**Birtley East Primary School Early Years Foundation Stage : Nursery Long Term Plan (Cycle A)**

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|  | Autumn 1 | | Autumn 2 | | | | Spring 1 | | | | Spring 2 | | | | | | | | Summer 1 | | | | Summer 2 | |
| Overarching Themes | **Autumn :**  **It’s Autumn Time! All About Me** | | | | | **Spring :**  **It’s Spring Time! Creatures** | | | | | | | | | | **Summer :**  **It’s Summer Time!**  **Out and About in the Environment** | | | | | | | | |
| **Planned Key Books: PWP Key books linked to theme** | Baseline assessment period  The Big Pumpkin by Erica Silverman | Dear Santa by Rod Campbell | | | | | | Dear Zoo by Rod Cambell  C:\Users\angelafradgley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\79D0A3C1.tmp | | | | **Book based on Children’s interest** | | | | | **Golidlocks and The Three Bears**  **(A Traditional Tale)** | | | | | **Book based on Children’s interest** | | |
| **Focus Books and Books Linked to theme** | Autumn:  Autumn (non-fiction books)  Hedgehogs (non-fiction books)  **Starting Nursery:**  Maisy Goes to Nursery, Mouse’s Big Day, Maisy Tidies Up, Tidy Titch  Finding out about ourselves:  How do I put it on, The colour Monster,  **Family and Friends:** Maisy’s best friends, Titch books,  Topsy and Tim help a friend,  We are family, A handful of buttons, Our class is family,  Bear family books Jill Murphy  This is Our House  Managing Needs/Feelings: Scruffy Bill, Wilson the Wolf who wouldn’t wash, I don’t’t want to have a bath, The selfish crocodile (Healthy Teeth), Information books linked to doctors, dentist  Traditional Tale: The three Little pigs | Autumn  The Leaf Man  We’re Going on a Leaf Hunt  Acorn Woods Series,  Percy the Park keeper  books  Autumn Festivals:  Bonfire Night, Diwali, Christmas (non-fiction)  The Big Pumpkin  What’s in the Witch’s Kitchen?  Binny’s Diwali, Snowballs  Light and Dark:  Road Safety  It Was a Cold, Dark Night  Shark in the Dark  Wow! Said the owl, Wow! Said the owl at night  Christmas:  The Nativity Story,  Dear Santa  Maisy writes a Christmas Letter, Postman Bear  Little Robin Red Vest  Mrs. Christmas | | | | | | Winter:  Winter (non-fiction books)  Garden Birds  Garden Birds tion books)  Blackbird, Balckbird, What Can You Do?  Peck, Peck, Peck,  A busy Day for Birds  The Go-Away Bird  Lalli’s Feather  Bird watching  Spring Festivals: Chinese New Year, Valentines Day, Pancake Day (non-fiction)  The Love Monster series  Mr. Wolf’s Pancakes  Dragon Dance  Lanterns and Fire crackers  Pets Pet (non-fiction books)  Managing Needs: Otto the Book Bear, Head Lice Bug Busting Book.  The Love Monster series  Traditional Tale:  The Gingerbread Man | | | | Spring:  Spring, spring flowers, Looking for signs of spring (non-fiction books)  Wakey, wakey big brown bear,  When will it be spring?  Farm animals  Oh Dear!  What the Ladybird Heard  Emma’s Lamb  Spring Festivals:  Easter, Mother’s Day(non-fiction)  We’re Going on an Egg Hunt  Peely Wally,  Spot’s First Easter  Managing Needs: George the sun safe superstar. | | | | | Summer: Summer (non-fiction books  People Who Help Us (non-fiction books)  My Map Book  Exploring in our Garden:  Edward Goes Exploring  Errol’s Garden  Jasper’s Beanstalk  Frog and Toad Adventures  Mabel’s Magical Garden  The Growing Story  Christopher Nibbles  The Bog Baby  The Teeny Weeny Tadpole  Traditional Tale: Jack and the Beanstalk  Managing Needs: Keeping safe in the garden- )My first gardening book- looking at tools) | | | | | Summer: Summer (non-fiction books  Exploring the Environment:  Adventure in the woods: We’re Going on a Bear Hunt  The Wild Wood  Muddy Adentures:  Mud (non -fiction book)  Mud Pie  Wet Adventures:  Splash Day  Bubbles (information book)  Books about the weather (non- fiction)  Holidays  e.g. Seaside, camping  Spring Festivals:  I Love my Daddy.  Traditional Tale: Goldilocks and the Three Bears  Keeping Safe on adventures: Little Red Riding Hood | | |
| **Nursery Rhymes and Poems** | Baa, Baa black sheep,  Hickory Dickory Dock  Humpty Dumpty,  Incy Wincy spider,  Here we go round the Mulberry Bush,  Ring a ring of roses. Heads, shoulders knees and toes  The Hokey Cokey  Rub a Dub dub  Miss Polly had a dolly | | | Twinkle Twinkle Little Star  5 little pumpkins  Autumn leaves are falling down  When you want to make a spell  5 Little leaves  Stop look and listen  Happy Hedgehog  2 little hedgehogs  Happy Birthday Song  Little Jack Horner  Range of Christmas songs  Brush your teeth | | | | | | The Bear went over the mountain,  5 little bears are in a row  Here we go round the Mulberry Bush  5 little birds and the Big Black Cat  The Animal Fair  Hickory Dickory Dock  2 Little Birds sitting on a wall  The Noth wind doth blow  Sing a song of Sixpence | | | | | I went to visit a farm one day  Old McDonald  Baa, Baa Black Sheep  A Cat came Dancing  5 Little Ducks  Hickety Pickety My Red Hen  Horsie Horsie Don’t you stop.  Lilttle Bo Peep  Did you Ever See a Bunny?  5 currant buns | | | | | Its Raining, it’s pouring  Mary Mary Quite Contrary  5 little apples  5 little speckled frogs  5 little froggies sitting on a well | | | 1,2,3,4,5 once I caught a fish alive  When Goldilocks went to the house of the Bears  We’re marching in our wellingtons  Dr Foster went to Gloucester,  The rainbow song  HumptyDumpty  I hear thunder  It’s raining, its pouring  Jack and Jill | |
| **Possible Role Play Ideas** | Home Area: Recreating roles in the home  Visiting the Doctor | | | Home Area: Recreating roles in the home  Visiting the Dentist  The home at Diwali, Christmas, Halloween | | | | | | Home Area: Recreating roles in the home  The Home area on pancake day Easter  Keeping warm | | | | | Home Area: Recreating roles in the home  The Home area at Easter  Spring cleaning  Keeping a Pet | | | | | Home Area: Recreating roles in the home  The Home area Healthy eating | | | Home Area: Recreating roles in the home  The Home Area Packing for a holiday. | |
| **Key Events that children will experience at school and with their families** | 8th Sep: International  Literacy Day  19th-25th September  Recycle Week  6th Oct: National Poetry Day  2nd October: Grandparents Day  4th – 10th Oct World Space Week  7th Oct:World Smile Day  24th Oct: Diwali (Hindu) | | | 31st Oct: Halloween and National Bug Busting Day (Head Lice)  5th Nov: Bonfire Night  14th-18th Nov: Anti Bullying Week  11th Nov: Remembrance Day  13th Nov: Kindness Day  14th-20th Nov: Road Safety Week  20th Nov: Universal  Children’s Day  21st Nov: World Hello Day  21st Nov-18th Dec: Football World Cup  27th Nov: Advent Begins  Christmas events  18th Nov-26th Dec: Hannukah | | | | | | 27th Jan: Big Garden Bird watch  28th Jan: International Lego day  31st Jan: National Bug Busting Day (Headlice Awareness)  22nd Jan: Chinese New Year  7th Feb-13th Feb: Children’s Mental Health Week  14th Feb: Safer Internet Day  14th Feb: Valentine’s Day  17th Feb Random Acts of Kindness Day  21st Feb : Pancake Day  30th Jan-6th Feb: National Storytelling Week | | | | | 1st March: St. David’s Day  3rd March:  3rd March: World Book Day  8th March: Holi (Hindu)  19th March Mother’s Day  17th March: St. Patrick’s Day  18th March: Global Recycling Day  21st March: World Poetry Day  17th March: Red Nose Day  17th March World Sleep Day  23rd Ramadan (Islam)  2nd April: International Children’s Book Day  9th April Easter Day  22nd April Earth Day  22nd April: Eid-al-Fitr (Islam)  23rd April St George’s Day | | | | | 7th May World Laughter Day  3rd-9th May: National Sun Awareness Week  19th May: National Numeracy Day  25th May: National Singin Day | | | 5th June World Environment Day  29th June: Eid-al Adha (Islam)  3rd June-10th June: Child Safety Week  8th June- World Oceans Day  15th June: National Bug Busting Day (Headlice awareness)  18th June Father’s Day  21st June Make Music Day  School Summer Fair  26th June Wimbledon | |
| **Out and about through the seasons** | * Leaves fall * Autumn colours * Natural resources found on the ground e.g. pine cones * Winter clothing, keeping warm in the winter * Hibernation * Darker nights, keeping safe in the dark * Looking after garden birds, hedgehog houses | | | | | | | | | * Snow and ice * Snow play, sledges, building snowmen * Winter clothing, keeping warm * Signs of new life; plants and animals * Growing spring plants, naming flowers * Looking after garden birds, hedgehog houses * Spring colours | | | | | | | | | | * Heat and keeping safe in the sun * Summer colours * Effects of heat on your body * Looking after the garden in summer * Water play * Minibeasts * Summer flowers * Harvest e.g. potatoes, strawberries | | | | |
| **PSHE Scheme**  **Jigsaw** | **Autumn Term 1-**  **Being Me in My World**  Self-Identity  Understanding Feelings Being in a classroom  Being gentle  Rights and responsibilities | **Autumn Term 2-Celebrating Difference**  Identifying talents  Being special  Families  Where we live  Making friends  Standing up for yourself | | | | | | | **Spring Term 1-**  **Dreams and Goals**  Challenges  Perseverance  Goal-setting  Overcoming obstacles  Seeking help  Jobs  Achieving goals | | | | | **Spring Term 2-**  **Healthy Me**  Exercising bodies  Physical activity  Healthy food  Sleep  Keeping clean  Safety | | | | **Summer Term 1-**  **Relationships**  Family life  Friendships  Breaking friendships  Falling out  Dealing with bullying  Being a good friend | | | | | | **Summer Term 2-**  **Changing Me**  Bodies  Respecting my body  Growing up  Growth and Change  Fun and fears  Celebrations |
| **R.E Scheme**  **Discovery R.E** | **What makes people special?**  Theme: Special people  Religion: Christianity and Judaism | **What is Christmas?**  Theme: Celebrations /Festivals (Christmas) Religion: Christianity | | | | | | | **How do people Celebrate?**  Theme: Celebrations /Festivals  Religion Hinduism | | | | | **What is Easter?**  Theme: Celebrations /Festivals (Easter) Religion: Christianity | | | | **What can we learn from stories?**  Theme: Stories  Religion: Christianity and Islam | | | | | | **What makes places special?**  Theme: Special Places  Religion: Christianity and Islam |
| **Nursery Events, Experiences** | **Visit/Visitors:**  Farm Visit at Christmas  Seven Stories  Fire Safety – Bonfire Night  Road Safety Support  Nurse Visit | | | | | | | | | **Visit/Visitors:**  Farm  Vet, Pet shop Owner visit to school | | | | | | | | | | **Visit/Visitors**:  Hardwick Park  Road Safety Support  Police Officer visit.  Community business visit. | | | | |
| **Parental Engagement** | **Induction**:  September Starters  **Nursery Curriculum Workshop:**  Early Reading  **Parent Evening**-Introduction to Key Person | | | **Foundation stage Stay and Play Day**:  Halloween – 19th October  (Maths Focus)    Birtley Winter Festival  **Next Steps Report-**Parent input into curriculum. | | | | | | **Induction**:  January Starters  **Parent Evening-**Introduction to Key Person | | | | | **Nursery Stay and Play:** Mother’s Day  **Foundation stage Stay and Play:** Easter egg hunt  **Next Steps Report-**Parent input into curriculum. | | | | | **Induction**:  May Starters  **Transition to Year R-**  Parent Views  **Parent Evening-**Introduction to Key Person | | | **Nursery Stay and Play Celebration:**  Teddy Bear’s Picnic end of year Celebration  **Nursery** **Stay and Play** Father’s Day  **End of Year Report**  **Next Steps Report-**Parent input into curriculum. | |
| **EYFS Overarching Principles**  **Underpin all the guidance in Birth to 5 Matters.** | **Unique child**  Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured | | | | **Positive Relationships**  Children learn to be strong and independent through positive relationships | | | | | | | | **Enabling environments**  children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. | | | | | | | | **Learning and development**  All three of the other principles with enable learning and development. Children develop and learn at different rates | | | |
| **Characteristics of Effective Learning** | **Playing and exploring**  Children investigate and experience things and ‘have a go’ | | | | | | **Active learning**  Children concentrate and keep on trying if they encounter difficulties and enjoy achievements | | | | | | | | | | | | **Creating and thinking critically**  Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. | | | | | |
| **Birtley East Primary School**  **EYFS**  **Curriculum Intent** | “At Birtley East Community Primary School we keep the whole child in mind. Our professional and skilled team work together to develop all children in our care to achieve their full potential. Teaching and learning is shaped by a curriculum designed to meet the needs of our community, including an additional curriculum focus on children’s wellbeing and involvement. Everything we do is underpinned by our supportive, caring and inclusive ethos.”   * Teach children how to care for each other and to be kind. Show them that we care about their emotional well-being and give them the skills to look after their own and others’ mental health. * Research tells us that young children learn best through play. Value learning through a play, and respond to children’s needs and fascinations to ensure that every child displays high levels of involvement. * Teach children to be confident, inquisitive and resilient. Give children the skills they need to become lifelong learners. * Focus on the Prime areas: PSED, C&L, PD – creating strong foundations for Reception and beyond. * Create an environment that generates a love of reading for pleasure. * Supporting language development & widening vocabulary. * Offer children a wide range of experiences to broaden their interests and knowledge. * Positive interactions with parents – create those early foundations and include parents in curriculum construction for their child. * Early identification of learning barriers and intervention in the Prime Areas to give children the support they best start in their learning and development. | | | | | | | | | | | | | | | | | | | | | | | |

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| Prime Areas of Learning | | | | | | | | |
| **Personal, Social and Emotional Development (Statutory Framework for the Early Years Foundation Stage: Educational Programmes )**  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. | | | | | | | | |
| **Personal, Social and Emotional Development**  As a Prime Area of Learning PSED underpins all specific subject areas and National Curriculum subjects. It has strong links with:  EYFS Characteristics of Effective Learning  PSHE curriculum  Our school uses Jigsaw as part of the PSHE curriculum. In Nursery we follow the themes, integrating the key messages through the provision  R.E curriculum  Our school uses Discovery R.E as part of the R.E curriculum. In Nursery we integrate the key messages through the provision. | **Autumn Term : It’s Autumn Time!/All About Me**  (Starting Nursery, Finding out about ourselves and our feelings, keeping healthy and safe through routines, families and making friends, autumn festivals, dark and light, changes in the environment in Autumn ) | | | **Spring Term  : It’s Spring Time!/Creatures**  (Garden Birds, Creatures in the garden, Pets, Farm Animals) | | **Summer Term : It’s Summer Time!**  **Out and About in the Environment**  (Local Area, trips out with school and with our families, maps holidays, exploring the garden in summer time, exploring our new school and grounds) | | |
| Range 5 (Birth to 5 Matters Learning and Development). | | | | | | | |
| **Making Relationships**  • Seeks out companionship with adults and other children, sharing experiences and play ideas  • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it  • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers  • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play | | **Sense of Self**  -Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers  • Is sensitive to others’ messages of appreciation or criticism  • Enjoys a sense of belonging through being involved in daily tasks  Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others  • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help | | | | **Understanding Emotions**  Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt  • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares  • Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants  • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings  • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions | |
| **AUTUMN**  Continuous  (A focus on building relationships will continue over the year as children learn about other children in the class and build friendships. Inductions take place throughout the year in Nursery)  **Making Relationships**  Begin to develop positive relationships with their key person and other staff.  Meet new friends at Nursery.  Begin to share toys and equipment with other children.  Begin to learn together -introduce floor book.  Continuous  (A focus on developing a sense of self will continue over the year as children develop confidence in themselves as unique people. Message board times, plan, do review and home learning input will support children to be confident with their own identity and respect diversity when listening to others)  **Sense of Self**  Become confident to come into Nursery with support from staff.  Begin to make play choices linked to their preferences and interests  Begin to follow a simple routine with support from their key person.  Learn about what makes our Nursery a happy place to be (class charter RRS)  Engage in age appropriate risk assessment of their new learning environment and establish rules for taking care of toys and equipment.  Continuous  (A focus on understanding emotions will continue over the year in Nursery as children are supported with how to respond to their feelings in a range of situations. Opportunities for children to engage in child- initiated play with others will offer opportunities for managing a range of feelings while learning to respond sensitively to the emotions of others. Message board times and plan, do review times offer daily opportunities to talk about and name emotions and talk about why others are feeling the way they do).  **Understanding Emotions**  Build positive relationship with their key person who they can turn to for emotional refuelling.  Begin to name some feelings such as happy or sad. Become familiar with the colour monster and zones of regulation.  Continuous  **Celebrating diversity**-Use each child’s all about me booklet to understand, celebrate and explore different families, relationships and cultures. Recognise and respect children’s particular friendships, family traditions and identities. | | **SPRING**  **Making Relationships**  Re-establish relationships with their key person and friends.  Become increasingly independent when sharing toys and equipment with other children.  Take turns with a toy with adult support.  Begin to use courtesies such as please and thank you.  Recognise and initiate collaborative learning – know about floor book.  Begin to play working together games using parachute play together  **Sense of Self**  Independently come into Nursery, with the confidence that their key person is there to greet them.  Begin to talk about what toys they want to play with at Nursery.  Begin to talk about their abilities  Begin to follow a simple routine independently.  Follow the established class charter and reflect upon it as learning moments arise (class charter RRS)  **Understanding Emotions**  Begin to recognise other children’s feelings as they are playing, and respond to them when supported by an adult.  Increase knowledge of words to describe feelings such as angry, calm and scared. | | | | **SUMMER (Getting Reception ready)**  **Making Relationships**  Begin to meet new adults in the wider school.  Independently share and take turns with toys and resources and begin to offer solutions to social problems.  Use courtesies such as please, thank you and you’re welcome in their everyday interactions with others.  Recognise and initiate collaborative learning – offer ideas to add to floor book.  Be confident when working together to make parachute games successful and begin to solve problems together.  **Sense of Self**  Be confident to find out about new environments they will encounter as they move into Reception class.  Confidently make play choices linked to their preferences and interests.  Confidently follow the routine and begin to learn about the similarities and differences in routine as they explore what it means to be in Reception class.  Link what they know about the Nursery class charter as they build ideas for a new charter in Reception class (class charter RRS)  **Understanding Emotions**  Begin to respond to other children’s feelings with increasing independence by alerting an adult or offering comfort.  Begin to use words that describe feelings in their interactions with others, or the feelings of characters in books. | |
| Jigsaw Themes:  Our school uses Jigsaw as part of the PSHE curriculum. In Nursery we follow the themes, integrating the key messages through the provision | **Autumn Term 1-**  **Being Me in My World**  Self-Identity  Understanding Feelings Being in a classroom  Being gentle  Rights and responsibilities | **Autumn Term 2-Celebrating Difference**  Identifying talents  Being special  Families  Where we live  Making friends  Standing up for yourself | **Spring Term 1-**  **Dreams and Goals**  Challenges  Perseverance  Goal-setting  Overcoming obstacles  Seeking help  Jobs  Achieving goals | | **Spring Term 2-**  **Healthy Me**  Exercising bodies  Physical activity  Healthy food  Sleep  Keeping clean  Safety | | **Summer Term 1-**  **Relationships**  Family life  Friendships  Breaking friendships  Falling out  Dealing with bullying  Being a good friend | **Summer Term 2-**  **Changing Me**  Bodies  Respecting my body  Growing up  Growth and Change  Fun and fears  Celebrations |
| Discovery R.E:  Our school uses Discovery R.E as part of the R.E curriculum. In Reception we integrate the key messages through the provision, and through circle times | **What makes people special?**  Theme: Special people  Religion: Christianity and Judaism | **What is Christmas?**  Theme: Celebrations /Festivals (Christmas) Religion: Christianity | **How do people Celebrate?**  Theme: Celebrations /Festivals  Religion Hinduism | | **What is Easter?**  Theme: Celebrations /Festivals (Easter) Religion: Christianity | | **What can we learn from stories?**  Theme: Stories  Religion: Christianity and Islam | **What makes places special?**  Theme: Special Places  Religion: Christianity and Islam |
| **Reception Class ready:**  **By the end of their time in nursery we aim for children to have developed strong foundations in the Prime Areas and be ready to shift their focus of learning to wards the more specific areas.** | We intend for children entering our Reception class to be:   * Children who are confident in different environments, able to adapt to changes and are showing qualities of resilience and determination as well as developing appropriate ways to show their assertiveness. * Children who can communicate their needs to an adult. Children who can follow rules and are showing responsibility for their behaviour and good manners. * Children who are becoming aware of their own feelings – happy, sad, angry, excited and can regulate their emotions, as well as showing understanding to others * Children who are showing qualities of friendship, showing care and respect and able to play with their friends sharing and taking turns. | | | | **Early Identification of support**   * Children whose skills in the Prime Area of Personl, Social and Emotional Development are not developing in line with what is appropriate for their age are identified early and appropriate interventions are put in place over the Nursery year. * Parents are kept informed across the year about progress in the Prime Areas of Learning and any continued areas of concern. * Children who have been identified with lower levels of attainment in the area Personal, Social and Emotional Development will be given increased targeted support to give them the strategies they need to articulate their feelings and build positive relationships. They may be identified for support through the well-being and involvement screen. They may need targeted support through a PLP. * Children may need to be referred to outside agencies such as HINT, or for therapy play sessions led by our family support worker Corrina. * Progress and intervention support is shared with the Reception teacher during transition. | | | |

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| **Communication and Language (Statutory Framework for the Early Years Foundation Stage: Educational Programmes )**  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. | | | | | | |
| **Communication and Language** | **Autumn Term : It’s Autumn Time!/All About Me**  (Starting Nursery, Finding out about ourselves and our feelings, keeping healthy and safe through routines, families and making friends, autumn festivals, dark and light, changes in the environment in Autumn ) | | **Spring Term  : It’s Spring Time!/Creatures**  (Garden Birds, Creatures in the garden, Pets, Farm Animals) | | | **Summer Term : It’s Summer Time!**  **Out and About in the Environment**  (Local Area, trips out with school and with our families, maps holidays, exploring the garden in summer time, exploring our new school and grounds) |
| Range 5 (Birth to 5 Matters Learning and Development). | | | | | |
| As a Prime Area of Learning C and L underpins all specific subject areas and National Curriculum subjects. It has strong links with:  EYFS  Characteristics of Effective Learning  Specific Area EYFS Literacy (Reading)  Expressive Arts and Design  National Curriculum  English | **Listening and Attention**  Listens to others in one-to-one or small groups, when conversation interests them  Listens to familiar stories with increasing attention and recall  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories  Focusing attention – can still listen or do, but can change their own focus of attention  Is able to follow directions (if not intently focused) | **Understanding**  Understands use of objects (e.g. Which one do we cut with?)  Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture  Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box  Beginning to understand why and how questions | | | **Speaking**  Beginning to use more complex sentences to link thoughts (e.g. using and, because)  Able to use language in recalling past experiences  Can retell a simple past event in correct order (e.g. went down slide, hurt finger)  Uses talk to explain what is happening and anticipate what might happen next Questions why things happen and gives explanations. Asks e.g. who, what, when, how  Beginning to use a range of tenses (e.g. play, playing, will play, played)  Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture  Uses intonation, rhythm and phrasing to make the meaning clear to others  Talks more extensively about things that are of particular importance to them  Builds up vocabulary that reflects the breadth of their experiences  Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle | |
| **AUTUMN**  **Continuous**  A focus on Listening and Attention will continue over the year and will progress in each class as children are supported to listen and respond in different situations. Starting with one to one conversations and story sharing through to listening and attending in more formal group situations towards the end of their Reception year. Opportunities for children to engage in child- initiated play will offer opportunities for listening and responding to the ideas of others, while message board times and plan, do review times offer daily opportunities to listen to adults.  **Listening and Attention:**  Listen and begin to respond to adults who are playing beside them as they start to build relationships at Nursery. Listen to others who are talking about themselves.  Enjoy sharing books and listen to short stories with their key person. Share stories that are meaningful, familiar or highly interesting to the child. Use the children’s interests as a way of making choices about stories to share.  Introduce some Nursery rhymes, simple transition songs and poems as part of the daily routine. Encourage children to join in as adults sing. Identify environmental sounds that they can hear around Nursery and outdoors as they play.  Begin to stop and listen to an audio cue at transition times.  Talk with key person and some other children about themselves and their fascinations as they play. Using home learning photographs will help .  Continuous  (A focus on Understanding will continue over the year and will progress in each class as children are supported to learn how to ask and answer questions and to follow instructions and to take tuns as the speak. Adults will model asking and answering questions as children play offering commentary in playful situations to embed understanding of newly acquired vocabulary. Plan, Do Review times will offer daily opportunities to answer questions about meaningful experiences. The learning environment and daily routine will enable development of understanding instructions, requests and new vocabulary through opportunities for adults to model language alongside children through playful interactions, and the embedded use of visuals will encourage understanding of new vocabulary, events and routines.)  **Understanding**  As children come to know their learning environment they will explore ‘useful’ objects and tools. Adults model how to use them and use words to clarify what they are used for e.g. scissors are for cutting, pans are for cooking, we can pour from jugs.  Begin to recognise some symbols that help children to understand some actions such as sitting, looking, listening. Begin to understand what will happen now and next using a visual time table. Begin to use success criteria charts to support independence.  Learn to understand some actions that our bodies can do e.g. walk, run, stand, hop, stretch.  Develop understanding of simple concepts (big/little) as we explore our bodies and what they can do . Reinforce concepts in play.  Begin to hear some prepositions at tidy up times for example. Adults will model using prepositions to help children’s understanding. “Look the ball is under the table”  Adult’s model asking a range of open-ended questions during small group times and when acting as play partners including ‘who’ and ‘what’.  Regularly listen and respond to rhymes, songs and short stories. Build understanding of new vocabulary linked to theme ‘All About Me/Autumn Time” as children encounter new words.  Hear adults modelling two-part sentences as children play.  Continuous  (A focus on Speaking will continue across the EYFS and will progress in each class as children are supported to acquire new vocabulary through adult interactions then apply them in meaningful active play experiences. New vocabulary that can be taught will link to themes for each term alongside that which is generated by observations of children’s interests. Adults will model speaking and will demonstrate the correct use of grammar when communicating with children. Plan, Do Review and message board times will offer daily opportunities to model using talk by linking together ideas, and to introduce new vocabulary. The learning environment and daily routine will be used to offer opportunities to acquire new word and use them in context.)  **Speaking**  Get to know key people and respond to what they say by giving an answer or making a comment relating to what they heard the adult say. Some children will need time to establish trusted relationships for this to happen. Time can be spent in one-to -one situations with identified children.  Be comfortable talking alongside other children as they play.  Be introduced to the visuals that relate to good listening and know that we can listen when others are talking at group time.  Hear adults using prepositions and begin to respond to instructions involving in, on and under.  Use gestures and words and simple sentences to communicate. Adults model using conjunctions ‘and’ and ‘because’ to join simple sentences.  Introduce Plan, Do Review times. Children begin to say what they will do, and what they did.  As children play adults act as play partners to facilitate talk about what children are doing and what they are experiencing. This presents planned opportunities to use the present tense in talk and to broaden vocabulary.  Use photographs of children during child-initiated play or during planned experiences to offer opportunity to talk about what they did in the past. This presents planned opportunities to use past tense in talk.  Following the theme ‘All About Me’ encourage parents to send photographs of children learning at home. Children can retell past experiences with their key person.  Exploring outdoors in nature as autumn turns into winter support children to comment on the changes that are happening and begin to ask questions to find out more.  Adults model using key vocabulary in meaningful contexts linked to theme ‘All About Me’ and ‘autumn time’, through planned stories and by learning new words linked to the different cultures and communities of the cohort. Build vocabulary that names parts of the body, actions, feelings, clothing.  Broaden vocabulary using books linked to the theme ‘All About Me’ and ‘Autumn time. Extend vocabulary through sharing books and rhymes. Adults model reading by changing voices for characters and using intonation, rhythm and phrasing to make meaning clear.  In Nursery explore fiction books and information books about family life, feelings, festivals, celebrations and seasons  Broaden vocabulary through role play. Name family rules, and objects found around the home that reflects the different cultures within the cohort. Name doctors, dentists tools and use words re-enact a visit to the doctors and activities that happen at home. Name objects we might find at home during autumn/winter festivals. | | **SPRING**  **Listening and Attention:**  Engage in meaningful conversations that involves listening and responding to what familiar adults and children say as they play. Listen and respond to talk about what they are doing at play times and when visitors come to talk to them such as Mrs. Pickersgill and Vier the dog, Zoolab, Blue Cross Dogs or Pets at Home for example  Enjoy sharing books and listen to short stories with their key person and with other children who are interested.  