






## Nursery Long Term Plan

Autumn 1 <b>Marvellous Me</b>	Autumn 2 <b>Fun in the Forest</b>	Spring 1 <b>Blue Planet</b>	Spring 2 <b>Animal Kingdom</b>	Summer 1 <b>Planet Earth</b>	Summer 2 <b>People Who Help Us</b>
<p>Fundamental British Values (Ongoing)</p> <ul style="list-style-type: none"> <li>• Democracy: Making decisions together (PSED: BR, MS and SR) Children to know their views count, value each other's views and values and talks about their feelings. When appropriate demonstrate democracy in action, for example children sharing views on the theme of their role play area with a show of hands.</li> <li>• Rule of Law: Understanding rules matter (PSED: BR, MS and SR) Children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong. Rules and codes of behaviour, for example, to agree the rules about tidying up and rules apply to everyone.</li> <li>• Individual Liberty Freedom for all: (PSED: BR, MS and SR; UW: P, C and C) Develop a positive sense of themselves, develop their self-knowledge, self-esteem and increase their confidence and their own abilities. For example, talking about their experiences and learning. Explore language of feelings and responsibility, reflect on their differences, and understand we are free to have different opinions (Link to Mindfulness)</li> </ul> <p>Mutual respect and tolerance: treat others as you want to be treated (PSED: BR, MS and SR, UW: P, C and C) Ethos of inclusivity and intolerance where views, faiths cultures and races are valued. Children are engaged with the wider community. Acquire tolerance and appreciation of and respect from their own and other cultures. Know about similarities and differences about themselves and others and among families, faiths, communities' cultures and traditions. Share and discuss practises, celebrations, and experiences. Importance of tolerant behaviours such as sharing and respecting other opinions, promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</p>					
Characteristics of effective learning and high quality EYFS provision are linked to our Crompton school values  	<b>Characteristics of effective learning</b>	<b>High quality provision</b>		<b>Crompton School Values</b>	
	<ul style="list-style-type: none"> <li>• Playing and exploring</li> <li>• Active learning</li> <li>• Creating and thinking critically</li> </ul>	<ul style="list-style-type: none"> <li>• Unique child</li> <li>• Positive relationships</li> <li>• Enabling environments</li> <li>• Learning and development</li> </ul>		<ul style="list-style-type: none"> <li>• Responsibility- I am responsible</li> <li>• Resilience- creating and thinking critically</li> <li>• Aspiration- when I grow up</li> <li>• Kindness- Sharing</li> <li>• Pride- I am amazing</li> <li>• Cooperation- teamwork</li> </ul>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p><b>Crompton</b> Primary School</p> <p>School Values</p>						
<p>PSHE</p>  <p>myHappyMind</p> <p><i>Characteristics of Learning:</i> Playing and exploring</p> <p>Active learning</p> <p>Creating and thinking Critically</p>	<ul style="list-style-type: none"> <li>- Settling in</li> <li>- Establishing routine</li> <li>- School Rules</li> <li>- Class rules</li> <li>- Behaviour expectations</li> <li>- Developing relationships</li> <li>- All about me</li> <li>- Relaxation techniques</li> <li>- Managing feelings</li> </ul>	<p><b>Meet Your Brain</b> <b>Understanding my brain</b> – making good decisions. Growth mindset.</p> <p><b>Understanding my emotions</b> - Self regulation ‘Happy breathing’</p> <p><b>Understanding others’ emotions</b> – Helping others. Resolving conflict</p>	<p><b>Celebrate</b> <b>Celebrating who I am</b> – What makes us special, being kind, our character strengths. Looking beyond competence</p> <p><b>Building self-esteem in others.</b> Notice strengths in others. Encouragement Working together</p>	<p><b>Appreciate</b> <b>Appreciating me</b> – Gratitude mindset Sharing Being kind and considerate</p> <p><b>Appreciating others</b> - Giving to others Helping others’ Being thankful</p>	<p><b>Relate</b> <b>Building my relationships</b> – Positive relationships. Technology/online safety Socialising. Active listening Resilience</p> <p><b>Relating to others</b> – Understanding how positive character strengths help us react positively</p>	<p><b>Engage</b> <b>Pursuing my dreams</b> - Aspiration Setting goals Accomplishments Perseverance</p> <p><b>Facilitating others’ dreams</b> – Encourage Help Empathy</p>

