

## EYFS Long Term Plan 2023 – 2024

Objectives



I	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	6/9 – 20/10	31/10 – 20/12	3/1 – 8/2	19/2 – 28/3	16/4 – 24/5	3/5 – 19/7
	6.5 Weeks	7.5 Weeks	5.5 Weeks	5.5 Weeks	5.5 Weeks	7 Weeks
Themes	Marvellous Me	Let's Celebrate!	Our Wonderful World	Once Upon a Time	Into the Great Outdoors	Let's go on an adventure
				Jairy Gales P	1	
Special	Harvest 4/10	Bonfire Night 5/11	New Year 1/1	Pancake Day 1/3	Spring	Summer
Dates	Autumn	Remembrance Day 11/11	Winter	World Book Day 2/3	Growing	Water Safety Week 17/6
Dutto		Diwali 12/11	Chinese New year 10/2	Easter 9/3	_	
		Christmas 25/12	-	Mothering Sunday 19/3		
			NUR	SERY		
Nursery Key	Don't eat the Teacher	Meg and Mog	Jack Frost	Mr Wolf's Pancakes	Jasper's Beanstalk	Captain Sparklebeard
Text	Eat your Peas	A dark, dark tale	We're going on a bear	The Easter Story	Crunching, Munching	There's a Shark in the Park
	So much	Peppa Pig's Diwali	hunt	The Gingerbread Man	Caterpillar	Where the Wild things are
	Spot's Harvest	Peppa Pig's Birthday	Rosie's Walk	The Three Billy Goats	Yucky Worms	Mr Gumpy's outing
	Pumpkin Soup	Christmas Bear	The Tiger who came to	Gruff	Bad Tempered Ladybird	Pirate Princess
	Owl Babies	Father Christmas needs a	Tea	The Elves and the	Argh Spider	The Snail and the Whale
		Wee	Dear Zoo	Shoemaker	Oi Frog	
			Little Rabbit Foofoo	The Hare and the Tortoise		
Nursery Key	Mummy	Birthday	Winter	Pancakes	Seed	Pirate
Vocabulary	Daddy	Halloween	Horncastle	Ingredients	Grow	Мар
y a construction g	Brother	Age	Walk	Baking	Water	Treasure
	Sister	Diwali	Forest	Bridge	Roots	Sail
	Family	Party	Farm	Troll	Leaves	Boat
	Harvest	Christmas	House	Race	Caterpillar	Adventure
	Vegetables	Present	Zoo	Once upon a time	Cocoon	Sea
	Pumpkin	Decorations	Snow	Magic	Underground	Ocean
	Baby	Celebration	Frost	-	Web	Sand
	Scared	Fireworks			Tadpole	Beach

Nursery	Harvest Festival Tractor/Farmer	Walk to the Post Box	Food Tasting (Farm Kitchens)	Local Area Walk	Feed the ducks and	Beach Visit			
Wow	Tractor/T armer		Kilchens)		picnic				
Events/Trips									
Nursery	Harvest Festival	Post a letter	Experience food from a	Buy something from the	Have a picnic in the	Build a sandcastle on			
101 Things		Meet a firefighter	different culture	local market	park	the beach			
to do				Visit a library	Feed the ducks				
					Watch the lifecycle of a				
					butterfly				
Nursery	Stay and Read	Nursery Rhyme Week	Sign up to the library	Maths Games	Planting a seed	Sharing our learning			
Parental	-	Christmas Craft Session				assembly			
Engagement									
	RECEPTION								
	Starting school	Room on the Broom	Blue Penguin	The Three Little Pigs	The Very Hungry	The Night Pirates			
	Jake's First Day	Non-Fiction Firefighters	Rumble in the Jungle	Goldilocks and the Three	Caterpillar	Pirates love Underpants			
	Harry and the Dinosaurs	The Story of Rama and	Handa's Surprise	Bears	Jack and the beanstalk	Commotion in the Ocean			
	go to school	Sita	Lanterns and firecrackers	Cinderella	What the Ladybird Heard	The Rainbow Fish			
	Peace at Last	Jolly Christmas Postman	or Dragon's in the City	Gruffalo	Oliver's Vegetables	Mad about Dinosaurs			
	The Little Red Hen	Topsy and Tim go to the	Percy the Park Keeper	The Easter Story	Mad about minibeasts +	Whatever Next!			
	The Enormous Turnip	Dentist			Non- Fiction	Supertato			
	Monkey Puzzle	Stickman							
Reception	Family	Firefighter	Resolution	Strong	Grow	Jolly Rodger			
Key	Mummy	Remembrance Day	Chinese New Year	Materials	Minibeast	Telescope			
Vocabulary	Daddy	Decay	Мар	Jesus	Stem	Lifeguard			
Vocabulary	Seasons	Dentist	World	Selfish	Lifecycle	Eye Patch			
	Harvest	Filling	Arctic	Damage	Chrysalis	Protecting			
	Farmer	Hibernating	Antarctica	Brave	Flower	Oceans			
	Festival	Bethlehem	Town	Frightened	Nutrients	Pirate			
	Worried	Christmas	City	Fierce	Compost	Peg leg			
	Scared	Letter	Global Warming	Ingredients	Environment	Coast			

Reception	Five Minutes Peace	Scarecrow's Wedding	Anna Hibiscus' Song	Elmer	Farmer Duck	Alien's Love Underpants
Talk		The Owl who was Afraid	One Snowy Night	Ravi's Roar	The Extraordinary	My Must have Mum
through		of the Dark	I'm in Charge		Gardener	The Koala who Could
Stories Text		The Squirrels who				
Stories Text		Squabbled				
Reception	Harvest Festival	Walk to the Post Box	Food Tasting (Farm	Walk to the library	Hatching caterpillars	Aquarium
Wow	Tractor/Farmer	Visit/Talk from the	Kitchen)	Police Visit		Lifeguard Visit
Events/Trips		dentist				Pirate Day
Reception	Meet a medical	Experience a live musical	Flying a kite	Dress up as your	Sow a seed	
101 Things	professional	performance		favourite book character	Watch the lifecycle of a	
to do	Harvest Festival	Post a letter		Visit a library	butterfly	
		Meet a firefighter				
Reception	Parent Phonics Session	Stay and read with your	Stay and Play -	Writing Workshop	Number Fun Session	Sharing our learning
Parental		child – Christmas PJ's	Communication	linked to traditional		assembly
Engagement		and mince pies		tales		
55				Parent Phonics Session -		
				Storybooks		
EYFS Reading Spine Books	THE VERY TERVILLA DO	The Three it is a second secon	We're Going on a Bear H Michael Rosen Michael Rosen	bury Contracting C	STICA MANA RUNANGON ALLI SORTAL	Room on the Broom