Return to favourite books that children have experienced through book sharing and join in with repeating phrases and say what will happen next. Lay foundations for reading for pleasure by sharing newly introduced new books based on children’s interests or adult directed theme- creatures, spring.  Remember some of Nursery rhymes that they have been taught in the autumn term. Recite independently and learn some new rhymes linked to theme- creatures, spring time.  Listen and respond to simple instructions.  Talk with key person and some other children about new learning linked to theme creatures and sprint time. Link discussion to experiences, such as exploring garden birds, looking after pets, a visit to the farm for example.  **Understanding**  Build upon knowledge of resources and their uses as more resources are used to enhance the provision. Explore understanding of verbs e.g. ‘what can we use to stick? What can we use to cut? As children play.  Recognise and refer to symbols regularly used in the Nursery to support understanding of events. Symbols include visual timetables, success criteria charts.  Learn to understand some actions that creatures can do as they move e.g. scuttle, slither, climb, canter.  Develop understanding of more concepts (hot, cold, high, low, loud, quiet) as we explore the changing weather, explore musical instruments and observe creatures and what they can do. Reinforce concepts in play.  Build upon prepositions throughout the Nursery day. Adults will model using prepositions to help children’s understanding and begin to give directions using the prepositions taught “Put the pens in the tub’  Answer a range of open-ended questions during small group times and when acting as play partners or when exploring new learning linked to ‘Creatures and /Spring Time’ including ‘who’ ‘what’ and ‘where’ and beginning to hear ‘how and ‘why’.  Regularly listen to stories and rhymes and engage for short periods of time. Begin to demonstrate learning new rhymes, songs, and stories off by heart.  Build understanding of new vocabulary linked to theme ‘Creatures/Spring Time” as children encounter new words.  Follow instructions with two parts demonstrating increasing understanding of more complex sentences.  **Speaking**  Begin to engage in simple two -way conversations with their key person about play during child-initiated times. Begin to listen and respond to other children when supported by an adult in a small group situation.  Ask to join in a game with another child.  Know the visuals that relate to good listening and how we can use these to enable us to remember to take turns in conversations and discussions.  Begin to use prepositions in, on and under as they communicate. They hear and begin to respond to instructions involving next, to and behind.  Link simple sentences with conjunctions ‘and’ ‘because’ when communicating with others.  Become confident at explaining to others what they are planning to do and on return what they did at plan, do, review times.  Adults model asking questions to find out more about children’s play projects. Notice when children ask questions.  Use photographs of children during child-initiated play, from home learning input or during experiences to offer opportunity to talk about what they did in the past and what they can do next. This presents opportunities to use past and future tense in talk.  Following the theme ‘Creatures’ encourage parents to send photographs of children learning at home. Children can retell past experiences with their key person and begin to share in small groups.  Exploring outdoors in nature as winter turns into spring support children to comment on the changes that are happening and begin to ask questions to find out more.  Adults model using key vocabulary in meaningful contexts linked to theme ‘Creatures’ and ‘spring time’, through planned stories and experiences. Build vocabulary that names pets, farm animals and their babies, creatures that live in our garden.  Broaden vocabulary using books linked to theme ‘creatures’ and ‘spring time’. Extend vocabulary through sharing books and rhymes. Adults model reading by changing voices for characters and using intonation, rhythm and phrasing to make meaning clear.  In Nursery explore fiction books and information books about pets, farm animals and creatures that might live in the garden.  Broaden vocabulary through role play. Name pets, and objects that a pet or vet might use. Name vets tools and use words re-enact a visit to the pet shop or vet. Name objects we might find at home during winter/spring festivals. | | | **SUMMER (Getting Reception ready)**  **Listening and Attention:**  Engage in listening to others in small group times. Some small group times may be adult led to support their transition into Reception class.  Enjoy sharing books and poems with familiar adults and friends.  Begin to try telling the stories that they have heard, recalling key phrases and repeating refrains. These will be stories with which they have become familiar through repeated story sharing experiences.  Continue to lay foundations for reading for pleasure by sharing newly introduced new books based on children’s interests or adult directed theme- out and about in the environment.  Remember some of Nursery rhymes that they have been taught in the autumn and spring terms. Recite independently and learn some new rhymes linked to theme-spring, out and about in the environment.  Listen and respond to directions as they play or through transition times.  Talk with key person and some other children about new learning linked to theme out and about in the environment, summer time. Link discussion to experiences, such as exploring in the garden, visiting new places and having adventures at home, transition experiences.  **Understanding**  Build upon knowledge of resources and their uses as more resources are used to enhance the provision. Demonstrate understanding by commenting as they play or offering ideas to others “You can use the watering can to pour”.  Begin to understand new expectations in Reception class. Know that the visuals used in Nursery continue into their new learning environment.  Learn to understand some actions linked to travelling and getting about outdoors e.g. drive, float, fly, soar, rise, roll, skate.  Develop understanding of more concepts (old new, fast, slow, before, after) as we explore transition, being out and about in the environment. Reinforce concepts in play.  Demonstrate understanding of prepositions by identifying where objects are positioned, or where they are positioned in relation to other things.  Through adult modelling learn what questions ‘what and ‘where’ and ‘who’ ‘how and ‘why mean when exploring the ‘Out and About In the Environment/Summer Time theme’.  Listen to familiar and new stories. Begin to answer questions about what they have heard being read to them. Use illustrations to support understanding. Build understanding of new vocabulary linked to theme ‘/Spring Out and About in the Environment/ Summer Time” as children encounter new words.  Follow more instructions including those in new and unfamiliar environments, demonstrating an increasing understanding.  **Speaking**  Engage in two -way conversations with their key person or other children about play during child-initiated times and in small groups. They are supported with familiar visuals.  Invite other children to play by asking them to join in and explaining turns.  Recognise that the visuals that relating to good listening are also used in Reception class as we explore through transition.    Confidently understand and use prepositions in, on and under. Begin to use prepositions next to, and behind as they communicate.  Confidently talk to others using ‘and’ ‘because’ to join simple sentences. Begin to join sentences to talk in a range of contexts.  During group times, and particularly during plan, do, review times, children ask questions to find out more information. Talk about what they could do next or explain what they might change. Questions include ‘what’, ‘who’, ‘where’, ‘why’ and ‘how’.  Sequence a series of pictures relating to a past event. Children use conjunctions such as ‘and’ and ‘because’ as well as some time connectives to retell past experiences.  Following the theme ‘Out and About in the Environment’ encourage parents to send photographs of children learning at home. Children can retell past experiences with their key person and begin to share in small groups.  Exploring outdoors in nature as spring turns into summer support children to comment on the changes that are happening and begin to ask questions to find out more  Adults model using key vocabulary in meaningful contexts linked to theme ‘Out and About in the Environment’ and ‘summer time’ and through planned stories and experiences. Build vocabulary by naming different kinds of transport, ways that transport moves.  Broaden vocabulary using books linked to theme ‘out and about in the environment ‘summer time’. Extend vocabulary through sharing books and rhymes. Adults model reading by changing voices for characters and using intonation, rhythm and phrasing to make meaning clear.  In Nursery explore fiction books and information books about transport and holidays.  Broaden vocabulary through role play. Name different kinds of modes of transport, clothing for summer weather and packing for an adventure Name objects we might find at home during spring /winter festivals. |
| **Phase One Phonics**  **-Develop Listening and Attention**  **-Sound discrimination** | **Phase One Phonics**-  Aspect 1: General Sound discrimination- Environmental Sounds I can hear around the home and at school and in the community  Aspect 2: General Sound discrimination- Musical Instruments Identify different instrument sounds  Aspect 3: General Sound discrimination-  Body percussion -Making sounds using our bodies, learning verbs linked to body percussion.  Aspect 4 : Rhythm and Rhyme Joining in with rhymes poems and songs based on ourselves theme  Aspect 6 : Voice Sounds Sound effects made using the voice. | | **Phase One Phonics**-  Aspect 2: General Sound discrimination- Musical Instruments Identify difference between similar sounds, explore changing sounds with instruments  Aspect 3: General Sound discrimination-  Body percussion -Making sound patterns  Aspect 4 : Rhythm and Rhyme Joining in with rhymes poems and songs based on creatures, clapping syllables.  Aspect 5 Alliteration Exploring the first sounds in our names, alliterative jingles, begin I spy games (Little Wandle Foundations in Phonics)  Aspect 6 : Voice Sounds Sound effects made using the voice. Begin to explore making specific phonemes (Little Wandle Foundations in Phonics)  **Aspect 7 Oral Blending and segmenting**- Sound Talking Games (Little Wandle – Foundations in Phonics) | | | **Phase One Phonics** (Getting Ready for Reception0  Aspect 2 and Aspect 3 Making repeating and rhythmic sound patterns  Aspect 4 : Rhythm and Rhyme Joining in with rhymes poems and songs based on theme. Copying repeated rhythms and making up rhythmic patterns. Clapping syllables in longer words.  Aspect 5 Alliteration Exploring the first sounds in other words and matching words with same initial sound, alliterative jingles, I spy games (Little Wandle Foundations in Phonics)  Aspect 6 : Voice Sounds Explore making specific phonemes- speech sound articulation (Little Wandle Foundations in Phonics)  **Aspect 7 Oral Blending and segmenting**- Sound Talking Games (Little Wandle – Foundations in Phonics) |
| **Reception Class ready:**  **By the end of their time in nursery we aim for children to have developed strong foundations in the Prime Areas and be ready to shift their focus of learning to wards the more specific areas.** | We intend for children entering our Reception class to be:   * Children who are confident speakers and can use talk in a range of ways, asking questions, starting conversations, through role-play and are building up a repertoire of vocabulary through stories, songs and rhymes * Children who enjoy listening and responding to a story * Children who can communicate their needs effectively. Children who are able to ask questions to develop understanding, follow 2 part instructions and describe events already happened * Children who can use longer sentences to communicate * Children who have mostly clear speech or have been identified for SALT. | | | **Early Identification of support:**   * Children whose skills in the Prime Area of Communication and Language are not developing in line with what is appropriate for their age are identified early and appropriate interventions are put in place over the Nursery year. Sessions may include Early Talk Boost. * Parents are kept informed across the year about progress in the Prime Areas of Learning and any continued areas of concern. * Children who have been identified with lower levels of attainment in the area Communication and Language will be given increased targeted support to give them the experiences they need to broaden their vocabulary and engage in an increased number of quality interactions. They may need targeted support through a PLP. * Children may need to be referred to outside agencies such as SALT or HINT. * Progress and intervention support is shared with the Reception teacher during transition. | | |

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| **Physical Development (Statutory Framework for the Early Years Foundation Stage: Educational Programmes )**  Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives7. 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. | | | | | |
| **Physical Development** | **Autumn Term: It’s Autumn Time!/All About Me**  (Starting Nursery, Finding out about ourselves and our feelings, keeping healthy and safe through routines, families and making friends, autumn festivals, dark and light, changes in the environment in Autumn ) | **Spring Term  : It’s Spring Time!/Creatures**  (Garden Birds, Creatures in the garden, Pets, Farm Animals) | | | **Summer Term : It’s Summer Time!**  **Out and About in the Environment**  (Local Area, trips out with school and with our families, maps holidays, exploring the garden in summer time, exploring our new school and grounds) |
| As a Prime Area of Learning PD underpins all specific subject areas and National Curriculum subjects. It has strong links with:  EYFS  Characteristics of Effective Learning  Specific Area EYFS Literacy (Writing)  Expressive Arts and Design (creating with materials)  **National Curriculum**  **PSHE**  **English (Writing)**  **P.E.** | Range 5 (Birth to 5 Matters Learning and Development). | | | | |
| **Moving and Handling**  Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise  Walks down steps or slopes whilst carrying a small object, maintaining balance and stability  Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles  Can balance on one foot or in a squat momentarily, shifting body weight to improve stability  Can grasp and release with two hands to throw and catch a large ball, beanbag or an object  Creates lines and circles pivoting from the shoulder and elbow  Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons | | | **Health and Self-Care**  Can tell adults when hungry, full up or tired or when they want to rest, sleep or play  Observes and can describe in words or actions the effects of physical activity on their bodies.  Can name and identify different parts of the body  Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely  Can wash and can dry hands effectively and understands why this is important  Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body  Observes and controls breath, able to take deep breaths, scrunching and releasing the breath  Can mirror the playful actions or movements of another adult or child. Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.  Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom | |
|  | **AUTUMN**  **Moving and Handling**  Continuous  **Learning Environment and Daily Routine (also refer to continuous provision plan)**  Daily routine in both Nursery enables children access to learning both indoors and outdoors supporting development of gross and fine motor skills.  Layout of indoor and outdoor environment is planned to encourage spontaneous movement, encourage climbing and moving in different ways to negotiate and access spaces.  **Active Learning:** Children are encouraged to engage in active learning using a range of large and small-scale resources.  **Building and balancing** using large and small- scale construction resources indoors and outdoors are part of continuous provision. Outdoor learning spaces include opportunities for children to use their bodies to balance and travel in a range of ways including across a range of equipment.  Demonstrate some control when balancing.  **Developing Hand Eye Co-ordination**  Provide a range of activities and everyday tasks to engage in activities that require hand eye co-ordination, including managing fastenings for dressing for outdoor play. A small movement area such as a tinker table, manipulating ICT equipment and using tools in a range of areas  **Malleable Materials** Both classes have a dedicated area for using malleable materials as part of continuous provision.  **Developing increasing control when throwing catching and retrieving**  A range of large and small resources are available as part of continuous provision to enable development of throwing and catching skills.  **Using bikes**  Daily opportunities to develop control and co-ordination when using bikes. As children develop confidence they will progress form using balance bikes to pedal bikes.  As children enter Nursery they learn about one handed tools such as jugs to pour and spades to scoop.  As they learn ‘All About Me/autum’ they develop skills with one handed tools such as toothbrushes and hairbrushes.  Over the term they show increasing control when pouring and are beginning to show hand dominance.  **Making movements with my body**  Explore talk about and describe the actions and movements we can make with our bodies such as crawling, rolling, walking, jumping, running, climbing  Explore responding to music and stories with imaginative movement.  Children are taught to begin to avoid obstacles when running.  Children are taught to jump with increasing control.  Begin to show control when throwing and catching scarves and balloons.  **Nursery Hall Time** Respond to actions songs and rhymes based on ‘ourselves’ Explore vocabulary to describe different ways to move and travel.  **Foundations for Writing**  As children enter Nursery they learn about mark making resources available. Children show interest in mark making resources and can make some large shapes. Adults support children to use a tripod grip when they are ready.  Explore anticlockwise movements using large scale and small-scale movements to create circles and lines. When children are ready begin to copy letters from their name.  Health and Self-Care  Continuous  A focus on developing independent health and self-care skills continues across the EYFS. Encouraging independence in manging own needs with regard to health hygiene and managing personal needs such as dressing and undressing are encouraged throughout the daily routine and is supported with visual cue cards. A self- service snack table enables children to embed healthy eating and drinking practices that are modelled at small group snack time. During snack times new healthy snacks are introduced as an ongoing practice to introduce children to new tastes and textures alongside talk about the impact of healthy eating on our bodies. Fresh water and milk are available throughout the day. The learning environment is set out to encourage children to self -regulate their action when transporting and using tools and adults support children to assess risks through interactions as they play. Message board and home school links are ongoing with regard to supporting children to learn about health and self-care).  **Managing Needs**  As children start Nursery their emotional needs are supported by their key person. Children will learn to separate from main carer with confidence.  Becoming more confident to try putting on and removing own coat/hat etc. Take coat off independently  **Managing Health and Self-Care in autumn/winter**– clothes we can wear to support good health and wellbeing in cold temperatures. Exploring risks when playing outdoors in icy, snowy and cold weathers.    **Risk Assessment** Exploring the risks within our new learning environment. Teach children how to use resources play areas and tools with care and control and talk about how we can play with resources safely.  **Using stories:** Key stories are part of the provision and use at story time sessions that generate discussion about healthy routines around using the toilet and hand washing as children begin to learn how to be independent with their own hygiene. Books provide opportunities to talk about general health.  **Routines at Nursery** –Introduce routines at Nursery and begin to recognise what will happen now and next  **Role Play** Encourage children to demonstrate their knowledge and understanding of health and self- care practices through role play based upon people who help us such as dentist, doctor, baby clinic  **Routines- Keeping clean:** Learn about routines that keep us healthy. As children engage in learning around the theme ‘All About Me’ encourage children to use stories to learn about good practices with regard to routines such as dental hygiene, bath time, bedtime routines. using the toilet, germs and hand washing People who help us information books (doctor, dentist).  **Dental Hygiene** Explore tooth brushing routines that help us to look after our teeth healthy teeth. Begin to learn about foods that are not good for our teeth  **Healthy Eating and Our Bodies** Introduce children to making healthy choices at snack time. Learn that some foods help to keep us healthy and others are not so good for our health.Encourage children to try new fruit and vegetables at snack time.  .  **Emotion health and well-being**- All about me books to explore children’s interests and need– discussion about feelings, anxieties, feeling of hungriness etc. Introduce the Colour Monster to begin zones of regulation. | **SPRING**  **Moving and Handling**  Begin to make outdoor dens and garden buildings with large construction as the weather improves. Adults support children with larger fabrics. Model different ways to fix parts together.  Introduce children to tools they can use in the garden- When exploring the theme creatures explore the different tools that we can use to explore. Manipulate outdoor tools with increasing control and safety. Adult support as tools are introduced.  **Linked Jigsaw Theme - Healthy Me**  **-Exercising my body**  **-Physical activity and safety**  As children become more familiar with one handed tools to pour and scoop they develop greater control. Children begin to use one handed tools that require more skill such as making snips in paper with scissors, or applying glue using a glue spreader.  As they learn ‘Creatures/Winter’ they develop skills with one handed tools, such as spades to shovel snow, magnifiers to look closely at creatures, threading to make bird feeders.  Over the term they show increasing control when using scissors and are increasingly using a dominant hand.  **Making movements with my body**  Explore talk about and describe the actions, shapes and movements we can make with our bodies. Become more confident and controlled when crawling, rolling, walking, jumping, running, climbing. Explore responding to music and stories with imaginative movement.  Begin to learn to balance by squatting and balancing while sitting.  Begin to show control when throwing and catching a large ball.  Learn to use a scooter with increasing control and co-ordination.  **Nursery Hall Time** Respond to actions songs and rhymes based on ‘creatures’. Explore different shapes we can make and ways to move our bodies. Explore vocabulary to describe different ways to move and travel linked to animals  **Foundations for Writing**  Explore anticlockwise movements using large scale and small- scale movements to create circles and lines. Children are moving on from a whole hand grip of pencils and are beginning to independently hold pencils between thumb and two fingers.  Children are ready begin to copy letters from their name. Focus on anticlockwise movement and retracing lines (individual)  Health and Self-Care  **Managing Needs**  Children confidently leave main carer and enter Nursery with confidence.  They can take off their coat and hat, and hang it on a peg. They are beginning to show skill in dressing for outdoor play, putting on and pulling up a zip that has been started by an adult.  They can begin to use a knife and fork to cut play dough.  They can peel their own fruit.  **Managing Health and Self-Care in winter/spring**– clothes we can wear to support good health and wellbeing in cold temperatures. Exploring risks when playing outdoors in icy, snowy and cold weathers.    **Risk Assessment** Children put into practice risk assessments and measures that they identified in the autumn term. Children are observed to use tools safely with reducing adult support.  **Using stories:** Key stories are part of the provision and use at story time sessions that generate discussion about healthy routines around healthy eating. Books provide opportunities to talk about foods that are healthy choices.  **Routines at Nursery** –Children enjoy the daily routine and are familiar with the visual time table.  **Role Play** Encourage children to demonstrate their knowledge and understanding of the impact of pets on our emotional well-being.  **Routines Keeping clean:** Learn about different reasons for hand washing including after handling animals and after working in the garden.  **Emotion health and well-being**- Continue to learn new words to talk about emotions. Use zones of regulations more readily to talk about and manage emotions. Know that they can use strategies embedded in Nursery to help them to manage emotions.  **Jigsaw- Dreams and Goals**  **-Jobs- looking after animals**  **Jigsaw- Healthy Me**  **-Keeping our bodies healthy** | | | **SUMMER**  **Moving and Handling**  Use what they have learnt about den building and large construction to make tents, and reconstructions of vehicles. Children are more able to manipulate larger fabrics and are more skilled at finding ways to fix parts together.  Children know about and can use to tools they can use in the garden- When exploring the theme out and about in the environment children explore different tools that we can use to explore, use hammers to make tents, and develop the garden. Manipulate outdoor tools with increasing control and safety.  Children develop skills to use one handed tools with which they have become familiar. They use tools to build, balance, construct and transfer with control and in safety.  Children can use craft tools to make simple models.  As they learn ‘Out and About in the Environment/summer, they can select and use tools that they need for exploring with confidence and control.  Children have developed a more dominant hand for using one handed tools.  **Making movements with my body**  Explore talk about and describe the shapes and movements we can make with our bodies.  Crawl, roll, walk, jump, run, and climb with increasing agility. Continue to build control when hopping and skipping.  Explore responding to music and stories with imaginative movement with increasing awareness of the shapes their bodies can make. Begin to learn to balance by standing on one leg or balancing ion two points of contact.  Begin to show control when throwing and catching a range of objects such as bean bags and smaller balls.  **Nursery Hall Time** Respond to actions songs and rhymes based on ‘holidays and visiting new places. Explore further ways to move linked to travelling. Explore different shapes we can make and ways to move our bodies. Explore vocabulary to describe different ways to move and travel.  **Foundations for Writing**  Children are beginning to make some letters in their name using correct formation. They are using a more comfortable tripod grip when using mark making tools.  Health and Self-Care  **Managing Needs**  Children begin to make visits to their new reception class and learn to leave their Nursery key person.  They can independently dress and undress for outdoor play. They learn where they might put their belongings in their new reception class  They can begin to use a knife and fork to cut up soft food. They can peel their own fruit and pour their own drinks.  **Managing Health and Self-Care in spring/summer**– clothes we can wear to support good health and wellbeing in hotter temperatures. Exploring risks when playing outdoors in sun.  **Risk Assessment** Children are quick to identify risks as they play indoors and outdoors. They can change their behaviour to keep safe when exploring the wider school during transition. Encourage children to assess risks of being outside in hot weather. Encourage children to access drinking water, recognise when they need to seek out shade and recognise other ways they can stay safe  **Using stories:** Key stories are part of the provision and use at story time sessions that generate discussion about keeping safe outdoors in the summer time such as protecting our skin, keeping hydrated, keeping cool.  Encourage children to use stories to learn about good practices with regard to germs, hand washing after exploring in the garden, sun safety in the hot weather.  **Routines at Nursery** –Children are confident at following the Nursery routine and begin tolearn about a new routine that they will learn in reception class.  **Role Play** Encourage children to demonstrate their knowledge and understanding of safety when out and about through police role play, road safety roles.  **Keeping Safe Sun Safety-** Keeping safe and healthy in the sun. Learning about the slip, slop, slap message and explore ways that we can protect our skin in the sunny weather  **Keeping Safe -Respecting Privacy**  **NSPCC Pantosaurus-**Learn that our bodies belong to us and that we can expect others to respect our privacy to begin to learn that we can tell a trusted adult if they are worried or upset about anything**.**  **Mental Health**- how being outside in nature can help our mental health  **Road safety -**Explore road safety when exploring outdoors and as part of out of school visits and walks in the local area. Invite Marcus into school to learn about road safety.  **Healthy Eating**  Exploring eating cold foods and drinking lots of water to keep us cool and hydrated in summer.  Engage children in cooking, baking and packed lunch making activities that introduce fruit and vegetables into diet e.g. salads. Fruit smoothies, ice lollies. Explore why it is important to eat a range of foodstuffs.  **Emotion health and well-being**-Confidently use a range of words to talk about emotions. Use zones of regulations more readily to talk about and manage emotions as they engage in transition activities.  **Jigsaw- Relationships**  **-Family life**  **Jigsaw- Changing Me**  **-Bodies**  **-Respecting my body** |
| **Reception Class ready:**  **By the end of their time in nursery we aim for children to have developed strong foundations in the Prime Areas and be ready to shift their focus of learning to wards the more specific areas.** | We intend for children entering our Reception class to be:   * Children who can move and travel over obstacles confidently and safely in a range of ways. * Children who know the importance of and enjoy physical activity and are showing development of their strength, balance and coordination. * Children who are using a tripod grip with a dominant hand to apply good pressure and control and can mark make, trace shapes, enclose spaces, form some letters and numbers accurately. Children who can use small tools to complete a task. * Children who are showing independence with their own needs – can put on a coat, hat, wellies, fasten buttons and pull a zip, wash their hands and use the toilet, beginning to hold a knife and fork to eat with , will try new foods, enjoy physical activity, know some healthy food choices and can brush their own teeth. | | **Early Identification of support:**   * Children whose skills in the Prime Area of Physical Development are not developing in line with what is appropriate for their age are identified early and appropriate interventions are put in place over the Nursery year. Sessions may include IT Kit or ICE Pack resources. * Parents are kept informed across the year about progress in the Prime Areas of Learning and any continued areas of concern. * Children who have been identified with lower levels of attainment in the area Physical Development will be given increased targeted support to give them the experiences they need to develop control and co-ordination, improve hand-eye co-ordination, build physical and core strength. They may need targeted support through a PLP. * Children may need to be referred to outside agencies such as HINT, Health Visitor or OT. * Progress and intervention support is shared with the Reception teacher. | | |

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| **Literacy (Statutory Framework for the Early Years Foundation Stage: Educational Programmes )**  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). | | | | |
| **Literacy** | **Autumn Term : It’s Autumn Time!/All About Me**  (Starting Nursery, Finding out about ourselves and our feelings, keeping healthy and safe through routines, families and making friends, autumn festivals, dark and light, changes in the environment in Autumn ) | **Spring Term  : It’s Spring Time!/Creatures**  (Garden Birds, Creatures in the garden, Pets, Farm Animals) | | **Summer Term : It’s Summer Time!**  **Out and About in the Environment**  (Local Area, trips out with school and with our families, maps holidays, exploring the garden in summer time, exploring our new school and grounds) |
| **Literacy is a specific area of learning. It has strong links with**  EYFS Characteristics of Effective Learning  **National Curriculum**  **English**  **Computing**  Phonics curriculum  Our school uses Little Wandle as part of our phonics curriculum. In Nursery we introduce the aspects of Phase One phonics and over the course of the year introduce children to Foundations in phonics. | Range 5 (Birth to 5 Matters Learning and Development). | | | |