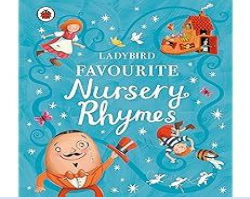
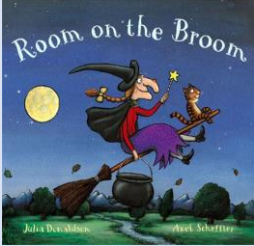
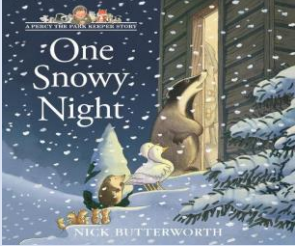
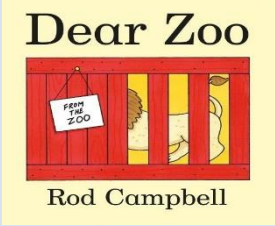
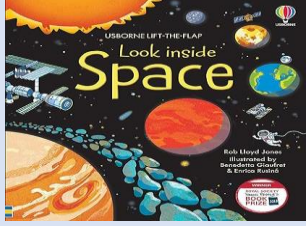
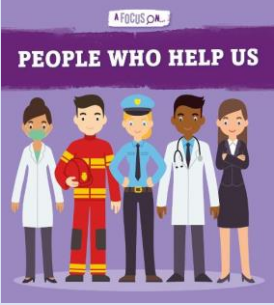
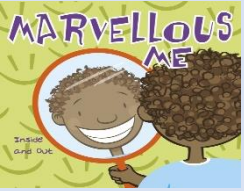
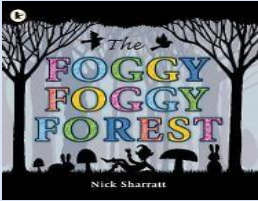
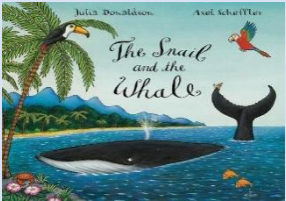
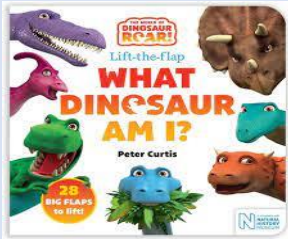
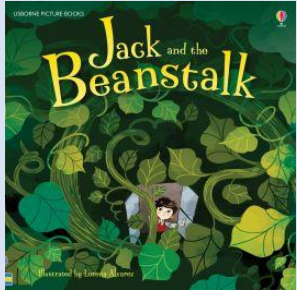
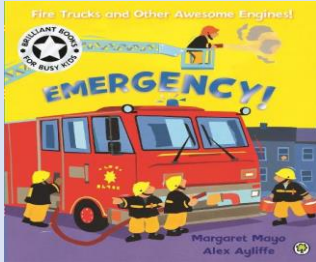
myHappyMind - links to Development Matters – PSED	Settling in	Meet Your Brain	Celebrate	Appreciate	Relate	Engage
---	-------------	-----------------	-----------	------------	--------	--------

**Nursery will be learning to...**

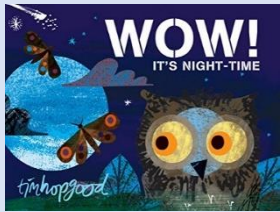
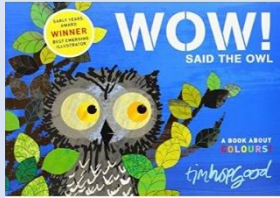
- Select and use resources (Engage)
- Listen to suggestions to enable them to reach a goal (Engage)
- Develop their sense of responsibility and membership of community (Celebrate)
- Become more outgoing with unfamiliar people, in the safe context of their setting (Celebrate, Relate)
- Play with one or more children, extending and elaborating play ideas (Celebrate, Relate, Engage)
- Find solutions to conflicts and rivalries (Celebrate, Relate)
- Increasingly follow rules, understand why they are important (Relate)
- Talk about their feelings using words like ‘happy’, ‘sad’... (Meet Your Brain)
- Understand, gradually how others might be feeling (Meet Your Brain, Relate)

