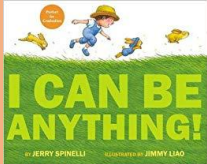
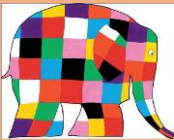
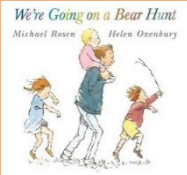
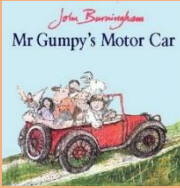
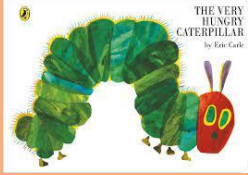
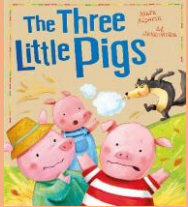




Bramley St Peter's C of E Primary School Nursery Long Term Plan 2025-2026

Journeying together with God


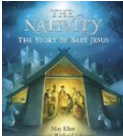
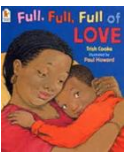
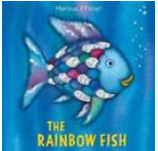
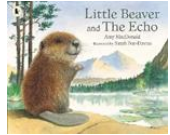
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme and big questions	Hook and Enrichment	<p>Settling In, All About Me Who looks after me?</p>  <p>Harvest week – 22nd to the 26th September Black History Month – October Stay and Play sessions</p>	<p>Colour, Pattern and Sound What is your favourite colour?</p>  <p>Remembrance Day – Tuesday 11th November Anti-bullying Week – Monday 13th November Children in Need – Friday 21st November Christmas celebrations Santa visiting school – in the Forest Garden Stay and Play sessions</p>	<p>Bears Would you like to go on a bear hunt?</p>  <p>Science Day at Bramley St Peter's – Friday 27th January, science activities all week for Nursery – Floating and Sinking Chinese New Year – The Year of the Horse (17th February to 3rd March) Safer Internet Day – Tuesday 10th February Baking bear biscuits Local Charity Day Stay and Play sessions</p>	<p>Wheels Why are wheels round?</p>  <p>Traffic survey watching the vehicles on Hough Lane in small groups World Book Day – 5th March The Easter Story Stay and Play sessions</p>	<p>Minibeasts Are all minibeasts scary?</p>  <p>Minibeast Day Growing fruit and vegetables Watching caterpillars change into butterflies Stay and Play sessions</p>	<p>Fairy Tales Who's afraid of the big bad wolf?</p>  <p>Fairy Tale Characters and Superheroes Ball Making porridge Transition times in Reception Stay and Play sessions Home visits for children starting Nursery in September</p>
	Overview	<p>Children will learn about playing with others and become familiar with the setting, the routines, rules and the behaviour that is expected. They will think about their families and friends. They will begin to talk about their feelings and begin to learn how others may have</p>	<p>Children will demonstrate their knowledge of colours and experiment with colour mixing. They will use a wide variety of materials and objects to create their own patterns. The children will learn how to use simple instruments to make different sounds and rhythms and use body percussion to make music.</p>	<p>Children will listen to different stories about bears. They will retell the stories they hear. They will learn simple facts about bears. They will describe a familiar route – drawing simple maps. The children will learn that there are different countries in the world and talk about the differences they have</p>	<p>Children will hear different stories involving vehicles with wheels eg cars, buses, bicycles and trains. They will investigate different vehicles moving down ramps. They will use construction materials to build their own vehicles and ramps. The children will explore and talk about different forces that they can feel.</p>	<p>Children will hear a variety of stories about minibeasts and investigate minibeasts in the school grounds, such as ladybirds, snails, and beetles. Children will also learn about the lifecycle of butterflies and frogs through having these in the setting and observing changes over time. They will paint and decorate caterpillars and butterflies.</p>	<p>Children will hear traditional tales. They will join in with repeated refrains and anticipate key events and phrases in rhymes and stories. They will use different materials to build homes for the pigs. The children will build bridges with different</p>

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		different feelings to them. Children will also think about how they have changed since they were babies.	The children will explore musical instruments and make their own.	experienced or seen in photos. They will bake bear biscuits and decorate them.	They will make a sandwich for a journey.	They will make a clay minibeast.	construction materials and test their strength.
Area of Learning	Strand of Learning						
	RE	<p>Who belongs in my family and community?</p> <ol style="list-style-type: none"> 1. Me and my name To know own name To see and describe themselves and other people 2. Hearing To think about how we hear To describe what we can hear 3. An autumn walk of awareness To describe things seen, heard and felt on a walkabout 4. Smelling To think about words that describe smell To consider why things smell 5. Touching To describe objects To think about what the objects might be used for 	<p>How do I and others celebrate special times?</p> <ol style="list-style-type: none"> 1. When I feel good To describe own feelings, especially when feeling good 2. Birthday Party To describe family birthday celebrations To consider other ways of celebrating 3. Diwali, festival of light The importance of Diwali 4. A celebration To know why people celebrate To hold a celebration 5. The Nativity To know about the Christmas story Role-playing the story using costumes 6. A winter walk of awareness To notice how we feel To recognise changes since autumn  	<p>Why are some objects special?</p> <ol style="list-style-type: none"> 1. Teacher's special object To understand and describe what makes an object special to someone 2. My special object To appreciate other people's special objects To listen to explanations 3. The setting's special object To share an object that is special to us To say why it is special 4. An object special to Christians To learn why certain objects are special to Christians 5. An object special to Sikhs To know why certain objects are special to Sikhs 6. Sharing our special objects To examine the object collection To talk about why the objects are special to different people 	<p>How do we understand and care for the world?</p> <ol style="list-style-type: none"> 1. A bulb in a pot To describe what makes our world beautiful To be part of that process by planting a bulb 2. Pictures at an exhibition To know that lots of things contribute to making the world beautiful 3. A spring walk of awareness To notice how they feel To be aware of changes that have occurred since winter 4. Mothering Sunday To know that mums are important and that different people can 'mother' eg care for and love us 5. Palm Sunday To know the story of Palm Sunday To appreciate its significance for Christians 6. The Easter Story To be able to tell the story of Easter To know why this event is important to Christians today 	<p>Which places are special to members of our community?</p> <ol style="list-style-type: none"> 1. A special place in our room To know what 'special' means in the context of place To define a special place in the setting 2. A special place in our setting's grounds To find special places outdoors To describe why they are special 3. What makes these spaces special? To review special places indoors and outdoors 4. Making a special place To know how to make a special place and what is needed to do it 5. A visit to a special place nearby Appreciating special places further afield 6. A special place at home Important places in homes 	<p>Who cares for me and how do I help others?</p> <ol style="list-style-type: none"> 1. Our group's rules To know why we need rules 2. Kind words To know what 'kind' means To give examples of kind words To know when we use these words 3. Greetings To know how to greet people when we meet them To learn how to greet people in other languages 4. Rules and words from Jesus To know about Jesus and some of the kind words he used 5. Being thankful for our food To know that many religious people give thanks before they eat 6. A summer walk of awareness – with words! To think about how we feel To be aware of changes that have occurred since spring Know about the Parable of the Good Samaritan. Try to be a good Samaritan to others.

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					<p>Taking care of the planet</p>		
		<p>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. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
		<p style="text-align: center;">N1 focus:</p> <p>To understand and use vocabulary for everyday objects. To be exposed to a range of vocabulary from stories, rhymes, non-fiction and poems. To experiment using new vocabulary with support. To repeat back commonly heard social phrases throughout the day. To approach adults and peers to express their own wants and need.</p>					
<p>Communication and Language</p>	<p>Listening, Attention and Understanding</p>	<p>Listening, Attention & Understanding To listen to simple interactive stories. To enjoy listening to familiar songs and rhymes. To look towards someone when they are speaking showing awareness of listening. To begin to follow simple instructions Using Poetry Basket, begin to listen to develop awareness of rhyme. To understand who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?). To develop understanding of simple concepts (e.g. fast/slow, good/bad). Active Listening Skills - Good looking</p>	<p>Listening, Attention & Understanding To listen to short stories that contain repetitive refrains. To build up a repertoire of familiar songs and rhymes. To begin to listen carefully. To understand simple questions. Using Poetry Basket, listen to develop awareness of rhyme. To begin to understand more complex sentences, e.g. Put your toys away and then sit on the carpet. To begin to identify syllables in their name. To understand use of objects (e.g. Which one do we cut with?). To begin to show understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture. To begin to understand why and how questions.</p>		<p>Listening, Attention & Understanding To listen to short stories and begin to show awareness of main themes or events. To listen to familiar stories with increasing attention and recall. To be able to listen to a longer picture book. To continue to build a repertoire of familiar songs and rhymes using gestures through continued use of Poetry Basket. To begin to understand how to listen carefully and know why listening is important. To begin to understand that actions can represent the meaning of words. To maintain attention for longer periods of time during whole class sessions. To be able to listen in familiar and new situations.</p>		

