



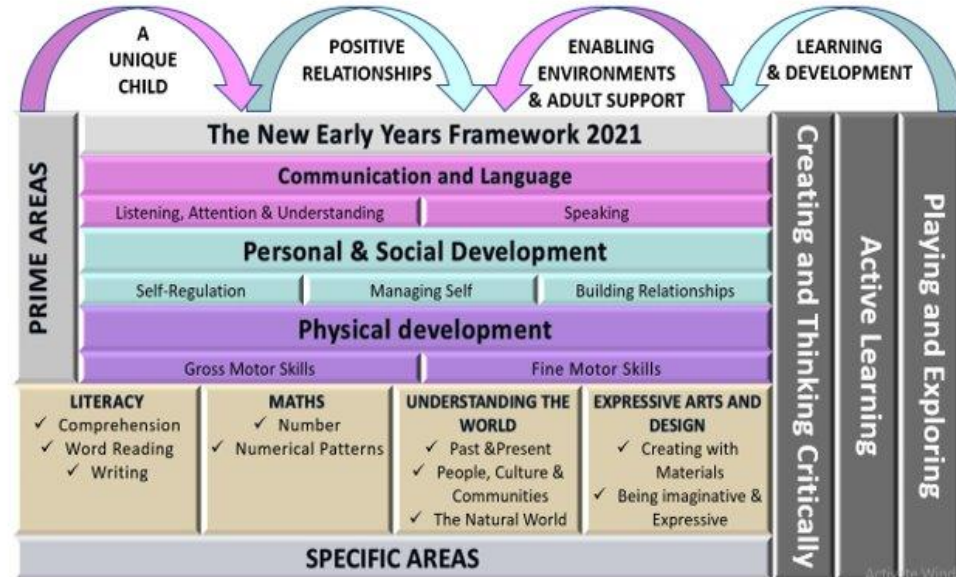
Nursery Long Term Plan

St Minver School children's individual needs and abilities are recognised and celebrated. St Minver School is a place where children are happy, confident, and secure in the knowledge that they are valued and listened to, where they can be excited and challenged in a stimulating environment that promotes and supports learning at all levels.

St Minver School is at the centre of the community and accessible to all. We recognise the importance of the early years and aim to give the children the best possible start to their education; a secure foundation that will be built upon.

Children are ready to learn, and we aim to promote and nurture their learning in our warm, caring, and safe environment.

We recognise the importance of a strong partnership between parents, carers, and staff at school. It is essential to the child's success that we work together, and we encourage parents to actively participate in their child's development by supporting their learning at home, attend parents' meetings and positively contribute to their learning journeys.





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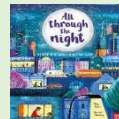
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Little Corner of the World 	It Starts with Me 	Little Explorers: into the Arctic 	Tiny T-Rex adventures 	Our little lives at the beach 	Our big wide world 
Over Arching Principles	Characteristics of Effective Learning Playing and Exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively support their learning. Active Learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learner they are required to take ownership, accept challenges and learn persistence. Creating and Thinking Critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Lenny Lion's Learning Zoo <i>Go for it Gorilla, Exploring Elephant, I know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake</i>					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured. Positive Relationships: Children flourish with warm, strong, and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling Environments: Children learn and develop well in safe and secure environment where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated in 2017). We must be aware of children who need greater support than others.					



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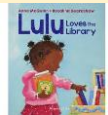
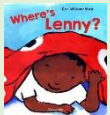
PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should 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. It 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.

Children will learn and develop well and will be kept healthy and safe at ALL times.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My little corner of the world	It starts with me	Little Explorers: into the Arctic	Tiny T-Rex adventures	Our little lives at the beach	Our big wide world
General Themes <i>(NB These themes may be adapted at any point to allow for children's interests)</i>	Our school community Around our school grounds Our classroom Our key people Harvest Halloween	All about me Self portraits Our families – who is important to me? Christmas Bonfire Night	Seasonal changes Winter walks Packing for winter exploration Cold places in the world	Sorting big and small Andy's Dinosaur adventures Easter Mother's Day	What do we do at the beach? Shell hunting Sea animals Rockpool rambling	Sea creatures near and far Animals near and far
High Quality Texts	Love of Reading Kindness makes us strong by Sophie Beer  Lulu loves the library by Anna McQuinn	Love of Reading Hello Friend by Rebecca Cobb  Monster Clothes by Daisy Hirst	Love of Reading All through the night by Polly Faber  Where's Lenny? By Ken Wilson-Max	Love of Reading Amazing by Steve Antony  Car, Car, Truck, Jeep by Nick Sharratt	Love of Reading Errol's Garden by Gillian Hibbs  Would you rather by John Burningham	Love of Reading Would you rather by John Burningham 



