

NURSERY LONG

TERM PLAN

23-24

Curriculum Intent

This curriculum aims to enable all babies, toddlers and young children to be:

- Competent and creative learners who are curious about their world
- Secure and confident children who enjoy being at school and learning
- Skilful communicators who connect with others through play, symbol making and language

At Cobbs Brow Primary School we ensure each individual feels welcomed and valued and support our children to develop a positive disposition to learning. This love of learning is central to all we do. We want our children to become healthy, independent and responsible members of the community who are able to connect and communicate effectively with others and aim to prepare them for life in modern day Britain.

EYFS Lead – Miss P Sharples

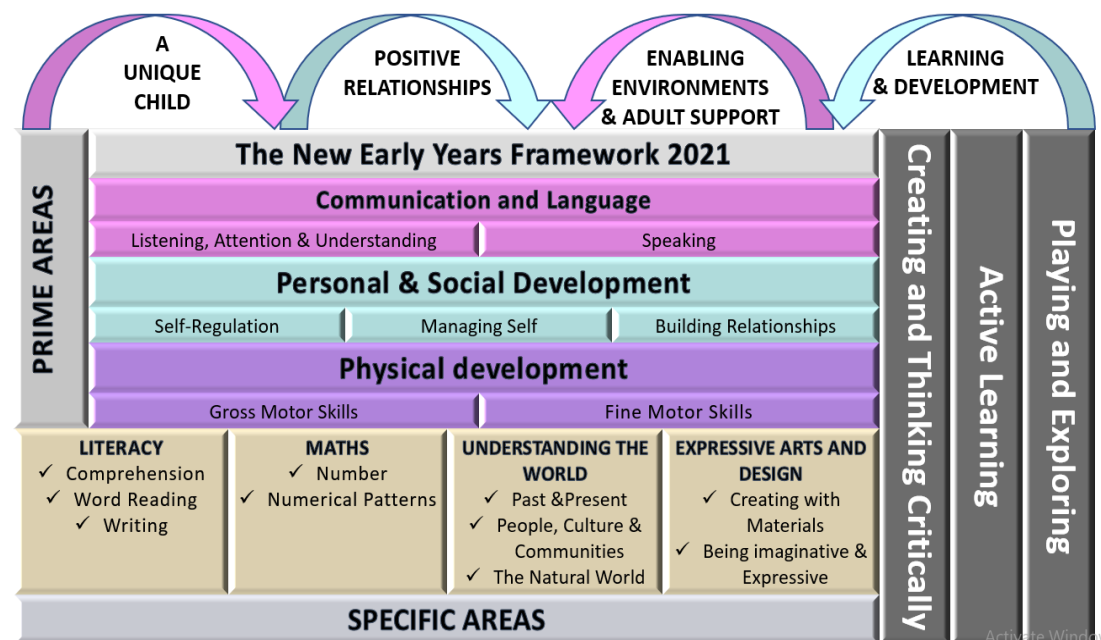
We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity.

At Cobbs Brow, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity.

We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date.

Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.

Cobbs Brow EYFS Team.



| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|---|--|--|---|---|---|
| | MARVELOUS ME! | TERRIFIC TALES! | AMAZING ANIMALS! | COME OUTSIDE! | TICKET TO RIDE! | FUN AT THE SEASIDE! |
| GENERAL THEMES NB: These themes may be adapted at various points to allow for the children's interests to flow through provision. Planning stems from children's interests, topics and children's needs identified. | Starting Nursery Settling in All about me Nursery Rhymes Class Bear My family Dental Hygiene Heads Shoulders Knees and Toes If f your happy and you know it | Leaves are falling Twinkle Twinkle Little Star Halloween Zoom Zoom Zoom We're Going to the Moon Incy Wincy Spider Bonfire Night Christmas | 5 Little Ducks Five Little Speckled Frogs Materials Minibeasts Valentines | Humpty Dumpty It's Raining its Pouring Teddy Bears Picnic Life Cycles Plants / Flowers Growth Weather / Seasons | The Wheels on the Bus Old MacDonald had a Farm People Who Help Us Five Little Men in a Flying Saucers | School Trip Pirates Row Row Row Your Boat 12345 Once I Caught a Fish Alive Big School |
| PIE CORBETT READING SPINE | Hug We're Going on a Bear Hunt You Choose Where's Spot | | The Very Hungry Caterpillar Come on Daisy Brown Bear, Brown Bear, What do you see? Jasper's Beanstalk Dear Zoo | | Each Peach Pear Plum Hariy Maclary The Train Ride | |
| POSSIBLE TEXTS AND 'OLD FAVOURITES' Fiction/Non-Fiction Poems Nursery Rhymes | Goldilocks and the Three Bears The Three Little Pigs | Christmas Story / Nativity The Gingerbread Man Room on the Broom | The Very Hungry Caterpillar Little Red Riding Hood Three Billy Goats Gruff | Jack and the Beanstalk The Enormous Turnip | Traditional Tale – The Little Red Hen | |
| 'WOW' MOMENTS / | Halloween Book Week Space Week Mental Health Week | Halloween Bonfire Night Remembrance Day Road Safety Christmas Time / Nativity | Chinese New Year Story Telling Week Random Acts of Kindness Week Valentine's Day | Planting seeds Easter time Mother's Day Science Week Eater Egg Hunt Pancake Day | Nurse / Firefighter visit Post a letter - shops Food tasting – different cultures Map work - Find the Treasure | Visit to the farm Father's Day Heathy Eating Week Pirate Day Sports Week |

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| ENRICHMENT DAYS AND WEEKS | | Diwali World Space Week Children in Need | Big School Bird Watch Week | Book Week Science Week Comic Relief | | |
| PARENTAL INVOLVMENT | Wow Moments Macmillan Coffee Morning Parents Evening Stay and Play | | Wow Moments Parents Evening Mother’s Day Session Surprise parent readers | | Quality Mark Celebration Summer Fair Sports Day Preparing for Reception Workshop | |
| COEL | 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). | | | | | |
| PLAY | <p>Play is essential for children’s development, building confidence as they learn and explore, relate to others, 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. (Statutory framework for the early years foundation stage, 2021)</p> <p>Children have a right to play. Children’s right to play is recognised as so vital to their wellbeing and development that it is included in the United Nations Convention on the Rights of a Child (1989). Play both indoors and outdoors is also a fundamental commitment to children throughout the EYFS. (Birth to Five Matters, 2021).</p> <p>According to research by Dr. Karyn Purvis, scientists have discovered that it takes approximately 400 repetitions to create a new synapse in the brain, unless it is done in play, in which case it only takes 10 to 20 repetitions.</p> <p>At Cobbs Brow, children will have lots of opportunities to learn through planned, purposeful play. We will ensure that learning is fun, engaging and we will challenge and support all children wherever their starting point. As EYFS practitioners and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities across all areas of learning and environments. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 2021. Learning experiences will be guided from children’s interests, identified needs and topics.</p> | | | | | |

FOUNDATIONS
OF HIGHEST
QUALITY
PROVISION FOR
CHILDREN
(BIRTH TO FIVE
MATTERS, 2021)

Promoting Voice and Inclusion

- Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging.
- Listening to children's voices and recognising these are expressed in a range of ways, including non-verbally, is central to inclusive practice.
- Identifying what each unique child "knows and can do" is the foundation of inclusive early years practice.
- Understanding children as unique includes considering them in relation to others.
- Making sure that early year's practice meets the needs of all children means thinking about children in context.

Play

- Children have a right to play.
- Play, both indoors and outdoors, makes a powerful contribution to children's wellbeing, development and learning.
- In play children can become deeply involved as they take things they already know and combine them in new ways so that their understanding deepens.
- Children choose to play and are in charge of their play.
- Having freedom and time to play in an appropriately stimulating and resourced environment which is finely tuned for babies, toddlers and young children supports development and learning across all areas.
- Adults must have a deep understanding of how play of different types supports children to develop and learn, and be able to discuss this with parents.

Care

- Effective early years provision encompasses and pays as much attention to children's care as it does to play and learning.
- Effective provision includes planning for and reflecting on physical care events such as dressing, washing, feeding sleeping, changing and toileting.
- Respectful caregiving requires thoughtful organisation.
- Respectful caregiving requires respectful interactions.

