

Nursery Long Term Planning 2021-22

The topics we introduce are starting points for the children's play, learning and we are keen to develop topics following the children's interests and ideas, in addition to these. The topics that we will cover are very flexible and interest driven by the children we have in the setting, we have a structure of where we want them to be in terms of making progress, but we remain flexible and adaptable and if something isn't working, we can change direction to ensure children remain focussed and developing their love of learning. There are a lot of topic linked learning opportunities available during the child-initiated time, but the children are also able to access other resources if their interests and learning take them in other directions. Key religious festivals will be planned for throughout the year as they occur, these may include: Harvest, Diwali, Bonfire Night, Remembrance Day, Christmas, Chinese New Year, Mothering Sunday and Easter.

The development of spoken language underpins all seven areas of learning and high quality back-and-forth interactions and conversations in a language rich environment are key to success in a child's learning – taking part in meaningful conversations are laying the foundations for their education to build upon.

The Early Year Foundation Stage encompasses many aspects and makes a inter locking framework which allows children to learn freely.

The emphasis on how children learn has huge potential to transform early years practice and empower children as confident, creative lifelong learners. Research has demonstrated how these characteristics can be supported by the experiences children encounter. In our EYFS provision, here at Woodham Burn all children are encouraged to

follow their interests, make independent choices about their learning and are supported to develop their thinking skills through skilful adult interactions, which promotes communication as a key driver in all our work.

Characteristics of Effective Learning:

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

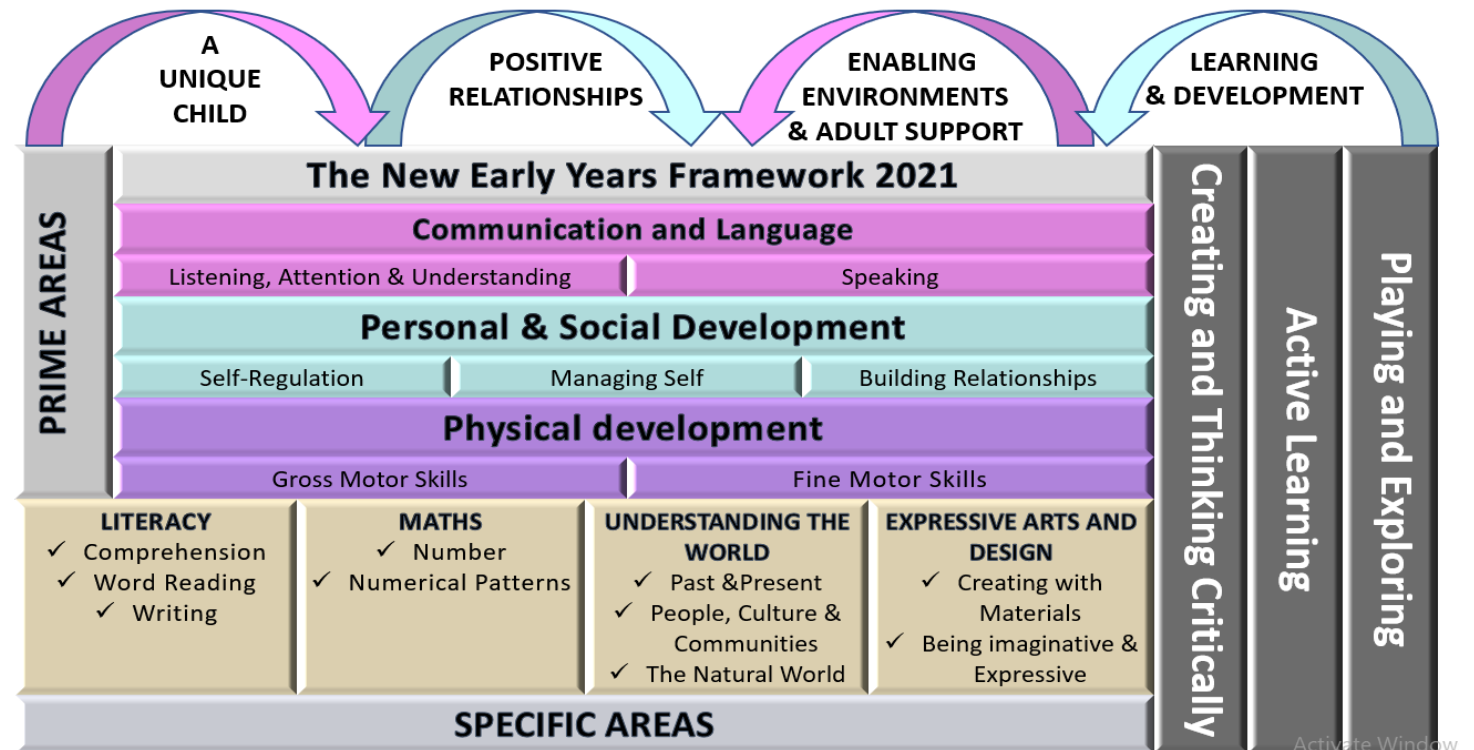
Overarching Principles:

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	02.09.21 – 22.10.21 7 weeks 2 days	1.11.21 – 17.12.21 7 weeks	04.01.22 – 18.02.22 6 weeks 4 days	28.02.22 – 08.04.22 6 weeks	25.04.22 – 27.05.22 4 weeks 4 days	06.06.22 – 21.07.22 6 weeks 4 days
Possible themes	Who am I ?	What does the darkness bring?	Where should we go ? (Travel)	How people can help us?.	Isn't it amazing? (New Life/growth)	What comes next?
Hook	Buddy bear- Helping us to get to know each other.	Owl Babies (Martin Waddell)	Road Safety walk	Emergency services visitor- police/PCSO	Duckling experience	When a dragon comes to school by Caryle Hart
Key knowledge/intent (Including but not limited to)	<p>All About Me- We are learning about who I am, how I am unique, I have my own name and face, I may be 3 or 4 years old, I am a boy or girl and I have my own likes and dislikes.</p> <p>Everyone's families come in all shapes and sizes. We are all unique, but other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone</p> <p>Our homes are where we live. Sometimes homes are different; people who live in them, the shape, the size, where they are in our community or the materials they are made from.</p>	<p>Which Season? The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. The days become shorter and we have more darkness. It is cold and can be snowy and icy. Some animals are nocturnal, we might not see them but they are there. Some animals start to hibernate, they will collect food for the winter and we can help them to prepare for this.</p> <p>Celebrations- Different people celebrate different things and have</p>	<p>Here or there? We live in a town, our town is made up of streets, it has lots of houses of different shapes and sizes, shops, a library, a leisure centre, a police station, fire station and lots of green open spaces with parks and fields to play in. On our way to school and while we move around our town, we learn to keep safe with adults helping us. We can travel around using bikes, scooters, by walking or if we need to travel further, we could travel by car, bus or train from our local bus stops or even the train station. We will begin to explore and talk about our wider</p>	<p>Which season? In Spring it starts to get warmer and things start to grow again. In Summer it can be hot and lots of things grow.</p> <p>People who help us- In our town and community we have lots of people who help us doctors, nurses, teachers, police, fire service, school crossing control and many more to help care for us and to keep us safe. A dentist will tell us how to look after our teeth and check that they are healthy. Some people who help us, help to make our town a better place like builders, road improvements and shop workers. A</p>	<p>Plants- Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers. Plants need light, warmth, water and food to grow. Wildlife need plants to eat and protect them from predators.</p> <p>Animals Baby- Animals are sometimes known by different names to the adult. Some baby animals do not look like the adult e.g., spiders have 8 legs. Insects have 6 legs. Some animals hatch and others are born alive, some will change completely during their life cycle.</p> <p>Our World- We have a responsibility to look after our world. To care</p>	<p>Humans Human's need food, water, oxygen and shelter to survive. It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene. This will help us to grow fit and strong. We have five senses - taste, touch, sight, hearing, smell, they help us in lots of ways. We will become more aware of our body and we are able to name different parts.</p> <p>Changes over time- Babies grow into adults. As we change, we rely less on adults and begin to learn new skills and how to be independent. We start to compare what we couldn't do to what we can do now. We start thinking about what our next steps</p>