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Enrichments	Cooking – Bread roll hedgehogs (Matt) 	'Secret Room' Christmas performance Cooking-edible sparklers	Winter Walk around school grounds Making hot Chocolate 	Sponsored Welly walk Cooking- Easter nests Fruit kebabs	Visit from lifeguard?	Cooking Jam Tarts Summer Sensory Walk Nursery Graduation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Personal, Social and Emotional Development	Children's personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children will be supported to manage emotions, develop positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and to 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 making healthy eating choices and manage personal needs independently. Through supported interaction with other children, they will learn how to make good friendships, co-operate, and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Jigsaw Themes	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Who Me...?	What I am good at	Challenge	Everybody's Body	My Family and Me!	My Body
	How am I feeling today?	I'm special, I'm Me	Never giving up	We like to Move it, Move it!	Make Friends, Make Friends, Never Ever Break Friends!	Respecting My Body
	Being at nursery	Families	Setting a goal	Food Glorious Food	Falling out and Bullying	Growing Up
	Gentle Hands	Houses and Homes	Obstacles and support	Sweet Dreams	Being the Best Friend we can be	Growth and Change
	Our rights	Making friends	Flight to the Future	Keeping Clean		Fun and Fears
	Our responsibilities	Standing up for yourself	Award Ceremony	Stranger Danger		Celebration
Supporting Texts	'Hands are not for Hitting' by Martine Agassi 'What are hands for?' by Abbey Wedgeworth 'Kindness makes us strong' by Sophie Beer, 'The Best Test' by Pippa Goodhart	'Does a Kangaroo have a mother too?' - Eric Carle 'I am Me' - a book about authenticity - Peter H Reynolds 'Fabulous Frankie' - Simon James Green 'Brave Dave' - Caroline Castle	Love Monster – Rachel Bright Don't Worry Hugless Douglas – David Melling The Hare and the Tortoise – Aesop Fable The Jungle Run – Tony Milton	Not everyone is nice – Ann Tedesco Little Red Riding Hood	George and Martha: The Complete Stories of Two Best Friends – James Marshall	Look inside your body – Louie Stowell Tell Me what it's like to be big – Joyce Dunbar The Huge Bag of Worries – Virginia Ironside



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	'Ava's Poppy' by Marcus Pfister 'Lulu gets a cat' by Anna McQuinn 'Where's my Teddy?' by Jez Alborough	'Anyone Can Be My Friend' - Marnie Willow 'It's OK to be different' - Todd Parr 'The Family book' - Todd Parr 'Who's in my family?' - Robie H Harris				
2 year old focus activities	-The three little pigs story sack -Nursery Rhyme basket -Mirror play -Musical instruments -Turn taking stacking blocks -Emotion pictures	-owl babies story sack -5 little ducks song sack -Mirror play -Musical instruments -Turn taking ball rolling -Emotion pictures	-Tiger who came to tea story sack -5 currant buns song sack -Mirror play -Musical instruments -Turn taking inset puzzles -Emotion Pictures	-Goldilocks and the three bears story sack -5 little speckled frogs song sack -Mirror play -Musical instruments -Turn taking cars/train track -Emotion pictures	-The very hungry caterpillar story sack -5 little men in a flying saucer song sack -Mirror play -Musical instruments -Turn taking filling and emptying (water tray) -Emotion pictures	-We're going on a bear hunt story sack -Nursery rhyme basket -Mirror play -Musical instruments -puppets and stories -Emotion pictures -Turn taking playdough mats

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Assessment Opportunities	Autumn 1 development matters assessment 2 year checks Baseline Assessments	Wellcomm assessment Autumn 2 development matters assessment Developmental journals	Spring 1 development matters assessment 2 year checks	WellComm assessments Spring 2 development matters assessment Developmental Journals	Summer 1 development matters assessment 2 year checks	WellComm assessments Transition meetings Formal written report Summer 2 development matters assessment Developmental Journals
Parental Involvement	Parent/teacher meeting Harvest Breakfast	Christmas performance Christmas Fayre Open Classrooms Parent/teacher meetings	World Book Day – book snuggles-Look around classroom-children's artwork	Parent/teacher meeting Easter Bonnett parade	Colour Run	Nursery graduation Wake and Shake/Coffee morning Parent Forum



