



Nursery Long term plan 2022-2023

NURSERY	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
General themes	Amazing Animals!	Lets go on an Adventure!	Time for a Tea Party	Down on the Farm	Lets Grow!	Our Wonderful World
Key texts	Brown Bear, Brown Bear Dear Zoo The Gingerbread Man	We are going on a Bear Hunt Stickman Christmas Stories	The Tiger who came to Tea Little Red Riding Hood Giraffes Can't Dance	Rosie's Walk The 3 little pigs Easter Stories The Little Red Hen	Jasper's Beanstalk The 3 Billy Goats Gruff Catch the Goat	My Granny went to market Handa's Surprise Lima's Red Hot chilli
Wow moments – Enrichment weeks	Pet Show! Making Gingerbread	Walk through the Bear Hunt Local adventure walks... Nativity with YR	Plan a tea party Write and post invitations Have a Party-	Visit from the hen Farm Visit- trip Mothers Day-	Visit from the 3 Goats Fathers Day Planting - Sunflowers	African Drumming Tasting fruits and foods from around the world Transition YN- YR
Parental Involvement	Stay and Play Sessions- Cooking with Parents Family story times Parents in for Pet show.	Stay and Play Sessions- Cooking with Parents Family story times	Cooking with Parents Family story times Stay and Play Sessions-	Cooking with Parents Family story times Stay and Play Sessions-	Cooking with Parents Family story times Stay and Play Sessions-	Picnic with parents Foundation Fun day Cooking with Parents Family story times Stay and Play Sessions-



Reception Long term plan 2022-2023

RECEPTION	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
General themes	We are family	Into the Woods	Fighting Fit	Roar!	Nature Detectives	Parrots, Pigs and Penguins
Key texts	So much (Trish Cooke) Elmer – The Big book of families Monkey Puzzle	Gruffalo Owl Babies Goldilocks and the Three bears Christmas Story Nativity	Easter SuperTato The Selfish Crocodile Titus Troublesome Tooth Cleversticks	Tyrannosaurus Drip Dinosaur Bones Dinosaur Roar Room on the Broom George and the Dragon	The Teeny Weeny Tadpole Jack and the Beanstalk The very hungry caterpillar Bumblebear	Somebody Swallowed Stanley Commotion in the Ocean The Fish who could wish. Sally and the Limpet
Wow moments – Enrichment weeks	Visit to the church- Christening/Wedding	Nativity Play with YN Pantomime at the Mill? Remembrance Day Bonfire Night	Walk to the shops – cooking ingredients Chinese New Year – food tasting Valentines Day Easter Dance Visit from Doctor/Nurse/Dentist	Mothers Day Dinosaur in the classroom!	Fathers Day Platinum Jubilee Eid Growing Caterpillars Mosque trip- learn about Eid	Foundation Fun Day Train to Kings Sutton Transition visits Y1 Playground Sea life centre trip?
Parental Involvement	Cooking with Parents Family story times Learning Mornings Parents in for Per show.	Book Trust- Parents Reading Session Cooking with Parents Family story times Learning Mornings	Cooking with Parents Family story times Learning Mornings	Cooking with Parents Family story times Learning Mornings	Cooking with Parents Family story times Learning Mornings	Cooking with Parents Family story times Learning Mornings



