



*Fairway Primary
School*

Nursery Long Term Planning

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≈ *Responsible* ≈ *Ambitious* ≈ *Individual* ≈ *Explorers* ≈

NURSERY CURRICULUM

CHARACTERISTICS OF EFFECTIVE LEARNING	In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are: • playing and exploring – children investigate and experience things, and 'have a go' • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things
OVER ARCHING PRINCIPLES	Four guiding principles should shape practice in early years settings. These are: • every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured • children learn to be strong and independent through positive relationships • children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. • importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).
COMMUNICATION AND LANGUAGE	EYFS Statutory Educational Programme: 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, 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.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	EYFS Statutory Educational Programme: 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.
PHYSICAL DEVELOPMENT	EYFS Statutory Educational Programme: 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.
LITERACY	EYFS Statutory Educational Programme: 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).
MATHEMATICS	EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which

	mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.
UNDERSTANDING THE WORLD	EYFS Statutory Educational Programme: 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.
EXPRESSIVE ARTS AND DESIGN	EYFS Statutory Educational Programme: 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.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	IDENTITY		TELL ME A STORY...		OUR UNIVERSE	
	BELONGING	SEARCH FOR A HERO	TRANSPORT – How will we get there?	TRADITIONAL TALES	INTO THE GARDEN WE GO!	WHERE IN THE WORLD?
PRIME TEXTS	What makes a rainbow? By Betty Schwartz Goldilocks & the Three Bears Love makes a family by Sophie Beer Who are you? By Smriti Halls & Ali Pye	There's a Superhero in your Book by Tom Fletcher Supertato by Sue Hendra Real Superheroes by Julia Seal	The Naughty Bus by Jan and Jerry Oke Going to the Volcano by Andy Stanton Snowball by Sue Hendra Noah's Ark by Lucy Cousins The Great Race – a cultural story about Chinese New Year N1 Traditional Nursery Rhymes	Little Red Riding Hood Jack & the Beanstalk Puff the Magic Dragon by Peter Yarrow and Lenny Lipton N1 Three Little Pigs Three Billy Goats Gruff	The Odd Egg by Emily Cravett Dave's Breakfast Blast off by Sue Hendra Texts by the author Lauren Child - Art N1 The Very Hungry Caterpillar by Eric Carle	Tinga Tales: Why elephant has a trunk by Claudia Lloyd Big Blue Whale by Nicola Davies Seaside Poems by Jill Bennett N1 Walking In the Jungle Monkey Puzzle
COMMUNICATION & LANGUAGE	Opportunities to develop Listening, attention and understanding: - Identify, recognise and point to objects on request. - Focus on an activity of my choice or be directed to an activity by an adult. - Understand and follow a one key word instruction. - I can make eye contact for longer periods. Opportunities to develop Speaking: - Link four or five words together. - Use words to make myself understood. - Use 'what' questions. Key Skills ➤ Understand one-word inst'n ➤ Focus on activity ➤ Be directed ➤ Link 4/5 words in a sentence	Opportunities to develop Listening, attention and understanding: - Listen to others when they speak and to simple stories and understand what is happening whilst using the pictures. - Listen to others when they speak. - Understand simple concepts (e.g. big/little, open/shut), and action words Opportunities to develop Speaking: - Begin to answer 'who', and 'where' questions. - Understand and use pronouns (me, him, she) - Understand the prepositions (in, on, under) - Start a conversation. Key Skills ➤ Listen and understand simple stories and others' speaking ➤ Identify action words, simple concepts (e.g. big/little, open/shut) ➤ Start engaging in conversation	Opportunities to develop Listening, attention and understanding: - Remember main parts of longer stories. - Switch attention between listening to a speaker and my focus on a task. Opportunities to develop Speaking: - Use sentences of four to six words. - Begin to use 'and' or 'because' to link my sentences. - Retell a simple past event in the correct order. - Start a conversation with an adult or a friend and continue it for many turns. - Use the prepositions (in, on, under) Key Skills ➤ Remember stories ➤ Listen in conversation and respond ➤ Switch attention ➤ 4-6 word sentences inc and ➤ Use talk to organise play	Opportunities to develop Listening, attention and understanding: - Understand 'why' questions - Understand and follow a question or instruction that has two parts. - Understand prepositions such as 'under', 'on top', 'behind'. Opportunities to develop Speaking: - Use 'where' and 