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				Wadebridge Speech and Language Festival Wake & Shake/coffee morning Parent forum		Sports Day
School Events	Harvest Breakfast	Christmas Fayre Christmas performance	Safer Internet Day	St Pirans Day Easter Bonnet Parade World Book Day Comic/Sport relief Science Week	Sports Day	Leavers' Play Nursery graduation

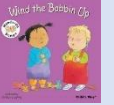
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Physical Development <i>We aim to:</i> Develop a love of physical activity for life. Develop the physical literacy journey in all learners. Further enhance social, emotional and physical wellbeing in all children	Physical activity is vital in children's 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, coordination, 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 coordination, 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.					
	Threading, cutting, weaving, playdough. Explore different materials and tools. Use large-muscle movements to wave flags and streamers, paint and make marks.	Threading, cutting, weaving, playdough. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Develop manipulation and control.	Threading, cutting, weaving, playdough. Fine motor activities. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	Threading, cutting, weaving, playdough. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Threading, cutting, weaving, playdough. Fine motor activities. Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand.	Threading, cutting, weaving, playdough. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.



<i>Fine Motor: Continuously monitor the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Half termly name writing, self-portrait assessment. Dough gym.</i> <i>Daily opportunities for Fine Motor Activities Gross Motor Weekly Cosmic Kids Yoga session</i>	Healthy Movers & Squiggle Whilst you Wiggle					
	Wiggle, Weave and Watch (HM)	Deep blue sea (HM)	Whatever the Weather (HM)	Yum Yum (HM)	Steering (HM)	Dance 5-Hook up and drawing (SWW)
	Dance I and drawing I (SWW)	Dance 2 the wiggle and drawing (SWW)	Dance 3 The circles and drawing (SWW)	Dance 4 The hump and drawing (SWW)	Dance 4C and drawing 4C (SWW)	Cosmic kids' yoga
	Choo Choo (HM)	We are brilliant (HM)	Pop the bubbles (HM)	Smiley brush brush (HM)	Pick up packets (HM)	Dance 5A and drawing 5A
	Dance 1A and drawing 1A (SWW)	Dance 2A and drawing 2A (SWW)	Dance 3A and drawing 3A (SWW)	Dance 4a and drawing 4a (SWW)	Dance 4D and drawing 4D (SWW)	Dance 6-The precursive spiral and drawing (SWW)
	Hot Hot Treasure (HM)	Aiming high (HM)	Birds in trees (HM)	Munch crunch 5-a-day (HM)	Hide and seek (HM)	Dance 6A and drawing 6A (SWW)
	Dance 1B and drawing 1B (SWW)	Dance 2B and drawing 2B (SWW)	Dance 3B and drawing 3B (SWW)	Dance 4B and drawing 4B (SWW)	Dance 4E and drawing 4E (SWW)	Cosmic kids' yoga
CONTINUOUS PROVISION: Cooperation games i.e. parachute games, climbing – outdoor equipment, balancing – obstacle course (outside). Support individual children to develop good personal hygiene – provide regular reminders about thorough hand washing and toileting. Crates play and large construction. Provide a large range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and wheelbarrow, prams and carts.						



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Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's 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 conversations, storytelling 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.					
Whole EYFS Focus C&L is developed throughout the year through high quality interactions, daily group discussions, sharing news, PSHE sessions, stories, singing, speech and language interventions, Talk for Writing, EYFS productions. Daily story time using high quality texts (from the EYFS) recommended reading lists)	Rhyme Time 1,2,3,4,5 Once I Caught a Fish Alive  A sailor went to sea  Baa Baa black sheep  Down at the station  WellComm programme Big book of ideas	Rhyme Time Hey Diddle diddle  Hickory, dickory, dock  Humpty Dumpty  WellComm programme Big book of ideas	Rhyme Time Incy, wincy spider  Jack and Jill  Mary, Mary quite contrary  WellComm programme	Rhyme Time Miss Molly had a dolly  One, two buckle my shoe  Pat-a-cake  WellComm programme	Rhyme Time Ring-a-ring-a- roses  Round and round the garden  Row, row, row your boat  WellComm programme	Rhyme Time The grand old duke of York  The wheels on the bus  Twinkle, twinkle little star  Wind the bobbin up  WellComm programme

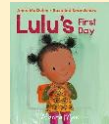
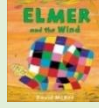
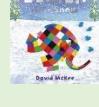


