

Ingleton Primary School Nursery Long Term Plan – 2022- 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes (Subject to change in order to follow the children’s interests)	<p>ALL ABOUT ME</p> <p><i>Starting school My new class New Beginnings The Season of Autumn Woodland animals</i></p> <p><i>PSED :- Being Me in My World</i></p>	<p>TRADITIONAL TALES CHRISTMAS</p> <p><i>Traditional Tales Goldilocks The Three Little Pigs</i></p> <p><i>The Season of Winter Christmas traditions Winter and Christmas crafts</i></p> <p><i>PSED :- Celebrating Difference</i></p>	<p>ANIMALS AROUND THE WORLD</p> <p><i>Pets Night and day animals Minibeasts Habitats Jungle animals On the Farm Animal Arts and crafts Animal patterns PSED :- Dreams and Goals</i></p>	<p>SPRING TIME EASTER</p> <p><i>Plants & Flowers Planting seeds and gardening The Season of Spring Walks around the school grounds Easter Spring time/ Easter arts and crafts</i></p> <p><i>PSED :- Healthy Me</i></p>	<p>VEHICLES RECYCLING MATERIALS PEOPLE WHO HELP US</p> <p><i>Different types of vehicles Space rockets Reduce, re-use and recycle/ materials Vehicles/recycling arts and crafts PSED :- Relationships</i></p>	<p>SUMMER TIME PIRATES</p> <p><i>The season of summer Caterpillars What would you find at the seaside? Under the Sea Seaside arts and crafts Pirates</i></p> <p><i>PSED :- Changing Me</i></p>
Possible Texts	<p><i>Little Hedgehog’s Big Day Gently Bentley Ouch! Owl Babies</i></p>	<p><i>Goldilocks The Three Little Pigs Christmas Story / Nativity</i></p>	<p><i>My Best Pet The Gruffalo The Night monkey and the Day Monkey Monkey Puzzle What the Ladybird Heard The Bad Tempered Ladybird</i></p>	<p><i>The Tiny Seed Going on a Bear Hunt The Best Easter Egg Hunt Ever</i></p>	<p><i>The Snail and the Whale The Naughty Bus The Train Ride Oi! Get off my train! Michael Recycle One Plastic Bag</i></p>	<p><i>Lighthouse Keeper’s Lunch Lost at Sea World Atlases Under the Sea Non – Fiction Commotion in the Ocean The Very Hungry Caterpillar</i></p>
Possible Enrichment Opportunities	<p><i>Autumn Trail Remembrance Day Harvest Time Birthdays Favourite Songs Halloween Countryfile Ramble</i></p>	<p><i>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day World Space Week Children in Need Nursery rhyme week</i></p>	<p><i>Chinese New Year Visitors with their pets Valentine’s Day Internet Safety Day</i></p>	<p><i>Planting seeds in the garden Nature scavenger hunt Mother’s Day Queen’s Birthday Science Week Eater Egg Hunt</i></p>	<p><i>Creating own vehicles using junk model resources Start of Ramadan Eid D-Day</i></p>	<p><i>Under the Sea – singing songs and sea shanties Father’s Day World Environment Day Anniversary of the NHS Map work – find the treasure around the school grounds</i></p>

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CHARACTERISTICS OF EFFECTIVE LEARNING	<p><i>Playing and exploring:</i> Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><i>Active learning:</i> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><i>Creating and thinking critically:</i> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
OVERARCHING PRINCIPLES	<p><i>Unique Child</i> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><i>Positive Relationships</i> Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><i>Enabling environments</i> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><i>Learning and Development:</i> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY At Ingleton Primary School we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.</p> <p>We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.</p>					

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<p>COMMUNICATION AND LANGUAGE</p> <p><i>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</i></p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <i>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.</i></p> <p><i>Throughout the year children will develop these listening skills</i></p> <ul style="list-style-type: none"> •Responding to questions and instructions directed to them •Following 2 part instructions •Taking part in short exchanges with others – <i>listening and responding to adults and peers</i> •Taking turns in conversation •joining in with repeated refrains in rhymes and stories/ <i>re-tell recite some familiar songs/ rhymes/ stories</i> <p><i>Throughout the year children will develop these speaking skills</i></p> <ul style="list-style-type: none"> •Articulating and speaking clearly •Speaking in 4-6 <i>word sentences</i> •Explaining feelings in simple terms i.e. I am sad because.... •Expressing wants and needs, such as asking for particular resources •Using simple conjunctions to connect ideas such as ‘and’ and ‘because’ •Using some positional language •Retelling a story/ event (not always in correct order) •Joining in with repeated refrains in stories/ rhymes 					