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		<p>- Good listening - Good sitting</p> <p>Speaking To use gestures and at least single words to communicate. To begin to ask simple questions. To begin to talk about people and things that are not present. To begin to share information about themselves. To use different types of everyday words (nouns, verbs and adjectives) To talk about animals and colours in stories. To begin to use new vocabulary. To sing nursery rhymes incl Key 5. To begin to join in with rhyme in poetry (Poetry Basket). To begin to develop 'skilled speaking'.</p>	<p>Active Listening Skills - Good looking - Good listening - Good sitting</p> <p>Speaking To begin to engage in conversation with peers and adults. To talk to self while involved in pretend play. To use gestures and 2/3 word phrases to communicate, eg coat on please. To begin to use new language that they learn. To begin to use language in sharing their feelings, experiences and thoughts.</p> <p>Skilled Speaking -Take turns -Speak at the correct volume -Face the person (using ear if eye contact is difficult)</p>	<p>To be able to identify syllables in their name and be able to repeat this. To begin to build auditory memory (remember 3 things and in sequence to build for phonics) Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box.</p> <p>Active Listening Skills - Good looking - Good listening - Good sitting</p> <p>Speaking To join in with repeated refrains and anticipate key events and phrases in rhymes and stories. To engage in longer conversation with peers and adults demonstrating back and forth interactions. To use new language learnt in communicating. To use a variety of questions (e.g. what, where, who). To use longer sentences when communicating their feelings, experiences and thoughts. To begin to use word endings (e.g. cats, going)</p> <p>Skilled Speaking -Take turns -Speak at the correct volume -Face the person (using ear if eye contact is difficult)</p>
	<p>Blank Level of Questioning</p>	<p>Staff will be observing and assessing children's baseline of the Level of Questioning accessible to them.</p> <p>Focus – Level 1 (Matching Perception) Immediate environment Chn: Point to an object, find a matching object and name an object. Key Phrase: Show me. Example questions/ statement: · Point to the girl. · Find me an apple like this. · What is this? · Show me your cut/ leg/ bump/ bruise. · Show me what hurts.</p>	<p>Focus - Level 2 (Selective Analysis of Perception) Immediate environment and recent past Chn: Give a verbal response using simple phrases and short sentences Example questions: · Who were you playing with? · Where did it happen? · What were you doing? · Find a black pot, find a big pot etc.</p>	<p>Focus - Level 2 (Selective Analysis of Perception) Immediate environment and recent past Chn: Give a verbal response using simple phrases and short sentences Example questions: · Who were you playing with? · Where did it happen? · What were you doing? · Find a black pot, find a big pot etc.</p>
<p>Progression in Language Structures</p>		<p>THE LANGUAGE OF DESCRIPTION DESCRIBING It is big / small (size) It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It feels like.....</p>	<p>THE LANGUAGE OF EVALUATION EVALUATIVE TALK I made this train. "I like the way the wheels rotate" I've done this picture. "I can see you have put lots of detail in there, flowers, people, trees"</p>	<p>THE LANGUAGE OF SEQUENCING First.....Next..... Then..... After that.....and then.....happened first. Next.....happened.</p>

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		<p>It looks like..... It tastes like..... because..... It sounds like..... It smells like..... It is the same because..... It is different because..... As above, use This looks like etc</p>	<p>I like this because..... I made this..... I did this..... I've done this...</p>	<p>Then.....happened. happened last. It is.....because..... It is.....</p> <p>THE LANGUAGE OF OPINION I like / don't like..... It is good/nice/beautiful It is not nice 'What do you think?' I think..... I think it will..... It will..... It will..... because..... I think..... because..... I think that..... What do you think? What will happen if.....? If.....?</p>			
<p>Nursery Rhymes</p>	<p>Nursery Rhymes These are the <i>fixed</i> songs and rhymes the children will learn each year.</p> <p>These are additional songs and rhymes which will be taught in line with Little Wandle Foundation for Phonics. (LW indicates Little Wandle resources) and then additional songs/rhymes appropriate for the topic/time of year.</p>	<p>Building up a repertoire of Nursery Rhymes and songs – Nursery's core rhymes/songs for children to learn over the year and be able to perform:</p> <p>Humpty Dumpty (LW), Hickory Dickory Dock (LW), One, Two Three Four Five once I caught a fish alive (LW), Wind the bobbin up (LW) Twinkle, Twinkle Little Star (LW) and Five Currant Buns, How's the Weather song Days of the week song</p>					
		<p>1. Jack and Jill (LW) 2. Row, row, row, your boat (LW)</p>	<p>1. Baa Baa Black Sheep (LW) 2. The Grand Old Duke of York (LW) 3. A Sailor went to Sea (LW)</p>	<p>1. Patter-a-Cake (LW) 2. Round and Round the Garden (LW)</p>	<p>1. The Wheels on the Bus (LW) 2. Down at the station (LW)</p>	<p>1. Incy Wincy Spider (LW) 2. Little Miss Muffet (LW)</p>	<p>1. Hey Diddle Diddle (LW) 2. Mary, Mary (LW) 3. Ring-a-ring-a-roses (LW)</p>
		<p>Additionally: Miss Polly had a Dolly Head, Shoulders, Knees and Toes Five Little Ducks Old MacDonalld Had a Farm</p>	<p>Additionally: The Rainbow Song I'm a Little Teapot If You're Happy and You Know it</p>	<p>Additionally: When Goldilocks went to the House of the Bears Teddy Bear, Teddy Bear, Turn Around The Bear went over the Mountain The Teddy Bears Picnic</p>	<p>Additionally: One, Two, Buckle my Shoe I Hear Thunder Hot Cross Buns It's Raining, It's Pouring</p>	<p>Additionally: There's a Tiny Caterpillar Chick, Chick, Chick, Chick, Chicken There's a worm at the bottom of the garden</p>	<p>Additionally: Ten green bottles Five Green and Speckled Frogs Mary Had a Little Lamb</p>

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	Poetry Basket	Autumn: Chop Chop Falling Apples Leaves are Falling Breezy Weather	Winter: Popcorn Cup of Tea Pancakes Let's Build a Snowman	Spring: Furry Furry Squirrel Dance Stepping Stones Mrs Bluebird	Summer: Sliced Bread The Fox If I Were So Very Small Under a Stone
PSED Throughout the year children	Building Relationships	<p style="text-align: center;">N1 Focus:</p> <p>To begin to show respect for resources in the setting. Knows when they need the toilet, can use the toilet on their own, wipes their own bottom and remembers to flush the toilet. Knows when to wash their hands and can do this on their own. Can wipe their noses. Recognises when they do not feel well. Shows a desire to dress and undress themselves e.g. socks, tights, shoes, coat and dressing up clothes. Enjoys receiving praise.</p>			

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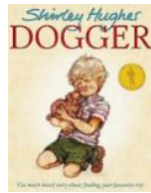