**Children in nursery will also learn to:**

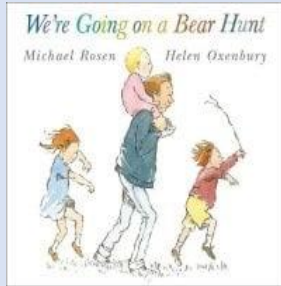
- Be increasingly independent in meeting their own care needs, e.g, brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Starting points	Marvellous Me	Fun in the Forest	Blue Planet	Animal Kingdom	Planet Earth	People who help us
	<b>LITERACY</b>					
Literacy Key Texts	<b>Core texts:</b> My Favourite Nursery Rhymes 	<b>Core texts:</b> Room on the Broom 	<b>Core texts:</b> One Snowy Night 	<b>Core texts:</b> Dear zoo 	<b>Core texts:</b> Look inside Space 	<b>Core texts:</b> People who help us 
	Marvellous Me! 	Foggy, Foggy, Forest 	The snail and the Whale 	What dinosaur am I? 	Jack and the Beanstalk 	Emergency! 

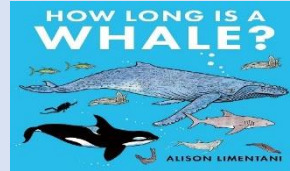
Wow! Said the Owl -  
Day and Night



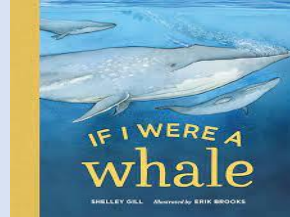
We're going on a bear  
hunt



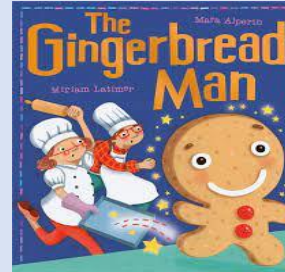
How Long is a Whale?  
Fact book



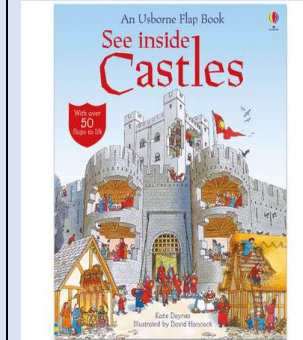
If I Were a Whale



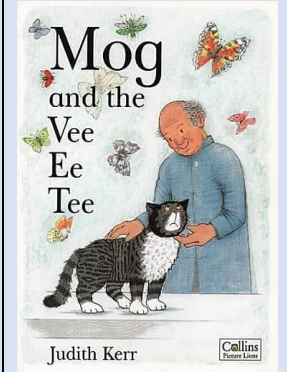
The Gingerbread Man /  
Farm animals



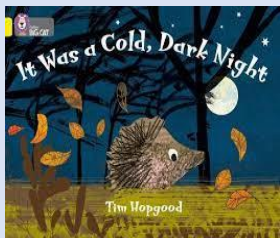
See inside Castles



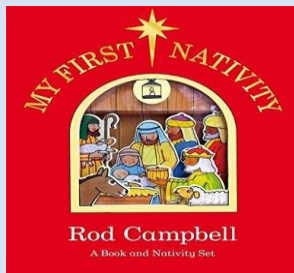
Mog and the  
Vee Ee Tee



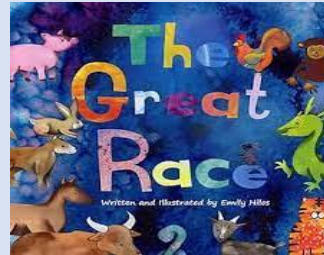
It's a Cold Dark Night



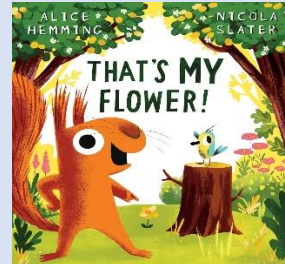
The First Nativity



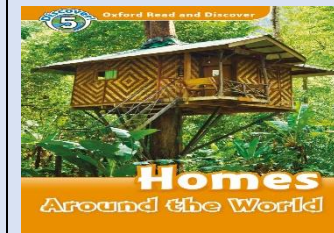
The Great Race



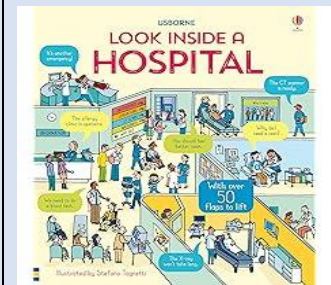
That's My Flower



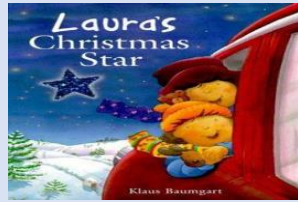
Homes Around the World



Look inside a hospital



Laura's Christmas Star



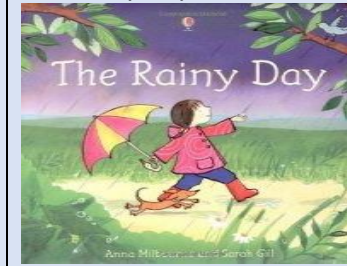
Pirate Cruncher



The Hungry Caterpillar



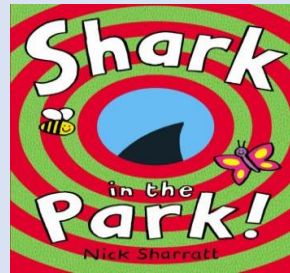
The Rainy Day



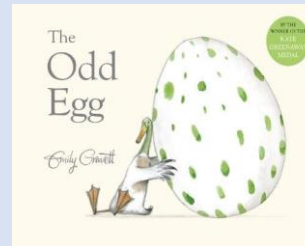
Emma Jane's Aeroplane



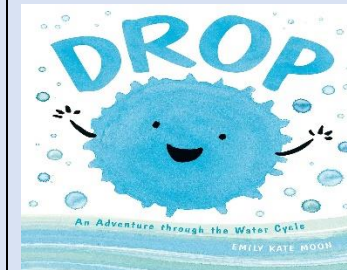
Shark in the Park



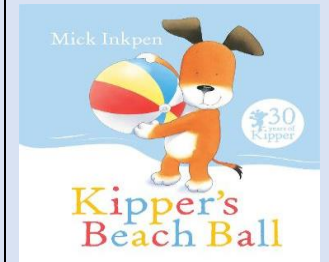
The Odd Egg



Drop



Kipper's Beach Ball



