



Nursery Long Term Plan

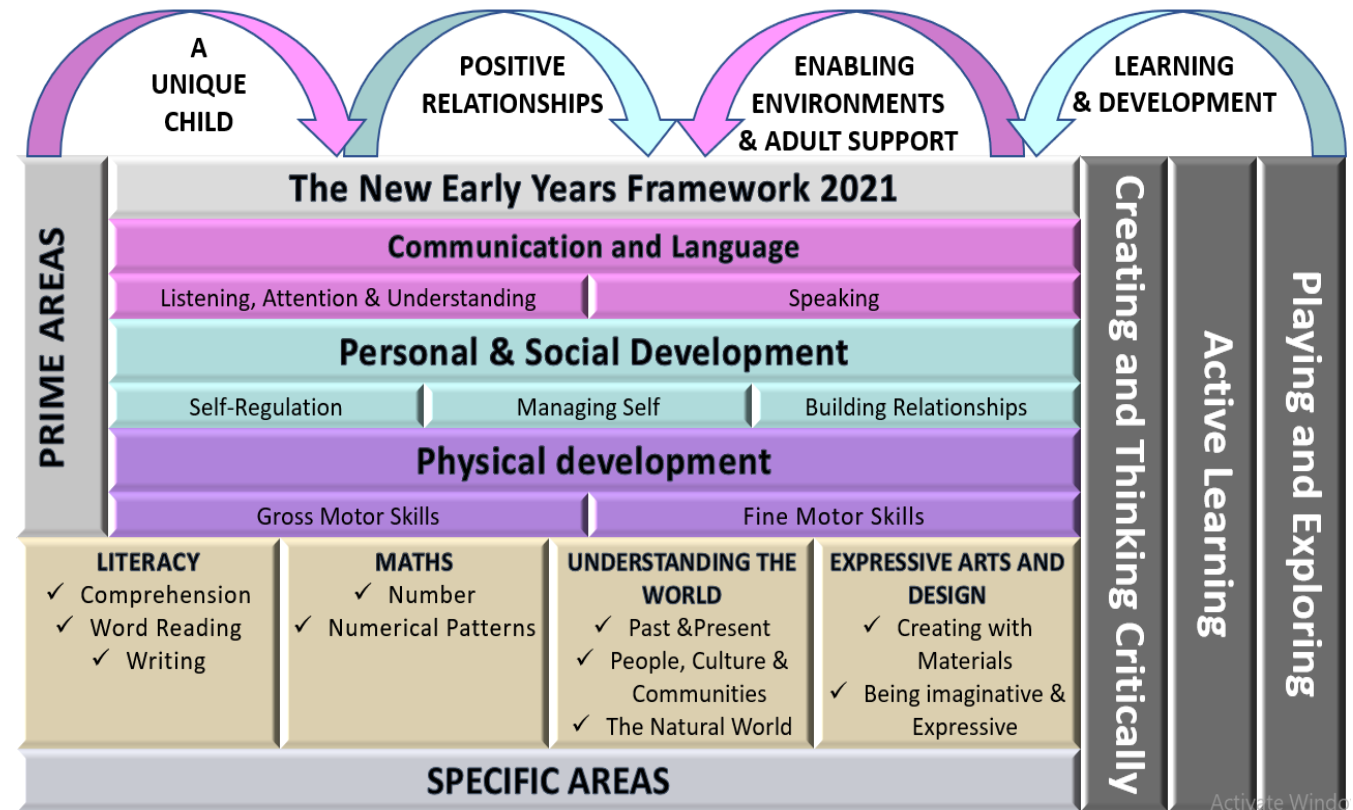
Intent:

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





Nursery Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and My Family	Megabeasts	Superheroes	Food Glorious Food	Adventures Under the Sea	Watch me grow
 	<p>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	Summer 2
General Themes These themes may be adapted at various points to allow for children's interests	Me and My Family (my first day at school, my immediate family – mum, dad, brothers, sisters, looking after myself, how big am i? how many fingers, what I like etc)	Megabeasts (dinosaurs, large land and sea creatures)	Superhero (strong, powerful, helpful, mission, kind, working in a team, real life superhero's, different, unique)	Food Glorious Food (fruit, vegetables, taste, senses, growing, cooking, baking)	Adventures Under the Sea (the sea as a habitat, animals that live under the sea, different ocean, seaside settings)	Watch me grow (how all living things grow, plants, animals and humans, what living creatures need to grow and survive)
Core text						
Traditional Tales	Three Billy Goats Gruff	The elves and the shoe maker	The three little pigs	The enormous turnip	The little mermaid	Ugly duckling



