



The Leys Primary and Nursery School Long term Plan 2026-2027 Year: Nursery

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

	independence and resilience.			independently and collectively as a team.	of myself and others and the world we live in.
SMSC/British Values	Social Moral Spiritual Cultural Education Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. British Values Education • Democracy • The rule of Law • Individual Liberty • Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith				

	AUTUMN 1/9 - 18/12 (15 wks)		SPRING 4/1-25/3 (11 wks)		SUMMER 12/4-16/7 (13 wks)	
School Events • Theme days • Community events	Behaviour/Routines This is me week - owning my journey Focus: 2/9-4/9 Class Author and Personal Development focus: 7-11/9 International Day of Democracy: 15/9 National Poetry Day (performance poetry): 1/10 Harvest assembly: 5-9/10/26 Global Friday: 9/10	Anti-Bullying Week: 9/11-13/11 including Remembrance: 11/11 Odd Sock day: 12/11 World Kindness day: 13/11 Money week: 2-6/11 Enterprise Day: 27/11 Take One Book from: 30- 11/12 - Global Friday: 11/12 Christmas Jumper and Dinner Day: 16/12 Class Parties: 17/12	Drama day: 4/1 National Handwriting day: 22/1 Global Friday: 29/1 Feel Good Week - This is me: 1-5/2 Internet Safety Week: 8-12/2	Mock SATs Y6: 22- 25/2 Mother Language Day: 26/2 World Book Day: 4/3 Global Friday: 5/3 STEAM week: Science focus 8/3-12/3 Church visit KS2 Easter: 18/3 Easter Poetry - 19/3 (world poetry day) Colour fun run 25/3	Earth Day: 22/4 St George's Day: 23/4 KS2 SATs w/c 10-13/5 Global Friday: 14/5 STEAM week: Careers focus 17-21/5 Walk to School and Healthy living week: 24-28/5 Sports day - 27 or 28/5	Careers Month: June Global Fri: 11/6 King's birthday: 18/6/26 Take One Book from: 21-25/6 Transition day: 8/7 The Leys has Talent: 9/7

				11.45am-12.30		
Charity Events	Harvest - Assembly	Poppy Appeal: 2- 11/11 Children in Need: 20/11 Reverse Calendar - Food Shed		The Great Athlete		25/6 - Support the Lister Big Build
FOL Events	Disco 16/10 Non uniform day 23/10	Enterprise Day 28/11 Refreshments at KS1 performances 9/12/26 Y1 - 9.30am, Y2 -2pm	Disco 5/2 Non-school Uniform 12/2	Non Uniform Day- 25/3	Non Uniform Day - 28/5 (if not Sports Day)	Summer Disco - 18/6 Non Uniform Day - 16/7

		EYFS 15/12/26 - 9 am, 2 pm				
Pupil Parliament	Session 1 25/9 Wellbeing 11 am		Session 2 15/1 11am		Session 3 5/6 11am	
Pupil Cabinet	Cabinet vote in class w/c 18/9 1st meeting -	2nd meeting -	3rd meeting -	4th meeting -	5th meeting -	6th meeting -
Class trip/visitor	Autumn walk / Listening walk	Winter walk	Police visit	Little City	Safari Stu	Teddy bear picnic
TOPIC	All about me	Let's celebrate !	Child led topic	Child led topic	Child led topic	Child led topic
Big Question						
Oracy Speak like a leader!	Just one Minute- This is me! Week 1/2 Pupil Cabinet Speech- Presenter mode Daily Talk Time in lessons-Explore mode		World Book Day debates- Presenter mode Daily Talk Time in lessons- Explore mode		Public Speaking Task-Presenter mode Daily Talk Time in lessons- Explore mode	
This is me- Owning my journey!	Just one Minute- This is me! Pupil Cabinet Speech Half-termly reviews in Personal	STEAM week Focus Half-termly reviews in Personal Development journals.	New Year's reflection Half-termly reviews in Personal Development	STEAM week focus Half-termly reviews in Personal	Career Month and my aspirations Half-termly reviews in Personal	STEAM week focus Half-termly reviews in Personal