| **Reading**  Listens to and joins in with stories and poems, when reading one-to-one and in small groups  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories  Begins to be aware of the way stories are structured, and to tell own stories  Talks about events and principal characters in stories and suggests how the story might end  Shows interest in illustrations and words in print and digital books and words in the environment  Recognises familiar words and signs such as own name, advertising logos and screen icons  Looks at and enjoys print and digital books independently  Knows that print carries meaning and, in English, is read from left to right and top to bottom  Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) Handles books and touch screen technology carefully and the correct way up with growing competence  Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps  Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words | | Writing  Makes up stories, play scenarios, and drawings in response to experiences, such as outings  Sometimes gives meaning to their drawings and paintings Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves  Includes mark making and early writing in their play  Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right  Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes  Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words  Begins to make letter-type shapes to represent the initial sound of their name and other familiar words | |
|  | **AUTUMN**  **Reading**  Continuous  **Daily sounds play with a focus on identifying and articulating everyday sounds** Every child will engage in daily sounds play groups. Teaching will respond to the skills children need to develop in order to tune in to the sounds that they hear in the environment. They will explore hearing, making and changing sounds. Teaching will link to phase one aspects as outlined below.  **Ongoing reading opportunities** in the learning environment- Print will be available across the learning environment with consistency in labelling across the phase. Children will have daily opportunities to see their names. The continuous provision will have many opportunities for children to access books so that they can engage in reading for pleasure.  **Print around the home and Nursery-** labels, signs and captions. Print from popular culture that children may see in their environment.  **Left to right orientation-** Following order of the visual time table, modelling reading at message board time and through shared reading using big books, adults model tracking text when sharing stories through play.  **Display-** Each class has an interactive Little Wandle phonics display as part of continuous provision.  **Message Board-** Adults use daily message board times to model reading caption and messages. Model tracking text with finger from left to right and over time begin to talk about letters that link to sounds.  **Developing a love of reading**  Set up inviting cosy reading places for children to share books with their key person. Books and stories link to interests and themes.  Begin to take home a book from the Nursery library.  **Reading for pleasure** is celebrated and encouraged. Children begin to take home a chosen book to share with parents.  **Using books linked to the theme**: Share information books, story books and  rhymes based on ourselves and being out and about in the autumn/winter with children as they play.  **Print I see all around me**-Tune into print in our environment. Include examples of logos from popular culture and familiar logos within the local community.  **Words that are important to me**- Learning how that their names can be displayed in print to be read.  **Foundations for Word Reading**  **Daily phase 1 phonics- Focus for Autumn Term**  Hear sounds in the environment.  Copy a sequence of sounds and to make different sounds.  Copy rhymes and fill in missing words.  **Comprehension**  **Daily story-telling and story sharing.** Daily routine enables children and adults to read for pleasure-see PWP planning for Nursery -story sacks, stones, props, boards, maps  Primary Writing Project – story settings, events and principal characters  **Maintaining a literacy rich environment**  Increasing range of print and digital books, both fiction and non-fiction to improve vocabulary acquisition and promote love of reading Non-fiction books accessible in learning environment that match learning interests.  Look at books independently and show an interest in different kinds of books.  Share a story with an adult and answer simple questions and show interest in illustrations.  Begin to join in with repeated phrases with a story.  **Writing**  **Writing for real purposes**-Child- initiated writing for a purpose in all classroom areas and outdoors. Making labels and captions for models pictures and play products as ongoing expectation.  **Print around the home and learning environment-** Give meaning to labels, signs and captions. Print from popular culture. Encourage recognition of meaningful print.  **Left to right orientation**-Modelling composition and transcription at message board time and when playing with the children. Adults model oral rehearsal and left to write right orientation.  **Mark Making through play**- Mark making resources available across the learning environment both indoors and outdoors.  **Display**- Children’s mark making is valued through ongoing celebration of mark making. Children’s mark making is used purposefully. **Message Board**- Adults use daily message board times to model writing captions and messages. **Storytelling**-Develop oral rehearsal of stories. Learn about story telling vocabulary, story structures, character, plot and setting through daily story sharing.  **Writing graphemes-**Adults model correct letter formation daily at message board times.  **Make pre-writing marks** and begin to talk about their meaning  Explore marks that are meaningful to the child.  **Give Meaning to marks**  Make marks that they talk about as their name.  Drawing and representing things that are important to them and beginning to apply meaning.  Give meaning to signs and symbols that they learn as part of the Nursery routine such as visual timetable.  **Vocabulary–** Adults introduce children to new vocabulary as they play linked to theme ‘all about me’- example vocabulary may include naming body parts, feelings, family, movements I can make, senses.  Out and about in the winter-example vocabulary may include weather, clothing, winter activities, arctic animals.  New vocabulary linked to festivals and cultural diversity within the cohort. | **SPRING**  **Reading**  (A literacy rich continuous provision, daily routine and well-planned learning environment that encourage vocabulary acquisition, reflects the PWP approach to teaching early reading and writing skills enable children to read and write for meaning through playful and meaningful experiences)  **Developing a love of reading**  Set up inviting cosy reading places for children to share books with their key person and other children Books and stories link to interests and themes.  Take home a book from the Nursery library.  **Reading for pleasure** is celebrated and encouraged. Taking books home to share with parents is embedded. Children talk about the stories they share at home.  **Using books linked to the theme**: Share information books, story books and rhymes based on creatures and being out and about in the winter/spring with children as they play.  **Print I see all around me**-.Tune into print in our environment. Adults point out signs and labels in the learning environment.  **Words that are important to me**- Reading their names for self -registration every day.  **Foundations for Word Reading**  **Daily phase 1 phonics- Focus for Spring Term**  Show increased awareness of rhyme and alliteration.  Recognise some familiar words – name, logos  Develop blending and segmenting skills through adult modelling and copying.  **Comprehension**  Handle books independently and choose a favourite story. Begin to talk about that happens in the story.  Show interest in words that are read and illustrations.  Enjoy joining in with repeated phrases and begin to say what they think will happen next.  **Writing**  (A literacy rich continuous provision, daily routine and well-planned learning environment that encourage vocabulary acquisition, provides many opportunities for mark making and enables children to read and write for meaning playful experiences)  **Make pre-writing marks** Make marks and give meanings to them as they draw and paint.  Attempt to copy marks and sometimes letters that the see.  **Give Meaning to marks**  Write own name on labels and pictures that they make, starting to make shapes like recognisable letters.  Begin to make circles and lines as they ‘write’  Begin to make a series of shapes that run from left to right.  Give meaning to more signs and symbols that they see as they explore the learning environment e.g wet floor signs, exit signs  **Vocabulary–** Adults introduce children to new vocabulary as they play linked to theme ‘creatures’ including naming animals and their features. Extend vocabulary to talk about patterns, size features and habitats.  Out and about in the spring-example vocabulary might include weather, spring growth, animals and their babies, life cycles, naming birds  New vocabulary linked to festivals and cultural diversity within the cohort. | | **SUMMER**  **Reading**  **Developing a love of reading**  Set up inviting cosy reading places for children to share books with their key person and other children. Share books with new key people during transition. Books and stories link to interests and themes. Find cosy places to read in their new Reception Class.  **Reading for pleasure** is celebrated and encouraged. Taking books home to share with parents is embedded. Children talk about the stories they share at home.  **Using books linked to the theme**: Share information books, story books and rhymes based on growing and being out and about in the spring/summer, holidays and the local area with children as they play.  **Print I see all around me**-.Tune into print in the new Reception class. Children notice signs and labels that are similar to Nursery.  **Words that are important to me**- Reading their names for self -registration every day. Begin to read the names of friends.  **Foundations for Word Reading**  **Daily phase 1 phonics- Focus for Summer Term**  Show increased awareness of rhyme and alliteration.  Recognise some familiar words – name, logos  Develop blending and segmenting skills through adult modelling and copying.  Children may begin Phase 2 phonics when ready (liaise with Reception Teacher and Reading Lead)  **Comprehension**  Begin to ask for favourite stories and confidently select books to look at. Talk about what happened in the story they shared with their key person, remembering characters, story setting and events. Show interest in print and illustrations.  Confidently join in with repeated phrases and anticipate what happens next.  **Writing**  **Make pre-writing marks**  Begin to copy the letters from their name. Correctly form some letters  Begin to talk about writing for different purpose such as labels for a picture or through role play.  using correct formation.  They are using a more comfortable tripod grip when using mark making tools.  **Give Meaning to marks**  Write own name on labels and pictures that they make, make recognisable letters as they copy graphemes.  Begin to make circles and lines and increasingly more letter type shapes as they ‘write’  Make a series of shapes that run from left to right and track their ‘writing’ as they talk about what it ‘says’  Give meaning to more signs and symbols that they see as they explore the learning environment e.g signs and labels for resources.  **Vocabulary–** Adults introduce children to new vocabulary as they play ‘holidays and places to visit including the local area’. Example vocabulary may include naming places and landmarks, weather, resources to take in a holiday, picnic, travel and transport. Naming new places  Out and about in the summer -example vocabulary might include weather, summer growth, clothing New vocabulary linked to festivals |
| Writing for a purpose  Possible genre.  In Nursery children will begin to learn about the possibilities of writing for a purpose through adult modelling, talking about marks and finding out about why we write. | Birthday cards,  Christmas cards,  Name badges,  Lists,  Shopping lists,  Making labels | Signs and labels in the learning environment  Labels for pictures of ‘creatures’  Making marks to record stories. | | Lists for holiday, picnic, shopping  Postcards,  Stories,  Maps,  Signs and directions,  Making marks to match a photograph  Record stories using marks  Tickets |
| **Phase One Phonics**  **-Develop Listening and Attention**  **-Sound discrimination** | **Phase One Phonics**-  Aspect 1: General Sound discrimination- Environmental Sounds I can hear around the home and at school and in the community  Aspect 2: General Sound discrimination- Musical Instruments Identify different instrument sounds  Aspect 3: General Sound discrimination-  Body percussion -Making sounds using our bodies, learning verbs linked to body percussion.  Aspect 4 : Rhythm and Rhyme Joining in with rhymes poems and songs based on ourselves theme  Aspect 6 : Voice Sounds Sound effects made using the voice. | **Phase One Phonics**-  Aspect 2: General Sound discrimination- Musical Instruments Identify difference between similar sounds, explore changing sounds with instruments  Aspect 3: General Sound discrimination-  Body percussion -Making sound patterns  Aspect 4 : Rhythm and Rhyme Joining in with rhymes poems and songs based on creatures, clapping syllables.  Aspect 5 Alliteration Exploring the first sounds in our names, alliterative jingles, begin I spy games (Little Wandle Foundations in Phonics)  Aspect 6 : Voice Sounds Sound effects made using the voice. Begin to explore making specific phonemes (Little Wandle Foundations in Phonics)  **Aspect 7 Oral Blending and segmenting**- Sound Talking Games (Little Wandle – Foundations in Phonics) | | **Phase One Phonics** (Getting Ready for Reception0  Aspect 2 and Aspect 3 Making repeating and rhythmic sound patterns  Aspect 4 : Rhythm and Rhyme Joining in with rhymes poems and songs based on theme. Copying repeated rhythms and making up rhythmic patterns. Clapping syllables in longer words.  Aspect 5 Alliteration Exploring the first sounds in other words and matching words with same initial sound, alliterative jingles, I spy games (Little Wandle Foundations in Phonics)  Aspect 6 : Voice Sounds Explore making specific phonemes- speech sound articulation (Little Wandle Foundations in Phonics)  **Aspect 7 Oral Blending and segmenting**- Sound Talking Games (Little Wandle – Foundations in Phonics) |
| **Reception Class ready:**  **By the end of their time in nursery we aim for children to have developed strong foundations in the Prime Areas and be ready to shift their focus of learning to wards the more specific areas.** | We intend for children entering our Reception class to be:   * Children who are enthused by reading and books and are developing a passion for reading! * Children who can hold a book the correct way and know where a story starts and that we read left to right, top to bottom. * Children who can talk about stories in detail and with excitement, and can answer simple questions * Children who can hear and identify sounds in the environment, instrumental sounds and who can copy and repeat a sequence of sounds, words, body actions, movements and sentences. * Children who are developing an awareness of rhyme, rhythm and alliteration through stories, songs and speech. * Children who are developing early oral blending and segmenting and are confident with sequencing and following instructing and listening with accuracy. * Children who can recognise their name and give initial sound. * Children who understand that marks, letters and words represent meaning and are beginning to mark make to communicate meaning * Children who are able to make marks that are beginning to look like letter shapes * Children who are beginning to write their own name forming some letters correctly. | | | |

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| **Mathematics (Statutory Framework for the Early Years Foundation Stage: Educational Programmes )**  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. | | | | | | | | | | |
| **Mathematics** | **Autumn Term : It’s Autumn Time!/All About Me**  (Starting Nursery, Finding out about ourselves and our feelings, keeping healthy and safe through routines, families and making friends, autumn festivals, dark and light, changes in the environment in Autumn ) | | | **Spring Term  : It’s Spring Time!/Creatures**  (Garden Birds, Creatures in the garden, Pets, Farm Animals) | | | | **Summer Term : It’s Summer Time!**  **Out and About in the Environment**  (Local Area, trips out with school and with our families, maps holidays, exploring the garden in summer time, exploring our new school and grounds) | | |