<p><i>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, and weekly interventions if appropriate.</i></p> <p>DAILY STORY</p>	<p><i>Settling in activities, learning to make friends. Encouraging children to talk about experiences that are familiar to them. Model talk routines throughout the day e.g. it is snack time, I have juicy apple, I have a ripe banana.</i></p>	<p><i>Settling in activities, Develop vocabulary Sequencing stories (not always in order), talking about characters in stories. Encouraging and modelling the use of vocabulary heard in stories. Respond to questions and instructions directed to them</i></p>	<p><i>Hears and uses new vocabulary from stories, rhymes and poems. Joins in with familiar rhymes and stories Ask questions to find out more and to check they understand what has been said to them.</i></p>	<p><i>Sequences stories/ events (not always in order) Identifies characters / settings/ events in stories Knows that print carries meaning and is read, in English, from left to right Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. Joins in with familiar rhymes and stories.</i></p>	<p><i>Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories. Knows that print carries meaning and is read, from left to right. Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. Hears initial sounds. Joins in with familiar rhymes and stories. Begins to predict what might happen in stories.</i></p>	<p><i>Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories. Knows that print carries meaning and is read, from left to right. Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. Hears initial sounds. Joins in with familiar rhymes and stories. Begins to predict what might happen in stories</i></p>

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PSHE Managing Self	<p><i>Being Me In My World</i></p> <ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different. • I understand how feeling happy and sad can be expressed. • I can work together and consider other people's feelings. • I can use gentle hands and understand that it is good to be kind to people. • I am starting to understand children's rights and this means we should all be allowed to learn and play. • I am learning what being responsible means. 	<p><i>Celebrating Difference</i></p> <ul style="list-style-type: none"> • I know how it feels to be proud of something I am good at. • I can tell you one way I am special and unique. • I know that all families are different. • I know there are lots of different houses and homes. • I can tell you how I could make new friends. • I can use my words to stand up for myself. 	<p><i>Dreams and Goals</i></p> <ul style="list-style-type: none"> • I understand what a challenge means. • I can keep trying until I can do something. • I can set a goal and work towards it. • I know some kind words to encourage people with. • I can start to think about the jobs I might like to do when I'm older. • I can feel proud when I achieve a goal. 	<p><i>Healthy Me</i></p> <ul style="list-style-type: none"> • I know the names for some parts of my body and am starting to understand that I need to be active to be healthy. • I can tell you some of the things I need to do to be healthy. • I know what the word 'healthy' means and that some foods are healthier than others. • I know how to help myself go to sleep and that sleep is good for me. • I can wash my hands and know it is important to do this before I eat and after I go to the toilet. • I know what to do if I get lost and how to say NO to strangers. 	<p><i>Relationships</i></p> <ul style="list-style-type: none"> • I can tell you about my family. • I understand how to make friends if I feel lonely. • I can tell you some of the things I like about my friends. • I know what to say and do if somebody is mean to me. • I can use Calm Me time to manage my feelings. • I can work together and enjoy being with my friends. 	<p><i>Changing Me</i></p> <ul style="list-style-type: none"> • I can name parts of my body and show respect for myself. • I can tell you some things I can do and some food I can eat to be healthy. • I understand that we all start as babies and grow into children and then adults. • I know that I grow and change. • I can talk about how I feel moving to School from Nursery. • I can remember some fun things about Nursery this year.
	<p><u>Linked stories</u> 'Hands are not for hitting' by Martine Agassi</p>	<p><u>Linked stories</u> 'It's OK To Be Different' by Todd Parr.</p>	<p><u>Linked stories</u> 'The Hare and the Tortoise' Aesop's Fables 'The Jungle Run' by Tony Mitton</p>	<p><u>Linked stories</u> Little Red Riding Hood</p>	<p><u>Linked stories</u> 'George and Martha' stories by James Marshall</p>	<p><u>Linked stories</u> 'The Very Hungry Caterpillar' by Eric Carle</p>
Self Regulation	<ul style="list-style-type: none"> -Controlling own feelings and behaviours -Applying personalised strategies to return to a state of calm -Being able to curb impulsive behaviours -Being able to concentrate on a task -Delaying gratification -Persisting in the face of difficulty. 					

