



**The Leys Primary and Nursery School    Long term Plan 2024-2025    Year: Nursery**

Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
<b>The Leys' learning pathways</b>	<p>EYFS <b>Explore</b> familiar and unfamiliar roles and experiences.</p> <p>KS1 <b>Explore</b> new experiences with confidence.</p> <p>LKS2 <b>Explore</b> the world around me, increasing my knowledge and understanding.</p> <p>UKS2 <b>Explore</b> and challenge my learning in order to promote independence and resilience.</p>	<p>EYFS <b>Communicate</b> in a two way conversation.</p> <p>KS1 <b>Communicate</b> my thoughts and feelings in a calm, verbal way</p> <p>LKS2 <b>Communicate</b> verbally, confidently and in writing with increased clarity.</p> <p>UKS2 <b>Communicate</b> clearly and confidently both verbally and in writing.</p>	<p>EYFS <b>Understand</b> my feelings and respond to the feelings of others.</p> <p>KS1 <b>Understand</b> how my actions impact others.</p> <p>LKS2 <b>Understand</b> how my actions affect myself and others around me.</p> <p>UKS2 <b>Understand</b> my strengths and areas for development within our school community.</p>	<p>EYFS <b>Solve</b> problems independently with resilience.</p> <p>KS1 <b>Solve</b> problems independently with resilience in friendships and academics.</p> <p>LKS2 <b>Solve</b> problems regarding school life independently with resilience and seek support openly</p> <p>UKS2 <b>Solve</b> a wide range of problems across the curriculum, both independently and collectively as a team.</p>	<p>EYFS <b>Care</b> for myself, others and the world around me.</p> <p>KS1 <b>Care</b> for myself, others and the wider environment.</p> <p>LKS2 <b>Care</b> for myself, others and the wider world.</p> <p>UKS2 <b>Care</b> and understand how to promote the physical and mental well-being of myself and others and the world we live in.</p>	

Global Goals	<ol style="list-style-type: none"> <li>1. No poverty</li> <li>2. Zero hunger</li> <li>3. Good health and well-being</li> <li>4. Quality education</li> </ol>	<ol style="list-style-type: none"> <li>5. Gender equality</li> <li>6. Clean water &amp; sanitation</li> <li>7. Affordable and clean energy</li> <li>8. Decent work and economic growth</li> </ol>	<ol style="list-style-type: none"> <li>9. Industry, infrastructure and innovation</li> <li>10. Reduced inequalities</li> <li>11. Sustainable cities and communities</li> </ol>	<ol style="list-style-type: none"> <li>12. Responsible consumption and production</li> <li>13. Climate action</li> <li>14. Life below water</li> <li>15. Life on land</li> </ol>	<ol style="list-style-type: none"> <li>16. Peace, justice, and strong institutions</li> <li>17. Participation for the goals</li> </ol>
<b>SMSC/British Values</b>	<p><b>Social Moral Spiritual Cultural Education</b></p> <p><b>Spiritual</b> - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p><b>Moral</b> - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p><b>Social</b> - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '<a href="#">British values</a>' of democracy, the rule of law, liberty, respect and tolerance.</p> <p><b>Cultural</b> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <hr/> <p><b>British Values Education</b></p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The rule of Law</li> <li>• Individual Liberty</li> <li>• Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</li> </ul>				

	AUTUMN 3/9-20/12 (14 wks)		SPRING 7/1-4/4 (12 wks)		SUMMER 22/4-22/7 (12.5 wks)	
<b>School Events</b> <ul style="list-style-type: none"> <li>• Theme days</li> <li>• Community events</li> </ul>	<b>Science Week: Theme Big Bang 3/9-6/9</b>  Key behaviour expectations: 3-27/9  <b>Class Author Week: 9/9-13/9</b>  National Poetry Day (performance poetry) 3/10/24	Anti Bullying Week: (11/11-17/11)  King's birthday 14/11  <b>STEAM week: Computing focus 18/11-22/11</b>  Enterprise Day: How can we be creative to raise money for our school at Christmas? (29/11)  Take One Book from 3/12/24 - The Christmasaurus (Picture book) by Tom Fletcher	Children's MH week: 3-7/2/25  Internet Safety Week: Inspiring change? Making a difference, managing influence and navigating change online week: 10-14/2/25	Mother Language Day 28/2  Mock SATs Y6:10/3  World Book Day: Wear a Word (6/3)  <b>STEAM week: Maths focus 24/3-28/3</b>  Easter Poetry - wb 17/3 (world poetry day- 21/03)  Church visit KS2 Easter: 28/3  World Autism Day 2/4/25	St Georges's Day - 23/4/24  KS2 SATs w/c 12-15/5  Take One Book from 12/5- Sadie Sprocket Builds a Rocket by Sue Fliess  <b>STEAM week and Healthy living: 19-23/5</b> <b>DT cooking focus</b>  <b>Sports day - 22/5 or 23/5</b>	Careers Month: June  International Food Fair- 4/7  Art exhibition day - 11/7
<b>Charity Events</b>	Harvest - Assembly 1/10/24	Poppy Appeal: 4-11/11/24 Children in Need: 15/11/24 Christmas Jumper Day + dinner (17/12)				
<b>FOL Events</b>	Disco (18/10) Non uniform day (24/10)	KS1/Reception Movie Night- (22/11) Enterprise Day (29/11) Refreshments at Nativities (Dec) Junior Performances-16/12	Non Uniform Day- 14/2  Disco- 28/3	Non Uniform Day - 4/4		Summer Disco - 13/6