<p>are also taught how to keep themselves safe whilst using technology. This is delivered through discrete teaching opportunities e.g. Online Safety Week but also through daily routines such as learning that teachers send and receive emails, using the walkie talkies safely and through child led conversation.</p>	<p>Self-Regulation</p> <p>Managing Self</p>	<p>Welcome to Nursery</p> <ul style="list-style-type: none"> - Transitions between home and school with support. - Begin to establish relationships with key adult/s. - Begin to make friends. - Begin to follow new routines with support. - Share their feelings with new people. - Begin to show signs of taking responsibility for themselves: tidying up, going to the toilet and putting on their coat. - Be aware of classroom expectations. - Begin to understand why rules are important to follow. - Begin to understand that resources and for others and not just for them. - Begin to show confidence in new situations. - Explore provisions however settles in the same areas often.  	<ul style="list-style-type: none"> - Continue to develop new routines. - Continue to develop adult and peer relationships formed in Autumn 1. - Develop friendships and teach children how to be supportive and respectful of one another. - Be increasingly independent in self-care- toilet and handwashing. - Starting to speak about own needs, interests and opinions. - Begin to take turns with adult support. - Can tolerate disappointment without physical outbursts most of the time.   	<ul style="list-style-type: none"> - Continue to develop and embed new routines and relationships - Show greater understanding of the Nursery rules with reminders in the return after Christmas. - Take responsibility for themselves: tidying up, going to the toilet, putting on their coat. - Begin to build resilience; understand their needs may not be met straight away. - Begin to show an interest in others play. - Able to use happy and sad to explain emotions. - Begin to play with another child. - Confidently explores the setting. - Begin to show awareness that their actions have affected others. - Begin to notice changes in their body when exercising.  	<ul style="list-style-type: none"> - Children follow expectations with very few reminders needed. - Starting to speak in a familiar group. - Continue to support children's changing relationships and dynamics within friendships. - Consider how our behaviour effects the way our friends feel - To express their wants and needs using words instead of physical emotions. - Discuss ways to manage being excited, sad or scared. - Discuss being part of their different communities, their roles and those of others particularly those who help us. - Oral Health workshop; talk about other ways to keep our body healthy.   	<ul style="list-style-type: none"> - Preparing the children for change and transition. (Transition is a process not an event) - Begin to understand why rules are important and follows them. - Begin to understand that their actions and behaviour affects the way others feel including friends. - Beginning to be able to cooperate in favourable situations, such as with familiar people and environments. - Begin to take turns with adult support. - Become more able to focus on certain activities until their goal is achieved. - Enjoy and begin to accept responsibility for carrying out small tasks. - Is able to play with more than one child. - Take part in new experiences: Animal Farm. - Begin to show more confidence with less familiar people. 	<ul style="list-style-type: none"> - Preparing the children for change and transition. - Express feelings about the change. Take part in new experiences: Transition Stay and Plays - Share ideas to manage fear, excitements and other emotions Winning and/or loosing; support children to manage their emotions - Transition into Reception; support children to understand how they feel about this experience. - Maintaining and extending relationships with new adults - Begin to show an understanding, with support, of how to solve conflicts, with words.  
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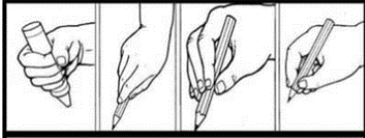
Physical Development	Gross Motor Skills	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>		
		N1 Focus:		
		<ul style="list-style-type: none"> - To move slowly on a balance bike - To walk and crawl confidently. - To begin to use climbing equipment with support. - To climb using two feet at a time. - To begin to use core muscles to sit for shorter periods of time. - To enjoy fitting themselves into small spaces. 	<ul style="list-style-type: none"> - To put on their own coat. - To put on their own shoes. - To kick a large ball without falling over. - To throw a ball with some sense of direction. - To jump but not from two feet. - To stand briefly on one leg. - To make movements up and down using different parts of their body. 	<ul style="list-style-type: none"> - To use a balance bike confidently at speed. - To begin to put on their socks. - To run on steady feet. - To begin to use the climbing equipment with confidence independently. - To stamp and clap to music when following a beat. - To use core muscles to sit for around 10 minutes. - To enjoy spinning around. - To make movements side to side by crossing the body.
		<p>Walking, running, hopping, skipping, bounding, leaping, jumping, rolling, galloping, sliding, dodging (introduce the children to the language of movement)</p> <p>Balancing, landing, turning, twisting, bending, stretching, extending, flexing, hanging, rotation (strength, balance and stability)</p> <p>Throwing, catching, striking, kicking, dribbling, bouncing, pushing, pulling, carrying, collecting, stopping (controlling an object – ball, hoop etc)</p>	<p style="text-align: center;">Move with control</p> <p style="text-align: center;">Follow a verbal instruction from an adult/peer Perform a task by themselves and with others</p> <p style="text-align: center;">Move to match different objects</p> <p style="text-align: center;">Follow a visual instruction from an adult/peer Show respectful behaviour to other people</p> <p style="text-align: center;">Use their body in different ways Explain how to behave and play fairly Use our equipment respectfully</p>	
Fine Motor Skills	<p>A multitude of activities supporting both fine and gross motor development will be planned for in both indoor and outdoor provision, on a daily basis. These will include: cutting, weaving, mark making, painting, stamping, moulding, threading, tracing. Skill progression will differ depending on the child’s individual stage of development and is not confined to certain points in the year but are in line with the children’s next steps. Fine motor skills also include dressing, eating and hygiene. Children will be taught and encouraged to fasten their own buttons, laces and zips. There will be multiple opportunities to run, climb, jump, build, throw and catch whilst exploring a variety of ways to move. Outside, children will be able to assess and manage risk as they climb, balance and move in different ways through a variety of obstacles. Children will be provided with resources so they can practise skills they have learnt during Movement Play too. Activities will be both child initiated and adult directed. Other interventions, such as Dough Disco, will be planned and delivered whilst children’s pencil grip will be monitored and supported throughout, at their own appropriate level.</p>			
	N1 Focus:			

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		<ul style="list-style-type: none"> - To open own packed lunch box with support. - To hold a whole palm grip when using mark making tools. - To use a spoon accurately to feed themselves. - To make snips with spring loaded scissors. - To turn pages in a broad book one page at a time. 		<ul style="list-style-type: none"> - To begin to use a four fingered grip when using mark making tools. - To begin to use construction equipment that needs putting together in a particular way e.g. Duplo - To cut through paper using spring loaded scissors with supports to hold the paper. 		<ul style="list-style-type: none"> - To use a fork accurately to feed themselves. - To begin to hold paper and cut at the same time independently. - To turn pages in a book one page at a time. - To explore digging tools. 	
		<p>Shoulder Pivot Children will learn to support reach, grasp and walk using muscles in their pelvis, back, shoulders, arms and neck. Painting with mops, digging, painting in big spaces, seeping, pushing large objects, scooter play.</p>	<p>Elbow Pivot Children will be able to use movement further down their arm. Chalking on the floor, water and sand play, hammering objects, creating large patterns, climbing and pulling, ribbon twirling and writing in the air.</p>	<p>Wrist Pivot Now that arm muscles and the sense of balance has developed smaller ranges of movement can begin. Threading, sewing, lacing pictures, water and sand play Making a sandwich – spreading the contents using a knife.</p>	<p>Fine Motor Strength Children need to develop their fine motor skills. This means muscles in their hands can strengthen. Washing lines and pegs, dressing and undressing toys and their clothes, using cutlery, peg boards, malleable materials, tweezers.</p>	<p>Pencil Grip Development According to their stage of development, children will progress through stages of pencil grip. It's important the children have been able to develop their pivots and fine motor skills. Doing so will allow them to grip a pencil efficiently.</p> 	
Literacy	<p>Comprehension Texts are carefully chosen to support and promote our topics, which are based on events throughout the year and children's observed interests. A love for reading is promoted</p>	<p>N1 Focus: To enjoy a range of picture books and become familiar with turning pages from right to left whilst beginning to recognise structures in familiar stories and rhymes, joining in where they can to finish sentences.</p>					
		<p>Term 1 To engage in conversation about stories. To know to look after stories To know how to hold them and turn each page in sequence To finish sentences within familiar stories. To enjoy changing parts of familiar stories and rhymes. To know that text in English is read top to bottom, left to right. To be aware that stories have a start and a finish.</p>	<p>Term 2 To show awareness of characters feelings. To begin to sequence and retell familiar stories using props and pictures. To retell some key parts of familiar stories in the correct order using a story map for support. To identify titles within books. To identify characters in the story. To know what an author does.</p>	<p>Term 3 To have an awareness of characters feelings and begin to explain why they may feel this way. To answer who, what and where questions. To know what an illustrator does. To experience and respond to different types of books, story, factual, rhyming and non-rhyming stories, realistic and fantasy. To engage in extended conversation about stories, hearing new vocabulary and beginning to use it with support.</p>			

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Key Texts	through daily story times.	I Can Be Anything! I like myself – Karen Beaumont Harry and the Bucketful of Dinosaurs After the Fall by Dan Santat No Matter Who You Are ... Everybody's Welcome by Patricia Hegarty Babies don't walk they ride! Owl Babies by Martin Waddell Titch by Pat Hutchins Non-Fiction – books about families Autumn books	Elmer books eg Elmer, Elmer and Wilbur, Elmer and the lost teddy bear, Elmer and the Wind. Peace at Last My Mum and Dad make me laugh The Ding-Dong Bag by Polly Peters Swish & Squeak's Noisy Day by Birgitta Sif The Nativity Story I love you Father Christmas	Goldilocks and the Three Bears We're Going on a Bear Hunt Biscuit Bear – Mini Grey This is the Bear This is the Bear and the Scary Night This is the Bear and the Picnic Lunch Can't You Sleep Little Bear	Mr Gumpy's Motor Car Duck in a Truck Magic Train Ride – Sally Crabtree Naughty Bus The Journey Home from Grandpa's – Jemima Lumley Dig Dig Digging – Margaret Mayo and Alex Ayliffe	The Very Hungry Caterpillar Spinderella – Julia Donaldson Billy's Beetle – Mick Inkpen The Very Busy Spider – Eric Carle Hugless Douglas and the Nature Walk by David Melling The Bad Tempered Ladybird – Eric Carle Non-fiction - various	The Three Little Pigs The Three Gilly Goats Gruff The Enormous Turnip The Magic Porridge Pot Jasper's Beanstalk The Princess and the Pea
	Traditional Tales have been carefully selected to support children's understanding and retelling, especially as they move up through school and experience them for a second/third time. Reading is shared with parents/carers through Nursery Library books, stay and play visits as well as newsletters.	Fairy Tales will be shared and re-read throughout the year as well as in Summer 2, children will become familiar with: Goldilocks and the Three Bears The Magic Porridge Pot The Gingerbread Man					
Writing Opportunities	Writing Through Drawing Club children will begin to identify that marks have meaning.	The opportunities below are delivered through small group focus work. Opportunities for writing are also set up in provision, inside and outside, linking to children's interest and themes personal to the children's needs. Children will be supported to develop a tripod grip, apply skills they have been taught with independence and, above all, be encouraged to develop a confidence towards mark making and writing activities. Writing opportunities are pitched appropriately for children of different abilities, ensuring challenge whilst allowing children to achieve their own successes.					
		N1 Focus: The children will be engaging in first order symbolization knowing that an object can represent something in their play.					
		Term 1	Term 2	Term 3			
		To know that marks are made with different movements. To experience mark making with a range of media. For example: marks in wet sand, shaving foam, paint, glitter etc. To use mark making tools to make spontaneous marks and scribbles using whole arm.	To make vertical marks and lines. To make circular scribbles using clockwise and anticlockwise movements. To produce side to side and to-and-fro scribble	To produce lines that intersect, beginning to make cross and grid-like patterns. To scribble write using V shapes, loops, and vertical lines. To create and experiments with symbols and marks.			
N2 Focus: Firstly, the children will be engaging in first order symbolization knowing that an object can represent something in their play in 3D or 2D art and DT, this will than move to 2D symbolization which is writing.							