'who' questions. - Use a wider range of vocabulary in my play - Listen carefully and talk about why listening is important. Key Skills ➤ Understand 'why' ➤ Listen for longer tracking discussion ➤ Use where/who	Opportunities to develop Listening, attention and understanding: - Understand and answer 'how' questions. Opportunities to develop Speaking: - Use past tense. - Question why things happen. - Articulate multisyllabic words such as 'pterodactyl' or 'hippopotamus.' - Use simple connectives to link sentences. Key Skills ➤ Understand and use 'how' and 'why' ➤ Use multisyllabic words ➤ Use simple connectives	Opportunities to develop Listening, attention and understanding: - Focus on a chosen activity. - Sit quietly and listen. Opportunities to develop Speaking: - To answer and explain when asked a 'why' questions - Express a point of view - Use a wider range of vocabulary Key Skills ➤ Manage distractions ➤ Express viewpoint ➤ Use new vocabulary

			N1 Opportunities to develop communication skills: - Understand and follow most simple instructions in a group setting. - Use words with gestures to make myself understood	N1 Opportunities to develop communication skills: - Listen to simple stories. - Look to others when they speak.	N1 Opportunities to develop communication skills: Understand and follow a three word sentence.	N1 Opportunities to develop communication skills: Understand and follow a question or instruction that has two parts
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Opportunities to develop Self-regulation: - Learn about, recognise and express simple emotions; happy, sad, excited, cross, upset. - Begin to understand the importance of, and use, 'effortful control' of emotions Opportunities to develop Managing self: - Begin to use manners such as please & thank you. - To follow toileting self-care routines with prompts - To separate from my parent with some support. - PANTS – To know what 'yes' and 'no' mean and begin to ask for permission Opportunities to develop Friendships: - To take turns with other children, with adult support. - Explore the classroom with adult support. - Talk about myself and my family. Key Skills ➤ Separate from carer ➤ Begin to explore ➤ Bathroom selfcare with support ➤ Begin to take turns ➤ PANTS – yes and no	Opportunities to develop Self-regulation: - Show good sitting, good listening, good looking, keeping hands and feet to themselves at group times. - PANTS - Understands and talks about private times at home and in the classroom and listening if someone says 'no' or 'stop' Opportunities to develop Managing self: - Explore new activities more independently - Use manners please & thank you. - Look after the toys and equipment and help to tidy up - Identify healthy foods, how we keep healthy and dental practices - Beginning to understand how to keep safe outside and when using technology – be with an adult Opportunities to develop Friendships: - Play alongside other children without adult support. - Play simple turn taking games with adult support. Key Skills - Use manners - Explore - Class listening skills - Play alongside - PANTS - outside during darker evenings	Opportunities to develop Self-regulation: - Enter class without adult support. - Talk about my feelings. - Exploring new places in the school building. - Take part in new experiences confidently. - Follow Nursery expectations Opportunities to develop Managing self: - Wait for my turn. - Be a responsible helper. - Respond to my name. - Talk about healthy food choices. - Use the toilet independently. Opportunities to develop Friendships: - Show friendly behaviour. - PANTS rule – my trusted adults - Understand how to keep myself safe when using technology - what to do if something upsets or worries me Key Skills - Talk about emotions - Wait for a turn - Respond to peers - IT Safety	Opportunities to develop Self-regulation: - Talk about my feelings in more elaborated ways eg disappointed, worried, eager - Manage my feelings when angry, upset or worried. Opportunities to develop Managing self: - I select and use activities and resources, to achieve a goal that I've chosen. - Ask for help when I have problems in play - Concentrate and manage distractions. - PANTS rule –my trusted adults, Opportunities to develop Friendships: - Showing more confidence and initiating play with others Key Skills - Use resources with purpose - Focus on one task - Initiate play - PANTS – trusted adults	Opportunities to develop Self-regulation: - Manage my emotions by showing effortful control. - Talk about and explain others' feelings and how we can help - Explain why Nursery rules are important. Opportunities to develop Managing self: - PANTS rule - good and bad secrets. - Safety with technology - Safety around water Opportunities to develop Friendships: - How to extend and elaborate play ideas. Key Skills - manage emotions - Respond to others' needs - Extend play ideas - PANTS rule - secrets	Opportunities to develop Self-regulation: - To know how to help myself feel better in different situations Opportunities to develop Managing self: - I can talk about moving to a new class and year group. - PANTS – recap all aspects inc on holiday and IT safety Opportunities to develop Friendships: - Find solutions to problems in play. - Talk about what a friend is. - To initiate conversations and take account of what others say. Key Skills ➤ In conversation take account of others opinion ➤ Find solutions to problems in play ➤ PANTS