	Development journals.		journals.	Development journals.	Development journals.	Development journals.
British Values	Individual Liberty Snack time - snack choices CIL - activity choices Circle Time - feeling & emotions, zones of regulation Rule of Law Classroom rules Snack and lunch time routine Top Tips for washing hands Play and Teach session	Democracy CIL - turn taking games Circle time discussions- sharing and taking turns Story time - Farmer Duck, Book voting station Tolerance of those of different faiths and beliefs Festivals from around the world Christmas Hanukkah Holi festival Diwali	Rule of Law Class rules Class helpers CIL - turn taking games / sharing and taking turns while playing with the equipment /toys Circle time - road safety rules Story time - Goldilocks and the Three Bears,	Tolerance of those of different faiths and beliefs Mutual Respect Easter Ramadan Rule of Law School visits e.g fire brigade, a police officer	Mutual respect Rule of Law Circle time Class discussions about solving problems /conflicts Circle time / ring games /team games Show &Tell	Individual liberty Rule of Law Transition sessions into Reception Circle time - Our feelings and emotions Using large play equipment in the Junior and Reception playground Teddy bear's picnic -end of the year celebration
Diversity Awareness	Black history	Diwali Anti Bullying week Children in Need		Mother Language Day: 26/2 World book day - celebrating different authors		

Prime areas of learning	AUTUMN		SPRING		SUMMER	
Communication and language	Sequence of learning I can respond to my name I can respond to simple instructions I can listen to familiar song and 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. I can listen to a short story	Sequence of learning I can listen to others 1:1 I can listen to others in small groups I can talk about my home environment 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	Sequence of learning I can understand verbal and nonverbal clues I can express myself both verbally and non verbally I can listen to longer stories with attention 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	Sequence of learning 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 familiar songs. I can speak in front of the class with a clear voice. I can carry out a two part instruction. <u>Daily opportunities for key learning:</u> -Daily stories shared with children -Show & tell /Circle time on a weekly basic -Fred the bear diary to be taken home weekly -cooking sessions	Sequence of learning I can recognise what a question is I can express an opinion with confidence I can retell a simple past event in correct order I can use a range of tenses while speaking 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 <u>Daily opportunities for key learning:</u> -Daily stories shared with children -Show & tell /Circle time on a weekly basic	Sequence of learning 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 repertoire of songs. I can use intonation in my voice to convey meaning. <u>Daily opportunities for key learning:</u> -Daily stories shared with children -Show & tell /Circle time on a weekly basic -Fred the bear diary

