



# EYFS Long Term Plan – Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b> <i>These themes may be adapted at various points to allow for children's interests to flow through the provision.</i>	<b>Exploring inside &amp; out</b> <b>Making Snacks</b>	<b>Once upon a Time in a Nursery Rhyme</b>	<b>Percy the Park Keeper &amp; Friends</b>	<b>Growing and Changing Little Me</b>	<b>A Bus Ride</b>	<b>Who Helps Us at Home? My Family</b>
<b>Linked Texts to help children to secure and think more deeply about knowledge.</b>	The Colour Monster Starts School Topsy and Tim Start School Spot Goes to School Oliver's Milkshake Handa's Surprise	The Three Little Pigs Goldilocks and the Three Bears The Gingerbread Man Little Red Riding Hood Little Lumpty	Percy and Friends Stickman The Gruffalo The Gruffalo's Child	The Hungry Caterpillar From chick to Hen Jasper's Beanstalk Oliver's Vegetables Not a stick/box Look Out for the Big Fish	Naughty Bus Mr Grumpy's Outing We're Going on a Bear Hunt	My Family The Tiger Who Came to Tea My Grandparent's Our House Alfie
<b>WOW Moments &amp; Enrichment Opportunities inc Visits, Visitors &amp; special experiences to secure children's knowledge.</b>	Teddy Bears Picnic. Home Visits. Woodlands.	Book Looks. Woodlands.	Walk to local shops for ingredients. Stay and Play. Woodlands.	Visit from a Dentist. Woodlands.	Take a bus ride to a local park? Stay and Play. Woodlands.	Beach Trip STEM visitors in school Trip to Northumberland Zoo. Woodlands.
<b>Woodland Wednesday.</b>	Regular visits to the woodlands take place every 2 weeks throughout the year. Alternating am / pm nursery with each reception class. This gives children an opportunity to observe and talk about the changes throughout the course of the year. Each group adopts a tree in the woodland area and watches how it changes throughout the season. These sessions use picture books as a main focus with additional opportunities for children to develop their own interests and fascinations. The woodlands also provide children with a chance to develop their gross motor skills and coordination and control of their bodies.					
<b>Woodland Texts</b> (subject to change due to children's interests)  <b>One Year with Kipper</b>	<b>EXPLORING THE WOODS</b> The Listening Walk We're going on a Leaf Hunt Leaf Man	<b>EXPLORING THE WOODS</b> Winnie's Amazing Pumpkin Not a Stick	<b>ALL CHANGE IN THE WOODS</b> Signs of Spring Percy's Friends Yucky Worms	<b>ALL CHANGE IN THE WOODS</b> The Hungry Caterpillar Watch Me Grow Mad About Minibeasts	<b>ALL CHANGE IN THE WOODS</b> Ben Plants a Butterfly Garden Harvey the Gardener	<b>ALL CHANGE IN THE WOODS</b> Guess How Much I love You All Year Round Bug Hotel

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<b>Characteristics of Effective Learning</b>	<p><b>Playing and exploring:</b> - 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><b>Active learning:</b> - 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 and resilience.</p> <p><b>Creating and thinking critically:</b> - 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>					
<b>Overarching Principles</b>	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; 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><b>Enabling environments:</b> 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><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>					

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<b>Assessment Opportunities</b>	NT Communication Screener Look at what I can do - in house baseline Set up SALT / Small group Intervention Pre Writing Assessment	Ongoing assessments Baseline analysis Parents evening info EYFS team meetings In house moderation Aspire Tracker Data Inter School Moderation	Pupil progress meetings (Jan) Cluster Moderation EYFS Team Meetings Basic Skills.	Pupil progress meetings Parents evening info EYFS team meetings Aspire tracker data Inter School Moderation	Cluster Moderation EYFS Team Meetings	End of Year Report EYFS Team Meetings
<b>Strategies to involve families in our learning.</b> All About Me Bags (summer holidays) Twitter Seesaw Email links Termly photo slideshows Weekly 'homework' activities Me, My World, My Family scrapbooks Library Time (Covid dependent) Homework choices grid. Class webpages on website.	Staggered Start My First Week at school VIP booklets Harvest Assembly Home / School Agreement Book Look  Me and My Family	Parents Evening - Review of Progress 1 Book at Bedtime Nursery Rhyme Welly Waddle Christmas Crafts Nativity	Share a story Stay and Read morning Book Look	Parents Evening - review of Progress 2 Art workshop / Gallery Mothers Day Afternoon Tea Easter Craft Morning Bedtime Story	Book Look Music Festival Class Assembly	Sports Day STEM week Beach Trip Summer Festival End of Year Report
<b>Strategies to support our vulnerable pupils</b>	Visual Strategies throughout. Pre Teach Vocabulary strategies Widgit symbols Objects of relevance			5 Minute Maths 1:1 Intervention SALT 1:1 Intervention Time To Talk Over and Over		

	Small group activities where required Access to all visits and trips Makaton to support language development	Concept Cat – Word Aware in the Early Years Black Sheep Press – colour coding – who, what, when, where, why.			
<b>How we will use our enhanced continuous provision to support our learning through independent enquiry.</b>	Home Corner – regular enhancements. Small World – children’s interests. Autumn discovery table.	Small world – Animals, Life cycles Develop planting area	Large scale junk modelling– transport  Role play areas – Doctors / Vets / Baby Clinic / Fire station / police station.		

