike track 	<ul style="list-style-type: none"> • Talk about feelings using words like 'happy' and 'sad' and begin to use other words • With support begin to understand and talk about how others might be feeling and the reasons why • Begin to help to find solutions to conflicts and rivalries. <i>For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i> • With support begin to talk with others to resolve conflicts 	<ul style="list-style-type: none"> • Talk about their feelings using a range of words • Begin to understand how others might be feeling. • Help to find solutions to conflicts and rivalries. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts.
Managing self	<ul style="list-style-type: none"> ▪ Show interest in a range of experiences, indoors and outdoors <ul style="list-style-type: none"> ⇒ Familiar and some new ▪ Begin to select and use continuous provision resources, with help when needed ... <i>resources</i> 	<ul style="list-style-type: none"> • Begin to select and use activities and resources to achieve a set goal • Settle to an activity of choice for some time 	<ul style="list-style-type: none"> ▪ Select and use activities and resources, with help when needed - to achieve a goal they have chosen, or one which is suggested to them. ▪ Settle to an activity for some time

	<ul style="list-style-type: none"> ⇒ Make independent learning choices ... <i>learning / play</i> ⇒ Put resources back in right place once used ▪ <i>With support begin to</i> follow classroom <i>routines</i> and rules ▪ <i>Begin to</i> be independent within self-care routines <ul style="list-style-type: none"> ⇒ Toileting / Handwashing / Snack time / Outdoor time 		<ul style="list-style-type: none"> • Increasingly follow classroom <i>routines</i> and rules (<i>with reduced practitioner guidance</i>) • <i>Develop independence</i> within self-care routines 		<ul style="list-style-type: none"> ▪ Increasingly follow rules, understanding why they are important. ▪ Do not always need an adult to remind them of a rule. ▪ Be increasingly independent in meeting own care needs ▪ Make healthy choices about food, drink, activity and toothbrushing. 	
Building relationships	<ul style="list-style-type: none"> ▪ <i>Begin to play</i> with one or more other children <ul style="list-style-type: none"> ⇒ Child-initiated learning / small group activities ▪ <i>Begin to</i> see themselves as part of a community <ul style="list-style-type: none"> ⇒ Key Person group / nursery / family 		<ul style="list-style-type: none"> • Play with one or more other children • Take play in pretend play with one or more children • See themselves as part of a community • <i>Begin to</i> share and take turns with others • <i>Begin to</i> extend and elaborate play ideas with others 		<ul style="list-style-type: none"> • Develop sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. 	
Physical Development	Movement: Understand how to negotiate space and move accordingly. be able to use and remember a sequence and patterns of movements which are related to music and rhythm B	Ball Skills and Games: Penalty shoot out in net. Throwing and catching. Dribbling balls around cones. Start to take part in group activities which they make up themselves, or in teams eg Hide and Seek, Chilli Beans etc Parachute Games	Gymnastics: Skip, hop, stand on one leg and hold a pose eg Yoga and meditation Hop Little Bunnies etc	Balance and Movement: Riding scooters/trikes and bikes) Balance Bikes Soccer Superstars- Jordan) Decide whether to run/walk or crawl across a plank	Dance: be able to use and remember a sequence and patterns of movements which are related to music and rhythm Introduce Butterfly Dance using streamers and flags Use large muscle movements to do Write Dance etc	Games Learn to take part in team games such as tunnel games. Tug of War Mini Hurdles, relay races and bean bag throwing over distance Sport's Day