<b>Talk through Topic</b> <b>Talking Floor Books – (Snack time Talk time)</b>	Me, my family  What I like  What makes me happy  Our school	Our (school) environment - Forest  Movement vocabulary – Swishy Swashy, Splish Splash  Forest fun  Christmas Stars	Winter – seasons  Blue planet - Habitat  Sea  Whales Sharks	Zoo animals  Dinosaurs  Spring/farm -seasons  Easter	Space  Earth – Where I live  Homes  Weather/Water cycle	People who help us  Emergency  Vets/doctors/being healthy  Airport/ Summer and holidays
<b>Deliberate teaching and development of new language (Blank level Questioning)</b>	What makes me special Where I live Happy, Sad, angry, worried – feelings Seasons – <b>Autumn</b> focussed / owls and hedgehogs Light and dark- Diwali Lantern Colours Rhymes Bonfire Night Festival Days of the week.	Foggy Forest Shadow Trees – forest and Christmas Shapes – what can we see? Swamp, mud, grass, snowstorm What is Christmas? Celebrate Stars – also link to Christmas Nativity Santa	Seasons - <b>Winter</b> related/ link to experiences Snowflakes, cold, ice, icicles, sledge, freeze Mammals Ocean/water Cold Migration Size/word endings (big – biggest) Features Carnivore Pirates Ship	Zoo / jungle – link to experiences - pets Land animals – (contrast to Blue Planet) Extinct Carnivore/herbivore <b>Spring</b> Life cycle Easter Eggs Hatch Growth – animals and plants Care	Space Planets Rocket Astronaut Earth – climate, recycle Maps - Google earth/atlas/globe Homes – castle, hut, house, igloo, barge, flats Build Construction Materials Rain, sun, snow, thunder, wind Weather - cycle	People who help us – family Doctor, nurse, vet, teacher, firefighter, dentist, police Emergency transport – ambulance, air ambulance, fire engine, police car, police horse, Life boat. Healthy, brush teeth, wash hands, healthy food. <b>Summer</b> Airport, holiday, travel, hot/cold, distance



**Phonics**

**Phonological awareness and audio-visual awareness**

Listening walk  
 Sounds in the environment.  
 Animal sounds  
 Everyday sounds  
 Songs and rhymes  
 RWI set 1 picture cards  
 Use planned talk for effective questioning.

