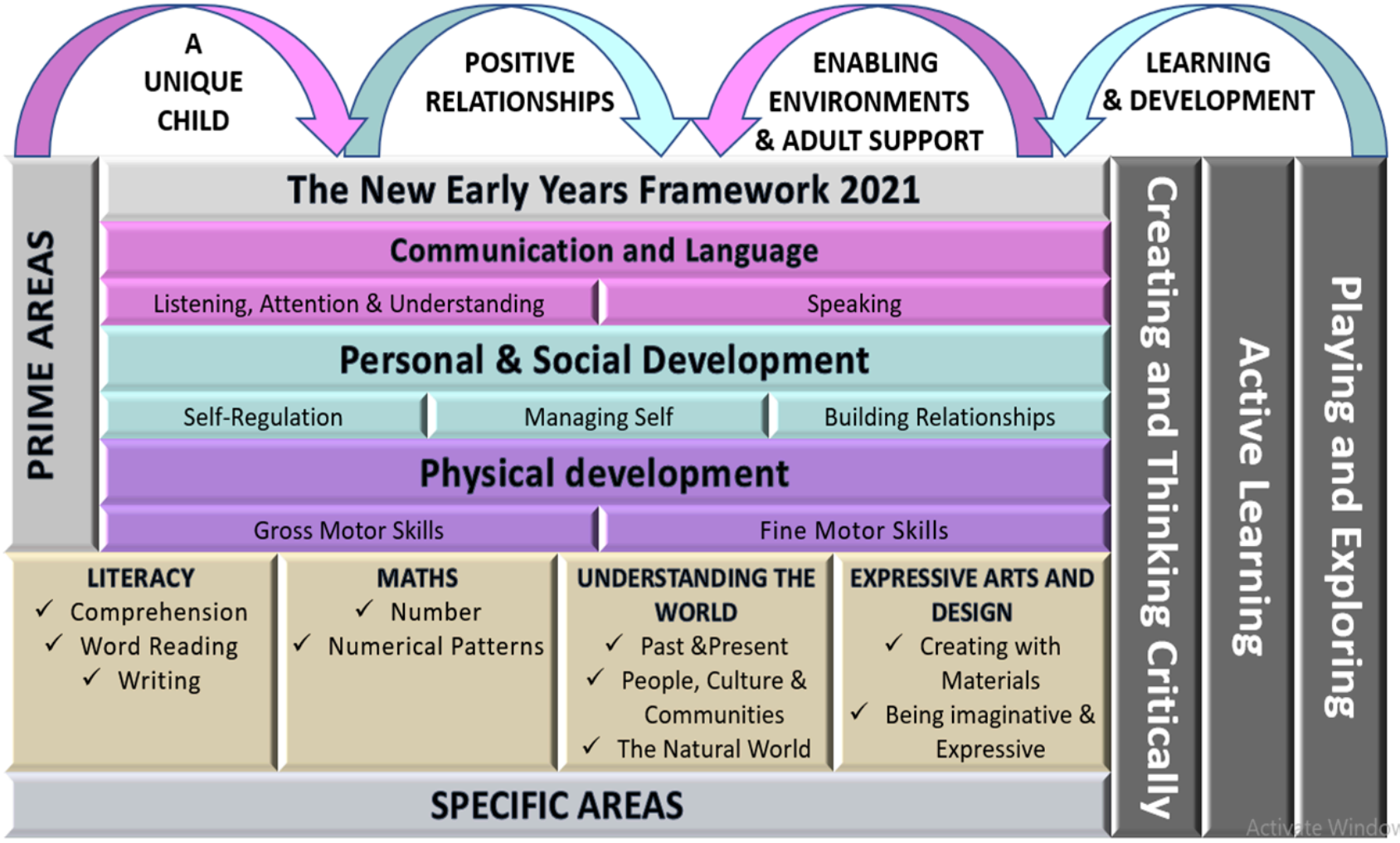
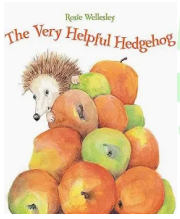
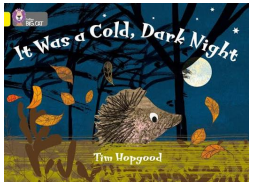
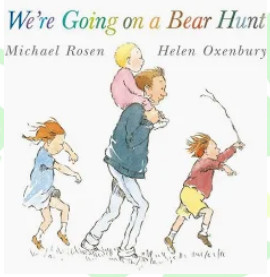
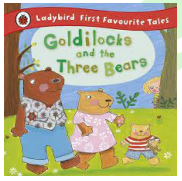
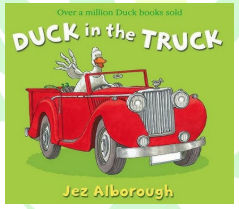
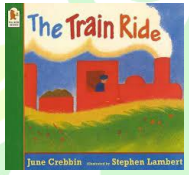
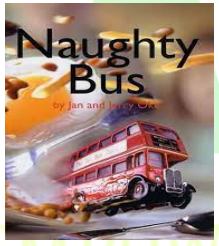
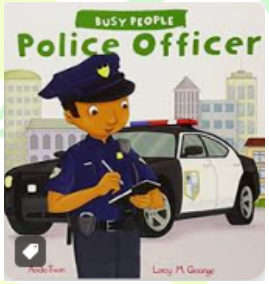
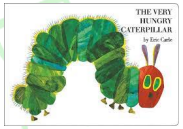
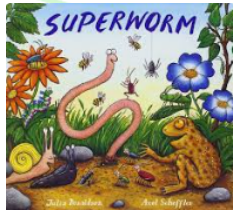
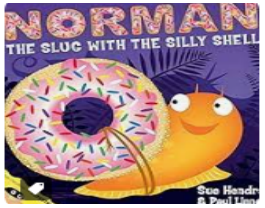
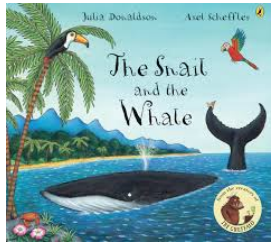