	<p>Starting nursery means a new beginning for many of us; being around new people, learning new routines and boundaries. Talking, thinking and learning about our emotions and how others feel, will help us to learn how to form relationships and build friendships with others. We will develop a sense of belonging to our nursery/school community.</p>	<p>different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have. Bonfire Night is on the 5th November. People celebrate with bonfires and fireworks. Remembrance Day is on the 11th November. We remember all the people who have died in wars. There is a time of silence at 11am. Diwali is the Hindu festival of light and Hannukah is the Jewish festival of light. Christmas Advent is a time of preparation for Christmas. Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth.</p>	<p>community and know that some people who help us use different types of transport and that these have a special purpose.</p> <p>Comparing place-. People travel in different ways and to different places in the world. In our semi-rural town, we are inland with lots of green spaces, a town centre but not by the sea. We do have areas with water including the boating lake, nature reserve, the burn. Polar regions are cold, icy and have snow. Not many plants grow there. Deserts are dry and sandy. They are very hot in the day and very cold at night. Rainforests are wet, hot and humid. They have lots of rain. Lots of different trees and flowers grow there. There is more sea than land on earth. Lots of different things live under the sea. There is no oxygen in space.</p>	<p>police officer has a special role which is to keep our town safe but also to keep us safe, we can trust them and they can help us. Learning about these special people will help us to respect for them so that we can grow into kind people, care for our community and be safe and happy in the place we live.</p>	<p>for our environment and create habitats for wildlife to grow just like us. We can grow our own food and are starting to make choices about to keep healthy and fit.</p>	<p>will be such as learning to write our name, moving on to school, our place in the school community and getting to know new people. Our bodies are becoming stronger, more adaptable and it's important to look after ourselves.</p>
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<p>Possible Texts</p> <p>This list is not limited to the books stated. We will also use books from the recommended RWI reading list for nursery.</p> <p>Nursery rhymes/Songs will be sent out half termly. These will include the children's preferences and be chosen to support progression.</p>	<p>When a dragon comes to stay (Caryle Hart)</p> <p>The Large Family (Jill Murphy)</p> <p>Octopants by Suzy Senior</p> <p>We're Going on a Bear Hunt (Michael Rosen)</p> <p>Gently Bentley by Ian Whybrow</p> <p>The very noisy night by Diana Hendry</p> <p>Snore! by Michael Rosen</p> <p>The colour monster by Anna Llenas</p> <p>Dear Zoo by Rob Cambell</p>	<p>Peace at Last/Whatever Next (Jill Murphy)</p> <p>Flash, Bang, Wee</p> <p>Funny Bones (Allan Ahlberg)</p> <p>Meg and Mog</p> <p>Nativity Story</p> <p>Hurry, Santa</p> <p>What's Christmas</p> <p>How to catch a star by Oliver Jeffers</p> <p>Laura's Star by Klaus Baumgart</p> <p>Shark in the dark by Peter Bentley</p>	<p>Going on.... transport book collection by Tony Mitton</p> <p>The Snail and the Whale (Julia Donaldson)</p> <p>The Day it Rained Hearts by Felicia Bond</p> <p>The Tiger Who Came to tea by Judith Kerr</p> <p>You can't take an elephant on a bus by Patricia Cleveland</p>	<p>People who help us collection by Amanda Askew & Andrew Crawson</p> <p>The selfish crocodile by Faustin Charles</p> <p>Clarabellas teeth by An Vrombaut</p> <p>Alans big scary teeth by Jarvis</p> <p>That's not a daffodil by Elizabeth Honey-spring walk</p>	<p>Oliver's Fruit Salad by Vivian French</p> <p>Oliver's Vegetables by Vivian French</p> <p>Growing frogs by Vivian French</p> <p>Handa's Surprise (Eileen Brown)</p> <p>Mad about minibeasts (David Wojtowycz)</p> <p>The Tiny Seed (Eric Carle)</p> <p>The Very Lazy Ladybird (Isobel Finn)</p> <p>The Very Hungry Caterpillar (Eric Carle)</p>	<p>Spinderella by Julia Donaldson</p> <p>Harry and the dinosaurs go to school by Ian Whybrow</p> <p>How a dinosaur goes to school by Jane Yolen</p> <p>Jim and the beanstalk by Raymond Briggs</p> <p>The colour monster goes to school By Anna Llenas</p> <p>Count worm by Roger Hargreaves</p>
<p>Fairy tales</p>	<p>Goldilocks</p> <p>The 3 little pigs</p>	<p>The little red hen</p> <p>Cinderella</p>	<p>The Gingerbread Man</p> <p>3 Billy Goat's Gruff</p>	<p>The Big Pancake</p> <p>The enormous turnip</p>	<p>The Ugly Duckling</p> <p>The Little red riding hood</p>	<p>Elves and the shoe maker</p> <p>Jack and the Beanstalk</p>
<p>Wow Moments / Enrichment opportunities:</p>	<p>Buddy Bear-PSED</p> <p>Ellie Elephant-listening and attention skills</p> <p>Birthday and age.</p> <p>Childrens favourite songs.</p>	<p>Staying for Christmas dinner day</p> <p>Walk to post box</p> <p>Christmas advent</p> <p>Christmas party</p> <p>Planting spring bulbs</p>	<p>Food tasting from around the world.</p> <p>Traffic/vehicle survey</p> <p>Pancake making-healthy toppings</p> <p>Animal visit</p>	<p>Tadpoles arrive</p> <p>Spring walk</p> <p>Planting- sunflower seeds, peas,</p> <p>Easter eggs hunt</p>	<p>Continue to care for tadpoles</p> <p>Caterpillar eggs</p> <p>Maps</p> <p>Planting beans in jars</p>	<p>Beach day & Ice cream van visit to school.</p> <p>Baby photos</p> <p>Transition to school visit/teachers visits</p>

		<p>Creating squirrel run/ wildlife feeding stations Autumn senses walk Exploring colour outdoors- messy play</p>				
Possible ideas for mini themes / Enrichment opportunities:	<p>Harvest festival (3.10) (healthy foods). Halloween Seasonal changes- autumn/winter</p>	<p>Bonfire night (Fri 5th) and safety Remembrance Day (Th 11th) Diwali (4/11) Hannukah (28-6/12)</p>	<p>Mother's Day (27/03) Chinese New Year (1/2 – tiger) Valentine's Day (Mon 14th) Pancake day (tues 16/2) Seasonal changes- winter/spring</p>	<p>Easter (Sunday 17/4) Holi (19/03)</p>	<p>Seasonal changes- spring/summer</p>	<p>Father's Day (19/06)</p>
Visits/visitors	<p>Library visit (N/Ay town centre- if children are ready)</p>	<p>Walk to town to purchase vegetables Visit the local church OR photos of; War memorial OR nativity scene/Christmas tree/lights</p>	<p>Parent-pilot-air show Role play visit- town centre- tbc</p>	<p>Fire station visit Paramedic/nurse visitor Dentist visit- oral hygiene</p>	<p>Boating lake & Park (nature walk)</p>	<p>Bus/train journey- destination tbc Parent with a new baby if possible</p>
Parent partnerships	<p>Complete All About Me Via tapestry A3 My Family collage My wish for my child Preparing my child for Nursery pack Welcome email Half termly Homelink Lending library story sacks- help to settle Welcome to Nursery Play and stay</p>	<p>Start library books Nursery nativity/Christmas service and coffee morning. (TBC) Christmas Crafts Play and stay. (17/12/21) (party/Santa) Progress Summary/meeting with parents.</p>	<p>Usborne books Pyjama Day (literacy focus)- date tbc Next steps to inform home/nursery links.</p>	<p>Home learning/lending library alternate weeks. Easter crafts play and stay (08/04/22) morning session. Progress Summary/meeting with parents.</p>	<p>Next steps to inform home/nursery links. Magic maths parent play and stay session 27.5.22- morning session. Songs/story/activities</p>	<p>Sports Day. End of Year Report. New starters welcome meetings. Graduation/Afternoon Tea- date tbc.</p>

