

# NURSERY LONG TERM PLANNING 2024 – 2025



	AUTUMN 1 6 WEEKS 4 DAYS	AUTUMN 2 7 WEEKS	SPRING 1 6 WEEKS	SPRING 2 6 WEEKS	SUMMER 1 5 WEEKS	SUMMER 2 8 WEEKS 2 DAYS
<b>MAIN THEME</b> (BUT NOT LIMITED TO...)	ME & MY COMMUNITY!	OH, SO QUIET UNTIL!	TERRIFIC TALES!	LIFE IS COLOURFUL!	DOWN IN THE GARDEN!	AND OFF WE GO!
<b>POSSIBLE IDEAS/LINES OF ENQUIRY</b> <small>THESE MINI-IDEAS WITHIN THE THEMES MAY CHANGE OR BE REPLACED DEPENDING ON CHILD INTEREST OR FASCINATION.</small>	Starting Nursery Our Class Families Pets When I grow up Bin Police collectors/recycling Farmers/harvest MFL Day – France	Bonfire Diwali Traditional Tale The Gingerbread Man Christingle Christmas	5 Nursery Rhymes Bible Story: Noah's Ark Chinese New Year (29 <sup>th</sup> Jan YOT Snake) Traditional Tale: Three Billy Goats Gruff	Spring Season Easter Colour HOLI The five senses Magic Staying healthy	Starting Nursery Mini beasts Plants and flowers Weather Lifecycles Andy Warhol Staying healthy	Summer Season Transport Space Father's Day Dinosaurs Under the Sea Woodland Jungle Story from Australia Pirates
<b>PARENTAL / CARER INVOLVEMENT</b>	Transition Visits 'Getting to know me form'. Bee Moments Harvest 'sing song'. Family photos Weekly home learning 'When I grow up video...' Sent home	Bee Moments 'Stay and Play' Walk to the church. Christmas carol Weekly home learning	Transition Visits 'Getting to know me form'. Bee Moments Sending their own 3 Billy Goats Gruff Book home with them. Grandparents visit for Nursery Rhymes	Bee Moments 'Stay and Play' Mothers' Day Morning Easter celebrations	Transition Visits 'Getting to know me form'. Bee Moments Story Telling Week Art show based on Andy Warhol	Bee Moments 'Stay and Play – Jan / Easter 22 intake only' Father's Day Potted Sports – sponsored event Nursery Graduation Pirate picnic
<b>HOME LEARNING</b>						

<p>ASSESSMENTS</p>	<p>Pupil Profile – on entry Observations Tapestry Pupil Progress meetings (EYFS Staff) Phonics Assessment (Jan and Easter 21 only) BPVS Early talk Boost – (Sept intake) Termly Assessments – <i>subitizing, number recognition, name writing, picture drawing</i></p>	<p>Pupil Profile intake Observations Tapestry Pupil Progress meetings (EYFS Staff) Phonics Assessment Termly Assessments – <i>subitizing, number recognition, name writing, picture drawing</i> Fine Motor Assessment</p>	<p>Pupil Profile – on entry Observations Tapestry Pupil Progress meetings (EYFS Staff) Early talk Boost – (Jan intake) BPVS Termly Assessments – <i>subitizing, number recognition, name writing, picture drawing</i></p>	<p>Pupil Profile class Observations Tapestry Pupil Progress meetings (EYFS Staff) Phonics Assessment Termly Assessments – <i>subitizing, number recognition, name writing, picture drawing</i> Fine Motor Assessment</p>	<p>Pupil Profile – on entry Observations Tapestry Pupil Progress meetings (EYFS Staff) Early talk Boost – (Easter intake) BPVS Termly Assessments – <i>subitizing, number recognition, name writing, picture drawing</i></p>	<p>Pupil Profile Class End of Year Reports Observations Tapestry Pupil Progress meetings (EYFS Staff) Phonics Assessment Termly Assessments – <i>subitizing, number recognition, name writing, picture drawing</i> Fine Motor Assessment</p>
<p>CULTURAL CAPITAL / ENRICHMENT EXPERIENCES</p>	<p>Forest School: <i>Autumn walk, bird feeders and Litter picking.</i>  Children to make soup and bring a veg from home. MFL French Day Autumn Walk Walk around the community. Police visit Pet week/pets in school Road Safety Litter picking</p>	<p>Hinduism Christianity Forest School: <i>Building a bonfire, windy day &amp; drawing with sticks.</i>  Bonfire Celebration: stories by the fireside, interactive fireworks display hotdogs and marsh mellowes, Bonfire / firework safety Children in Need Visit the church and meet Rev. Mary</p>	<p>Buddhist Christianity Forest School – <i>Winter Day, singing around the 'fire' and Troll hunts.</i> Chinese New Year Winter Walk Explore food and traditional dress of the Chinese culture Creating their own Version of the 3 Billy Goats Gruff Grandparent visit Nursery Rhyme Day!</p>	<p>Hinduism Forest School – <i>Spring walk, mud pies and make a sculpture with clay.</i> Following recipes Mother's Day Morning Easter bonnet parade Easter Egg hunt Chick handling Spring Walk Bouncy castle/Colour day HOLI festival of colour, love and spring</p>	<p>Christianity Forest School – <i>Minibeast hunts, bug hotels, mud painting and plant sunflower seeds.</i> Growing and planting flowers and vegetables Art Show Watching caterpillars transform into butterflies. Pond Visit Art based around Andy Warhol</p>	<p>Muslim Forest School – <i>Nature frames include a picture of them at Forest School, colour matching.</i> Father's Day Morning Try astronaut food. Summer Walk Explore food and traditional dress of the Muslim culture. Drumming lady Explore food and traditional dress of the Australian culture.</p>