	Autumn 1 6/9 – 20/10 6.5 Weeks	Autumn 2 31/10 – 20/12 7.5 Weeks	Spring 1 3/1 – 8/2 5.5 Weeks	Spring 2 19/2 – 28/3 5.5 Weeks	Summer 1 16/4 – 24/5 5.5 Weeks	Summer 2 3/5 – 19/7 7 Weeks			
Themes	Marvellous Me	Let's Celebrate!	Our Wonderful World	Once Upon a Time	Into the Great Outdoors	Let's go on an adventure			
COEL	Characteristics of Effective Learning Characteristics of effective learning and the prime and specific areas of learning and development are all inter-connected. The characteristics of effective learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. The learning must be meaningful to a child, so that they are able to use what they have leant and apply it in other, new situations. These abilities and attitudes make strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.								
		it wear and make good prog	Playing an	5					
	Children will enjoy investigating and exploring different learning opportunities, showing a 'have a go' attitude. They show curiosity towards partiular inter and engage in open-ended activities. Children can initiate their own learning and will take risks in their play, learning through trial and error.								
	Childen show prolonged	focus on an activity, showi	Active L	5	s accur. They are not easily a	distracted and show they			
		Childen show prolonged focus on an activity, showing attention to detail and persistance when challenges occur. They are not easily distracted and show they are proud of what they have achieved. Children enjoy meeting challenges for their own reward and will bounce back after difficulties.							
		C · 1 · ·	Creative and Cr	5	1 . 1				
	Children have an abundance of ideas and enjoy making predictions and testing their own ideas. They plan how to complete an activity and will find we solve problems that they come across. Children will enjoy finding out new ways to do things and will develop ideas of grouping, sequencing, cause and eff								

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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					Outdoors	adventure
				Jairų <sup>(</sup> ) Gales <b>–</b>		

## COMMUNICATION AND LANGUAGE



Teaching and Learning

and Enhanced Provision

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. Children learn how to communicate through both verbal and non-verbal interactions and the number and quality of the interactions that 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 texts, 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.

Children develop their	Nursery							
Communication and	Listening, Attention							
Language skills through	and Understanding							
high quality	Pay attention to more	Understand a question or	Understand 'why'	Understand 'why'	Enjoy listening to longer	Enjoy listening to longer		
interactions, daily adult	than one thing at a time,	instruction that has two	questions, like: "Why do	questions, like: "Why do	stories and can	stories and can		
focus sessions, group	which can be difficult.	parts, such as: "Get your	you think the caterpillar	you think the caterpillar	remember much of what	remember much of what		
discussions, stories,	Speaking	coat and wait at the	got so fat?"	got so fat?"	happens.	happens.		
singing and speech and	Use longer sentences of	door".	Speaking	Enjoy listening to longer	Speaking	Speaking		
language interventions.	four to six words.	Speaking	Use talk to organise	stories and can	Sing a large repertoire of	Sing a large repertoire of		
unguage interventions.	Know many rhymes, be	Know many rhymes, be	themselves and their	remember much of what	songs	songs		
	able to talk about	able to talk about	play: "Let's go on a bus	happens.	Be able to express a	Be able to express a		
<u>GLD Areas</u>	familiar books, and be	familiar books, and be	you sit there I'll be the	Speaking	point of view and to	point of view and to		
Listening, Attention	able to tell a long story.	able to tell a long story.	driver."	Use a wider range of	debate when they	debate when they		
and Understanding	Use a wider range of	Use a wider range of	Use a wider range of	vocabulary.	disagree with an adult or	disagree with an adult or		
	vocabulary.	vocabulary.	vocabulary.	Sing a large repertoire of	a friend, using words as	a friend, using words as		
Speaking	Sing a large repertoire of	Sing a large repertoire of	Sing a large repertoire of	songs	well as actions.	well as actions.		
	songs.	songs.	songs.	Start a conversation with				
				an adult or a friend and				

Ι		Start a conversation with	continue it for more		
			continue it for many		
		an adult or a friend and	turns.		
		continue it for many			
		turns.	ption		
Listening, Attention	Listening, Attention	Listening, Attention	Listening, Attention	Listening, Attention	Listening, Attentio
and Understanding	and Understanding	and Understanding	and Understanding	and Understanding	and Understandin
Understand how to listen	Understand how to listen	Listen to and talk about	Listen to and talk about	Listen attentively and	Listen attentively an
carefully and why	carefully and why	selected non-fiction to	selected non-fiction to	respond to what they	respond to what the
listening is important.	listening is important.	develop a deep	develop a deep	hear with relevant	hear with relevant
Listen carefully to	Listen carefully to	familiarity with new	familiarity with new	questions, comments and	questions, comments
rhymes and songs,	rhymes and songs,	knowledge and	knowledge and	actions when being read	actions when being re
paying attention to how	paying attention to how	vocabulary.	vocabulary.	to and during whole	to and during whol
they sound.	they sound.	Learn new vocabulary.	Learn new vocabulary	class discussions and	class discussions an
Engage in story times.	Learn new vocabulary	Engage in story times.	Speaking	small group interactions.	small group interaction
Speaking	Engage in story times.	Engage in non-fiction	Use new vocabulary	Make comments about	Make comments abo
Listen to and talk about	Engage in non-fiction	books.	through the day.	what they have heard	what they have hea
stories to build	books.	Speaking	Develop social phrases.	and ask questions to	and ask questions t
familiarity and	Speaking	Develop social phrases.	Articulate their ideas and	clarify their	clarify their
understanding.	Listen to and talk about	Articulate their ideas and	thoughts in well-formed	understanding.	understanding.
Develop social phrases	stories to build familiarity	thoughts in well-formed	sentences.	Hold conversation when	Hold conversation w
Learn rhymes, poems	and understanding.	sentences.	Connect one idea or	engaged in back-and-	engaged in back-an
and songs.	Develop social phrases	Connect one idea or	action to another using a	forth exchanges with	forth exchanges wi
-	Learn rhymes, poems	action to another using a	range of connectives	their teacher and peers.	their teacher and pe
	and songs.	range of connectives.	Retell the story, once	Speaking	Speaking
	Use new vocabulary	Describe events in some	they have developed a	Participate in small	Participate in smal
	through the day	detail.	deep familiarity with the	group, class and one-to-	group, class and one
	5 5		text.	one discussions, offering	one discussions, offer
			Use new vocabulary in	their own ideas, using	their own ideas, usi
			different contexts.	recently introduced	recently introduce
			Ask questions to find out	vocabulary.	vocabulary.
			more and to check they	Offer explanations for	Offer explanations
			understand what has	why things might	why things might
			been said to them.	happen, making use of	happen, making use
				recently introduced	recently introduce
				vocabulary from stories,	vocabulary from stor