	<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. -Learning snack time routine (Top tips) - Learning to wash my hands (Top tips) -Show & tell /Circle time on a weekly basic -Fred the bear diary to be taken home weekly -Nursery library twice a week	<u>Daily opportunities for key learning:</u> -Daily stories shared with children -Show & tell /Circle time on a weekly basic -High quality adult - child interactions . -Fred the bear diary to be taken home weekly -cooking sessions once a week -Nursery library twice a week	of my experiences. <u>Daily opportunities for key learning:</u> -Daily stories shared with children -Show & tell /Circle time on a weekly basic -Fred the bear diary to be taken home weekly -cooking sessions once a week -Nursery library twice a week	once a week -Nursery library twice a week	-Fred the bear diary to be taken home weekly -cooking sessions once a week -Nursery library twice a week -Encourage opportunities for conversations between small groups of children. Support these moments and act as a facilitator when appropriate. -Library visit	to be taken home weekly -cooking sessions once a week -Nursery library twice a week
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Physical development	Sequence of learning I can run safely avoiding others and obstacles I can explore the environment safely- jumping off the sandpit and navigating the climbing equipment. <u>Daily opportunities for key learning:</u> 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	Sequence of learning I am learning to hold scissors and beginning to explore scissor skills I am growing in confidence with dressing I am strengthening my fine motor skills by using play dough, threading buttons and playing with the big wooden beads . 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 <u>Daily opportunities for key learning:</u> Daily Busy fingers activity Exploring indoor and outdoor environment Using large play	Sequence of learning I can go up and down the stairs /steps using alternate feet I can bend my knees when I land I can jump with 2 feet together I am growing in confidence with my scissor skills I am strengthening my fine motor skills by exploring tweezers in sensory trays <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	Sequence of learning I can hold my scissors and I am beginning to learn to cut my own sellotape. I can use a comfortable grip to hold writing tools I can show a preference for a 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 <u>Daily opportunities for key learning:</u> Daily Busy fingers activity Exploring indoor and outdoor environment Using large play	Sequence of learning 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. I can try hard to find the end of the sellotape and pick it off. I can attempt to do my zip with some verbal help from an adult <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	Sequence of learning I can follow a 2 step dance rhythm I can show increasing understanding that equipment and tools have to be used safely e.g. scissors , blunt knives. I am beginning to undo and fasten my own buttons. I can put on and take off my own shoes I can put on and take off my own coat Getting ready for Reception :balance and coordination ,focus - using a knife and fork, <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
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	Just dance for kids Cooking sessions -using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc.	equipment in the Junior / Reception playground Visiting meadow Cosmic Yoga/circle games and dances Cooking sessions -using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc.	Cosmic Yoga Just dance for kids Cooking sessions -using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc.	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 Cosmic Yoga Just dance for kids Cooking sessions - using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc.	hands, taking off and putting on coats /shoes Learning about healthy choices in regards to diet, exercise and oral hygiene . Cosmic Yoga Just dance for kids Cooking sessions -using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc.	Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes Cosmic Yoga Just dance for kids Cooking sessions - using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc.
PE	Locomotion	Fine motor skills	Stability 1	Dance (Nursery rhymes)	Athletics	Target games

Personal, social and emotional development	Sequence of learning 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 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 I begin to take turns and share with others	Sequence of learning I know the difference between sharing and turn taking I'm 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 I can put my coat on I am beginning to understand when I need a coat while playing outside <u>Daily opportunities for key learning:</u> Building independence in self care activities	Sequence of learning 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. <u>Daily opportunities for key learning:</u> Emotions and feelings Exploring feelings and emotions through books and puppets (The colour monster) Show & Tell Special helpers WOW moments EYFS assembly Friendship tree	Sequence of learning 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 coat sleeves the right way <u>Daily opportunities for key learning:</u> Turn taking games / sharing puppets Circle games - taking turns Parachute games Show & Tell sessions	Sequence of learning 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 . <u>Daily opportunities for key learning:</u> Circle time / ring games /team games Show & Tell Special helpers 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,	Sequence of learning 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 <u>Daily opportunities for key learning:</u>
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	<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 Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes	e.g washing and drying hands, taking off and putting on coats /shoes Explain to children why it is important to wash hands All about me books /Family photos Family celebrations e.g. birthdays, Christmas, Diwali Show & Tell Special helpers WOW moments EYFS assembly Kindness 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	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.	compromise and positive assertion when playing with children.	Transition to Reception Circle time / ring games /team games Show & 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 .
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	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.					
Specific areas of learning	AUTUMN		SPRING		SUMMER	
Phonics	Good listening skills Listening and attention activities Songs and nursery rhymes	Phase 1 activities Phase 1 aspect 1 - environmental sounds Learning how to listen attentively Songs and nursery rhymes	Phase 1 activities Phase 1 aspect 1 - environmental sounds Phase 1 aspect 2 - instrumental sound	Phase 1 activities Phase 1 aspect 3- body percussion Phase 1 aspect 4 - rhythm and rhyme	Phase 1 activities Phase 1 aspect 5 - alliteration Phase 1 aspect 6 - voice sounds	Phase 1 activities Phase 1 aspect 7-oral blending and segmenting (more focus on oral segmenting in readiness for Reception)
Literacy	Sequence of learning I enjoy sharing books with an adult I can repeat words and phrases from familiar stories I can ask questions about the book and make comments and	Sequence of learning I can join in with repeated refrains and phrases from rhymes and stories I can share my own ideas about the books I can develop play around favourite stories using props	Sequence of learning I begin to tell my own stories I can re-enact and reinvent stories I have heard in my play I have an understanding of the five key concepts	Sequence of learning I can talk about events and characters in stories. I show awareness of rhyme and rhythm	Sequence of learning I can use vocabulary influenced by my experiences of reading I can show awareness of alliteration	Sequence of learning I can follow a story without pictures and props. I can remember and explain key parts of a story including the problem/solution/characters/setting.