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	Drawing Club	Term 1 To draw simple and recognisable shapes. For example: crosses, sun, beach ball tree. To imitate drawing simple shapes. For example: circle, square. To imitate drawing a simple face. For example: circle for the head, nose, eyes, and mouth. To draw objects eg a rainbow,		Term 2 To distinguish between the different marks, they make. To copy own initial letter in their name. To draw spontaneous and recognisable forms. To draw a person with a head and one or two other features. To engage in step by step drawing instructions to draw a bear's face, a simple bear, a bear in a cave, simple wheels, train track, simple vehicles and a road.		Term 3 To copy simple horizontal and vertical letters. For example: t l k j v w. Consider other ways of writing: child to use cotton bud and add dots around the letter formations, write in sand, use paint etc. To give meaning to marks as they draw and paint. To begin to copy letters from the alphabet, including letters from their name. To begin to write random letter strings to convey meaning, some of which are correctly formed.	
Further Writing Opportunities		<ul style="list-style-type: none"> Enjoy drawing freely – self portrait Mark making – our family Add marks to their drawings to give meaning Simple drawings of fruits and vegetables (Harvest) Step by step - portrait 	<ul style="list-style-type: none"> Enjoys drawing freely – patterns (dotty/spotty, stripes, checks, wavy lines and zig-zag lines Drawing simple shapes Prints have different purposes – signs and logos have meaning Step by step - Elmer to decorate with own pattern 	<ul style="list-style-type: none"> Shopping lists Writing recipe for porridge Story mapping Goldilocks and the three bears related drawings Step by step - a bear 	<ul style="list-style-type: none"> Non fiction Drawing beanstalks Observational drawings of flowers Step by step – a train 	<ul style="list-style-type: none"> Early writing – Home-made books (minibeasts) Write some letters accurately Draw character, copy, name and label Step by step – a butterfly and other insects and spiders 	<ul style="list-style-type: none"> Early writing – Homemade books (traditional tales) Talk about capital letters at the start of their name Explain the idea of a word Step by step – fairy tale characters eg pigs, wolf and goats and a cottage
Phonics Little Wandle	Word Reading Little Wandle Foundations	<p style="text-align: center;">Foundations for Phonics</p> <p style="text-align: center;">Foundations for Phonics develops children’s phonological and phonemic awareness through fun, engaging games and nursery rhymes. Developing these skills in Nursery lays the best possible foundations for learning phonics in Reception.</p> <p style="text-align: center;">There are two aspects to Foundations for Phonics: Rhyme time and Tuning into sounds.</p> <p style="text-align: center;">Rhyme time explores rhyme to build up a bank of shared language, develop children’s understanding of the world and familiarity with the sounds in words.</p> <p style="text-align: center;">Tuning into sounds teaches phonological and phonemic awareness through games.</p>					
<p style="text-align: center;">Rhyme Time</p> <p>A Rhyme time session will be taught every day from the start of Autumn 1. Rhyme time sessions can be taught in small groups or as a whole class and should take no more than three to four minutes. A different rhyme is taught every one or two weeks. There are 20 rhymes to choose from. These are taught in any order and repeated over the year. The Weekly plan builder is used to ensure the full range of Rhyme time games are played. covering:</p> <ul style="list-style-type: none"> Listening Syllables Rhyming 		<p style="text-align: center;">Tuning into Sounds</p> <p>Tuning into sounds will be taught from the start of Autumn 2. In Autumn 1, there is a focus on Rhyme time and settling children into our setting’s routines. Tuning into sounds sessions are taught at least three times a week – daily sessions will benefit children the most. The sessions are taught in small groups. Sessions should be short and engaging and should take no more than five to six minutes. We try to make sure all staff run these groups at the same time. The online session template is used to ensure all four aspects of Tuning into sounds are included:</p> <ul style="list-style-type: none"> Learn the sound: What’s in the box? 					

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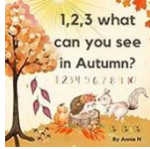

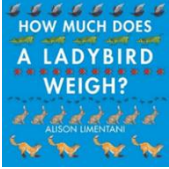
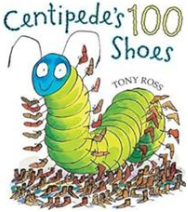

Essex Guide to Phonological Awareness 		<ul style="list-style-type: none"> • Alliteration • Sound knowledge. 	<ul style="list-style-type: none"> • Practise the sound: Sound game • Blend with the sound: Blend from the box • Practise blending: Oral blending games. 				
		<p>Sound Focus</p> <p>One sound is taught each week, in the order listed below.</p> <p>In each session, play: • What's in the box? (Learn the sound) • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound). The sound games focus on awareness of sounds in general, and words do not need to include the focus sound from the day's session.</p> <p>Oral Blending Focus:</p> <p>In each session, play: • Blend from the box (Blend with the sound)</p> <p>One of these oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending)</p> <p>The oral blending games focus on awareness of sounds in general, and oral blending words do not need to include the focus sound from the day's session.</p>					
		No sounds – focus is on Rhyme time and settling children into our setting's routines.	s a t p i n m	d g o c k e	u r h b f l	j v w y z q u c h	ck x sh th ng nk
Mathematics In nursery, we ensure children understand the principle of 1:1 counting, the cardinal principle, show awareness of representing number in different ways	Number Numerical Patterns	<p>N1 Focus:</p> <p>To use a range of building materials that are different shapes and sizes, exploring informal mathematical language associated with shape. To show an enjoyment in number rhymes and begins to use fingers and props to represent number but are not always accurate. To demonstrate maths skills within play but not always accurately.</p>					
		<p>Term 1</p> <p>To identify objects that are the same and match objects together e.g. shapes, patterns. To show an awareness of space. To complete insert jigsaw puzzles. To understand the concept of size using the vocabulary big and small correctly. To understand the concept of more. To know to start counting from number 1. To rote count to 3.</p>	<p>Term 2</p> <p>To identify objects that are different. To understanding the concept of weight using heavy and light correctly. To match objects to a stencil of the same shape. To compare amount when the amounts are significantly different. To begin to understand the concept of less. Identifies and begins to subitise 1 and 2 objects.</p>	<p>Term 3</p> <p>To understand the concept of height using the vocabulary tall and short correctly. To complete 6-piece jigsaws. To begin to show awareness of 1:1 counting using fingers to point with or to move objects; however, counting not always accurate. To rote count to 5. To pass 2-3 objects accurately when asked.</p>			

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<p>and subitising etc.</p> <p>5 counting principles: Stable order 1:1 Correspondence Cardinality Abstraction Order Irrelevance</p> <p>Learning Trajectories</p>	<p>N2 Focus: To use a range of positional language vocabulary; this will be spread across the year.</p>										
	<p>Term 1</p>		<p>Term 2</p>		<p>Term 3</p>						
	<p>To join in with number rhymes (using fingers, pointing, moving objects). To rote count to 5. To complete 8-piece jigsaws. To recognise and match patterns (spotty, stripey), To sort objects and begin to talk about how they have categorised them. To use number names in order. To play with 2D and 3D shapes. To create an AB repeating pattern. (Introduce AB, complete AB, Challenge ABC)</p>		<p>To create shape pictures with 2D shapes, draw round shapes. To subitise to 3. To compare weights and use vocabulary for heavy and light. To count to 5 with 1:1 correspondence and understanding of cardinality. To rote count to 10. To compare lengths and use the vocabulary long and short.</p>		<p>To name 2D shapes. To complete a 12-piece jigsaw. To rote count beyond 10. To count beyond 10 with 1:1 correspondence with understanding of cardinality. To subitise to 5. To match numerals to a quantity of objects. To use a range of positional language vocabulary. To experiment with marks to represent mathematical thinking To compare capacities and use the vocabulary full, empty and half full.</p>						
<p>Number Rhymes – Show ‘finger numbers’ up to five</p> <p>Oral counting (stable order)</p> <p>Jigsaws Shape puzzles and shape sorters Sorting & matching colours</p> <p>Use tidy up time to match blocks to silhouettes or fit things in containers, describing and naming shapes.</p> <p>Concept of same and more.</p>		<p>Shape</p> <p>Talk about and identify patterns Extend and create patterns (ABAB)</p> <p>Discuss routes -Encourage children to describe routes and directions</p> <p>Count objects, actions and sounds</p> <p>5 little snowmen – Counting and subitising</p> <p>Give me...? Counting out and numerals.</p> <p>Shapes and their properties 2D and 3D</p>		<p>Numbers 1, 2, 3, 4, 5 One to one correspondence Cardinality</p> <p>Select shapes appropriately (build the 3 pigs houses with interlocking shape kits)</p> <p>Describe 2D and 3D environmental shapes</p> <p>Games board - subitising and moving the correct number of spaces.</p> <p>I am... Subitising and counting for the numeral</p>		<p>Positional Language</p> <p>Read stories about Journeys</p> <p>Conservation of number</p> <p>Height</p> <p>Compare quantities ‘more than’ and ‘fewer than’</p> <p>Compare weights ‘heavier than’ and ‘lighter than’</p>		<p>Day and night</p> <p>Daily routine</p> <p>Days of the week</p> <p>Length</p> <p>Have numerals, and some have dot arrangements.</p> <p>Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using</p>		<p>Order irrelevance</p> <p>Capacity</p> <p>Correct number of objects to match the numeral</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Play card games and matching pairs</p> <p>Subitising 4, 5 & 6</p>	
											