		non-fiction, rhymes and	non-fiction, rhymes and
		poems when appropriate.	poems when appropriate.
		Express their ideas and	Express their ideas and
		feelings about their	feelings about their
		experiences using full	experiences using full
		sentences, including use	sentences, including use
		of past, present and	of past, present and
		future tenses and making	future tenses and making
		use of conjunctions, with	use of conjunctions, with
		modelling and support	modelling and support
		from their teacher.	from their teacher.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Themes	Marvellous Me	Let's Celebrate!	Our Wonderful World	Once Upon a Time	Into the Great	Let's go on an		
	-				Outdoors	adventure		
			ALA	airy 🕈		i an		
				Gales Th		THE ST.		
				للاهر الم				
PERSONAL,	•	•	oment (PSED) is crucial f		5 115	5		
SOCIAL AND	•		onal development will help	-	•	•		
EMOTIONAL	•		w to understand their own					
DEVELOPMENT			selves simple goals, have		•	5		
			ling and guidance, they w					
A Step	personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts							
Ros	peaceably. These attribut	es will provide a secure pla	atform from which children		l in later life.			
	Nursery							
	Self-Regulation	Self-Regulation	Managing Self	Self-Regulation	Self-Regulation	Self-Regulation		
<u>Teaching and</u>	Talk about their feelings	Talk about their feelings	Select and use activities	Develop appropriate ways	Find solutions to conflicts	Find solutions to conflicts		
<u>Learning and</u>	using words like 'happy', 'sad', 'angry' or 'worried'.	using words like 'happy', 'sad', 'angry' or 'worried'.	and resources, with help when needed. This helps	of being assertive.	and rivalries. For example, accepting that	and rivalries. For example, accepting that not		
Enhanced Provision	Managing Self	Managing Self	them to achieve a goal	<b>Managing Self</b> Select and use activities	not everyone can be	everyone can be Spider-		
Children develop	Understand gradually	Understand gradually	they have chosen, or one	and resources, with help	Spider-Man in the game,	Man in the game, and		
their personal,	how others might be	how others might be	which is suggested to	when needed. This helps	and suggesting other	suggesting other ideas.		
social and emotional skills	feeling.	feeling.	them.	them to achieve a goal	ideas.	Building Relationships		
through adult	Increasingly follow rules,	Increasingly follow rules,	Remember rules without	they have chosen, or one	Building Relationships	Talk with others to solve		
focus sessions,	understanding why they	understanding why they	needing an adult to	which is suggested to	Talk with others to solve	conflicts.		
circle times,	are important.	are important. Develop their sense of	remind them Building Relationships	them. Remember rules without	conflicts.			
understanding		responsibility and	Play with one or more	needing an adult to				
classroom rule and		membership of a	other children, extending	remind them				
routines and		community.	and elaborating play	Building Relationships				
through social			ideas.	Show more confidence in				
stories.			Become more outgoing	new social situations				
			with unfamiliar people, in					

			the safe context of their	Play with one or more		
<u>GLD Areas</u>			setting.	other children, extending		
Self-Regulation				and elaborating play		
Seij-Negulation				ideas.		
Managing Solf				Become more outgoing		
Managing Self				with unfamiliar people, in		
D III				the safe context of their		
Building				setting		
Relationships			Rece	ption		
	Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation
	Express their feelings and	Express their feelings and	Express their feelings and	Express their feelings and	Show an understanding	Show an understanding of
	consider the feelings of	consider the feelings of	consider the feelings of	consider the feelings of	of their own feelings and	their own feelings and
	others.	others.	others.	others.	those of others, and begin	those of others, and begin
	Managing Self	Managing Self	Identify and moderate	Identify and moderate	to regulate their	to regulate their
	See themselves as a	See themselves as a	their own feelings socially	their own feelings socially	behaviour accordingly.	behaviour accordingly.
	valuable individual.	valuable individual.	and emotionally.	and emotionally.	Set and work towards	Set and work towards
	Building Relationships	Building Relationships	Managing Self	Managing Self	simple goals, being able	simple goals, being able
	Build constructive and	Build constructive and	See themselves as a	See themselves as a	to wait for what they	to wait for what they
	respectful relationships.	respectful relationships.	valuable individual.	valuable individual.	want and control their	want and control their
	Think about the	Think about the	Show resilience and	Show resilience and	immediate impulses when	immediate impulses when
	perspectives of others.	perspectives of others.	perseverance in the face	perseverance in the face	appropriate.	appropriate.
			of challenge.	of challenge.	Give focused attention to	Give focused attention to
			Manage their own needs.	Manage their own needs.	what the teacher says,	what the teacher says,
			Building Relationships	Building Relationships	responding appropriately	responding appropriately
			Build constructive and	Build constructive and	even when engaged in	even when engaged in
			respectful relationships.	respectful relationships.	activity, and show an	activity, and show an
			Think about the	Think about the	ability to follow	ability to follow
			perspectives of others.	perspectives of others.	instructions involving	instructions involving
					several ideas or actions.	several ideas or actions.
					Managing Self	Managing Self
					Be confident to try new	Be confident to try new
					activities and show	activities and show
					independence, resilience	independence, resilience
					and perseverance in the	and perseverance in the
					face of challenge.	face of challenge.