COMMUNICATION AND LANGUAGE

The development of children’s communication and language is at the heart of everything we do. It underpins all seven areas of learning and development. Through high quality interactions, conversation, discussion, storytelling, role play and modelling we provide a language rich environment. Our curriculum is centred around stories and rhymes which envelop children in a wide range of vocabulary and language. Sharing non-fiction, stories, rhymes and poems, daily and then providing them with extensive opportunities to use and embed new words in context.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN Amazing Animals!	YN Let’s go on an Adventure!	YN Time for a Tea Party	YN Down on the Farm	YN Let’s Grow!	YN Our Wonderful World
<p>INTENT: Children should be able to sing a large repertoire of songs and rhymes. They will enjoy listening to familiar stories and will retell some of these. Children will enjoy listening to longer stories and will remember much of what happens. Children will use an ever-widening range of vocabulary to express themselves working towards using longer sentences to do this. They will understand a question or instruction that has two parts and ‘why’ questions. Children will develop their communication and pronunciation, being supported as necessary with tenses and sounds. Children will be confident to start and engage in conversation with others, using talk to express themselves and organise their play.</p>					
<p>Wellcomm language screening. Listen and follow story threads - Story maps/stones/spoons. Retell stories with puppets. Join in with repeated refrains. Talk about EYFS and own pets. Story & Nursery Bags - home Nursery rhymes. Asking to play sentences: ‘please can I play/have a turn. Daily story, singing and rhyme sessions. Group times (whole class and small groups).</p>	<p>As T1 Vocabulary linked to environment & senses questions - What can you see? Christmas Nativity and role - play performance. Daily story, singing and rhyme sessions. Group times (whole class and small groups).</p>	<p>Wellcomm language screening - new starters. Talk about things needed for a party and own experiences. What parties do we celebrate? Quality conversations and storytelling. Role play tea parties. Daily story, singing and rhyme sessions. Group times (whole class and small groups).</p>	<p>Real life experiences of hens in YN garden - conversation & vocabulary about what the hens look like/noises they make/food they eat. Talk about their Mummies – Mother’s Day cards Role play Easter story. Daily story, singing and rhyme sessions. Group times (whole class and small groups).</p>	<p>Wellcomm language screening- new starters Real life experiences of goats in YN garden - conversation & vocabulary about what the goats look like/noises they make/food they eat. Talk about Daddies - cards. Use rhyming words and make own rhymes. Daily story, singing and rhyme sessions. Group times (whole class and small groups).</p>	<p>Circle time: Using longer sentences (4 - 6 words) My Granny went to Market. Chn. Understand market is a form of shop. Express own opinions about foods/ favourite. Vocabulary related to food. Start a conversation with adult / friend: linked to transition. Daily story, singing and rhyme sessions. Group times (whole class and small groups).</p>
YR We are family	YR Into the Woods	YR Fighting Fit	YR Roar!	YR Nature Detectives	YR Parrots, Pigs and Penguins
<p>INTENT: Children will understand how to listen carefully and why listening is important. They will ask questions to find out more and to check they understand what has been said to them and describe some events in details. Children will articulate their ideas and thoughts in well-formed sentences and connect one idea or action to another using a range of connectives aswell as developing social phrases and conversations with others. They will use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding and engage in daily story time. They will retell a story, once they have developed a deep familiarity with the text. Children will listen carefully to rhymes and songs, paying attention to how they sound as well as engaging with poems and non-fiction books, developing new knowledge. Children will learn new vocabulary and use it throughout the day in different contexts.</p>					
<p>Settling in activities. Making friends. Children talking about experiences that are familiar to them. Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>Show and Tell. Oral story telling. Listening and responding to stories. Following instructions. Takes part in discussion. Understand how to listen carefully and why listening is important.</p>	<p>Show and Tell. Oral story telling. Describe events in detail (Christmas holidays). Discuss how to keep ourselves healthy. Listening and asking questions of a visitor.</p>	<p>Show and Tell. Oral story telling. Dinosaur names! Circle times/partner talk. Retelling stories.</p>	<p>Show and Tell. Oral story telling. Circle times/partner talk. Retelling and inventing own stories.</p>	<p>Show and Tell. Oral story telling. Circle times/partner talk. Retelling, innovating and inventing own stories. Whole class discussions, sharing opinions and making comments.</p>



PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Children's personal, social and emotional development is essential for children to be able to 'live in all its fullness'. We nurture relationships and bonds with the children and their families ensuring a partnership in learning. Children will be supported to understand their own feelings and those of others using the 'Zones of Regulation' model. Children will develop resilience, a strong sense of self, independence and confidence through adult modelling and guidance. Children will learn how to look after themselves physically and emotionally including building friendship and navigating social situations.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN Amazing Animals!	YN Let's go on an Adventure!	YN Time for a Tea Party	YN Down on the Farm	YN Let's Grow!	YN Our Wonderful World
<p>INTENT: Children will select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. They will develop their sense of responsibility and membership of their Nursery community, increasingly following the rules, understanding why they are important. Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Begin to find solutions to conflicts and rivalries including talking with others. They will talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (zones of regulation) and understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.</p>					
<p>Develop understanding of belonging, learning routines and separating from parent/carer. (YN)- new starters. Play alongside and with others. Understanding how themselves and others are feeling (ZOR). Developing class rules together including respecting resources and equipment and Resolving conflicts peaceably. Meeting own goals. Building relationships with peers/adults and Key Workers.</p>	<p>Develop understanding of belonging, learning routines and separating from parent/carer. (YN)- new starters. Established children - Remembering the rules without needing an adult to remind them.</p>	<p>Play alongside and with others. Understanding how themselves and others are feeling (ZOR). Meeting own goals. Building relationships with peers/adults.</p>	<p>Develop understanding of belonging (YN) learning routines and separating from parent/carer. (YN)- new starters Established children - Remembering the rules without needing an adult to remind them.</p>	<p>Taking part in sports day - winning and losing. Transition to YN- celebrating achievements, discussing worries. Showing more confidence - in setting and beyond. Foods from around the world (healthy foods).</p>	
YR We are family	YR Into the Woods	YR Fighting Fit	YR Roar!	YR Nature Detectives	YR Parrots, Pigs and Penguins
<p>INTENT: Children will build constructive and respectful relationships and see themselves as a valuable individual. Children will identify and moderate their own feelings socially and emotionally. They will express their feelings and consider the feelings and perspectives of others. They will show resilience and perseverance in the face of challenge Children know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • tooth brushing and personal hygiene • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian.</p>					
<p>Develop a sense of belonging to YR. Building relationships with new children and adults (key worker), Learning new routines. Becoming familiar with and using zones of regulation vocabulary daily. Developing class rules together. Circle times and Interactions.</p>	<p>Getting on and falling out. How to deal with Emotions and self-regulate. Circle times and Interactions. Healthy eating and living (sleep and exercise).</p>	<p>How to keep our bodies healthy (including dental hygiene). Recognise the emotions of others and how others might feel in particular scenarios. Circle times and Interactions.</p>	<p>Relationships - What makes a good friend? Random acts of Kindness. Circle times and Interactions. Screen time and Internet safety. Dental hygiene- how to guide for dinosaurs!</p>	<p>Jack and the Beanstalk (stranger danger!) Caring for the environment. Looking after others - Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Circle times and Interactions.</p>	<p>Taking part in sports day - Winning and losing. Transition to YN - celebrating achievements, discussing worries. Circle times and Interactions. Road safety. Healthy eating and living (sleep and exercise).</p>



PHYSICAL DEVELOPMENT

Physical development is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. We will provide activities, resources and experiences to develop Gross and fine motor skills. With opportunities for play both indoors and outdoors, we will support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Fine motor control will also be developed through continuous provision and adult focus activities, including small world activities, puzzles, arts and crafts and the practice of using small tools. This is all a pre-cursor to developing the skills for writing.

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
YN Amazing Animals!	YN Let's go on an Adventure!	YN Time for a Tea Party	YN Down on the Farm	YN Let's Grow!	YN Our Wonderful World
<p>INTENT: Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills through a range of continuous provision opportunities and adult directed tasks. Through using the climbing frame and other apparatus children will climb and will match their developing physical skills to tasks and activities in the setting. Children will develop their balance to include being able to Skip, hop, stand on one leg and hold a pose. They will use large-muscle movements to wave flags and streamers, paint and make marks. Children will start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Fine motor skills such as using one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Children will be encouraged to become increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>					
Pencil grip display - refer to, monitor and support as necessary. Squiggle x 3 weekly. Encouraging Independence with toileting, dressing and eating. (snack times, getting ready for outside, routines). Funky Fingers activities. Jigsaw puzzles, Mark Making opportunities (various).	Continue with pencil grip and Squiggle, Independence with personal skills, Funky Fingers as T1. Wrapping and Unwrapping presents – Party.	Continue with pencil grip and Squiggle, Independence with personal skills, Funky Fingers as T1. Making & cutting sandwiches (use dough cutters too).	Continue with pencil grip and Squiggle, Independence with personal skills, Funky Fingers as T1. Negotiating space successfully in outdoor area.	Continue with pencil grip and Squiggle, Independence with personal skills, Funky Fingers as T1. Name writing focus. Digging and planting seeds and flower pots/beds.	Continue with pencil grip and Squiggle, Independence with personal skills, Funky Fingers as T1. Games/races – sports day- balance and co-ordination focus. Name writing focus. Cutting fruits & vegetables.
YR We are family	YR Into the Woods	YR Fighting Fit	YR Roar!	YR Nature Detectives	YR Parrots, Pigs and Penguins
<p>INTENT: Children will develop their overall body strength, co-ordination, balance and agility and will progress towards a more fluent style of moving, with developing control and grace. Through continuous provision and adult directed tasks children will develop their fine motor skills so that they can use a range of tools competently, safely and confidently. When writing children will be develop their core muscle strength to achieve a good posture and pencil grip, therefore developing the foundations of a handwriting style which is fast, accurate and efficient. Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group including ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>					
Pencil grip display - refer to, monitor and support as necessary. Children to be using tripod grip. Negotiating space successfully in outdoor area. Squiggle x 2 weekly. Ball skills.	Wrapping presents - Christmas role-play. Handwriting sessions - twice weekly, focus on pencil grip and correct posture. Squiggle/Dough disco as needed.	Hall time sessions - dance Handwriting sessions - twice weekly, focus on pencil grip and correct posture. Ball skills.	Hall time sessions – gymnastics. Handwriting sessions - twice weekly, focus on pencil grip and correct posture.	Hall time sessions - apparatus, balance. Handwriting sessions - twice weekly, focus on pencil grip and correct posture. Ball skills.	Races/Team games - co, ordination and co-operation. Spending time in KS1 playground, negotiating new space. Handwriting sessions - twice weekly, focus on pencil grip and correct posture.