				<p>numeral cards.</p>							

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Understanding the World	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>		
	<p>N1 Focus:</p> <p>To listen to a range of stories from a range of different religions and world views. To talk about own experiences and traditions. Have positive attitudes towards others.</p> <p>To begin to notice differences between themselves and others.</p> <p>To understand and talk about festivals that they and their family celebrate.</p> <p>To begin to understand the routine of their school day using symbols as a prompt.</p> <p>To begin to have an awareness of the days of the weeks using songs and rhymes.</p> <p>To show curiosity about finding out about the past through exploring and what and why questions.</p> <p>To sing a range of nursery rhymes from the past.</p> <p>To show an interest in different occupations through play.</p> <p>To listen to and enjoys books about people, events, and theme of the past.</p>		
	<p>Term 1</p> <p>To join in with celebration of Harvest, Diwali and Christmas</p> <p>To talk about people that are special to them</p> <p>To know they come to nursery and know they have a home</p> <p>To show an awareness of time and to be able to use simple vocabulary associated with it such as now and next.</p> <p>To describe themselves and what they can do using sing words and simple phrases.</p> <p>To talk about immediate members of my family.</p> <p>Black History Month - figure to be decided.</p>	<p>Term 2</p> <p>To join in with the celebration of Easter.</p> <p>To talk about things that are important to them</p> <p>To show an awareness of time and to be able to use simple vocabulary associated with it such as now and next.</p> <p>To talk about things that are important to them that have previously happened.</p> <p>To show curiosity about objects from the past.</p>	<p>Term 3</p> <p>To talk about what people do to help them.</p> <p>To talk about a festival</p> <p>To describe themselves and what they can do using simple sentences.</p> <p>To understand cause and effect.</p> <p>To show and model how things work within play.</p> <p>To sequence up 2 to 3 events.</p>
	<p>N2 Focus:</p>		
<p>Term 1</p> <p>To know they come to nursery and know they have a home</p> <p>To know they have an indoor and outdoor within nursery</p> <p>To know they go to the dinner hall</p> <p>To name parts of the body particularly part of the face</p> <p>To make observations about the natural world</p> <p>To join in with celebrations eg, Christmas and Diwali</p> <p>To talk about their own experiences</p> <p>To notice what makes a good helper</p> <p>To show an awareness of time and to be able to use simple</p>	<p>Term 2</p> <p>To explore magnets.</p> <p>To name materials and what they could be used for</p> <p>To talk about thing which are important to them</p> <p>To name some things in the local area, eg swimming baths, shops, restaurants</p> <p>To talk about changes fruit and plants as they grow and decay.</p> <p>To record what they notice in a variety of contexts</p> <p>To show an awareness of time and to be able to use simple vocabulary associated with it such as before, now, next, then.</p> <p>To talk about things that are important to them that have happened in the past.</p>	<p>Term 3</p> <p>To talk about what plants need to grow and notices when things start to grow</p> <p>To show an interest in a range on creature e.g. minibeast and talks about things they notice.</p> <p>To talk about where a selection of animals live and begin to identify obvious features of their habitats, beginning to categorise.</p> <p>To notice and compare habitats for example human, butterfly and goldfish</p> <p>To observe and talk about the life cycles of a butterfly.</p> <p>To talk about the life cycle of a frog.</p> <p>To record what they notice in a variety of contexts</p>	

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People, Culture & Communities	<p>vocabulary associated with it such as before, now, next, then. To describe some differences between themselves as a baby and as they are now. To confidently talk about immediate members of my family in detail. Black History Month - figure to be decided.</p>		<p>To begin to identify something as being in the past e.g. objects or pictures. To begin to know some differences between things in the past and now. To be aware that objects now may look differently to in the past To begin to identify things that are from now and things from the past.</p>		<p>To talk about things that are important to them that have happened in the past. To begin to identify something as being in the past e.g. objects or pictures. To begin to know some differences between things in the past and now. To be aware that objects now may look differently to in the past. To begin to identify things that are from now and things from the past. To understand cause and effect. E.g. why things have changed to them personally because of something else or why things happen to book character. To begin to talk about why things happen and how things work. To describe some differences between themselves as a baby</p>	
	<p>Diversity- Through weekly diversity stories discuss differences between our families and the ones in the story.</p> <p>Harvest —talk about harvest festival and learn about traditions in other parts of the world.</p>	<p>Other Celebrations – Learn about other celebrations: Bonfire Night, Eid, Diwali and Remembrance Day.</p> <p>Advent – Take part in advent worship. Begin to understand what advent is about.</p> <p>Christmas around the world- Compare different ways of celebrating. Compare different celebrations.</p>	<p>Chinese New Year— China. Explore traditions and meanings.</p> <p>Pancake Day Mama Paya’s Pancakes – Kenya. Compare and contrast.</p> <p>Diversity- Through weekly diversity stories (as listed below) discuss differences between our families and the ones in the story.</p>	<p>Easter - Take part in Easter celebrations/ worships and begin to understand the meaning of Easter for Christians. Compare to advent and sequence the journey. Compare different ways of celebrating.</p> <p>Occupations - People who help us. Talk about roles.</p>	<p>Occupations- People Who help us. Talk about roles - the staff in school, the postman and the caretaker.</p>  <p>Diversity - Through weekly diversity stories (as listed below) discuss differences between our families and the ones in the story.</p>	<p>Diversity- Compare homes – link to the 3 little pigs. Handa’s Surprise. Set in Africa (compare homes)</p> <p>People who help us in school – Link to transition up to Reception.</p>
	Natural World	<p>Playdough – Describe how it feels.</p> <p>Add colour/ scents to describe the changes / increase vocabulary and experiences.</p>	<p>Clay – Compare how this is different to sculpting playdough.</p>	<p>Cloud Dough – Discuss how this is the same/different to normal play dough/ clay. (Cornflour and conditioner)</p>	<p>Kinetic Sand - Discuss how this is the same/different to normal play dough/clay/ cloud dough.</p>	<p>Slime - Discuss how this is the same/different to normal play dough/clay/cloud dough/ kinetic sand.</p> <p>Cornflour - Discuss how this is the same/different to normal play dough/slime/ kinetic sand.</p>
Scientist:		Scientist:		Scientist:		

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<p>Aut 1 Settling In, All About Me Aut 2 Colours Patterns and Sounds Spr 1 Bears Spr 2 Wheels Sum 1 Minibeasts Sum 2 Fairytales</p>	<p>Autumn – Look at what is happening outside the window. Play with Autumn treasures.</p> <p>Harvest Festival - Explore autumnal vegetables, including pumpkins. Tasting (and printing).</p>	<p>Autumn – Continue to look at what is happening outside the window and in the school grounds. Talk about suitable clothing as the weather gets colder.</p> <p>Fireworks – safety (and artwork)</p>	<p>Winter - Look at what is happening outside the window. Explore with snow/ice as it arrives.</p> <p>Seeds – Begin to plant seeds in the flower boxes outside. Observe as they begin to grow.</p>	<p>Spring – Look at what is happening outside the window. Begin to describe the changes in weather.</p> <p>Forces - Exploring ramps and distances travelled.</p>	<p>Changes - Developing an understanding of growth, decay, and changes over time.</p> <p>Plants and Animals - Showing care and concern for living things and the environment.</p> <p>Beans – Planting beans to send home. Plant a set to grow at school and compare differences. Plant in clear containers to observe and describe plant parts.</p> <p>Butterflies: - Observing caterpillars change into butterflies in the classroom (observing the metamorphosis). Looking after tadpoles and learning about the lifecycle of a frog (tank in the classroom to observe changes).</p> <p>Wildlife – Observe wildlife outside (minibeasts - insects and spiders).</p>	<p>Talk about some of the things the children have observed such as plants, animals, natural and found objects, including shells, pebbles and stones, flowers and herbs.</p> <p>Summer – Look at summer. Talk about sun safety (hat, sun cream and drinks).</p> <p>Water - Talk about water safety.</p> <p>Bridges: - Building bridges, with a variety of materials and exploring strength (load).</p>
	<p>Kites – Talk about the weather required to make a kite fly.</p>	<p>Moving a ball – push/pull, gravity, slopes etc.</p>	<p>Baking – Make pancakes. Discuss differences between ingredients at beginning and end.</p> <p>Science Day - Floating and sinking. Sorting a wide variety of objects after predictions made. Discuss the force.</p> <p>Baking – making bear biscuits. Predict and discuss change. What happens to Biscuit Bear if it rains? Why is he safe in the shop window?</p>	<p>Baking – Make Easter nests. Discuss differences between ingredients at beginning and end. (Melting)</p> <p>Moving a car/ train – using ramps, guttering etc. What makes the car move faster? Does it move on a flat surface? Can you make it move on the flat? Recap gravity from autumn 2.</p> <p>Magnets – talk about the force of attraction and repulsion. Link trains from last unit.</p>	<p>Beebots – using the buttons to control the movements of the Beebots. Introduce the children to the Beebot mats.</p>	<p>Bubbles – Compare which bubbles are the strongest. Explore making different shaped and sized bubbles.</p> <p>Baking – Make porridge. Discuss the differences in ingredients at the beginning and end. (The Magic Porridge Pot)</p>