			N1 - Discover classroom preferences in play - Bathroom use - Separate with support	N1 - Explore new activities - Play alongside other children without adult support.	N1 - Respond when spoken to. - Enter school more independently - Be friendly	N1 - Show more confidence. - Initiate play

PHYSICAL DEVELOPMENT:	Opportunities to develop Fine motor skills: - Explore different materials and tools to making marks e.g. sand/foam. - Hold different tools e.g. fork/spoon, brushes. Opportunities to develop Gross motor skills: - Fit myself into spaces like tunnels, dens and large boxes - Build independently with a range of appropriate resources - Move by walking and running - Beginning to jump, climb and scoot by pushing feet - Squat and raise to a standing position Key Skills ➤ Squat and stand ➤ Travel at different speeds ➤ Explore materials ➤ Manipulate tools	Opportunities to develop Fine motor skills: - Use one handed tools and equipment e.g. making snips in paper. - Explore malleable materials. Opportunities to develop Gross motor skills: - sit in a balanced position - Show control through continual practice of large movements such as waving, kicking, rolling, crawling and walking - Spin and roll independently - Starting to kick, throw and catch large balls Key Skills ➤ Manipulate one-handed tools ➤ Explore malleable materials ➤ Sit in a balanced position ➤ Show control in large movements ➤ Sit in a balanced position ➤ Show control in large movements ➤	Opportunities to develop Fine motor skills: - Use one handed tools with control e.g. cutting following a line. - Make controlled marks e.g. join dots using a line. - Show preference for a dominant hand Opportunities to develop Gross motor skills: Key Skills ➤ Use one-handed tools with control	Opportunities to develop Fine motor skills: - Manipulate malleable materials. - Use a comfortable grip with good control. - choose the right resources to carry out my own plan e.g. a trowel to dig Opportunities to develop Gross motor skills: Key Skills ➤ Use comfortable grip with control	Opportunities to develop Fine motor skills: - Use more refined movements to create something e.g. beads, weaving Opportunities to develop Gross motor skills: Key Skills ➤ Make refined movements	Opportunities to develop Fine motor skills: - Begin to use a tripod grip to make controlled marks. - Thread using pincer grip Opportunities to develop Gross motor skills: Key Skills ➤ Use a tripod grip
			N1 I can explore different materials and tools by making marks e.g. sand/foam.	N1 I can explore malleable materials.	N1 - I can explore malleable materials. - I can show preference for a dominant hand,	N1 I can choose the right resources to carry out my own plan e.g. a trowel to dig
			- I can put on my coat independently - I can change direction to avoid obstacles and other children when walking - I can balance on a range of equipment including planks - I can go up steps and stairs including climbing on or off apparatus using alternate feet - I can balance and stand on one leg - I can use large-muscle movements e.g. waving flags and streamers, painting and making large marks - I can walk on different parts of my feet, e.g. tiptoes and heels - I can roll a ball to a friend and engage in a simple game Key Skills ➤ Change direction and avoid obstacles when walking ➤ Use large muscle movements eg ribbons/flags ➤ Roll large ball	- I can change direction to avoid obstacles and other children when running - I can freeze my body when the music stops when playing games - I can hop on one leg - I can use and remember sequences of movements related to music - I can collaborate with others to move large items e.g.planks - I can throw beanbags and balls using an underarm and overarm throw Key Skills ➤ Change direction and avoid obstacles when running ➤ Throw beanbags and balls ➤ I can kick and roll a large ball	- I can run confidently at different speeds; fast and slow - I can walk backwards avoiding obstacles - I can jump off low apparatus safely, landing on both feet - I can ride a scooter, tricycle independently with confidence around a track - I can freeze my position when dancing on request - I can move in a variety of ways; rolling, crawling and sliding - I can use a simple obstacle course Key Skills ➤ Run confidently at different speeds ➤ Jump and land safely	- I can climb safely showing an awareness of risks and talking about them - I can choose the right equipment to do a challenge safely - I can begin to skip - I can catch a large ball with two hands - I can engage in a throw and catch game with a peer using a ball or bean bag - I can decide how to travel along an obstacle course according to the equipment Key Skills ➤ Climb safely ➤ Catch a ball with two hands ➤ Engage in a ball game with a frame