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General Themes These themes may be adapted at various points to allow for children's interests	Me and My Family (my first day at school, my immediate family – mum, dad, brothers, sisters, looking after myself, how big am i? how many fingers, what I like etc)	Megabeasts (dinosaurs, large land and sea creatures)	Superhero (strong, powerful, helpful, mission, kind, working in a team, real life superhero's, different, unique)	Food Glorious Food (fruit, vegetables, taste, senses, growing, cooking, baking)	Adventures Under the Sea (the sea as a habitat, animals that live under the sea, different ocean, seaside settings)	Watch me grow (how all living things grow, plants, animals and humans, what living creatures need to grow and survive)
High quality Texts	My Family My Mum is Fantastic My Dad is Brilliant This Is My House My New Baby Peace at Last Owl Babies I Really Really Need a Wee Za-Za's Baby Brother	If I had a Dinosaur Mad about Dinosaurs Dinosaur Roar Gigantosaurus Brown Bear Brown Bear Rumble in the Jungle Gigantic Bear spotting	Eliot Midnight Superhero Super daisy Superhero's don't get scared There's a superhero in your book Juniper Jupiter	Oliver's Vegetables Oliver's Fruit Salad Cookery Books The Enormous Turnip I can eat a rainbow Handa's surprise	Sharing a Shell Way Down Deep in the Deep Blue Sea Commotion in the Ocean Under the sea Tickly Octopus A Hole in the Bottom of the Sea Rainbow Fish Hooray for Fish (POR) Seaside Poems Tiddler Fidgety Fish Books about seaside	I'm actually really grown up now Ten Seeds Jack and the Beanstalk The Enormous Turnip The Ugly Duckling Books about growth – animals, plants and humans
Diversity texts	The Big Book of Families So Much Shine Lulu's First Day Full, Full, Full of Love Shu Lin's Grandpa	Our Class is a Family	Don't Call Me Special A superhero like you	Mrs Noah's Garden	We are all one big family Billy and the pirates Molly Rogers to the Rescue Squishy sand	More People to Love Me Incredible You We're All Wonders I See Things Differently Happy to be Me What will I be?
Rhymes, Poems & Songs	The Days of the Week Song Tommy Thumb Wind the bobbin up	The big dinosaurs go stomp	Mary had a little lamb Two little dicky birds Peter Rabbit had a fly upon his nose	5 currant buns 10 fat sausages One potato, Two potato	1,2,3,4,5 Once I caught a fish alive A sailor went to sea, sea, sea Row row row your boat	Humpty Dumpty Pat a cake, pat a cake I'm a little teapot



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General Themes	Me and My Family	Megabeasts	Superheros	Food Glorious Food	Adventures Under the Sea	Watch me grow
Experiences and Enrichment	Local environment walk School walk Different parents to come and talk about their families Stay and Play visits	Dinosaur visit Discovery of dinosaur eggs and footprints Video of dinosaur in the playground	Visits from real life super heros (fire fighters/ doctor) Superhero missions and obstacle course	Food tasting – different cultures Cooking Visit to a supermarket Growing food Allotment visit	London Aquarium Under the sea workshop/ drama	Living Eggs – ducklings/chicks Visits to the chickens – collecting eggs etc. Growing beans
Key Vocabulary	Family, mum, dad, brothers, sisters, me, baby, grow, home, school	Dinosaur, fossil, palaeontologist, dig, carnivore, herbivore, gigantic, extinct, habitat	strong, powerful, helpful, mission, kind, teamwork, different, unique	Fruit, vegetables, healthy, eating, balanced diet, cooking, baking, recipe, menu, instructions, cookery, book, food diary, healthy eating, breakfast, diet, estimate, hydrated	Water, sea, waves, fish, animals, swim, ocean, beach, seaside, sand, deep, shallow	Plants, humans, animals, grow, survive, change
Seasons and religions	Autumn	Winter Christmas	Chinese New Year	Spring Easter Mother's Day	Holi	Summer Father's Day