		Explain the reasons for	Explain the reasons for
		rules, know right from	rules, know right from
		wrong and try to behave	wrong and try to behave
		accordingly.	accordingly.
		Manage their own basic	Manage their own basic
		hygiene and personal	hygiene and personal
		needs, including dressing,	needs, including dressing,
		going to the toilet and	going to the toilet and
		understanding the	understanding the
		importance of healthy	importance of healthy
		food choices.	food choices.
		Building Relationships	Building Relationships
		Work and play	Work and play
		cooperatively and take	cooperatively and take
		turns with others.	turns with others.
		Form positive	Form positive attachments
		attachments to adults and	to adults and friendships
		friendships with peers.	with peers.
		Show sensitivity to their	Show sensitivity to their
		own and to others' needs.	own and to others' needs.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me	Let's Celebrate!	Our Wonderful World	Once Upon a Time	Into the Great	Let's go on an
					Outdoors	adventure
			AL AL	airy 7		and the second sec
				Gales 📲		
PHYSICAL	Physical activity is vital in	 1 children's all-round develo	pment, enabling them to p	l ursue happy, healthy and o	l Ictive lives. Gross and fine r	notor experiences develop
DEVELOPMENT	5		vith sensory explorations an	115 5		
	<b>0 0</b>	5	th indoors and outdoors,		5	•
	spatial awareness, co-orc	lination and agility. Gross	motor skills provide the fo	oundation for developing h	realthy bodies and social (	and emotional well-being.
	Fine motor control and p	recision helps with hand-e	ye co-ordination, which is l	ater linked to early literacy	J. Repeated and varied op	portunities to explore and
	play with small world a	ctivities, puzzles, arts and	crafts and the practice of	using small tools, with fe	edback and support from	adults, allow children to
Teaching and	develop proficiency, cont	rol and confidence.				
Learning and			Nur	sery		
Enhanced Provision	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills
Children develop	Use large-muscle	Use large-muscle	Go up steps and stairs, or	Skip, hop, stand on one	Start taking part in some	Collaborate with others to
their gross and fine	movements to wave flags	movements to wave flags	climb up apparatus, using	leg and hold a pose for a	group activities which	manage large items, such
motor skills	and streamers, paint and make marks.	and streamers, paint and make marks.	alternate feet Increasingly be able to	game like musical statues. Match their developing	they make up for themselves, or in teams.	as moving a long plank safely, carrying large
through daily	muke murks.	Continue to develop their	use and remember	physical skills to tasks	Fine Motor Skills	hollow blocks.
dough disco		movement, balancing,	sequences and patterns of	and activities in the	Use a comfortable grip	Fine Motor Skills
sessions, adult		riding (scooters, trikes and	movements which are	setting. For example, they	with good control when	Use a comfortable grip
focus sessions and having access to	Be increasingly	bikes) and ball skills.	related to music and	decide whether to crawl,	holding pens and pencils.	with good control when
large and small	independent in meeting	Fine Motor Skills	rhythm.	walk or run across a		holding pens and pencils.
scale equipment in	their own care needs, e.g.	Use one-handed tools and		plank, depending on its		
funky finger and	brushing teeth, using the toilet, washing and drying	equipment, for example, making snips in paper	Be increasingly	length and width	Choose the right resources to carry out	
creative areas.	their hands thoroughly.	with scissors.	independent as they get		their own plan. For	
			dressed and undressed,	Be increasingly	example, choosing a	
<u>GLD Areas</u>			for example, putting coats	independent as they get	spade to enlarge a small	
Gross Motor Skills			on and doing up zips.	dressed and undressed,	hole they dug with a trowel.	

		Make healthy choices		for example, putting coats		
Fine Motor Skills		about food, drink, activity		on and doing up zips.		
		and tooth brushing.				
			Rece	ption		
	Fine Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills
	Develop their small motor	Use their core muscle	Confidently and safely	Develop overall body-	Negotiate space and	Negotiate space and
	skills so that they can use	strength to achieve a	use a range of large and	strength, balance, co-	obstacles safely, with	obstacles safely, with
	a range of tools	good posture when sitting	small apparatus indoors	ordination and agility	consideration for	consideration for
	competently, safely and	at a table or sitting on	and outside, alone and in	Further develop and	themselves and others.	themselves and others.
	confidently. Suggested	the floor.	a group.	refine a range of ball	Demonstrate strength,	Demonstrate strength,
	tools: pencils for drawing	Revise and refine the	Develop overall body-	skills including: throwing,	balance and coordination	balance and coordination
	and writing, paintbrushes,	fundamental movement	strength, balance, co-	catching, kicking, passing,	when playing.	when playing.
	scissors, knives, forks and	skills they have already	ordination and agility	batting, and aiming.	Move energetically, such	Move energetically, such
	spoons.	acquired: rolling,	Further develop and	Develop confidence,	as running, jumping,	as running, jumping,
		crawling, walking,	refine a range of ball skills	competence, precision and	dancing, hopping,	dancing, hopping,
		jumping, running,	including: throwing,	accuracy when engaging	skipping and climbing.	skipping and climbing.
	Further develop the skills	hopping, skipping,	catching, kicking, passing,	in activities that involve a	Fine Motor Skills	Fine Motor Skills
	they need to manage the	climbing	batting, and aiming.	ball.	Hold a pencil effectively	Hold a pencil effectively in
	school day successfully:	Fine Motor Skills	Fine Motor Skills	Progress towards a more	in preparation for fluent	preparation for fluent
	lining up and queuing,	Develop their small motor	Develop the foundations	fluent style of moving,	writing – using the tripod	writing – using the tripod
	mealtimes, personal	skills so that they can use	of a handwriting style	with developing control	grip in almost all cases.	grip in almost all cases.
	hygiene	a range of tools	which is fast, accurate	and grace.	Use a range of small	Use a range of small
		competently, safely and	and efficient.	Fine Motor Skills	tools, including scissors,	tools, including scissors,
		confidently. Suggested		Develop the foundations	paintbrushes and cutlery.	paintbrushes and cutlery.
		tools: pencils for drawing	Know and talk about the	of a handwriting style which is fast, accurate	Begin to show accuracy and care when drawing.	Begin to show accuracy
		and writing, paintbrushes, scissors, knives, forks and	different factors that	and efficient.	and care when drawing.	
		scissors, kritves, jorks und spoons.	support their overall	and efficient.		
		spoolis.	health and wellbeing:			
			regular physical activity,			
		Know and talk about the	healthy eating, tooth			
		different factors that	brushing, sensible			
		support their overall	amounts of 'screen time',			
		health and wellbeing:	having a good sleep			
		regular physical activity,	routine, being a safe			
		healthy eating, tooth	pedestrian.			

brushing, sensible
amounts of 'screen time',
having a good sleep
routine, being a safe
pedestrian

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me	Let's Celebrate!	Our Wonderful World	Once Upon a Time	Into the Great	Let's go on an
				Jairy Jales The L	Outdoors	adventure





Teaching and

Learning and

Enhanced

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Literacy is often thought of as the ability 'to read and write', but it is also important to have good speaking and listening skills. Reading is a complex process which takes time and is based on children building their bank of vocabulary through positive interactions. 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 through reading books (stories and non-fiction) and enjoy rhymes, poems and songs together. It is important that children see the adults around them have positive relationships with reading themselves. 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 also consists of two dimensions: transcription and composition. Transcription (spelling and handwriting) is developed from a young age with children making marks in the environment and then moving on to writing graphemes they have learnt when reading. Composition (articulating ideas and structuring them in speech, before writing) also builds from a young age through children giving meaning to the marks they make, to then beginning to learn how to construct sentences independently.