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Quality sharing texts for story time and home	starting school/nursery	Julia Donaldson Christmas texts	Winter texts	Dinosaur texts	Under the sea texts	Animal texts



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Literacy Our aims: To provide each child with the opportunity to become a master and lover of English by providing an engaging, progressive English curriculum. Comprehension – developing passion for reading. Weekly school library visits	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 work 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 then in speech, before writing).					
	Topic Texts Find out About Feelings by Pat-a-Cake  Lulu's first Day by Anna McQuinn  Hooray it's our first day by Martha Mumford  Name writing Practice	Topic Texts The leaf thief by Alice Hemming  A superhero like you by Dr Ranj  All are welcome by Alexandra Penfold  Name writing Practice	Topic Texts Elmer and the wind by David McKee  Lost and found by Oliver Jeffers  Elmer in the snow by David McKee  Name writing Practice	Topic Texts Harry and the bucketful of dinosaurs  Dinosaurs love underpants by Claire Freedman  How to grow a dinosaur by Caryl Hart and Edward Eaves  Name writing Practice	Topic Texts Smiley shark by Ruth Galloway  Commotion in the ocean by Giles Andreae  The singing mermaid by Julia Donaldson  Name writing Practice	Topic Texts The way back home by Oliver Jeffers  Walking through the jungle by Julie Lacome  Tiddler the story telling fish by Julia Donaldson  Name writing Practice

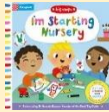
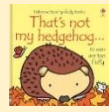
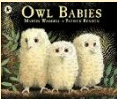
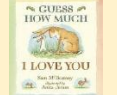
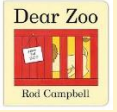
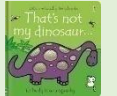
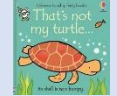
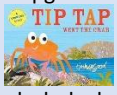
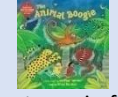
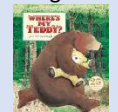
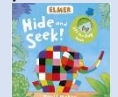


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Word reading – daily phonics session				Name writing Practice		
Reading scheme	Phonics: Little Wandle Focus on rhyme time Sounds start Autumn 2	Phonics: Little Wandle S A T P I N Sound games -Bertha the Bus -Name play -Voice sounds -play with sounds -what's in the box Oral blending games -can you do the actions? -can you touch your? -what's that noise? -blend from the box	Phonics: Little Wandle D G O C K E Sound games -Bertha the Bus -Name play -Voice sounds -play with sounds -what's in the box Oral blending games -can you do the actions? -can you touch your? -what's that noise? -blend from the box	Phonics: Little Wandle U R H B F L Sound games -Bertha the Bus -Name play -Voice sounds -play with sounds -what's in the box Oral blending games -can you do the actions? -can you touch your? -what's that noise? -blend from the box	Phonics: Little Wandle J V W Y Z Qu Sound games -Bertha the Bus -Name play -Voice sounds -play with sounds -what's in the box Oral blending games -can you do the actions? -can you touch your? -what's that noise? -blend from the box	Phonics: Little Wandle Ck x sh th ng nk Sound games -Bertha the Bus -Name play -Voice sounds -play with sounds -what's in the box Oral blending games -can you do the actions? -can you touch your? -what's that noise? -blend from the box
2 year old focus activities	Rhyme Time sessions	-Dough disco -Science garden exploring -Puppets and stories -Shaving foam and people -What's in the box (turn taking) -Drawing to music	-science garden exploring -fake snow and winter animals sensory play -puppets and stories -dough disco -Roleplay exploring -drawing to music	-dinosaurs in gloop -puppets and stories -dough disco -science garden exploring -scarves and music -what's in the box (turn taking)	-drawing to music -shells in sand -dough disco -science garden exploring -puppets and stories -Roleplay exploring	-scarves and music -dough disco -exploring ice -puppets and stories -science garden exploring -what's in the box (turn taking)
2 year old Texts	Topic Texts	Topic Texts	Topic Texts	Topic Texts	Topic Texts Busy beach by Angie Rozelaa	Topic Texts The animal boogie by Debbie Harter