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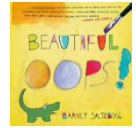
		Use simple vocabulary to describe different types of weather and simple weather features e.g. cold, freezing, chilly, hot, warm and boiling. The sun is up because it is light but it's behind the cloud. Children to begin to use vocabulary related to the 4 seasons (spring, summer, autumn, winter) and can explain some of the natural changes they notice during some seasons. Daily Weather Song and discussion about suitable clothes for different weathers. Show curiosity about the world around them by asking what, how and why questions.					
	Past and Present	Begin to make sense of their own life-story and family's history. Children are encouraged to talk about past and present events in their own lives and in the lives of family members. Practitioners share historical stories, objects and pictures to prompt discussion using past, present and future tense.					
	Objects from the past (embedded in provision)	<p>Starting school - What did you do over summer? What would you like to play at Nursery?</p> <p>All about me — How have you changed? Did you have hair as a baby? What colour/length is your hair now?</p> <p>Harvest Festival</p>	<p>Celebrations - Can talk about Christmas celebrations. Can they remember what happened last Christmas?</p> <p>Advent</p> <p>Diwali</p> <p>Remembrance Day</p> <p>Antibullying Week</p> <p>National Poetry Day</p> <p>Nursery Rhyme Week</p>	<p>Can confidently talk about immediate members of my family in detail.</p> <p>Science Week</p> <p>National Online Safety</p> <p>Safer Internet Week</p> <p>National Storytelling Week</p> <p>Number Day - NSPCC</p>	<p>Old and new trains.</p> <p>World Book Day</p> <p>Mother's Day</p>	<p>Butterflies - Can talk about what it was (as a caterpillar), what has happened and what it is now. Understands difference between then and now.</p> <p>World Maths Day</p> <p>Eid Al Fitr</p> <p>Healthy Eating Week</p> <p>Father's Day</p>	<p>Transition - Talk about what will happen next year. How is this different to now</p> <p>Talk about holidays – past and present. Talk about beach holidays in the past.</p> <p>Eid Al Adha</p>
	Telephone Old dolls (Tiny Tears) compared to the new dolls.	Old and new ways to cook: utensils, cooker etc	Old bears and new bears – look at the very old bears that belong to the staff and compare to the new bears the children have.	Old train versus new train. Old cars versus new cars.		Share old fairytale books with the children (these will not be in provision, but can be accessed with an adult by the children).	
Expressive Arts and Design	Creating with Materials	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
This area of learning is promoted daily through a variation of		<p style="text-align: center;">NI Focus:</p> <p style="text-align: center;">To explore and manipulate paints, materials, malleable resources and tools using sensors. To confidently use spring loaded scissors. For drawing skills, see writing strand. Under EAD children will explore a range of different resources for drawing. When painting, children will explore colour and be taught to identify different colours by name.</p>					
		Term 1	Term 2	Term 3			
	Sculpture	Sculpture To squeeze and flatten malleable materials using hands.	Sculpture To roll and mould malleable materials using hands.				

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<p>activities, including painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p>	<p>To make impressions in malleable materials using fingers ie. poking, pinching, squeezing. To build towers using range large and small resources. To understand and can use the technique of ripping. Painting/Printing To explore paint using parts of the body. Joining To use glue sticks to join materials together</p>		<p>To explore and use construction materials that join in a set way. To understand and can use the technique of snipping Painting/Printing To explore paints using mark making tools such as sponges, corks, animals.</p>		<p>To build in a horizontal direction using a range of resources. To understand and can use the technique of scrunching. Painting/Printing To explore paint using mark making tools such as forks, rollers, washing up brushes and marble rolling. Textile To weave using different materials.</p>						
	N2 Focus:										
	<p>Term 1 Sculpture To use a cutter To understand and can use the technique of rolling. (shapes and roller) independently. To revisit -Understands and can use the technique of ripping, snipping and scrunching. Painting To begin to enclose spaces and use continuous lines to represent objects. Printing To begin to consider placement when using printing resources. Collage To use PVA glue and a spreader to join materials.</p>		<p>Term 2 Sculpture To use a rolling pin to flatten malleable materials. To have their own ideas of what they want to construct and uses a range of materials to do so. To understand and can use the technique of folding. Painting To explore colour and colour mixing and can talk about what they notice when colours are mixed. Drawing To follow simple guided drawings. Collage To begin to use tape and a dispenser to join materials.</p>		<p>Term 3 Sculpture To execute their own ideas within malleable area using a range of skills. To select resources independently to construct their own ideas, begin to evaluate what they have done and make changes and improvements. To use a range of materials to enclose space when constructing. Painting To use various painting resources to create a chosen effect. Drawing To draw upon experiences and create recognisable images when drawings using a range of resources. Expressive arts and design (Being Imaginative and expressive)</p>						
<p>Drawing: Identify features of themselves when drawing a self-portrait. Model and then independently draw a self-portrait. Ensure an array of pencils and paint (colour included)</p>  <p>(The Colour of Us – Book) Self-portraits – paper plates and collage materials/painting portraits.</p>		<p>Guided draw: Elmer to decorate with own pattern. Independent draw: observational drawings of autumnal objects (leaves, acorns, pumpkins, pinecones, sticks) exploring tones and shades. Christmas hymns and record for parents to watch on Seesaw/perform during Stay and Plays.</p>		<p>Guided draw: a bear. Independent draw: teddy bears, their own and others in the classroom. Scissor Skills: Crafts linked to Chinese New Year.</p> 		<p>Guided draw: a train. Independent draw: observational drawings of spring objects/ plants (snowdrops, daffodils, tulips, bulbs/ seeds, leaves) exploring tones and shades – compare and contrast with autumn colours. Introducing a storyline or narrative into their play. Manipulating materials to achieve a planned effect. Join different materials and explore different textures. Painting daffodils and other flowers. Making Mother’s Day cards.</p>		<p>Guided draw: a butterfly and other insects and spiders Independent draw: caterpillars, chrysalides, butterflies, spiders, webs – look at small details and adding backgrounds. Observational drawings and paintings of plants and minibeasts (enlarged photographs). Scissor Skills: Crafts linked to creating collage. Artists: Looking at the painting Sunflowers by: Vincent van Gogh</p>		<p>Guided draw: fairy tale characters eg pigs, wolf and goats and a cottage Independent draw: complete a self-portrait and compare to the start of the year. Independent draw: the houses of the three little Pigs. Use as an assessment tool (Reception teacher to also be aware of children’s current development through these).</p>	

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		<p>Painting drawing our families. Printing with autumn leaves and painting with sticks. Printing with fruits and vegetables during Harvest week.</p>	<p>Making Christmas cards – making own marks for name inside. Elmer pictures – painting, printing and collage. Colour recognition – collecting items of the same colour. Animal patterns and printing. Exploring colours and how colours can be changed. Exploring what happens when colours are mixed. Painting snowmen and reindeers. Painting poppies for Remembrance Day. Making Diwali patterns.</p> <p>Artists: Looking at some work by Kandinsky. Music: Musical patterns and singing</p>		<p>Music: Exploring different musical instruments thinking about keeping a beat, slowing down, and speeding up.</p> <p>Singing – including moving melody (singing the melodic shape) of familiar songs.</p>	<p>Clay work – minibeasts.</p> <p>Singing – including improvising a song around one that we know.</p>	<p>Enjoying joining in with family customs and routines. Building the pigs’ houses – joining materials. Building bridges with different materials and objects. Building stories around toys. Introducing a storyline or narrative into their play. Making finger puppets.</p> <p>Artist: Looking at The bridge over the water lily pond by Claude Monet.</p> <p>Making Father’s Day cards.</p> <p>Music: Moving to music and responding to what we have heard, expressing thoughts and feelings.</p> <p>Singing - creating own songs.</p>
		<p>Painting: finger paintings.</p>	<p>Printing: print using various tools to create a new shape including use of hand prints. Link with celebrations. Begin to mix colours commenting on the change. Leaf prints.</p>	<p>Painting: colour mixing/ painting in ice/snow outdoors.</p>	<p>Painting: observational paintings of spring items (daffodils, tulips, chicks etc).</p>	<p>Painting: paint a range of minibeast using different techniques such as printing etc.</p>	<p>Painting: Recreate art work using collage and watercolours to represent the different seasons using Eric Carle’s The Tiny Seed.</p>
		<p>Sculpture: learn beginning of Dough Disco techniques.</p>	<p>Sculpture: using clay to create a hedgehog. Christmas crafts: cutting, sticking, textures, party chains, decorating a stocking, Father Christmas face etc.</p>	<p>Sculpture: create a bear’s face using clay and simple tools.</p>	<p>Natural crafts: create an Easter garden.</p>	<p>3D Models: create 3D</p>  <p>caterpillars from a range of materials.</p>	<p>Sculpture: use playdough/ malleable clay to construct houses/using natural</p>  <p>materials for the Three Little Pigs.</p>