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PHYSICAL DEVELOPMENT	<i>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</i>					
FINE MOTOR <i>Daily opportunities for Fine Motor Activities</i> <i>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</i>	<p><i>Making snips with paper :- Practise tearing paper</i></p> <p><i>Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs) Able to use a spoon to feed self/ cups to drink</i></p> <p><i>Paint brushes – large movements – circular, up and down :- large paintbrushes/ large sheets of paper/ ground</i></p> <p><i>Use tweezers to pick up/ move large objects i.e. pasta</i></p> <p><i>Thread large objects onto pipe cleaners</i></p> <p><i>Using a variety of tools to manipulate play dough</i></p> <p><i>Using glue spreaders</i></p> <p><i>Pencil control :- Mark making using tools such as chunky chalks, mark makers in sand etc, predominantly using fist grip.</i></p>	<p><i>Making snips with paper :- Practise opening and closing blades on play dough etc.</i></p> <p><i>Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs) Able to use a spoon to feed self/ cups to drink</i></p> <p><i>Paint brushes – large movements – circular, up and down :- large paintbrushes/ smaller sheets of paper/ ground</i></p> <p><i>Use tweezers to pick up/ move large objects i.e. pompoms</i></p> <p><i>Thread large objects onto pipe cleaners</i></p> <p><i>Using a variety of tools to manipulate play dough</i></p> <p><i>Using glue spreaders</i></p> <p><i>Pencil control :- Mark making using tools such as chunky chalks, mark makers in sand etc, predominantly using fist grip.</i></p>	<p><i>Making snips with paper :- Practise snipping, using foam sheets etc, moving onto lines drawn on sugar paper</i></p> <p><i>Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs and funnels)</i></p> <p><i>Able to use a spoon to feed self/ cups to drink</i></p> <p><i>Paint brushes / chalks – large movements – circular, up and down :- large paintbrushes/ chalks smaller sheets of paper/ ground</i></p> <p><i>Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects</i></p> <p><i>Thread large beads onto lace</i></p> <p><i>Using a variety of tools to manipulate play dough</i></p> <p><i>Using glue spreaders</i></p> <p><i>Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines such as wavy lines or straight lines</i></p>	<p><i>Practise activities to promote crossing the mid-line of the body i.e. passing a ball from left to right</i></p> <p><i>Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs and funnels)</i></p> <p><i>Able to use a spoon to feed self/ cups to drink</i></p> <p><i>Paint brushes / chalks – large movements – circular, up and down :- large paintbrushes/ chalks smaller sheets of paper/ ground</i></p> <p><i>Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects</i></p> <p><i>Thread large beads onto lace</i></p> <p><i>Using a variety of tools to manipulate play dough</i></p> <p><i>Using glue spreaders</i></p> <p><i>Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines such as wavy lines or straight lines</i></p>	<p><i>Making snips with paper :- Promote activities to strengthen bilateral coordination i.e. lacing cards</i></p> <p><i>Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs and funnels/ different sized scoops/ pipettes etc)</i></p> <p><i>Able to use a spoon to feed self/ cups to drink</i></p> <p><i>Paint brushes / chalks – large movements – circular, up and down :- smaller paintbrushes/ smaller sheets of paper/ ground</i></p> <p><i>Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects</i></p> <p><i>Pegs onto paper plates/ material</i></p> <p><i>Thread large beads onto lace/ lacing cards</i></p> <p><i>Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes</i></p>	<p><i>Cut a straight line with some accuracy</i></p> <p><i>Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs and funnels/ different sized scoops/ pipettes etc)</i></p> <p><i>Able to use a spoon to feed self/ cups to drink</i></p> <p><i>Paint brushes / chalks – large movements – circular, up and down :- smaller paintbrushes/ smaller sheets of paper/ ground</i></p> <p><i>Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects</i></p> <p><i>Pegs onto paper plates/ material</i></p> <p><i>Thread large beads onto lace/ lacing cards</i></p> <p><i>Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes</i></p>
GROSS MOTOR <i>Daily opportunities for Gross Motor Development</i>	<p><i>Use lower blue crates and planks of wood to build obstacle courses</i></p> <p><i>Use of climbing frame</i></p> <p><i>Practise throwing and catching large ball back and forth with bounces between the catch</i></p> <p><i>Practise riding the bikes and scooters</i></p> <p><i>Running races</i></p>	<p><i>Use lower blue crates and planks of wood to build obstacle courses</i></p> <p><i>Use of climbing frame</i></p> <p><i>Practise throwing and catching large ball back and forth with bounces between the catch</i></p> <p><i>Practise riding the bikes and scooters</i></p> <p><i>Running races</i></p>	<p><i>Use lower blue crates and higher red crates and planks of wood to build obstacle courses</i></p> <p><i>Use of climbing frame</i></p> <p><i>Practise throwing and catching large ball with one bounce between the catch</i></p> <p><i>Practise riding the bikes and scooters</i></p> <p><i>Galloping races</i></p> <p><i>Balancing on one leg during Simon Says