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	Busy Nursery by Angie Rozelaar   Find spot at nursery by Eric Hill I'm starting nursery by Marion Cockilo  That's not my hedgehog by Fiona Watt  Little blue Truck by Alice Schertle  Autumn by Ailie Busby 	Owl babies by Martin Waddell  Kindness makes us strong by Sophie Beer  Love makes a family by Sophie Beer  Feelings by Pat-a-cake  Guess how much I love you by Sam Mcbartney  Dear Zoo by Rod Cambell 	We're going on a bear hunt by Emlyn Rees  The polar bear and the snow cloud by Jane Cabrera  Squirrels snowman by Julia Donaldson  That's not my polar bear by Fiona Watt  The snow storm by Heather Amery  The Gruffalo's child by Julia Donaldson 	That's not my dinosaur by Fiona Watt  Dinosaur Roar! By Henrietta Stickland  10 minutes to bed little dinosaur by Rhiannon Fielding  That's not my chick by Fiona Watt  The very hungry caterpillar by Eric Carle  Dinosaurs Galore by Giles Andraea 	 Hooray for fish by Lucy Cousins  Spot goes on holiday by Eric Hill  That's not my turtle by Fiona Watt  Tip tap went the crab by Tim Hopgood  Splash splash ducky by Lucy Cousins 	 That's not my giraffe by Fiona Watt  Where's my teddy by Tez Alborough  Summer by Ailie Busby  Under the sea 1, 2, 3 by Frane Lessac  Hide and seek with Elmer by David Mckee 
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Writing TFW used as a stimulus across the year (see quality texts section) Texts may change due to children's interests	Enjoy drawing freely. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Start to make marks intentionally	Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Use a comfortable grip with good control when holding pens and pencils. Make marks on their picture to stand for their name.	Show a preference for a dominant hand. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy	Write some or all of their name. Write some letters accurately
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Maths	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 about maths and not be afraid to make mistakes.					
	Comparison 1 Shape, space and measure 1 Pattern 1 Counting 1	Counting 2 Subitising 1 Pattern 2 Shape, space and measure 2	Subitising 2 Counting 3 Shape, space and measure 3 Pattern 3	Counting 4 Shape, space and measure 4 Subitising 3 Comparison 2	Pattern 4 Shape, space measure 5 Pattern 5 Subitising 4	Counting 5 Pattern 6 Counting 6 Comparison 3
Quality Texts supporting the	Nursery Rhymes and Finger Play collections	The Three Billy goats gruff Each Peach pear plum by Janet and Allan Ahlberg	Fox's Socks by Julia Donaldson	Postman Bear by Julia Donaldson	Traditional tales: The Enormous Turnip,	Bears in Beds by Shirley Parenteau



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maths curriculum and songs	Harry and the Bucketful of Dinosaurs by Ian Whybrow The Little Red Hen Whatever Next! by Jill Murphy Five Little Ducks by Belinda Gallagher	Goldilocks and the three bears and the three little pigs Peepo! By Janet and Allan Ahlberg	Three Little Bunnies by Beatrix Potter Goldilocks and the Three Bears Where's Spot? by Eric Hill Everyone Hide from Wibbly Pig by Mick Inkpen Cave Baby by Julia Donaldson	Three Little Bunnies by Beatrix Potter Meg and Mog by Helen Nicoll and Jan Pienkowski The Train Ride by June Crebbin Naughty Bus by Jan and Jerry Oke Let's Play! by Hervé Tullet Oliver's Fruit Salad by Vivian French The Very Hungry Caterpillar's 123 Finger Puppet Counting Book by Eric Carle	The Gingerbread Man, The Three Little Pigs and The Little Red Hen Elmer by David McKee Shark in the Park by Nick Sharratt Off to the Park! by Stephen Cheetham The Gruffalo by Julia Donaldson Hooray for Fish! by Lucy Cousins Ooo Ooo Ooo Gorilla! by Lydia Monks	Five Wiggly Babies by Nicola Smee The Skipping-Rope Snake by Carol Ann Duffy A New House for Mouse by Petr Horáček The View at the Zoo by Kathleen Long Bostrom Trains Trains Trains! by Donna David Kipper's Birthday by Mick Inkpen A Mother for Choco by Keiko Kasza Farmer Duck by Martin Waddell
2 year old focus activities	-Numeracy Bears (sorting) -Old McDonald had a farm song sack -Small world Train track -inset puzzles (shapes) -Twinkle twinkle little star song and puppet - blocks and wooden people tuff tray (counting)	-Baa baa black sheep song and puppet (counting) -small world animals and blocks tuff tray -Guess who story by Pam Eyres -ducks and frogs tuff tray -patterned collage pictures -rainbow shape boxes (tuff tray)	-2 little dickie birds song -wooden numbers and animals (tuff tray) -bean bag throwing into buckets -goldilocks and the three bears story sack -where o where is Rosie's chick story (tuff tray) -patterns in playdough	-three little men in a flying saucer song sack -Teddy bears picnic tuff tray (counting) -train track and billy goats gruff -humpty dumpty rhyme, recreate using blocks -coloured spots and numeracy bears -the very hungry caterpillar tuff tray	-Elmer story -nursery rhyme basket -inset puzzles -The Gruffalo story sack tuff tray -musical instruments and scarves -ooo, ooo, ooo gorilla story	-5 currant buns song sack -stacking boxes and wooden dinosaurs tuff tray -blocks and animals building houses -paper clips -Playdough cakes and candles -kippers birthday story