Gross Motor Skills <i>The children have access to the outdoor provision whereby gross motor skills are also used, such as the climbing frame, bikes, pouring water, hoops, obstacle courses, large construction, push and pull items, and team games.</i>	<ul style="list-style-type: none"> ▪ <i>Continue to</i> develop movement skills of walking and running <ul style="list-style-type: none"> ⇒ Negotiating space ⇒ <i>Begin to</i> adapt speed / direction to avoid obstacles ▪ <i>Continue to</i> develop climbing skills <ul style="list-style-type: none"> ⇒ Use stairs using alternate feet ⇒ <i>With support</i> explore climbing frame ▪ <i>Continue to</i> develop balancing skills ... <i>balance</i> <ul style="list-style-type: none"> ⇒ Complete low level obstacle courses ⇒ Walk up / down a ramp ⇒ Stand still ⇒ Stand on one leg ▪ <i>Begin to</i> learn to hop ▪ <i>Continue to</i> develop riding skills - scooter / trike / balance bike <ul style="list-style-type: none"> ⇒ Use bike track: □ following track □ right direction ⇒ Stop / start ▪ <i>Continue to</i> develop ball skills <ul style="list-style-type: none"> ⇒ Rolling (partner / circle games) 		<ul style="list-style-type: none"> ▪ <i>Continue to</i> develop movement of walking and running ▪ <i>Continue to</i> develop climbing skills ▪ <i>Continue to</i> develop balancing skills ▪ Learn to hop ▪ <i>Begin to</i> learn to skip ▪ <i>Continue to</i> develop riding skills ▪ <i>Continue to</i> develop ball skills ▪ Use large muscle movements ▪ <i>Begin to</i> remember some sequences and patterns of movement related to music and rhythm ▪ <i>Begin to</i> take part in some group team activities ▪ <i>Begin to</i> match developing physical skills to tasks and activities in setting ▪ Choose the right resource to carry out chosen plan ▪ <i>Begin to</i> collaborate with others to manage large items 		<ul style="list-style-type: none"> ▪ <i>Begin to</i> refine movement of walking and running ▪ <i>Begin to</i> refine climbing skills ▪ <i>Begin to</i> refine balancing skills ▪ Learn to skip ▪ <i>Continue to</i> develop riding skills ▪ <i>Continue to</i> develop ball skills ▪ Use large muscle movements ▪ Remember some sequences and patterns of movement related to music and rhythm ▪ Take part in some group team activities ▪ Match developing physical skills to tasks and activities in setting ▪ Choose the right resource to carry out chosen plan ▪ Collaborate with others to manage large items 	

	<ul style="list-style-type: none"> ⇒ Kicking ▪ Begin to use large-muscle movements to <ul style="list-style-type: none"> ⇒ Wave flags and streamers (top to bottom / anti-clockwise) ⇒ Paint and make marks (top to bottom / anti-clockwise) 		
Fine Motor Skills	<ul style="list-style-type: none"> ▪ Learn to use the toilet with help, and then independently. ▪ Begin to show a preference for a dominant hand ▪ Begin to learn to use a knife and fork ▪ Begin to get dressed independently for outdoor play ▪ Use some one-handed tools and equipment <ul style="list-style-type: none"> ⇒ Across provision: □ Pouring / filling □ Stirring / mixing □ Rolling □ Painting / Drawing / mark making ... ▪ Begin to develop a comfortable grip when using pencils / pen <ul style="list-style-type: none"> ⇒ Model and encourage a tripod grip 	<ul style="list-style-type: none"> • Show preference a for a dominant hand • Continue to learn to use a knife and fork • Increase independence getting dressed and undressed • Use a range of one-handed tools and equipment • Continue to develop a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> ▪ Use one-handed tools and equipment. ▪ Eat independently using a knife and fork ▪ Be increasingly independent getting dressed and undressed ▪ Use a comfortable grip with good control when holding pens and pencils.
Literacy <i>Please see separate Literacy LTP for more detail</i>			
Reading Comprehension / word reading	<ul style="list-style-type: none"> ▪ Begin to develop phonological awareness <ul style="list-style-type: none"> ⇒ Join in with Phase 1 activities, aspects 1 to 6 - Distinguish between different sounds: □ Environmental Sounds □ Instrumental Sounds □ Body Percussion - Rhythm and rhyme: begin to develop awareness of words that sound the same - Alliterative activities, begin to identify words starting with the same phoneme within names - Explore and copy different voice sounds ▪ Begin to understand some of the five key concepts about print: <ul style="list-style-type: none"> ⇒ Handle books carefully & correctly ⇒ Name some book parts ... <i>front cover, back cover, page, title</i> ⇒ Print has meaning □ familiar logos □ environmental labels with photograph ⇒ Understand print is read left to right . ▪ Enjoy sharing a book with an adult (fiction & non-fiction) <ul style="list-style-type: none"> ⇒ One to one & Small group time ▪ Begin to read own name with visual support 	<ul style="list-style-type: none"> ▪ Continue to develop phonological awareness <ul style="list-style-type: none"> ⇒ Join in with P1 activities, aspects 1 to 7 - Listen, remember & talk about different sounds: □ Environmental □ Instrumental □ Body Percussion - Rhythm and rhyme: develop awareness of words that sound the same - Tune into alliterative words, begin to identify / hear some initial phonemes in words - Explore and begin to talk about different voice sounds - Begin to participate in oral blending/segmenting activities - Clap syllables in own name ▪ Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary ▪ Continue to develop an understand the five key concepts about print: 	<ul style="list-style-type: none"> ▪ Develop phonological awareness <ul style="list-style-type: none"> ⇒ Join in with P1 activities, aspects 1 to 7 - Listen, remember & talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion - Talk about rhyming words and begin to create rhyming strings - Hear and say initial sounds in words - Explore and talk about different voice sounds, enunciating some phoneme correctly - Participate in oral blending/segmenting activities - Clap syllables in words ▪ Engage in extended conversations about stories and non-fiction texts, learning & using new vocabulary ▪ Use the five key concepts about print: <ul style="list-style-type: none"> ⇒ 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

	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ⇒ Handle books carefully & correctly ⇒ Name some book parts <i>title / blub</i> ⇒ Print has meaning - recognise some new logos ⇒ <i>Begin to</i> understand what a word / letter is ... <i>letter / word</i> ⇒ Follow print left to right and <i>begin to</i> use 1:1 correspondence ⇒ Know where to start reading ... <i>first</i> 	
Writing	<ul style="list-style-type: none"> ▪ Add some marks to their drawings, which they give meaning to. For example: "That says mummy." ▪ Make marks on picture to represent name ▪ <i>Begin to</i> attempt to write name with some recognisable letters <ul style="list-style-type: none"> ⇒ First letter of name ▪ To begin to understand that own marks represent meaning <ul style="list-style-type: none"> ⇒ Point to marks ⇒ Talk about made marks ⇒ Label marks 	<ul style="list-style-type: none"> ▪ <i>Begin to</i> use some print / letter knowledge in writing <ul style="list-style-type: none"> ⇒ Symbols - lines / circles ⇒ Recognisable letters ⇒ Left to right directionality ⇒ Top to bottom directionality ▪ <i>Begin to</i> engage in purposeful mark marking ▪ Attempt to write name, using name card, with some recognisable letters, some correctly formed 	<ul style="list-style-type: none"> ▪ Use knowledge of print / letter knowledge in writing <ul style="list-style-type: none"> ⇒ Recognisable letters ⇒ Left to right / top to bottom directionality ⇒ Top to bottom directionality ▪ <i>Begin to</i> match some letters to phonemes e.g. m for mummy ▪ Engage in purposeful early writing <ul style="list-style-type: none"> ⇒ Write name, from memory, with correct letter formation
Mathematics Please see separate Maths LTP for more detail			
Number & Numerical Pattern	<ul style="list-style-type: none"> ▪ <i>Begin to</i> compare quantities ... <i>group, lots, more, same, less</i> <ul style="list-style-type: none"> ⇒ Sort, match and label groups ⇒ Find the group with more / the same / less ▪ Notice, identify and talk about patterns around them <ul style="list-style-type: none"> ⇒ Clothing ⇒ Autumn ▪ <i>Begin to</i> copy and talk about a pattern - <i>ABAB</i> <ul style="list-style-type: none"> ⇒ Patterns with objects / actions ⇒ Give pattern a name ▪ <i>Begin to</i> recite numbers to 5 in correct order ▪ Explore 1:1 correspondence <ul style="list-style-type: none"> ⇒ Heuristic play free exploration ▪ <i>Begin to</i> say one number for each item to 3 <ul style="list-style-type: none"> ⇒ Join in with number rhymes / songs with props & actions 	<ul style="list-style-type: none"> ▪ Name and talk about patterns ▪ Continue and talk about a pattern - <i>ABAB</i> ▪ Recite numbers to 5 ▪ Join in with number rhymes to 5 using props and fingers ▪ Use fingers to represent numbers with <i>increasing accuracy</i> ▪ Use some numbers names in play <i>with some accuracy</i> ▪ Sort and match objects accordingly e.g. <i>size / shape</i> ▪ <i>Begin to</i> compare quantities using ... <i>more than / fewer than</i> ▪ Fast recognition of objects up to 1 and sometimes 2 - subitising ▪ <i>Begin to</i> count up to sets of 5 objects (1:1 correspondence) 	<ul style="list-style-type: none"> ▪ Recite numbers past 5 ▪ Fast recognition of up to 3 objects - subitising ▪ Say one number for each item in order: 1,2,3,4,5. ▪ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). ▪ Show 'finger numbers' up to 5. ▪ Link numerals and amounts up to 5 ▪ Experiment with own symbols and marks as well as numerals. ▪ Solve real world mathematical problems with numbers up to 5 ▪ Compare quantities using language: 'more than', 'fewer than'