game</i></p>	<p><i>Use lower blue crates and higher red crates and planks of wood to build obstacle courses</i></p> <p><i>Use of climbing frame</i></p> <p><i>Practise throwing and catching large ball with one bounce between the catch</i></p> <p><i>Practise riding the bikes and scooters</i></p> <p><i>Galloping races</i></p> <p><i>Balancing on one leg during Simon Says game</i></p>	<p><i>Use lower blue crates and higher red crates and planks of wood to build obstacle courses . Encourage children to climb and build independently</i></p> <p><i>Use of climbing frame</i></p> <p><i>Practise throwing and catching large ball</i></p> <p><i>Practise riding the bikes and scooters</i></p> <p><i>Galloping races</i></p> <p><i>Balancing on one leg during Simon Says game</i></p> <p><i>Pick up small buckets of water/ sand using 2 hands</i></p>	<p><i>Use lower blue crates and higher red crates and planks of wood to build obstacle courses . Encourage children to climb and build independently</i></p> <p><i>Use of climbing frame</i></p> <p><i>Practise throwing and catching large ball</i></p> <p><i>Practise riding the bikes and scooters</i></p> <p><i>Galloping races</i></p> <p><i>Balancing on one leg during Simon Says game</i></p> <p><i>Pick up small buckets of water/ sand using 2 hands</i></p>

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LITERACY	<i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</i>					
RETELLING AND RECALLING VOCABULARY ACQUISITION PREDICTION	<i>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books :- Story times/ topic learning</i>	<i>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times</i>	<i>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right :- Reading Area</i>	<i>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right :- Reading Area</i>	<i>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Begins to predict what might happen in stories :- Story times, topic learning Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right :- Reading Area</i>	<i>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Begins to predict what might happen in stories :- Story times, topic learning Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right :- Reading Area</i>
SOUND DISCRIMINATION / LETTER KNOWLEDGE <i>Phonics Lessons</i> <i>Child initiated learning</i>	<i>Pre- Phonics Environmental Sounds Draw some marks on paper, not always distinguishable</i>	<i>Pre- Phonics Instrumental Sounds Draw some marks on paper, not always distinguishable</i>	<i>Pre- Phonics Body Percussion Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make</i>	<i>Pre- Phonics Rhythm and Rhyme/ Alliteration Spot and suggest rhymes Recognise words with the same initial sound Hears initial sounds Identifies sounds in words Hears some initial sounds and begins to use letters to identify meaning i.e. 'd' is for daddy</i>	<i>Pre- Phonics Voice Sounds Hears initial sounds Identifies sounds in words Can orally blend/ segment simple CVC words Hears some initial sounds and begins to use letters to identify meaning i.e. 'd' is for daddy Can draw some recognisable pictures</i>	<i>Pre- Phonics Oral Blending and Segmenting Can orally blend/ segment simple CVC words Hears initial sounds in words Count or clap syllables in a word Hears some initial sounds and begins to use letters to identify meaning i.e. 'd' is for daddy</i>

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				<i>Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make</i>	<i>and give meaning to the marks they make</i>	<i>Can copy/ write own name Writes for a range of purposes (not always using correct letters)</i>
FINE MOTOR SKILLS	<i>Pencil control :- Mark making using tools such as chunky chinks, mark makers in sand etc, predominantly using fist grip. Handles tools with increasing control</i>	<i>Pencil control :- Mark making using tools such as chunky chinks, mark makers in sand etc, predominantly using fist grip. Handles tools with increasing control</i>	<i>Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines Shows a dominant hand and can use the basis of a 3 finger pencil grip</i>	<i>Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines Shows a dominant hand and can use the basis of a 3 finger pencil grip</i>	<i>Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes Shows a dominant hand and can use the basis of a 3 finger pencil grip</i>	<i>Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes. Shows a dominant hand and can use the basis of a 3 finger pencil grip</i>
WRITING	<i>Mark making using mark making tools in trays of sand etc. Using larger paintbrushes to paint with. Using chunky chinks on the ground outside. Manipulating play dough with variety of tools Draw some marks on paper, not always distinguishable</i>	<i>Mark making using mark makers such as chunky chinks, paintbrushes, pens Following large pattern templates Draw some marks on paper, not always distinguishable</i>	<i>Mark making using pens/ pencils/ chinks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make</i>	<i>Mark making using pens/ pencils/ chinks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make</i>	<i>Uses pens/ pencils/ paintbrushes with developing tripod grip. Can draw some recognisable pictures and give meaning to the marks they make</i>	<i>Uses pens/ pencils/ paintbrushes with developing tripod grip. form some letter shapes/ can copy or write their own name/ writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.)</i>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematical Development	<p><i>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</i></p>					