<b>Pupil Parliament</b>	<b>Session 1 (24/10/24) Wellbeing 11am</b>		<b>Session 2 (30/1/25) 11am</b>		<b>Session 3 (22/5/25) 11am</b>	
<b>Pupil Cabinet</b>	Cabinet vote in class w/c 9/9/24 1st meeting -	2nd meeting -	3rd meeting -	4th meeting -	5th meeting -	6th meeting -
<b>Class trip/visitor</b>						
<b>TOPIC</b>	All about me					
<b>Big Question</b>						
<b>Global Goals</b>	3. Good Health and Wellbeing 4. Quality Education		10. Reduced Inequalities 15. Life on Land		14. Life Below Water	
<b>Diversity Awareness</b>	Science Week Class Author Week World Mental Health Day	Anti Bullying week Children in Need				

<b>Prime</b>	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
<b>Communication and language</b>	<b>Sequence of learning</b> I can respond to my name I can respond to simple instructions I can listen to familiar song and	<b>Sequence of learning</b> I can listen to others 1:1 I can listen to others on small groups I can talk about my home environment	<b>Sequence of learning</b> I can understand verbal and nonverbal clues I can express myself both verbally and non verbally I can listen to longer stories with attention	<b>Sequence of learning</b> I can talk in a sentence I can use a wider range of vocabulary I can retell a simple story I can sing a few	<b>Sequence of learning</b> I can recognise what a question is I can express an opinion with confidence I can retell a simple past event in correct	<b>Sequence of learning</b> I can talk to an adult with confidence I can talk to a peer with confidence  I can use talk to organise my play I can sing a large

	<p>repeat some words or phrases I can show interest in playing with sounds, songs and rhymes. I can use gestures , sometimes with limited language I am learning to sit and listen during short group learning sessions. I can ask for milk or water at snack time. I can say please and thank you. I can talk about things that are important to me.</p> <p><u>Daily opportunities for key learning:</u> -Opportunities to think about objects using who? what? where? when? questions. -Puppets or masks for children to use to retell nursery rhymes -Daily stories shared with children -Encourage children to listen to their friends and take turns in play and activities. -Cue children, particularly those with communication</p>	<p>I can talk about things I see, hear and smell and share my ideas. I can join in with actions or vocalisations when learning new songs I can listen to longer stories with attention I can use simple sentences, for example to make a request for milk/ water I can understand 'who', 'what', 'where' in simple questions</p> <p><u>Daily opportunities for key learning:</u> -Daily stories shared with children -Show &amp; tell /Circle time on a weekly basic -Listen to language and conversation that emerge through play, particularly play that is led by the child. -Fred the bear diary to be taken home weekly -cooking sessions once a week -PE sessions once a week -Nursery library twice a week</p>	<p>I can answer questions about a book character I can use simple questions such as :what ,where, who . I can join in with singing my favourite songs. I can place objects in different positions (understanding positional language) I can use a full sentence to make a request for my fruit at snack time I am building up vocabulary that reflects the breadth of my experiences.</p> <p><u>Daily opportunities for key learning:</u> -Daily stories shared with children -Show &amp; tell /Circle time on a weekly basic -Fred the bear diary to be taken home weekly -cooking sessions once a week -PE sessions once a week -Nursery library twice a week (Monday and Thursday ) - Poetry basket poems introduced to the children on a weekly basis</p>	<p>familiar songs. I can speak in front of the class with a clear voice. I can carry out a two part instruction.</p> <p><u>Daily opportunities for key learning:</u> -Daily stories shared with children -Show &amp; tell /Circle time on a weekly basic -Fred the bear diary to be taken home weekly -cooking sessions once a week -PE sessions once a week -Nursery library twice a week (Monday and Thursday )</p>	<p>order I can use a range of tenses I'm beginning to understand why and how questions I can question why things happen and I am beginning to give my own explanations. I beginning to introduce a storyline or narrative into my play</p> <p><u>Daily opportunities for key learning:</u> -Daily stories shared with children -Show &amp; tell /Circle time on a weekly basic -Fred the bear diary to be taken home weekly -cooking sessions once a week -PE sessions once a week -Nursery library twice a week (Monday and Thursday ) -Encourage opportunities for conversations between small groups of children. Support these moments and act as a facilitator when appropriate. -Library visit</p>	<p>repertoire of songs. I can use intonation in my voice to convey meaning.</p> <p><u>Daily opportunities for key learning:</u> -Daily stories shared with children -Show &amp; tell /Circle time on a weekly basic -Fred the bear diary to be taken home weekly -cooking sessions once a week -PE sessions once a week -Nursery library twice a week (Monday and Thursday )</p>