		<p>Making Christingles Post a letter. Boxing food for the food bank Explore food and traditional dress of the Indian culture The Great Notts Toy Appeal Carol performance PJ Day</p>		<p>Art based around Cai Guo-Qiang Stranger Danger</p>		<p>Family picnic Exotic animals into school. Road safety</p>
<p>KEY STORIES / BOOKS</p>	<p>We are a family. Love makes a family. The great pet sale Jobs clues I'm afraid your teddy has been in trouble. Recycling is fun. People who help us Pumpkin soup</p>	<p>Rama and Sita Story Gunpowder Plot Christmas / Nativity Story Peace at last. Dipal's Diwali Dear Santa The Gingerbread Man Christmas stories</p>	<p>Wheels on the bus Humpty Dumpty Hairy Fred Twinkle Twinkle 5 Cheeky Monkeys Mary Mary quite contrary. Three billy goats gruff Chinese New Year 29th Jan – Snake Mr Men's Chinese New Year Noah's Ark</p>	<p>Mixed The Smelly Book HOLI Supertato Room on the Broom The Odd Egg</p>	<p>Andy Warhol – little people big dreams Sam grows a sunflower. Oliver's Vegetables The Hungry Caterpillar Mini-beast Bop Spider Sandwiches The Little Frog The Wide mouthed frog</p>	<p>We all go travelling by Foggy Forest (bike) Whatever Next! (Rocket) The mixed-up Chameleon (Plane) Down in the Jungle (safari car) Stomp, chomp, big roars! Here come the dinosaurs (Time Machine) Commotion in the Ocean (Submarine) Pirates (Ships/boats)</p>
<p>SPECIAL STORIES</p>	<p>Throughout the three classes in the EYFS unit at Kirkby Woodhouse each teacher has their own 'special stories'. These 12 books have been selected by each teacher to develop language, vocabulary, and a love of reading. The 12 books have a green star sticker in the corner to encourage the children to identify a 'special story'.</p> <p>Mrs Butler's Special Stories are: Little Rabbit Foo Foo, Slug in love, Monkey Puzzle, 100 Dogs, Odd dog out, The three little pig, I'm going to eat this ant, Nursery Rhyme book, Incredible you, Daves Cave, Nibbles and You're Called What!</p>					
<p>COMMUNICATION AND LANGUAGE</p>	<p>Settling in activities Making friends Children talk about experiences</p>	<p>Settling in activities Developing vocabulary Listening and</p>	<p>Settling in activities Making friends Model talk routines through the day. For</p>	<p>Describe events in detail – time connectives Use picture cue cards to talk about an object:</p>	<p>Settling in activities Making friends Model talk routines through the day. For</p>	<p>Understand how to listen carefully and why listening is important Colourful Semantics</p>

<p>LISTENING, ATTENTION AND UNDERSTANDING -----*----- SPEAKING</p>	<p>which are familiar to them This is me! Model talk routines through the day. For example "Good morning, how are you?" etc. Class role play – Stage and instruments Learn rhymes, and songs Colourful Semantics Black Sheep press activities - instructions ECAT Wake and shake Circle games to build up concentration Teacher 'show and tell' offering children the opportunity to use 'why?' questions Can chn talk about their homes and what there is near them to do? weather, day, date, season Talk Boost</p>	<p>responding to stories Following instructions Understand how to listen carefully and why listening is important Class role play – Stage and instruments Learn rhymes, and songs Colourful Semantics Black Sheep press activities - instructions ECAT Wake and shake. Circle games to build up concentration – up to 3 minutes Accesses and operates ICT and mechanical toys Teacher 'show and tell' offering children the opportunity to use 'why?' questions - weather, day, date, season Talk Boost</p>	<p>example "Good morning, how are you?" etc. Using language well asking how and why questions Asking questions to find out more and check what they have understood Describe events in detail Build upon the number of words used in their sentence Learn rhymes, poems and songs Colourful Semantics Black Sheep press activities - instructions ECAT Wake and shakes Circle games to build up concentration – up to 3 minutes Teacher 'show and tell' offering children the opportunity to use 'why?' questions</p>	<p>i.e. what colour is it? Where would you find it? Learn rhymes, poems and songs Understand how to listen carefully and why listening is important Colourful Semantics Black Sheep press activities - instructions ECAT Wake and shakes Circle games to build up concentration – up to 3/6 minutes Accesses and operates ICT and mechanical toys Teacher 'show and tell' offering children the opportunity to use 'why?' questions weather, day, date, season Talk Boost Phonics – Little Wandle</p>	<p>example "Good morning, how are you?" etc. 