<u>Provision</u>	Nursery							
ldren develop	Word Reading	Word Reading	Comprehension	Comprehension	Comprehension	Comprehension		
r reading skills	Understand the five key	Understand the five key	Engage in extended	Engage in extended	Engage in extended	Engage in extended		
rough adult	concepts about print:	concepts about print:	conversations about	conversations about	conversations about	conversations about		
cus sessions,	- print has meaning	- we read English text	stories, learning new	stories, learning new	stories, learning new	stories, learning new		
erature rich	- print can have different	from left to right and	vocabulary	vocabulary	vocabulary	vocabulary		
ivironments,	purposes	from top to bottom	Word Reading	Word Reading	Word Reading	Writing		
stories and	Develop their phonological	- the names of the	Develop their	Develop their	Develop their	Use some of their print		
ough the RWI	awareness, so that they	different parts of a book	phonological awareness,	phonological awareness,	phonological awareness,	and letter knowledge in		
eme. Skills are	can:	- page sequencing	so that they can:	so that they can:	so that they can:	their early writing. For		
uilt through	- spot and suggest rhymes	Develop their	- recognise words with the	- recognise words with the	- recognise words with the	example: writing a		
oss and fine		phonological awareness,	same initial sound, such	same initial sound, such	same initial sound, such	pretend shopping list that		
tor activities.		so that they can:	as money and mother	as money and mother	as money and mother	starts at the top of the		
		- spot and suggest rhymes	Writing	Writing	Writing	page; writing 'm' for		
<u>GLD Areas</u>		- count or clap syllables in	Use some of their print	Use some of their print	Use some of their print	mummy		
mprehension		a word	and letter knowledge in	and letter knowledge in	and letter knowledge in			

Word Reading			their early writing. For example: writing a	their early writing. For example: writing a	their early writing. For example: writing a	Write some or all of their name.
			pretend shopping list that	pretend shopping list that	pretend shopping list that	Write some letters
Writing			starts at the top of the	starts at the top of the	starts at the top of the	accurately
			page; writing 'm' for	page; writing 'm' for	page; writing 'm' for	
			mummy.	mummy.	mummy.	
			Rece	ption		
	Word Reading	Word Reading	Word Reading	Word Reading	Comprehension	Comprehension
	Read individual letters by	Read individual letters by	Blend sounds into words,	Read some letter groups	Demonstrate	Demonstrate
	saying the sounds for	saying the sounds for	so that they can read	that each represent one	understanding of what	understanding of what
	them	them	short words made up of	sound and say sounds for	has been read to them by	has been read to them by
		Blend sounds into words,	known letter-sound	them.	retelling stories and	retelling stories and
		so that they can read	correspondences.	Read a few common	narratives using their own	narratives using their own
		short words made up of	Read some letter groups	exception words matched	words and recently	words and recently
		known letter-sound	that each represent one	to the school's phonic	introduced vocabulary.	introduced vocabulary.
		correspondences.	sound and say sounds for	programme.	Anticipate (where	Anticipate (where
		Writing	them.	Read simple phrases and	appropriate) key events in	appropriate) key events in
		Form lower-case and	Read a few common	sentences made up of	stories.	stories.
		capital letters correctly.	exception words matched	words with known letter–	Use and understand	Use and understand
		Read a few common	to the school's phonic	sound correspondences	recently introduced	recently introduced
		exception words matched	programme.	and, where necessary, a	vocabulary during	vocabulary during
		to the school's phonic	Read simple phrases and	few exception words.	discussions about stories,	discussions about stories,
		programme.	sentences made up of	Re-read these books to	non-fiction, rhymes and	non-fiction, rhymes and
		Spell words by identifying	words with known letter–	build up their confidence	poems and during role	poems and during role
		the sounds and then	sound correspondences	in word reading, their	play.	play.
		writing the sound with	and, where necessary, a	fluency and their	Word Reading	Word Reading
		letter/s.	few exception words.	understanding and	Say a sound for each	Say a sound for each
			Re-read these books to	enjoyment.	letter in the alphabet and	letter in the alphabet and
			build up their confidence	Writing	at least 10 digraphs.	at least 10 digraphs.
			in word reading, their	Form lower-case and	Read words consistent	Read words consistent
			fluency and their	capital letters correctly.	with their phonic	with their phonic
			understanding and	Spell words by identifying the sounds and then	knowledge by sound-	knowledge by sound-
			enjoyment.		blending. Pood aloud simple	blending. Pood aloud simple
			Writing	writing the sound with	Read aloud simple	Read aloud simple
				letter/s.	sentences and books that	sentences and books that

	Form lower-case and	Write short sentences	are consistent with their	are consistent with their
	capital letters correctly.	with words with known	phonic knowledge,	phonic knowledge,
	Spell words by identifying	letter-sound	including some common	including some common
	the sounds and then	correspondences using a	exception words.	exception words.
	writing the sound with	capital letter and full	Writing	Writing
	letter/s.	stop.	Write recognisable letters,	Write recognisable letters,
			most of which are	most of which are
			correctly formed.	correctly formed.
			Spell words by identifying	Spell words by identifying
			sounds in them and	sounds in them and
			representing the sounds	representing the sounds
			with a letter or letters.	with a letter or letters.
			Write simple phrases and	Write simple phrases and
			sentences that can be	sentences that can be
			read by others.	read by others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me	Let's Celebrate!	Our Wonderful World	Once Upon a Time	Into the Great	Let's go on an
				Jairų Jales T	Outdoors	adventure



Teaching and Learning and **Enhanced** Provision Children develop their Maths through a focus sess singing cou sings, pla games an applying wh have lea through V Rose Math Mastering N schemes. skills are dev using manip in the enviro

Mathematics is all about understanding, and using, shape, space and measure and understanding how to use numbers to solve everyday problems. 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.

