



	Autumn			Spring			Summer		
R.E. Topics	Myself Vocabulary - name, God, love, special, important, unique, myself, first name, family name, precious, parent, prayer, Christian, class name, loving	Welcome Vocabulary - welcome, welcomed, belong, school, class, family, Baptism, Baptise, water, candle, in the name of the Father ...	Birthday Vocabulary - birthday, waiting, wreath, celebrate Christmas, Advent, Jesus, Mary, Joseph, swaddling clothes, manger, crib	Celebrating Vocabulary - Church, priest, celebrate, celebrating, Parish family, family, community, celebration, party, memory, Father, altar	Gathering Vocabulary - welcome, blessing, listen, pray, Mass, sing, gather, together, alone	Growing Vocabulary - Grow, spring, different, Lent, Good Friday, cross, Easter Sunday	Good News Vocabulary - good news, share, Good News, Pentecost, promise, Holy Spirit, Easter, alleluia	Friends Vocabulary - friend, happy, sad, love, make up, kind, gentle, loving, sorry, Jesus, forgive, change	Our World Vocabulary - world, wonder, wonderful, care, love, share, work/play together
Topics	All About Me – Inside and Out		Festivals and Celebrations	The Place Where We Live & The People Around Us		Growing & Changing	Creepy Crawly World	Our Great Big World	
	Me and My Family		Light and Dark			On the Farm	Outdoor Adventures	Journeys & Holidays	
Seasons & Weather	Autumn		Autumn/Winter	Winter		Winter/Spring	Spring	Spring/Summer	
Festivals, Celebrations and Special Days	Harvest Festival		Bonfire Night Remembrance Day World Nursery Rhyme Week Children in Need Diwali St. Andrew's Day Advent Hanukkah Christmas Winter Solstice	Chinese New Year Big Garden Bird Watch Number Day Story Telling Week Valentine's Day Shrove Tuesday Ash Wednesday Lent Safer Internet Day		Easter St. David's Day Butterfly Day British Science Week St. Patrick's Day Mother's Day World Book Day Spring Solstice	Eid St. George's Day May Day King's Coronation Bee Day	World Ocean Day Healthy Eating Week Father's Day Insect Week Summer Solstice	
Possible Visits/Visitors	Family Photos Autumn Walk		Mum and New Baby Visit to Cenotaph Road Safety - Police Christmas Performance	Visits – police, fire service, nurse/doctor, postman, dentist etc. Walks in the local area Trip to the local library		Farm Trip Visits from suitable pets/Pets At Home	Wharton Park Trip – The Very Hungry Caterpillar Workshops	Sea Life Centre and Beach Trip Visit from travelling zoo	



	Autumn	Spring	Summer
Communication and Language	<ul style="list-style-type: none"> Sing familiar nursery rhymes Begin to use plurals and different tenses (may use used 'runned' for 'ran'). Use pronouns ('me', 'him', 'she') Start to develop conversation, often jumping from topic to topic. Talk to familiar adults and peers during group time and play. Develop social phrases. Follow simple instructions. Share experiences and feelings Understand and use simple questions Listens to short stories with props or actions in a small group. Listen to my adult in a small group. Begin to understand some daily routines e.g. 'Put your coat on your peg when you arrive.' Understands simple questions and instructions like 'Where's your hat?' or 'What's Adam doing?' <p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> Listening to adults modelling language and back and forth conversation, sharing stories and anecdotes. Participating in small group time activities and sharing thoughts, feelings and experiences. Speaking and listening 1-1 and in small groups Practising listening skills 1-1 and in small groups. Daily songs, stories and rhymes for enjoyment and repetition. Discussion and questioning about stories. BLAST group activities Talking Teddy circle time High quality adult interaction 1-1 and small group. 	<ul style="list-style-type: none"> Use descriptive language e.g. over there. Can join a conversation with an adult or friend. Talk about an event that has already happened. Begin to use a range of tenses correctly. Use familiar vocabulary in context. Use language to express thoughts and feelings. Begin to use longer sentences. Listen to others in a small group. Listen to stories and answer simple questions about main events or characters. Respond to simple instructions i.e. collect or put away an object. Attend to a focused activity for increasing lengths of time. Understands simple concepts. Beginning to ask questions <p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> Encourage quality conversations with peers and adults. Listening to reading of a wide range of texts and genres. Daily songs, stories and rhymes Speaking and listening 1-1, small groups and whole class Provide opportunities to use and embed new words in a range of contexts. Retelling simple past events and experiences and listening to others retelling theirs. Listening to familiar stories with increasing attention and recall, joining in with repeated refrains. Joining in with class routines and following instructions – tidy up time, transitions to lunch and home time. 	<ul style="list-style-type: none"> Articulate sounds and speak clearly enough to be understood by unfamiliar adults. Begin to use more complex sentences. Show an understanding of basic grammar when speaking e.g. using tenses, pronouns and word endings correctly. Use an increasingly wide range of vocabulary to be able to explain, describe, recount and retell. Speak in a group and have the confidence to share thoughts, ideas and experiences. Ask and answer questions using 'who', 'what', 'when', 'where'. Use talk in pretend play. Be able to have a two-way conversation with peers or adults. Listens to stories and follows the pages attentively. Stops and listens when an adult asks for their attention. Follows simple instructions and beginning to follow more complex instructions with more than 1 step. Listens and maintains attention during short adult led activities. Beginning to understand 'how' and 'why' questions and be able to answer them. <p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> Daily routines including circle time conversation in groups and whole class, adult led activities. Role play and small world opportunities to develop a narrative and support conversation and interaction with others. Listening to, and responding to, wide range of rhymes and stories, anticipating key events and phrases.