'Show and tell' Children to bring something into talk to the class about Story language Colourful Semantics Black Sheep press activities - instructions ECAT Wake and shakes Circle games to build up concentration – up to 3/6 minutes Teacher 'show and tell' offering children the opportunity to use 'why?' questions weather, day, date, season Talk Boost Phonics – Little Wandle</p>	<p>Black Sheep press activities - instructions ECAT 'Show and tell' Children to bring something into talk to the class about Wake and shakes Circle games to build up concentration – up to 3/6 minutes Accesses and operates ICT and mechanical toys including CD player Teacher 'show and tell' offering children the opportunity to use 'why?' questions weather, day, date, season Talk Boost Phonics – Little Wandle</p>
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	Phonics – Little Wandle	Phonics – Little Wandle	- weather, day, date, season			
<p>The developing of children’s spoken language underpins all seven areas of learning and development. Nursery will provide a language rich environment with the number of quality conversations with the adults and their peers. Staff will comment on what the children are doing or are interested in, echo back what they say with new vocabulary introduced. Children will have the opportunity to sing to have a story read daily, engaging them actively in stories, non-fiction, rhymes and poems. Storytelling, role play and conversations is where children will share their ideas, have support and modelling from adults in the setting help children become comfortable use a rich range of vocabulary and language structure. Parents will be spoken to during transition about what language they speak at home and staff will try and learn a few key words and celebrate multilingualism in our setting.</p>						
<p><b>PHYSICAL DEVELOPMENT</b> GROSS AND FINE MOTOR</p>	<p><b>Fine</b> -Daily finger gym - 15 mins -Further develop the skills to hold a pencil and scissors correctly -Can turn pages in a book correctly</p>	<p><b>Fine</b> -Daily finger gym - 15 mins -Further develop the skills to hold a pencil and scissors correctly</p>	<p><b>Fine</b> -Daily finger gym - 15 mins -Further develop the skills to hold a pencil and scissors correctly -Can turn pages in a book correctly</p>	<p><b>Fine</b> -Daily finger gym - 15 mins -Further develop the skills to hold a pencil and scissors correctly</p>	<p><b>Fine</b> -Daily finger gym - 15 mins -Further develop the skills to hold a pencil and scissors correctly -Can turn pages in a book correctly</p>	<p><b>Fine</b> -Daily finger gym - 15 mins -Further develop the skills to hold a pencil and scissors correctly</p>
<p><b>Gross</b> <i>Multi-Sport</i> Crossing the midline activities Squiggle whilst you wiggle activities Cooperation and getting to know me games i.e. parachute games. Big movements and spatial awareness games. Moving their bodies in different ways. Bikes, scooters and climbing apparatus in outdoor continuous provision</p>	<p><b>Gross</b> <i>Yoga</i> Crossing the midline activities Squiggle whilst you wiggle activities Bend and Stretch – Tumble Tots Listen to fireworks and Indian music – follow then make their own dance and movements to it. Bikes, scooters and climbing apparatus in outdoor continuous provision</p>	<p><b>Gross</b> <i>Multi-Sport</i> Crossing the midline activities -Squiggle whilst you wiggle activities Cooperation and getting to know me games i.e. parachute games. Big movements and spatial awareness games involving obstacles. Know and develop their factors that support their health and wellbeing:</p>	<p><b>Gross</b> <i>Dance</i> Crossing the midline activities Squiggle whilst you wiggle activities Bikes, scooters and climbing apparatus in outdoor continuous provision - Travelling in different ways Moving to music in their own way To follow a simple routine To create their own dance moves</p>	<p><b>Gross</b> <i>Multi-Sports</i> -Crossing the midline activities -Squiggle whilst you wiggle activities -Apparatus. Confidently and safely use a range of large and small apparatus indoors and outdoors to balance, climb in, on, under and through. Bikes, scooters, balls and climbing apparatus in</p>	<p><b>Gross</b> <i>Athletics</i> Crossing the midline activities Squiggle whilst you wiggle activities. Potted sport activities, running races in preparation for sports day. Bikes, scooters and climbing apparatus in outdoor continuous provision Big movements and spatial awareness. Avoiding obstacles</p>	