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					<p>Create 3D</p>  <p>butterflies.</p>		
		<p>Natural art portraits and house pictures (eg</p>   <p>sticks, leaves and grass).</p>	<p>Collage: making poppies for Remembrance Day.</p> <p>Make a rainbow using layers of tissue paper.</p> <p>Autumn crafts using natural materials to showcase the colours and textures of autumn.</p> 	<p>Collage: create a bear's face using a paper plate and collage materials. Use the story 'We're going on a bear hunt' to inspire collage scenes.</p> <p>Spring crafts using natural materials to showcase the colours and textures of spring.</p>  	<p>Collage: using collage materials to make vehicles eg a train, bus or truck etc.</p> 	<p>Collage: use collage materials to create a scene from The Very Hungry Caterpillar by Eric Carle.</p> 	<p>Collage: recreate art work using collage and watercolours to represent the different seasons using Eric Carle's The Tiny Seed.</p> 
		<p>Construction: use materials to create own kites to fly outdoors. Decorate.</p>	<p>Construction: use junk modelling materials to create Elmer.</p>	<p>Construction: use the construction materials to make a bear cave.</p>	<p>Construction: use smaller junk modelling materials to construct modes of transport – train, car, bus etc.</p>	<p>Construction: design, discuss and construct habitats using small and large construction and art tools.</p>	<p>Construction: Traditional Tales. Build homes for the pigs using a range of materials.</p>

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					Create a design sheet and encourage following design.	Construct bridges for the goats.
		Artists: Frida Kahlo, Mondrian and Kandinsky	Artist: Van Gogh and Pablo Picasso	Artist: Jackson Pollock and		
	Being Imaginative & Expressive	N1 Focus: To listen to a range of music daily. Begins to join in with Nursery rhymes and action rhymes.				
		<p>Term 1 Music To explore moving to music in different ways. To show an awareness of when sounds/music changes. To move and dance to music.</p> <p>Drama To use props within role play based on first hand experiences. To show an interest in small world. To begin to create and become immersed in an imaginary concept using real-life experiences and places.</p>	<p>Term 2 Music To explore a range of musical instruments. To hold a beat with adult support. To explore voice sounds.</p> <p>Drama To use a range of props to represent another with role play. To make link to real life using small world. To begin to create and become immersed in an imaginary concept using real-life experiences and places.</p>	<p>Term 3 Music To enjoy actions songs. To join in with songs, rhymes and making sounds.</p> <p>Drama To engage in role-play outside of the home corner and based on first hand experiences. To use small world resources to retell parts of familiar stories. To begin to create and become immersed in an imaginary concept using real-life experiences and places.</p>		
		<p>Term 1 Music To copy and make rhythmic patterns using body, voice, and instruments. To join in with actions songs. To explore a range of sound makers and instruments. To copy and make rhythmic patterns using body, voice, and instruments.</p> <p>Drama To engage in roleplay alongside others involved in the same theme using props.</p>	<p>Term 2 Music To sing the pitch of a tone. To name and explore a range of instruments.</p> <p>Drama To begin to use a narrative alongside props within role play. To begin to explore different characters within role play with peers. To begin to develop narratives using small world. To begin to create and become immersed in an imaginary concept using real-life experiences and places. To begin to create and become immersed in an imaginary concept using real-life experiences and places. (Symbolisation) To use small world resources to retell parts of familiar stories and make links to the real world.</p> <p>To explore volume with voices and instruments. Singing – including matching pitch of a tone sung by another person ('pitch-match').</p>	<p>Term 3 Music To create their own songs and change words or parts of songs. To sing a moving melody. To remember and sing an entire song</p> <p>Drama To use a narrative within roleplay that is extended and supported by others. To make their own imaginative small worlds using other resources.</p>		

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		Small World & Role Play An adult will guide play in provision to show all children how to play imaginatively. A home corner will remain throughout the children's time in nursery. By providing a setting for role play, the home corner allows children to make sense of their immediate world. Children will have numerous opportunities to work together, express their feelings, and use language to communicate roles and respond to one another's needs and requests. They will take part in pretend play, using an object to represent something else even though they are not similar. Enhancements will be used in the home corner, to create further role play opportunities/ development of communication.					
		In addition to the home corner, create a fruit and vegetable stall/shop linking to harvest. Comfortable area developed to interact with toys relating to people who help us.	In addition to the home corner, create a doctor's surgery. Comfortable area developed to interact with pattern resources and musical instruments. Christmas tree decorating space	Further enhancements to the home corner, linking with Goldilocks and the Three Bears and create a bear cave. Comfortable area developed for interaction with a variety of bear stories.	Develop the home corner into a transport café and create some vehicles, particularly a bus (and a bus stop) and/or a train that the children can use to develop their role play. Comfortable area developed for interaction with different vehicles and stories about vehicles.	Develop the home corner into a pet shop. Minibeast investigation area – tadpoles/caterpillars to butterflies.	Home corner developed with capacity and size activities. Comfortable area developed to retell fairy tales. Links in outdoor play to the Three Billy Goats with use of the balance beam and stepping stones.
	Nursery Rhymes (same as recorded in C&L)	Music and Song Children will have lots of opportunity to explore musical instruments within guided activities as well as self-chosen provision areas. Over time the children will listen with increased attention and will begin to respond to what they hear, expressing their thoughts and feelings. Explore volume and pitch for the characters in Goldilocks.					
		Jack and Jill (LW) Row, row, row, your boat (LW) Miss Polly had a Dolly Head, Shoulders, Knees and Toes Five Little Ducks Old MacDonald Had a Farm	Baa Baa Black Sheep (LW) The Grand Old Duke of York (LW) A Sailor went to Sea (LW) The Rainbow Song I'm a Little Teapot If You're Happy and You Know it	Patter-a-Cake (LW) Round and Round the Garden (LW) When Goldilocks went to the House of the Bears Teddy Bear, Teddy Bear, Turn Around The Bear went over the Mountain The Teddy Bears Picnic	The Wheels on the Bus (LW) Down at the station (LW) One, Two, Buckle my Shoe I Hear Thunder Hot Cross Buns It's Raining, It's Pouring	Incy Wincy Spider (LW) Little Miss Muffet (LW) There's a Tiny Caterpillar Chick, Chick, Chick, Chick, Chicken There's a worm at the bottom of the garden	Hey Diddle Diddle (LW) Mary, Mary (LW) Ring-a-ring-a-roses (LW) Ten green bottles Five Green and Speckled Frogs Mary Had a Little Lamb
British Values		Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play	Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions.	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Recap all of the British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British

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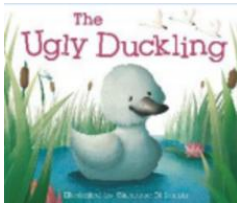



		with. We listen with intrigue and value and respect the opinions of others.	We must work together as a team when it is necessary.				Values are not exclusive to being British and are shared by other democratic countries.
<p>Equality and Diversity</p> <p>Equality and Diversity is taught throughout the year in many different ways. Conversations are often organic and presented by the children themselves. Other learning opportunities are adult led. Another way we encourage our children to be aware of how people's lives can be different to one another is through books.</p>	Ethnically diverse main characters						
	Cultural Diversity		Saying Hello in as many different languages as possible from around the world.				
	Neurodiversity						

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	Physical Diversity			 			 
	Different Families			 			
Outdoor learning		<p>Exploring the school grounds, including the forest garden. Listening to birdsong.</p> <p>Gardening – planting bulbs (Sept/Oct).</p> <p>Natural art – portraits and house pictures (eg using sticks (twigs), leaves and grass).</p>	<p>Forest garden - autumn walk, searching for natural patterns and colours.</p> <p>Making bird seed fat balls.</p> <p>Gardening – ready for winter.</p> <p>Natural art – making patterns and exploring colour mixing with mud.</p>	<p>Forest garden – winter walk and maths (ordering by size).</p> <p>Natural art – painting with natural materials and mud.</p> <p>Gardening – tidying and weeding.</p>	<p>Forest garden and in the outdoor area – maths in the gardens finding shapes.</p> <p>Gardening – using simple tools.</p> <p>Natural art – weaving.</p>	<p>Forest garden and in the outdoor area - minibeast hunting.</p> <p>Gardening – develop the use of tools further.</p> <p>Natural art – clay.</p>	<p>Forest garden – building dens and summer walk hunting.</p> <p>Gardening – weeding, tidying and planting flowers.</p> <p>Traditional Tales Outdoor Day.</p> <p>Natural art – printing with natural materials</p>

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Phonics Additional information regarding Phase One - activities are arranged under the following seven aspects.