hs skills	Nursery								
adult	Number	Number	Number	Number	Number	Number			
ssions,	Recites numbers up to 5	Recites numbers up to 5	Show 'finger numbers' up	Experiment with their	Experiment with their own	Link numerals and			
ounting	Says one number in order	Says one number in order	to 5.	own symbols and marks	symbols and marks as	amounts: for example,			
aying	for each item	for each item	Develop fast recognition	as well as numerals.	well as numerals.	showing the right number			
nd by	Experiment with their own	Know that the last	of up to 3 objects,	Know that the last	Solve real world	of objects to match the			
hat they	symbols and marks as	number reached when	without having to count	number reached when	mathematical problems	numeral, up to 5.			
earnt	well as numerals.	counting a small set of	them individually	counting a small set of	with numbers up to 5.	Experiment with their own			
White		objects tells you how	('subitising').	objects tells you how	Know that the last	symbols and marks as			
hs and		many there are in total	Experiment with their own	many there are in total	number reached when	well as numerals.			
Number	Make comparisons	('cardinal principle').	symbols and marks as	('cardinal principle').	counting a small set of	Solve real world			
These	between objects relating	Numerical Pattern	well as numerals.		objects tells you how	mathematical problems			
eveloped	to size,	Compare quantities using	Know that the last		many there are in total	with numbers up to 5			
ipulates	Combine shapes to make	language: 'more than',	number reached when		('cardinal principle').				
ronment.	new ones - an arch, a	'fewer than'.	counting a small set of	Talk about and explore					
	bigger triangle etc		objects tells you how	2D and 3D shapes (for					
				example, circles,					

	[					
<u>GLD Areas</u>		Talk about and explore	many there are in total	rectangles, triangles and	Talk about and explore	Talk about and explore
Number		2D and 3D shapes (for	('cardinal principle').	cuboids) using informal	2D and 3D shapes (for	2D and 3D shapes (for
		example, circles,	Numerical Pattern	and mathematical	example, circles,	example, circles,
Numerical Patterns		rectangles, triangles and	Compare quantities using	language: 'sides',	rectangles, triangles and	rectangles, triangles and
		cuboids) using informal	language: 'more than',	<pre>'corners'; 'straight', 'flat',</pre>	cuboids) using informal	cuboids) using informal
		and mathematical	'fewer than'.	ʻround	and mathematical	and mathematical
		language: 'sides',		Make comparisons	language: 'sides',	language: 'sides', 'corners';
		'corners'; 'straight', 'flat',		between objects relating	'corners'; 'straight', 'flat',	'straight', 'flat', 'round'
		'round'.	Talk about and explore	to weight	'round'	Make comparisons
		Understand position	2D and 3D shapes (for	Talk about and identify	Make comparisons	between objects relating
		through words alone – for	example, circles,	the patterns around them.	between objects relating	to capacity
		example, The bag is under	rectangles, triangles and	For example: stripes on	to height	Select shapes
		the table," —with no	cuboids) using informal	clothes, designs on rugs	Select shapes	appropriately: flat
		pointing.	and mathematical	and wallpaper. Use	appropriately: flat	surfaces for building, a
		Begin to describe a	language: 'sides',	informal language like	surfaces for building, a	triangular prism for a roof
		sequence of events, real	'corners'; 'straight', 'flat',	'pointy', 'spotty', 'blobs'	triangular prism for a	etc.
		or fictional, using words	'round'	etc.	roof etc.	Notice and correct an
		such as 'first', 'then'	Make comparisons	Discuss routes and	Extend and create ABAB	error in a repeating
		Describe a familiar route	between objects relating	locations, using words like	patterns – stick, leaf,	pattern.
			to length	'in front of' and 'behind'.	stick,	F
			Describe a familiar route		leaf.	
			Describe a Januar Toure		Discuss routes and	
					locations, using words like	
					'in front of' and 'behind'.	
			Rece		in from of and benind.	
	N. I					
	Number	Number	Number	Number	Number	Number
	Count objects, actions	Count objects, actions	Count objects, actions	Count objects, actions	Have a deep	Have a deep
	and sounds.	and sounds.	and sounds.	and sounds.	understanding of number	understanding of number
	Subitise.	Subitise.	Subitise.	Subitise.	to 10, including the	to 10, including the
	Link the number symbol (numeral) with its cardinal	composition of each number.	composition of each number.			
	number value	(numeral) with its carainal number value	(numeral) with its carainal number value	(numeral) with its carainal number value		
					Subitise (recognise quantities without	Subitise (recognise quantities without
	Count beyond ten. Compare numbers	Count beyond ten. Compare number.	Count beyond ten. Compare numbers	Count beyond ten. Compare numbers		counting) up to 5.
	Compare numbers	Compare number.	Compare numbers	Compare numbers	counting) up to 5.	

of numbers to 10. than/one less than' than/one less than' than/one less than' rhymes, counting or other rhymes,	
	out reference to
	counting or other
relationship between relationship between relationship between aids) number bonds up to aids) nu	mber bonds up to
consecutive numbers. consecutive numbers. consecutive numbers. 5 (including subtraction 5 (inclu	ding subtraction
Explore the composition Explore the composition Explore the composition facts) and some number facts) a	nd some number
of numbers to 10. of numbers to 10. of numbers to 10. bonds to 10, including bonds	to 10, including
Automatically recall Automatically recall double facts. do	ouble facts.
number bonds for number bonds for Numerical Patterns Nume	rical Patterns
Continue, copy and create numbers 0–10. numbers 0–10. Verbally count beyond Verbal	ly count beyond
repeating patterns. 20, recognising the 20, r	ecognising the
Select, rotate and pattern of the counting pattern	of the counting
manipulate shapes in Compare length, weight Compare length, weight system.	system.
	e quantities up to
	ifferent contexts,
	nising when one
	y is greater than,
	n or the same as
	ther Quantity`.
	e and represent
share so that shildren	s within numbers
researcise a chang can	), including evens
have other shapes within the set of the state within and back, double jacks and of	lds, double facts
it just as numbers can it just as numbers can	quantities can be
it, just as numbers can. it, just as numbers can. be distributed equally distr	ibuted equally