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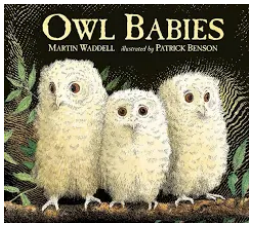
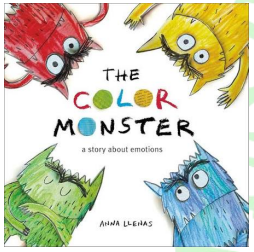
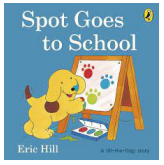
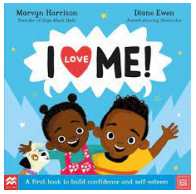
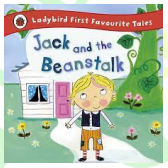
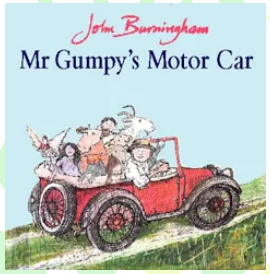
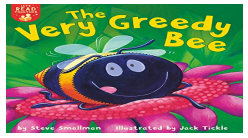
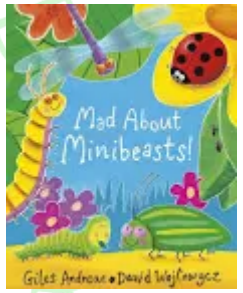
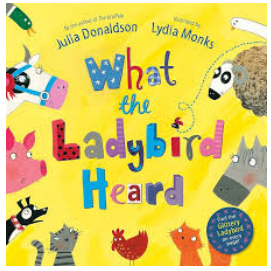
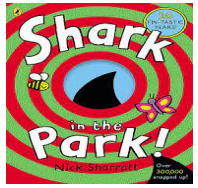
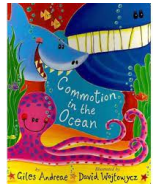
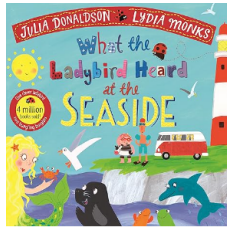
Activate Window