Quality Improvement and Leadership

- Leadership and quality improvement run through the EYFS Principles.
- Quality improvement is a continuous process.
- A continuously improving setting needs continuing development for all staff.

Transitions

- Transition is a process, not an event.
- High quality transitions recognise the importance of feeling "known".
- Some children are particularly vulnerable to at times of transition.
- Transitions are opportunities for professional dialogue.
- The key person makes essential connections.
- Transition includes moving from EYFS to KS1.

KEY FEATURES OF EFFECTIVE PRACTICE (DEV MATTERS 2021)

Seven Features of Effective Practice

1 The best for every child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2 High-quality care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

3 The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

4 Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

5 Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.

6 Self-regulation and executive function

- Executive function includes the child's ability to:
 - hold information in mind
 - focus their attention
 - regulate their behaviour
 - plan what to do next.
- These abilities contribute to the child's growing ability to self-regulate:
 - focus their thinking
 - monitor what they are doing and adapt
 - regulate strong feelings
 - be patient for what they want
 - bounce back when things get difficult.
- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

7 Partnership with parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children's progress.
- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.

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| BRITISH VALUES | <table><tr><th>Individual Liberty</th><th>The Rule of Law</th><th>Democracy</th><th>Mutual Respect & Tolerance</th></tr><tr><td>Freedom for all Positive sense of self, self-esteem and confidence, taking risks i.e., obstacles, mixing colours in creative area, talk about own experiences and learning, increase knowledge, reflection, responsibility e.g. tidy up time</td><td>Understanding rules matter Understand behaviour expectations and consequences, learn to distinguish right from wrong, collaborate to create class rules and understand that these rules apply to everyone</td><td>Making decisions together Children understand they are part of a group, know their views count, value the views of others, talk about feelings, vote e.g., show of hands, take turns and share, collaborate, enquiring minds.</td><td>Treat others as you want to be treated Inclusive practice, community engagement, similarities and differences between us, personal experiences, cultures, traditions, faiths, celebrations, respecting the views and opinions of others, challenge gender/cultural and racial stereotypes</td></tr></table> | | | | | | Individual Liberty | The Rule of Law | Democracy | Mutual Respect & Tolerance | Freedom for all Positive sense of self, self-esteem and confidence, taking risks i.e., obstacles, mixing colours in creative area, talk about own experiences and learning, increase knowledge, reflection, responsibility e.g. tidy up time | Understanding rules matter Understand behaviour expectations and consequences, learn to distinguish right from wrong, collaborate to create class rules and understand that these rules apply to everyone | Making decisions together Children understand they are part of a group, know their views count, value the views of others, talk about feelings, vote e.g., show of hands, take turns and share, collaborate, enquiring minds. | Treat others as you want to be treated Inclusive practice, community engagement, similarities and differences between us, personal experiences, cultures, traditions, faiths, celebrations, respecting the views and opinions of others, challenge gender/cultural and racial stereotypes |
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| ASSESSMENT OPPORTUNITIES | Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Lancs Tracker Phonic Intervention groups EYFS team meetings | Ongoing assessments Baseline analysis Pupil progress meetings Parent’s evening info EYFS team meetings In house moderation End of Term Assessments (Lancs Tracker / Sims) | GLD Projections for EOY Cluster moderation EYFS team meetings In house moderation Interim Appraisal Ongoing assessments | Pupil progress meetings Parent’s evening info EYFS team meetings End of Term Assessments (Lancs Tracker / Sims) | Cluster moderation EYFS team meetings Ongoing assessments | Pupil progress meetings / Appraisal Review End of Year Reports EYFS team meetings EYFSP / EOY data | | | | | | | | |
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| <p>PSED</p> | <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> | | | | | |
| <p>SELF – REGULATION</p> <p>MANAGING SELF</p> <p>BUILDING RELATIONSHIPS</p> | <p>Class Rule Rules and Routines</p> <p>Rainbow Promises</p> <p>Supporting children to build relationships</p> <p>Promoting independence – own peg</p> <p>Key person time</p> | <p>How to deal with anger</p> <p>Emotions</p> <p>Self - Confidence</p> | <p>Feelings</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p> | <p>Relationships</p> <p>What makes a good friend?</p> <p>Healthy me</p> <p>Random acts of Kindness</p> <p>Looking after pets</p> <p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p> | <p>Looking after others</p> <p>Friendships</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p> | <p>Taking part in sports day - Winning and losing</p> <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> |
| <p>OBJECTIVES</p> <p>B25 - RANGE 5</p> | <p>MR - Seeks out companionship with adults and other children, sharing experiences and play ideas</p> <p>UE - May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</p> <p>SS - Enjoys a sense of belonging through being involved in daily tasks</p> | <p>MR - Uses their experiences of adult behaviours to guide their social relationships and interactions</p> <p>UE - Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</p> | <p>MR - Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p> <p>UE - Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants</p> <p>SS - Is becoming more aware of the similarities and differences between themselves and others in</p> | <p>MR - Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p> <p>UE - Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</p> | <p>MR - Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p> <p>UE - Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</p> <p>SS - Is sensitive to others' messages of appreciation or criticism</p> | <p>UE - Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</p> <p>SS - Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</p> |