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Little Corner of the World	It starts with me	Little explorers: Into the arctic	Tiny T-Rex adventures	Our little lives at the beach	Our big wide world
Understanding the World We aim to provide every child with a greater understanding of themselves, the world, and the people within it.	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 comprehension.					
	-Leaf hedgehogs -Leaf Crowns -Autum Potions -Acorn painting/rolling -Autumn treasure trail -Family pictures using outdoor materials	-Nature self portraits -Nature Wands -Branch Painting -Bark Tree Rubbing -Leaf Puppets -Outdoor Fall Parachute	-Winter Scavenger hunt -Make bird feeders -Ice art -Mud pie making in mud kitchen -Frozen animal rescue -Milk bottle lid boats	-Digging for dinosaur bones -Sink and float water play tray -Dinosaur swamp -Dinosaur stomp (moving like different dinosaurs) -Spring sensory walk -Planting seeds	-Bug Hunt -shell scavenger hunt -sandcastles -Fairy Potions-mud kitchen -seaside sensory tray -Fly kites	-Summer sensory walk -African animal sensory tray -Boat races -Citrus fruit tuff tray -safari treasure hunt -under the sea animals and water



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Little corner of the world	It starts with me	Little explorers: Into the Arctic	Tiny T-Rex adventures	Our little lives at the beach	Our big wide world
Expressive Arts and Design <i>Art has the power to transform, to illuminate, to educate, to inspire and to motivate.</i>	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.					
	-First Handprints -pinecone painting -Family portraits -Handprint Trees -Autumn Leaf Printing -Autumn Tuff Tray	-Firework Pictures -Poppy Pictures -Self portraits -playdough faces/emotions -Christmas Cards -Christmas artwork/Singing	-Snowflakes -Snowball Painting -Ice Skating Penguins -Winter Sensory Tray -polar bear pictures -Valentine's artwork	-Dinosaur printing -Dinosaur handprints -Bubble wrap dinosaurs -potato printing caterpillars -Fork tulips -Mother's Day cards	-sandcastles -under the sea collages -Lollipop craft -seaside paper plates -seaside stencils -Shell rubbing	-Handprint flowers -Father's Day cards -Jellyfish Art -Snake threading -pipe cleaner sunshine -paper plate giraffes
Music	Happy Learning Focus: Pulse, Pitch, Tempo, Dynamics Themes: PSHE, Emotions, self belief	Gathered round the Christmas tree Learning Focus: Dynamics Themes: Christmas, seasons, Musicals, Family	When the Cold Wind Blows Learning Focus: Careful listening, Tempo, Dynamics, Duration Themes: Seasons, Daily routines, science, geography	Hands in the air Learning Focus: Careful listening, pulse, rhythm Themes: PE, science, The human body	I am a robot Learning Focus: Careful listening, pulse, rhythm Themes: Science, Maths, Technology	Summertime Learning Focus: Careful listening, Pitch, Pulse, Playing an Ensemble Themes: Seasons, Science, Geography



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EARLY LEARNING GOALS – END of YEAR – Holistic/Best-fit judgement						
Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
ELG: Listening, Attention and Understanding Children at the expected level of development will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking	ELG: Self-Regulation Children at the expected level of development will: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	ELG: Gross Motor Skills Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint	ELG: Comprehension Children at the expected level of development will: • 26 • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading	ELG: Number Children at the expected level of development will: • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Children at the expected level of development will: • Verbally count beyond	ELG: Past and Present Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling; ELG: People, Culture and Communities Children at the expected level of development will:	ELG: Creating with Materials Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: • Invent, adapt and recount



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Children at the expected level of development will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Managing Self Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Building Relationships Children at the expected level of development will: • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs.	brushes and cutlery; • Begin to show accuracy and care when drawing.	Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.	20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
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