	<p><i>Early Mathematical Experiences / Number Rhymes</i></p> <ul style="list-style-type: none"> • <i>Explore simple composition of number through number rhymes.</i> • <i>Having numbers around the Nursery environment i.e. displays.</i> • <i>Knows and sings a selection of number rhymes.</i> <p>Numbers to 5</p> <ul style="list-style-type: none"> • <i>Practise counting aloud to 5.</i> • <i>Show 'finger numbers' to three.</i> 	<p>Numbers to 5</p> <ul style="list-style-type: none"> • <i>Subitise small amounts up to 3 objects.</i> • <i>Link numeral and quantity to 3.</i> <p>Shape and Space</p> <ul style="list-style-type: none"> • <i>Explore 2D and 3D shapes to create patterns / a construction resources.</i> • <i>Select shapes appropriately i.e. triangular prism for a roof.</i> <p>Number Patterns</p> <ul style="list-style-type: none"> • <i>Days of the week, seasons</i> • <i>Sequence daily events</i> 	<p>Numbers to 5</p> <ul style="list-style-type: none"> • <i>Count reliably to 5, and beginning to count beyond 5.</i> • <i>Say one number name for each item in order- 1, 2, 3, 4, 5.</i> <p>Compare Quantities</p> <ul style="list-style-type: none"> • <i>Sort objects by a variety of criteria</i> • <i>Describes similarities and differences</i> 	<p>Numbers to 5.</p> <ul style="list-style-type: none"> • <i>Know the last number reached when counting a set of objects tells you how many there are ('cardinal principle')</i> <p>Shape and Space</p> <ul style="list-style-type: none"> • <i>Talk about and explore 2D and 3D shapes, using informal and mathematical language i.e. sides/ corners.</i> • <i>Understand and use positional language.</i> 	<p>Numbers to 5</p> <ul style="list-style-type: none"> • <i>Solve real world mathematical problems up to 3.</i> • <i>Experiments with own symbols and marks as well as numerals.</i> • <i>Verbally rote count to 10</i> <p>Number Patterns</p> <ul style="list-style-type: none"> • <i>Extend and create simple 'ABAB' patterns.</i> • <i>Spotting and exploring errors in repeating patterns.</i> <p>Shape and Space</p> <ul style="list-style-type: none"> • <i>Make comparisons between objects relating to size, length, weight and capacity.</i> 	<p>Numbers to 5 and beyond</p> <ul style="list-style-type: none"> • <i>Solve real world mathematical problems up to 5.</i> • <i>Experiments with own symbol and marks as well as numerals.</i> • <i>Verbally rote count to 10.</i> <p>Compare Quantities</p> <ul style="list-style-type: none"> • <i>Compares quantities by using the terms 'more than', 'less than' and 'the same'.</i> <p>Number Patterns</p> <ul style="list-style-type: none"> • <i>Begin to describe a sequence of events (real or fictional) using words such as first, then etc...</i>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>UNDERSTANDING THE WORLD</p> <p><i>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.</i></p> <p>Science History Geography RE / Festivals</p> <p><i>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</i></p> <p><i>They will begin to understand and value the differences of individuals and groups within their own community.</i></p> <p><i>Children will have opportunity to develop their emerging moral and cultural awareness.</i></p>	<p><i>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.</i></p>					
	<p><i>Past and Present :- History</i></p> <ul style="list-style-type: none"> • Able to say who they are and who they live with. (PSHE/ All About Me) • Can talk about any pets they may have. (All About Me) • Can talk about some members of their family. (All About Me) <p><i>Culture and Community :- RE/ Geography</i></p> <ul style="list-style-type: none"> • Comments on celebrations in their own life. (All About Me) <p><i>The Natural World :- Science and Geography</i></p> <ul style="list-style-type: none"> • Respect and care for the environment. (PSHE) • Talk about what they see in their own environment (school/ home). (PSHE) • Talk about and describe different types of houses, including where they live. (All About Me) • Hands on exploration using senses. 	<p><i>Past and Present :- History</i></p> <ul style="list-style-type: none"> • Comments on experiences in their own life (Christmas, Diwali etc) • Comments on fictional characters in stories (Traditional Tales) • Shares similarities between characters, figures or objects (Traditional Tales/ Christmas) <p><i>Culture and Community :- RE and Geography</i></p> <ul style="list-style-type: none"> • Comments on celebrations in their own life (Christmas/ PSHE) • Knows there are special places of worship (PSHE) • Knows there are differences in what we believe (PSHE) • Develop positive attitudes about differences between people (PSHE) <p><i>The Natural World :- Science and Geography</i></p> <ul style="list-style-type: none"> • Changing seasons (Christmas/ Winter) • Identify suitable clothing for different weather (Christmas/ Winter) • Hands on exploration using senses 	<p><i>Past and Present :- History</i></p> <ul style="list-style-type: none"> • Comments on fictional characters in stories (Books about animals) • Shares similarities between characters, figures or objects (different types of animal) <p><i>Culture