| **Mathematics is a specific area of learning. It has strong links with**  **EYFS** Characteristics of Effective Learning  **National Curriculum:**  **Maths** | Range 5 (Birth to 5 Matters Learning and Development). | | | | | | | | | |
| **Comparison**  Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You’ve got two, I’ve got two. Same! | **Counting**  May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.  Uses some number names and number language within play, and may show fascination with large numbers  Begin to recognise numerals 0 to 10 | **Cardinality** Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond  Explores using a range of their own marks and signs to which they ascribe mathematical meanings. | | **Composition**  Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Beginning to use understanding of number to solve practical problems in play and meaningful activities Beginning to recognise that each counting number is one more than the one before Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same | **Spatial Awareness**  Responds to and uses language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like | **Shape**  Chooses items based on their shape which are appropriate for the child’s purpose Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects  Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes  Attempts to create arches and enclosures when building, using trial and improvement to select blocks | | **Pattern**  Creates their own spatial patterns showing some organisation or regularity Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next | **Measures**  In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items  Recalls a sequence of events in everyday life and stories |
| **AUTUMN**  **Counting-Numbers in the learning environment:** Engage children in counting and number recognition during playful interactions as they play. Learning environment encourages counting and number recognition through layout of resources.  **Singing counting rhymes**-Daily opportunities to sing counting rhymes and to represent number using objects, fingers and actions.  **Using number language in everyday experiences and activities-**Daily routine supports application of number, including comparison counting forwards, backwards and understanding numerical patterns. Use of number frames, number lines and number squares are available on display and throughout the learning environment. Layout of resources enables everyday involvement in number problem solving  **Vocabulary**- build mathematical vocabulary through planned introduction of words (Mathematical Vocabulary bank)  **Number in Books:** Include books with Maths themes as part of continuous provision  **Composition of Number-** Use five frames in Nursery to support understanding of number. Frames available within and across the learning environment. Numicon and double-sided counters available throughout learning environment  **Subitise**- Number frames support subitising, snack times, message board times, number rhyme play offer daily opportunities to subitise with numbers up to five. Dice games available in continuous provision indoors and outdoors.  **Maths’s focused session daily during snack, gathering times or during adult led time, revisited in child-initiated learning times.**  **Comparison**  As children enter the setting adults model vocabulary lots, more not many and not enough when playing with children in the Nursery areas.  Children’s attention is drawn to where comparisons can be made through play and in real life situations such as snack time and through daily routines.  **More than/fewer than**  As children play they recognise that two very small collections have the “same number”.  Talk about which group has ‘more’ things.  Begin to compare sets of objects that have a widely different number of things. Add challenge to draw children’s attention to numerosity of the comparison.  **Counting**  Introduce Numicon 1-3  Introduce a five frame for counting and use double sided counters.  **Saying number words in sequence:**  Children engage in counting through daily opportunities to sing number and counting rhymes. Reciting number names 1-5 counting forwards and backwards  Looking at number collections, counting a fixed number of objects (things that cannot be moved) 1-3.  Counting out objects from a larger group 1-3.  Showing fingers 1-3.  **Tagging each object with one number word and know the last number said gives the total so far.**  Engage in daily opportunities to count object (accurately up to three)  One to one correspondence when counting 1-3 (tagging)  **Conservation**  Beginning to look at “I still have three” (when objects are moved).  **Cardinality**  Make small collections of 1 or 2 objects. Know that there are 1 or 2 objects without counting (subitise)  When counting up to 3 objects children learn that the last number said tells us the total counted so far.  Begin to make marks and link to numbers.  **Spatial Awareness**  **Develop spatial awareness**  Introduction to prepositions. Adults model using prepositions as they engage in moving objects during play or at tidy up time or talk about position of children.  **Develop spatial vocabulary**  Model talking about position e.g. ‘I am sitting beside, I am sitting in front of……’  Look at and talk about things that are far away and very close.  **Shape**  Children explore shape through play within the continuous provision indoors and outdoors, and in particular in construction and block play.  Recognizes and names a typical circle, square, rectangle and, triangle. Rotate shapes in atypical orientations to match them to a prototype.  Offer many opportunities to explore shape by building and constructing. Opportunities to construct and create things that represent familiar objects. Adults support children to notice shape properties of the object that they want to represent; encourage them to think about the appropriateness of the shapes they choose.  **Pattern**  Children explore patterns through play within the continuous provision indoors and outdoors.  Talk about and identify the patterns around them such as on natural objects and materials.  Join in with creating ABAB patterns alongside adults. Continue, copy and make their own ABAB patterns – stick, leaf, stick, leaf.  **Measures**  Engage in finding out about length, weight, capacity and time through enhanced provision, incidental opportunities, through daily routine, and interactions with adults.  Introduce daily visual time table to explore what will happen now and next in the day.  Introduce children to concept of measuring time over a week/ month  As children play with objects they recognise and talk about the specific attributes of (for example) length – that a stick is long; adults are tall. Learn vocabulary from the adults around them. | | | **SPRING**  **Maths’s focused session daily during snack, gathering times or during adult led time, revisited in child-initiated learning times.**  **Comparison**  Build on skills knowledge and understanding of comparison from autumn term through play and in real life situations such as snack time and through daily routines. Compare collections of up to 3 items. The items look the same.  **More than/fewer than**  Compare quantities (1-3) using language: ‘more than’, ‘fewer than’.  **Ordinal numbers**  Identify the first and second object in a sequence. Use now and next boards and visual timetables.  **Identify groups with the same number of things**  Provide opportunities for children to see that groups can consist of equal numbers of things. check that groups are equal, by matching objects on a one-to one basis. (Numbers 1-3).  **Counting**  Use Numicon 1-5 in a variety of ways in child-initiated learning times.  Use a five frame for counting and use double sided counters. Introduce ten frames.  **Saying number words in sequence:**  Children engage in counting through daily opportunities to sing number and counting rhymes. Reciting number names 1-5 confidently, counting forwards and backwards and begin to count to ten forwards and backwards  **Tagging each object with one number word and know the last number said gives the total so far**  Looking at number collections, counting a fixed number of objects (things that cannot be moved) 1-5  Counting out objects from a larger group 1-.5  Showing fingers 1-5.  **Numeral Meanings**  Link numerals and amounts: for example, showing the right number of objects to match the numeral, 1-5.  Interactive displays support children to identify and order digits 1-5.  **Conservation**  Beginning to look at “I still have five” (when objects are moved).  **Cardinality**  Subitise numbers 1-3 using a variety of number patterns  Make small collections of 12 or 3 objects. Know that there are 1, 2 or 3objects without counting.  When counting up to 5 objects children learn that the last number said tells us the total counted so far.  Begin to make marks and link to numbers. Draw people for example and say 2 eyes, 2 legs, 1 nose.  **Composition**  Explore how I can make 2 and 3 using smaller numbers- Numicon, double-sided counters, five frames. (How else can I make 2/3?)  Separate 2 and 3 objects in different ways recognising that the total is the same  Explore number patterns and ‘thewhole amount is…’ using visuals linked to number rhymes and songs e.g 2 frogs in the pond, 1 frog on the log, and at snack time.  Link the number symbol (numeral) with its cardinal number value 1-3  **Spatial Awareness**  **Develop spatial awareness**  Begin to use words to describe position of animals on the shelf in the field for example.  **Develop spatial vocabulary**  Develop vocabulary around positional language when explaining where animals are placed during small world play.  Begin to use the words they have heard adults model to describe position in relation to themselves during play, explain where they are sitting, who is sitting, beside them in front, behind etc.  **Shape**  Children explore shape through play within the continuous provision indoors and outdoors, and in particular in construction and block play.  Using 2D and 3D shapes that they know show increasing intentionality in their selection of shapes, for example using cylinders to represent wheels because they can roll.  Adults model describing properties of shapes by using specific language in everyday situations... Introduce and model language to describe 2D shape properties  Matches a wider variety of shapes with the same then different size and orientation.  Naming 2D shapes. oval, and pentagon.  **Pattern**  Children explore patterns through play within the continuous provision indoors and outdoors.  Continue to talk about and identify the repeating patterns around them such as on natural objects and materials. Adults point out the unit of pattern as they play. Create ABAB patterns and begin to  notice and correct an error in a repeating pattern.  **Measures**  Engage in finding out about length, weight, capacity and time through enhanced provision, incidental opportunities, through daily routine, and interactions with adults.  Introduce weekly diary /visual time table to begin talking about what happens on different days e.g. it is hall day tomorrow.  Introduce children to vocabulary today, tomorrow, yesterday  As children play with objects they use words to describe attributes of objects e.g. tall, short, heavy. Begin to make comparisons between objects relating to size, length, weight and capacity. | | | | **SUMMER**  **Maths’s focused session daily during snack, gathering times or during adult led time, revisited in child-initiated learning times**.  **Comparison**  Build on skills knowledge and understanding of comparison from spring term through play and in real life situations such as snack time and through daily routines. Compare collections of up to 5 items. The items look the same.  **More than/fewer than**  Compare quantities (1-5) using language: ‘more than’, ‘fewer than’.  **Identify groups with the same number of things**  Provide opportunities for children to see that groups can consist of equal numbers of things. check that groups are equal, by matching objects on a one-to one basis. (Numbers 1-5).  Match small, equal collections consisting of different looking items. Show that they are the same number.  **Counting**  Use Numicon 1-5 in a variety of ways in child-initiated learning times and show interest in bigger numbers.  Use a five frame for counting and use double sided counters. Begin to see ten frames as two five frames.  **Saying number words in sequence:**  Children engage in counting through daily opportunities to sing number and counting rhymes. Reciting number names 1-10 confidently, counting forwards and backwards. Attempt counting as far as they can go.  **Tagging each object with one number word and know the last number said gives the total so far**  Looking at number collections, confidently count a fixed number of objects (things that cannot be moved) 1-5. Begin to count beyond 5 objects.  Counting out objects from a larger group 1-.5  Showing fingers 1-5. Begin to count beyond 5 objects.  Using objects, pictures and creating pictograms. Is it still five even if it looks different?.  **Numeral Meanings**  Consistently link numerals and amounts, show the right number of objects to match the numerals 1-5 and begin to recognise digits past 5.  **Cardinality**  Subitise numbers 1-4 using a variety of number patterns  Make small collections of 1,2,3 or 4 objects. Know that there are 1, 2 or 3objects without counting.  When counting up to 5 objects children learn that the last number said tells us the total counted so far.  Begin to make marks and link to numbers. Draw 1-5 objects.  **Composition**  Explore how I can make 2 -4 using smaller numbers- Numicon, double-sided counters, five frames. (How else can I make 2/3/4?)  Separate 2, 3 and 4 objects in different ways recognising that the total is the same  Explore number patterns and ‘thewhole amount is…’ using visuals linked to number rhymes and songs e.g 2 frogs in the pond, 3 frog on the log, and at snack time.  Link the number symbol (numeral) with its cardinal number value 1-5  **Spatial Awareness**  **Develop spatial awareness**  Begin to move objects around so they see things from different perspectives  Begin to slide and turn objects as they play with shapes and objects to adjust and change direction if necessary. Lean to visualise how things will appear if tuned or combined.  **Develop spatial vocabulary**  Children need opportunities to be exposed to and to use the language of position and direction: position: ‘in’, ‘on’, ‘under’ direction: ‘up’, ‘down’, ‘across’.  Describe position in relations to themselves during play, explain where they are sitting, who is sitting, beside them in front, behind etc.  **Representing spatial relationships** begin to use objects to make simple representations of spaces, make enclcosures for objects. For example, make a space to represent a car . Set out seats inside including where the divers seat will go for example  **Shape**  Children explore shape through play within the continuous provision indoors and outdoors, and in particular in construction and block play.  Using 2D and 3D shapes that they know make intentional choices about their selection of shapes building on what they have learnt in spring term.  Children begin to describe the properties of shapes using specific language building on what they were taught in spring term.  Naming 2D shapes and hear adult using vocabulary to name 3D shapes.  **Pattern**  Children explore patterns through play within the continuous provision indoors and outdoors.  Talk about, extend, copy and create and become more confident at spotting errors.  **Measures**  Engage in finding out about length, weight, capacity and time through enhanced provision, incidental opportunities, through daily routine, and interactions with adults.  Make comparisons between objects relating to size, length, weight, and capacity  Use weekly diary /visual time table to begin talking about what happens on different days e.g. it is hall day tomorrow.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, then and next | | |
| **Reception Class ready:**  **By the end of their time in nursery we aim for children to have developed strong foundations in the Prime Areas and be ready to shift their focus of learning towards the more specific areas.** | We intend for children entering our Reception class to be:   * Children who are confident and inquisitive about number are using the language and manipulating number in the environment and in every-day tasks. * Children who are confident to problem solve, make connections, use apparatus, recall facts with increasing independence * Children who can count forwards and backwards to 10 and are beginning to recognise the numerals. * Children who are beginning to understand the patterns of counting and developing awareness of ordinal and cardinal numbers. * Children who are becoming familiar with some basic mathematical language – more, less, altogether, how many, first, last, add, take away * Children who can count objects (including 2 groups of objects, irregular groups of objects, 1more, 1 less ) by touch counting * Children who can copy repeating patterns and sequences and are beginning to extend * Children who are can name and describe simple shapes and are showing awareness and understanding of length, height, weight, capacity and time. | | | | | | | | | |