	(morning session) 24/09/21 Settling in summary Oral hygiene parent/child workshop 21.10.21- AM					
School Events	Black History Month (October)	Anti-Bullying Week (15-19/11) Children in Need 5/11 Watch school nativity rehearsal School Christmas card fundraiser	Children's Mental Health Week	World Book Day (3/3) Healthy Eating Week (11-18/03) Red Nose Day (18/03) British Science Week (11-20/3)		School leavers to assembly Watch leavers performance Watch school sports Day.
Role Play ideas:	Indoor-Home Corner Outside – Car wash/ Garage	Indoor- Café Next- Christmas shop or Santa's role play Outside – Shop or post office	Indoors-Travel agents/airport Outside - Ticket office / Train station	Indoor-Hospital or/& vets Outside – Large scale blocks – building fire/police station/vehicles	Indoor- Hairdressers Outside – flower shop Fruit/veg shop	Indoor- Baby clinic then Classroom Outside – pirates
Motor skills progressions Daily outdoor opportunities to develop physical skills is central	Music and Movement Ring games, listening and attention games. Outdoors; learning how to use continuous provisions- climbing, running, jumping,	Squiggle While You Wiggle Debbie doo- numbers/shapes/ movements Parachute/games Lyra- songs	Squiggle to finish Start Dough Disco- familiar rhymes Nursery rhyme yoga	Dough Disco Early Years cosmic Yoga	PE Apparatus/climbing wall. Floor work/balancing	Team games/refining ball skills/equipment skills. Introduce jump start johny
Interventions	BLAST, Benji Bear, iCAN resource pack,					

3 Prime Areas of Learning & Development	Personal, Social and Emotional Development	I happily greet and interact with others, sharing thoughts, ideas and resources patiently and with consideration for the feelings of others. I can select and use resources for activities I have chosen to complete or have had suggested to me. I am beginning to learn how to resolve conflicts, how and why we follow rules, and can talk about how I feel in basic terms. I know how to assert myself without causing conflict around me. I have a sense of my own responsibilities and how I am a member of my own community. I am beginning to be more confident in new social situations and around unfamiliar people in the safety of my familiar environment.				
Educational programme PSED	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
	Autumn 1 <ul style="list-style-type: none"> • Play with increasing confidence on their own and alongside others, knowing keyperson is close by. • Settles to some activities for a while • Sometimes manages to share and take turns with adult guidance 	Autumn 2 <ul style="list-style-type: none"> • Develop friendships with other children • Is able to talk about and manage their emotions • Notices and asks questions about skin colour, hair types, gender etc • Can select and use activities and resources with help when needed 	Spring 1 <ul style="list-style-type: none"> • Do not always need an adult to remind them of the rules • Develops a sense of responsibility and community • Talk about their feelings using words such as happy, sad, angry, worried etc. 	Spring 2 <ul style="list-style-type: none"> • Follows rules and understands why they are important • Play with other children extending and elaborating play ideas • To begin to manage own feelings and talk about emotions • Becoming more outgoing with unfamiliar people in the safe context of their setting 	Summer 1 <ul style="list-style-type: none"> • To be able to play in a group with friends, and make up ideas of things to do and games to play • Talk to others to resolve conflict • To understand how others might be feeling • More confident in new social situations 	Summer 2 <ul style="list-style-type: none"> • To be responsible and confident to be part of my community • To be ready for new experiences like starting school • To be assertive and find solution when conflicts arise • To follow rules without an adult reminding me
Ongoing provision throughout the year	Daily routines	On arrival, hanging up own belongings, self-registration, hand washing. Using toilets independently. Change for outdoors into wet weather wear or prepare for pe- taking off/putting on shoes, socks, cardigans etc. Preparing for snack time/lunchtime or home time. Tidy-up time and being responsible for looking after own belongings and the nursery environment.				
	Story/song time	Experience, explore and talk about positive relationships, feelings and emotions, diversity				
	Group time	Build relationships with others, see themselves as a valued individual, complete simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns, share and show sensitivity to other.				

3 Prime Areas of Learning & Development	Physical Development PE planning- Gross motor progression- see long term plan	Physical Development: I can move in a variety of ways, balance, hop, skip, climb and ride. I use the knowledge of how my body moves to make choices about the most appropriate way to move safely in a variety of situations. I use my large muscle movements to make marks, paint and wave flags and streamers. My small muscle movements are allowing me to use a variety of one-handed tools and equipment, while I have developed a preference for a dominant hand that allows me to use a pencil comfortably with increasing control. I can choose the right resources for the activity I have chosen, and work with my peers to move large items. I enjoy working and playing as part of a team. I am growing increasingly confident in my self-care needs, can help to dress and undress myself, and understand why and how to make healthy choices around food, drink, physical activity and toothbrushing.				
Educational programme PD	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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding, stopping and starting small scooters and trikes. • Beginning to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Go up steps and stairs 2 feet to a step, or 	<ul style="list-style-type: none"> • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Uses large muscle movements to wave flags and streamers, paint and make marks. 	<ul style="list-style-type: none"> • With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Uses one-handed tools and equipment, for example, making snips in paper with scissors. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand • Continue to develop control and spatial awareness in 	<ul style="list-style-type: none"> • Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Begin to be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Start taking part in some group activities which they make up for themselves, or in teams. • Use a comfortable grip with good 	<ul style="list-style-type: none"> • Is independent and helps to get dressed and undressed • Goes up large scale climbing apparatus, using alternate feet. • Able to eat independently and use a knife and fork • Make healthy choices about food, drink. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Develops their ball skills • Matches developing physical skills to tasks and 	<ul style="list-style-type: none"> • Is independent in meeting my own care needs, such as brushing my teeth, using the toilet, and wiping my bottom, washing and drying my own hands • Developing their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • To have an awareness of