			N1 - I can move by walking and running - I can sit on a push along toy/tricycle and scoot using my feet	N1 I can sit in a balanced position	N1 I can change direction to avoid obstacles and other children when walking	N1 I can change direction to avoid obstacles and other children when running
READING: COMPREHENSION	- I know books have words and pictures. - I can point to a picture in a book. - I can point to a named character in a familiar book. - I can listen to a simple story and understand what is happening with the help of the pictures. - I enjoy sharing books with an adult. - I can pay attention and respond to the pictures or the words. - I can show an interest in books. Key Skills - To listen and respond to a simple story - To enjoy sharing books	- I can begin to recognise my name. - I can point to print in the classroom environment. - I can point to print in a book. - I have favourite books and seek them out, to share with an adult, with another child, or to look at alone. - I can join in with words and phrase used over and over again. - I can ask for a specific story. Key Skills - To begin to recognise own name - To have a favourite book	- I can recognise signs from my local environment. - I can recognise a known character in a different context. - I am beginning to sequence a story using talk to retell the story. - I can answer questions about the story, talk about the places and people in stories and important things are happening. - I know that print has meaning and purposes. - I know that we read English text from left to right and from top to bottom. - I can name the different parts of a book – cover, title and page. Key Skills - To recognise the main character - To answer simple character and event questions	- I can recognise my name in line up of names. - I can talk about what happens at the beginning, middle and end of the story. - I can use nouns, adjectives for description, verbs for events. - I can begin to reason as to why and also explain how. Key Skills - Recognise my name - Begin to reason why and how	- I can use descriptive language to describe imaginary characters and places. - I can order two events using 'and then' moving onto before. - I can answer questions about the story, talking about places, people and important things. - I can suggest how a story might end. Can begin to use recently learnt vocabulary. Key Skills - Link two events in recall - Talk about character, setting and events - Suggest an ending	- I can recognise and read my name distinguishing it from others. - I can retell verbally well-known stories - I can use the words before and after when describing events. Key Skills - Retell verbally well known stories
READING: WORD READING	Environmental Sounds - I can develop listening skills and awareness of sounds in the environment - I can identify and remember the differences between sounds - I can talk about sounds in greater detail Voice Sounds - Distinguish between the differences in vocal sounds - Talk about the different sounds that we can make with our voices - Eg Oooo-ahhhh-mmmm Floppy's Phonics - Online interactive Book – identifying Environmental Sounds Key Skills - Talk about environmental sounds	Instrumental Sounds - I can develop awareness of sounds made with instruments - Listen to and appreciate the difference between sounds made with instruments - Use a wide vocabulary to talk about instrument sounds Body Percussion - Develop awareness of sounds and rhythms - Distinguish between sounds and remember patterns of sound - Talk about sounds we make with our bodies and what the sounds mean - Explore speech sounds Online interactive Book – exploring Instrumental Sounds Rhythm and Rhyme - Experience and appreciate rhythm and rhyme - Develop awareness of rhythm and rhyme in speech Key Skills	Rhythm and Rhyme - Continue to experience and appreciate rhythm and rhyme - Continue to develop awareness of rhythm and rhyme in speech - Increase awareness of words that rhyme and develop knowledge about rhyme - Talk about words that rhyme and produce rhyming words Alliteration - Develop understanding of alliteration - Listen to sounds at the beginning of words and hear the differences between them - Explore how different sounds are articulated Oral blending and segmenting - Orally blend onset and rime with and without picture clues - Child segments onset and rime s-at - Online interactive Book – exploring Rhyme and Rhythm	Oral blending and segmenting - Oral blending using visual clues - Eg adult segmenting and child blend with picture or object to identify - Child segmenting using a picture eg d-o-g - Online interactive Book – exploring Segmenting and