	I enjoy drawing freely. I give meanings to ,marks I make I can make marks on my picture to stand for my name. I can recognise my name card with my photo <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.	I can notice some print, such as the first letter of my name, a bus or door number, or a familiar logo. <u>Daily opportunities for key learning:</u> -self registration (name card with a child's photo) - Sticky name stickers for taking ownership of design and making -Busy fingers activities (pre writing skills)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	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. <u>Daily opportunities for key learning:</u> Self registration (name card with a child's photo) -Sticky name stickers for taking ownership of design and making -Busy fingers activities (pre writing skills) Daily story time and rhyme time Art and craft linked to	I can count or clap syllables in a word <u>Daily opportunities for key learning:</u> self registration (name card with a child's photo) -Sticky name stickers for taking ownership of design and making Busy fingers activities (pre writing skills) 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	<u>Daily opportunities for key learning:</u> -self registration (name card -Sticky name stickers for taking ownership of design and making -Busy fingers activities (pre writing skills) 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	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 <u>Daily opportunities for key learning:</u> Self registration (name card) Sticky name stickers for taking ownership of design and making Daily story time and rhyme time Art and craft linked
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		during CIL Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages.	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.	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.	children and families	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. Busy fingers activities (pre writing skills)
Core books and nursery rhymes	Core nursery rhymes 1.Incy Wincy Spider 2.Twinkle twinkle little star 3. Baa baa black sheep 4.Miss Polly had a dolly 5.Open shut them Core books 1 Dear Zoo 2.Brown bear,brown bear 3.We're going on a bear hunt	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. Five currant buns Core books 1 Walking through the jungle 2.Where's my teddy 3.The tiger who came to tea	Core nursery rhymes 1.The wheels on the bus 2. Five little men in a flying saucer 3. Row , row row your boat 4. Down at the station Core books 1.The train ride 2.Peace at last 3.Whatever next ! 4. Goldilocks and the three bears	Core nursery rhymes 1 Humpty dumpty 2.Jelly on a plate 3.Five little speckled frogs 4.Little Miss Muffet 5. Old grand Duke of York Core books 1.Owl babies 2.The three little pigs 3.The gingerbread	Core nursery rhymes 1.One ,two buckle my shoe 2.A sailor went to sea 3.Here we go round the Mulberry bush 4.There is a worm at the bottom of my garden 5.Hickory Dickory dock Core books 1 Titch 2. Ten tiny seeds 3. Oliver's fruit salad 4. Jasper's beanstalk	Core nursery rhymes 1.Minibeasts around 2. Mary had a little lamb 3. Little Arabella Miller 4.Five little men in a flying saucer Core books 1 The very hungry caterpillar 2. Mad about minibeasts 3. The very busy

