



Pre-Nursery Long Term Plan 22-23

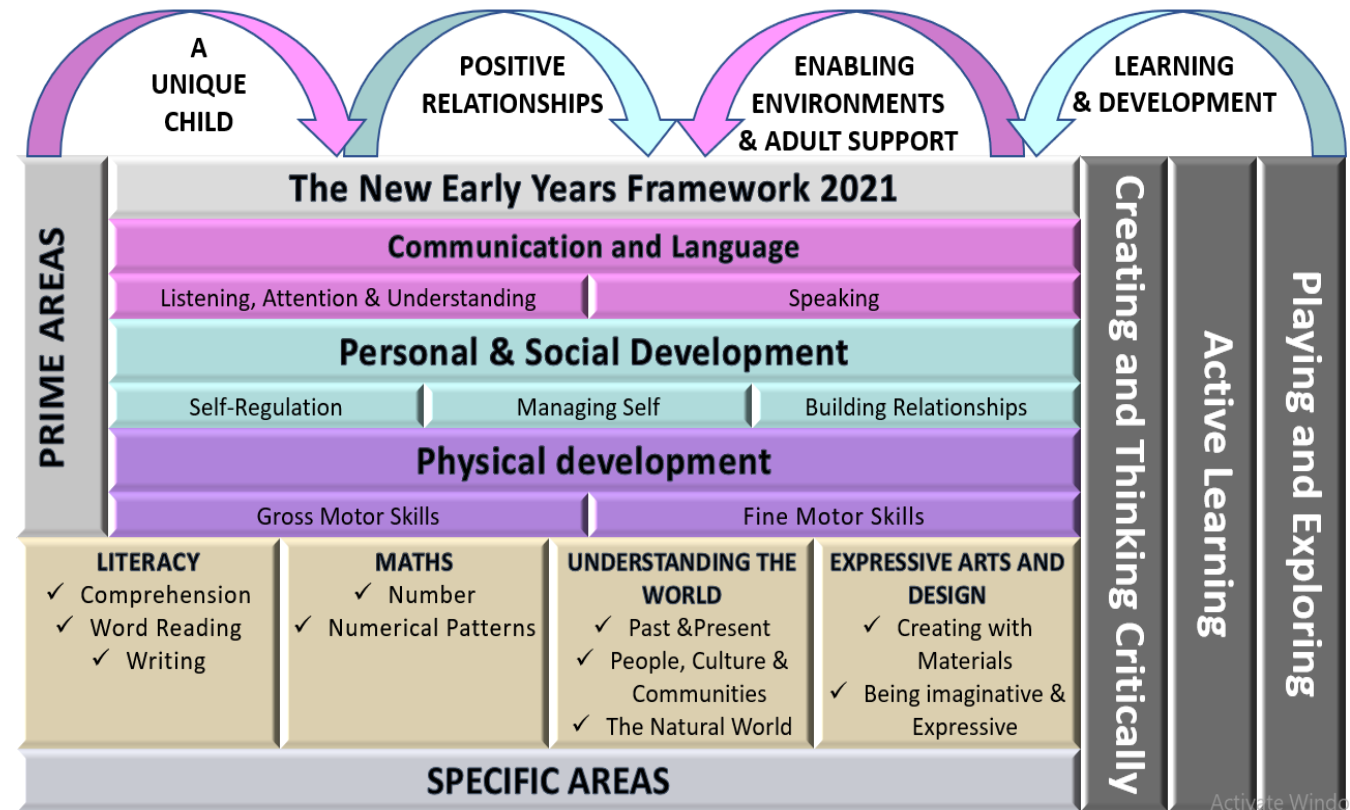
Intent:

At St Joseph's our aim is to provide an ambitious curriculum for our children in the EYFS. We aim to create an environment that reflects the current needs of the pupils and constantly adapts to ensure it meets their ever-changing needs. We aim to ensure all children are able to flourish regardless of backgrounds, circumstances or needs. We intend to create strong relationships with pupils to ensure they know our school is a safe and secure place for them to learn and develop. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

We recognise that children at St Joseph's start their journey with us at a range of starting points. We ensure we take these starting points into consideration so that every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. Our curriculum considers children's interests, individual needs and is grounded in the EYFS Framework to ensure child initiated and adult led activities support children's learning and development and to achieve their next steps. We have high expectation for our children and encourage them to develop their perseverance and self-belief. We encourage positive learning behaviours through our Star of the Week assemblies which focus on a key aspect of the Characteristics of Effective Teaching and Learning.