and Community :- RE and Geography</i></p> <ul style="list-style-type: none"> • Shows an interest in different occupations (Animals – vets) • Develop positive attitudes about differences between people (PSHE) <p><i>The Natural World :- Science and Geography</i></p> <ul style="list-style-type: none"> • Respect and care for the environment (Animals – habitats) • Explore the world around them and how things work (Animals – habitats) • Understand the difference between plants and animals (Animals) • Know the life cycle of a butterfly (The Very Hungry Caterpillar) 	<p><i>Past and Present :- History</i></p> <ul style="list-style-type: none"> • Comments on experiences in their own life (Easter) <p><i>Culture and Community :- RE and Geography</i></p> <ul style="list-style-type: none"> • Knows there are special places of worship (Easter) • Knows there are differences between what we believe (PSHE) • Develop positive attitudes about differences between people (PSHE) <p><i>The Natural World :- Science and Geography</i></p> <ul style="list-style-type: none"> • Hands on exploration using senses • Changing seasons (Spring) • Identify suitable clothing for different weather (Spring) • Understand the difference between plants and animals (Spring) • Plant seeds and care for growing plants with support (Spring) 	<p><i>Past and Present :- History</i></p> <ul style="list-style-type: none"> • Able to say who they are and who they live with (PSHE) • Can talk about any pets they may have (PSHE) • Can talk about some members of their family (PSHE) • Comments on experiences in their own life (PSHE) <p><i>Culture and Community :- RE and Geography</i></p> <ul style="list-style-type: none"> • Shows an interest in different occupations (People who Help us) <p><i>The Natural World :- Science and Geography</i></p> <ul style="list-style-type: none"> • Respect and care for the environment (Recycling) • Talk about what they can see in their own environment (Recycling) • Talk about and describe different types of houses, including where they live (PSHE) • Hands on exploration using senses • Explore collections of materials and identify similar and different properties (Recycling/ Vehicles) • Explore the world around them and explore how things work (Recycling/ Materials) • Explores and talks about forces (push and pull) (Recycling/ Vehicles) 	<p><i>Past and Present :- History</i></p> <ul style="list-style-type: none"> • Can talk about some members of their family (PSHE) • Sequence family members by size and name (baby, child, adult) (PSHE) • Comments on experiences in their own life (Seaside/ Summer/ Derby Project) <p><i>Culture and Community :- RE and Geography</i></p> <ul style="list-style-type: none"> • Know there are some other countries/ cities (Derby Project) <p><i>The Natural World :- RE and Geography</i></p> <ul style="list-style-type: none"> • Talk about what they see in their own environment (Derby Project) • Talk about and describe different types of houses, including where they live (Derby Project) • Changing seasons (Summer) • Identify suitable clothing for different weather (Summer/ Seaside)

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EXPRESSIVE ARTS AND DESIGN	The development of children’s artistic and cultural awareness supports <i>their imagination and creativity</i> . 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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	<p>Explore :-</p> <ul style="list-style-type: none"> • Colour – recognise colours / choose colours for a purpose • Can use thick paint brushes • U s e g l u e s t i c k s independently and glue spatulas with support • Manipulates playdough in different ways (rolls, cuts, squashes, pinches, twists) • (Creative table/ painting/ play dough) <p>Imaginative Play</p> <p>:- • Develop storylines</p> <ul style="list-style-type: none"> • Plays with familiar resources • Participates in small world play related to rhymes and stories • (Small world/ sand pit/ toys / resources) <p>Music :-</p> <ul style="list-style-type: none"> • Responds to music – verbally and using movement • Sings in a group and tries to keep in time (Carpet time/ routine songs) 	<p>Explore :-</p> <ul style="list-style-type: none"> • Colour – recognise colours / choose colours for a purpose • Can use thick paint brushes • U s e g l u e s t i c k s independently and glue spatulas with support • Manipulates playdough in different ways (rolls, cuts, squashes, pinches, twists) • (Creative table/ painting/ play dough/ Christmas cards and decorations) <p>Imaginative Play</p> <p>:- • Develop storylines</p> <ul style="list-style-type: none"> • Plays with familiar resources • Participates in small world play related to rhymes and stories • (Small world/ sand pit/ toys / resources) <p>Music :-</p> <ul style="list-style-type: none"> • Responds to music – verbally and using movement • Sings in a group and tries to keep in time (Carpet time/ routine songs/ Christmas songs/ Nativity) 	<p>Explore :-</p> <ul style="list-style-type: none"> • Draws potato people (no neck or body) • Draw simple things from memory i.e. cat • Adds other materials to develop models • Beginning to weave using large outdoor shapes and large ribbons • Adds additional textures • (Creative table/ painting/ play dough) <p>Imaginative Play :-</p> <ul style="list-style-type: none"> • Uses own experiences to develop storylines • Create and use small world set ups (small world/ sand pit/ toys/ resources) <p>Music :-</p> <ul style="list-style-type: none"> • Talks about how music makes them feel • sings a selection of nursery rhymes/ songs from memory (carpet time/ routine songs) 	<p>Explore :-</p> <ul style="list-style-type: none"> • Draws potato people (no neck or body) • Draw simple things from memory i.e. cat • Adds other materials to develop models • Beginning to weave using large outdoor shapes and large ribbons • Adds additional textures • (Creative table/ painting/ play dough) <p>Imaginative Play :-</p> <ul style="list-style-type: none"> • Uses own experiences to develop storylines • Create and use small world set ups (small world/ sand pit/ toys/ resources) <p>Music :-</p> <ul style="list-style-type: none"> • Talks about how music makes them feel • sings a selection of nursery rhymes/ songs from memory (carpet time/ routine songs) 	<p>Explore :-</p> <ul style="list-style-type: none"> • Print with blocks, sponges and fruit • Draw things that they observe • Works independently to develop basic skills • Begin experiment with mixing colours • Builds walls to create enclosed spaces, beginning to add towers etc • (creative table/ writing area/ painting area) <p>Imaginative play :-</p> <ul style="list-style-type: none"> • Creates their own piece of art and gives meaning • Begins to work with a friend, copying ideas and developing skills together • (small world/ sand pit/ toys/ resources) <p>Music :-</p> <ul style="list-style-type: none"> • Copies basic actions and begins to learn short dance routines • W a t c h e s d a n c e s a n d performances • Able to name a wide variety of i n s t r u m e n t s (d r u m , tambourine, maraca, triangle) • Plays a given instrument to a simple beat (carpet time/ routine songs) 	<p>Explore :-</p> <ul style="list-style-type: none"> • Print with blocks, sponges and fruit • Draw things that they observe • Works independently to develop basic skills • Begin experiment with mixing colours • Builds walls to create enclosed spaces, beginning to add towers etc • (creative table/ writing area/ painting area) <p>Imaginative play :-</p> <ul style="list-style-type: none"> • Creates their own piece of art and gives meaning • Begins to work with a friend, copying ideas and developing skills together • (small world/ sand pit/ toys/ resources) <p>Music :-</p> <ul style="list-style-type: none"> • Copies basic actions and begins to learn short dance routines • W a t c h e s d a n c e s a n d performances • Able to name a wide variety of i n s t r u m e n t s (d r u m , tambourine, maraca, triangle) • Plays a given instrument to a simple beat (carpet time/ routine songs)

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End of Year Expectations – Best fit

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematical Development	Knowledge and Understanding of the World	Expressive Arts and Design
<p>Listening Skills Respond to questions and instructions directed to them. Follow 2 part instructions Take part in short exchanges with others – listening and responding to adults and peers Take turns in conversation Join in with repeated refrains in rhymes and stories/ re-tell recite some familiar songs/ rhymes/ stories</p> <p>Speaking Skills Articulate and speak clearly Speak in 4-6 word sentences Explain feelings in simple terms i.e. I am sad because.... Express wants and needs, such as asking for particular resources Use simple conjunctions to connect ideas such as ‘and’ and ‘because’ Use some positional language Retell a story/ event (not always in correct order) Join in with repeated refrains in stories/ rhymes Describe Recount and retell</p>	<p>Developing sense of self Name and talk about own feelings, sometimes using props as a support Manage own basic hygiene (toileting, washing hand, feeding self, drinking) Talk about likes and dislikes</p> <p>Building relationships Work and play co-operatively with others i.e. building simple role play in the home corner Show empathy to the feelings of others Know they belong to the class community Form good bonds with adults and peers Take turns with others, sometimes with support</p> <p>Follow Rules Beginning to understand right and wrong and follow classroom rules Follow simple 2 part instructions</p>	<p>Movement / Gross motor skills Use 2 hands to pick up heavy objects, and with support seek assistance to move heavier objects Balance on one foot for a short time Be able to climb up/ walk across/ jump off climbing equipment with support Be able to throw and catch a large ball Run in a straight line Confidently ride the red and yellow bikes Sit on the balance bikes and scoot self along Gallop (pre-skipping) Large up and down/ circular movements</p> <p>Fine motor skills Making snips in paper with scissors Digging, scooping, pouring Able to use a spoon to feed self/ cups to drink Paint brushes – large movements- circular, up and down Use tweezers to pick up/ move large objects i.e. pasta, pom poms Thread beads/ large objects onto string/ pipe cleaners Pencil control use mark making equipment with increasing accuracy i.e. drawing shapes/ simple pictures Basis of pencil grip Dominant hand</p>	<p>Retelling and recalling Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories Knows that print carries meaning and is read, in English from left to right</p> <p>Fine