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<b>Communication and Language</b> <b>Listening &amp; Attention</b> <b>Speaking</b>  Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting.	The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children’s language effectively. <b>Reading frequently to children</b> , and engaging <b>them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> .					
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, Helicopter Stories, Poetry Basket Rhymes, EYFS productions, assemblies and weekly interventions. SLS Library loan and termly visits to the Library Bus  <b>Daily story time</b> <b>See Literature Spine also</b>	Starting Nursery and getting to know my new environment. All about me bags- getting to know my new friends. Developing attention and listening skills. Imitate hand gestures and anticipate some words and join in with them. Developing understanding of simple sentences. Encouraging talk- Model the use of language in different areas of the unit.	Join in with favourite rhymes- some words, lines and actions. Turn taking in conversations. Developing our confidence to talk in front of others. Begin to narrate play. Encouraging participation in story and song time. Over and over.	Helicopter stories- Developing own narratives. Begin to engage in simple dialogue about play. Show pleasure in favourite elements and rhymes. Following verbal stories without pictures. T4W Over and over	Developing our use of language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Use back and forth conversations about play. Anticipate the ending of familiar books Answer why questions. Know a few rhymes off by heart.	Ask and answer why questions. Join in with familiar repeated refrains in books. Know a range of rhymes and express preferences.  Use talk to organise play, assigning roles, directing others and choosing resources. Developing own narratives using Helicopter stories. Following instructions of two or more parts.	Able to talk about events now and in the past using appropriate tenses. Follow two part instructions. Comment on books as they are being read. Have favourite books. Know a wider range of rhymes. Gain in confidence talking in front of an audience- Nursery Rhyme Concert.
<b>Poetry / Rhymes</b>	Dingle Dangle Scarecrow Five Currant Buns Leaves are Falling-The Poetry Basket Chop, Chop Choppity Chop-The Poetry Basket	Polly Put The Kettle On Rain Rain Go Away	It’s Raining It Pouring Mary Mary Quite Contrary Old McDonald Had A Farm	Tiny Caterpillar On A Leaf I can Build a Snowman- The Poetry Basket Popcorn- The Poetry Basket	Bobby Shaftoe Wheels On The Bus Sliced Bread- The poetry Basket	The Family Finger Five Little Peas Thunderstorm-The Poetry Basket

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<b>Personal, Social and Emotional Development</b>	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
<b>Managing Self</b>  <b>Self-Regulation</b>  <b>Building Relationships</b>	New Beginnings Developing rules and routines REd-Families and people who care for me.  Form a secure bond with key worker and play parallel, observing others and copying ideas. Select from a small range of resources on offer within a single activity.	Saying No to Bullying Getting On & Falling Out REd- Caring for me.  Become more outgoing with other adults in the setting. Begin to link up with others from their group by holding hands and traveling to the same play area. Locate and bring additional resources to activities.	Going for Goals My Family - who is special to me REd- Respectful Relationships (Friendships)  Follow rules with simple verbal prompts or visual reminders. Take turns with verbal prompts from adults to pass over equipment. Choose and locate the resources they need to achieve a goal.	Good to be me REd- Mental wellbeing (Feelings)  Follow very simple rules to stay safe when visiting the wider locality with familiar adults. Spontaneously take turns. Join in with simple discussions with an adult about how to make things fair. Develop ways to calm themselves and use these with adult support. Identifying ways to stay healthy. For example drinking lots of water or having a good night's sleep.	Relationships PANTS Rule REd- Physical health and fitness.  Follow rules without reminders. Listen and talk to special visitors to the setting. Use play with another child to extend and elaborate ideas. Accept simple resolutions suggested by an adult and move on with play. Use self calming spontaneously. Carry out simple tasks to help others. Talk about the emotions of story characters and friends. Discuss and take part in different forms of exercise. For example, running and dancing.	REd- Healthy Eating & Dental.  Articulate simple rules to other children. Use a range of adjectives to describe feelings of friends and characters in books and films. Spontaneously carry out a job for others in the group, like putting shared toys away or finding the lost shoe! Take a role in domestic play and speak from another point of view. Able to follow and discuss a tooth brushing routine. Identify food that is healthy and unhealthy.
<b>Online Safety</b> RSE - Online Relationships	Privacy & Security - I can name people I trust.  Chicken clicking- story	Online relationships - Use of the internet to communicate Managing Online Info - how do I access / find info on the Internet?  Digiduck- story.	Health, Well-being & Lifestyle - Identify rules that keep us safe and healthy. Purple Mash.	Personal Information - I can talk about some examples of personal info.  Meet Dot-story	Self Image - I can say no thank you or please stop when someone does something that upset me  Troll stinks- story	Online Bullying - identifying ways people can be unkind online. Say how others may feel.
<b>Foundations for Learning</b>	Call and Response- Musical statues What's The Time Mr Wolf Simon Says Corners (Shapes)	Call and Response- Musical statues (music stops balance on one leg) What's The Time Mr Wolf (ask a child to be the wolf) Simon Says Corners (shapes, numbers 1-5)	Balance Tasks- Jumping with control i.e jumping onto spots or hula hoop Walking across a bench with support Traffic light game Balance bikes Hopscotch (balance on one foot, legs apart)	Balance Tasks- Jumping with control i.e jumping with two feet onto a spot or hula hoop Traveling across benches in different ways i.e pulling yourself along on your tummy Traffic light game (when they see the red cone balance on one leg) Jumping down from a higher to	Racing Tasks- Daily Mile Racing from a set start and finish in different ways i.e. running, jumping and hopping Racing but given stop and start signals Obstacle course	Racing Tasks- Daily Mile Racing from a set start to finish but change movement on way back i.e run on the way out and jump on the way back Racing but given a stop, balance on one leg and start signals Obstacle course and make way back

				lower height i.e nesting tables Balance bikes Hopscotch (balance on one foot, legs apart, legs back in)		
<b>Computing</b>	Getting familiar with the ipads and how to use equipment safely. Play on a touch screen board.	Typing and mouse skills Beatboxes.	How to close a program. How to open a game from an icon/link?	Learn how to take a photo of something you are proud of. Use of computing in our home. Simple Coding.	Record a short video using a tablet/camera. Use of programmable toys – Caterpillar. Record voice using microphones. Simple Coding.	Use of programmable toys – Cubetto Use pictograms/charts as part of lessons. (e.g. 2simple)
<b>Commando Joe Missions</b>	Mission 1- Tanisha Teamwork	Mission 2- Charlie Communication	Mission 3- Elliott Excellence.	Mission 4- Parveen Positivity.	Mission 5- Sophie self awareness	Mission 6 Eddie Empathy Mission 7- Romeo Resilience.