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me	Let's Celebrate!	Our Wonderful World	Once Upon a Time	Into the Great Outdoors	Let's go on an adventure
UNDERSTANDING THE WORLD	around them from birth b work and begin to formu increases their knowledg of society such as police o understanding of our cu	by investigating through th Ilate their own ideas of wl e and sense of the world officers, nurses and firefigh Ilturally, socially, technolo	to make sense of their phy neir senses. This then progr hat will happen next. The around them. This could b nters. In addition, listening ogically and ecologically o across domains. Enriching	esses as children get older frequency and range of ch pe from visiting parks, libr to a broad selection of sto diverse world. As well as	to exploring and investige nildren's personal experien aries and museums to me pries, non-fiction, rhymes a building important know	ating how and why things ces throughout their lives eting important members and poems will foster their vledge, this extends their
Teaching and			Nur	sery		
Learning and	Past and Present	Past and Present	People, Cultures and	People, Cultures and	The Natural World	The Natural World
<u>Learning and</u> <u>Enhanced Provision</u>	Begin to make sense of	Begin to make sense of	Communities	Communities	Talk about what they	Talk about what they
Enhanced Provision Children develop their	Begin to make sense of their own life-story and	Begin to make sense of their own life-story and	<b>Communities</b> Know that there are	<b>Communities</b> Know that there are	Talk about what they see, using a wide	Talk about what they see, using a wide
<u>Enhanced Provision</u> Children develop their understanding of the	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.	<b>Communities</b> Know that there are different countries in the	<b>Communities</b> Know that there are different countries in the	Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary.
Enhanced Provision Children develop their understanding of the world through a	Begin to make sense of their own life-story and	Begin to make sense of their own life-story and family's history. <b>People, Cultures and</b>	<b>Communities</b> Know that there are different countries in the world and talk about the	<b>Communities</b> Know that there are different countries in the world and talk about the	Talk about what they see, using a wide vocabulary. Plant seeds and care for	Talk about what they see, using a wide vocabulary. Plant seeds and care for
Enhanced Provision Children develop their understanding of the world through a variety of weekly texts	Begin to make sense of their own life-story and family's history. <b>People, Cultures and</b>	Begin to make sense of their own life-story and family's history. People, Cultures and Communities	<b>Communities</b> Know that there are different countries in the	<b>Communities</b> Know that there are different countries in the	Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary.
Enhanced Provision Children develop their understanding of the world through a variety of weekly texts during focus planning,	Begin to make sense of their own life-story and family's history. People, Cultures and Communities	Begin to make sense of their own life-story and family's history. <b>People, Cultures and</b> <b>Communities</b> Continue developing	<b>Communities</b> Know that there are different countries in the world and talk about the differences they have	<b>Communities</b> Know that there are different countries in the world and talk about the differences they have	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care
Enhanced Provision Children develop their understanding of the world through a variety of weekly texts during focus planning, investigation stations	Begin to make sense of their own life-story and family's history. <b>People, Cultures and</b> <b>Communities</b> Continue developing positive attitudes about the differences between	Begin to make sense of their own life-story and family's history. People, Cultures and Communities	Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World	Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural
Enhanced Provision Children develop their understanding of the world through a variety of weekly texts during focus planning, investigation stations and being exposed to	Begin to make sense of their own life-story and family's history. <b>People, Cultures and</b> <b>Communities</b> Continue developing positive attitudes about the differences between people.	Begin to make sense of their own life-story and family's history. <b>People, Cultures and</b> <b>Communities</b> Continue developing positive attitudes about the differences between people.	Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World Talk about what they	Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World Talk about what they	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living
Enhanced Provision Children develop their understanding of the world through a variety of weekly texts during focus planning, investigation stations	Begin to make sense of their own life-story and family's history. <b>People, Cultures and</b> <b>Communities</b> Continue developing positive attitudes about the differences between people. Show interest in different	Begin to make sense of their own life-story and family's history. <b>People, Cultures and</b> <b>Communities</b> Continue developing positive attitudes about the differences between people. Show interest in different	Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World Talk about what they see, using a wide	Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World Talk about what they see, using a wide	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things.	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things.
Enhanced Provision Children develop their understanding of the world through a variety of weekly texts during focus planning, investigation stations and being exposed to experiences both in	Begin to make sense of their own life-story and family's history. <b>People, Cultures and</b> <b>Communities</b> Continue developing positive attitudes about the differences between people.	Begin to make sense of their own life-story and family's history. People, Cultures and Communities Continue developing positive attitudes about the differences between people. Show interest in different occupations	Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World Talk about what they	Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World Talk about what they	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living
Enhanced Provision Children develop their understanding of the world through a variety of weekly texts during focus planning, investigation stations and being exposed to experiences both in and out of the	Begin to make sense of their own life-story and family's history. <b>People, Cultures and</b> <b>Communities</b> Continue developing positive attitudes about the differences between people. Show interest in different occupations.	Begin to make sense of their own life-story and family's history. People, Cultures and Communities Continue developing positive attitudes about the differences between people. Show interest in different occupations The Natural World	Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care	Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Understand the key	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel.
Enhanced Provision Children develop their understanding of the world through a variety of weekly texts during focus planning, investigation stations and being exposed to experiences both in and out of the classroom. <u>GLD Areas</u>	Begin to make sense of their own life-story and family's history. <b>People, Cultures and</b> <b>Communities</b> Continue developing positive attitudes about the differences between people. Show interest in different occupations. <b>The Natural World</b>	Begin to make sense of their own life-story and family's history. People, Cultures and Communities Continue developing positive attitudes about the differences between people. Show interest in different occupations The Natural World Use all their senses in	Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural	Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Understand the key features of the life cycle	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can
Enhanced Provision Children develop their understanding of the world through a variety of weekly texts during focus planning, investigation stations and being exposed to experiences both in and out of the classroom.	Begin to make sense of their own life-story and family's history. <b>People, Cultures and</b> <b>Communities</b> Continue developing positive attitudes about the differences between people. Show interest in different occupations. <b>The Natural World</b>	Begin to make sense of their own life-story and family's history. People, Cultures and Communities Continue developing positive attitudes about the differences between people. Show interest in different occupations The Natural World	Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care	Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Understand the key features of the life cycle	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel.

People, Cultures and		Explore collections of	Talk about the			
Communities		materials with similar	differences between			
		and/or different	materials and changes			
The Natural World		properties.	they notice.			
		Talk about what they				
		see, using a wide				
		vocabulary.				
			Rece	ption		
	Past and Present	Past and Present	People, Cultures and	People, Cultures and	Past and Present	Past and Present
	Talk about members of	Talk about members of	Communities	Communities	Talk about the lives of	Talk about the lives of
	their immediate family	their immediate family	Draw information from a	Compare and contrast	the people around them	the people around them
	and community.	and community.	simple map.	characters from stories,	and their roles in society.	and their roles in society.
	Name and describe	Comment on images of	Recognise that people	including figures from the	Know some similarities	Know some similarities
	people who are familiar	familiar situations in the	have different beliefs and	past.	and differences between	and differences between
	to them.	past.	celebrate special times in	Understand that some	things in the past and	things in the past and
	People, Cultures and	People, Cultures and	different ways	places are special to	now, drawing on their	now, drawing on their
	Communities	Communities	Recognise some	members of their	experiences and what has	experiences and what has
	Understand that some	Understand that some	similarities and	community.	been read in class.	been read in class.
	places are special to	places are special to	differences between life in	Recognise that people	Understand the past	Understand the past
	members of their	members of their	this country and life in	have different beliefs and	through settings,	through settings,
	community.	community.	other countries.	celebrate special times in	characters and events	characters and events
	Recognise that people	Recognise that people	The Natural World	different ways.	encountered in books	encountered in books read in class and
	have different beliefs and	have different beliefs and	Explore the natural world	Recognise some similarities and	read in class and	
	celebrate special times in	celebrate special times in	around them.	differences between life	storytelling.	storytelling. <b>People, Culture &amp;</b>
	different ways. Compare and contrast	different ways. Recognise some	Describe what they see,	in this country and life in	People, Culture &	Communities
	characters from stories,	similarities and	hear and feel whilst outside.	other countries.	Communities	Describe their immediate
	including figures from the	differences between life in		The Natural World	Describe their immediate	environment using
	past.	this country and life in	Recognise some environments that are	Explore the natural world	environment using	knowledge from
		other countries.		' around them.	knowledge from	observation, discussion,
		Compare and contrast	different to the one in	Describe what they see,	observation, discussion,	stories, non-fiction texts
		characters from stories,	which they live.	hear and feel whilst	stories, non-fiction texts and maps.	and maps.
		including figures from the	Understand the effect of	outside.	Know some similarities	Know some similarities
		past.	changing seasons on the natural world around	Recognise some	and difference between	and difference between
		The Natural World	them.	environments that are	different religious and	different religious and