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	<ul style="list-style-type: none"> • Small world play – domestic, family, mini-me’s, woodland creatures, nativity, Christmas • Role play – domestic role play scenarios enhanced with children’s own interests, nativity. • Introduce vocabulary related to stories and nursery rhymes. • Vocabulary related to school, family, home, self, feelings, my body, physical features, likes and dislikes (supported in domestic role play) • Vocabulary related to Autumn, trees, harvest, welcome, baptism, Advent, Christmas. 	<ul style="list-style-type: none"> • Small world – local area, people who help us (police, fire brigade, dentist, doctors, postman) • Role play – domestic, enhanced with children’s interests, police, fire service, doctors, dentist • Vocabulary of winter, celebrating, local area, people who help us, Lent, Easter • Vocabulary of, growing and changing, farm animals and farm life, plants, Spring, caterpillars and butterflies. 	<ul style="list-style-type: none"> • Following directions and instructions • Small world play seas and oceans, wild animals, Africa, desert, jungle, transport • Role play – domestic role play enhanced with children’s interests, travel, holidays, summertime resources, and African animals • Vocabulary of mini beasts, outdoor adventures, Pentecost, summer, journeys and holidays, maps, the wider world (other climates, habitats and ways of life), oceans and seas, environment and conservation.
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	Autumn	Spring	Summer
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Separate from carer happily at the start of each session. Begin to understand familiar boundaries and routines. Respond well to praise. Settle to some activities of their choice for a short time. Begin to recognise own feelings Feel confident to explore different areas in the EYFS unit. Becoming more independent and likes to do things themselves e.g. put on my own coat. Form positive relationship with key person. Play alongside other children who share similar interests. Enjoy the company of other children and wants to play with them. Join in with short activities in Key Person groups. <p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> Settling into nursery, getting to know staff and peers. Learning names and showing interest in others Learning class rules, routines, boundaries and expectations Separating from carers and developing supportive relationships with staff Exploring new environments Stories, conversations and circle time discussions about 'Myself' – appearance, emotions, likes and dislikes Stories, conversations and circle time discussions about similarities, differences, special and unique. 	<ul style="list-style-type: none"> Show awareness of my own feelings and be able to express them. Engage in adult led activities for a short period of time. Explore a wide range of activities for a sustained amount of time. Form friendships with other children. Talk confidently to my Key Person and other children during group time. <p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> Developing relationships with staff and peers through quality and respectful interactions Gaining confidence to explore and engage with provision independently Understanding that others may have different ideas and thoughts. Beginning to co-operate with others Becoming aware of their unique abilities Making choices and decisions Learning that actions have consequences Beginning to take risks and try new things with adult encouragement. Managing emotions with support Circle time and whole class discussions - begin to talk about how others feel Whole class teaching and provision enhancement - basic hygiene and staying healthy Circle time discussions and whole class teaching - staying safe – stranger danger (incl. online) Circle time discussions and whole class teaching - fire safety, what to do in an emergency Beginning to explore own and other cultures – learning about Islam (R.E.) 	<ul style="list-style-type: none"> Come into nursery confidently and happily. Begin to be able to recognise and name their emotions and talk about how they feel. Manage their own basic hygiene (toileting, washing hands, wiping nose) Put on and take off a coat, wellies, shoes and cardigan or jumper. Fasten and unfasten a zip (or have a good attempt to), make an attempt at fastening/unfastening buttons and buckles. Begin to use a knife and fork and attempt to cut up food, butter toast and spread jam. Be able to feed themselves. Manage their belongings – open and close a backpack, pack and unpack their bags with water bottles, pictures, letters etc. Form good relationships with familiar adults and with peers. Play co-operatively, taking account of others needs and ideas, beginning to take turns and resolve problems. Show some empathy and concern for others (offer to help if someone is hurt, get a cold compress, try and help if someone is upset) Talk to friends as they play or have lunch, making up stories, sharing ideas and developing two-way interaction. Know that they have friends that they like to play with and begin to understand that friends can still want to play with other people too. Showing increasing confidence and self-esteem. Expressing a wide range of feelings. Knowing that actions and words may hurt others feelings. Adapting behaviour to different settings Beginning to explore own and other cultures – learning about Hinduism (R.E.)