Nursery Long-Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me Autumn	Traditional tales celebrations	Transport Winter/Artic	People who help us-superheros	Mini beast-growing	Under the Sea-pirates
Main Texts	https://www.youtube.com/watch?v=8BlaxjFTbj0 The very helpful hedge hog  Cold cold night Owl babies 	Going on a bear hunt  Goldilocks and the three bears  Little Red riding Hood	The Duck and the truck  The Train ride  The naughty bus 	Police Officer  Paramedic Chris 	The Very Hungry caterpillar  Julia Donalson  Norman the slug and his silly shell 	Sharing a shell  Snail and the whale  Rainbow fish 

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	 The colour monster  Spot starts school  I Love Me! 	Gingerbread man  Jack and the Beanstalk  Stick man 	Mr Gumpy's motor car 	Firefighter  A super Hero like you 	The very greedy labird  Mad about mini beast  What the lady bird heard 	Shark in the Park  Commotion in the ocean  Somebody Swallowed Stanley  What a ladybird at the seaside. 

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	Just imagine 					
Possible Texts and 'Old Favourites' *Read at 3 texts*	Spot starts school George's first day at playgroup Nursery(big steps) Big bears new friend You choose So Much I don't want to wash my hands Autumn books Owl babies The colour monster My Hair So much	Light and lamp story (Diwali) Little Red Riding Hood 3 Billy Goats Gruff Three little pigs A cold dark night The Gruffalo Were Going on a Bear Hunt Spots first christmas The Nativity Ruby's worry Were going on a bear hunt	Is this bus for us? My first plane ride I want to be an astronaut Look up! Busy fire station Mr Grumpy's outing Busy Chinese New year Perfectly Norman How to catch a star	Topsy and Tim meet the police At the hospital Going to the Dentist usborne Dr Rani Superhero People who help us Rosie's walk My Mum (mothers day)	The very busy spider Why do we need bees What the ladybird heard The nature Trail Mad about Minibeasts Where is sid Handas Surprise	Shark in the Dark Barry the fish with fingers What the ladybird heard at the side The fish who could wish Pirate love underpants The Rainbow Fish My dad is a grizzly bear(fathers day)
Celebrations		Guy Fawkes 5th November 26 Diwali- Sunday 8th November 26	Chinese new year 6th February 27 Pancake day Tuesday 9th Feb 27	ST David's Day Monday 1st March 27 Mothers Day Sunday 7th March 27	St George's day Friday 23rd April 27	Father's Day Sunday 2oth June 27

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		St Andrews Day Monday 30th November Remembrance day 11 thNovember Christmas 25th December	Valentines day 14th February 27	Ramadan/Eid Evening of the 9th to Wednesday 10th March 27 St Patrick's day Wednesday 17th March Holi Monday 22nd March 27 Easter Sunday 28th March 27		
Songs	Nursery rhymes	Christmas songs	Number songs 2D shape song https://www.youtube.com/watch?v=pfRuLS-Vnjs	1-10 super song https://www.youtube.com/watch?v=6RfIKqkvHTY	Shape songs 2 https://www.youtube.com/watch?v=WTeqUejf3D0	Graduation songs
'Wow' Moments and Enrichment *100 Club Experiences*	Invite communities into the school Make a friend	Parent visit/talks-Celebrations/religious events-Diwali Welly Walk Porridge tasting Learn flags from the British Isles- St Andrew's Day 30th November 26	Tasting/making Gingerbread Tomato plants or sunflower seeds Welly walk	Learn flags from the British Isles- St David Day 1st March Eid celebration- Parent talk St Patrick's day 17th March Holi 22nd March 27	Welly walk Butterflies growing gardens Learn flags from the British Isles- St Georges	Welly walk Picnic Sports day Graduation
Pillars	**Head**: High expectations. Challenge, independence, resilience, learning from our mistakes, communication. **Heart**: Kind and considerate. Kindness, tolerance, respect, belonging, responsibility. **Hands**: Engaged in learning. Exploring, creating, experiencing, risk-taking, resourceful. **Health**: Healthy and happy. Self-belief, a healthy mind, a healthy lifestyle, excellent behaviour, and staying safe.					