Blending Key Skills - To blend cvc word (picture support) - To segment cvc words (picture support) - Identify the sound at the beginning of words	Oral Blending and Segmenting - Develop oral blending and segmenting of sounds in words - Listen to sounds within words and remember them in the order in which they occur - Talk about the different sounds that make up words eg pronunciation of pure sounds – mmm not muh End of Nursery Expectations: - To hear the initial sound/phoneme of a word - To orally blend a cvc word when an adult orally segments (no picture) eg adult says r-a-t children says rat - To segment a cvc word - with a picture/object adults says pig child segments p-i-g - adult says whole word eg pig child says p-i-g Online interactive Book – exploring Segmenting and Blending Key Skills - to blend cvc word - To segment cvc word	

	➤ Create different voice sounds	➤ Talk about instrumental sounds ➤ Talk about sounds our body makes eg clicks, taps claps	and Alliteration Key Skills ➤ To segment the onset and rhyme			
WRITING: PHYSICAL & TECHNICAL DEVELOPMENT	• I can draw and scribble. • I can sit in a balanced position. • I can pretend to write. • I can hold pencils/pens using a palmar grip or five finger group. • I can make controlled marks in sand, shaving foam using large chalk, paint easel. • I am beginning to establish a dominant hand. Key Skills ➤ To mark make with different media	• I can make controlled marks e.g. enclosures, lines, dots, dashes, back and forth scribbles and circling. • I can distinguish and name marks. • I can use continuous writing patterns e.g. on lines, long dashes, swirls. • I can copy shapes and patterns using increasingly precise tools. For example; drawing triangular patterns/shapes with a paint brush. Key Skills ➤ To create controlled marks ➤ To copy and create writing patterns	• I can make small controlled marks. • I can use a two finger and thumb grip. Key Skills ➤ Create controlled marks with preferred grip	• I am using a preferred hand when I use pens and pencils. • I can make controlled marks in a specified direction eg top-down Key Skills ➤ To make controlled pattern in specific direction	• I can use some of my print and letter knowledge in my early writing. • I can use a two finger, one thumb grip for appropriate activities/ tools. Key Skills ➤ To explore writing graphemes	• I can write all of my name. • I can write some letters accurately (lower case plus capital used for my name.) Key Skills ➤ To write letters in their name
WRITING: DEVELOPING COMMUNICATION & MEANING	Key Skills ➤ To use mark making to communicate	• I can show interest in and recognise marks. • I can distinguish between marks and pictures/ drawings. Key Skills ➤ Distinguish marks	• I can add some marks to my drawings, giving meaning. • I can make marks on my picture to represent my name. Key Skills ➤ To begin to mark make my name	• I can begin to write my name Key Skills ➤ To begin write my name	• I understand a written word as a unit that conveys meaning. • I am beginning to encode my name. Key Skills ➤ To know a word represents meaning	• I can relate the meaning of the marks I make. • I can 'pretend' to write in different contexts. Key Skills ➤ To make marks to represent writing
DAILY MATHS OPPORTUNITIES	<u>At Fairway a variety of these activities are part of our daily practice:</u> <u>Self-registration</u> – Introduction to using 5 frames (moving onto 10s frames). Children place their photograph (moving onto their names) onto a 5 frame in order to recognise patterns e.g. one full 5, 3 filled spaces etc (5 and 10 frames work moves into maths sessions Spring 1) <u>Counting songs/rhymes orally</u>– e.g. 1, 2, 3, 45, fish alive <u>Voting for a story at the end of the day</u> – Children have a choice between two books that they want to listen to at the end of the day. They vote and then as a class we count the results and discuss the winner, e.g. using the language of more/most/less/least <u>Calendar</u> One month is displayed at a time. Everyday we look at the day using language such as today, yesterday, tomorrow. Photographs of the children are placed on their birthday date to enable use to count how many sleeps until and to count how many days left... also keep events in their lives are also recorded e.g. swimming, football,, visits to grandma. <u>Sequencing the day</u> – We use Photographs of the children at key times throughout the day for our visual timetable e.g. children eating dinner in the hall, children sat on the carpet with their coats on. Maths language will include – first, next, after that, before, morning, afternoon, 9 o'clock <u>Tidy up time</u> – We ensure resources are clearly labelled with photographs (and words if appropriate) to enable children to sort and classifying different items. <u>Subitising</u> - Recognising different amounts by saying what do you see/notice? How do you see it? E.g. I can see 3 spots Qu: How do you see the 3 spots? I can see a 2 and a 1 or I can see 1 and 1 and another 1					