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	<p>difficulties, to listen by first using their name, and signal a change of conversation, e.g. Now we are going to talk about...</p> <p>-Learning snack time routine (Top tips )</p> <p>Learning to wash my hands (Top tips)</p> <p>-Show &amp; tell /Circle time on a weekly basic</p> <p>-Fred the bear diary to be taken home weekly</p> <p>-cooking sessions once a week</p> <p>-PE sessions once a week</p> <p>-Nursery library twice a week</p>					
<p><b>Physical development</b></p>	<p><b>Sequence of learning</b></p> <p>I can run safely avoiding others and obstacles</p> <p>I am exploring the environment safely-jumping off the sandpit and navigating the climbing equipment.</p> <p><u>Daily opportunities for key learning:</u></p>	<p><b>Sequence of learning</b></p> <p>I am learning to hold scissors and beginning to explore scissor skills</p> <p>I am growing in confidence with dressing</p> <p>I am strengthening my fine motor skills by using play dough, threading buttons and playing</p>	<p><b>Sequence of learning</b></p> <p>I can go up and down the stairs /steps using alternate feet</p> <p>I can bend my knees when I land</p> <p>I can jump with 2 feet together</p> <p>I am growing in confidence with my scissor skills</p> <p>I am strengthening my</p>	<p><b>Sequence of learning</b></p> <p>I can hold my scissors and I am beginning to learn to cut my own sellotape.</p> <p>I can use a comfortable grip to hold writing tools</p> <p>I can show a preference for a</p>	<p><b>Sequence of learning</b></p> <p>I am growing in confidence with my scissor skills and I am beginning to use my non dominant hand to move and control the piece of paper while I cut around a curved line.</p> <p>I can try hard to find the end of the</p>	<p><b>Sequence of learning</b></p> <p>I can follow a 2 step dance rhythm</p> <p>I can show increasing understanding that equipment and tools have to be used safely e.g. scissors , blunt knives.</p> <p>I am beginning to undo and fasten my own buttons.</p> <p>Getting ready for Reception</p>

	<p>Exploring indoor and outdoor environment          Visiting meadow          Teach children a simple way to put their coat on          Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes          Support children to manage self care into smaller steps -Top tips for washing hands /Top tips for snack time          Support children to change into wellies when going outside          Cosmic Yoga          Just dance for kids</p> <p>Cooking sessions -using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc.</p>	<p>with the big wooden beads .</p> <p>I can run, hop ,jump and balance with confidence          I can catch a ball          I can throw a ball          I can use large - muscle movement to wave flags and streamers, to paint and to make marks.          I'm beginning to use a blunt knife safely to spread the butter</p> <p><u>Daily opportunities for key learning:</u>          Daily Busy fingers activity          Exploring indoor and outdoor environment          Using large play equipment in the Junior / Reception playground          Visiting meadow          Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes</p> <p>Cosmic Yoga          Just dance for kids          Cooking sessions -using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc.</p>	<p>fine motor skills by exploring tweezers in sensory trays</p> <p><u>Daily opportunities for key learning:</u>          Daily Busy fingers activity          Exploring indoor and outdoor environment          Using large play equipment in the Junior / Reception playground          Visiting meadow          Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes</p> <p>Cosmic Yoga          Just dance for kids          Cooking sessions -using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc.</p>	<p>dominant hand.          I can show an increasing ability to use and remember sequences and patterns of movements related to music and rhythm.          I can stand on 1 foot          I can walk like a bear to travel from one location to another</p> <p><u>Daily opportunities for key learning:</u>          Daily Busy fingers activity          Exploring indoor and outdoor environment          Using large play equipment in the Junior / Reception playground          Visiting meadow          Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes</p> <p>Cosmic Yoga          Just dance for kids          Cooking sessions -using one handed tools with</p>	<p>sellotape and pick it off.          I can attempt to do my zip with some verbal help from an adult</p> <p><u>Daily opportunities for key learning:</u>          Daily Busy fingers activity          Exploring indoor and outdoor environment          Using large play equipment in the Junior / Reception playground          Visiting meadow          Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes          Learning about healthy choices in regards to diet, exercise and oral hygiene .