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<b>Physical development</b> <small>Children take part in a regular daily dash inline with the rest of the school who take part in the Daily Mile. RSE – Physical Health &amp; Fitness</small>	Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, coordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness, coordination and agility</b> . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye coordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .					
<b>Fine motor</b> <small>Continuously check the process of children’s pencil grip. Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Squiggle Whilst you Wiggle</small>	Finger gym activities to help strengthen our muscles. Malleable play e.g. dough, shaving foam, gloop etc.	Finger gym activities to help strengthen our muscles. Malleable play e.g. dough, shaving foam, gloop etc. Make marks with large tools using arms and shoulders.	Developing our pencil grip. Make marks with different size pens with a palmer grip. Use a spoon independently.	Developing pencil grip. Tracing/ copying different marks. Using pincer movements to pick up small items or nip malleable materials. Post and thread. Make continuous linear marks and other effects with hands and tools on a range of scales.	Scissor control Make your mark Tracing/ copying different marks. Developing tripod grip.	Scissor control Make your mark Use a tripod grip to make marks. Begin to form recognisable letters. Write some or all of their name.
<b>Gross motor</b> <small>Outdoor environment provides opportunities for large-scale movement daily.</small>	Rules and routines Ring games Begin to develop self help skills. Managing personal hygiene- Know that they need to use the toilet and ask adults to help them	Learning how to move safely. Run and freeze on command. Spatial awareness Fundamental movement techniques; running, stopping, chasing, changing direction.	Spatial awareness Stop & Go Games Hop on the spot and to travel. Fundamental movement techniques; running, stopping, chasing, changing direction.	Basic skills- travelling, balancing etc. Ride tricycles by pedaling. With an adults hand, travel above floor height by walking or crawling. Small apparatus	Run at speed negotiating obstacles. Travel above floor height by slowing and controlling movement. Follow a tooth brushing routine.	Drive ride on toys at speed, using pedals and steering round obstacles. Collaborate with others to transport large items safely.

	<p>with clothing. Ride scooters, bikes and trikes by pushing feet. Climb steps or stairs with alternative feet, using a handrail for support. Kick, roll, chase and collect a ball. Jump two feet to two feet on a spot. Jump down from a higher to a lower height.</p> <p>Make banana milkshake- chopping bananas. Bread and spread- using a knife to spread. Sandwich- fold cut etc.</p>	<p>Squiggle whilst you wiggle Know they need to use the toilet and go independently, following adult guidance with clothing.</p>	<p>Squiggle whilst you wiggle Dance- moves to further improve children's gross motor skills. Use the toilet independently, managing clothing and washing hands.</p>	<p>Circuits Imitate a tooth brushing routine. Take own coat off and put it on.</p>	<p>Attempt some easy fastenings when helping an adult with dressing and undressing. What I need to be healthy. Movement as a form of expression. Partner work.</p>	<p>Diet, health &amp; exercise- effects on our bodies. Throwing &amp; Catching Team Games - Sports Day.</p>
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<b>Literacy</b>	It is crucial for children to develop <b>a life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
<p><b>Comprehension - Developing a passion for reading</b></p> <p>Children will visit the Library Bus monthly and have access to the class library weekly.</p>	<p>Join in with rhymes and repeated refrains. Maintain focus on a small picture book shared with an adult.</p>	<p>Join in with rhymes and repeated refrains. Add in missing words to known rhymes. Begin to handle books and explore them. Develop preference for picture books and seek out adults to share them.</p>	<p>Join in with repeated refrains in stories. Developing own narratives using Helicopter stories. Exploring books, turning one page at a time, from beginning to end. Remain engaged from the beginning of the end of the story. Select books independently and locate aspects of interest within the pages.</p>	<p>Turn the pages of a book from beginning to end, mimicking an adult reading some elements of the story. Answer closed questions as the book is being shared. Join in sections of familiar rhymes with all actions. Recognise a few examples of environmental print such as shop logos and food labels. Talk 4 Reading</p>	<p>Listen to stories with increasing attention and recall. Suggest what might happen next from memory. Answer how and why questions about a book. Know a few complete rhymes off by heart. Recognise further examples of environmental print from the immediate locality.</p>	<p>Name and locate favourite books and give very brief descriptions of plot elements or characters. Re-enact short extracts from favourite books using puppets or small world figures. Exploring books independently, using pictures to help re tell.</p>
<b>Phonics</b>	<p>Phase 1 Letters and Sounds Aspects 1. General sound discrimination: Environmental sounds.</p>	<p>Phase 1 Letters and Sounds Aspects 2 &amp; 3. Instrumental sounds Body percussion.</p>	<p>Phase 1 Letters and Sounds Aspects 4-5. Rhythm and rhyme Alliteration.</p>	<p>Phase 1 Letters and Sounds Aspects 6-7. Voice sounds Oral blending and segmenting.</p>	<p>Read Write Inc. Recognising Sounds - Speed Sounds Set 1</p>	<p>Read Write Inc. Beginning to blend and segment words.</p>
<b>Talk 4 Writing</b>	<p>Rosie's walk- whole class story map.</p>	<p>The Gingerbread Man- story mapping and innovating. Instructions and ordering- How to make a Gingerbread man. Gingerbread man hunt.</p>	<p>The Enormous Turnip- Story mapping and innovating. Instructions and ordering to make soup.</p>	<p>The Hungry Caterpillar- story mapping and innovating.</p>	<p>We're Going on a Bear Hunt- story mapping and innovating. Children to cut and stick to order the story.</p>	<p>The Three Little Pigs- story mapping and innovating. Children to draw their own story map.</p>