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| | | | more detailed ways and identifies themselves in relation to social groups and to their peers | | | |
| | <p>HSC - Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</p> <p>HSC - Can wash and can dry hands effectively and understands why this is important</p> <p>HSC - Can mirror the playful actions or movements of another adult or child</p> | <p>HSC - Can name and identify different parts of the body</p> <p>HSC - Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important</p> | <p>HSC - Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</p> | <p>HSC - Willing to try a range of different textures and tastes and expresses a preference.</p> <p>HSC - Observes and controls breath, able to take deep breaths, scrunching and releasing the breath</p> | <p>HSC - Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</p> | <p>HSC - Observes and can describe in words or actions the effects of physical activity on their bodies.</p> |
| PSSED | | | | | | |

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| | <p>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.</p> <ul style="list-style-type: none">✓ Controlling own feelings and behaviours✓ Applying personalised strategies to return to a state of calm✓ Being able to curb impulsive behaviours✓ Being able to concentrate on a task✓ Being able to ignore distractions✓ Behaving in ways that are pro-social✓ Planning✓ Thinking before acting✓ Delaying gratification✓ Persisting in the face of difficulty. | | | | <p>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</p> | |
| PD | 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 . | | | | | |
| FINE MOTOR CONTROL | Threading, cutting, weaving, playdough, Hold pencil/paint brush beyond whole hand grasp | Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand | Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors | Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors | Develop pencil grip Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross | Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego |
| OBJECTIVES B25 - RANGE 5 | | | MH - Creates lines and circles pivoting from the shoulder and elbow | | MH - Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, | |

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| | | | | | hairbrushes, toothbrush, scarves or ribbons | |
| GROSS MOTOR CONTROL | Climbing – outdoor equipment Changing for PE | Crates - climbing Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Pedal bikes wheelbarrows, prams | Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music | Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. | Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music | Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance |
| OBJECTIVES B25 - RANGE 5 | MH - Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise | MH - Walks down steps or slopes whilst carrying a small object, maintaining balance and stability | MH - Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles | MH - Can balance on one foot or in a squat momentarily, shifting body weight to improve stability | MH - Can grasp and release with two hands to throw and catch a large ball, beanbag or an object | |
| | From Development Matters 2021': <ul style="list-style-type: none"> 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. | | | | | |
| CL Home language - celebrate multilingualism | 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. | | | | | |