	<ul style="list-style-type: none"> • Adult support in continuous provision to enable children to begin to choose own experiences and learning. • Adult conversations, circle time discussions to support children to recognise and name feelings • Adult support to help children begin to be able to stop themselves from doing something they should not do • Staying safe – class rules and boundaries, road safety, our bodies • Beginning to explore own and other cultures – learning about Judaism (R.E.) 		<p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> • Stories and songs and class discussions about feelings, friendship, how our actions can affect others. • Opportunities to experience different settings and situations – trips, whole school assemblies, play with older children and buddies. • Rolling snack opportunities to cut, peel, spread and open fruit and other snacks • Teaching about respecting and caring for our world through stories and real life examples • Staying safe – sun safety, using Melanoma Me resources
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	Autumn	Spring	Summer
<p>Physical Development</p> <ul style="list-style-type: none"> - Gross Motor - Fine Motor - Pencil Control 	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> ● Learn how to kick and throw balls. ● Walk, run, jump and climb. ● Begins to catch a large ball. ● Uses a scooter or ride a tricycle ● Uses the toilet with little support ● Begins to use large muscle movements to wave flags and streamers, paint and make marks. ● Climbs equipment with support. ● Begins to move to music ● Sits comfortably on a chair with both feet on the ground ● Runs safely on whole foot <p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> ● Daily physical development activity (Jump Start Jonny, Go Danny etc.) ● Exploring the outdoor area – beginning to travel across a variety of terrain without falling. ● Running, jumping, manoeuvring when playing chasing games ● Accessing the climbing frame, slide, swing and other equipment safely ● Digging, filling, pouring ● Using balls and hoops ● Using wheeled toys ● Lifting and carrying objects – buckets, watering cans, pans etc. ● Balancing and climbing on crates, tyres, planks, logs, stumps etc. ● Large scale mark making – paintbrushes, sweeping, chalk, vertical surfaces, large collaborative mark-making. ● Lifting and carrying objects – buckets, watering cans, pans etc. 	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> ● Follow and remember sequences and patterns of movement which relate to music and rhythm e.g. Squiggle Whilst you Wiggle/Dough Disco. ● Use large equipment purposefully e.g. a spade to dig a large hole. ● Work together to manage large items e.g. moving a large plank safely, carrying hollow blocks. ● Climbs stairs and equipment competently. <p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> ● Daily physical development activity (Jump Start Jonny, Go Danny etc.) ● Obstacle courses, lifting and carrying safely, balancing ● Beginning to use large scale construction resources – tyres, planks, crates, guttering, cable reels etc. ● Throwing and catching ● Skipping, hopping, moving in different ways ● Walking, running and climbing on different levels and surfaces. ● Running, jumping, manoeuvring when playing chasing games ● Accessing the climbing frame, slide, swing and other equipment safely ● Digging, filling, pouring ● Using balls, hoops and other equipment to throw, catch, roll ● Using wheeled toys incl. balance bikes ● Lifting and carrying objects – buckets, watering cans, pans etc. ● Large scale mark making – paintbrushes, sweeping, chalk, vertical surfaces 	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> ● Run with co-ordination and balance, navigating obstacles and moving over rough ground confidently ● Co-ordinate large body movements in order to climb confidently up the different parts of the climbing frame ● Know how to carry and manoeuvre heavy or large equipment safely by working together or asking for help ● Be able to move across and balance on large equipment e.g. planks, tyres, crates etc. ● Confidently ride the balance bikes, scooters and trikes ● Begin to copy and experiment with different ways of moving e.g. hopping, skipping, galloping, dancing ● Use gross motor movements to make pre-writing shapes with pom-poms, flappers, crayons (horizontal and vertical lines, clockwise and anti-clockwise circles, vertical and horizontal arcs, humps, waves etc. <p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> ● Daily physical development activity (Jump Start Jonny, Go Danny etc.) ● Using large scale construction resources – tyres, planks, crates, guttering, cable reels etc. - to build and create ● Parachute games, action songs, ring games ● Group/team activities which they make up for themselves. ● Sequences and patterns of movements which are related to music and rhythm. ● Climbing, sliding, swinging, running and jumping with increased confidence and agility ● Accessing wheeled resources safely and confidently.