	<p>Know and develop their factors that support their health and wellbeing: regular physical activity, healthy eating, teeth brushing, sensible amounts of 'screen time' good sleep routine etc.</p> <p>Develop and refine and range of ball skills including throwing, catching, kicking, passing, and aiming.</p>	<p>Big movements and spatial awareness.</p> <p>Balance.</p> <p>Moving their bodies in different ways.</p>	<p>regular physical activity, healthy eating, teeth brushing, sensible amounts of 'screen time' good sleep routine etc.</p> <p>Bikes, scooters and climbing apparatus in outdoor continuous provision</p> <p>Develop and refine and range of ball skills including throwing, catching, kicking, passing, and aiming.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outdoors to balance, climb in, on, under and through.</p> <p>Big movements and spatial awareness.</p>	<p>outdoor continuous provision.</p> <p>Plant seeds/flowers in class / outside and talk about how to care for them</p> <p>Develop and refine and range of ball skills including throwing, catching, kicking, passing, and aiming.</p> <p>Develop confidence, precision and accuracy when engaging with activities that involve a ball.</p>	<p>To change ways and change pace when running</p>
	<p>Further develop the skills they need to manage the nursery day successfully: lining up, queuing, personal hygiene.</p> <p>Refine the fundamental movement skills they already have i.e rolling, crawling, walking, jumping, running, hopping, skilling and climbing.</p>	<p>Develop confidence, precision and accuracy when engaging with activities that involve a ball.</p>				
	<p>Physical activity is vital in children's all-round development. In nursery, children are given daily opportunities to develop their fine and gross motor skills. On arrival each day children will have a 15-minute finger gym activity to complete and this is rotated so they carry out 5 different activities each week as well as having activities incorporated in to their play. This will help develop their control and precision and hand-eye coordination.</p> <p>Games and opportunities for play both indoors and outdoors support children to develop core strength, stability, balance and spatial awareness, co-ordination, and agility.</p>					
<p>PSED</p> <p>SELF-REGULATION</p> <p>-----*</p> <p>MANAGING SELF</p> <p>-----*</p> <p>BUILDING RELATIONSHIPS</p>	<p>New Beginnings</p> <p>Class rules and Routines</p> <p>Sharing</p> <p>Building relationships</p> <p>Understanding similarities and differences</p>	<p>Working together</p> <p>Sharing</p> <p>Emotions: Happy, Sad &amp; angry</p> <p>Kindness</p> <p>Firework safety</p>	<p>New Beginnings</p> <p>Class rules and Routines</p> <p>Sharing</p> <p>Building relationships</p> <p>Celebrating differences</p>	<p>Taking care of our nursery</p> <p>Taking care of yourself</p> <p>Healthy eating</p> <p>Brushing your teeth</p> <p>Dangers in the home</p>	<p>New Beginnings</p> <p>Class rules and Routines</p> <p>Sharing</p> <p>Building relationships</p> <p>Celebrating differences</p>	<p>Looking after our Environment</p> <p>Winning and loosing</p> <p>Resilience</p> <p>PANTS</p> <p>Changing me – look how far I have come.</p>

	Celebrating differences Road safety		Recap on Emotions: Happy, Sad and Angry.		Recap on Emotions: Happy, Sad and Angry.	Transition
	Children will start to show an understanding of their own feelings and those of others and this will link into their behaviour whilst learning during 'busy choose' time. Sessions and positive interventions from adults will help children control their own feelings and behaviours, promote positive social interaction with their peers, think before acting, persisting in the face of difficulty, concentrate on tasks, show control with impulsive behaviours, be able to use control measures to return to a state of calm.					