Our EYFS curriculum aims to enable our children to be:

- Inquisitive about the world around them
- Confident to learn new skills
- Resilient when faced with a challenge
- Effective communicators
- Caring individuals
- Proud of themselves and their achievements
- Regulate their feelings and develop a sense of wellbeing





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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Night and day	Bears	Colours	Transport	Farm life
 	<p style="text-align: center;">Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY: At St Joseph's, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</p> <p style="text-align: center;">We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>					



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes These themes may be adapted at various points to allow for children's interests	All about me	Night and day	Bears	Colours	Transport	Farm Life
High quality Texts	Time to go to Nursery Lulu loves Nursery Guess How Much I Love You Find Spot at Nursery I'm Starting Nursery Ten Little Fingers, Ten Little Toes	I love you Night and Day Wow Said the Owl Peace at Last Little Owl's Night The Very Helpful Hedgehog We're Going on a Leaf Hunt The Rabbit, The Dark and the Biscuit Tin	That's not my Teddy There's a Bear in your Book Polar Bear, Polar Bear Where Bear? Can't you sleep little bear Brown Bear, Brown Bear There's a Bear on my Chair A Brave Bear	When Spring Comes Elmer How do you make a rainbow? The Magic Crayon	The Runaway Train My Big Book of Transport Goodnight Tractor Where do diggers sleep at night? You can't take an elephant on a bus The Train Ride I Like Trains The Big Blue Train	A Squash and a Squeeze Open the barn door On the farm Who's on the farm? Spot goes to the farm The Hungry Hen
Diversity texts	My Hair I Love Me Spreading my Wings Same but Different	Goodnight Pablo	Marmalade the Orange Panda	Colour and Me The perfect fit	My World, Your World	Old Mikamba had a Farm
Traditional Tales	Little Red Ridding hood	The sleepy bumblebee	Goldilocks and the 3 Bears	Mr Wiggle & Mr Waggle	Little Red hen	The Gingerbread man
Rhymes, poems & Songs	Hello Song Lunch Song Goodbye Song	Twinkle, Twinkle Little Star Sleeping Bunnies	Teddy Bear, Teddy Bear Round and Round the Garden	The colour song I can sing a rainbow	The wheels on the bus Down at the station	Old MacDonald Little Bo Peep



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
General Themes These themes may be adapted at various points to allow for children's interests	All about me	Night and day	Bears	Colours	Transport	Farm life
Experiences and enrichments	Parent visits Stay and Play visits	Woodland walks Nature scavenger hunt	Woodland walks Cave role play	Large art painting experiences outdoors Colour hunt in woodland area	Car wash role play Large bus/transport role play	Mobile farm in school Visiting the chickens
Key vocabulary	hello, goodbye, nursery, home name, snack, play, friends	night, day, dark, light, outside, inside, leaf, woodland	bear, teddy bear, cave, little, big	Red, orange, yellow, green, blue, pink, purple, rainbow, colours	car, bus, airplane, tractor, digger, train	Farm, chicken, cow, sheep, dog, horse, rabbit