	climb up small apparatus.		movement, balancing, riding (scooters, trikes and bikes).	control when holding pens and pencils.	activities. For example, to decide whether to crawl, walk or run across a plank, depending on its length and width.	<p>safety and manage own risks</p> <ul style="list-style-type: none"> • Works with others to manage large items, like moving a long plank safely and carrying large hollow blocks. • Effectively uses one-handed tools and equipment, for example, embossing tools, uses hammers, cuts along a line with scissors. • Beginning to write letters or marks that can be recognised
Ongoing provision throughout the year	Squiggle while you wiggle and then dough disco	Daily movement to music activity session to help develop the children's pivot points- shoulder, elbow, wrist, distal (fingers) to support pencil grip and pre-writing skills. This follows a programme of progression to the end of spring term 2 ready for RW1 in summer 1.				
	Snack time/lunch time	Self-serving skills. Hold and knife and fork correctly and understand about healthy eating and oral hygiene.				
	yoga	Develop strength, balance and coordination. Following a programme of progression from nursery to end of reception year.				
	Pe/ continuous outdoor provision	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills.				
3 Prime Areas of Learning & Development	Communication and Language Throughout the year the children will; learn to speak with confidence during group time. Learn to listen and respond appropriately with relevant comments, questions or actions. Question why things happen. Open questions and extended questioning with receptive adult's key. The environment is language rich. Children have the opportunities to have conversations, learn new vocabulary, to respond to instructions and directions through adult led/initiated and child led activities Listen to stories with increasing attention and recall. Use appropriate story language to re-enact/re-tell		Communication and Language: I am happy to talk in a wide range of play and adult-led situations, and can communicate freely although I may struggle with some sounds or word tenses, and can find it hard to concentrate on more than 1 thing at a time. I can show that I can follow 2-part instructions, and can ask and answer simple questions. My vocabulary is expanding and I can use it to talk and debate with peers and adults, starting and holding a 2-way conversation. I use talk to organise myself and my play. I enjoy listening to a wide variety of stories and can talk about them, remembering large parts of what happens. I can sing a wide variety of songs and rhymes.			

	simple and familiar stories. Discussions/stories and songs/rhymes/poems in group and small group/1:1. High quality interaction, smaller groups for group times, s&l interventions, and blast toolkit when needed.					
Educational programme C&L	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					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> Beginning to switch their attention and listen to instructions Understands and uses simple questions/sentences Engage in story times 1;1 and small group/ story time Engage with song time 1;1 and small group/ song time Gain confidence in joining in communications with staff and peers Begin to join in 1:1 conversation with familiar staff and small group discussions Identifies familiar objects, their properties described. 		<ul style="list-style-type: none"> Listen and talk about stories that they are familiar with, may join in repeated refrains. Understand a question or follow 2-part instructions Develop their communication. Begin to use new language that they are learning throughout the day Asks questions and understand why questions 		<ul style="list-style-type: none"> Recall longer stories and sequence events. Use a wide range of vocabulary in context and use longer sentences Use language to hold a conversation, express viewpoints, debate and to organise themselves or their play. Sing a large repertoire of songs/ nursery rhymes 	
On-going provision throughout the year	Group Time	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own.				
	Story/song time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings Learn new vocabulary, engage in and talk about books, learn rhymes, poems.				

4 Specific Areas of Learn	Literacy	Literacy: I understand that print has meaning and a range of purposes, I can name the different parts of a book and can sequence pages. I recognise that in English we read from left to right and top to bottom. My phonological knowledge is growing and I can spot and suggest rhymes I hear, count/clap the syllables in
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		<p>words I hear and recognise words that have the same initial sounds. I use my growing communication skills to talk about stories I hear and know, and am learning new vocabulary through them.</p> <p>My early writing skills are starting to show my print and letter knowledge as I write in my play and practice forming initial letters of words. I am beginning to write my own name, and some of the letters are formed accurately.</p>				
Educational programme L	<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>Early phonics</p>	<p>Throughout the year children will; be provided with mark making opportunities throughout all aspects of the indoors and outdoors environments. Daily story times, music and rhyme sessions will be key to embed early literacy skills. This will introduce the children to a range of illustrations, storytelling techniques, and they will learn that they can use language to retell stories. The children will be introduced early to squiggle while you wiggle and then dough disco programmes to accelerate early writing. Giving meaning to marks made, drawing and developing the formation of recognisable marks in drawing and writing will be promoted through the opportunities the children have.</p> <p>As well as following children’s interests when exploring books both fiction and non-fiction, the children will be exposed to a range of key books from the RWI recommended reading list. This will be referred to throughout the academic year. These books have been chosen because of their elicit response, have a strong narrative, extend vocabulary, connect with something they know/ we are teaching, use illustration to support the narrative and reflect black, Asian, and minority ethnic backgrounds. Staff will use their past experiences of reading books to young children to introduce additional books and these will be added to the medium-term planning. Staff knowledge and understanding of their children and knowing where they need to further the children’s experiences will be central to these choices.</p> <p>A mastery approach to phonics is used during the summer term 1 or 2 depending on the progress of the cohort. All children are exposed to whole class teaching. Where possible, all children will move through the aspects together.</p> <p>Home Reading:</p> <p>Children take home a reading for pleasure book which can be shared and enjoyed at home. A home-nursery communication book is used to start to develop a culture of shared learning and the importance of reading. As children’s reading and understanding of stories progresses, supportive guidance is added to the communication book to support parents to develop these early literacy skills at home.</p>				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> Have favourite books and seek them out to share with an adult, another child or alone Have favourite songs/rhymes and seek them 	<ul style="list-style-type: none"> Enjoy mark making and beginning to talk about the marks they make Make marks on their pictures to stand for their name 	<ul style="list-style-type: none"> Understand 5 key concepts; print has meaning, print can have a purpose, we read left to right and top to bottom in English. 	<ul style="list-style-type: none"> Talk about stories and begin to use this new vocabulary. 	<ul style="list-style-type: none"> Spot and suggest rhymes Recognise words with the same initial sound Use some print and letter knowledge in their early writing 	<ul style="list-style-type: none"> To write some or all of their name To write some letters accurately