LITERACY WORD READING AND COMPREHENSION -----*----- WRITING	<ul style="list-style-type: none"> <li>-Home role play area</li> <li>- Police station outside</li> <li>-Name recognition</li> <li>-Joins in with rhymes and shows an interest in stories and repeated refrains.</li> <li>- Traditional tale basket (different story each half term)</li> <li>- Reading area – Special stories, topic related books, magazines, poems, non-fiction, and selected books from past topics.</li> <li>-Planned continuous provision</li> <li>- Word wizard (word of the week)</li> <li>- Different sized equipment (chunky pens, thin pens, etc.)</li> <li>-Singing, rhymes and stories daily.</li> <li>- Finger Gym</li> </ul>	<ul style="list-style-type: none"> <li>-Home role play area</li> <li>-Gingerbread man's house outside</li> <li>-Singing, rhymes and stories daily.</li> <li>-Retelling stories using story maps.</li> <li>-Environmental print</li> <li>-Name recognition, writing some or all their name</li> <li>-Counting syllables</li> <li>-Home role play area</li> <li>-Joins in with rhymes and shows an interest in stories and repeated refrains.</li> <li>- Traditional tale basket (different story each half term)</li> <li>- Reading area – Special stories, topic related books, magazines, poems, non-fiction, and</li> </ul>	<ul style="list-style-type: none"> <li>-Home role play area to be police station</li> <li>-Singing, rhymes and stories daily.</li> <li>-Get well soon cards</li> <li>-Identify parts of a book</li> <li>-Environmental print</li> <li>-Name recognition, writing some or all of their name</li> <li>-Chn can listen to a story and place events in chronological order.</li> <li>-Filling in words missing from rhymes.</li> <li>Making their own three Billy goats' gruff book</li> <li>- Traditional tale basket (different story each half term)</li> <li>- Reading area – Special stories, topic related books,</li> </ul>	<ul style="list-style-type: none"> <li>-Home role play area to be a garden center</li> <li>-Singing, rhymes and stories daily.</li> <li>-Environmental print</li> <li>-Name recognition and point out the capital letter, writing some or all of their name</li> </ul> <p>Teach – front cover, back cover, difference between picture and text. Use picture clues: "What can you see?" Encourage the chn to predict what's happening next.</p> <ul style="list-style-type: none"> <li>- Traditional tale basket (different story each half term)</li> <li>- Reading area – Special stories, topic related books, magazines, poems,</li> </ul>	<ul style="list-style-type: none"> <li>-Home role play area to be a cave</li> <li>-Singing, rhymes and stories daily.</li> <li>-Retelling stories using story maps using vocabulary of beginning, middle and end.</li> <li>-Environmental print</li> <li>-Name recognition and point out the capital letter, writing some or all of their name</li> <li>-Children can recall parts of a story i.e. a character, setting etc.</li> <li>-Write to the Troll.</li> <li>- Traditional tale basket (different story each half term)</li> <li>- Reading area – Special stories, topic related books, magazines, poems, non-fiction, and</li> </ul>	<ul style="list-style-type: none"> <li>-Home role play to be a train station</li> <li>Singing, rhymes and stories daily.</li> <li>-Name recognition and point out the capital letter, writing some or all of their name</li> <li>-Environmental print</li> <li>-Can retell a story of their choice</li> <li>-Chn can listen to a story and place events in chronological order.</li> <li>- Traditional tale basket (different story each half term)</li> <li>- Reading area – Special stories, topic related books, magazines, poems, non-fiction, and selected books from past topics.</li> <li>-Planned continuous provision</li> </ul>