SSM (not ELG)	<ul style="list-style-type: none">⇒ Use some number names in play▪ Begin to select shapes for appropriate tasks<ul style="list-style-type: none">⇒ Show interest in shapes in the environment⇒ Manipulate and turn shapes▪ Begin to talk about shapes <i>round, pointy, spotty, stripy</i>▪ Make comparisons between objects using appropriate vocabulary<ul style="list-style-type: none">⇒ Size ... <i>big / small / bigger / smaller</i>▪ Understand positional language within daily routine ... <i>in / on / under</i>▪ Begin to understand the language of time within the daily routine ... <i>next, later, after</i>	<ul style="list-style-type: none">▪ Begin to represent numbers with marks⇒ Select shapes appropriately <i>in a range of contexts</i>⇒ Begin to combine shapes to make new ones⇒ Talk about shapes⇒ Make comparisons between objects using appropriate vocabulary⇒ Understand positional language⇒ Begin to use <i>some</i> language of time within the daily routine⇒ Begin to describe a familiar route⇒ Begin to describe a sequence of events ... <i>first, next</i>	<ul style="list-style-type: none">▪ Talk about and explore 2D and 3D shapes▪ Understand position through words▪ Describe a familiar route▪ Make comparisons between objects relating to size, length, weight and capacity▪ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.▪ Combine shapes to make new ones▪ Talk about and identifies the patterns around them.▪ Extend and create ABAB patterns▪ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'			
Understanding the World	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.					
General theme for half-term (not always linked to each strand)	All About Me	Celebrations	Traditional tales	Insects & Minibeasts	Under the sea	Journeys/Moving On
Past and Present	<ul style="list-style-type: none">- Talk about their families- Begin to name members of their immediate family (e.g. mum, dad, brother, sister, grandparents)- Understand the terms: grow, baby, new, older, younger- Understand who is older and younger than them in their family	<ul style="list-style-type: none">- Understand why we celebrate birthdays and talk about how they/their family have celebrated birthdays in the past (link to getting older)	<ul style="list-style-type: none">- Talk about how they have changed since they were a baby (use stories to compare).- Talk about fictional characters and how their lives are different (trad tales)	<ul style="list-style-type: none">- Understand the life-cycle of a butterfly (use <i>Butterfly Garden & Hungry Caterpillar</i>)- Talk about how plants grow over time	<ul style="list-style-type: none">- Talk about experiences of their own lives (children talk about what they did over Easter)	<ul style="list-style-type: none">- Talk about their year in nursery and memories they have (make passport for new teacher)- Understand how they are different now to when they started Nursery- Begin to get an idea of the passage of time and chronology.- Begin to make sense of their own life story and family's history
People, Culture and Communities	<ul style="list-style-type: none">- Talk about who is special to them and why- Understand that they are part of a class which is part of the school community (<i>Learn about key staff members</i>)- Talk about and describe different types of houses including where they live	<ul style="list-style-type: none">- Know what a celebration is- Begin to understand what a belief is and that people have different beliefs.- Understand why and how people celebrate Christmas and Diwali	<ul style="list-style-type: none">- Talk about celebrations from different cultures including Chinese New Year,- Begin to develop positive attitudes about the differences between people	<ul style="list-style-type: none">- Show an interest in different occupations including people who help us (invite speakers in)	<ul style="list-style-type: none">- Compare their house to a character's house (Crab's shell)- Know that they live in Wythenshawe	<ul style="list-style-type: none">- Talk about their journey to nursery and who helped them (parents, crossing patrol person).- Talk about common types of transport and how people use them for journeys (cars, buses, trams, places)- Continue developing positive attitudes about the differences between people.