MATHS TEXTS	Goldilocks and the Three Bears texts	My mum and dad make me laugh Where's is the cat? By Stella Blackstone	Mr Archimedes Bath by Pamela Allen Super sandcastle Saturday by Stuart Murphy Engine, Engine: an Indian Counting Rhyme by Lisa Bruce and Stephen Waterhouse	Perfect Fit by Niaomi Jones	We all went on safari – by Laurie Krebs	Mighty Maddie by Stuart Murphy
	Opportunities to develop Number skills: Reciting number names (not subitising) • Join in with reciting numbers to 5 forwards and backwards • Join in with forward and backward number rhymes/songs • Counting coins being dropped in a tin • Counting taps of a tambourine					

MATHS: NUMBER & NUMERICAL PATTERNS	<u>Opportunities for settling in</u> - Where do things go - Provision areas - Daily routines <u>Noticing, comparing and communicating</u> I can create collections and sets I can notice when quantities become more or less <u>Sorting</u> - Using Tidy up time: - I can match items to pictures/photographs - I can sort by one criteria e.g. colour <u>Noticing</u> - I can name parts of my face - I can say if something is the same/different - I can begin to notice full/empty (5 frames/capacity) - Seasonal tree – autumn – notice changes maths descriptive/vocab Key Skills - To sort by one criteria	<u>Representing Number</u> - I can show 'finger numbers' up to 5. - I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. <u>Subitising</u> - I can say when there is 1 of something 1 or not 1 (object drop) - Mark 1 (numeral, spot, picture etc) - Using numbers to 5 to solve problems <u>Comparing</u> - I can notice when quantities become 'more than' or 'fewer than' Key Skills - To know representations of one - To notice differences in amounts	<u>Representing Number</u> - I can show 'finger numbers' up to 5. - I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. <u>Subitising</u> - I can subitise 1,2 and 3 - eg 3 is equal to 1 1 1 /2 1 - Using numbers to 5 to solve problems <u>Comparing</u> - I can notice when there is 'more than' or 'fewer than' Key Skills - To subitize to 3	<u>Representing Number</u> - I can show 'finger numbers' up to 5. - I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. <u>Subitising</u> - I can subitise 1,2 and 3 - eg 3 is equal to 1 1 1 /2 1 - Using numbers to 5 to solve problems <u>Comparing</u> - I can notice when there is 'more than' or 'fewer than' Key Skills - To show fingers up to 5	<u>Representing Number</u> - I can show 'finger numbers' up to 5. - I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. <u>Subitising</u> - I can subitise 1,2, 3, 4 and 5 - eg 4 is equal to 1 1 1 1/2 1 1 3 1 - Using numbers to 5 to solve problems <u>Comparing</u> - I can notice when there is 'more than' or 'fewer than' Key Skills - To subitise to 4 - To notice when sets have more/fewer	<u>Representing Number</u> - I can show 'finger numbers' up to 5. - I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - I can say one number for each item in order: 1,2,3,4,5. - I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). <u>Subitising</u> - I can subitise 1,2, 3, 4 and 5 - eg 4 is equal to 1 1 1 1/2 1 1 3 1 - Using numbers to 5 to solve problems <u>Comparing</u> - I can notice when there is 'more than' or 'fewer than' Key Skills - To link numerals to amounts - To say one more to 5 - To subitize to 5 - The cardinal principle
MATHS: SHAPE AND SPACE	<u>Comparing</u> - I can compare using words linked to size – big/small - Tall/short – family members - Same/different – noticing similarity in friends and family Key Skills - To use comparative vocabulary relating to size	<u>Simple Patterns</u> - I can talk about and explore different lines on a page e.g. straight/curved - Describing patterns and identifying patterns eg spotty, stripy, informal language (blobby). - Patterns in the day (timeline)/story/song/body percussion - I can notice patterns around me e.g. spot on fabric - I can arrange things in a pattern <u>Positional language</u> - I can understand simple position words e.g. 'under', 'on top', 'next to', 'behind' Key Skills - To identify patterns eg spotty, striped	<u>Capacity</u> - Compare capacity of containers against another – holds more than/less than <u>Discuss routes</u> – a familiar route eg within school <u>Positional language</u> - I can understand simple position words e.g. 'under', 'on top', 'next to', 'behind' Key Skills - To use comparative vocabulary relating to capacity - To understand position language Under, on, next to, behind	<u>Shapes</u> - Selecting shapes to build and say why - Artist – James Brunt – using stones to explore shape properties and develop vocabulary Key Skills - Talk about use of shapes for purpose	<u>Shapes</u> - Talk about and describe shapes using informal language <u>Pattern</u> - Correcting patterns EG ABABABAA Key Skills - To use vocabulary relating to attributes of shapes eg curved, straight, pointy	<u>Weight</u> - Compare the weight and talk about heavier than... - Lighter than... Key Skills - To use comparative vocabulary relating to weight