	<p>Wanted posters for Ted (Police) Family portrait with labels</p>	<p>selected books from past topics. -Planned continuous provision - Word wizard (word of the week) - Different sized equipment (chunky pens, thin pens, etc.) -Singing, rhymes and stories daily. -Name recognition - Finger Gym Story map – Gingerbread man Writing a list for Santa</p>	<p>magazines, poems, non-fiction, and selected books from past topics. -Planned continuous provision - Word wizard (word of the week) - Different sized equipment (chunky pens, thin pens, etc.) -Singing, rhymes and stories daily. - Finger Gym Questions and letters to the Troll</p>	<p>non-fiction, and selected books from past topics. -Planned continuous provision - Word wizard (word of the week) - Different sized equipment (chunky pens, thin pens, etc.) -Singing, rhymes and stories daily. - Finger Gym Recipes for potions Wanted poster for the Evil pea</p>	<p>selected books from past topics. -Planned continuous provision - Word wizard (word of the week) - Different sized equipment (chunky pens, thin pens, etc.) -Singing, rhymes and stories daily. - Finger Gym Labels for the vegetables Wow words for our butterflies.</p>	<p>- Word wizard (word of the week) - Different sized equipment (chunky pens, thin pens, etc.) -Singing, rhymes and stories daily. - Finger Gym Tickets for the transport Treasure maps</p>
	<p>Children are offered many opportunities to develop a love of reading whilst in the nursery setting. Stories, songs and rhymes are carried out daily as a whole class or in smaller groups. There is a dedicated reading area and books and texts are introduced into other areas of the setting to support learning. A reading bear is sent home with a child each week to share at bedtime and a weekly library book exchange. Daily phonic sessions take place working on Phase 1 and the 7 aspects within it and parents are sent home suggested activities to help them support their child's specific area of learning through games. A half termly 'reading' focus takes place as part of our SIP. Mark making is offered as part of our continuous provision in a variety of ways and media. Please refer to weekly planning for what is offered each week.</p> <p>Children have a name card which build up their name writing skills including, recognizing, building using magnetic letters, copy writing then independent formation when the child is ready.</p>					
<p>PHONICS NURSERY READING ACTIVITIES</p>	<p>Little Wandle Listening &amp; Attention Nursery Rhyme Time (LW) Book Time Planning (LW) Environmental sounds Instrumental sounds</p>	<p>Little Wandle SATPIN Nursery Rhyme Time (LW) Book Time Planning (LW) Environmental sounds Instrumental sounds</p>	<p>Little Wandle MDGOCK Environmental sounds Instrumental sounds Body Percussion sounds Voice sounds Rhyme and Rhythm</p>	<p>Little Wandle EURHBF Instrumental sounds Body Percussion sounds Voice sounds Rhyme and Rhythm Segmenting and Blending</p>	<p>Little Wandle LJVWXY Instrumental sounds Body Percussion sounds Voice sounds Rhyme and Rhythm Segmenting and Blending</p>	<p>Little Wandle Z QU TH SH CH NG NK Instrumental sounds Body Percussion sounds Voice sounds Rhyme and Rhythm Segmenting and Blending</p>

	Body Percussion sounds Voice sounds Reading teddy Weekly library book exchange Early Talk Boost	Body Percussion sounds Voice sounds Rhyme and Rhythm Reading teddy Weekly library book exchange	Reading teddy Weekly library book exchange Read 50 books challenge Early Talk Boost	Reading teddy Weekly library book exchange World Book Day	Introduce picture books – Class 21/22 Reading teddy Weekly library book exchange Teacher swop for story time. Early Talk Boost	Alliteration Reading teddy Weekly library book exchange Year 6 book buddies.
<b>MATHEMATICS</b> NUMBER AND NUMERICAL PATTERNS -----*----- SHAPE, SPACE AND MEASURE	Matching – pairs Sorting – colours & size Patterns – ABAB Patterns - ABAB Positional language	Counting 1-5 Five frame – counting. Counting principles Representations 0 & 1 Representations 2 & 3 Representations 4 & 5 Different representations	Recap – counting principles. Recap – Representations 0-3 Recap – Representation 4 – 5 Subitizing 1-3 One more and one less Comparing – quantities	Number - recap 0-5 Shapes – Circle, Triangle, square & Rectangle Shapes – Circle, Triangle, square & Rectangle Length Height Capacity	Recap – counting principles. Recap – Representations 0 – 3 Recap – Representation 4 – 5 Subitizing / Numbers of fingers Problem solving – odd one out	Number - recap 0-5 Shapes – Circle, Triangle, square & Rectangle Problem solving with Shapes. Measure – Length, height, and Capacity. Sorting – colour, size, etc. Patterns – ABAB Recap on Topics highlighted from assessments.