	out to share with an adult, another child or alone.	<ul style="list-style-type: none"> Repeat words and phrases from familiar stories and rhymes 				
Phonics skills progressions (Starting RWI in summer 1 or 2 is dependent on cohort and progression through phase 1)	Keyworker groups - getting to know each other/routines Listening and attention	<p>Aspect 1 – Environmental sounds.</p> <p>Aspect 2 – Instrumental sounds.</p>	<p>Aspect 3 – Body Percussion</p> <p>Aspect 4 – Rhythm and Rhyme</p>	<p>Aspect 5 – Alliteration</p> <p>Aspect 6 – Voice sounds</p>	Introduce RWI sessions- if phase 1 embedded	RWInc sessions
Ongoing provision throughout the year	Phases I phonological awareness	Learn to listen and discriminate between familiar and unfamiliar sounds, instrumental sounds and body percussion leading to oral blending and segment, identify rhyme and continue a rhyming string, hearing syllables, and discriminate between sounds.				
	RWI	Begin to and say initial sounds of words. Begin to recognise letters using the RWI scheme and become familiar with the associated rhymes.				
	Story/song times	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs				
	Squiggle while you wiggle	Programme used to help accelerate early writing through development of motor skills starting with large movements to smaller more refined movements.				

4 Specific Area	Mathematics	Mathematics:
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	<p>I can recite numbers beyond 5, recognising the 'cardinal principle' that the last number I say when counting shows how many are in a group, and can say 1 number for each object in order. I can recognise when I have up to 3 objects without the need to count them. I can use the fingers on one hand to represent numbers, and link numerals and amounts up to 5. I am experimenting with marks and symbols as well as numerals. I can solve real world mathematical problems with numbers up to 5. I can use language such as 'more than' or 'less than' to compare quantities, and can make comparisons between objects relating to size, length, weight and capacity. I can understand positional language such as 'under the table' alone without the need for pointing. I can describe a familiar route, discussing routes and locations using language such as 'in front of' and 'behind'. I can talk about and explore a range of 2D and 3D shapes using informal and mathematical language. I can select shapes appropriately for a task, and combine shapes to make new ones. I can talk about and identify the patterns around me, using informal language to describe them. I can extend and create ABAB patterns, noticing and correcting any errors in the pattern. I am beginning to be able to describe a sequence of events using words such as 'first..' and 'then...'</p>					
Educational programme M	<p>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 5, 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.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> Children to gain an understanding of number language and the different purposes it can be used for. To recite some numbers in sequence in play. Categorise objects by property and show an interest in shape in the environment Talk about and identify patterns around them. Use informal language 	<ul style="list-style-type: none"> Use number language and names spontaneously in play Recite number names beyond 5 Understand positional language <p>Compare Amounts Once children can confidently sort collections into sets, they learn that these sets can be compared and ordered. They understand that when making comparisons a set can have more, the same or fewer than another set. NOTE – it is easier for children to notice the difference</p>	<ul style="list-style-type: none"> Recognise 3 objects without counting them (subitising) Say one number for each item in order 1,2,3,4,5. Know that the last number tells you how many (cardinal value) Selects shapes appropriately Extend and create a pattern from movement, objects. Notice and correct errors <p>2 Children identify representations of 1, 2, 3. They subitise or count to find out how many and</p>	<ul style="list-style-type: none"> Compare quantities using more than and fewer than Combined shapes to make new ones Show fingers up to 5 Link numeral and amounts for up to 5 Say when 2 amounts are the same Solve real world mathematical problems with numbers up to 5 <p>4 Children count on and back to 4. They subitise sets of up to 4 objects to find out how many make their own</p>	<ul style="list-style-type: none"> Experiment with symbols and marks to represent number <p>1 more, 1 less The children will use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create mathematical stories in meaningful contexts. Children continue to count, subitise and compare as they explore one more and one less. Prompt children to see the link between counting forwards and the one more pattern and back and the one less pattern.</p> <p>Weight</p>	<ul style="list-style-type: none"> Describe routes and locations Make comparisons between objects related to size, length, weight and capacity Describe a sequence of events ie first, then.. Use positional language <p>My Day Children talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, bed time. They use language to describe when things happen e.g., day, night, morning, afternoon, before</p>