<b>Writing</b>	Mark making Malleable play	Squiggle Whilst You Wiggle- Early mark making movements each day.	Tracing and following over lines	Use imitative writing during role play.	Begin to form some recognisable letters. Begin to overwrite own name.	Demonstrate a hand preference. Write symbols in an order which approximate their name.
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<b>Maths</b>	Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , <b>‘have a go’</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.					
	Number rhymes, stories and songs. Daily routines developed. Rote counting daily. Compare small sets of objects by processing language ‘more than’. Build with different shapes and sizes and loose parts. Match pairs to demonstrate a secure grasp of commonality.	Sorting / Sets Sort sets of objects such as building blocks into sets of identical members. Compare small sets of objects by processing language ‘more than’ and ‘fewer than’ Count within and up to 5 with correspondence. Count sets to 5, applying the cardinal principle. Use positional vocabulary in large scale physical play. Use language of everyday size during play.	Subitise within 3. Show sets on fingers within 5. Process and use positional vocabulary accurately in small world scenes and building. Understanding the oneness of 1-5. Introduce 5 frame. Introduce numicon. Representing numbers in many different ways. (dice, fingers, numeral, cubes, 5 frame, numicon) Encourage the use of number names within play. Recognise and name basic 2d shapes. Pattern	Understanding the oneness of 1-5. Finding out how many by counting- using 1:1 correspondence. Ascribe meaning to 3d shapes when building according to their properties. Process language to fill and empty containers. Process language to create structures or arrangements longer, shorter, taller, wider than mine. Describe patterns on resources and in the environment.	Link numerals to sets of 1, 2 or 3. Compare lengths by aligning and accurately identifying longer, taller and shorter. Continue an ABAB linear pattern with everyday objects. Using the language of size to describe and order objects. Begin to recognise numerals of personal significance.	Link numerals to sets within 5. Predict changes in amounts in stories and rhymes. Counting forwards and backwards. Use a few of their own marks to represent mathematical experiences. Correct an error in ABAB patterns. Matching numeral to quantity Names and properties of 2d shapes. Talk about the shape of everyday objects e.g. ‘round’ ‘tall’

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<b>Understanding the world</b>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . 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.					
<b>The Natural World</b> Children in nursery will visit the woodlands every 2 weeks	Magnet play (continuous provision)	Floating and sinking- Row row row your boat. Begin to discuss different forces.	Freezing and melting- Can you rescue the animals from the ice? Discuss the changes.	Planting and growing. Grass heads / cress Growing veg in our garden.	Investigating Light and Dark	Understanding the need to respect and care for the natural environment and living things.

throughout the year. PPST – <b>Weather, Seasons and Changes</b> run throughout our daily routine and weekly woodland visits.	Gloop- exploring the strange properties of this cross between a liquid and a solid.  Discovering magnification- link to woodlands.	Basic body parts- Head, shoulders, knees and toes. Can we name and find parts of the body?	Zoolab Workshop.	Life cycles- chick, caterpillar.		
<b>Past &amp; Present</b>		History – All about me. <b>How I have changed since I was a baby?</b>	History – My Family <b>Who is in my family?</b>		History – Living memories. Photos of things I have done in the past that I can talk about. <b>What have I done in the past?</b>	
<b>People, Cultures and Communities</b>	Geography – My home. Where do I live? Look at the rooms of the house etc. (Story-At Home)			Geography – Life Cycles (chick, caterpillar)  Signs of Spring  Know that there are different countries in the world and talk about the differences. Identify the use of a map.		Geography – My local area. What do you see on your way to school? Describe a familiar route.  Different occupations
<b>RE &amp; Festivals</b> Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	What times are special and why? Harvest Rosh Hashanah- Judaism	Which people are special and why? Introduction to the Nativity story and talk about the main parts of the story.  Celebrations – Christmas, Remembrance Day	Which stories are special and why? Introduction to the Bible- a special book for Christians. Bible story- The Good Samaritan.  Celebrations – New Year, Chinese New Year	What times are special and why? Read ‘The Easter story’ and recognise the main parts.  Celebrations – Lent, Easter	What times are special and why?  Religious festivals-Eid Raksha Bandhan- Hinduism (Rakhi bracelet)	Where do we belong?  How new babies are welcomed in different religions. (Baptism- visit from Stephanie)

<https://pstt.org.uk/resources/curriculum-materials/eyfs-science>

[https://www.stem.org.uk/search?search\\_query=Early%20Years&f%5B0%5D=type%3Acollection&f%5B1%5D=field\\_age\\_range%3A97](https://www.stem.org.uk/search?search_query=Early%20Years&f%5B0%5D=type%3Acollection&f%5B1%5D=field_age_range%3A97)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	<b>Exploring inside &amp; out Making Snacks</b>	<b>Once upon a Time in a Nursery Rhyme</b>	<b>Percy the Park Keeper &amp; Friends</b>	<b>Growing and Changing Little Me</b>	<b>A Bus Ride</b>	<b>Who Helps Us at Home? My Family</b>
<b>Expressive Arts and Design</b>	The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	Making marks on a variety of	Using primary colours and	Use materials for a purpose.	Growing food to eat	Colour mixing investigation	Use mark making tools to make