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| | 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 . | | | | | |
| <p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies, tiered vocabulary and weekly interventions.</p> <p>DAILY STORY / SONG TIME</p> | <p>Welcome to EYFS</p> <p>Settling in activities Making friends Children talking about experiences that are familiar to them This is me! Rhyming and alliteration Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p> | <p>Tell me a story!</p> <p>Settling in activities Develop vocabulary Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day Choose books that will develop their vocabulary.</p> | <p>Tell me why!</p> <p>Using language well Ask’s how and why questions... Retell a story with story language Helicopter Stories Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs</p> | <p>Talk it through!</p> <p>Settling in activities Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it?”</p> | <p>What happened?</p> <p>Settling in activities Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p> | <p>Time to share!</p> <p>Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p> |
| <p>OBJECTIVES</p> <p>B25 - RANGE 5</p> | <p>LA - Listens to others in one-to-one or small groups, when conversation interests them</p> <p>LA - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories•</p> | <p>LA - Listens to familiar stories with increasing attention and recall</p> <p>U - Understands use of objects (e.g. <i>Which one do we cut with?</i>)</p> <p>U - Responds to instructions with more elements, e.g.</p> | <p>S - Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>)</p> <p>S - Able to use language in recalling past experiences</p> <p>S - Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>)</p> | <p>LA - Focusing attention – can still listen or do, but can change their own focus of attention</p> <p>U - Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture</p> | <p>LA - Is able to follow directions (if not intently focused)</p> <p>S - Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i></p> | <p>S - Builds up vocabulary that reflects the breadth of their experiences</p> <p>S - Talks more extensively about things that are of particular importance to them</p> <p>S - Uses intonation, rhythm and phrasing to</p> |

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| | S - Continues to make some errors in language (e.g. <i>runned</i>) and will absorb and use language they hear around them in their community and culture | <i>Give the big ball to me; collect up all the blocks and put them in the box</i> S - Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i> | S - Uses talk to explain what is happening and anticipate what might happen next U - Beginning to understand <i>why</i> and <i>how</i> questions | S - Beginning to use a range of tenses (e.g. <i>play, playing, will play, played</i>) | | make the meaning clear to others |
| LITERACY | 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) | | | | | |
| COMPREHENSION | Joining in with rhymes and showing an interest in stories with repeated refrains | Retell stories related to events through acting/role play. Christmas letters/lists. | Having a favourite story/rhyme. | | Environmental print Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. | Environmental print Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. |
| READING | Phonics : Phase 1 Environmental sounds | Phonics: Phase 1 Instrumental sounds | Phonics: Phase 1 Body percussion | Phonics: Phase 1 Rhythm and rhyme Alliteration | Phonics: Phase 2 Set 1 s a t p Reading: Initial sounds, reciting known stories, listening to stories with attention and recall. | Phonics: Phase 2 Set 2 i n m d Reading: Initial sounds, reciting known stories, listening to stories with attention and recall. |

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| | | | | | I spy | I spy End of term assessments Transition work with Reception staff |
| WRITING | Painting faces | Drawings in response to stories | Giving meaning to marks they make | Child initiated mark making | Writing my name in areas of the classroom | Writing initial sounds |
| OBJECTIVES B25 - RANGE 5 | <p>W - Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <p>R - Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>R - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> | <p>W - Sometimes gives meaning to their drawings and paintings</p> <p>R - Looks at and enjoys print and digital books Independently</p> <p>R - Shows awareness of rhyme and alliteration</p> <p>R - Recognises rhythm in spoken words, songs, poems and rhymes</p> | <p>W - Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p> <p>R - Begins to be aware of the way stories are structured, and to tell own stories</p> <p>R - Talks about events and principal characters in stories and suggests how the story might end</p> <p>R - Handles books and touch screen technology carefully and the correct way up with growing competence</p> <p>R - Shows interest in illustrations and words in print and digital books and words in the environment</p> | <p>W - Includes mark making and early writing in their play</p> <p>W - Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>R - Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>R - Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> | <p>W - Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>R - Claps or taps the syllables in words during sound play</p> <p>R - Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>R - Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p> | <p>W - Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p> <p>W - Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p> <p>R - Hears and says the initial sound in words</p> <p>R - Begins to develop phonological and phonemic awareness</p> |

RED ROSE PHONICS

Red Rose Letters and Sounds

Communication, Language and Literacy - Phonological Awareness - Phase 1 Planning Framework

| Aspect 1 Environmental Sounds | | | | | | | | |
|---------------------------------------|--|--|--|--|--|------------------------------|--|--|
| Teaching Block 1 | | | Teaching Block 2 | | | Teaching Block 3 | | |
| Strand: Tuning Into Sounds | | | Strand: Listening and Remembering Sounds | | | Strand: Talking About Sounds | | |
| Section 1 | Section 2 | Section 3 | Section 1 | Section 2 | Section 3 | Section 1 | Section 2 | Section 3 |
| Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: |
| Listen to and identify indoor sounds. | Listen to and identify outdoor sounds. | Create different sounds using objects. | Identify hidden sounds. | Sequence sounds in the order they are heard, e.g. 2 or 3 sounds. | Sequence sounds in the order they are heard, e.g. 3 or 4 sounds. | Describe the sounds heard. | Identify sounds and place them in context, using appropriate environmental sound vocabulary. | Use and apply environmental sound vocabulary when innovating a story, poem or rhyme. |