Nursery Long-Term Plan

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 their self-regulation. To become 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 and new experiences which help them to solve problems and reach conclusions.					
Assessment Opportunities	Baseline Assessment and observations Fine Motor assessment BR Acting out familiar and news songs in the class and on the outside stage. CL Baseline analysis and focus group set up	Ongoing observation assessments Communication and Language assessment PF moderation Maths assessments End of Autumn Data Focus groups	Ongoing observation assessments Pupil progress meetings Phonics assessment Retell familiar stories. Focus groups	Ongoing observation assessments Phonics assessment Maths assessments End of Spring Data Name writing Focus groups	Ongoing observation assessments Phonics assessment Pupil progress meetings Name writing Focus groups	Ongoing observation assessments Maths assessments End of Year Data
Parental Involvement	Stay and play to settle the children. Google classroom	Google classroom Stay and Play-Communication Parent meetings Parents talks about festivals Diwali-UW Parents come in and hear Christmas songs	Parents Meetings Holi parents talk-UW Google classroom	Mothers Day Stay and Play Maths stay and play Eid talk by parents-UW-festivals Google classroom	Funky fingers Stay and Play Google classroom	Fathers Day Stay and Play Sports day Graduation Google classroom Parent meetings

Communication and Language

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

Nursery Long-Term Plan

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.	
Listening, Attention and Understanding Speaking	All aspects of Communication and Language are developed throughout daily classroom practice, continuous provision and high quality interactions. Key vocabulary for each topic is planned and shared during daily group discussions and inputs, sharing circles, PSHE sessions, daily story time, story dramatisations, singing and phonics activities. Observations, next steps, and target setting support the development of individuals. Intervention groups such as Box clever, Neli, Little Talkers and Attention Hillingdon are used to support children who are not making expected progress.
Communication and Language Objectives	*•I enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver.*

Personal, Social and Emotional Development

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 9 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.

Jigsaw Scheme	***Being Me in My World***	***Celebrating differences***	***Dreams and Goals***	***Healthy Me***	***Relationships***	***Changing Me***
Building	Making friends	Walking with a	Walking with a	Healthy food sharing	Walking with a	What can they do

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Relationships	My turn , your turn My name is	partner Sharing toys/equipment	partner Sharing toys/equipment		partner Sharing toys/equipment Start to learn how to deal with conflict with their peers	now? How they have changed.
Managing Self	Going to the toilet Washing their hands Putting their coats on and off	Going to the toilet Washing their hands Putting their coats on and off. Plimsolls for PE on and off	Going to the toilet Washing their hands Putting their coats on and off. Putting on/off their own welly boots	Going to the toilet Washing their hands Talking their jumper/cardigans on/off Putting their coats on and off Plimsolls for PE on and off	Going to the toilet Washing their hands Talking their jumper/cardigans on/off Putting their coats on and off Plimsolls for PE on and off	Going to the toilet Washing their hands Talking their jumper/cardigans on/off Putting their coats on and off Plimsolls for PE on and off
Self Regulation	Separating from their adult- managing their feelings Talk to an adult	Separating from their adult- managing their feelings Feeling corner Talking to an adult	Separating from their adult. Feeling corner Talking to an adult Sharing resources- Recognising how others feel	Feeling corner Talking to an adult Recognising how others feel	Feeling corner Talking to an adult Recognising how others feel How to deal with conflicts	Feeling corner Talking to an adult Recognising how others feel
Personal, Social and Emotional Objectives	*• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. •*					

Nursery Long-Term Plan

	Make healthy choices about food, drink, activity and toothbrushing.					
Physical Development *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.*						
Gross Motor Skills	Daily walk Movement and balance on bikes, scooters, obstacle course and climbing frame Help individual children to develop good personal hygiene - hand washing and toileting.	Daily walk Movement and balance on bikes, scooters, obstacle course and climbing frame. Help individual children to develop good personal hygiene - hand washing and toileting. Movement in a range of ways using large muscle movements, gym and yoga lessons to start Weekly run and yoga in the hall.	Daily Run Dance - moving to music. Gymnastics - Balance. Yoga Circle games	Daily Run Cooperation games i.e. parachute games. Climbing – outdoor equipment and obstacle courses. Yoga Team games	Daily Run Balance- children moving with confidence dance related activities, remember sequences of movements Yoga Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Circle games Sports day activities Team games	Daily Run Obstacle activities children moving over, under, through and around equipment. Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Yoga Sports day activities Team games
Fine Motor Skills	Zip/buttons on coats Large threading, playdough	Zip/buttons on coats Glue for leaf art Diwali decorating Fine lines for chalk firework pictures or	Zip/buttons on coats Scissors skills Chinese New year dragon /firework	Easter cards, glue, scissors, colours. Colouring within the lines, Painting with earbuds	Zip/buttons on coats Scissors skills Colouring within the lines, Painting with earbuds	Fathers day cards Cutting Sticking Finger print