motor skills Handles tools with increasing control i.e. paint brushes, glue spreaders, play dough tools etc. Shows a dominant hand Uses the basis of a 3 finger pencil grip</p> <p>Vocabulary Acquisition Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books) Sound Discrimination :- Hears initial sounds Can orally blend/ segment simple CVC words Identifies sounds in words</p> <p>Letter Knowledge Can copy/ wrote own name Hears initial sounds and begins to use letters to identify meaning i.e. ‘d’ is for daddy Writes for a range of purposes i.e. shopping list, a letter, a picture (not always using correct letters)</p> <p>Prediction Joins in with familiar rhymes and stories Begins to predict what might happen in stories</p>	<p>Shape and Space Talk about and explore 2D and 3D shapes, using informal language and mathematical language (sides, corners, straight, flat, round) Select shapes appropriately i.e. triangular prism for a roof Understand and use positional language Make comparisons between objects relating to size, length, weight and capacity</p> <p>Number Patterns Extend and create simple AB patterns Talks about and identifies patterns around them i.e. stripes on clothes, designs on rugs Spotting and exploring errors in repeating patterns Begin to describe a sequence of events (real or fictional), using words such as first, then etc.</p> <p>Number Rhymes Explores simple composition of number through rhymes i.e. 5 little frogs, 3 in the pool Knows and signs a selection of number rhymes</p> <p>Numbers to 5 Subitise small amounts of up to 3 objects Link numeral and quantity up to 3 Count reliably to 5, and beginning to count beyond 5 Say one number name for each item in order 1, 2, 3, 4, 5 Know the last number reached when counting a set of objects tells you how many there are (cardinal principle) Show ‘finger numbers’ up to 3</p>	<p>Past and Present – History Able to say who they are and who they live with Can talk about any pets they may have Can talk about some members of their family Sequence family members by size and name (baby, child, adult) Comments on fictional characters in stories Shares similarities between characters, figures or objects Comments on pictures of experiences in their own life “this was me at the farm....”</p> <p>Culture and Community Shows an interest in different occupations Comments on recent pictures of celebrations in their own life “This is me celebrating Diwali....” Knows there are special places of worship Knows that there are differences between what we believe Develop positive attitudes about differences between people Know there are some other countries/ cities</p> <p>The Natural World – Science and Geography Respect and care for the environment – classroom/ outdoors Talk about what they see in their own environment (school/ home) Talk about and describe different types pf houses, including where they live Hands on exploration using senses Explore collections of materials and identify similar and different properties Explore the world around them and explore how things work Explores and talks about forces (push and pull) Changing seasons – understand that the weather changes, and in different places you find different weather Understand the difference between</p>	<p>Explore Colour – Recognise colours/ choose colours for a purpose Begin to use primary colours to mix secondary colours Can use thick paint brushes Print with blocks, sponges and fruit Draws potato people (no neck or body) Draw things that they observe Draw simple things from memory i.e. cat Use glue sticks independently and use glue spatulas with support Adds other materials to develop models (tissue paper, glitter etc) Adds additional textures i.e. describes as bumpy or smooth Beginning to weave Builds walls to create enclosed spaces, beginning to add towers, roofs etc Manipulates play dough in different ways i.e. rolls, cuts, squashes, pinches, twists etc</p> <p>Imaginative Play Develop storylines Plays with familiar resources Uses own experiences to develop storylines i.e. going on a bus/ car ride Participates in small world play related to rhymes and stories Create and use small world set ups Creates their own piece of art and gives meaning Works independently to develop basic skills Begins to work with a friend, copying ideas and developing skills together</p> <p>Music Responds to music – verbally and using movement</p>

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				<p><i>Solve real word mathematical problems up to 3 Experiments with own symbols and marks as well as numerals</i></p> <p><i>Compare Quantities</i> <i>Sorts by a variety of criteria</i> <i>Describes similarities and differences</i></p> <p><i>Compares quantities by more than, less than and the same</i></p> <p><i>Verbally rote count to 10.</i></p>	<p><i>plants and animals Plant seeds and care for growing plants with support</i> <i>Know the life cycle of a butterfly</i></p>	<p><i>Talks about how music makes them feel Copies basic actions and begins to learn short dance routines</i></p> <p><i>Watches dances and performances</i> <i>Sing a selection of rhymes/ songs from memory</i></p> <p><i>Sings in a group and tries to keep in time</i> <i>Able to name a wide variety of instruments (drum, tambourine, maraca, triangle)</i></p> <p><i>Plays a given instrument to a simple beat</i></p>
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