**RWI Set 1**

<https://schools.ruthmiskin.com/training/view/vtVkrUr3/7ito7EMM>

**(How to say the sounds)**

Teach set 1 sounds Daily phonics lessons  
 Establish RWI behaviour routine  
 Begin to use correct sentences orally

**RWI set 1**

Daily phonics lesson  
 Picture cards, Speed Sounds, special friends  
 Fred Talk

**RWI set 1**

Daily Phonics lessons  
 Picture cards, Speed sounds, Write in continuous provision  
 Fred talk  
 Begin to blend CVC words

**RWI**

Daily Phonics lessons  
 Picture cards, Speed sounds, Write in continuous provision  
 Fred talk  
 Begin to blend CVC words  
 Begin to use matched-sound blending books.

**RWI**

Daily Phonics lessons  
 Picture cards, Speed sounds, Write sounds and CVC words in continuous provision  
 Fred talk  
 Blend CVC words

<p><b>Let's Celebrate</b></p>	<p style="text-align: center;"><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Eid</li> <li>• Halloween</li> <li>• Harvets</li> <li>• Bonfire night</li> <li>• Diwali</li> <li>• Remembrance Day</li> <li>• Christmas – Carols at Holy Trinity Church</li> </ul>	<p style="text-align: center;"><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• Shrove Tuesday</li> <li>• Mothers' Day</li> <li>• St Patrick's Day</li> <li>• St Georges Day</li> <li>• Easter</li> <li>• World Book Day</li> </ul>	<p style="text-align: center;"><b>Summer</b></p> <ul style="list-style-type: none"> <li>• Eid</li> <li>• Father's Day</li> </ul>
<p><b>Visits and experiences</b></p>	<ul style="list-style-type: none"> <li>• School listening / environment walk</li> <li>• Walk to Church – my community</li> </ul>	<ul style="list-style-type: none"> <li>• Bedtime story evening</li> </ul>	<ul style="list-style-type: none"> <li>• Blackpool Zoo</li> <li>• Visit from nurse / fire brigade or police</li> </ul>
<p><b>Parental engagement</b></p>	<ul style="list-style-type: none"> <li>• REAL Project home bags</li> </ul>	<ul style="list-style-type: none"> <li>• Stay and play sessions</li> <li>• Bedtime story evening</li> </ul>	<ul style="list-style-type: none"> <li>• Library Visit</li> </ul>



<p><b>Songs and Rhymes</b></p> <p><b>Songs and Rhymes</b></p>	<p><b>Daily</b> – Days of the week song and Spanish - Hello, goodbye  Hickory Dickory Dock/ Row, Row, Row Your Boat/ Humpty Dumpty/ Twinkle Little Star/ Incy, Wincy, Spider/ Wind the Bobbin Up/ Noisy Neighbours/ Five Little Pumpkin's / Dem Bones/ Head, Shoulders, Knees and Toes.</p>	<p><b>Daily</b> – Days of the week song and Spanish – 1-10  Christmas songs  Hickory Dickory Dock/ Humpty Dumpty/ Twinkle Little Star/ Incy, Wincy Spider/ Wind the Bobbin Up/ Noisy Neighbours/ The Grand Old Duke of York/  Dingle Dangle Scarecrow  Open Shut Them/ We're Going on a Bear Hunt  <b>Topic related songs and rhymes</b></p>	<p><b>Daily</b> – Days of the week song and Spanish – 1-10 and primary colours  I Can See a Rainbow/  Five Little Snowmen/ This is the Way we Wash Our Hands/  One, Two Buckle My Shoe/ One, Two, Three, Four, Five/ I'm a Little Teapot.  Willaby, Wallaby Woo  Pirate songs including, When I was one and I'm a Pirate, Look at Me!  <b>Topic related songs and rhymes</b></p>	<p><b>Daily</b> – Days of the week song and Spanish- Primary colours and days of the week  Five Little Ducks/  Five Speckled Frogs/ Old MacDonald/ Jumping Beans/  Five Little Peas/  Five Little Monkeys Swinging from the Tree/ Down in the Jungle/ The big Dinosaur went.../ Little Miss Muffet/  Five Little Apples  <b>Topic related songs and rhymes</b></p>	<p><b>Daily</b> – Days of the week song and Spanish - Days of the week and Happy birthday song.  Polly Put the Kettle On/  Rain, Rain, Go Away/  Five Little Men in a Flying Saucer/ Jack and Jill/  Alphabet Song/  Hop Little Bunnies/  The Framers in his Den  <b>Topic related songs and rhymes</b>    <b>Learn different versions of some songs</b></p>	<p><b>Daily</b> – Days of the week song and Recap Autumn, Spring and Summer 1  Miss Polly had a Dolly/  The Wheels on the Bus/  Five Little Monkeys Jumping on the bed/ Peter Piper/  Five Little Aeroplanes/ A sailor Went to Sea  <b>Topic related songs and rhymes</b>    <b>Learn different versions of some songs</b></p>
<p><b>Role Play</b></p>	<p><b>Home Corner - celebrating Diwali/ Shop</b></p>	<p><b>Home Corner – celebrating bonfire night, Halloween and Christmas/ Santa's Workshop</b></p>	<p><b>Home Corner - Winter</b></p>	<p><b>Home Corner/ Garden centre</b></p>	<p><b>Safari/Zoo</b></p>	<p><b>Fire station/ Doctors</b></p>