LITERACY - WRITING

Children will be given opportunities to write during their own play in many different contexts. A high value is given to mark making from the very beginning of Early Years with children being provided with a variety of opportunities and experiences in which to make marks. Children will be taught how to form letters correctly and how to hold a pencil effectively. Through daily phonics teaching children will learn how to write the sounds in words, building up to writing a narrative. A rich literary diet will ensure children have the ideas and structure needed to write a variety of genres including stories, non-fictions, label lists and poems.

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
YN Amazing Animals!	YN Let's go on an Adventure!	YN Time for a Tea Party	YN Down on the Farm	YN Let's Grow!	YN Our Wonderful World
<p>INTENT: Children will use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Children will learn to write their name by the end of the Nursery year. They will write some letters accurately.</p>					
Clipboards. Variety of paper and notebooks Squiggle. Name writing - overwrite and copy write. Chalk mark making outdoors. Mark making in sand with sticks/feathers/etc.	Writing messages in Christmas Day cards. Posting cards in Christmas post box. Name writing - overwrite and copy write. Chalk mark making outdoors. Mark making in sand with sticks/feathers/etc.	Writing invitations for tea & parties. Shopping lists. Name writing - overwrite and copy write & transition to write from memory. Adding names next to models on Model Table. Chalk mark making outdoors. Mark making in sand with sticks/feathers/etc.	Writing messages in Mother's Day cards. Name writing - overwrite and copy write & transition to write from memory. Adding names next to models on Model Table. Chalk mark making outdoors. Mark making in sand with sticks/feathers/etc.	Writing messages in Father's Day cards. Letters sounds, vc, cvc words for those beginning phase 2. Making labels for plants and signs to keep plants safe. Name writing - write from memory with KW & encourage practise at home. Adding names next to models on Model Table.	Lists of foods. Letters sounds, vc, cvc words for those beginning phase 2. Chalk mark making outdoors. Mark making in sand with sticks/feathers/etc. Name writing - write from memory with KW & encourage practise at home. Adding names next to models on Model Table.
YR We are family	YR Into the Woods	YR Fighting Fit	YR Roar!	YR Nature Detectives	YR Parrots, Pigs and Penguins
<p>INTENT: Children will write short sentences with words with known sound-letter correspondences using a capital letter and full stop. They will form lower-case and capital letters correctly. Children will spell words by identifying the sounds and then writing the sound with letter/s and re-read what they have written to check that it makes sense.</p>					
Drawing and labelling pictures of families. Giving meaning to marks and labelling. Writing initial sounds and cvc words. Use initial sounds to label characters / images. Secure name writing	Name writing, labelling using initial sounds. Instructions for porridge making Letters to Santa. Write cvc words and caption.	Lists - how to be healthy, shopping lists. Captions. Runaway pea - where did he go! Writing simple sentences using sounds learnt in phonics.	Dinosaur stories - Mother's Day cards. Writing potions for the witch (room on the broom). Imaging possibilities - Dinosaur in the classroom!	Innovation of story. Instructions/grow a bean diary. Life Cycle of a frog- sequencing Caterpillar - rhyming poems. Using phonic knowledge in writing including high frequency words. Capital letters (formation).	Animal fact files. Recycling/environmental posters. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts. Using familiar texts as a model for writing own stories.