<p><b>Creating with Materials</b> <b>Being Imaginative &amp; Expressive</b></p> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p> <p><b>DANCE –</b> Oti's Boogie Beebies Andy's Wild Adventures BBC Teach Let's Move Go Noodle KIDZ BOP Zest Dance Workshops</p>	<p>papers. Handle, feel and manipulate malleable materials.</p>	<p>different tools to make marks with paint. Cooking using simple tools . Investigating block areas and construction kits.</p>	<p>Self portraits. Simple collage. Simple printing techniques, marble rolling, bubbles, cars etc.</p>	<p>Using tools to cook &amp; bake Join materials for a purpose.</p>	<p>Junk Materials – simple joining techniques. Explore a variety of painting techniques</p>	<p>very simple representational drawings. Self service paint station- children to mix their own powder paint Tinkering Table – disassemble and construct</p>
	<p><b>Pitch–</b> Match high and low notes to high and low in space.</p> <p><b>Dynamics and Tempo–</b> Respond to and create noise versus silence.</p> <p>Nursery Rhymes and action songs Harvest Festival 4corners story songs and actions.</p>	<p><b>Timbre and Texture–</b> Recognise environmental sounds.</p> <p><b>Pulse and Rhythm–</b> Introduce claves/chopsticks and learn how to tap rhythmically. Can we keep a steady beat?</p> <p>Christmas Songs Christmas Performance Nursery Rhyme Week</p>	<p><b>Timbre and Texture–</b> Body percussion and voice sounds</p> <p><b>Pitch–</b> Pitch of a tone (pitch match) Make and conduct patterns of high and low sounds. 4corners music sessions Claves- Can we follow a pattern? Can we create our own pattern? Melodic shape.</p>	<p><b>Pulse and Rhythm–</b> Play instruments with increasing control to express feelings and ideas.</p> <p><b>Dynamics and Tempo–</b> Conducting signals introduced and used. Move/play and stop and move/play and stop Recognise and create loud and soft noises.</p> <p>CHARANGA- SEND section 4corners music session</p>	<p><b>Pulse and Rhythm–</b> Copy very short rhythmic patterns derived from words. Music and movement e.g scrunchie &amp; Lycra.</p> <p><b>Pitch–</b> Memorise short simple melodies as part of the repertoire of songs.</p> <p>Continue 4corners music sessions Go Noodle Kids bop</p>	<p><b>Dynamics and Tempo–</b> Move/play/sing fast and move/play/sing slow Instruments; Can we use instruments to perform (building on composition)</p> <p><b>Timbre and Texture–</b> Match onomatopoeic words to environmental sounds.</p>
<p><b>Artist Focus</b></p> <p><i>Art Appreciation Society will be used on a regular basis to talk about Artists and the artwork they create.</i></p>	<p>Jim Dine- Different use of colour</p>	<p>Artist: Jackson Pollock- Splatter paintings- linking to fireworks</p>	<p>Artist: Eric Carle – Collage</p>	<p>Artist: Wassily Kandinsky</p>	<p>Artist: Piet Mondrian- Uses lines to create squares and rectangles</p>	<p>Artist: Pattie Jones- Huff and Puff</p>

What do we want children to **know** by the end of this block and what do we want children **to know how to do** by the end of this block?

<b>Autumn Term 1</b>	Prime Areas of Learning																	
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Words and phrases we want children to recall and define														
	Demonstrate attention when the group chant favourite rhymes. Imitate hand gestures and anticipate some words and join in with them. Play alongside an adult, attentive as play is narrated.	Form a secure bond with key worker and play in parallel, observing others and copying ideas. Select from a small range of resources on offer within a single activity.	Drive scooters, bikes and trikes by pushing feet. Climb steps or stairs with alternate feet, using a hand or handrail for support. Jump two feet to two feet on the spots. Jump down from a higher to a lower height. Travel by galloping with a leading foot. Run at speed in the outdoor space. Kick. Roll, chase and collect a ball. Copy some aspects of whole body action rhymes. Know they need to use the toilet and ask adults to help them with clothing. Wash hands with guidance.	<table border="1"> <tr> <td>C&amp;L</td> <td>Your turn, my turn. Up, down, round</td> </tr> <tr> <td>PSED</td> <td>Round and round. Jump, run, gallop. Kick, push, roll, catch</td> </tr> <tr> <td>PD</td> <td>Happy, sad, cross</td> </tr> <tr> <td>L</td> <td>Pen, pencil, crayon, paper</td> </tr> <tr> <td>M</td> <td>More than, small, big, medium, same, different</td> </tr> <tr> <td>Utw</td> <td>Soft, hard, rough, scratchy</td> </tr> <tr> <td>EAD</td> <td>Cup, plate, bowl. knife, fork, spoon</td> </tr> </table>	C&L	Your turn, my turn. Up, down, round	PSED	Round and round. Jump, run, gallop. Kick, push, roll, catch	PD	Happy, sad, cross	L	Pen, pencil, crayon, paper	M	More than, small, big, medium, same, different	Utw	Soft, hard, rough, scratchy	EAD	Cup, plate, bowl. knife, fork, spoon
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Specific Areas of Learning																		
Literacy	Maths	Understanding the World	Expressive Arts & Design															
Maintain focus on a short picture book shared with an adult until the end. Make marks on a range of scales with a range of tools and grips.	Compare small sets of objects by processing language "more than". Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties. Process simple positional vocabulary in the run of child initiated play. Match pairs to demonstrate a secure grasp of commonality.	Actively collect and enjoy transporting materials. Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language. Sustain interest in action and reaction toys. Engage in joint attention with adults for short periods of time in respectful observations of living things.	Use props, similar to the items they represent, appropriately, during simple domestic role play. Use small world props in short non-verbal narratives. Make marks with a wide range of tools and grips.															

What do we want children to **know** by the end of this block and what do we want children to **know how to do** by the end of this block?