<p><b>Physical Development</b></p> <p><b>Fine Motor/pre-writing skills</b></p> <p><b>Health and self-care</b></p>	<p>Dough Disco</p> <ul style="list-style-type: none"> <li>• Develop manipulation and control (develop upper and lower arm muscles before developing wrist, hand and finger muscles)</li> <li>• Explore different materials – grasp, hold and explore</li> <li>• Show and increasing desire to be independent, such as wanting to feed or dress themselves</li> </ul>	<p>Dough Disco</p> <ul style="list-style-type: none"> <li>• Use one handed tools and equipment, for example, making snips in paper with scissors</li> <li>• Be secure in using scissors and other equipment safely</li> <li>• Be increasingly independent in meeting their own care needs, e.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul>	<p>Dough Disco/Write Dance</p> <ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils</li> <li>- Use pre -writing activities, for example, threading, cutting, playdough, using tools to write in sand, shaving foam, mud, gloop etc.</li> <li>• Be increasingly independent as they get dressed and undressed, For Example, putting coats on and doing up zips</li> </ul>	<p>Dough Disco/ Write Dance</p> <ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils</li> <li>- Begin to write name</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> <li>• Be independent in using waterproofs for forest fun activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to show control and manipulation with smaller writing tools - to develop muscles further for independent writing</li> <li>• Show a preference for a dominant hand</li> <li>- Form letters from name independently</li> <li>• Being independent in making a choice and being able to dress/ undress for climate. For example, Wellies, taking jumper off when hot, hanging coats up etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Show a preference for a dominant hand</li> <li>• Write most letters independently</li> <li>• Be independent in dressing/undressing including shoes and socks. For example, when getting ready for P.E.</li> <li>• Use a knife and fork independently</li> </ul>
<p><b>Gross Motor Skills</b></p>	<p>Sticky Kids/ring games and general P.E games like traffic lights – moving in different ways/following instructions. Introduction to the Hall and large outdoor spaces – keeping ourselves safe.</p>	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up</li> </ul>	<ul style="list-style-type: none"> <li>• Use large muscle movements to wave flags, and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade</li> </ul>	<ul style="list-style-type: none"> <li>• Start taking part in some group activities which they make up for themselves or in teams</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> </ul>	<ul style="list-style-type: none"> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank,</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>

	<ul style="list-style-type: none"> <li>• Walk, run, jump and climb</li> <li>• Gradually gain control of whole body through continuous practice of large movements, such as waving, kicking, rolling, crawling and walking</li> <li>• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> </ul>	<p>apparatus, using alternate feet.</p>	<p>to enlarge a small hole they dug with a trowel.</p>	<ul style="list-style-type: none"> <li>• Be increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>	<p>depending on its length and width.</p>	<ul style="list-style-type: none"> <li>- Throughout the year nursery will develop large physical skills through, indoor and outdoor play, P.E (Getset4P.E) and events such as sports day and Forest fun.</li> </ul>
--	--	---	--	---	---	---