	<p><u>Number Songs</u> Opportunities for settling in, introducing the areas of provision and getting to know the Children.</p> <p><u>Colours</u> Children should be taught to recognise and name colours in a variety of contexts e.g. toys within the classroom, colours in nature, colours in the environment, matching colours, colours on themselves such as hair, skin, clothes. Children should be able to say when objects are and are not the same colour. Link to expressive art and design through painting.</p> <p><u>Match</u> Provide opportunities for the children to explore and match objects which are the same. Can you find one exactly like mine? How do you know it's the same? Can you find one different to mine? Why is this one not like mine?</p> <p><u>Sort</u></p>	<p>between sets when the difference is greater. Start by asking the children to compare 2 and 5 rather than 5 and 6</p> <p><u>Compare size, mass and capacity</u> Children learn that objects can be compared and ordered according to their size. Encourage the use of language such as big and little, small and large to describe a range of objects. More specific language such as tall, long, short can also be introduced.</p> <p><u>Simple Patterns</u> Children copy, continue and create their own patterns. It is important to provide patterns with at least three full units of repeat. Encourage the children to say the pattern out loud.</p> <p><u>1</u> Children identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects.</p>	<p>make their own collections of 1, 2 or 3 objects. They match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set.</p> <p>Number blocks episode 2 Counting to 2 Finding 2 objects Representing 2 on a 5 frame A semi-circle – 2 sides shape (including in the environment) 2 actions e.g., 2 hops, 2 jumps, 2 claps What 2 is made of 1 is a part of me, 1 is a part of me and the whole of me is 2 2 being the second number, its position on a number line, ordinal numbers Numicon 2 Dice 2 Subitising 2 The numeral and formation of 2 Number 2 in the environment Representing 2 using marks, pictures and finger Matching numeral to quantity</p> <p><u>3</u> Children identify representations of 1, 2, 3. They subitise or count to find out how many and</p>	<p>collections of objects. They match the number to numerals and quantities and are able to say which sets have more and fewer items. When counting they continue to learn that the final number they say names the set. Number blocks episode 4 Counting to 4 Finding 4 objects Representing 4 on a 5 frame Squares and rectangles, 4 sided shapes including in the environment 4 actions e.g. 4 hops, 4 jumps, 4 claps Composition of 4 (2 is a part of me, 2 is a part of me and the whole of me is 4; 3 is a part of me, 1 is a part of me and the whole of me is 4) 4 being the fourth number, its position on a number line, ordinal numbers Numicon 4 Dice 4 Subitising 4 The numeral and formation of 4 Number 4 in the environment Representing 4 using marks, pictures and finger Matching numeral to quantity</p> <p><u>5</u> Children continue to subitise up to 5 items and to count forwards and backwards to 5 accurately using the counting principles. They represent up to 5 items on a five frame.</p>	<p>Children may already have experience of weight through carrying heavy and light items. Encourage them to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check. Prompt them to use the language heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items that have an obvious difference in weight. Avoid common misconception that bigger items are always heavier by providing some small heavier items and some large lighter ones heavy, heavier than, heaviest, light, lighter than, lightest</p> <p><u>Shapes</u> The primary focus in relation shapes should be on the properties of shapes. For example, children should be encouraged to notice and describe shapes in the environment and talk about the properties using words such as 'straight/flat/round/curved'. When teaching the names of shapes, wherever possible, real-life shapes in the environment should be used. Note that only flat surfaces should be referred</p>	<p>after, today, tomorrow. Encourage the vocabulary of first, next, then and possibly last. Children explore measuring time</p> <p><u>Length and height</u> Children begin by using language to describe length and height e.g. the tree is tall the pencil is short. When making direct comparisons they may initially say something is bigger than something else. Encourage them to use more specific mathematical vocabulary in relation to Length - longer, shorter height – taller, shorter Breadth – wider, narrower The children should then move on to finding objects that are longer/shorter than a given item. They should be encouraged to utilise strategies such as direct comparison (e.g. placing objects side by side to determine which is longer). Encourage them to use more specific mathematical vocabulary in relation to Length - longer, shorter height – taller, shorter Breadth – wider, narrower</p> <p><u>Capacity</u> Encourage children to build on their understanding of</p>
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	<p>Children learn that collections can be sorted into sets based on attributes such as colour, size or shape. Sorting enables the children to consider what is the same about all the objects in one set and how they are different to the other sets. They begin to understand that the same collection of objects can be sorted in different ways</p>	<p>They match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set. Number blocks episode 1 Counting to 1 Finding 1 object Representing 1 on a 5 frame A circle – 1 sides shape (including in the environment) 1 action e.g. 1 hop, 1 jump, 1 clap What is 1 made of 1 nose, 1 mouth, 1 body Exploring different varieties of circles 1 being the first number, its position on a number line, ordinal numbers Numicon 1 Dice 1 Subitising 1 The numeral and formation of 1 Number 1 in the environment Representing 1 using marks, pictures and finger Matching numeral to quantity</p>	<p>make their own collections of 1, 2 or 3 objects. They match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set. Number blocks episode 3 Counting to 3 Finding 3 objects Representing 3 on a 5 frame A triangle – 3 sides shape (including in the environment) 3 actions e.g. 3 hops, 3 jumps, 3 claps What is 3 made of - 2 is a part of me, 1 is a part of me and the whole of me is 3. Exploring different varieties and orientations of triangles. 3 being the third number, its position on a number line, ordinal numbers Numicon 3 Dice 3 Subitising 3 The numeral and formation of 3 Number 3 in the environment Representing 3 using marks, pictures and finger Matching numeral to quantity</p>	<p>Number blocks episode 5 Counting to 5 Finding 5 objects Representing 5 on a 5 frame Pentagons, 5 sided shapes including in the environment 5 actions e.g. 5 hops, 5 jumps, 5 claps Composition of 5 (3 is a part of me, 2 is a part of me and the whole of me is 5; 4 is a part of me, 1 is a part of me and the whole of me is 5) 5 being the fifth number, its position on a number line, ordinal numbers Numicon 5 Dice 5 Subitising 5 The numeral and formation of 5 Number 5 in the environment Representing 5 using marks, pictures and finger Matching numeral to quantity</p>	<p>to as faces. Include sorting of natural shapes; the children may sort stones, for example, into sets that have straight edges, sets that have curved edges etc.</p>	<p>full and empty. Provide opportunities to explore capacity with different materials such as water, sand, rice and loose parts Initially children should be exposed to the comparison of full, half full, empty using the same container. Provide different sized and shaped containers to investigate, When comparing capacities directly children can pour from one container to another to find which holds more or less water.</p> <p><u>Positional Language</u> Children need opportunities to be exposed to and to use the language of position and direction; Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across' Children also need opportunities to use terms which are relative: 'in front of', 'behind', 'on top of'. Create as many opportunities as possible to explore this language such as hunting for hidden objects with some prompts (e.g. look behind the shed).</p>
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Ongoing provision throughout the year	Magic maths	Using Hey and Presto to encourage early number awareness and number language to build upon children's starting points, using these puppets to engage young learners.
	Songs and rhymes	A wide range of songs are included to encourage awareness of number and number names, particularly those with number name in order. Following the long-term plan for progression songs in the summer term will include those that require children to count backwards and start to think about addition and subtraction
	Daily Routines	Self-registration, calendar, visual timetable, voting, sticker charts, counting i.e., lining up, group time, snack etc.
	Stories	Practise taught skills, "What do you notice?", "What can you see, how do you see it? (How many?)