| Aspect 2 Instrumental Sounds | | | | | | | | |
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| Teaching Block 1 | | | Teaching Block 2 | | | Teaching Block 3 | | |
| Strand: Tuning Into Sounds | | | Strand: Listening and Remembering Sounds | | | Strand: Talking About Sounds | | |
| Section 1 | Section 2 | Section 3 | Section 1 | Section 2 | Section 3 | Section 1 | Section 2 | Section 3 |
| Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: |
| Identify and explore sounds made by objects. | Identify and explore sounds made by instruments. | Listen and respond whilst an instrument is being played. | Discriminate and copy sounds made by an instrument or sound maker. | Respond to start, stop signals using instruments or sound makers. | Remember and repeat a rhythm. | Select and play an instrument that matches an image, word or prop, and justify. | Select and play an instrument linked to a story and justify. | Select and play an instrument linked to a song, poem or rhyme and justify. |

| Aspect 3 Body Percussion | | | | | | | | |
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| Teaching Block 1 | | | Teaching Block 2 | | | Teaching Block 3 | | |
| Strand: Tuning Into Sounds | | | Strand: Listening and Remembering Sounds | | | Strand: Talking About Sounds | | |
| Section 1 | Section 2 | Section 3 | Section 1 | Section 2 | Section 3 | Section 1 | Section 2 | Section 3 |
| Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: |
| Join in with words and actions from familiar songs and rhymes. | Perform actions increasing and decreasing the speed and loudness. | Join in with words and actions from new songs and rhymes. | Copy a pattern of body sounds and actions. | Copy a more detailed pattern of body sounds and actions. | Create a new simple sequence of sounds and perform. | Identify and discuss sounds being made by different parts of the body. | Identify sounds using the different criteria of fast, slow, loud and quiet. | Use a wider range of vocabulary to talk about sounds heard, e.g. <i>click, stamp</i> . |

| Aspect 4 Rhythm and Rhyme | | | | | | | | |
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| Teaching Block 1 | | | Teaching Block 2 | | | Teaching Block 3 | | |
| Strand: Tuning Into Sounds | | | Strand: Listening and Remembering Sounds | | | Strand: Talking About Sounds | | |
| Section 1 | Section 2 | Section 3 | Section 1 | Section 2 | Section 3 | Section 1 | Section 2 | Section 3 |
| Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: |
| Join in with words and phrases in songs and rhymes. | Join in with words and phrases in stories. | Move in time to the beat and/or rhythm. | Identify words that rhyme, focusing on onset and rime. | Identify words that rhyme, focusing on onset and rime. | Identify words that rhyme in pairs. | Recognise syllables in words. | Continue a rhyming string. | Use appropriate rhyming words to complete a sentence or phrase. |

| Aspect 5 Alliteration | | | | | | | | |
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| Teaching Block 1 | | | Teaching Block 2 | | | Teaching Block 3 | | |
| Strand: Tuning Into Sounds | | | Strand: Listening and Remembering Sounds | | | Strand: Talking About Sounds | | |
| Section 1 | Section 2 | Section 3 | Section 1 | Section 2 | Section 3 | Section 1 | Section 2 | Section 3 |
| Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: |
| Identify initial phonemes in words. | Identify initial phonemes in words. | Enunciate selected initial phonemes clearly. | Recall a number of items beginning with the same phoneme. | Recall a number of items beginning with the same phoneme. | Identify objects/animals which start with the same phoneme. | Join in with an alliterative story and make suggestions. | Articulate a developing amount of speech sounds clearly. | Generate words that start with the same phoneme. |