	<p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> ● Explore mark making using a range of media. ● Stack blocks or other resources to make a small tower. ● Explore different materials and tools. ● Begin to talk about marks they make. ● Make snips in paper. ● Begin to explore using movements to change playdough i.e. poking, splatting and rolling (Dough Disco). <p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> ● Playdough – manipulating and squeezing ● Dough Disco ● Squiggle While You Wiggle (lines, circles) ● Mark making indoors and outside ● Fine motor activities - threading, peg boards, pegs etc. ● One handed tools and equipment ● Drawing, colouring, writing patterns ● Large piece construction – stacking, balancing, simple connections ● ‘Finger Songs’ 	<p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> ● Mark making and drawing becomes more recognisable. ● Use lines and circles in their drawings. ● Use one handed tools and equipment with more control e.g. scissors. ● Begin to manipulate small objects effectively e.g. threading resources, pegs, duplo blocks <p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> ● Dough disco ● Squiggle While You Wiggle (humps, waves, spirals, shapes) ● Name writing opportunities (on pictures etc.) ● Fine motor activities - threading, peg boards, paper clips, stickers on a line etc. ● Scissor skills – cutting along in a line ● Mark making with a variety of equipment and in a variety of contexts ● Construction with smaller pieces and making connections – duplo, snowflakes, giant k’nex etc. 	<p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> ● Manipulate objects using wrist pivot rather than elbow or shoulder ● Use fingers to pinch, poke, squash, squeeze, roll, pull and pass malleable materials ● Manipulate a range of resources with precision e.g. threading, locks, pegs, balance blocks, small construction ● Use scissors effectively, moving on from snipping to cutting along a line. ● Use a range of small tools and utensils for digging, scooping, pouring, filling. ● Have a preference for a dominant hand ● Begin to develop a comfortable and effective pencil grip when mark making ● Use mark making equipment with increasing control and accuracy in a range of contexts. ● Attempt to write their name on pictures, paintings, models etc. <p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> ● Dough disco ● Squiggle While You Wiggle ● Letter and numeral writing opportunities ● Fine motor activities - buttons, zips ● Scissor skills – cutting around an object ● Mark making ● Small scale construction with more complex connections – Mobilo, Lego ● Other malleable materials – clay, cloud dough, flubber, slime
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	Autumn	Spring	Summer
<p>Literacy : Comprehension Word Reading</p>	<ul style="list-style-type: none"> Selects named objects. Follows a simple instruction when it is directed at them, for example ‘Alfie get the cup from the bag’. Understands the use of objects. Enjoys sharing books with adults. Has some favourite stories. Joins in with basic actions and some songs/rhymes. Listens with attention to short stories. Handles books correctly. Talks about pictures in books. Uses the pictures to tell familiar stories. Repeats phrases from familiar stories. <p><u>Opportunities to develop skills</u></p> <ul style="list-style-type: none"> Listening to stories, rhymes and songs and developing favourites Repeating refrains and familiar phrases from familiar stories Filling in missing words in known rhymes Rhythmic and musical activity with rhymes and songs Playing percussion instruments Clapping along with the beat Joining in with the words of familiar songs and rhymes Understanding how to hold a book correctly, turning the pages, one at a time, with care. Understanding that print has meaning Phase 1 phonics; exploring and introducing environmental sounds, instrumental sounds, body percussion, rhythms, rhymes, alliteration, voice sounds Opportunities for children to access books, magazines and a range of other reading material throughout the setting. 	<ul style="list-style-type: none"> Understands the use of objects. Responds to simple instructions i.e. collect or put away an object. Understands ‘who’, ‘what’ and ‘where’ questions. Notices print in the environment, e.g. logos or shop signs. Knows that print carries meaning and is read, in English, from left to right, and top to bottom. Recognises their name when written down and can say the first sound in their name. Beginning to hear and say rhyming words Beginning to hear and say initial sounds in words. <p><u>Opportunities to develop skills</u></p> <ul style="list-style-type: none"> Listening to and joining in with stories and poems, 1:1 and in small groups Repeating refrains and anticipating key events and phrases in rhymes and stories Rhythmic and musical activity with rhymes and songs Clapping out syllables in names and simple objects Showing interest in illustrations, print and words in the environment Recognising familiar words and signs such as own name, advertising logos and screen icons Looking at print and digital books independently Phase 1 phonics; initial sounds, rhyming strings, clapping syllables, onset and rime, oral blending and segmenting. Stories and songs – different genres, non-fiction, poems and songs Story structure, discuss characters, plot, different endings 	<ul style="list-style-type: none"> Can hear and say rhyming words Can hear and say initial sounds in words Can hear sounds in words playing ‘FredTalk’ games (orally blending). Understands that letters in books and in the environment represent sounds, and that sounds are blended together to make words. Can recognise their own name and beginning to recognise and say some of the letter sounds in their name. Begins to link sounds to letters that they see in the environment or in books. Can listen to a story and answer simple questions about it, referring back to the book if necessary. Say what happened at the beginning, in the middle, at the end. Begin to anticipate key events and predict what might happen next in stories. Identify characters, settings and events in stories Begin to infer things e.g. ‘Why do you think he did that?’ or ‘How do you think that makes them feel?’ - from pictures and personal experience. Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. <p><u>Opportunities to develop skills</u></p> <ul style="list-style-type: none"> Listening to and join in with stories and poems, 1:1, in small groups and whole class Re-enacting made up and familiar stories both with adult support and independently Sequencing events in narratives and role play Discussions to develop awareness of how stories are structured. Telling own stories



			<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary Opportunities for children to access books, magazines and a range of other reading material throughout the setting. Story scribing. 		<ul style="list-style-type: none"> Talking about events and principal characters and how story might end Looking at and enjoying print and digital books independently Beginning to navigate apps and websites on digital media Beginning to develop phonological and phonemic awareness through games and whole class teaching and adult interaction during play. Showing awareness of rhyme and alliteration through games and adult led activities Recognising rhythm in spoken words, songs, poem and rhymes, clapping and tapping syllables Hearing and saying initial sound in words playing games and adult led activities RWI Set 1 sounds (hear, say, read, write), oral blending, visual blending games. Story scribing 	
Focus Texts	We're Going On A Bear Hunt Chicken Licken	Where's My Teddy Goldilocks and the Three Bears	Supertato The Three Little Pigs	The Very Hungry Caterpillar Jack and the Beanstalk	What the Ladybird Heard Little Red Riding Hood	Handa's Surprise The Three Billy Goats Gruff
Dialogic Reading Texts	Shark in the Park Little Rabbit Foo Foo Guess How Much I Love You Peace At Last Elmer	Room on the Broom The Gruffalo Our House What's In the Witches Kitchen Dear Santa 'Twas the Night Before Christmas	Each Peach Pear Plum Never Shake a Rattle Snake There's an Alien in my Book The Blue Balloon Freddie and the Fairy	A Squash and a Squeeze The Tiger Who Came to Tea Farmer Duck Oi Frog No-Bot	Spinderella The Very Quiet Cricket On the Way Home Hug Some Dogs Do	Ten Little Pirates Sharing a Shell Barry the Fish With Fingers Simon Sock Commotion in the Ocean
Literacy Writing	<ul style="list-style-type: none"> Enjoys a range of mark making experiences. Begins to talk about marks they make. Uses gross motor movements to mark make in a variety of scenarios. Draws marks, showing some control, for example when drawing a car shows car parts even if not initially recognisable. 	<ul style="list-style-type: none"> Uses lines and circles in their drawings. Draws more recognisable pictures, for example people and houses. Talk about their pictures and marks. Makes mark on pictures as if writing their name. 	<ul style="list-style-type: none"> Draws recognisable figures and begins to represent objects in pictures. Attempts to write their name and begins to use some recognisable letters, correctly formed. Hears sounds and begins to use letters to identify meaning e.g. 'That's d for daddy'. 			



	<p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> ● Squiggle While You Wiggle and other mark making opportunities using gross motor skills ● Paintbrushes, chinks and large-scale mark-making opportunities outside ● Making marks both on paper and digitally ● Provide opportunities and resources for gross motor mark making, under tables, outside, roll of paper on floor, vertical surfaces, different media – chinks, large paint brushes, crayons, pom-poms, sticks, whole body. ● Provide different textures and sizes of paper ● Talking about the different marks they make with adults and peers ● Adults modelling mark-making, writing names on pictures and models etc., and talking about what they are doing and what the marks mean. 	<p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> ● Looking at letter formation of letters in name, when name is written by an adult on pictures and models ● Colouring, writing patterns, forming different shapes (straight lines, waves, circles, spirals, zigzags, humps, arcs, obliques, squares, triangles), developing a comfortable and effective pencil grip ● Squiggle While You Wiggle ● Giving meaning to drawings and paintings and describing them to adults and peers. ● Mark making and early writing in play – a variety of writing resources around the classroom indoors and outside – notebooks, paper, exercise books, felt pens, pencils, stampers, crayons ● Attempting to write own name with adult support and encouragement ● Imitating adults’ writing by making continuous lines, circles, curves and letter-type shapes 	<ul style="list-style-type: none"> ● Writes for a range of purposes and in a range of contexts in play, using a combination of marks, symbols and some letter shapes, and is able to give meaning to their marks e.g. ‘It’s my shopping list, bread, eggs, sweets’. ● Hears