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| **Understanding the World (Statutory Framework for the Early Years Foundation Stage: Educational Programmes)**  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. | | | |
| **Understanding the World** | **Autumn Term : It’s Autumn Time!/All About Me**  (Starting Nursery, Finding out about ourselves and our feelings, keeping healthy and safe through routines, families and making friends, autumn festivals, dark and light, changes in the environment in Autumn ) | **Spring Term  : It’s Spring Time!/Creatures**  (Garden Birds, Creatures in the garden, Pets, Farm Animals) | **Summer Term : It’s Summer Time!**  **Out and About in the Environment**  (Local Area, trips out with school and with our families, maps holidays, exploring the garden in summer time, exploring our new school and grounds) |
| **Understanding of the World is a specific area of learning. It has strong links with:**  **EYFS** Characteristics of Effective Learning  **National Curriculum:**  **Science**  **R.E**  **Geography**  **Computing**  **PSHE**  **History** | Range 5 (Birth to 5 Matters Learning and Development). | | |
| People and Communities  Shows interest in the lives of people who are familiar to them  Enjoys joining in with family customs and routines  Remembers and talks about significant events in their own experience  Recognises and describes special times or events for family or friends  Shows interest in different occupations and ways of life indoors and outdoors  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family | The World  Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talks about why things happen and how things work  Developing an understanding of growth, decay and changes over time  Shows care and concern for living things and the environment  Begin to understand the effect their behaviour can have on the environment | Technology  Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support  Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets  Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images  Knows that information can be retrieved from digital devices and the internet  Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet |
| AUTUMN  People and Communities  Continuous  Understanding the past through experience of stories- Primary Writing Project – understanding past through settings, characters, events encountered in books read in class and storytelling, ongoing over the year.  Include stories about people from the past and how that can impact on their environment in continuous provision  Floor book – memory book of Reception recalling key events and special memories  Festivals-Know and understand which festivals children will know and celebrate throughout the course of the year  Role Play- resources reflect the diversity of culture within the cohort.  **Induction** Getting to know new adults and friends during transition into Nursery– talk about past events when thinking about home.  **Past and present events in my life**  Introduce the visual timetable and now and next cards  Introduce talk about what they are doing and what they will do as they play.  Use All About Me books to talk about past events during staggered intake.  Over the Autumn term Share information about past and present events linked to their own lives. Share stories about what they did. Begin time line linking to our past.  **People who are special to me**-  Finding out about new friends and adults in Nursery  Talk about people who are special in their lives.  Use photographs during the transition process and beyond to talk about different families and family members, friends.  Begin to understand that others have special times too such as friends’ birthdays.  Hear about the many different kinds of families that we have.  **People who Help Us**  Learn about people who help us. Invite firefighters, dental hygiene, school nurse etc into the setting. Use experiences to support development of role play  **We are all unique**  Talk about themselves and what makes them the same and different to their friends.  Talk about themselves and their likes and dislikes.  Begin to hear and celebrate the diversity within our Nursery. Link to time line displaying special times, events and celebrations that are important to everyone in our Nursery community.  Exploring different celebrations: Halloween, Harvest, Diwali, Christmas and other festivals that are celebrated in the autumn/winter by children and adults in the class (cohort specific).  **Role play**  Learn about the home area and base enhancements on family members and roles in our diverse homes, and different occupations. Link enhancements to what children say about home, link to photographs that they share to enable them to imitate events and actions of their own family and cultural background.  (See possible role play ideas).  **Festivals**-Celebrate festivals in the Autumn term- Diwali, Christmas and Halloween etc (cohort specific). Role play opportunities linked with festivals celebrated  Jigsaw- Being Me In My World -Self-identity Jigsaw- Celebrating Difference -Being Special -Families  **The World**  Enabling environment- Daily opportunities to play indoors and outdoors enable children everyday opportunities for comment and questioning through quality interactions about the natural world through play. Provocations- Ongoing inclusion of new provocations of natural and found objects to enable children to demonstrate curiosity and interest in the features of objects and living things e.g. plants. Active experiential learning-Describe and talk about what they see hear, touch, smell and taste  **Getting to know the Nursery environment**  Getting to know new Nursery learning environment and finding out where things belong. Begin to learn about rules to look after our learning spaces.  **Explore natural and found objects linked to the changing seasons**  Spend lots of time outdoor in the autumn and winter time. Learn about the weather and the changing seasons.  Use their senses to explore natural materials in the environment found during these seasons. Look particularly at leaves and how they change.  Find out about how we can take care of garden creatures in Autumn/Winter.  **My Body**  To Find out about their body and name some body parts. Learn about what we can do with different parts of our bodies.  Name our senses and use them to explore.  Find out about how we can keep warm in the winter.  **Explore why things happen and how things work**  Think about routines such as bath time, bed time and tooth brushing and what the effects are on our bodies.  Explore light up toys and how they work during the dark nights.  Explore freezing and melting through our experiences with nature during play.  **Jigsaw**  - Being Me In My World   -Being Gentle  **Technology**  Learning Environment- Explore and enjoy investigating a range of ICT equipment in the setting including listening station, Smart board, PC, digital camera, IPad, Bee bots, light table, wind up toys Using tools- continuous provision enables children everyday access to tools that enable children to make changes to materials. They can be supported to learn how to manipulate them and make toys work with safety and control. Technology across the curriculum- software, tools, and technological equipment is used across all seven areas of learning to support children’s learning Exchanging and sharing information – digital imagery Use Ipads to record photographs and videos of important moments during daily play (PDR, recording PWP storytelling)  **Exchanging and sharing information –**  Introduce sharing information at Plan, Do Review times by sharing videos and photographs.  **Finding things out – research (internet and CD rom)** – Adults show children that they can find out information to find out about ourselves and areas of interest by using internet search.  **Learning to operate ICT equipment**- Finding ways to use technological toys to explore using our senses- telescopes, torches, projectors for example. Learn how to operate toys with knobs, pulleys and switches.  **Using our bodies to make toys work-** Use arms and legs to make toys work such as riding bikes, jack in a box, kaleidescope, wind up torch  Listening station to use our sense of hearing Making sounds and images through exploring the IWB, projecting images with light.  Sharing interactive sound books and engage with voice activated toys- observe and learning that our voices can activate toys.  **Using ICT equipment in the home** Encourage children to explore everyday ICT equipment that we use at home and everyday life, telephone, TV, mobile phone, iron, washing machine, microwave oven, digital clock, watch, camera, kitchen machines | **SPRING**  People and Communities  **Past and present events in my life**  Use visual timetable to find out what is happening now.  Talk about what they will do now and next at planning times.  Talking about our pets and talking about our experiences of spending time with Vier the school dog.  Talk about past experience such as a visit to the farm or pet shop.  Continue to add to time line.  Think about our past when exploring animals and their babies. Find out what we looked like when we were a baby.  Begin to explore the past and present in stories shared linked to interests and themes.  Explore the future by talking about what happened and what will happen next in stories.  **People who Help Us**  Role play based different occupations and creatures, such as vet, pet shop keeper, cat and dog hotel, grooming parlour for example. Visit to see a farm/farmer  **We are all unique**  Continue to reflect and celebrate on our similarities and differences as we grow, events happen and our preferences changes.  Listen to what others do and do not like to do during plan, do , review times.  Remember, hear about and celebrate the diversity within our Nursery. Link to time line displaying special times, events and celebrations that are important to everyone in our Nursery community.  Exploring different celebrations: Chinese New Year, Mother’s Day, Easter and other festivals that are celebrated in the winter/spring by children and adults in the class (cohort specific).    **Festivals**-Celebrate festivals in the Spring term- Chinese New Year, Mother’s Day, Easter R etc (cohort specific)ole play opportunities linked with festivals celebrated  **The World**  **Finding out more about the Nursery and environment indoors and outdoors:**  Explore the indoor and outdoor environment and begin to learn about the Reception class as our learning neighbours. Use photographs of our learning spaces and children playing in them to talk about possibilities. Begin to talk about what we see on our way to Nursery.  **Explore natural and found objects linked to the changing seasons** Spend lots of time outdoors in the winter/spring. Learn about the weather and the changing seasons. Use their senses to explore natural materials in the environment found during these seasons. Look particularly at leaves and how they change. Find out about how we can take care of garden creatures in autumn/winter and in particular the garden birds. Make bird feeders and observe from the garden bird hide.  **In the garden** Explore the changing garden from winter into spring. Observe the emerging spring bulbs and leaves on the trees. Plant new seeds ready for the summer and talk about what they need to help them grow.  **Looking after our environment**:  Explore ways that we can look after our Nursery environment and show care by keeping places tidy and safe. Begin to talk about what is safe when playing with tools and resources, and practice this with adult support.  Help to feed the garden birds in our garden as winter turns into spring.  **Finding out about our world:**  Begin to learn that creatures live in different places in our gardens.  **Seasons that change:**  Look for signs of spring through walks in the school grounds.  Investigate the change in weather.  Look at signs of winter, through winter walks and investigating the change in weather conditions.  **Animals and other Creatures**  Exploring animals– Know that creatures have names. Begin to categorise. Explore a range of habitats, looking at why Find out about British wildlife and animals that live on the farm. Learn about our pets and what we need to do to keep them healthy and safe. Begin to learn that we are similar to other animals as we also need exercise, to breathe, sleep eat, drink and to keep safe.  **Explore why things happen and how things work**  Find out about frogs and what happens as they change.  **Keeping Safe** Keeping safe when handling pets. Know that we need to wash out hands after handling. Invite blue cross dogs into school to find out about keeping safe when approaching and handling dog  Jigsaw- Dreams and Goals  -Jobs- looking after animals  -Setting goals in the environment  Jigsaw- Healthy Me –  Keeping our bodies healthy. Ourselves as living creatures.    **Technology**    **Developing ideas and making them happen** – **data logging** Introduce using cameras. Understanding that cameras can be used to capture a moment in time. Use timers to record time when cooking and baking.  **Exchanging and sharing information- text processing and multimedia-**  Use the IWB to make marks and record ideas in child-initiated play. Learn how to change colours and add shapes. Print and display marks. Learn about paint programmes that children can use on tablet.  **Finding things out – research (internet and CD rom)** -Learn that we can find out information about creatures and areas of interest to the children by using internet search.  Adults model using ICT equipment such as videos and photographs to make observations of animals  **Using ICT equipment in the home** Encourage children to explore everyday ICT equipment that we use outdoors and everyday life, lawn mower, wheelbarrow, hose pipe, watering can, metal detector. | **SUMMER**  People and Communities  **Transition into Reception**  Getting to know new adults and friends during transition into Reception– talk about past events when thinking about experiences at nursery and at home.  **Past and present events in my life**  Talk about what they will do now and next at planning times.  Use visual timetable to find out what is happening now. Begin to say what will happen and what happened before.  Talking about places that they have visited with family including holidays and days out. Use photograph sent in by families to support discussion.  Begin to use words like today, yesterday and tomorrow to talk about events in their lives, including talk about transition into Reception class.  Begin to set up a diary display of the week to enable language to be used daily.  **People who are special to me**-  Finding out about new friends and adults in Reception  **People who Help Us**  Learn about people who help us including drivers such as bus, train, pilot and sailor.  **We are all unique**  Talk about schools that they will go to. Meet new adults from different schools.  Listen to what others do and do not like to do during plan, do, review times. Reflect on what we are good and at what we are not so good at.  Remember, hear about and celebrate the diversity within our Nursery. Link to time line displaying special times, events and celebrations that are important to everyone in our Nursery community and share stories during transition.  Exploring different celebrations: Eid and other festivals that are celebrated in spring/summer by children and adults in the class (cohort specific).  **Festivals**-Celebrate festivals in the Summer term- Eid for example (cohort specific)ole play opportunities linked with festivals celebrated  **The World**  **Transition**  Exploring new Reception class setting and compare it to the Nursery setting.  **Finding out more about the school and environment:**  Begin to find out about the new spaces that we need to become familiar with for example entrances and exits for Reception class, wider school such as dining halls and whole school spaces.  **Explore natural and found objects linked to the changing seasons** Spend lots of time outdoors in the spring /summer. Learn about the weather and the changing seasons. Use their senses to explore natural materials in the environment found during these seasons. Look particularly at leaves and flowers in the garden and how they change. Find out about how we can take care of garden creatures in spring /summer. Continue to observe garden birds, making sure they have water to keep cool.  **In the garden** Explore the changing garden from spring into summer.  Observe the emerging flowers and leaves that we are now seeing thrive. Use senses to explore.  life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.  **Looking after our world**:  Begin to think of ways that we can look after our local area and world. Learn about things that we can do such as putting litter in the bin, keeping our spaces tidy at home, be safe when playing outside. Talk about and begin to demonstrate what is safe when playing with tools and resources.  **Seasons that change:**  Look for signs of summer through walks in the school grounds and out in the local area and on out of school visits.  Find out about the change in weather.  **Exploring things that move and how they work**- Naming transport and modes of travel. Find out more through small world play and in information books. Look closely at some real vehicles and explore how they work e.g. bike, car, tractor etc Explore toys that move through the air, on water or on wheels.  Find out about water resources and how they work Learn about float and sink through exploratory play.    **Keeping Safe:** Keeping safe when we are out and about. Learn about road safety and staying near to our adults. Find out about keeping safe near water. (RLSS)        **Technology**  **Developing ideas and making them happen – data logging** Begin to understand that digital devices can show external changes. Adults show children how to use timers to measure time, using a video recorder to record an event.  **Exchanging and sharing information- text processing and multimedia-** Learn more about ways that we can make marks using ICT equipment that can be displayed. Adults model making labels and signs using a keyboard and display to share.  **Exchanging and sharing information – digital imagery**  Adults model using cameras and tablets to record photographs and videos of important and out of school visit. Show children recordings.  **Exchanging and sharing information** – **electronic communication** Adults involve children with composing and sending emails to special people, to find out information about visiting a new place, to say thank you. Say hello to reception teacher and share special events with respective classes through TEAMs calls.  **Finding things out – research (internet and CD rom)** -Learn that we can find out information to research about seasons, travel and transport, and holidays through using ICT equipment and search engines.    **Developing ideas and making things happen – logo and control**  Programme simple toys to go forwards and backwards. Make remote-control vehicles work to explore journeys.  **Using ICT equipment in the community**-Encourage children to explore everyday ICT equipment that we use in everyday life, telephone, mobile phone, road crossing, transport, ticket machines, card machines, vending machine |