Nursery Long-Term Plan

	Draw lines and circles using gross motor movements. Begin to use mark making tools Tidying up	making paper fireworks ,chalks /pastels, tissue paper Mark making Dough disco Using a spoon Tidying up	pictures. Mothers day cards Tidying up Finger painting Spong painting	and fingers Tidying up Name writing Sponge parting sticking	and fingers Tidying up Name writing	Tidying up Name writing
Physical Development Objectives	*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.*					
Literacy *It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*						
Themes	All about me	Traditional tales	Transport	People who help us	Mini beast	Under the Sea
Word Reading	Environmental sound games. Recognising their names	Environmental/ Rhyming games Recognising their names and initial sound Reciting key words in	Phase 1 phonics games Recognising their names and initial sounds of new words Recognising simple	Phase 1 phonics games Recognising role play words Trace name on laminates and try to	RWI Set 1 whole class one sound focus each week. Fred talk games Writing	RWI Set 1 whole class one sound focus each week. Fred talk games Be able to write their own name

Nursery Long-Term Plan

		known fiction books	key word vocab Recognising print and pictures	write name independently		
Comprehension	Spot start school I'm starting Nursery Join in with repeated nursery rhymes, Ask who/what questions on stories heard	Retell stories heard Use new vocab when answering who, what ,why questions Discuss books ,front cover, pictures,how to turn a page.	Retell stories heard Use new vocab when answering who, what , why questions Discuss books ,front cover, pictures,how to turn a page	Discuss books ,front cover, pictures,how to turn a page Use new vocab when answering who, what , why questions	Use new vocab when answering who, what , why questions or when retelling a story that has been read to them	Use new vocab when answering who, what , why questions or when retelling a story that has been read to them
Writing	*Texts as a stimulus:* Giving meaning to marks made Being to develop tripod pencil grip Dominant hand	*Texts as a stimulus:* Giving meaning to marks made Being to develop tripod pencil grip Being to draw recognisable pictures Dominant hand	*Texts as a stimulus:* character form the class text Write their name using their initial sound Trace their name on laminates.Crawl character from the class text Birthday cards Shopping lists	*Texts as a stimulus:* character form the class text Write their name using their initial sound Write house number on fire house. Mark making shopping lists	*Texts as a stimulus:* Write their name Write minibeast names Bug, spider,bee etc character form the class text	*Texts as a stimulus:* Write their name Write a postcard character form the class text
Literacy Objectives	*Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their names.• Write some letters accurately.*					

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Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Number	Number rhymes	Recognise numbers 1-5 Show finger numbers to 5	Recognise and recite numbers 1-5 Show finger numbers to 5 Subitising to 2	Subitising to 3 Write their own symbols for numbers to 5	Recite numbers in numerical order for show on fingers to 5 and beyond Counting each number knowing that the total is the last number that has been counted	Recognise and recite numerals to 10 and beyond
Numerical Pattern	Number rhymes	Number rhymes Recognising numbers 1-5 in order Count objects up to 5 saying one number for each item Match objects 1-3 More and less/fewer	Number rhymes Write their own symbols for numbers to 5 Count objects up to 5 Match objects up to 5 using numbered cards	Recite numbers up to 10 understanding cardinal principle Compare groups and recognise when amounts are the same Share items/objects to see who has more and who has less.	Write their own symbols for numbers to 5 or higher	Write numbers in numerical order to 10 One more than to 5
Shape, Space and	Shape of face for	2D shape recognition	Look at different	Recognising 2d and	Recognising simple	Recall a sequence of