sounds in words and attempts to segment words into sounds orally. <p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> ● Writing names on pictures, models and paintings with adult support to use their name card and form letters correctly . ● RWI letter formation and Ten Town number formation activities ● Opportunities to write labels, captions, messages, registers, lists etc. in play available throughout the environment, with high quality adult interaction supporting children. ● Story scribing leading to story writing. ● Making up stories, play scenarios and drawing in response to experiences such as outings or events. ● Ascribing meaning to signs, symbols, and words they see, including their own ● Including mark making and early writing in play ● Imitating adults’ writing ● Attempting to write their own name or other names and words ● Showing interest in letters on a keyboard ● Knowing info can be relayed through signs and symbols in various forms – Message Centre
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<p>Mathematics – Number and Numerical patterns</p>	<p>Develop a strong grounding in number, count confidently, develop a deep understanding of numbers to 5, the relationships and patterns. Provide frequent and varied opportunities to build and apply understanding, develop a secure base of knowledge and vocabulary to build a mastery of maths. Provide opportunities for children to develop spatial reasoning skills across all areas including space, shape and measure. Allow children to develop positive attitudes and interests in maths, look for patterns and relationships, spot connections, have a go, talk about what they notice and not be afraid to make mistakes.</p>		
	<ul style="list-style-type: none"> ● Begin to take part in finger rhymes with numbers ● Say some numbers in sequence ● Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' ● Use language of quantities e.g. 'lots', 'not many' ● Begin to rote count to 5. ● Begin to subitise up to 3 objects. ● Compare collections that are quite different in size and know that one has 'more' than the other. <p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> ● Introduce maths learning opportunities into daily routines: subitising objects in the classroom and outdoors; noticing, matching and sorting; counting the number of children, counting school dinners and packed lunches, counting story votes, recognising 'more' and 'fewer', counting resources back into their places at tidy up time, counting seats and cutlery at lunchtime, counting play resources, counting actions and sounds, comparing amounts and sizes at snack time and lunchtime. <p>Skills to be taught during adult led activities;</p> <ul style="list-style-type: none"> ● Matching and sorting objects by colour ● Matching and sorting objects by size ● Categorising groups of objects using their own criteria ● Matching and sorting objects into groups using their own criteria (more than one criteria available) 	<ul style="list-style-type: none"> ● Compare amounts saying 'lots', 'more', 'fewer' ● Beginning to select a small number of objects from a bigger group. ● Rote counts to 10 and beyond ● Can verbally count to 10 with some correspondence with objects. They may point to objects to count a few items but then lose track. ● Compare objects by capacity using language such as full, empty, etc. ● Explore and name 2D shapes, talking about them using words like 'pointy', 'round', 'straight' ● Understand positional language, for example, 'The bag is under the table'. ● Talk about and identify patterns that I see around me e.g. stripes on clothes. Use everyday language like 'pointy', 'spotty' etc <p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> ● Continue developing understanding of number, subitising and mathematical concepts of size, shape, pattern, quantity through daily routines, resources and environment and quality adult interactions. <p>Skills to be taught during adult led activities;</p> <ul style="list-style-type: none"> ● representing numbers in different ways using concrete resources ● consolidate understanding of the 'oneness' of one, the 'twoness' of two and the 'threeness' of three to include time, money, shape, patterns ● Subitising up to 5 objects, starting to combine smaller groups 	<ul style="list-style-type: none"> ● Explore simple number composition through number rhymes and songs. ● Subitise up to 5 objects ● Count reliably to 5 and beginning to count beyond 5 with 1-1 correspondance. ● Know that to count they need to say one number name for each object and to say the numbers in the correct order (1-1 correspondance) ● Know that the last number they say when counting a set of objects tells them 'how many' (cardinal principle), and that they can find out 'how many' by counting. ● Represent numbers to 5 using their fingers, and begin to understand that numbers to 5 and beyond can be made in different ways (e.g. show 2 fingers on one hand and 1 on another to make 3). ● Represent amounts and numbers in different ways and using a wide range of objects in play. ● Link numeral and quantity to 3 then 5 ● Solve real life maths problems in play ● Recite numbers to 10 and begin to recite numbers beyond 10 ● Experiments with symbols and marks to represent numbers and quantities. ● Sort objects by a variety of criteria ● Describe similarities and differences ● Compares groups of objects and can say if they are 'more than', 'less than' or 'the same'. ● Compare objects by size, weight, length and capacity using language such as 'heavy', 'light', 'lighter', 'long', 'longest', 'shorter'.