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
General Themes These themes may be adapted at various points to allow for children's interests	All about me	Night and day	Bears	Colours	Transport	Farm life
Assessment opportunities	Teacher assessment baseline EYFS team meetings Parents evening information	On going assessments Pupil progress meetings EYFS team meetings Internal moderation End of term Assessments	On going assessments EYFS team meetings Internal moderation	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments On going assessments 2 Year Old Check – Summary Reports	On going assessments EYFS team meetings Internal moderation	Pupil progress meetings On going assessments Phonics assessments EYFS team meetings
Parent involvement	Welcome meeting Tapestry involvement Stay & Play Parents Evening	Tapestry involvement Stay & Play	Tapestry involvement Stay & Play	Tapestry involvement Stay & Play Parents Evening	Tapestry involvement Stay & Play	Tapestry involvement Stay & Play



Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Night and day	Bears	Colours	Transport	Farm life
Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions and daily story time using high quality texts</p> <p>Listening, Attention and Understanding Speaking</p>	<p>Learning Objectives:</p> <p>I can explore toys that make sounds.</p> <p>I can copy gestures and some words an adult says.</p> <p>I can point to something I want, while making sounds to communicate.</p>	<p>Learning Objectives:</p> <p>I can understand a simple instruction such as "give to Miss" or "stop" with actions.</p> <p>I can recognise and point to objects if asked about them.</p> <p>I can repeat words.</p> <p>I can join in with singing familiar nursery rhymes.</p>	<p>Learning Objectives:</p> <p>I can listen to other people's talk with interest.</p> <p>I can be easily distracted by other things going on around me.</p> <p>I can make myself understood most of the time.</p>	<p>Learning Objectives:</p> <p>I can use multi-syllabic words such as 'banana' and 'computer'.</p> <p>I can develop pretend play based on real life experiences, such as putting a baby to sleep.</p> <p>I can listen and respond to a simple instruction.</p> <p>I can identify familiar objects and properties when it is described, such as 'blue car' or 'red apple'.</p>	<p>Learning Objectives:</p> <p>I can listen to simple stories and understand what is happening with the help of pictures.</p> <p>I can sometimes say how I am feeling using words, gestures and pictures.</p> <p>I can understand simple 'who', 'what' questions.</p>	<p>Learning Objectives:</p> <p>I can understand and respond to longer sentences such as 'make teddy jump'.</p> <p>I can understand simple 'who', 'what' and 'where' questions.</p> <p>I am starting to develop conversational skills, often jumping topic to topic.</p>
	Learning experiences will include: Settling in, familiarising self with setting and continuous provision, key worker time, sharing action rhymes and songs, interactions with adults including adults giving meaning to gestures and pointing by commenting.	Learning experiences will include: Key worker time, interactions with adults including adults commenting on what they are doing, adults adding words to model expanded phrases, daily story time, daily rhyme time	Learning experiences will include: Key worker time, interactions with adults including adults commenting on what they are doing, adults adding words to model expanded phrases, daily story time, small world play, daily rhyme time	Learning experiences will include: Key worker time, interactions with adults including adults commenting on what they are doing, adults adding words to model expanded phrases, daily story time, small world play, home corner play, daily rhyme time	Learning experiences will include: Key worker time, interactions with adults including adults commenting on what they are doing, adults suggesting words to describe feelings, adults allowing plenty of processing time in conversation, daily story time including books without words	Learning experiences will include: Key worker time, interactions with adults including adults commenting on what they are doing, adults adding words to model expanded phrases, daily story time, small world play, home corner play, daily rhyme time



Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Night and day	Bears	Colours	Transport	Farm life
Managing Self Self regulation Making relationships	<p>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.</p>					
	<p>Learning Objectives: I can recognise when my nappy needs changing. I can find ways to calm myself, through being calmed and comforted by my key person. I can explore my new setting with support from my key person.</p>	<p>Learning Objectives: I can use the toilet when taken with support. I am gaining more independence. I can manage transitions, for example from mt parent or career to my key person.</p>	<p>Learning Objectives: I can use the toilet with less support when taken. I feel confident and settled with my key worker so I can express a range of emotions. I can play with increasing confidence on my own and with other children. I can explore my classroom independently because I know my key person is near by.</p>	<p>Learning Objectives: I can recognise when I need the toilet. I can explore emotions beyond my normal range through stories and play. I am becoming more self-assured in my class.</p>	<p>Learning I can develop friendships with other children in my class. I can talk about my emotions. I am learning how to manage my emotions with support.</p>	<p>Learning Objectives: I can talk about my feelings in more detail such as 'I am sad because..' I am beginning to show 'effortful control' with my emotions such as waiting my turn.</p>
	<p>Learning experiences will include: Settling in activities, accessing comfort object to settle, making choices within the setting, key person time, adults modelling useful social phrases</p>	<p>Learning experiences will include: Accessing comfort object when upset, making choices within the setting, key person time, adults modelling useful social phrases</p>	<p>Learning experiences will include: Accessing comfort object when upset, making choices within the setting, key person time, adults noticing and talking about children's feelings, adults modelling useful social phrases</p>	<p>Learning experiences will include: Accessing comfort object when upset, making choices within the setting, key person time, adults noticing and talking about children's feelings, adults modelling useful social phrases, daily story time, home corner play, small world play</p>	<p>Learning experiences will include: Accessing comfort object when upset, making choices within the setting, key person time, adults noticing and talking about children's feelings, adults modelling useful social phrases, daily story time, home corner play, small world play</p>	<p>Learning experiences will include: Accessing comfort object when upset, making choices within the setting, key person time, adults noticing and talking about children's feelings, adults modelling useful social phrases, daily story time, home corner play, small world play</p>



Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Night and day	Bears	Colours	Transport	Farm life
Fine Motor Gross Motor	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	Learning objectives: I am gaining control of my whole body through practicing large movements such as waving, kicking and rolling. I can pass things from one hand to the other without dropping them.	Learning objectives: I can use a push along ride toy. I can explore tunnels, dens and large boxes, fitting inside them and moving them around. I can kick a ball.	Learning objectives: I can eat independently using a spoon. I can clap and stamp to music. I can throw a ball and attempt to catch it. I can attempt to do up poppers I can attempt to pour liquid into a cup. I am beginning to use child safe scissors with support.	Learning objectives: I can build independently using a range of construction resources. I can get my coat ready and start trying to put it on myself.	Learning objectives: I can climb the stairs with little support I can use a tricycle safely. I am starting so be more independent when getting dressed and undresses. I can join in with ball games throwing and attempting to catch.	Learning objectives: I am starting to eat independently using a fork and knife. I can explore different tools and materials. I can climb the stairs independently. I can move items to fit into the space I want.
	Learning experiences will include: Access to a variety of mark making tools, playdough, large balls and a range of construction toys, outdoor gross motor play.	Learning experiences will include: Access to a variety of mark making tools, playdough, large balls and a range of construction toys, outdoor gross motor play.	Learning experiences will include: Access to a variety of mark making tools, playdough, large balls and a range of construction toys, adults modelling use of spoons, water play, supervised use of safe scissors, outdoor gross motor play.	Learning experiences will include: Access to a variety of mark making tools, playdough, large balls and a range of construction toys, adults modelling putting on coat, outdoor gross motor play..	Learning experiences will include: Access to a variety of mark making tools, playdough, large balls and a range of construction toys, adults modelling putting on/taking off coat, using different types of paper to tear, make marks on and print on, outdoor gross motor play.	Learning experiences will include: Learning experiences will include: Access to a variety of mark making tools, playdough, large balls and a range of construction toys, adults modelling putting on/taking off coat, using different types of paper to tear, make marks on and print on, outdoor gross motor play.



Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Night and day	Bears	Changes around me	Transport	Farm life
	<p>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).</p>					
	<p>Learning objectives:</p> <p>I can tune in and pay attention to songs and rhymes.</p> <p>I can say some words in familiar songs and rhymes.</p>	<p>Learning objectives:</p> <p>I can copy finger movements and other gestures.</p> <p>I enjoy sharing a book with an adult.</p>	<p>Learning objectives:</p> <p>I can use a range of mark making resources.</p> <p>I can join in with songs and rhymes.</p> <p>I can copy sounds, rhythms and some tunes and tempo.</p>	<p>Learning objectives:</p> <p>I can sing songs and say rhymes independently.</p> <p>I can pay attention and respond to pictures or words.</p> <p>I can repeat words and phrases from familiar stories.</p>	<p>Learning objectives:</p> <p>I can ask questions about a book.</p> <p>I can make comments and share my own ideas about a book.</p> <p>I can look for and share a favourite book with adults and other children.</p> <p>I can look at books on my own.</p> <p>I can mark make freely and enjoy drawing.</p>	<p>Learning objectives:</p> <p>I can add marks to my drawings and give meaning to them.</p> <p>I can make marks by my picture for my name.</p> <p>I can notice some prints such as the first letter in my name or a familiar logo.</p>
	<p>Learning experiences will include:</p> <p>Daily story time, focus key texts, rhyme of the week</p>	<p>Learning experiences will include:</p> <p>Daily story time, focus key texts, rhyme of the week, gross motor mark making activities, retelling stories using story sacks and puppets</p>	<p>Learning experiences will include:</p> <p>Daily story time, focus key texts, rhyme of the week, access to a range of mark making tools and a variety of surfaces for mark making, gross motor mark making activities, voice and environmental sound games, retelling stories using props</p>	<p>Learning experiences will include:</p> <p>Daily story time, focus key texts, rhyme of the week, access to a range of mark making tools and a variety of surfaces for mark making, gross motor mark making activities, voice and environmental sound games, retelling stories using props</p>	<p>Learning experiences will include:</p> <p>Daily story time, focus key texts, rhyme of the week, access to a range of mark making tools and a variety of surfaces for mark making, voice and environmental sound games, retelling stories using props, mixture of gross motor and small-muscle mark making opportunities</p>	<p>Learning experiences will include:</p> <p>Daily story time, focus key texts, rhyme of the week, access to a range of mark making tools and a variety of surfaces for mark making, voice and environmental sound games, retelling stories using props, print rich environment, mixture of gross motor and small-muscle mark making opportunities</p>