4 Specific Areas of Learning & Development	Understanding of the World	Understanding the World: I use all of my senses as I explore the world around me. I explore different materials, both natural and man-made, using my growing vocabulary to talk about their similarities and differences, their properties and changes I can see. I am exploring and talking about the forces around me. I explore how things work, change and grow through growing plants from seeds/bulbs, learning about the life cycles of a variety of plants and animals, and I am beginning to understand the importance of caring for the natural environment and all living things. I am starting to make sense of my own life and my family history. I know that there are different occupations and different countries who may have different ways of life, and I have a positive attitude about the differences between different peoples.
Educational programme UTW	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.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notices differences between people • Begin to talk about what they see and hear 	<ul style="list-style-type: none"> • Explore how things work • Use all their senses in hands-on exploration of natural materials looking at similarities and differences. • Look at changes in the world around them- seasons 	<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and living things. • Joins in with routines ie shopping and times that are special to them and their families ie birthdays • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> • Plant seeds and care for living plants • Continue to develop positive attitudes about the differences between people • Show an interest in different occupations 	<ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and animal • Know that we have to be careful with animals and plants and how to care for them • Talk about what they see, plants and animals that interest them using a wide vocabulary. • Talk about families and times that are special to them and their families and friends i.e., a party, an event etc 	<ul style="list-style-type: none"> • Talk about changes in materials i.e., the shoots growing from a seed, banana going black • Begin to make sense of their own life story and my family's history • Know that their friends/family might do things differently to them ie eating different foods at home, we might have different times that are special to our families i.e. Passover, Chinese New Year, etc
Ongoing provision throughout the year	Story/song time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries				
	Group time	Learn and practise new vocabulary, create small world environments, look at books containing images of different cultures/countries, explore the natural world around them, describe what they can see, hear and feel, explore different scientific concepts				

4 Specific Areas of Learning & Development	Expressive Arts and Design	Expressive Art and Design: In my imaginative play I am able to use simple objects to represent something else, I use a range of resources to make increasingly complex small worlds, and I can use small world toys such as animals or dolls to act out my own stories. I explore different materials and textures to help me represent my own ideas, finding different ways to join them together or to represent different areas of my creations. I use colour freely, and know how to mix colours together to make a different colour. I use continuous lines when drawing to represent different objects, and am adding increasingly complex details to them. I can use my drawings to represent more abstract concepts such as emotions, movement and sounds. I can listen and respond to different sounds, and express my own thoughts about them, using instruments with increasing control to express my feelings and ideas. I can remember and sing entire songs, matching pitch and melody, and can use known songs to improvise my own.
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Educational programme EAD	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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> • Enjoy and take part in action songs such as twinkle twinkle • Start to develop pretend play i.e., one object stands for another. • Explore colour • Explore with instruments 	<ul style="list-style-type: none"> • Listen with increased attention to sounds • Use their imagination as they consider what they can do with different materials • Make simple models which express their ideas • Use drawing to represent sound and movement 	<ul style="list-style-type: none"> • Explore and uses different tools such as scissors, hammers, knives etc • Mixes paints together, naming colours and beginning to describe shade etc • Play instruments to express feeling and with increasing control including stop, start 	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment ie animal sets, dolls/dolls house. • Begin to make imaginative and complex 'small worlds' with blocks, construction kits such as a city and a park 	<ul style="list-style-type: none"> • Remembers and sings whole familiar songs • Talk about the meaning/ideas of their models • Draw for a purpose using detail i.e., circle for face, marks for features. 	<ul style="list-style-type: none"> • Creates stories in play whilst playing with others • Can use a range of equipment to make changes to materials like scissors, tape, hole punch etc and join materials together • Begin to show different emotions in their paintings i.e., happiness, sadness, etc. • Make up own songs or around a song they know
Ongoing provision throughout the year	Story time/songs		Sing a range of songs/nursery rhymes and understand the structure of stories allowing them to develop storylines in pretend play, use imagination during play and role-play.			
	Music and movement		Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group. Use a range of instruments to create independently, collaboratively and develop their own preferences			