	<ul style="list-style-type: none"> Comparing objects and sorting them in different ways using objects of the same type (low cognitive load) Perceptual subitising to 3 Reciting numbers past 5 Counting with 1-1 correspondence to 5 Cardinality Conservation of number Counting out the correct number of objects from a larger group (give me one, two, three) Representing numbers to 5 on fingers Using shapes to make patterns, pictures and represent objects and beginning to talk about them. Complete inset puzzles. Compare sizes using appropriate language e.g. big, bigger, small, little, smallest. Sort objects by colour. Categorise objects e.g. cars in one group, people in another. Sort objects by size. Compare objects by length using language such as short, long, longest etc. Can choose appropriate shapes when building to represent my ideas. <p>Introduce the numbers 1, 2 and 3 using Master the Curriculum resources, Ten Town and Numberblocks/ NECTM resources – amount, numeral, composition, ways to represent them</p> <p><u>Vocabulary</u> Number, amount, object, item, subitise, count, how many, equal, same, more, less, fewer, similar, different, size, shape, circle, triangle</p>	<ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals counting out up to 6 objects from a larger group link numerals and amounts up to 5 Talk about and explore 2D and 3D shapes using informal and mathematical language Use positional language Compare and sort objects of different types, introduce more variables. Understand when they are more/less/equal and ways to check this <p>Consolidate understanding of 1, 2, 3 and introduce the numbers 4, 5 and 6 using using Master the Curriculum resources, Ten Town and Numberblocks/ NECTM resources.</p> <p><u>Vocabulary</u> Numerals, on, under, in, behind, in front, 2D, 3D, add, take away</p>	<ul style="list-style-type: none"> Explore 2D and 3D shapes and use informal and mathematical language to describe and talk about them. Selects and uses shapes appropriately for a purpose. Understand and use positional language in play and following instructions. Talk about and identify patterns around them. Extend and create simple AB repeating patterns. <p><u>Opportunities to Develop Skills</u></p> <ul style="list-style-type: none"> Continue developing understanding of number and mathematical concepts of size, shape, pattern, quantity through daily routines and quality adult interactions. <p>Skills to be taught during adult led activities;</p> <ul style="list-style-type: none"> Finding a total by counting on making numbers to 5 in different ways, knowing number facts up to 5 saying 1 more/1 less than a number estimating conceptual subitising of larger amounts Understand position through words alone Describe a familiar route Discuss routes and locations using words like 'in front of' and 'behind' Use shapes appropriately and combine them to make new ones Talk about and identify patterns around them. Extend and create ABAB patterns, noticing and correcting errors Begin to describe a sequence of events using 'first', 'then'. Make comparisons between objects relating to size, length, weight and capacity <p>Consolidate understanding of numbers 1-5 and shape, size, pattern, capacity using the Master the Curriculum resources.</p>
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<p>Understanding the World</p>	<p>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. Ensure that resources reflect the diversity of life in modern Britain.</p>		
<p>Understanding the World - People, Culture and Communities - Past and Present - The Natural World</p>	<ul style="list-style-type: none"> ● Begin to talk about the immediate past e.g. what have you played with at nursery today? ● Talk about their family. ● Develop a sense of ‘belonging’ in their key person group. ● Recognise key people in their lives. ● Explore natural materials, indoors and out. ● Explore materials with different properties. ● Observe what people, animals and vehicles do. ● Talk about familiar events such as birthday parties or special occasions. ● Developing sense of own family, relations and pets through talking about photographs, events and celebrations ● Imitating everyday actions and events from own family and cultural background in role play and own play. ● Enjoying playing with small world reconstructions, building on first-hand experience ● Seeking to acquire basic skills turning on and operating some basic equipment ● Operating mechanical toys ● Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. ● Learn about relevant festivals and celebrations – Diwali, Bonfire Night, Christmas ● Begin to develop an understanding of past, present and future ● Use all their senses in hands-on exploration of natural materials. 	<ul style="list-style-type: none"> ● Talk about personal events that have already happened, using prompts such as photographs. ● Enjoy stories about a range of people, animals and nature. ● Begin to make their own friends. ● Using all senses in hands-on exploration ● Showing interest in the lives of familiar people ● Planting seeds and care for growing plants ● Talking about similarities and differences ● Commenting, remembering and talking about significant events and special times in our own lives such as birthdays, Christmas, Easter ● Showing interest in different occupations and ways of life indoors and outdoors through stories, visitors, trips ● Talking about differences and changes to materials when cooking and baking ● Continuing to explore cultural differences through festivals – Chinese New Year, Easter ● Continuing to explore the weather and seasonal change – signs of Spring ● Commenting on and talk about why things happen and how they work ● Knowing how to operate simple equipment ● Showing interest in technological toys ● Learn about different ways of life in places with cold climates through books and stories ● Learn about our local area and the differences in other places which the children may have visited e.g. Chester-le-Street, Durham, Newcastle 	<ul style="list-style-type: none"> ● Beginning to make sense of their own life story and recent family history (can talk about their family, pets etc.) ● Begin to understand that yesterday has already happened, today is happening now, and that tomorrow is yet to happen. ● Begin to have an understanding that the days of the week have names and repeat in the same pattern every week. ● Notice that there are differences in clothes, housing, household objects etc. between the present day and pictures of the past in books and photographs. ● Begins to make comparisons between pictures and stories and their own experiences. ● Notice similarities and differences between themselves and others ● Shows interest in cultural, religious and community events and celebrations throughout the year. ● Know that there are other countries and parts of the world with different climates, wildlife, flora, food, clothing, ways of life (through stories, pictures, maps, discussion). ● Respect and care for the environment (indoors, outdoors, wider environment) ● Talk about what they can see in their local environment using a wide range of vocabulary (houses, shops, parks, local amenities) ● Notice seasonal changes in our outdoor area and on the way to school.