Numeracy takes place in many different ways in the setting – both inside and outside the classroom. Daily math activities take place in small groups and there are two main inputs a week following the White Rose program. A differentiated Maths activity take place with an adult and small group for evidenced work via their Learning Journey or Tapestry. An episode of Number blocks is watched each week and there is an indoor continuous provision table solely for numeracy with a set activity based around the previous weeks planning to enable staff to observe understanding of the area taught. The total number of children is displayed each day, calendar and day of the week is taught also.						
<b>UNDERSTANDING THE WORLD</b> PEOPLE, CULTURE AND COMMUNITIES -----*----- THE NATURAL WORLD	-Identify their family. Commenting on photos of their family, naming who they can and of what relation they are to them. Photos displayed in setting all year. -Small world – dolls house, farm & police station.	-Can talk about what they normally do at Christmas time with their families. -Read the Jolly Postman and to draw information from a map and begin to understand why maps are so important.	-Materials – what is a suitable material to keep me dry? -Talk about occupations and how to identify strangers that can help them when they are in need -Talk about any transport they need to help them.	-Listen out for and make notes of discussions between themselves regarding their experiences of past birthday celebrations. -I can talk about my local area and make a class map of what there is.	-Listen out for and make notes of discussions between themselves regarding their experiences of past birthday celebrations. -Listen to children describing and commenting on things they have	-Listen out for and make notes of discussions between themselves regarding their experiences of past birthday celebrations. Compare Australia to the UK. How would we get there.

	<ul style="list-style-type: none"> <li>-Navigate around the classroom and outdoor area.</li> <li>-Create treasure hunts to find places/objects within our learning environment.</li> <li>- Walking into the community</li> <li>- Road safety</li> <li>-Listen out for and make notes of discussions between themselves regarding their experiences of past birthday celebrations.</li> <li>-Nocturnal Animals</li> <li>-Introduce the Ipad</li> <li>- Hand germs experiment with bread</li> <li>- Police visit</li> <li>-Children can suggest what they would like to be when they grow up and why.</li> <li>- Role play: house &amp; Police station</li> <li>- Exploring the French culture.</li> <li>Reduce, Reuse and Recycle</li> <li>-Chn offer guest speakers relevant</li> </ul>	<ul style="list-style-type: none"> <li>-Christianity – What is it? What is a church?</li> <li>-I can match everyday objects together and explain why.</li> <li>-Changing states i.e. chocolate and jelly</li> <li>-Listen out for and make notes of discussions between themselves regarding their experiences of past birthday celebrations.</li> <li>-Listen to children describing and commenting on things they have seen whilst outside, including animals and plants.</li> <li>-Talk about what landmarks we saw on our way to the local shops</li> <li>-Floor books to look back on previous learning</li> </ul>	<ul style="list-style-type: none"> <li>-Listen out for and make notes of discussions between themselves regarding their experiences of past birthday celebrations.</li> <li>-Children know where they live</li> <li>-Introduce the Beebots</li> <li>-Floor books to look back on previous learning</li> <li>-Compare and contrast objects from now and in the past, could Grandparents bring something in? Billy Goats gruff</li> <li>-Floor books to look back on previous learning</li> <li>- Show on a map in relation to the UK. Share different cultures versions on famous Fairy Tales</li> </ul>	<ul style="list-style-type: none"> <li>suggestions or ask questions on how we care for them</li> <li>-Floor books to look back on previous learning</li> <li>-Skittle experiment for a rainbow – with warm water and cold water</li> <li>-Ice experiment: how can we make ice? How can we make ice melt the quickest?</li> <li>Learning about the festival of colour, love and spring HOLI.</li> </ul>	<ul style="list-style-type: none"> <li>seen whilst outside, including animals and plants.</li> <li>-understand different habitats in the stories.</li> <li>Life cycle of a frog</li> <li>Life cycle of a butterfly</li> <li>-Plant seeds and understand how to help them grow</li> <li>-Leave a plate of fruit out for children to observe over the week – what do they notice?</li> <li>-Talk about the minibeasts and offer</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce NASA to the children and pictures of significant figures who have been to space and begin to understand that these events happened before they were born.</li> <li>-Floor books to look back on previous learning</li> <li>-Volcano experiment</li> <li>Testing 3D shapes on a ramp and extending it to cars and different surfaces.</li> <li>-Compare animals to those you would have as a pet to those in a zoo / wild</li> </ul>