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Assessment Opportunities	<p>Teacher assessment baseline EYFS team meetings Parents evening information</p>	<p>On going assessments Pupil progress meetings EYFS team meetings Internal moderation End of term Assessments</p>	<p>On going assessments EYFS team meetings Internal moderation</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments On going assessments Reports</p>	<p>On going assessments EYFS team meetings Internal moderation</p>	<p>Pupil progress meetings On going assessments Phonics assessments EYFS team meetings</p>
Parental Involvement	<p>Welcome meeting Tapestry involvement Local Area walk Stay & Play Parents Evening</p>	<p>Tapestry involvement Singalong Stay & Play</p>	<p>Tapestry involvement Stay & Play</p>	<p>Tapestry involvement Stay & Play Parents Evening</p>	<p>Tapestry involvement Stay & Play</p>	<p>Tapestry involvement Stay & Play</p>



Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and My Family	Megabeasts	Superheros	Food Glorious Food	Adventures Under the Sea	Watch me grow
Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>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: I can show an interest in the lives of other people. I can respond to my name and change my activity when encouraged. I can use everyday words to talk about people I know. I can follow simple instructions with visuals and actions. I can listen and respond to adults and peers.</p>	<p>Learning Objectives: I can follow two-step simple instructions with visuals and actions. I can concentrate for slightly longer periods. I can join in with a small group. I can remember and join in with stories and rhymes.</p>	<p>Learning Objectives: I can speak in 2/3/4 word sentences. I can understand some simple questions and answer appropriately. I can express desires, feelings and needs. I can begin to hold two-way conversations with adults and peers. I can use talk to organise my play.</p>	<p>Learning Objectives: I can begin to understand and ask why questions. I can remember and use new words. I can engage in imaginary role-play sometimes building stories around objects and toys. I can sing a large repertoire of songs.</p>	<p>Learning Objectives: I can use longer sentences of 4-6 words. I can explain my own ideas I can tell a long story. I can join in with the repeated lines and refrains. I can use language as a powerful means of widening contacts and sharing feelings. I can use a wider range of vocabulary.</p>	<p>Learning Objectives: I can communicate effectively with my peers and adults. I can follow three-step simple instructions, sometimes without visuals. I can anticipate key events in stories. I can take turns in small groups. I can ask simple questions and wait for a response.</p>
	<p>Learning experiences will include: Settling in activities, Circle time opportunities to talk about self and families, talking about classroom rules and routines, small group discussions about likes and dislikes, role play areas.</p>	<p>Learning experiences will include: Staff using visuals and actions to support instructions, small group circle times, rhyme of the week, daily story time, role play areas, children sharing their experiences of celebrations.</p>	<p>Learning experiences will include: Use of objects and visuals to support introduction of new vocabulary, small group circle times, daily story time, role play areas, children talking about their pets.</p>	<p>Learning experiences will include: Use of objects and visuals to support introduction of new vocabulary, small group circle times, daily story time, role play areas, discussions about observations of living eggs.</p>	<p>Learning experiences will include: Use of objects and visuals to support introduction of new vocabulary, small group circle times, daily story time, role play areas, sharing nursery rhymes and songs, sharing experience of aquarium.</p>	<p>Learning experiences will include: Circle time, daily story time, focus key texts, role play areas, staff using visuals and actions to give instructions, food tasting and talking about preferences, discussing foods they eat at home.</p>



Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and My Family	Megabeasts	Superheros	Food Glorious Food	Adventures Under the Sea	Watch me grow

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**.