	Reading for Pleasure Gruffalo Mr Big The farmer duck Walking through the jungle	4. Rosie's walk Reading for Pleasure Gruffalo Mr Big The farmer duck Walking through the jungle	Reading for Pleasure Gruffalo Mr Big The farmer duck Walking through the jungle	man 4. Jack and the beanstalk Reading for Pleasure Gruffalo Mr Big The farmer duck Walking through the jungle	5. Handa's surprise Reading for Pleasure Gruffalo Mr Big The farmer duck Walking through the jungle	spider 4. Snail trail Reading for Pleasure Gruffalo Mr Big The farmer duck Walking through the jungle
Maths	Sequence of learning I can use some number names and number language spontaneously I enjoy number rhymes and songs I can recite some numbers in order I can sort by size , shape and colour I can match by size , shape and colour I can notice some numerals in the environment I begin to compare amounts using 'more' Measure, Shape and Spatial Thinking Compare size	Sequence of learning I can recite numbers to 3 I can recognise a set of one object I can link numeral (one to three) to amount I can show finger numbers up to three I begin to count in 1 to 1 correspondence . I can compare amounts using 'more' , 'lots' , 'less' I can sort by size , shape and colour I can match by size , shape , colour and number Measure, Shape and	Sequence of learning I can sort by size , shape and colour I can match by size , shape, colour and number I can say one number per each item in order up to 5 (one to one correspondence to five) -I can subitise up to 2 -I can show finger numbers up to 4 -I can link numeral (one to four) to amount -I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)	Sequence of learning I can sort by size , shape, colour and number I can match by size , shape, colour and number I can subitise up to 2 I can compare two small groups of up to three objects, saying when there are the same number of objects in each group. I can count in 1 to 1 correspondence up to 5 -I can show finger numbers up to 5	Sequence of learning I can sort by size , shape, colour and number I can match by size , shape, colour and number I can subitise to 3 -I can show finger numbers up to 5 I can link numeral five to quantity I can compare two small groups of up to four objects, saying when there are the same number of objects in each group. I can combine shapes to make new one I can make comparisons	Sequence of learning I can sort by size , shape, colour and number I can match by size , shape, colour and number I can recognise numbers 1 to 5 I can link numerals to amounts , past number 5 I can compare two small groups of up to five objects, saying when there are the same number of objects in each group. I can experiment with writing numerals I can solve real world

	Nursery rhymes : 'Once I caught a fish alive' '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.	Spatial Thinking 2D shapes Everyday patterns 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. I can talk about and explore 2D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' <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' -Use words such as 'different ' and	I can compare amounts using 'more' , 'lots' , 'more than' , 'fewer than' . Measure, Shape and Spatial Thinking 2D and 3D shapes Repeating patterns Comparing size and length I can create and extend repeating ABAB patterns I can notice and correct an error in a repeating pattern I can talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' I can construct using a variety of shapes and equipment I can make comparisons between objects relating to size, length,	-I can link numeral (one to five)to amount Measure, Shape and Spatial Thinking 2D shapes Comparing size ,length and height Positional language I can select shapes appropriately for task I can talk about and 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 <u>Daily opportunities</u>	between objects relating to size, length, weight, and capacity I can experiment with representing numerals up to 5 Measure, Shape and Spatial Thinking 2D shapes Comparing weight and capacity I can combine shapes to make new one I can make comparisons between objects relating to size, length, weight, and capacity <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	mathematical problems with numbers up to 5 I can recite numbers past 5 . -Measure, Shape and Spatial Thinking Positional language Sequencing and ordering 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 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
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		'the same' Wear a pattern day - children come to school wearing one patterned item of clothing . -Provide a range of natural resources and everyday objects for children to play freely and to make patterns . -Provide inset puzzles and jigsaws at different levels of difficulty	<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 The learning environment supports counting and subitising skills e.g. labelled pots with a certain number of pencils , pens etc. Draw children's attention to differences and changes in amounts e.g. number rhymes or stories . -Encourage children to make movements and music patterns such as clap, stamp , clap.	<u>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'.	how they suit the purpose. Provide den making materials Superheroes day - dressing up day / obstacle course - using positional language to complete the obstacle course fundraising event	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
Understanding of the world	Sequence of learning I can notice things in my environment I can use all my senses in hands on exploration of natural resources	Sequence of learning I can notice detailed features of objects in my environment. I can talk about some of the things I have observed such as plants, animals, natural and found objects.	Sequence of learning I can ask questions about things I see I can recognise special helpers in my community.	Sequence of learning I can begin to recognise and talk about changes in seasons I can talk about important times for my family	Sequence of learning I can begin to understand how things grow I can show care and concern about living things and the world around me. I can comment and ask	Sequence of learning I understand some important processes and changes in the natural world around them, drawing on their experiences of