<b>Autumn Term 2</b>	Prime Areas of Learning																	
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Words and phrases we want children to recall and define														
	Join in with favourite rhymes – some lines, words and actions. Engage in short periods of joint attention with books. Participate with words, phrases or gestures as play is narrated.	Become more outgoing with other adults in the setting. Begin to link up with others from their key worker group by holding hands and travelling to the same play area. Locate and bring additional resources to activities to achieve a particular goal.	Run and freeze on command. Climb apparatus with alternate feet, using own hands for support. Know they need to use the toilet and go independently, following adult guidance with clothing. Wash hands with a reminder. Copy most aspects of whole body action rhymes. Make marks with large tools using arms and shoulders.	<table border="1"> <tr> <td>C&amp;L</td> <td>Incy, wincy spider Twinkle, twinkle little star We do, me do, I do Simple nursery rhymes</td> </tr> <tr> <td>PSED</td> <td>Happy, sad Cold, warm Play, turn</td> </tr> <tr> <td>PD</td> <td>Up, down Two, jump, higher, lower Kick, roll, chase, Arms, legs, hands, feet Toilet, pants, wee, poo</td> </tr> <tr> <td>L</td> <td>Pen, pencil, paper This one, that one</td> </tr> <tr> <td>M</td> <td>More than, fewer than Less, more, some One, two, three, four, five Next to, beside, behind, in front Same, different</td> </tr> <tr> <td>UtW</td> <td>Soft, fluffy, shiny, thin, rough Stop, go, slow, fast</td> </tr> <tr> <td>EAD</td> <td>Cars, trains, animals, people This is my.... Look a.....</td> </tr> </table>	C&L	Incy, wincy spider Twinkle, twinkle little star We do, me do, I do Simple nursery rhymes	PSED	Happy, sad Cold, warm Play, turn	PD	Up, down Two, jump, higher, lower Kick, roll, chase, Arms, legs, hands, feet Toilet, pants, wee, poo	L	Pen, pencil, paper This one, that one	M	More than, fewer than Less, more, some One, two, three, four, five Next to, beside, behind, in front Same, different	UtW	Soft, fluffy, shiny, thin, rough Stop, go, slow, fast	EAD	Cars, trains, animals, people This is my.... Look a.....
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Develop preferences for picture books and seek out adults to share them. Anticipate favourite sections as the book is shared. Hold books independently, opening to find pages of interest. Process language to locate key features in illustrations. Demonstrate join attention during rhyme time, imitating some actions.	Compare small sets of objects by processing language “more than” and “fewer than”. Count within and up to 5 with correspondence. Count sets to 5, applying the cardinal principle. Use one word informal descriptions of properties of 3D shapes as they build. Process language of everyday size during play. Process and use positional vocabulary in large scale physical play. Sort sets of objects such as building blocks into sets of identical members.	Use some very simple adjectives to describe the sensory properties of everyday materials. Respond appropriately to adult guidance to treat living things with care. Improve techniques with a range of action and reaction toys.	Use props, similar to those they represent, appropriately during role play with simple dialogue. Use small world props in simple stories with some narration. Make marks with a wide range of tools and grips.															

Make marks on a range of scales with a range of tools and grips.

What do we want children to **know** by the end of this block and what do we want children **to know how to do** by the end of this block?

<b>Spring Term 1</b>	Prime Areas of Learning																	
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Words and phrases we want children to recall and define														
	<p>Begin to engage in simple dialogue about play.</p> <p>Join in with longer sections of favourite rhymes – some lines, words and actions.</p> <p>Show pleasure in favourite elements of rhymes.</p>	<p>Follow rules with simple verbal prompts or visual reminders.</p> <p>Take turns with verbal prompts from adults to pass over equipment.</p> <p>Choose and locate the resources they need to achieve a goal.</p>	<p>Hop on the spot and to travel.</p> <p>Bowl, roll, chase and collect, tyres and barrels.</p> <p>Use the toilet independently, managing clothing and washing hands without a reminder.</p> <p>Copy all aspects of whole body action rhymes and challenges.</p> <p>Use a fork and spoon independently.</p> <p>Make marks with different size pens with a palmer grip.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="font-size: small; text-align: center;">C&amp;L</td> <td style="font-size: small;">They do, play. Turn Nursery rhymes</td> </tr> <tr> <td style="font-size: small; text-align: center;">PSED</td> <td style="font-size: small;">Your turn, my turn I did it My turn, your turn</td> </tr> <tr> <td style="font-size: small; text-align: center;">PD</td> <td style="font-size: small;">Hop, one leg, foot Roll, push Fork, spoon Action rhymes</td> </tr> <tr> <td style="font-size: small; text-align: center;">L</td> <td style="font-size: small;">Start, finish, front, back</td> </tr> <tr> <td style="font-size: small; text-align: center;">M</td> <td style="font-size: small;">Triangle, square, circle, diamond, star Sides, points Big, little small, large, medium</td> </tr> <tr> <td style="font-size: small; text-align: center;">UtW</td> <td style="font-size: small;">Wheel, round, move Kind, gentle, care</td> </tr> <tr> <td style="font-size: small; text-align: center;">EAD</td> <td style="font-size: small;">Shop, till, money, bag Car, bus</td> </tr> </table>	C&L	They do, play. Turn Nursery rhymes	PSED	Your turn, my turn I did it My turn, your turn	PD	Hop, one leg, foot Roll, push Fork, spoon Action rhymes	L	Start, finish, front, back	M	Triangle, square, circle, diamond, star Sides, points Big, little small, large, medium	UtW	Wheel, round, move Kind, gentle, care	EAD	Shop, till, money, bag Car, bus
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<p>Turn the pages of books from beginning to end, noting items of interest along the way.</p> <p>Name pertinent features in book illustrations as a story is being shared.</p> <p>Remain engaged from the beginning to end of short books.</p> <p>Select books independently and locate aspects of interest within the pages.</p> <p>Use all actions to map the pace and shape of a rhyme with some words and phrases.</p> <p>Focus on marks as they are being created by a range of tools.</p>	<p>Subitise within 3.</p> <p>Show sets on fingers within 5.</p> <p>Process and use positional vocabulary accurately in small world scenes and when building.</p> <p>Arrange 2D shapes, narrating choices with informal descriptions of properties.</p> <p>Create a set out of positive and negative examples of objects.</p> <p>Use everyday language to compare size.</p>	<p>Collect particular materials for a purpose.</p> <p>Make mechanisms such as pegboard cogs and other simple construction kit components such as wheels and axles work to a particular end.</p> <p>Respond appropriately to adult guidance to treat living things with care.</p>	<p>Use materials for a purpose.</p> <p>Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping.</p> <p>Use figures from familiar stories and films to recreate short episodes.</p> <p>Use mark making tools to make enclosed shapes.</p>															

What do we want children to **know** by the end of this block and what do we want children **to know how to do** by the end of this block?