| Aspect 6 Voice Sounds | | | | | | | | |
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| Teaching Block 1 | | | Teaching Block 2 | | | Teaching Block 3 | | |
| Strand: Tuning Into Sounds | | | Strand: Listening and Remembering Sounds | | | Strand: Talking About Sounds | | |
| Section 1 | Section 2 | Section 3 | Section 1 | Section 2 | Section 3 | Section 1 | Section 2 | Section 3 |
| Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: | Skill focus: |
| Use a range of voice sounds. | Explore different mouth movements for a range of voice sounds. | Explore different mouth movements for a range of voice sounds. | Remember and repeat a sequence of voice sounds. | Remember, repeat and continue a sequence of voice sounds. | Remember, repeat and continue a sequence of voice sounds, varying the pitch and volume. | Use voice sounds to add sounds to a story. | Use appropriate vocabulary to describe different voice sounds. | Use appropriate vocabulary in rhymes and poems, to describe different voice sounds. |

| Aspect 7 Oral Blending and Segmenting | | | | | | | | |
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| Teaching Block 4 | | | | | | | | |
| Strand: Tuning Into Sounds | | | Strand: Listening and Remembering Sounds | | | Strand: Talking About Sounds | | |
| Section 1 | Section 2 | Section 3 | Section 1 | Section 2 | Section 3 | Section 1 | Section 2 | Section 3 |
| Skill focus: Listen to an adult orally blending two or three phonemes, using sound talk to blend a word. (Onset different but the rime the same) | Skill focus: Listen to an adult orally segmenting two or three phonemes, using phonic fingers to segment a word. | Skill focus: Listen and respond to an adult orally blending and segmenting two or three phonemes in words with the same initial phoneme. | Skill focus: Copy an adult orally blending phonemes in cvc words by listening and remembering. | Skill focus: Copy an adult orally segmenting phonemes in cvc words by listening and remembering. | Skill focus: Listen and respond to an adult orally blending and segmenting two or three phonemes in words. | Skill focus: Talk about phonemes whilst orally segmenting cvc words, with completely contrasting phonemes. | Skill focus: Talk about phonemes whilst orally segmenting cvc words, focusing on the initial, medial and final positioning. | Skill focus: Independently talk about and enunciate clearly the phonemes whilst blending and segmenting cvc words. |

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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.

*PLEASE REFER TO THE LEARNING AND PROGRESSION STEPS AND AUTUMN / SPRING / SUMMER PLANNING FROM LANCASHIRE COUNTY COUNCIL

Key Learning in Mathematics – Nursery

| Number – counting | Number – number sense | Measurement |
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| Rote counting <ul style="list-style-type: none"> Take part in finger rhymes with numbers (birth to 3) Recite numbers past 5 (3 & 4 year olds) Rote count back from 5 to 1 or 0 (3 & 4 year olds) Counting objects <ul style="list-style-type: none"> Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence (birth to 3) Understand that counting is to find out how many (birth to 3) Say one number for each item in order: 1, 2, 3, 4, 5 (3 & 4 year olds) Know the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') (3 & 4 year olds) Count in everyday contexts, sometimes skipping numbers – '1-2-3-5' (birth to 3) Count reliably up to 5 in everyday contexts (3 & 4 year olds) | <ul style="list-style-type: none"> Partition a set of objects in different ways (3 & 4 year olds) Know that numbers greater than 1 can be made in different ways (3 & 4 year olds) Number – number recognition <ul style="list-style-type: none"> Recognise and identify numerals 0 to 5 (3 & 4 year olds) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 (3 & 4 year olds) Number – graphics <ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals (3 & 4 year olds) Represent and explain their thinking in their own ways (birth to 3) Number – calculating <ul style="list-style-type: none"> React to changes of amount in a group of up to three items (birth to 3) | Distance <ul style="list-style-type: none"> Describe and compare sizes using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', (birth to 3) Make comparisons between objects relating to size, length and height e.g. longer / shorter; wider / narrower; taller / shorter (3 & 4 year olds) Find an object of similar length/width/height (3 & 4 year olds) Weight <ul style="list-style-type: none"> Describe and compare weights using gesture and language – 'heavy' (birth to 3) Make comparisons between objects relating to weight e.g. heavier/lighter (3 & 4 year olds) Volume/capacity <ul style="list-style-type: none"> Use language of full and empty to describe the amount in different containers (birth to 3) |