	I begin to talk about things I can see, hear and feel I begin to understand the need to respect and care for the natural environment and all living things. I can draw a simple picture of myself and others I can notice differences between people I can talk about important times for me (my family, my birthday) -Family photos -All about my family -Learning classroom rules and routines -Colour monster- our feelings and emotions -Fire safety -Getting to know each other /our friends and family /pets /favourite toys and games	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 explore colour and how it is changing (mixing) I can participate in discussions and offer my own ideas using scientific words. 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 celebrations e.g birthdays,weddings , christening etc. Other festivals and celebrations : Halloween Bonfire night	I show interest in different occupations. I can talk about the differences between materials and how they change e.g. melting freezing I enjoy playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. I can talk about why things happen and how things work . <u>Daily opportunities for key learning:</u> Chinese New Year Holi Festival Winter walk Learn about and develop positive attitude about the difference between people Explore different materials and changes e.g floating -sinking ,	I can begin to understand how things grow <u>Daily opportunities for key learning:</u> Easter Ramadan Spring walk School visits e.g fire brigade, school nurse, a veterinary nurse, a police officer etc. Invite parents and members of wider communities to story-telling sessions.	questions about aspects of their familiar world such as the place where they live or the natural world. I can recognise and talk about things I celebrate I can talk about the lives of the people around me and their roles in society. <u>Daily opportunities for key learning:</u> Learn about 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 ,	what has been read in class. I begin to understand the effect their behaviour can have on the environment. I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories when appropriate. I can 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
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	I can take part in simple pretend play I enjoy playing with small world toys such as animals , dolls houses. I can explore different textures and comment on how they feel I can explore and use blocks and construction kits to build and balance I can express ideas and feeling through mark making I can explore a wide range of mark -making resources e.g. chalk , paint. pencils I can give a meaning to the marks I make I can explore making various different sounds with my voice/ mouth (eg imitating a police car, sliding up and down with my voice (sirening)	I can explore a wide range of different materials freely and independently I can explore colour and colour mixing I remember and sing entire song I can explore a wide range of musical instruments I can listen with increased attention to sounds I explore and experiment with "found" sounds in my environment. (eg hitting a pan with a wooden spoon, shaking a box of rice etc) I can hear/ begin to understand the difference between a speaking voice and a singing voice. <u>Daily opportunities for key learning:</u> Music area - indoors	I can create simple representations of people and objects by creating enclosed shapes with continuous lines I can choose different materials independently and decide how to use them I can sing a wide range of songs and nursery rhymes and begin to sing songs to myself / in a small group, sometimes using my singing voice. I can join in with actions in songs I know well, (eg. heads, shoulders, knees and toes) I explore and experiment with "found" sounds and various untuned classroom instruments, finding ways to change their sound - loud/	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') I can draw with increasing complexity and adds details to my work I can move creatively to music 'in character'. I can listen and respond with increased attention and express feelings about the music. Adults can copy my patterns (rhythms) and I begin to copy their patterns too. Eg How many sounds in the pattern? Does it have some long slow sounds and some really short	I can use drawing to represent ideas like movement and loud noises. I show enjoyment when singing or playing sounds and instruments. I can suggest some sound effects to use to help tell a story. I can physically show an awareness of the beat in music. I can play instruments with developing control. <u>Daily opportunities 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	I can draw with increasing complexity and add details to my work 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 My early music skills are all improving and my confidence in performing with my friends is growing. I am aware that we must take turns in singing and share instruments. I remember the lyrics of several songs and my repertoire is increasing. I chose to play a specific instrument
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	I try to join in with a range of songs with the whole class, including some Nursery rhymes. I begin to focus and listen to others, waiting for my turn. <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.	and outside Explore making sounds / noises using everyday objects Colour mixing activities Sound matching games , listening games and activities	quiet, fast/slow. and to accompany a song. <u>Daily opportunities for key learning:</u> Observational drawings Provide appropriate tools and joining methods.	quick sounds? I sing a wider range of nursery rhymes and action songs. I can now copy actions more confidently and accurately. I can physically show an awareness of the beat in music. <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	for children to express their feelings and thoughts	for a reason and am happy "doodling" with sound (pre-composition skills). I can develop accuracy in following signals to start and stop at the correct time. <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 .
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