</p> <p>Cosmic Yoga          Just dance for kids          Cooking sessions -using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc.</p>	<p>:balance and coordination focus - using a knife and fork,</p> <p><u>Daily opportunities for key learning:</u>          Daily Busy fingers activity          Exploring indoor and outdoor environment          Using large play equipment in the Junior / Reception playground          Visiting meadow          Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes</p> <p>Cosmic Yoga          Just dance for kids          Cooking sessions -using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc.</p>
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				confidence e.g. spoons , forks , knives , whisks , spatulas etc.		
PE	Locomotion	Fine motor skills	Stability 1	Dance (Nursery rhymes)	Athletics	Target games
<b>Personal, social and emotional development</b>	<p><b>Sequence of learning</b> I'm beginning to learn and follow simple routines and rules in Nursery . I'm beginning to understand and follow simple rules and I know why they are important . I'm beginning to realise others have feelings and I take care of them. I initiate conversations with others. I can take my coat off</p>	<p><b>Sequence of learning</b> I know the difference between sharing and turn taking Im learning how to use a sand timer when I share with my friends I am willing to play with children who I have not played with before I can ask for help from a familiar adult I can select activities and resources with help if needed. I am growing in confidence with dressing</p>	<p><b>Sequence of learning</b> I can use key vocabulary to express myself I can talk about how I feel I am more confident in remembering my words to take turns and share in my play I am beginning to notice when my friends are in need and can try to help them I can put on and take off a cardigan or a jumper.</p> <p><u>Daily opportunities</u></p>	<p><b>Sequence of learning</b> I can name my feelings I can wait for a few seconds when I need a teacher, when I have said his/her name once. I can wait my turn to play with a toy I can wash my hands independently and understand why we wash hands after the toilet etc I am learning to turn my jumper and</p>	<p><b>Sequence of learning</b> I can talk about what I like and dislike I can take turns and share with help if needed I can tell my friends about something I feel proud of I begin to make healthy choices in regards to diet, exercise and oral hygiene .</p> <p><u>Daily opportunities for key learning:</u> Circle time / ring games /team games Show &amp; Tell Special helpers</p>	<p><b>Sequence of learning</b> I'm beginning to self regulate my emotions I can talk about what I am good at I am confident to speak to my peers I can share my opinion. I can ask questions of others. I can listen to what others have to say and I am beginning to give an appropriate response. I am beginning to undo and fasten my own buttons. I can follow Nursery routine independently I understand behavioural rules in Nursery and know why they are important</p>



	<p>I can take my shoes off and put wellies on I can understand when I need the toilet I can wash hand with soap and water with verbal prompts</p> <p><u>Daily opportunities for key learning:</u> Settling in, getting to know you - keygroups Nursery rules and expectations Play and teach Establishing clear, firm and consistent rules and behavioural expectations Our families class book Creating a listening culture and atmosphere, where young children feel able to express their emotions. Model caring responses and comforting or helping behaviours in your interactions. Teach children a simple way to put coat on</p>	<p>I can put my coat on I am beginning to understand when I need a coat while playing outside</p> <p><u>Daily opportunities for key learning:</u> Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes Explain to children why it is important to wash hands</p> <p>All about me books /Family photos Family celebrations e.g. birthdays, Christmas, Diwali Show &amp; Tell Special helpers WOW moments EYFS assembly Kindness tree</p>	<p><u>for key learning:</u> Emotions and feelings Exploring feelings and emotions through books and puppets (The colour monster) Show &amp; Tell Special helpers WOW moments EYFS assembly Friendship tree Recognise , talk about and expand on children's emotions Story time with props that engage children in a range of emotions e.g We're going on a bear hunt. Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes</p>	<p>coat sleeves the right way</p> <p><u>Daily opportunities for key learning:</u> Turn taking games / sharing puppets Circle games - taking turns Parachute games Show &amp; Tell sessions Special helpers WOW moments EYFS assembly Kindness tree Model key skills of empathy, negotiation, compromise and positive assertion when playing with children. Provide positive feedback during play, noticing and acknowledging children's thoughtfulness towards each other.</p>	<p>WOW moments EYFS assembly Kindness tree Offer calm and considered support for children as they experience conflict with their peers. Model key skills of empathy, negotiation, compromise and positive assertion when playing with children.</p>	<p><u>Daily opportunities for key learning:</u> Transition to Reception Circle time / ring games /team games Show &amp; Tell Special helpers WOW moments EYFS assembly Kindness tree Teddy bear's picnic -end of the year celebration Learning about healthy choices in regards to diet, exercise and oral hygiene .</p>