		- Create models from a different culture (diva clay pots link EAD)	(similarities/ differences of peers)			- Know that there are different countries in the world and talk about some of the differences (experiences or photos)
Natural World	<ul style="list-style-type: none"> - Talk about what they see in their own environment (school/home - walk around the school environment) - Identify and name: trees, conkers, acorns, leaves, grass, hedge, stones, shells, branches - Investigate and explore natural objects (collected during walk for rubbing/patterns) - Talk about the weather and Autumn 	<ul style="list-style-type: none"> - Talk about different materials/textures and how they feel (<i>including natural objects e.g. twigs, mud, rocks, sticks, sand, pebbles, leaves</i>) - Begin to explore what happens when something is frozen/thawed (describe & explore ice) - Use senses to begin explore the difference between liquids and solids (make jelly and talk about what happens) 	<ul style="list-style-type: none"> - Investigate what happens during cooking when different ingredients are combined (baking gingerbread men & porridge - discuss heating/cooling) - Begin to understand the changes that take place during cooking. - Talk about the differences between materials and changes they notice 	<ul style="list-style-type: none"> - Name and identify insects and minibeasts (<i>including spider, ladybird, butterfly, moth, bee, wasp, slug, beetle, snail, woodlouse</i>) - Begin to understand the need to respect and care for the natural environment and all living things. - Understand the difference between plants and animals - Understand why and how we look after plants - Plant seeds and care for growing plants (<i>Gardening week</i>) - Understand the life cycle of a plant 	<ul style="list-style-type: none"> - Make observations of different sea creatures and discuss how they are different (<i>make a Rainbow Fish EAD</i>) - Begin to understand which materials float and sink (<i>make a boat for Nemo</i>) - Continue to talk about the differences between materials and changes they notice (freeze small world sea creatures and put in sun) - Explore and talk about different forces they can feel (water pushing boat back up, magnets, push/pull) 	<ul style="list-style-type: none"> - Begin to understand changes in night and day / light and dark / sun and moon (<i>camping out den activity</i>) - Understand how we can see in the dark - explore how a torch works - Investigate shadows using torches
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.					
	All About Me	Celebrations	Traditional Tales	Minibeasts	Under the Sea	Moving On/Journeys
Creating with Materials Main artwork focus for each half-term	<u>Self-portraits (draw/paint)</u> <ul style="list-style-type: none"> • Begin to understand how to hold a paint brush • Draw on a large scale a simple circle/face to represent themselves • Use more than one colour in their paintings • Begin to use lines/circles to help guide where to paint 	<u>Printing - celebration banner for Kipper's birthday</u> <ul style="list-style-type: none"> • Name and recognise the colours: red, green, yellow and blue • Explore colour and colour mixing • Explore printing with different objects 	<u>Traditional tale animal masks (using paper plates, junk material etc)</u> <ul style="list-style-type: none"> • Design an animal mask by creating a simple drawing • Begin to develop their own ideas about what they want to create 	<u>Butterfly symmetry cards</u> <ul style="list-style-type: none"> • Draw an outline of a butterfly • Name and recognise the colours: orange, pink, white, black, brown, grey • Explore paint using fingers and other parts of their bodies 	<u>Shell pictures - drawing/printing</u> <ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects (shells) • Draw the outline of a shell and begin to add detail (observational drawings) 	<u>Collage of themselves/ special things for new teacher</u> <ul style="list-style-type: none"> • Design a collage of things like they/people who are special to them • Select pictures from magazines, catalogues, photographs etc • Cut out pictures to use for the collage • Talk about their collage and why they chose each item/picture

(objectives linked to each piece of artwork)	<u>Autumnal rubbings and collage</u> <ul style="list-style-type: none">• Explore and collect natural materials• Create rubbings using materials found outdoors (leaf, bark etc)• Explore different materials freely, to develop their ideas about how to use them and what to make• Arrange natural materials then use glue to create a collage	including vegetables and leaves <u>Diwali clay pots</u> <ul style="list-style-type: none">• Practise making different shapes using playdough• Mould, press and pinch clay• Mould clay to create a simple pot shape• Make imprints on the pot and select materials to decorate	<ul style="list-style-type: none">• Select appropriate materials to decorate the mask e.g. wool for hair, bottle tops for eyes <u>Gingerbread men (drawing/decorating)</u> <ul style="list-style-type: none">• Experiment with different mark making tools to draw and create• Use chalk to draw horizontal and vertical lines, squiggles and zigzags• Select materials to