	<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Notice changes in the weather and season of Autumn • Explore light and dark • Explore how things work 	<ul style="list-style-type: none"> • Use nursery rhymes, stories and fairy tales to explore differences between the past and present • Learn about how we have grown and changed since we were babies • Explore ice, melting, freezing etc. • Talk about the differences between materials and changes they notice including gloop, cloud dough, flubber, slime etc. • Show and explain the concepts of growth, change and decay with natural material • Plant seeds and care for growing plants. • Learn about animal life cycles (caterpillars) 	<ul style="list-style-type: none"> • Explore the natural world using their senses – hands on exploration • Explore a wide range of resources and materials, their properties, similarities and differences (natural materials, ingredients for cooking and baking, simple chemical reactions, freezing and melting). • Show understanding of the life cycles of plants and know what plants need to grow by planting and growing a range of flowers, herbs and vegetables. • Develop an understanding of animal life cycles (caterpillars/butterflies, tadpoles/frogs, eggs/chicks, ladybirds in our garden, baby animals) and how to care for living things including pets and endangered wild animals • Make links between animal life cycles and their own growth since being a baby • Continuing to develop positive attitudes about the differences between people, families and communities • Talking about different journeys and holidays comparing places to our own environment • Talking about changes when cooking • Talking about different environments – parks, beach, woods • Learn about places that children may have been to on holiday (UK or abroad) – seaside, forest, mountains. • Learn about different ways of life in other parts of the world through stories and books (Africa, Asia, South America, • Look at ‘artefacts’ from the past and compare them with what we use today. • Learn about our changing world – global warming, pollution • Notice changes in weather and environment in Summer • Explore light and shadows
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<p>Expressive Arts and Design</p>	<p>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.</p>		
<p>Expressive Arts and Design - Creating with Materials - Being Imaginative</p>	<ul style="list-style-type: none"> • Sing along and join in with actions for songs and rhymes. • Experiment with instruments, making sounds in different ways. • Make simple models to express ideas. • Begin to use available resources in play. • Take on familiar roles e.g. pretending to be a Daddy and feed the baby. • Joining in with a wide range of songs and rhymes • Explores a wide variety of materials and resources to create self-portraits and models of themselves (powder paint and ready mixed paint, coloured pencils, crayons, felt tipped pens, play dough, junk materials, glue, tape) • Explore hand prints • Create autumn pictures (colour mixing, leaf printing) • Respond to their favourite nursery rhymes creating pictures and representations. • Exploring painting and colour mixing with black/white • Draw around shadows to create pictures • Firework pictures using different techniques and utensils (combs, string, cardboard tubes, washing up brushes, spattering) • Remembrance Day poppy field pictures using vegetable printing and pastels/crayons • Christmas craft activities, cards and calendars • Role play familiar scenarios (making tea, food, birthdays) • Begin to use objects to represent things in play e.g. using a wooden block as a phone. • Beginning to add narrative to imaginative play • Uses sounds to create sound effects in play 	<ul style="list-style-type: none"> • Build enclosures. • Begin to build with a purpose. • Begin to build with junk modelling materials. • Explore changing colours and textures. • Take part in simple pretend play e.g. pretending to be a police officer. • Play with other children who are engaged in the same theme. • Create props and settings for mini me’s based on the local area using a variety of techniques • Respond to learning about our local area and people who help us by making pictures, paintings and simple models • Begin to make enclosures and build with a purpose • Winter pictures with cold colours, colour mixing and experimenting with using colours for a purpose. • Pictures, paintings and models to respond to life cycles and growing. • Symmetrical butterfly paintings, collage pictures, experimenting with joining techniques • Re-enact familiar stories using props, costumes and instruments • Explore the sounds of instruments as sound effects in stories • Enjoy singing and learning new songs • Use dance and music to express feelings and events in stories • Uses small world resources to develop a narrative and re-create familiar scenarios • Use materials to create role play settings e.g. doctors, police station, fire engine. 	<ul style="list-style-type: none"> • Draws simple representations of people and objects and begins to add more details. • Be able to talk about their pictures and drawings. • Explore changing colours and textures (paints, light, malleable materials) • Select colours, materials and equipment for a purpose • Experiment with different ways of joining materials (glue, sticky tape etc.) • Use a range of creative resources and equipment independently (sticky tape dispenser, scissors, glue sticks, glue spreaders, paint brushes, powder paints and liquid paints, printing sponges etc.) • Build with a purpose with construction materials and junk modelling, exploring ways to connect and assemble pieces. • In block play stacks towers, builds enclosures, and begins to add more details such as roofs, towers, ramps, bridges. • Create own props and costumes to support role play • Use a wide range of construction resources to respond to the topic. • Enjoys dancing and listening to different styles of music • Begin to develop storylines in pretend play • Begin to play collaboratively and contribute to a group narrative. • Explores instruments, making sounds in different ways, and recognises and names some of them. • Able to play instruments faster, slower, louder, quieter

Nursery Curriculum Map

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Mrs. Wealleans