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	<p>Building independence in self care activities  e.g washing and drying hands, taking off and putting on coats /shoes  Supporting children to manage self care into smaller steps  -Top tips for washing hands /Top tips for snack time  Supporting children to change into wellies when going outside.</p>					
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Specific	AUTUMN		SPRING		SUMMER	
<b>Phonics</b>	<p>Learning how to sit and listen  Good listening skills  Songs and nursery rhymes  Listening and attention activities</p>	<p><b>Phase 1 activities</b>  Phase 1 aspect 1 - environmental sounds  Learning how to listen attentively  Songs and nursery rhymes</p>	<p><b>Phase 1 activities</b>  Phase 1 aspect 1 - environmental sounds  Phase 1 aspect 2 - instrumental sound</p>	<p><b>Phase 1 activities</b>  Phase 1 aspect 3- body percussion  Phase 1 aspect 4 -rhythm and rhyme</p>	<p><b>Phase 1 activities</b>  Phase 1 aspect 5 - alliteration  Phase 1 aspect 6 - voice sounds</p>	<p><b>Phase 1 activities</b>  Phase 1 aspect 7-oral blending and segmenting (more focus on oral segmenting in readiness for Reception )</p>
<b>Literacy</b>	<p>Core nursery rhymes  1.Incy Wincy Spider  2.Twinkle twinkle little star  3. Baa baa black sheep  4.Miss Polly had a dolly  5. Five currant buns</p>	<p>Core nursery rhymes  1.Once I caught a fish alive  2. If you're happy  3. Wind the bobbin up  4.Pat a cake  5.Five little ducks  6. Open shut them</p>	<p>Core nursery rhymes  1.The wheels on the bus  2. I had a little turtle  3. Five little monkeys  4.Old McDonald  5.Humpty Dumpty</p>	<p>Core nursery rhymes  1Row row your boat  2.Jelly on a plate  3.Five little speckled frogs  4.Little Miss Muffet  5. Old grand Duke of York</p>	<p>Core nursery rhymes  1.A sailor went to sea  2. Mary had a little lamb  3.Here we go round the Mulberry bush  4.Five little men in a flying saucer</p>	<p>Core nursery rhymes  1.One ,two buckle my shoe  2.Little Bo Peep  3. Little Arabella Miller  4. There is a worm at the bottom of my garden  5.Hickory Dickory dock</p>

	<p><b>Core books</b>  1 Dear Zoo  2. Brown bear, brown bear  3. We're going on a bear hunt</p> <p><b>Sequence of learning</b></p> <p>I can listen to and join in with stories and poems.  I can recognise my name card with my photo (self-registration )</p> <p><u>Daily opportunities for key learning:</u>  Daily story time and rhyme time  Art and craft linked to the nursery rhyme of the week  small world play linked to favourite books  Library books available twice a week  A wide range of books available to children during CIL  Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages.</p>	<p><b>Core books</b>  1 Walking through the jungle  2. Where's my teddy  3. The tiger who came to tea</p> <p><b>Sequence of learning</b></p> <p>I can join in with repeated refrains and phrases from rhymes and stories  -self registration (name card with a child's photo)  - Sticky name stickers for taking ownership of design and making</p> <p>-Busy fingers activities (pre writing skills)</p> <p><u>Daily opportunities for key learning:</u>  Daily story time and rhyme time  Art and craft linked to the nursery rhyme of the week  Small world play linked to favourite books  Library books available twice a week  A wide range of books</p>	<p><b>Core books</b>  1. Owl babies  2. Peace at last  3. Whatever next !  4. Goldilocks and the three bears</p> <p><b>Sequence of learning</b></p> <p>I begin to tell my own stories  I can re-enact and reinvent stories I have heard in my play  Self registration (name card with a child's photo)  -Sticky name stickers for taking ownership of design and making</p> <p>-Busy fingers activities (pre writing skills)</p> <p><u>Daily opportunities for key learning:</u>  Daily story time and rhyme time  Art and craft linked to the nursery rhyme of the week</p>	<p><b>Core books</b>  1. Wow! said the owl  2. The three little pigs  3. The gingerbread man  4. Gruffalo</p> <p><b>Sequence of learning</b></p> <p>I can talk about events and characters in stories.  -self registration (name card with a child's photo)  -Sticky name stickers for taking ownership of design and making</p> <p>--Busy fingers activities (pre writing skills)</p> <p><u>Daily opportunities for key learning:</u>  Daily story time and rhyme time  Art and craft linked to the nursery rhyme of the week  Small world play linked to favourite books  Library books available twice a week  A wide range of books</p>	<p><b>Core books</b>  1 Titch  2. Ten tiny seeds  3. Oliver's fruit salad  4. Jasper's beanstalk  5 Handa's surprise</p> <p><b>Sequence of learning</b></p> <p>I can use vocabulary influenced by my experiences of reading  I can show awareness of rhyme and alliteration  -self registration (name card  -Sticky name stickers for taking ownership of design and making</p> <p>--Busy fingers activities (pre writing skills)</p> <p><u>Daily opportunities for key learning:</u>  Daily story time and rhyme time</p>	<p><b>Core books</b>  1 The very hungry caterpillar  2. Mad about minibeasts  3 What the ladybird heard  4. The very busy spider  5. Snail trail</p> <p><b>Sequence of learning</b></p> <p>I can follow a story without pictures and props.  I can remember and explain key parts of a story including the problem/solution/character s/setting.  I can suggest how the story might end  I can recognise familiar words and signs such as my own name.  I can hear and says the initial sound in words  I can begin to segment the sounds in simple words and blend them together (orally)  I can continue a rhyming string  -self registration (name card )</p>
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		<p>available to children during CIL          Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages.          BookTrust packs delivered to the children and families</p>	<p>Small world play linked to favourite books          Library books available twice a week          A wide range of books available to children during CIL          Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages.          BookTrust packs delivered to the children and families</p>	<p>available to children during CIL          Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages.          BookTrust packs delivered to the children and families</p>	<p>Art and craft linked to the nursery rhyme of the week          Small world play linked to favourite books          Library books available twice a week          A wide range of books available to children during CIL          Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages.          BookTrust packs delivered to the children and families</p>	<p>-Sticky name stickers for taking ownership of design and making</p> <p>--Busy fingers activities (pre writing skills)</p> <p><u>Daily opportunities for key learning:</u>          Daily story time and rhyme time          Art and craft linked to the nursery rhyme of the week          Small world play linked to favourite books          Library books available twice a week          A wide range of books available to children during CIL          Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages.          BookTrust packs delivered to the children and families          Talk for writing Nursery rhymes /simple stories 1.</p>
<b>Maths</b>	<b>Sequence of learning</b> I can use some number names and	<b>Sequence of learning</b> I can recite numbers to 5. I can recognise a set of	<b>Sequence of learning</b> I can say one number per each item in order up to 5 ( one to one	<b>Sequence of learning</b> I can select shapes appropriately for task I can talk about and	<b>Sequence of learning</b> I can subitise to 3 -I can show finger	<b>Sequence of learning</b> I can recognise numbers 1 to 5

	<p>number language spontaneously I enjoy number rhymes and songs I can recite numbers 1 to 3.</p> <p>Nursery rhymes : 'Once I caught a fish alive' 'Five little ducks' 'Five currant buns' <u>Daily opportunities for key learning:</u> Daily counting experiences of counting in meaningful and varied contexts , outside and indoors e.g. counting fingers , counting cards on a visual timeline, counting children on a carpet, counting sounds and actions etc . Drawing attention to changes in amounts e.g. by adding more bricks or eating things up . e.g snack time Solve real world mathematical problems.g helping at lunch time / snack time/breakfast - counting chairs , bowls , spoons , lunch boxes etc.</p>	<p>one object I can link numeral(one to three )to amount I can show finger numbers up to three -I can talk about and identify different patterns around them e.g. stripes on clothes , patterns on wallpaper,and use informal language to describe it e.g. round , pointy</p> <p><u>Daily opportunities for key learning:</u> Provide patterned material and small objects to arrange in patterns . Use informal language like 'pointy, spotty' and 'blobs'</p> <p>-Extend and create ABAB patterns - stick, leaf, stick, leaf</p> <p>-Use words such as 'repeated' and 'the same'</p> <p>Wear a pattern day - children come to school wearing one patterned item of clothing . -Provide a range of natural resources and everyday objects for</p>	<p>correspondence to five) -I can subitise up to 2 -I can show finger numbers up to 4 -I can use