berra and feel white outside. Understand the effect of changing seasons on the natural world around them.	Explore the natural world	different to the one in	cultural communities in	cultural communities in
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Themes	Marvellous Me	Let's Celebrate!	Our Wonderful World	Once Upon a Time	Into the Great	Let's go on an		
					Outdoors	adventure		
				Aairų 🕽				
				yales 🚡				
EXPRESSIVE	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities							
ARTS AND		enabling them to explore ar		5 5	•	<b>3</b> 11		
DESIGN	participate in is crucial fo	r developing their understa	nding, self-expression, voc	abulary and ability to com	municate through the arts.	The frequency, repetition		
DEGIGIN	and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Build on children's							
	interest and experiences of the real world and transforming them into something new helps children to develop an artistic view of the world. This can be							
<u> </u>	achieve through role play, music or pretend play.							
	Nursery							
Teaching and	Creating with	Creating with	Creating with	Creating with	Creating with	. Creating with		
Learning and	Materials	Materials	Materials	Materials	Materials	Materials		
Enhanced	Explore colour and colour-	Explore different materials	Join different materials	Join different materials	Develop their own ideas	Develop their own ideas		
Provision	mixing.	freely, in order to develop	and explore different	and explore different	and then decide which	and then decide which		
Children develop	Being Imaginative and	their ideas about how to	textures.	textures.	materials to use to	materials to use to express		
their expressive	Expressive	use them and what to	Create closed shapes with	Create closed shapes with	express them.	them.		
arts and design	Take part in simple	make.	continuous lines, and	continuous lines, and	Draw with increasing	Develop their own ideas		
skills through	pretend play, using an	Being Imaginative and	begin to use these shapes	begin to use these shapes	complexity and detail,	and then decide which		
Charanga music	object to represent	Expressive	to represent objects.	to represent objects.	such as representing a	materials to use to express		
sessions, singing	something else even	Sing the melodic shape	Being Imaginative and	Being Imaginative and	face with a circle and	them. Being Imagingtive		
songs, playing	though they are not similar.	(moving melody, such as up and down, down and	<b>Expressive</b> Make imaginative and	<b>Expressive</b> Make imaginative and	including details Show different emotions	Being Imaginative and Expressive		
instruments and	Listen with increased	up) of familiar songs.	complex 'small worlds'	complex 'small worlds'	in their drawings and	Begin to develop complex		
weekly focus	attention to sounds.	Play instruments with	with blocks and	with blocks and	paintings, like happiness,	stories using small world		
sessions based on	Remember and sing entire	increasing control to	construction kits, such as	construction kits, such as	sadness, fear etc.	equipment like animal		
different aspects of art and design.	songs.	express their feelings and	a city with different	a city with different	Being Imaginative and	sets, dolls and dolls		
of art and design.	J	ideas.	buildings and a park.	buildings and a park.	Expressive	houses etc.		
<u>GLD Areas</u>			Respond to what they	5 1	•			
			have heard, expressing					

Creating with Materials Being Imaginative and Expressive		Create their own songs, or improvise a song around one they know.	their thoughts and feelings.		Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Use drawing to represent ideas like movement or loud noises.
			Rece	ption		
	Being Imaginative and	Creating with	Creating with	Creating with	Creating with	Creating with
	Expressive	Materials	Materials	Materials	Materials	Materials
	Sing in a group or on	Explore, use and refine a	Return to and build on	Return to and build on	Safely use and explore a	Safely use and explore a
	their own, increasingly	variety of artistic effects	their previous learning,	their previous learning,	variety of materials, tools	variety of materials, tools
	matching the pitch and	to express their ideas and	refining ideas and	refining ideas and	and techniques,	and techniques,
	following the melody.	feelings.	developing their ability to	developing their ability to	experimenting with colour,	experimenting with colour,
	Develop storylines in their	Being Imaginative and	represent them.	represent them.	design, texture, form and	design, texture, form and
	pretend play.	Expressive	Create collaboratively	Create collaboratively	function.	function.
		Sing in a group or on	sharing ideas, resources and skills.	sharing ideas, resources and skills.	Share their creations,	Share their creations,
		their own, increasingly			explaining the process	explaining the process
		matching the pitch and	Being Imaginative and	Being Imaginative and	they have used. Make use of props and	they have used. Make use of props and
		following the melody.	Expressive	Expressive	materials when role	materials when role
		Explore and engage in music making and dance,	Listen attentively, move to and talk about music,	Develop storylines in their	playing characters in	playing characters in
		performing solo or in	expressing their feelings	pretend play. Sing in a group or on	narratives and stories.	narratives and stories.
		groups.	and responses.	their own, increasingly	Being Imaginative and	Being Imaginative and
		Develop storylines in their	Watch and talk about	matching the pitch and	Expressive	Expressive
		pretend play.	dance and performance	following the melody.	Invent, adapt and recount	Invent, adapt and recount
		1	art, expressing their	J - ··· · · · · J - ··· · · · · · · · ·	narratives and stories	narratives and stories with
			feelings and responses		with peers and their	peers and their teacher.
			Explore and engage in		teacher.	Sing a range of well-
			music making and dance,		Sing a range of well-	known nursery rhymes
			performing solo or in		known nursery rhymes	and songs
			groups.		and songs	Perform songs, rhymes,
					Perform songs, rhymes,	poems and stories with
					poems and stories with	others, and (when
					others, and (when	appropriate) try to move
					appropriate) try to move	in time with music.
					in time with music.	