decorate (buttons, glue)	as well as brushes and other tools <ul style="list-style-type: none">• Create symmetrical patterns by painting one side of the butterfly and folding (with support) <u>Caterpillar models using junk materials (egg boxes, pipe cleaners etc)</u> <ul style="list-style-type: none">• Select appropriate materials to represent a caterpillar• Join different materials and textures together using glue and masking tape (also explore other types of fasteners)• Select colours to paint the finished model• Become more confident holding a paintbrush accurately	<ul style="list-style-type: none">• Explore textures of different shells using them to print <u>Octopus paper chain (collaborative)</u> <ul style="list-style-type: none">• Use scissors to cut strips of sugar paper• Stick and connect pieces of sugar paper to create a chain and pattern <u>Cereal Starfish</u> <ul style="list-style-type: none">• Exploring different food textures and talk about how they feel• Explore effects created by crunching up cereal and materials• Decorate a star fish using glue and different cereal textures	<u>Vehicle dot paintings in the style of Damien Hirst</u> <ul style="list-style-type: none">• Draw the outline of a vehicle• Mix colours and start to talk about what happens when they are mixed• Use small tools to create dots on the vehicle (e.g cotton bud, small circular sponge, dabbers)
Additional skills taught through focus tasks / continuous provision	<ul style="list-style-type: none">• Make marks intentionally in the sand, shaving foam and using paint, chalk etc• Express ideas and feelings through making marks, and sometimes give a meaning to the marks• Manipulate and play with different materials making simple models• Begin to draw horizontal and vertical lines, squiggles and zigzags• Begin to rip or cut paper for purpose		<ul style="list-style-type: none">• Push bricks together to construct, sometimes talking about they are making• Roll, pinch, pull, squeeze, shape with playdough• Press objects into playdough and talk about the imprint• Use drawing to represent ideas like movement or loud noises• Begin to express their ideas about what they want to create• Create simple repeating patterns using paint		<ul style="list-style-type: none">• Draw with increasing complexity and detail• Use masking tape, sticky tape, hole punches, and string to join and fix things together• Show different emotions in their drawings and paintings - happiness, sadness, fear, etc• Develop confidence cutting playdough using tools such as scissors, blunt knives, cutters.• Develop confidence talking about what they have created and how they did it	

<p>Being Imaginative and Expressive</p>	<p>Enjoy and take part in action songs, such as 'Incy Wincy Spider.</p> <p>Begin to imitate home experiences through role play (home corner to reflect role play and themed play activity)</p> <p>Begin to create own small world scenes linked to interests and relate to own interests</p> <p>Listen with increased attention to sounds</p> <p>Explore their voices and enjoy making sounds (Teach 'We are all Amazing' diversity song)</p>	<p>Begin to respond to what they have heard, expressing feelings through 'feelings map'</p> <p>Begin to remember songs and sing entire songs (Children to learn Happy Birthday song)</p> <p>(sing- a - long for parents and the community at Christmas. Children learn The Snowflake song, When Santa Got Stuck up the Chimney, Jingle Bells, Christmas Pudding to the rhyme of Freres Jaques and We Wish You a Merry Christmas)</p> <p>Begin to develop complex stories using small world equipment. (create simple birthday celebration small world linked to Kipper's Birthday story)</p>	<p>Begin to develop pretend play, pretending that one object represents another (e.g. a wooden block is a phone)</p> <p>Take part in simple pretend play - Enormous Turnip (using paper cone to represent a trumpet)</p> <p>(create simple traditional tales and stories using small world linked to gingerbread man/ trolls and goldilocks etc)</p> <p>Children to explore a range of soundmakers and instruments-choose an instrument and tell an adult what it is</p>	<p>Respond to what they have heard and express their thoughts and feelings by performing musical movements with streamers (create insect dance Butterfly Ball)</p>	<p>Listen with increased attention to sounds</p> <p>Learn the difference between loud and soft/pitch and tone of musical notes. (listen to the sound of the sea in shells. Listening walk to see what can be heard)</p> <p>Explore natural materials Examination and observation of eg pebbles and shells and draw to recreate own interpretation)</p>	<p>Use instruments with increasing control to express feelings (create a feelings map about moving on to a new class)</p> <p>Use Music wall and instruments outdoors to create a Moving On melody)</p> <p>Children to imitate life experiences linked to different seasons (create musical mood pictures in chalk on the stage area.)</p> <p>Children to use instruments with increasing control to express feelings</p> <p>Sing and perform for Showcase Assembly using voice as an instrument and other percussion instruments where appropriate)</p>
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