language such as 'more than' , 'fewer than' to compare quantities -I can link numeral 4 to quantity -I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) I can create and extend repeating ABAB patterns I can notice and correct an error in a repeating pattern I can construct using a variety of shapes and equipment</p> <p><u>Daily opportunities for key learning:</u> Regularly say the counting sequence , in a variety of playful contexts for example :hide and seek, rocket-launch countdown Learning environment supports counting and subitising skills e.g. labelled pots with a</p>	<p>explore 2D and 3D shapes using mathematical and informal language such as ;corners, sides, round , flat. I can show an understanding of simple positional language e.g. under , on top,inside I can make comparisons between objects relating to size, length,height</p> <p><u>Daily opportunities for key learning:</u> Encourage children to freely play with blocks, shapes , shape puzzles and shape-sorters. Encourage children to talk informally about shape properties using words such as 'sharp corners' , 'pointy' or 'curvy'.</p>	<p>numbers up to 5 I can link numeral five to quantity I can combine shapes to make new one I can make comparisons between objects relating to size, length, weight, and capacity I can experiment with representing numerals up to 5</p> <p><u>Daily opportunities for key learning:</u> Provide experiences of size changes e.g. making larger puddles, stretching the playdough / elastic. Provide a variety of construction materials .Talk about the shapes of bricks / blocks and how they suit the purpose. Provide den making materials Superheroes day -dressing up day / obstacle course -</p>	<p>I can link numerals to amounts ,up to 5 I can use positional language such as : 'in front of' , 'behind' I can describe a familiar route using words such as in front of and behind I can solve real world mathematical problems with numbers up to 5 I begin to describe a sequence of events,real or fictional using words such as 'first' , 'then'. - <u>Daily opportunities for key learning:</u> Discuss position in real context eg hide under the table , sweep the leaves off a path Use positional language in play with the children Take children out to the park / meadow / big playground :recall the route and the order of things seen on the way Read stories about journeys e.g. Rosie's walk Set up obstacle courses in the outdoor area .Ask children to describe the route and give directions to each other. Talk about patterns of events in cooking , gardening ,getting dressed. Daily subitising</p>
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		<p>children to play freely and to make patterns .</p> <p>-Provide inset puzzles and jigsaws at different levels of difficulty</p>	<p>certain number of pencils , pens etc. Draw children's attention to differences and changes in amounts e.g. number rhymes or stories .</p> <p>-Encourage children to make movements and music patterns such as clap, stamp , clap.</p>		<p>using positional language to complete the obstacle course fundraising event</p>	
<p><b>Understanding of the world</b></p>	<p><b>Sequence of learning</b> I can notice things in my environment I can notice differences between people I can point to things I see I can talk about important times for me (my family , my birthday) Learning rules and routines -Colour monster feelings Fire safety -getting to know each other -Autumn season,going on a nature walk</p>	<p><b>Sequence of learning</b> I can talk about what I hear, see and smell I can show an interest in celebrations I can have a sense of own immediate family and relations and pets I can talk about my experiences from outside of school I can explore and talk about different forces I can feel e.g. push/pull,stretching , <u>Daily opportunities for key learning:</u> Family photos All about my family Family celebrations e.g birthdays Other festivals and celebrations : Halloween (31st Oct )</p>	<p><b>Sequence of learning</b> I can ask questions about things I see I can recognise special helpers in my community. I show interest in different occupations. I can talk about the differences between materials and how they change e.g. melting freezing <u>Daily opportunities for key learning:</u> Chinese New Year (10th Feb)) Holi Festival (24th March ) Winter walk Learn about and develop positive attitude about the</p>	<p><b>Sequence of learning</b> I can begin to recognise and talk about changes in seasons I can talk about important times for my family I can begin to understand how things grow  <u>Daily opportunities for key learning:</u> Easter -31st March Ramadan- 10th March-9thApril Spring walk Show interest in different occupations School visits e.g fire brigade, school nurse, a veterinary nurse, a police officer etc.</p>	<p><b>Sequence of learning</b> I can begin to understand how things grow I can show care and concern about living things and the world around me. I can recognise and talk about things I celebrate I know that there are different countries in the world and I can talk about the differences I have experiences or seen in the photos  <u>Daily opportunities for key learning:</u> Learn about</p>	<p><b>Sequence of learning</b> I can begin to explore the local environment I can talk about my home environment I can talk about where I live I can take part in whole school and community celebrations e.g. sports day I know that there are different countries in the world and I can talk about the differences I have experiences or seen in the photos .  <u>Daily opportunities for key learning:</u> Explore how things work Growing and change</p>