| **Reception Class ready:**  **By the end of their time in nursery we aim for children to have developed strong foundations in the Prime Areas and be ready to shift their focus of learning towards the more specific areas.** | We intend for children entering our Reception class to:   * Experiment with technological toys such as torches and walkie-talkies. * Allow children to photocopy and copy their own pictures. * Experiment with a range of materials for children to “stain” and have a go at washing, rinsing and drying outside in the sunshine. * Explore a range of pipes, funnels, containers, water wheels and water for children to play with. * Press buttons on educational visits such as the pelican crossing, or speak into an intercom to tell somebody you have come back. * Encourage children to take photographs and use mobile apps of things that interest them. * Explore with a range of materials that enable children to explore cause and effect. | | |

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| **Expressive Arts and Design (Statutory Framework for the Early Years Foundation Stage: Educational Programmes)**  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. | | | | |
| **Expressive Arts and Design** | **Autumn Term : It’s Autumn Time!/All About Me**  (Starting Nursery, Finding out about ourselves and our feelings, keeping healthy and safe through routines, families and making friends, autumn festivals, dark and light, changes in the environment in Autumn ) | **Spring Term  : It’s Spring Time!/Creatures**  (Garden Birds, Creatures in the garden, Pets, Farm Animals) | | **Summer Term : It’s Summer Time!**  **Out and About in the Environment**  (Local Area, trips out with school and with our families, maps holidays, exploring the garden in summer time, exploring our new school and grounds) |
| **Expressive Arts and Design is a specific area of learning. It has strong links with**  **EYFS** Characteristics of Effective Learning  **National Curriculum:**  **Art and Design**  **Design Technology**  **Music**  **P.E** | Range 5 (Birth to 5 Matters Learning and Development). | | | |
| **Creating with Materials**  Explores and learns how sounds and movements can be changed  Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns  Enjoys joining in with moving, dancing and ring games  Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home  Taps out simple repeated rhythms  Develops an understanding of how to create and use sounds intentionally  Continues to explore colour and how colours can be changed  Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience  Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces  Uses tools for a purpose | | **Being Imaginative and Expressive**  Uses movement and sounds to express experiences, expertise, ideas and feelings  Experiments and creates movement in response to music, stories and ideas  Sings to self and makes up simple songs  Creates sounds, movements, drawings to accompany stories  Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously  Engages in imaginative play based on own ideas or first-hand or peer experiences.  Uses available resources to create props or creates imaginary ones to support play  Plays alongside other children who are engaged in the same theme | |
|  | **AUTUMN**  **Creating with materials**  Sounds and movement- daily routine enables opportunities for singing and responding to songs with action. Phase one phonics activities support using voices and actions to explore how sounds can be changed, continued exploration of body percussion, and exploration of rhythmic patterns Planned weekly music time sessions in hall enable children to join in with regular action and ring games. Learning songs related to planned and child- initiated themes.  Using tools and materials- Everyday opportunities available to create and experiment with colour, movement, materials, marks on large and small scale. Free flow learning environment enables transportation of materials to allow combining media and materials. Introduce changing materials as part of enhanced provision. Developing cutting, building, sticking, folding, mixing and combining skills through provision of child-initiated activities in a range of areas  Construction, building and balancing- the learning environment offers daily opportunities for building and balancing with open ended loose parts, small and large-scale construction blocks and kits  **Sound and Movement**  Engage in singing songs and rhymes everyday including at transition times.  Using body to join in with action songs and rhymes.  Explore making sounds using body percussion  Explore changing sounds that we can make with our voices  Introduce some percussion instruments, explore the sounds they make and name some of them.  Explore music that reflects cultures within our cohort  Listen to a range of music that invokes feelings.  Learn Christmas songs and other songs linked to special occasions  **Exploring colour**  Experiment with colours, use senses to find out about colours in the learning environment. Find out about the changing colours in nature during autumn and winter.  Explore play with colour in the Nursery learning environment. Find out about the colours we like.  Explore light and dark using charcoals and chalks, exploring how to make marks using these materials.  **Explore Patterns and Texture:**  Experiment with marks and making textures using a range of tools.  **Making representations**  Begin to use representation to communicate (e.g drawing a line and saying “that’s me”). Use art materials to make marks and give meaning to their work..  Learning that they can draw pictures and make models that represent people.  Making faces using malleable materials such as playdough.  **Famous art work**-  Display famous self-portraits including Picasso, Van Gogh, Arcimboldo for children to see and talk about. Use images to influence children’s art work. Look at art from other cultures, reflecting autumn term festivals.  **Recreating art from own and other cultures**  Explore and experience art from own and other cultures, Diwali lamps, tie dying, Mhendi patterns, Christmas  **Building and constructing**  Explore building and constructing with kits, and junk modelling materials.  Learn that tools need to be used safely. Focus on cutting using one-handed tools. Introduce scissors to snip.  Being Imaginative  Being Imaginative  Imaginative play opportunities: Staff respond to children’s experiences through daily provision of resources to play imaginatively based on individual experiences  Use representation as a means of communication- open ended resources continuously available for use as props. Active play opportunities throughout daily routine enables opportunities to make sense of what they see, hear, touch and feel and responding imaginatively. Talk about their creations and what their intentions are.  Respond to comments and questions about their creations- Develop engaging in role play and small world play based on first hand experiences Develop using their imagination in art and design, music, dance, imaginative and role play and stories  **Role Play**- Begin to make believe by pretending. Start with what children know. Possible Nursery imaginative and role play themes may include Home area and play based on family experiences including representation of the range of cultures within the cohort. Explore resources available to create props.  **Responding imaginatively to artwork, objects and experiences of nature**  Explore the movement as we express our feelings. Find out about how our faces change when we are angry, sad, happy excited. Find ways of moving that represent our feelings.  Listen to and respond with movement and sound to music that evokes feelings.  Explore the changing seasons outdoors as autumn turns into winter. Use sound, colour, movement and music to respond imaginatively reflecting preferred form of expression. Link to festivals and occasions in the autumn term.  **Adding storylines and narratives within play**  Join in with storytelling times. Learn about sequences of events and characters. | **SPRING**  **Creating with materials**  **Sound and Movement**  Engage in singing songs and rhymes everyday including at transition times.  Using body to join in with action songs and rhymes based on the theme creatures/ out and about in the spring time.  Explore making sounds that represent long and short and high and low sounds, long and short sounds- represent changing size.  Make long and short sounds with voices and find out about instruments that make high and low sounds.  Explore changing sounds that we can make with our voices- high low, long and short  Learning songs and performing at Mother’s Day celebration and Easter time  Explore music that reflects cultures within our cohort  Listen to a range of music that invokes feelings and respond with movement.  **Exploring colour**  Continue to use their senses to explore and begin to be more aware of colour mixing with materials. Find out about the changing colours in nature during winter and spring. Explore colours when looking closely at creatures.  Explore shades of colours using pastels, exploring how to make marks using these materials. Begin to talk about creating lighter and darker colours.  **Explore Patterns and Texture:**  Explore and respond to textures in response to exploration of creatures  Explore recreating patterns in response to animal patterns that they see Explore how colour and textures can change  **Making representations**  Use art materials to make simple representations of objects and nature in response to changes in the environment. Make representations of animals, recreating animal patterns and features.  Begin to enclose spaces and give meaning to shapes they create.  **Famous art work**-  Display famous artwork linked to creatures through our knowledge of art in picture books e.g. Maurice Sendak, Lucy Cousins, Eric Carle. **Recreating art from own and other cultures**  Explore Chinese art, dragon dances, Easter  **Building and constructing**  Explore building and constructing with junk modelling materials, using different cutting and joining tools with support of an adult. Begin to use scissors to snip independently.  Being Imaginative  **Role Play**- Begin to make believe by pretending. Imitate people who are familiar to them or their peers as they play. Start with what children know. Possible Nursery imaginative and role play themes may include responding to celebrations in the home, and keeping a pet. Continue to reflect the range of cultures within the cohort. Explore more resources available to create props.  **Responding imaginatively to artwork and objects-** Explore the movement of different creatures explore more imaginative ways to move in response to animal movements. Notice movements other children are making and imitate.  Explore the changing seasons outdoors as winter turns into spring. Use sound, colour, movement and music to respond imaginatively reflecting preferred form of expression. Link to festivals and occasions in the spring term.  **Adding storylines and narratives within play**  Engage in imaginative role-play and small world play and beginning to build stories based on experiences using props.se knowledge of stories and rhymes in play with small world and puppets. | | **SUMMER**  **Creating with materials**  **Sound and Movement**  Engage in singing songs and rhymes everyday including at transition times.  Using body to join in with action songs and rhymes based on the theme holidays and being outdoors in the summer time.  Explore making sounds using instruments to make fast and slow sounds represent speed.  Explore changing sounds that we can make with our voices -fast and slow  Learning songs and performing at end of year celebrations.  Explore music that reflects cultures within our cohort  Use music and movement to make representation of hot and cold places.  **Exploring colour**  Continue to use senses to find colours in the learning environment and changing colours throughout the summer time season.  Explore ‘hot’ colours linked to changing temperature.  Find out how to make specific colours by mixing. Experiment with powder paint and watercolours.  **Making representations:**  Enclose space to create representations of people and animals for example.  Begin to make representations of events.  Use art materials to make simple representations of places and weather. Experiment to create different effects to represent weather.  **Famous art work**/ **Recreating art from own and other cultures**  Explore artwork from other cultures around the world  Explore water in famous art works art and find out what happens when we mix water and bubbles to paint, clay and mud.  **Building and constructing**  Explore building and constructing with junk modelling materials, using different tools with support of an adult.  Use construction materials to creates structures beginning to mix media to add details.  Use scissors to cut with confidence and safety.  **Role Play**- Begin to make believe by pretending. Start with what children know. Possible Nursery imaginative and role play themes may include responding to celebrations in the home, and preparing for a holiday. Continue to reflect the range of cultures within the cohort. Explore more resources available to create props.  **Responding imaginatively to artwork and objects**  Explore the sounds and motions of different forms of transport. Develop ways of representing what they know through different media.  Explore the changing seasons outdoors as spring turns into summer. Use sound, colour, movement and music to respond imaginatively reflecting preferred form of expression. Link to festivals and occasions in the summer term. Begin to combine art forms  **Adding storylines and narratives within play**  Continue to build confidence with language when engaging in imaginative role-play and small world play. Build stories based on experiences using props Use increasing knowledge of stories and rhymes to include narratives in small world and puppet play. |
| **Reception Class ready:**  **By the end of their time in nursery we aim for children to have developed strong foundations in the Prime Areas and be ready to shift their focus of learning towards the more specific areas.** | We intend for children entering our Reception class to be:   * Children who are confident to sing, dance, act, share their creations and can express ideas and feelings. * Children are creative and expressive and can use a range of mediums to share their ideas. * Children who can use their own imaginative skills to develop their own narratives, songs and dances, * Children who can use a range of materials, tools and techniques supported by an adult. * Children who are given a range of experiences to watch performances – musical, theatre, sports and talk about their feelings and responses. * Children who enjoy singing with their group and individually, developing understanding of rhythm, rhyme and alliteration. | | | |