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| UTW | <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>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Talk about members of their</p> | <p>Can talk about what they have done with their families during Christmas' in the past.</p> | <p>Listening to stories and placing events in chronological order.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> | <p>Can children make comments on the weather</p> <p>Change in living things – Changes in the leaves, weather, seasons,</p> <p>Explore the world around us and see how it changes as we enter</p> | <p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Can children talk about their homes</p> | <p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> |

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| | <p>immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> | | | <p>Summer. Provide opportunities for children to note and record the weather.</p> <p>Building a 'Bug Hotel'</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p> | <p>and what there is to do near their homes?</p> <p>Look out for children drawing/painting or constructing their homes.</p> <p>Encourage them to comment on what their home is like.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> | <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> |
| <p>OBJECTIVES</p> <p>B25 - RANGE 5</p> | <p>T - Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and</p> | <p>PC - Shows interest in the lives of people who are familiar to them</p> <p>PC - Enjoys joining in with family customs and routines</p> | <p>PC - Remembers and talks about significant events in their own experience</p> <p>UW - Comments and asks questions about aspects of their familiar world such as the place where they</p> | <p>PC - Recognises and describes special times or events for family or friends</p> <p>UW - Talks about why things happen and how things Work</p> | <p>PC - Shows interest in different occupations and ways of life indoors and outdoors</p> <p>UW - Developing an understanding of growth, decay</p> | <p>PC - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> |

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| | tablets T - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images | T - Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support | live or the natural world | T - Knows that information can be retrieved from digital devices and the internet | and changes over time T - Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet | UW - Shows care and concern for living things and the Environment UW - Begin to understand the effect their behaviour can have on the environment |
| KEY CONCEPTS | Toys from the past | Kings & Queens | Marvellous Me | Terrific Tales | People Who Help Us | People Who Help us |
| EAD | 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. 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. | | | | | |
| EAD | Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. | Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems The use of story props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity | Provide a wide range of props for play which encourage imagination. | Mother's Day crafts Easter crafts Home Corner role play | Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Retelling familiar stories Provide children with a range of materials for children to construct with. | Colour mixing – underwater pictures. Father's Day Crafts |

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| <p>OBJECTIVES</p> <p>B25 - RANGE 5</p> | <p>CM - Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</p> <p>BI - Plays alongside other children who are engaged in the same theme</p> <p>BI - Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p> | <p>CM - Enjoys joining in with moving, dancing and ring games</p> <p>CM - Explores and learns how sounds and movements can be changed</p> <p>BI - Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>BI - Experiments and creates movement in response to music, stories and ideas</p> | <p>CM - Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</p> <p>BI - Engages in imaginative play based on own ideas or first-hand or peer experiences.</p> <p>BI - Uses available resources to create props or creates imaginary ones to support play</p> | <p>CM - Taps out simple repeated rhythms</p> <p>CM - Develops an understanding of how to create and use sounds intentionally</p> <p>BI - Creates sounds, movements, drawings to accompany stories</p> | <p>CM - Continues to explore colour and how colours can be changed</p> <p>CM - Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> | <p>CM - Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>CM – Uses tools for a purpose</p> <p>BI - Sings to self and makes up simple songs</p> |
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| PSED | PD | CL | L | M | UTW | EAD |
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| <u>ELG: Self-Regulation</u> | <u>ELG: Gross Motor Skills</u> | <u>ELG: Listening, Attention and Understanding</u> | <u>ELG: Comprehension</u> | <u>ELG: Number</u> | <u>ELG: Past and Present</u> | <u>ELG: Creating with Materials</u> |
| <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p><u>ELG: Managing Self</u></p> <p>Be confident to try new activities and show independence,</p> | <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>ELG: Fine Motor Skills</u></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><u>ELG: Speaking</u></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently</p> | <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>ELG: Word Reading</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic</p> | <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less</p> | <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>ELG: People, Culture and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories,</p> | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>ELG: Being Imaginative and Expressive</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs,</p> |

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| | <p>resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>ELG: Building Relationships</u></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> | | <p>introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p> | <p>knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>ELG: Writing</u></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p>than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p><u>ELG: The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural</p> | <p>rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |
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| | | | | | | <p>world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | |
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