UNDERSTANDING THE WORLD: NATURAL WORLD	- I will experience: dough, water/foam and sand, boxes of 'junk', jelly/foods. - I can explore and talk about natural objects. - I can talk about the weather and Autumn. Key Skills - To explore sensory materials - To talk about weather patterns and changes linked with the autumn season	- I can collect, find natural materials, including twigs, sticks, pebbles, rocks, mud, dirt and contrasting leaf/plants shapes and textures. - I can begin to talk about the changes I can see. - I can talk about the harvest foods I explore – pumpkins, marrows apples, pears etc Key Skills - To talk about observations of natural objects found at autumn time - To explore and make links with food harvested in the autumn time	- I can find out how things work and talk about it. - I can talk about water in the environment- puddles, dew, frost, snow and ice. - I can talk about seasonal weather- Winter into Spring - I can begin to talk about a life cycle eg bulbs. Key Skills - To investigate and talk about how things move - To talk about changes of the state of water - To observe and discuss weather patterns linked with winter and changes in natural environment	- I can name materials with similar and/or different properties - I can use simple descriptive vocabulary (soft, hard, transparent, bendy, rough, smooth, wet, dry) Key Skills - Explore how push/pull forces move objects - To develop vocabulary linked with exploring natural and manmade objects with senses	- I can talk about different types of animals. - I can plant seeds and care for growing plants and talk about how plants grow from seeds. - I can talk about minibeasts noticing where they live. - I can notice how Spring changes into Summer and name a variety of different weather and the seasons. - I understand the need to respect and care for the natural environment and all living things. Key Skills - To compare animals that hatch - To observe and notice patterns of change and growth of different life cycles – animals and plants - To talk about weather patterns and changes linked with the summer season - To know that different animals need different environments to survive	- I can explore and explain different forces. - I can notice change, including melting, drying and growing up. Key Skills - To investigate and discuss forces - To discuss and notice change over time
UNDERSTANDING THE WORLD: PEOPLE, COMMUNITIES & CULTURE	- I can talk about my family. - I can talk about who is special to me and why. - I can talk about the differences between ourselves and our families. Key Skills - To talk about me, my family and notice differences - To know what places are used for in school	- I can talk about people who help us in school and in our community. - I can remember & talk about significant and special people in my life Key Skills - To know about different occupations - To recall significant family events - To recognise special people in my life	Key Skills - To talk about different places in relation to one another - To know that a map shows different places and we would expect to see and experience different things there			- I know that there are different countries in the world and can talk about some differences. Key Skills - To know that people in different countries experience similarities and differences in their life.
UNDERSTANDING THE WORLD: PAST & PRESENT	- I understand who is older and younger than me in my family. - I can remember & talk about significant times or events for family and friends Key Skills - To know that people	- I can understand the terms: today, now, before. Key Skills - To understand vocabulary relating to time		I can use vocabulary relating to time – link time connectives with story language eg first, then, later Key Skills	- I can connect ideas, explain what is happening and anticipate what might happen. - I can understand and use vocabulary such as I can, I saw, same, different, change, what happened, why, because	- I can remember & talk about significant times or events for family and friends Key Skills - To talk about

	change over time			➤ To begin to use vocabulary relating to time	Key Skills ➤ To connect ideas and talk about what might happen next	significant events
ARTISTS	Szilajka Erzsebet An Hungarian artist who arranges ordinary pebbles into works of art that represents families	Wassily Wassilyevich A Russian painter using geometric forms, lines, and colors to create art -Squares with concentric circles -On white II	Andy Goldsworthy An artist that uses natural resources to explore patterns, forms and sculptures	J M W Turner A sunset sky over landscape – colour mixing with paint to illustrate the time of day: Sunrise over Fairway James Brunt Links with shape vocab in Maths	Lauren Child children's author and illustrator – use of fabric to collage pictures Links to pattern/emotions/PSE/collage pictures	El Anatsui used recycles materials to create structures – The Tin Forest by Helen Ward On Sudden Hill by Lina Sarah Edward Tingatinga – African Art Aboriginal Dot Art