**Spring  
Term 2**

**Prime Areas of Learning**

<b>Communication &amp; Language</b>	<b>Personal, Social &amp; Emotional Development</b>	<b>Physical Development</b>	<b>Words and phrases we want children to recall and define</b>														
<p>Use back and forth conversations about play. Answer why questions. Remain attentive to the end of the book without prompts. Anticipate the ending of familiar books. Know a few rhymes off by heart. Express preferences for rhymes.</p>	<p>Follow very simple rules to stay safe when visiting the wider locality with familiar adults.  Spontaneously take turns. Join in with simple discussions with an adult about how to make things fair.  Choose the tools and materials they need to achieve a goal.  Develop ways to calm themselves and use these with adult support.</p>	<p>Drive tricycles by pedalling. With an adult hand travel above floor height by walking or crawling. Using pincer movements to pick up small items or nip malleable materials. Post and thread. Imitate a tooth brushing routine. Take off own coat off and put it on.</p>	<table border="1"> <tr> <td><b>C&amp;L</b></td> <td>Why, because The end rhymes</td> </tr> <tr> <td><b>PSED</b></td> <td>Stay close, safe, careful Take turns, share, be kind</td> </tr> <tr> <td><b>PD</b></td> <td>Pedal, push, pull, turn In, post, pop Toothbrush, teeth, toothpaste, water, clean, brush, back, forth Coat, on, off, zip</td> </tr> <tr> <td><b>L</b></td> <td>Shop names Food names</td> </tr> <tr> <td><b>M</b></td> <td>One, two, three, four, five In front, behind Cube, cylinder, prism Full, empty, tip, pour, fill Zig zag, bumpy, waves, lines</td> </tr> <tr> <td><b>UtW</b></td> <td>Kind, gentle, soft, feed Build, take apart I do this</td> </tr> <tr> <td><b>EAD</b></td> <td>Glue, join, fix, tape, box Crayon, pencil, pen, paint</td> </tr> </table>	<b>C&amp;L</b>	Why, because The end rhymes	<b>PSED</b>	Stay close, safe, careful Take turns, share, be kind	<b>PD</b>	Pedal, push, pull, turn In, post, pop Toothbrush, teeth, toothpaste, water, clean, brush, back, forth Coat, on, off, zip	<b>L</b>	Shop names Food names	<b>M</b>	One, two, three, four, five In front, behind Cube, cylinder, prism Full, empty, tip, pour, fill Zig zag, bumpy, waves, lines	<b>UtW</b>	Kind, gentle, soft, feed Build, take apart I do this	<b>EAD</b>	Glue, join, fix, tape, box Crayon, pencil, pen, paint
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**Specific Areas of Learning**

<b>Literacy</b>	<b>Maths</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Design</b>
<p>Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. Remain engaged from the beginning to the end of longer books. Answer closed questions as a book is being shared. Join in sections of familiar rhymes with all actions.</p>	<p>Solve everyday problems with numbers up to 5. Process and use positional vocabulary accurately when out in the wider locality. Ascribe meaning to 3D shapes when building, according to their properties. Process language to Fill and empty containers.</p>	<p>Collect materials for a particular purpose and explain. Work alongside adults imitating their actions as they care for living things. Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits. Give very simple explanations of how they work</p>	<p>Use a wider range of objects as props in spontaneous story telling. Create original stories with small world figures. Join materials for a purpose. Use mark making tools to make a range of enclosed shapes.</p>

Recognise a few examples of environmental print such as shop logos and food labels.  
Make continuous linear marks and other effects with hands and tools on a range of scales.

Process language to create structures or arrangements longer, shorter, taller, wider than mine.  
Describe patterns on resources and in the environment using everyday language or regularity and repetition to describe features.



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<b>Summer Term 1</b>	Prime Areas of Learning																	
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Words and phrases we want children to recall and define														
	Use talk to organise play, assigning roles, directing others, choosing resources. Ask and answer why questions. Join in with very familiar repeated sections in books. Comment on or answer questions about illustrations. Know a range of rhymes and express preferences.	Follow rules without reminders. Listen and talk to special visitors to the setting. Contribute to decisions about room layout and resources. Use play with another child to extend and elaborate ideas. Accept simple resolutions suggested by adults and move on with play. Use self calming spontaneously. Carry out simple tasks requested to help someone else Use a small range of adjectives to describe the emotions of story characters and friends.	Run at speed negotiating obstacles. Travel above floor height by slowing and controlling movement. Weave materials into frames. Follow a tooth brushing routine. Attempt some very simple fastenings when helping an adult with dressing and undressing. Develop techniques for working simple mechanisms.	<table border="1"> <tr> <td>C&amp;L</td> <td>Why, what, when, because You do, your turn, you are</td> </tr> <tr> <td>PSED</td> <td>Hello, good bye Put that there, take that out, remove, add We do, we can, we are Annoyed, anxious, happy, cross, frustrated, surprised, exhausted</td> </tr> <tr> <td>PD</td> <td>Run, fast, miss, avoid Push, pull, in, out, under, over Teeth, brush, clean, decay Button, zip, fasten, open</td> </tr> <tr> <td>L</td> <td>How, why, what, what for</td> </tr> <tr> <td>M</td> <td>Heavy, light, empty, full, big, little, bigger, taller, shorter, smaller Start, end, middle Yesterday, old, did, done</td> </tr> <tr> <td>UtW</td> <td>Soft, hard, rough, smooth, metal, wood Baby, young, adult, old Seed, shoot, seedling, plant, flower</td> </tr> <tr> <td>EAD</td> <td>I am, you are, we did, they did Add more, add less, make, build, join</td> </tr> </table>	C&L	Why, what, when, because You do, your turn, you are	PSED	Hello, good bye Put that there, take that out, remove, add We do, we can, we are Annoyed, anxious, happy, cross, frustrated, surprised, exhausted	PD	Run, fast, miss, avoid Push, pull, in, out, under, over Teeth, brush, clean, decay Button, zip, fasten, open	L	How, why, what, what for	M	Heavy, light, empty, full, big, little, bigger, taller, shorter, smaller Start, end, middle Yesterday, old, did, done	UtW	Soft, hard, rough, smooth, metal, wood Baby, young, adult, old Seed, shoot, seedling, plant, flower	EAD	I am, you are, we did, they did Add more, add less, make, build, join
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Literacy	Maths	Understanding the World	Expressive Arts & Design															
Locate familiar books within a larger collection. Begin to participate in the repetitive features of very familiar books. Suggest what might happen next from memory. Answer how or why questions about a book.	Link numerals to sets of 1, 2 or 3. Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty Compare lengths by aligning and accurately identify longer, taller and shorter.	Actively explore the properties of everyday materials through spontaneous experimentation. Demonstrate a range of actions with remote control toys. Work alongside adults imitating their actions as they care for living things.	Speak in role in simple story telling. Join materials in a range of ways to make things for a purpose. Use mark making tools with control to add detail to shapes. Accurately match environmental sounds															