Mathematics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Night and day	Bears	Colours	Transport	Farm life
	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 6, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Learning objectives:</p> <p>I can combine objects like stacking blocks and cups.</p> <p>I can put objects inside others and take them out again.</p> <p>I can take part in finger rhymes with numbers.</p>	<p>Learning objectives:</p> <p>I react to changes of amounts in a group of up the three items.</p> <p>I am developing counting-like behavior, such as making sounds, pointing.</p>	<p>Learning objectives:</p> <p>I can compare amounts saying 'lots', 'more' or 'same'.</p> <p>I can climb and squeeze into different spaces.</p> <p>I can build with a range of resources.</p>	<p>Learning objectives:</p> <p>I can count in everyday contexts, sometimes skipping numbers.</p> <p>I can complete an inset puzzle.</p> <p>I can compare sizes, using gestures and language such as 'bigger', 'little' or 'small'</p>	<p>Learning objectives:</p> <p>I can build more complex models with a range of resources.</p> <p>I can compare height and length using gestures and language such as 'high', 'low' or 'tall'.</p> <p>I can arrange things in patterns.</p>	<p>Learning objectives:</p> <p>I can compare the weight of an items using gestures and language such as 'heavy'.</p> <p>I can notice patterns in the environment.</p>
	<p>Learning experiences will include:</p> <p>Free play with a range of objects, daily rhyme time to include finger action rhymes</p>	<p>Learning experiences will include:</p> <p>Adults modelling changes in amounts through play (e.g. adding more bricks/eating up food), adults model counting sequence in a variety of meaningful contexts</p>	<p>Learning experiences will include:</p> <p>Adults describing children's position using positional language, construction play using large blocks and boxes, adults modelling mathematical language during play in a variety of meaningful contexts</p>	<p>Learning experiences will include:</p> <p>Adults model counting sequence in a variety of meaningful contexts, access to inset puzzles, adults modelling mathematical language during play in a variety of meaningful contexts, access to a range of objects in different sizes</p>	<p>Learning experiences will include:</p> <p>Construction play, adults modelling mathematical language during play in a variety of meaningful contexts, access to a range of objects in different sizes/heights, loose part play</p>	<p>Learning experiences will include:</p> <p>Construction play, adults modelling mathematical language during play in a variety of meaningful contexts, access to a range of objects in different sizes/heights, loose part play</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Night and day	Bears	Colours	Transport	Farm life
<p>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.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>						
	Learning objectives: I can move and dance to music.	Learning objectives: I can explore paint, using fingers and other parts of the body as well as brushes and other tools. I can explore how a range of musical instruments work.	Learning objectives: I can join in with songs and rhymes, making some sounds. I can explore different materials using all their senses to investigate them.	Learning objectives: I can take part in action songs such as 'twinkle, twinkle little star.' I can use a range of musical instruments while singing a familiar song.	Learning objectives: I can start to make marks intentionally. I can make rhythmical and repetitive sounds.	Learning objectives: I can manipulate and play with different materials. I can use my imagination as I think about what I want to do with different materials. I can make simple models which express my ideas. I can express my ideas and feeling through mark making.
	<p>Painting, 3D modelling, messy play, collage, cutting, role play, threading, moving to music,, singing songs linked to topics, making instruments</p> <p>Work will be displayed in the classroom. <i>Lots of links to Fine Motor Skills..</i></p>	Learning experiences will include: Access to creative area with a range of mark making (large paint brushes, sponges, finger printing) rhyme of the week, indoor and outdoor construction area, home corner, natural resources.	Learning experiences will include: Access to creative area, mark making with different tools (brushes, tooth brushes, sponges, finger printing) rhyme of the week, indoor and outdoor construction area, home corner, natural resources.	Learning experiences will include: Access to creative area, mark making with different tools (brushes, tooth brushes, sponges, finger printing) rhyme of the week, indoor and outdoor construction area, home corner, natural resources.	Learning experiences will include: Access to creative area, mark making with different tools (brushes, tooth brushes, sponges, finger printing) rhyme of the week, indoor and outdoor construction area, home corner, natural resources.	Learning experiences will include: Access to creative area, mark making with different tools (brushes, tooth brushes, sponges, finger printing) rhyme of the week, indoor and outdoor construction area, home corner, natural resources.



Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Night and day	Bears	Colours	Transport	Farm life
	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<p>Learning Objectives: I know that my grown up will come back at home time. I can explore my new environment with support from a familiar adult.</p>	<p>Learning Objectives: I know where I put my coat in the morning. I can repeat actions that have an effect. I can explore and respond to different natural phenomena, such as the change of seasons (autumn).</p>	<p>Learning Objectives: I know where things are kept in my classroom. I can explore and respond to different natural phenomena, such as the change of seasons (winter).</p>	<p>Learning Objectives: I can explore natural materials outside and inside. I can explore and respond to different natural phenomena, such as the change of seasons (spring).</p>	<p>Learning Objectives: I know how to get ready for home time. I can explore materials with different properties.</p>	<p>Learning Objectives: I can make connections between the features of my family and others. I can notice differences between people.</p>
	<p>Learning experiences will include: Settling in activities, open ended play opportunities indoors and outdoors, home corner role play, access to comfort objects</p>	<p>Learning experiences will include: Collecting natural materials in the environment, cause and affect toys</p>	<p>Learning experiences will include: Collecting natural materials in the environment, nature walks in woodland area, small world play, open ended play opportunities indoors and outdoors</p>	<p>Learning experiences will include: Open ended play opportunities indoors and outdoors, nature walks in woodland area, spring flowers in setting</p>	<p>Learning experiences will include: Open ended play opportunities indoors and outdoors, variety of different natural materials (loose parts)</p>	<p>Learning experiences will include: Open ended play opportunities indoors and outdoors, home corner play, small world play, books and play materials that reflect the diversity of modern life</p>