EXPRESSIVE ARTS & DESIGN: CREATING WITH MATERIALS	➤ I can make marks intentionally in sand, shaving foam and using paint, chalk, etc. ➤ I can use paint, mud, cornflour, jelly, shaving foam using my fingers and other parts of my body as well as brushes. ➤ I can draw on a large scale a simple face to represent myself. Key Skills ➤ To engage in mark making with different media ➤ To represent draw a basic self-portrait	➤ I can express ideas and feelings through making marks and sometimes give meaning to my marks. ➤ I can manipulate and play with different materials making simple models. ➤ I can scrunch, tear and roll paper. ➤ I can draw horizontal and vertical lines, squiggles and zig zags Key Skills ➤ To create simple models ➤ To manipulate paper ➤ To explore long line patterns	➤ I can draw on a large scale with increasing complexity and detail eg nose ➤ I can paint with a range of tools eg twigs, brushes ➤ I can develop my own ideas e.g. stick to collage, join using glue or tape, ➤ I can show different emotions in my drawings e.g. happiness/sadness Key Skills ➤ To draw large scale imagery ➤ To use a range of mark making tools	➤ I can mix colours together and talk about what happens ➤ I can manipulate clay/malleable e.g. squeezing ➤ I can make imprints and recognize texture ➤ I can listen to music and use a pen to make marks representing the sounds I hear ➤ I can make imaginative small worlds with blocks and constructions kits Key Skills ➤ To experience colour mixig ➤ To manipulate malleable materials ➤ TO explore making texture ➤ TO develop small world play creations	➤ I can free paint an idea and talk about it ➤ I can draw an object e.g. sunflower ➤ I can decide what I want to use to make models and collages ➤ I can design and make fruit kebabs. Key Skills ➤ To create simple representations of objects ➤ To begin to plan and create	➤ I can cut dough using scissors blunt knives and cutters ➤ I can draw with a pencil on a small piece of paper adding finer details ➤ I can use colours to express feelings of happiness, sadness and worry Key Skills ➤ To explore cutting and shaping ➤ TO use colours and marks to represent emotion
EXPRESSIVE ARTS & DESIGN: BEING IMAGINATIVE & EXPRESSIVE	• I can show attention to sounds and music e.g respond by clapping and stamping • I can join in with the songs we use everyday in nursery eg hello song • I can use my voice to make different sounds • I am beginning to develop my pretend play, pretending that different items represent different things, • I can learn and sing along to songs from 'Sing Up' – This is Me Key Skills ➤ To physically respond to sound ➤ To join in with familiar rhymes	• I can sing the songs and rhymes eg twinkle twinkle humpty dumpty • I can move and respond to music • I can explore a range of sound makers and instruments • I can learn and sing along to songs from 'Sing Up' - Let's be friends collection Key Skills ➤ To move in response to music ➤ To explore sound makers ➤	• I can join in with action songs e.g. penguin dance, heads shoulders knees and toes • I can take part in simple pretend play eg playing in the home corner using role play equipment appropriately • I can use small world toys to imagine beginning to develop stories • I know how to use a range of sounds with my body eg clap • I can move and dance to a range of music • I can learn and sing along to songs from 'Sing Up' - Travel and Movement collection Key Skills ➤ To join in with action songs	• I can listen to a range of music and talk about my thoughts and feeling eg I like it happy/sad • I can explore making high/low sounds • I can learn and sing along to songs from 'Sing Up' I've got feelings collection Key Skills ➤ To explore the dynamics of sounds	• I can sing a melodic shape moving melody such as up down, down up of familiar songs • I can sing quietly and loudly • I can make up stories when playing • I can recreate stories using small world equipment • I can talk about the music sounds I have listened to • I know how to clap and repeat simple patterns • I can learn and sing along to songs from 'Sing Up' Animal tea party collection Key Skills ➤ To sing at different volumes ➤ To create short	• I can create my own songs or improvise a song around one I know • I can perform my favourite song in front of a small group • I can take on a role within role play talking about who I am and interacting with a peer • I can play instruments in different ways loud/quiet/fast/slow • I can learn and sing along to songs from 'Sing Up' Let's Jam collection Key Skills ➤ To begin to create songs

	➤ To engage in pretend play		➤ To take part in rle play		➤ stories with small world play ➤ To repeat simple patterns	➤ To play instruments in different ways ➤ To elaborate role play with others
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