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	questions on their occupation					
<p>EXPRESSIVE ARTS AND DESIGNS</p> <p>CREATING WITH MATERIALS -----*-----</p> <p>BEING IMAGINATIVE AND EXPRESSIVE</p>	<p>Portraits painted like Picasso (<i>MfL Day</i>)</p> <p>Self-portraits for display (<i>Sept intake</i>)</p> <p>Christmas Card project</p> <p>A Stage, instruments, CD player.</p> <p>Join in with songs</p> <p>Beginning to mix colours</p> <p>Join in with role play games and uses resources available for props</p> <p>Build using the construction equipment</p> <p>Junk modelling, take pictures of children's creations and record them explaining what they did</p> <p>Listen to music and makes up their own dances in response</p> <p>-Scarecrow calendar</p> <p>-The use of story maps, props, puppets, and story bags will encourage children to retell, invent and adapt stories.</p>	<p>Drumming lady</p> <p>Class role play – Bakers</p> <p>Join in with role play games and uses resources available for props</p> <p>Fireworks pictures</p> <p>-Christmas decorations and cards</p> <p>Clay diva lamps</p> <p>Make Christmas food including co-co pop Christmas puddings and jelly for the xmas party.</p> <p>I can draw faces using increased complexity and features.</p> <p>Scratch art</p>	<p>Self-portraits for display (<i>Jan intake</i>)</p> <p>Class role play – Doctors</p> <p>Join in with role play games and uses resources available for props</p> <p>Make Chinese lanterns.</p> <p>Dragon dance – Chinese music</p> <p>Complete second quarter of tree season picture</p> <p>re-telling the three billy goats gruff.</p> <p>create art from their favourite nursery rhyme.</p> <p>Rain dancing – Noah's Ark</p> <p>Biscuit making for Grandparents visit.</p>	<p>Role play – Hair dressers</p> <p>Explore colour and, colour mixing and pattern</p> <p>Potion making</p> <p>Following recipes</p> <p>Make a fruit salad – explore colour</p> <p>Join in with role play games and uses resources available for props</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g.</p> <p>Children will explore ways to protect the growing of their plants by designing bird deterrants, i.e using cds and shiny objects</p> <p>-Complete third quarter of tree season picture</p> <p>-Mothers Day Card</p> <p>-Easter Crafts and card</p> <p>-After close observations, can</p>	<p>Andy Warhol</p> <p>Art show – print screening based on Andy Warhol</p> <p>Role Play – Garden Centre</p> <p>Self-portraits for display (<i>Easter intake</i>)—Tea Towel</p> <p>ProjectClass role play – woods</p> <p>Symmetrical butterflies</p> <p>Make different minibeasts.</p> <p>Join in with role play games and uses resources available for props</p> <p>Story sacks</p> <p>-</p> <p>Colour spotting</p>	<p>Role play – ice cream shop</p> <p>Join in with role play games and uses resources available for props</p> <p>Complete final quarter of tree season picture</p> <p>Make Rockets out of junk modeling</p> <p>Salt dough dinosaur fossils</p> <p>Father Day Card</p> <p>Sea life sand art pictures</p> <p>Aboriginal dot art work on a didgeridoo / boomerang</p> <p>Provide children with a range of collage materials for children to decorate an Australian animal with.</p>

	Purposeful continuous provision			the chn draw pictures of the natural world? Andy Warhol – flowers show Learning about the artist: Cai Guo-Qiang.		
MUSIC	<p><b>Pulse</b> I can imitate movements in response to music I can keep a steady pulse with some accuracy (e.g clapping, marching, tapping I can explore, respond, and identify long and short sounds</p> <p>Music of the week</p>	<p><b>Voice</b> -I can sing songs which contain a small range of notes - I can perform actions to accompany songs (move like a .... Etc)</p> <p>Music of the week</p>	<p><b>Rhythm</b> -I can explore rhythm through play -I can keep a steady pulse when playing - I can listen and take turns</p> <p>Music of the week</p>	<p><b>Pitch</b> -I can sing broadly in tune with a limited pitch range - I can record and comment on my voice and others</p> <p>Music of the week</p>	<p><b>Technology</b> -To explore and change sounds and music through play and technology -To comment and respond to recording of own voice, other classroom sounds</p> <p>Music of the week</p>	<p><b>21<sup>st</sup> Century</b> -I can comment and respond to recorded music from different genres, styles, and times. E.g. this music is making me feel sad, happy. - Down in the jungle (drumming lady)</p> <p>Music of the week</p>
FUND RAISING EYES	Design a Christmas cards.	Xmas hamper – non uniform day for 50p	Easter hamper	March in March	Sponsored potted sports	Ice cream / ice pole after school sale