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Measure	self portraits Flat Round square/circle Height of children - use language of tall/short	square/circle/triangle Big, small-objects Comparing heavy/ light-objects Full/empty -sand/water Who has more Who has less	patterns, stripes, spotty, zigzag Full, empty half full (porridge) House building with bricks/shape 2D shapes-language square/circle/triangle /rectangle Big/small heavy/light	3d shapes while using some mathematical language Describing an object by its length , weight and size. sinking/floating more/less Subitising to 3	ABAB patterns-Coloured stripes/paper Patterns on bees yellow/black Butterfly -symmetrical patterns Describing a route-maps Positional language understand and use -where is teddy(under, on, behind, infront	events using words such as first/next Using some mathematical language to talk about 2D and 3D shapes
Mathematics Objectives	*•Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Knowing that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'*					

Understanding the World

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

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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.						
Themes	All about me	Traditional tales	Transport	People who help us	Mini beasts	Under the sea
Celebrations *Each class creates a Learning Journey ScrapBook. This will include photos and work linked to events, celebrations, experiences.*	Throughout the year children are encouraged to bring in photos of celebrations they take part in at home. Children to share and discuss with class. Add photos to the Learning Journey .					
	Black History Month Harvest Festival	Parent visit/talks-Celebrations/religious events-Diwali Welly Walk Making Pizza bear faces Porridge tasting Learn flags from the British Isles- St Andrew's Day 30th November 24	Tasting/making Gingerbread Tomato plants or sunflower seeds Welly walk	Police /Dentist Ambulance/paramedic visit Learn flags from the British Isles- St David Day 1st March St Patrick's day 17th March Holi 24/25th	Welly walk Bee house Butterflies growing gardens Learn flags from the British Isles- St Georges Eid celebrations	Welly walk Picnic Sports day Graduation
Science	**All about me**-Humans-My family. **Senses**-seeing, hearing, smelling tasting, touching **Farms** small world, naming and describing the sounds that farm animals make. Naming the farm	**Into the woods-**Senses-seeing, hearing, smelling tasting, touching Hand on exploration of materials- **Weather and Seasons,** Autumn changing to winter **Life cycle** of a christmas tree **Dinosaurs-** -outside	**In the garden-Planting and growing**- cress-Planting spring bulbs **Transport**- naming sounds that vehicles make, **Vehicle**s-Naming how a vehicle moves-Ramp experiment. **Space station** -small world	**Into the words-senses-h**ands in exploration of different materials. Notice changes in the season-smells, weather **People who help us-**naming occupations and who would like to do what **Planting and growing**	**Minibeasts -** butterfly growing Completing Into the woods- naming minibeast, tick sheet-collecting data **Life cycles** -Creating their own life cycle of a butterfly.	**At the sea side-**Colour mixing-sea side pictures **Under the sea-Naming** different sea life animals Creating their own sea creature art using different media

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	animals and their babies. **Superheroes**, Who is their super hero in their family?Colour Mixing- Kandinsky circles-pastels	area-footprints-naming animals **Building and construction-** small world role play area-making different shapes to build.	Using 2 and 3D shapes to make their own vehicles.	-sunflowers **PSHE-** teeth washing -experiment **Human-Naming** body parts		
Geography	**Population**-Where in the world - can chn name where their family live or where they are from Homes and house- where they live in the local environment	**Settlement**-St Andrew's day- Look at Scotland and travel Wilderness walk-feeling different outside senses .	**Settlements**-St Davids day St Patrick's day -look at Ireland - and travel Welly walks	**Settlements-**St George's day, look at the uk and a closer look at their local environment	**Environments-** comparing where minibeast live	**Environments**-Comparing their local environment to that of a sea side. Cultural
History/ Past and Present	**Society**-Children look at their own life History Baby photos- talk about themselves as a baby and compare to themselves now. What can they do now? Introducing	**Conflict**- how to share and make friends Remembrance day Where is their Nursery- in London. What was it like to start Nursery? Introduce welly walks in the wilderness area. What can they see, hear, smell, touch?	**Society-** Transport and people who help us. What book did we look at this morning What did you see on the welly walk ?	**Power-**St George fought the dragon Talk to adults about their job roles. Why do we help each other?	**Conflit-** What makes a good friend. How can we sort out a conflict? Butterflies growing observing changes	**Society**- Children compare their own nursery year and changes to Reception. Circle time /PSHE lessons about change-What can they do now compared to that when they were a baby. What are your