<p><b>Communication and Language</b></p> <p><b>Listening, attention and Understanding</b></p> <p><b>Speaking</b></p>	<p>All children assessed and supported through the use of Wellcomm.</p> <ul style="list-style-type: none"> <li>Listen to simple stories and understand what is happening, with the help of the pictures</li> <li>Understand and act on longer sentences like, 'make teddy jump'.</li> <li>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')</li> <li>Use a wide range of vocabulary</li> <li>Sing a large repertoire of songs.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens. (Become familiar with our literacy and supplementary texts)</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<ul style="list-style-type: none"> <li>Understand a question or an instruction that has two parts, such as, 'get your coat on and wait at the door'.</li> <li>Develop their communication (progress into using plurals and saying multisyllabic words such as, 'pterodactyl').</li> <li>Use longer sentences of four to six words</li> </ul>	<ul style="list-style-type: none"> <li>Understand 'why' questions, like: "Why do you think the caterpillar got fat?"</li> <li>Understand how to listen carefully and why listening is important – develop active listening skills for example, respond to 'listen carefully, let's be quiet'</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple 'why' questions.</li> <li>Learn new vocabulary</li> <li>Use new vocabulary</li> <li>Can start a conversation with adult or a friend and continue it for many turns.</li> <li>Use talk to organise themselves and their play; "Lets go on a bus...you sit there...I'll be the driver".</li> </ul>	<ul style="list-style-type: none"> <li>Engage in story times</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Articulate their ideas and thoughts in well-formed sentences</li> <li>Ask questions to find out more and check they understand what has been said to them.</li> </ul>
--	---	---	--	---	---	---

<b>Reading for Pleasure</b>	Children will become familiar with literacy texts and supplementary texts each week. A selection of books 'of 'books for choice' and story- telling props or enhancements are available within the classroom to use within different contexts to further develop understanding of fiction and non -fiction. Children are encouraged to share stories with peers and adults and choose a book on a weekly basis to take home to share with parents/siblings. Please see section for specific literacy texts, supplementary texts will be based around these for repeated use throughout each week.
-----------------------------	---

<b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>• <b>Self-regulation</b></li> <li>• <b>Managing self</b></li> <li>• <b>Building relationships</b></li> </ul>	<ul style="list-style-type: none"> <li>- Settling into the class routine</li> <li>- Being aware of and beginning to understand behaviour expectations</li> <li>- Be increasingly able to manage their emotions</li> <li>- Develop friendships with other children</li> <li>- Are talking about their feelings in more elaborate ways.: "I'm sad because..." or "I love it when..."</li> </ul>	<ul style="list-style-type: none"> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be spider-man in the game, and suggesting other ideas.</li> <li>• Talk to others to solve conflicts</li> <li>• Talk about their feelings using words like, 'happy', 'sad', 'angry' or 'worried'.</li> </ul>	<ul style="list-style-type: none"> <li>• Play with one or more children, extending and elaborating play ideas.</li> <li>• Take part in other pretend play with different roles – being the Gruffalo, for example?</li> <li>• Show more confidence in new social situations</li> </ul> <p>Be confident in using strategies learnt to manage feelings. For example, fidget toys, class cuddle bear etc.</p>	<ul style="list-style-type: none"> <li>• Generally, negotiate solutions to conflict in their play - positive paly and co-operation.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Increasingly follow rules, understanding why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>• Do not always need an adult to remind them of a rule.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen, or one which is suggested to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Begin to build constructive and respectful relationships</li> <li>• Begin to show resilience</li> <li>• Begin to manage their own needs.</li> </ul>
---	---	--	---	--	--	--

## Literacy

- **Comprehension**
- **Word reading**
- **Writing**

- Enjoys songs and rhymes, tuning in and paying attention.
- Joins in with songs and rhymes, copying sounds, rhythm's, tunes and tempo.
- Enjoy sharing a book with an adult
- Repeat words and phrases from familiar stories
- Notice some print, such as the first letter of their name...or a familiar logo
- Enjoy drawing freely

- Enjoy drawing freely
- Add some marks to their drawings, which they give meaning to. For example, "That says Mummy"
- Make some marks on their picture to stand for their name.
- Understand some concepts about print.