Managing Self Self regulation Making relationships

<p>Learning Objectives:</p> <p>I can show more confidence in new social situations.</p> <p>I can develop my independence by selecting and putting back own belongings.</p> <p>I can begin to wash my hands independently.</p> <p>I can separate from my main carer, with support.</p> <p>I can distract myself when I am upset.</p> <p>I can increasingly follow rules, understanding why rules are important.</p> <p>I am becoming more outgoing with unfamiliar people in my setting.</p>	<p>Learning Objectives:</p> <p>I can express my own feelings.</p> <p>I am aware of my own feelings and am beginning to understand that some actions and words can hurt other's feelings.</p> <p>I can demonstrate friendly behaviour and form good relationships with adults and peers.</p> <p>I can play with one or more other children.</p> <p>I can remember rules without needing an adult to remind me.</p>	<p>Learning Objectives:</p> <p>I can begin to accept the needs of others and can take turns and share resources.</p> <p>I can show confidence in asking adults for help.</p> <p>I am developing an understanding of the Online Safety: SMART rules.</p> <p>I can extend the play ideas of others.</p>	<p>Learning Objectives:</p> <p>I am beginning to understand about foods that are healthy and unhealthy.</p> <p>I can express my own preferences and interests.</p> <p>I can respond to a few appropriate boundaries.</p> <p>I can find solutions to conflicts that arise in my play.</p>	<p>Learning Objectives:</p> <p>I am beginning to understand about the importance of exercise</p> <p>I am beginning to understand about being kind to living creatures: recycling, looking after the world</p> <p>I am confident to talk to other children when playing</p> <p>I can usually tolerate delay when my needs are not immediately met</p> <p>I can seek out others to share experiences</p> <p>I welcome value and praise for what I have done</p>	<p>Learning Objectives:</p> <p>I enjoy the responsibility of carrying out small tasks</p> <p>I can select and use activities and resources independently</p> <p>I understand that my wishes may not always be met</p> <p>I am confident and outgoing with familiar people in the safe context of my setting</p>
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<p>Learning experiences will include: Settling in activities, modelling and practising self-care (e.g. handwashing/selecting resources).</p>	<p>Learning experiences will include: circle time, recapping class rules and routines, star of the day</p>	<p>Learning experiences will include: circle time, recapping class rules and routines, adult interactions in play to support turn-taking</p>	<p>Learning experiences will include: Developing an understanding of healthy eating by eating fruit and vegetables (snack area), circle time, recapping class rules and routines, adult interactions</p>	<p>Learning experiences will include: circle time, recapping class rules and routines, adult interactions in play to support turn-taking, discussion about pollution in the sea</p>	<p>Learning experiences will include: Transition activities - Preparing for Reception, circle time, recapping class rules and routines</p>
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Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and My Family	Megabeasts	Superheros	Food Glorious Food	Adventures Under the Sea	Watch me grow
Fine Motor	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
	<p>Learning objectives: I show a preference for a dominant hand. I can hold a pencil using a comfortable grip to make marks. I can put my coat on independently. I can turn the pages in a book.</p>	<p>Learning objectives: I can fit the pieces of a puzzle together. I can pick up tiny objects using a pincer grasp. I can use one-handed tools and equipment with hand-over-hand support (e.g. make snips in paper with child scissors).</p>	<p>Learning objectives: I can use tweezers. I can use tools effectively in playdough (e.g. cutters/rollers). I am beginning to do up my own zip.</p>	<p>Learning objectives: I can show increasing control over tools like pencils and crayons. I can use tools for mark making with control. I can grip using five fingers or preferably two fingers and thumb for control (palmer/pincer grip).</p>	<p>Learning objectives: I can use a 4 finger grip to hold my pencil. I can use pincers, tweezers and threading equipment with increasing control and confidence.</p>	<p>Learning objectives: I can independently use scissors to cut straight lines in paper (making snips in paper). I am beginning to use 3 fingers (tripod grip) to hold my pencil.</p>
	<p>Learning experiences will include: Access to a variety of mark making tools, playdough, backward chaining - gradually reducing your help until the child can put on coat independently</p>	<p>Learning experiences will include: Access to a variety of mark making tools, playdough, daily fine motor challenge including picking up small gravel/jewels, puzzles</p>	<p>Learning experiences will include: Access to a variety of mark making tools, playdough, backward chaining - gradually reducing your help until the child can put on coat independently</p>	<p>Learning experiences will include: Access to a variety of mark making tools, playdough, daily fine motor challenge</p>	<p>Learning experiences will include: Access to a variety of mark making tools, playdough, daily fine motor challenge including tweezers and threading</p>	<p>Learning experiences will include: Access to a variety of mark making tools, playdough, daily fine motor challenge, access to child scissors</p>



Physical Development

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General Themes	Me and My Family	Megabeasts	Superheros	Food Glorious Food	Adventures Under the Sea	Watch me grow
Gross Motor	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
	PE	PE	PE	PE	PE	PE
	<p>CONTINUOUS PROVISION: Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					



Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and My Family	Megabeasts	Superheros	Food Glorious Food	Adventures Under the Sea	Watch me grow
<p>Reading <i>Developing a passion for reading. Children will visit the library weekly.</i></p> <p><i>Children will begin to develop foundations for Phonics and word reading</i></p>	<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: I can show a preference for a book or a song or a rhyme. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes.</p>	<p>Learning objectives: I can engage in extended conversations about stories . I can hold a book, turn the pages and indicate an understanding of pictures and print. I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs. I can notice and repeat sounds.</p>	<p>Learning objectives: I am beginning to be aware of the way stories are structured. I show interest in illustrations and print in books and print in the environment. I can understand that print has meaning. I can hold a book the right way up and turn pages by myself.</p>	<p>Learning objectives: I can describe main story settings, events and principal characters. I can make suggestions about what might happen next in a story I know that print can have different purposes. I know the names of the different parts of a book.</p>	<p>Learning objectives: I can talk about events and characters in a book. I can suggest how a story might end. I know that we read English text from left to right and from top to bottom. I can identify signs and symbols in the environment and recall what they mean. I can ascribe meaning to other marks, like on signage. I can begin to orally blend CVC words.</p>	<p>Learning objectives: I can describe main events and principal characters from a familiar story. I can tell a familiar story to friends. I can spot and suggest rhymes. I can count or clap syllables in a word. I can recognise words with the same initial sound, such as money and mother. I can orally blend CVC words.</p>
	<p>Learning experiences will include: Daily story time, focus key texts, small world retelling, access to story sacks, rhyme of the week</p>	<p>Learning experiences will include: Daily story time, focus key texts, small world retelling, access to story sacks, rhyme of the week</p>	<p>Learning experiences will include: Daily story time, focus key texts, small world retelling, access to story sacks, rhyme of the week, familiar print displayed in environment (e.g. logos and signs in role play areas)</p>	<p>Learning experiences will include: Daily story time, focus key texts, small world retelling, access to story sacks, rhyme of the week</p>	<p>Learning experiences will include: Daily story time, focus key texts, small world retelling, access to story sacks, rhyme of the week, familiar print displayed in environment (e.g. logos and signs in role play areas), Phase 1 Phonics</p>	<p>Learning experiences will include: Daily story time, focus key texts, small world retelling, access to story sacks, rhyme of the week, Phase 1 Phonics</p>



Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and My Family	Megabeasts	Superheros	Food Glorious Food	Adventures Under the Sea	Watch me grow
Writing	<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: I can randomly scribble on the page, sometimes with both hands. I can begin to balance when sitting. I can make connections between my actions and the marks being made.</p>	<p>Learning objectives: I can control the marks on the page. I can use a range of tools to make marks and show an interest in my own marks and others marks.</p>	<p>Learning objectives: I can make connections between my actions and the marks being made. I ascribe meaning to my marks.</p>	<p>Learning objectives: I can distinguish between the different marks I make. I can tell an adult what my marks mean. I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can copy shapes, letters and pictures.</p>	<p>Learning objectives: I can identify sounds from my own name in other words. I can write some or all of my name.</p>	<p>Learning objectives: I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. I can write some letters accurately. I can write my name.</p>
	<p>Learning experiences will include: Access to a variety of mark making tools indoors and outdoors (crayons, pencils, pens, paint, chalk), tummy time, art easels, making marks in sand area/mud kitchen</p>	<p>Learning experiences will include: Access to a variety of mark making tools indoors and outdoors (crayons, pencils, pens, paint, chalk), tummy time, art easels, variety of celebration cards, role play areas with mark making materials, making marks in glitter</p>	<p>Learning experiences will include: Access to a variety of mark making tools indoors and outdoors (crayons, pencils, pens, paint, chalk), tummy time, art easels, using small world animals to create print marks, role play areas with mark making materials</p>	<p>Learning experiences will include: Access to a variety of mark making tools indoors and outdoors (crayons, pencils, pens, paint, chalk), tummy time, art easels, using small world animals to create print marks, role play areas with mark making materials, making marks in soil</p>	<p>Learning experiences will include: Access to a variety of mark making tools indoors and outdoors (crayons, pencils, pens, paint, chalk), tummy time, art easels, using small world animals to create print marks, role play areas with mark making materials, name cards throughout environment</p>	<p>Learning experiences will include: Access to a variety of mark making tools indoors and outdoors (crayons, pencils, pens, paint, chalk), tummy time, art easels, using small world animals to create print marks, role play areas with mark making materials, name cards throughout environment, making marks in flour</p>