	<p>-healthy eating/trying new food -sharing and taking turns - My family</p> <p><u>Daily opportunities for key learning:</u></p> <p>Using senses to explore natural resources (indoor and outdoor )and talk about what they can see Visits to the meadow Walk around the school Engage in role play and imaginary play scenarios and model listening behaviours. Planting daffodils bulbs in the garden Cooking sessions Circle games <b>Harvest festival Oct</b></p>	<p>Bonfire night (5th November ) Diwali festival (12th November) Hanukkah- 7th Dec Christmas 25th Dec</p>	<p>difference between people Explore different materials and changes e.g floating -sinking , melting - freezing , light and shadows, heating - cooling Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language -Weekly greetings in different languages around the world (continued until end of Summer 2)</p>	<p>Invite parents and members of wider communities to story-telling opportunities.</p>	<p>different countries and talk about the differences they have seen in photos or have experienced Encourage children to talk about their own home and community life, and to find out about other children's experiences. Exploring and talking about different forces e.g. pulling -pushing , magnetic - non magnetic , bending, stretching</p>	<p>A life cycle of a plant and an animal Minibeast hunt Live caterpillars Planting a beanstalk / tomatoes / potatoes / summer flowers Bring a baby photo to school Baby photos display Invite a parent with a baby to school Show care and respect for the natural environment and all living things</p>
<p><b>Expressive art and design</b></p>	<p><b>Sequence of learning</b> I can take part in simple pretend play I enjoy playing with small world toys such as animals , dolls</p>	<p><b>Sequence of learning</b> I can explore different materials freely and independently I can xplore colour and colour mixing I remember and sing entire song</p>	<p><b>Sequence of learning</b> I can create simple representations of people and objects by creating enclosed shapes with continuous lines I can choose different materials</p>	<p><b>Sequence of learning</b> I can show different emotions in my drawing and paintings such as happiness , sadness I can sing the pitch of a tone sung by another person ('pitch match')</p>	<p><b>Sequence of learning</b> I can use drawing to represent ideas like movement and loud noises.  <u>Daily opportunities</u></p>	<p><b>Sequence of learning</b> I can play instruments with increasing control to express my emotions and feelings I can create my own songs or improvise a song around one they know</p>

	<p>houses. I can explore different textures I can explore and use blocks and construction kits to build and balance I can express ideas and feeling through mark making I can give a meaning to the marks I make</p> <p><u>Daily opportunities for key learning:</u> Provide a wide range of materials with different texture Encourage children to explore materials / resources Provide lots of open-ended and flexible resources for children's imaginative play.</p>	<p>I can explore a wide range of musical instruments I can listen with increased attention to sounds</p> <p><u>Daily opportunities for key learning:</u> Music area - indoors and outside Explore making sounds / noises using everyday objects Colour mixing activities Sound matching games , listening games and activities</p>	<p>independently and decide how to use them</p> <p><u>Daily opportunities for key learning:</u> Observational drawings Provide appropriate tools and joining methods.</p>	<p>I can draw with increasing complexity and adds details to my work</p> <p><u>Daily opportunities for key learning:</u> Play, share and perform a wide range of music and songs from different cultures Introduce children to the work of artists from across times and cultures. Play sound matching games</p>	<p><u>for key learning:</u> Introduce children to a work of famous artists . Listen to a wide variety of music and songs from different countries and cultures for children to express their feelings and thoughts</p>	<p>I can draw with increasing complexity and add details to my work</p> <p><u>Daily opportunities for key learning:</u> Encourage children to experiment with different ways of playing the instruments Clap and tap to the beat of the music and encourage children to do it .</p>
Specific	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	