- Understand the five key concepts about print: Print has meaning, print can have different purposes, we read English from left to right and top to bottom, Name different parts of a book and page sequencing.
- Begin to engage in extended conversations about stories, learning new vocabulary Use some of their print knowledge

- Engage in extended conversations about stories, learning, understanding and using new vocabulary.
- Use some of their print knowledge and phonics knowledge. For example, writing a pretend shopping list or 'm' for "Mummy"

- Write some or all of their name
- Write some letters accurately

- Form most letters accurately
- Write their name independently
- Read individual letters by saying the sounds for them

Children's development in Literacy will also be enhanced through home learning with 'REAL Project' home learning bags. These are centred around the four strands of REAL which are Oral Language, Environment Print, Reading and Writing. Children are given the opportunity to 'show and tell' their home learning before any activities and parental engagement is displayed within the classroom.

## Mathematics

- **Number**
- **Numerical patterns**

<ul style="list-style-type: none"> <li>• Take part in finger rhymes with numbers</li> <li>• Complete inset puzzles</li> <li>• Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence</li> <li>• Count in everyday contexts (sometimes skipping numbers)</li> <li>• Classify and group. For example, according to colour, size or object</li> <li>• Recite numbers past five</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about and explore 2D and 3D shapes, using informal and mathematical language: 'sides', 'corners'...</li> <li>• Understand position through words alone – for example, "The bag is under the table", with no pointing.</li> <li>• Say one number for each item in order, 1,2,3,4,5.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare amounts saying, 'lots', 'more'</li> <li>• Fast recognition of up to 3 objects</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Say one number</li> <li>• Fast recognition of up to 3 objects, without having to count them individually (subitising)</li> <li>• Compare quantities using language: 'more than', 'fewer than'</li> </ul>	<ul style="list-style-type: none"> <li>• Combine shapes to make new ones</li> <li>• Talk about and identify patterns around them. For example: stripes on clothes, designs on rugs and wallpaper</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. (Cardinal principle)</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones</li> <li>• Use informal language like 'pointy', 'spotty', 'blobs', etc</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a familiar route</li> <li>• Extend and create ABAB patterns.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'...</li> <li>• Discuss routes and locations, using words like, 'in front of' and 'behind'</li> <li>• Count objects and actions – extend above 5</li> </ul>
---	---	---	---	---	---

Some mathematical language\*, understanding and use of, assessed and taught through Wellcomm. \* In front of/behind, understanding opposites, first/last, more than/ fewer than, short, long, longer.

**Understanding the World**

- **Past & Present**
- **People, Culture and Communities**
- **The Natural World**

- Explore materials with different properties
- Explore natural materials, indoors and outdoors
- Make connections between the features of their family and other families
- Notice differences between people

Talk about themselves and who is important to them –

- Begin to make sense of their own life story and family's history.

- Continue to develop positive attitudes about the differences between people
- Use all their senses in hands-on exploration of materials

- Know that there are different countries in the world...
- Use all their senses in hands-on exploration of materials
- Begin to understand the need to respect and care for all living things.

- Explore collections of materials with similar and/or different properties
- Plant seeds and care for growing plants
- Understand the key features of the life cycle of a plant and animal.
- Notice differences between people
- Describe what they see, hear and feel whilst outside

- Explore how things work
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Talk about what they see, using a wide vocabulary.
- Talk about the differences between materials and changes they notice.

- Show an interest in different occupations.
- Explore and talk about the different forces they can feel
- Comment on images of familiar situations in the past



## Expressive Arts and Design

### • Creating with Materials

- Start to make marks intentionally.
- Explore paint, using fingers ...as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make

### • Being Imaginative and Expressive

- Explore a range of sound makers
- Move and dance to music
- Enjoy and take part in action songs
- Make simple models

- Explore materials freely and develop their ideas about how to use them and what they want to make
- Join different materials and explore different textures

- Take part in simple pretend play, using an object to represent something else even if they are not similar.

- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Explore colour and colour-mixing

- Show different emotions in their drawings and paintings, like happiness, sadness and fear.

- Draw with increasing complexity and detail, such as representing a face with a circle and including details.

- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Sing to the melodic

- Use drawing to represent ideas like movement or loud noises.

- Create their own songs, improvise a song around one they know.
- Develop storylines in their pretend play

- Create collaboratively, sharing ideas, resources and skills.

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Sing in a group or on their own

## Tune into talking

Music session weekly to enhance aspects of Expressive Arts and Design and Communication and Language

which express their ideas

- Remember and sing entire songs

- Play instruments with increasing control to express their feelings and ideas

shape (moving melody such as up and down, down and up) of familiar songs