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	Minibeast garden. Who do you think lives there? Show water wall, Music wall and feeling corner.					worries about moving up to reception?
People, Culture and Communities	Chn talk about special times with their families Look at world map, where to they live and where do their families come from	Parent talks about celebrations within their religion Make rangoli pictures for Diwali Make fireworks for bonfire night Make christmas cards		Holiday news New experiences New places Professional adults to talk to chn about their job roles. Photos about Easter	Bee house Making a bug garden	Holiday news
The Natural World	Daily calendar	Collect leaves from wilderness areas to	Welly walks, look at the weather and go	Growing sunflowers/tomatoes	Releasing butterflies back into the natural	Canal walk . chn walk to the canal observing

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		make hedgehog pictures. Compare the natural changes and material in their environment	in puddles.		world. Photos of chn with insects in the garden	the environment and discuss water safety.
Understanding the World Objectives	*• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.*					
Expressive Art and Design *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.*						
Themes	All about me	Traditional Tales	Transport	People who help us	Mini beasts	Under the sea
Children will create art based on a painting/artist stimulus https://www.tate.org.uk/kids/explore/who-is	houses/homes **W Kandinsky-pastel circles** 	Winter **Jackson Pollock** Paint flinging 	media/sculpture transport https://www.tate.org.uk/kids/make/cut-paste/create-dots-like-kusama- **polka dot binoculars**	Growing **Georgia O'Keefe-**flower paint-colouring 	**Henri Matisse** - The Snail -collage-coloured card/paper	Water themed **hokusai water-**paint-pastels 

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Creating with Materials	Drawing self portraits Completing butterfly and caterpillar pictures for the display paint	3 little pig houses, sticks/straw and brick/papLeaves for hedgehogs Rangoli pictures Diya lamps, coloured tissue paper for light pastels/pens Firework pictures black card and pastels/chalk	Cotton wall for billy goats gruff. Lolly sticks for bridge Brown tissue paper/card for 3 bears. pens/pencils Yellow wool for Goldilocks hair	Making bus tickets Making train tickets Card Hole punch pens/pencils	Chn make various mini beasts out of card, pipe cleaners and googly eyes. Pasta Scissors glue	Multimedia textures for seaside/water pictures. (sand, string, beads, glue)
Being Imaginative and Expressive *Music stimuli to link to celebration and lesson.* *Musicus opportunity to use instruments*	Free choice drawing Small world Role play Self portraits of face Join in with know nursery rhymes	Small world Role play Sing Nursery rhymes on stage Perform Christmas songs for parents Joy in with known nursery rhymes Learn Christmas songs Listen to Dimali music and move to the music.	Build a house with construction. Role play Retell a familiar story Sing know nursery rhymes. Sing know and new nursery rhymes Make and follow simple movements to music.	Role play Junk modelling vehicles (boxes/cartons) Learn to play simple musical instruments by changing the pace , fast-slow and pitch high and low	Role play Making bug homes/hotel with mud/bark/sticks outside media Creating their own tune on simple note bars/Gockenspikes.	Role play Use water for car wash Learn to play simple musical instruments by changing the pace , fast-slow and pitch high and low Lear to sing their end of year song.

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Expressive Art and Design Objectives	*• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures.• Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.• Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.*					
Early Learning Goals						
Communication and Language	**Personal, Social and Emotional Development**	**Physical Development**	**Literacy**	**Mathematics**	**Understanding the World**	**Expressive Art and Design**
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers **ELG: Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	**ELG: Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules,	**ELG: Gross Motor Skills** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **ELG: Fine Motor Skills** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.	**ELG: Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **ELG: Word Reading** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by	**ELG: Number** Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **ELG: Numerical Patterns** Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than	**ELG: Past and Present** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. **ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country,	**ELG: Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. **ELG: Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

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Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **ELG: Building Relationships** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.	Begin to show accuracy and care when drawing.	sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **ELG: Writing** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **ELG: The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	

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