Aspect 1: General sound discrimination – environmental sounds

Aspect 2: General sound discrimination – instrumental sounds

Aspect 3: General sound discrimination – body percussion

Aspect 4: Rhythm and rhyme

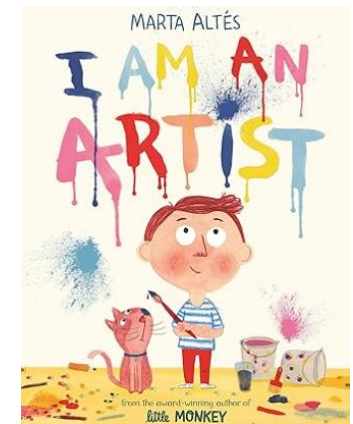
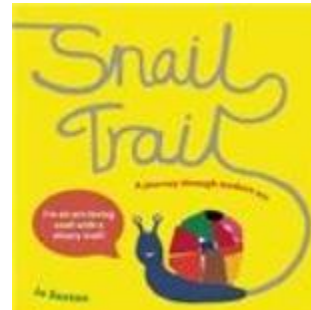
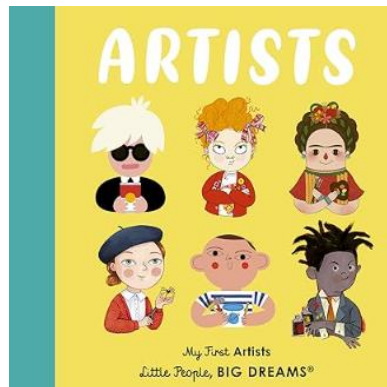
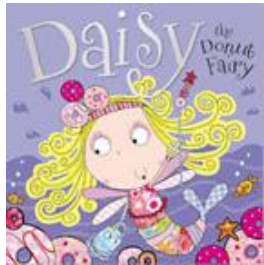
Aspect 5: Alliteration

Aspect 6: Voice sounds

Aspect 7: Oral blending and segmenting

Further texts to support topics/understanding and to develop language:

Art



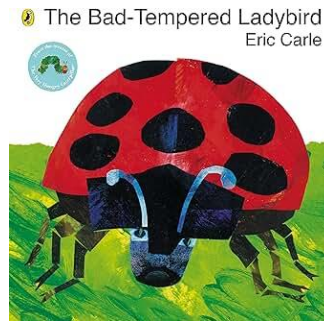
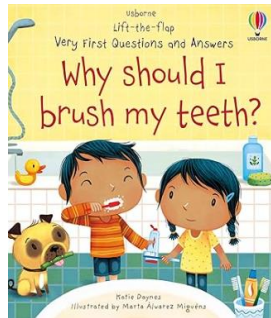
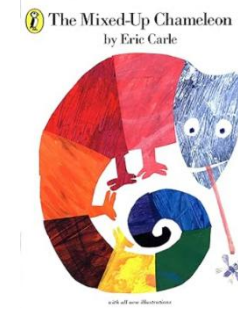
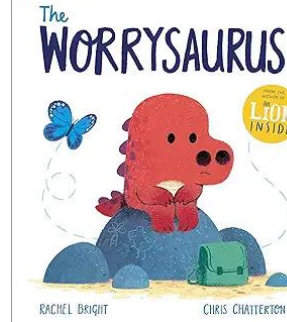
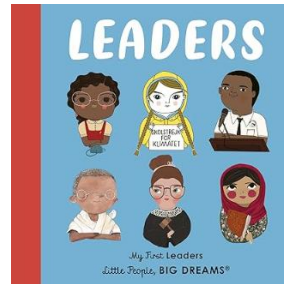
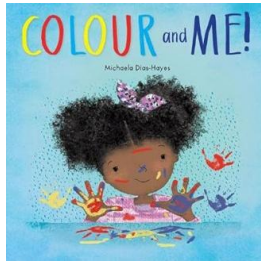
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PSHE/ Diversity



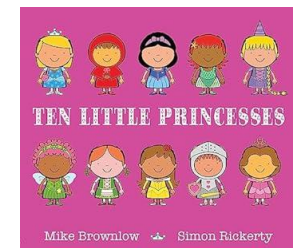
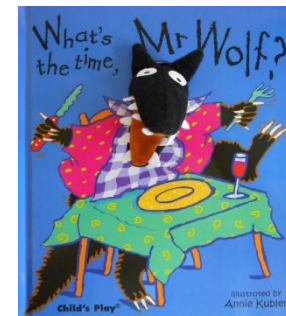
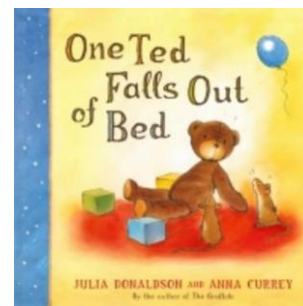
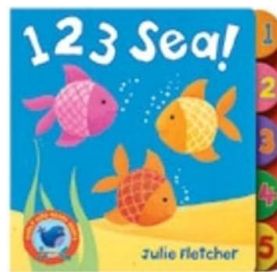
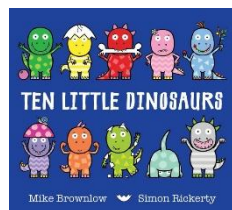
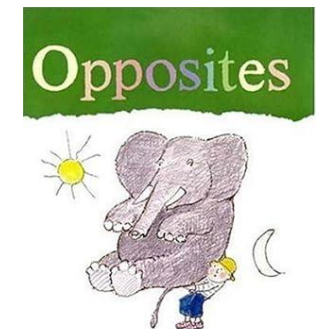
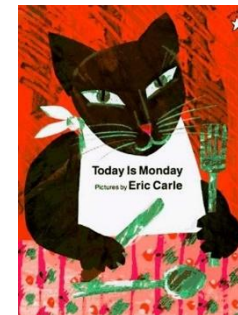
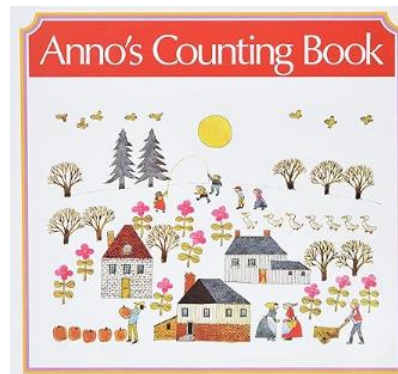
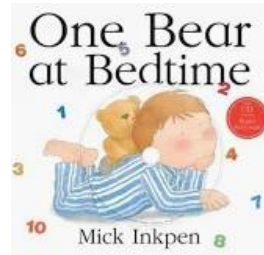
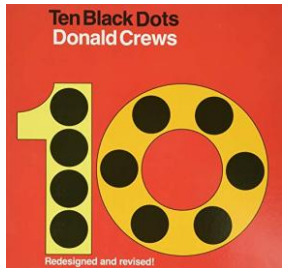
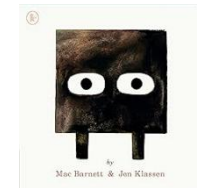
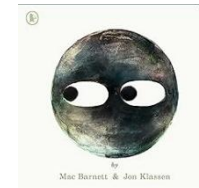
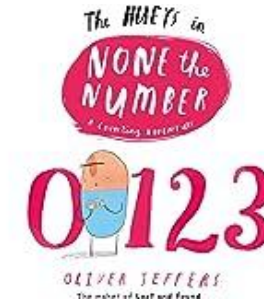
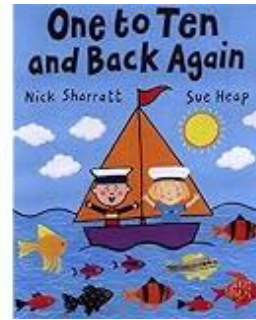
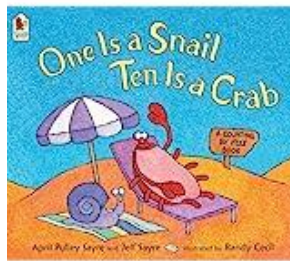
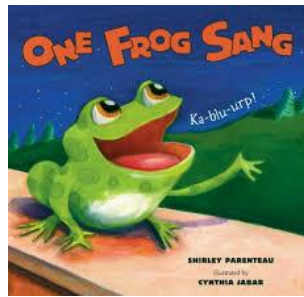
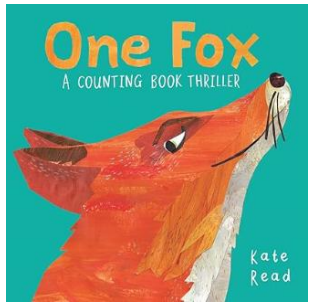
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Maths



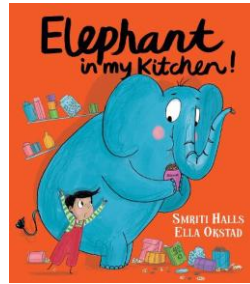
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Understanding the World



Looking after the planet

Various books about the seasons

A range of books about lifecycles

Draft completed 13.04.19 by L Mullarkey updated 07.09.20, 03.08.21, 04.09.22, 30.08.23, 02.09.24, August 2025 with support during May/June from EYFS Consultant

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