Mathematics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and My Family	Megabeasts	Superheros	Food Glorious Food	Adventures Under the Sea	Watch me grow
	<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> <ul style="list-style-type: none"> I can explore and name colours. I can match items that look similar such as buttons, shoes, shapes and numicon. I can sort objects using one simple criteria such as shapes, size and colours. I can discuss similarities and differences with items. I can sort natural materials and toys in the environment. I can use informal language such as 'stripy' 'pointy' when sorting objects. 	<p>Learning objectives:</p> <ul style="list-style-type: none"> I can recite some number names to 5 through rhymes and songs. I can subitise, recognise and count number 1 and 2. I can share toys with a friend when asked. I can create a simple ABABAB pattern. I can fix a mistakes in a pattern. I can make movement patterns. 	<p>Learning objectives:</p> <ul style="list-style-type: none"> I can recite some number names in sequence. I can recognise and count numbers 3,4 and 5. I can show interest in and join in with number rhymes. I can bring one or two objects to and adult when asked. I can extend a simple ABABAB pattern. I can experiment with my own symbols, marks and numerals. 	<p>Learning objectives:</p> <ul style="list-style-type: none"> I can solve real world Maths problems involving amounts to 5. I am beginning to count small quantities accurately . I can identify the shape of everyday objects. I can describe and order three items by height and length. I know language related to height, length and weight. 	<p>Learning objectives:</p> <ul style="list-style-type: none"> I can show interest in and join in with number rhymes I can add one more when asked. I know that the last number reached when counting objects is how many in total. I have fast recognition of three objects. I can compare quantities using language of more and fewer. I can name some 2D shapes. I can use mathematical language to describe shapes. I can understand positions through words alone. 	<p>Learning objectives:</p> <ul style="list-style-type: none"> I can say one number name for each item in order to 5. I can link numerals and amounts to 5. I can show finger numbers up to five. I can describe a sequence of events in order . I can name the parts of the day. I can identify numerals in the environment. I am beginning to represent numbers using marks. I can talk about and explore 3D shapes.
	<p>Learning experiences will include:</p> <p>Sorting and comparing a wide variety of resources including buttons, counters, natural objects, numicon, small world animals, socks, shoes.</p>	<p>Learning experiences will include:</p> <p>Number songs, making patterns with a wide variety of resources including buttons, counters, natural objects, numicon, small world animals, socks, shoes.</p>	<p>Learning experiences will include:</p> <p>Number songs, daily counting routines, counting classroom objects, including labels in environment (e.g. pencil pots with 5 pens), making patterns with a wide variety of resources including buttons, counters, natural objects,</p>	<p>Learning experiences will include:</p> <p>Number songs, daily counting routines, counting classroom objects, including labels in environment (e.g. pencil pots with 5 pens), making patterns with a wide variety of resources including</p>	<p>Learning experiences will include:</p> <p>Number songs, daily counting routines including a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch</p>	<p>Learning experiences will include:</p> <p>Number songs, daily counting routines including a variety of playful contexts, using 3D blocks to build, numerals in environment.</p>



Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and My Family	Megabeasts	Superheros	Food Glorious Food	Adventures Under the Sea	Watch me grow
<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> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Work will be displayed in the classroom.</i></p> <p><i>Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>Learning objectives:</p> <p>I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</p> <p>I can use various construction materials.</p> <p>I can manipulate play dough (roll, knead).</p>	<p>Learning objectives:</p> <p>I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) .</p> <p>I can recognise and name colours.</p> <p>I can take part in pretend play.</p> <p>I can create close shapes with continuous lines and begin to use these to represent objects.</p>	<p>Learning objectives:</p> <p>I can join different materials and explore different textures.</p> <p>I can draw identifiable pictures.</p> <p>I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control.</p> <p>I can mix colours.</p>	<p>Learning objectives:</p> <p>I can talk about what I am creating.</p> <p>I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>I can develop complex stories using small world equipment.</p>	<p>Learning objectives:</p> <p>I can draw a person with identifiable features.</p> <p>I can develop my own ideas and then decide which materials to use to express them.</p> <p>I can make imaginative and complex 'small worlds'.</p> <p>I can remember and sing entire songs.</p>	<p>Learning objectives:</p> <p>I have been exposed to a different range of artists.</p> <p>I can show interest and describe the texture of things.</p> <p>I can draw with increasing complexity and detail.</p> <p>I can show different emotions in my drawings and paintings.</p>
	<p>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, role play areas.</p>	<p>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, role play areas.</p>	<p>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, role play areas.</p>	<p>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, role play areas.</p>	<p>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, role play areas.</p>	<p>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, role play areas.</p>
	Artists	Jackson Pollock	Andy Goldsworth	Keith Haring	Andy Warhol	Wassily Kandinsky



Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and My Family	Megabeasts	Superheros	Food Glorious Food	Adventures Under the Sea	Watch me grow
	<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><i>Learning Objectives:</i> I am interested in photographs of myself and familiar people and objects I am curious about people and show interest in stories about myself and my family I can talk about what I was like when I was a baby I can talk about places I have visited (e.g.: the park/ASDA)</p>	<p><i>Learning Objectives:</i> I show interest in different occupations I enjoy celebrating my birthday and that of others I can make observations about my immediate environment I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. I can begin to make sense of my own life-story and family's history</p>	<p><i>Learning Objectives:</i> I can use my senses in hands-on exploration of natural materials. I can talk about what I can see, using a wide vocabulary I can identify where things belong in my environment (Eg. where my bottle/ coat/ painting goes) I can talk about environments in stories</p>	<p><i>Learning Objectives:</i> I can follow positional language instructions I am beginning to notice changes in my environment I can talk about an animal life cycle</p>	<p><i>Learning Objectives:</i> I can see my new friends have similarities and differences that connect them to, and distinguish them from, others I can talk about what I can see I can talk about what is special in our world</p>	<p><i>Learning Objectives:</i> I can use simple positional language I am beginning to talk about and describe changes in my environment I can talk about different places</p>
	<p><i>Learning experiences will include:</i> sharing baby photos, photos of familiar places in the local area, sharing photos of familiar experiences with family.</p>	<p><i>Learning experiences will include:</i> sharing photos and memories of special occasions, role playing special celebrations, talking about different occupations and what their role in the community is.</p>	<p><i>Learning experiences will include:</i> Visiting chickens and talking about what they see and hear, labels in environment, daily story time, access to a wide variety of natural materials, non-fiction books, animal small world</p>	<p><i>Learning experiences will include:</i> living eggs, adults model observational and investigational skills. Ask out loud: "I wonder if...?", exploring different environments in school grounds (woodland), non-fiction books</p>	<p><i>Learning experiences will include:</i> enhancements in water area, sea life small world, non-fiction books, discussing photos of selves and others, discussing pollution in sea, visit to the aquarium</p>	<p><i>Learning experiences will include:</i> create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions, exploring different environments in school grounds</p>



Switched-On Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<i>Sound Collectors</i>	<i>Mud, Glorious Mud</i>	<i>Pets and Vets</i>	<i>The Potting Shed</i>	<i>Pirates</i>	<i>Dough Babies</i>
	<p>This unit will help to further develop children's understanding of sound, including that we hear sounds with our ears. They will learn how they can manipulate sound to make it louder and quieter, higher and lower. They will also experience activities to support their developing ideas that different materials make different sounds. Some children will begin to recognise that when a sound is made something vibrates.</p>	<p>The aim is to develop children's understanding of soil as a natural material, which, when water is added, changes its consistency and properties. Children explore this by adding more or less water or soil and other materials such as sand, pebbles and parts of plants. Children test their own ideas, for example, 'What will happen if I pour more water in?'</p>	<p>Children will begin to realise that humans are a type of animal that has the same needs as other animals; they will think about the importance of exercise, food and health care for all animals.</p>	<p>Children will begin to recognise and name a variety of different plants, not only the ones that they grow but native plants that may, as weeds, need to be removed from their garden. They will also begin to confidently talk about what a plant needs to thrive, including light, water and soil.</p>	<p>This unit focuses on four main areas:</p> <ul style="list-style-type: none"> • Floating and sinking, through problem solving to make pirate boats and rafts. • Sorting and identifying materials, through sifting and using magnets. • Sorting and identifying animals, particularly from habitats such as the sea and rainforest. • Supporting the development of children's understanding of different foods and changes in materials during cooking, by designing and cooking pirate food. 	<p>This unit will give children the opportunity to closely observe what happens when the raw ingredients of play-dough are mixed together and heated. They will be able to use their senses to compare the mixture at different stages of the process and begin to communicate their observations using simple scientific language.</p>