	<p>Know a few complete rhymes off by heart. Create a range of marks with different tools and talk about their purpose. Recognise further examples of environmental print from the immediate locality. Make marks, including strings of symbols for others and ascribe meaning to them.</p>	<p>Process and use positional vocabulary accurately when describing book illustrations. Continue an ABAB linear pattern with everyday objects. Talk about things that have happened in the past.</p>	<p>Narrate, a stage at a time, the way a growing plant or animal is changing. Name family members in photographs. Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately.</p>	<p>to pictures</p>
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What do we want children to **know** by the end of this block and what do we want children to **know how to do** by the end of this block?

Summer Term 2	Prime Areas of Learning			Words and phrases we want children to recall and define	
	Communication & Language	Personal, Social & Emotional Development	Physical Development		
<p>Able to talk about events now and in the past using appropriate tenses. Generate and complete causative sentences. Follow two part instructions.. Begin to “read along” with very familiar books. Comment on books as they are being read. Have favourite books Know a wider range of rhymes.</p>	<p>Articulate simple rules to other children. Develop appropriate ways of being assertive. Use a wider range of adjectives to describe feelings of friends and characters in books and films. Help new children by directing them towards activities and resources and solving simple practical tasks for them. Initiate simple plans to resolve conflict such as offering to go second or passing over a resource. Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe. Take a role in domestic play and speak from another point of view.</p>	<p>Drive ride on toys at speed, using the pedals and steering round obstacles. Collaborate with others to transport large items safely. Compete in a simple challenge with adult support. Copy adults to move in a variety of ways. Use a knife and fork independently. Use a tripod grip to make marks, including enclosed spaces. Repeat the same mark making movement with control and ascribe meaning to marks. Play follow my leader in a small group, imitating a range of gross motor movements.</p>		C&L	<p>Then, now He is doing, they are doing .....is happening rhymes</p>
			PSED	<p>Don't do that because Do that Frustrated, annoyed, angry, excited We can do ..... Would you like to .....</p>	
			PD	<p>Wheel, pedals, bike, scooter Knife, fork, spoon</p>	
			L	<p>Simple rhyming words</p>	
			M	<p>One, two, three, four, five Names of 2d and 3d shapes Morning, afternoon, evening, night</p>	
			UtW	<p>Me, mine, you, mum, dad Grow, die</p>	
			EAD	<p>Musical instrument names Soft, loud, bang, ring, tap, drum, blow, rattle Simple songs Nursery rhymes</p>	

**Specific Areas of Learning**

<b>Literacy</b>	<b>Maths</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Design</b>
<p>Name and locate favourite books and give very brief descriptions of plot elements or characters.</p> <p>Re-enact very short excerpts from favourite texts using puppets or small world figures.</p> <p>Use the structure of the text to anticipate when to join in. Suggest what might happen next in unfamiliar books, drawing on the plot so far.</p> <p>Distinguish between the text and the illustrations.</p> <p>Notice very familiar letter symbols in the environment such as letters from their name.</p> <p>Have a repertoire of known rhymes.</p> <p>Complete a phrase with the final rhyming word.</p> <p>Accurately claim familiarity with a small number of symbols such as letters from their names, house numbers</p> <p>Use imitative writing during role play.</p> <p>Demonstrate a hand preference.</p> <p>Write symbols in an order which approximate to their name.</p>	<p>Link numerals to sets within 5.</p> <p>Predict changes in amounts in stories and rhymes, counting forwards and backwards. Use a few of their own symbols and marks to represent mathematical experiences.</p> <p>Combine 2D and 3D shapes to make new shapes and narrate the effects created.</p> <p>Compare area of 2D shapes by placing them on top of each other identifying and naming bigger and smaller</p> <p>Correct an error in an ABAB pattern.</p> <p>Participate accurately in ABAB repeated patterns of actions.</p> <p>Talk about things that have already happened and things that are going to happen. Use terms day and night in relation to stories.</p>	<p>Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings.</p> <p>Answer closed and anticipatory questions in simple adult led experiments about the properties of materials</p> <p>Use remote control toys to a particular end and explain how to do it.</p> <p>Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys.</p> <p>Recognise self in baby photographs and relate simple family stories about babyhood.</p> <p>Work alongside adults imitating their actions as they care for living things.</p> <p>Narrate a stage at a time the way a growing plant or animal is changing.</p> <p>Describe and enact some of the roles of community figures</p>	<p>Generate simple stories inspired by props.</p> <p>Create original stories with small world figures, including dialogue</p> <p>Use mark making tools to make very simple representational drawings.</p> <p>Accurately match instrumental sounds to familiar percussion instruments.</p> <p>Know by heart most of the words of simple repetitive songs and melodic nursery rhymes.</p>