LITERACY - READING

We will immerse children in rich and diverse texts and aim for all children to develop a life-long love of reading. Adults will share their own passion for reading with the children, modelling a love and care for books and regularly sharing stories, poems, non-fiction texts and rhymes. Children will also be taught synthetic phonics to enable them to decode and read words and later sentences. These skills will be developed through adult led activities and carefully planned continuous provision.

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
YN Amazing Animals!	YN Let's go on an Adventure!	YN Time for a Tea Party	YN Down on the Farm	YN Let's Grow!	YN Our Wonderful World
<p>INTENT: Children understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing. Children will develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound. (Phase 1 phonics, letters and sounds) They will engage in extended conversations about stories, learning new vocabulary.</p>					
Daily story and discussion. Phase 1 Phonics (small groups and in environment/provision). Dialogic Book Talk.	Daily story and discussion. Phase 1 Phonics (small groups and in environment/provision). Dialogic Book Talk.	Daily story and discussion. Phase 1 Phonics (small groups and in environment/provision). Dialogic Book Talk.	Daily story and discussion. Phase 1 Phonics (small groups and in environment/provision). Dialogic Book Talk.	Daily story and discussion. Phase 1 Phonics (small groups and in environment/provision). Phase 2 - for children that are secure in phase 1. Dialogic Book Talk.	Daily story and discussion. Phase 1 Phonics (small groups and in environment/provision). Phase 2 - for children that are secure in phase 1. Dialogic Book Talk.
YR We are family	YR Into the Woods	YR Fighting Fit	YR Roar!	YR Nature Detectives	YR Parrots, Pigs and Penguins
<p>INTENT: Children will read individual letters by saying the sounds for them and blend sounds into words. They will read digraphs and trigraphs and words that contain these. Children will read some common exception words (letters and sounds phases). Children will then be able to read simple phrases and sentences made up of words with known letter - sound correspondences. Children's reading books will be matched to their current phonics sound to build up confidence in word reading, their fluency and their understanding and enjoyment.</p>					
Daily story and discussion. Daily phonics. Weekly guided reading (comprehension/decoding focus). Reading Rainbow. Phase 1 phonics recap - ensuring all children are secure (interventions in place Term 2 for those who are not). Phase 2- differentiated groups.	Daily story and discussion. Daily phonics. Weekly guided reading (comprehension/decoding focus). Reading Rainbow. Phase 2/3- differentiated groups.	Daily story and discussion. Daily phonics. Weekly guided reading (comprehension/decoding focus). Reading Rainbow. Phase 3- differentiated groups.	Daily story and discussion. Daily phonics. Weekly guided reading (comprehension/decoding focus). Reading Rainbow. Phase 3/4- differentiated groups.	Daily story and discussion. Daily phonics. Weekly guided reading (comprehension/decoding focus). Reading Rainbow. Phase 4- differentiated groups.	Daily story and discussion. Daily phonics. Weekly guided reading (comprehension/decoding focus.) Reading Rainbow. Phase 5a- differentiated groups.



Expressive Art and Design

Children will have a variety of opportunities to develop their imagination and creativity by experimenting and playing with a wide range of media and materials. By looking and at the work of a range of artists and process children will develop an understanding of art and artists. Children will have role-play modelled and adults with play alongside and engage in narrative, enabling children to develop their vocabulary and storytelling. Singing and rhymes are in built into daily routines and a great importance is given to singing for pleasure and performing both inside and outside.

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
YN Amazing Animals!	YN Let's go on an Adventure!	YN Time for a Tea Party	YN Down on the Farm	YN Let's Grow!	YN Our Wonderful World
<p>INTENT: Children will explore and join different materials freely, to develop their ideas about how to use them and what to make, expressing their own ideas. They will create closed shapes with continuous lines and begin to use these shapes to represent objects. Children will draw with increasing complexity and detail, such as representing a face with a circle and including details and will use drawing to represent ideas and emotions. They will explore colour and colour mixing. Children will partake in lots of musical activities, and will Listen with increased attention to sounds. They will respond to what they have heard, expressing their thoughts and feelings. Children will remember and sing entire songs including matching pitch and tone of others. They will sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs and create their own songs or improvise a song around one they know. Children will play instruments with increasing control to express their feelings and ideas.</p>					
Da Vinci - Mona Lisa - famous artist. Daily singing and rhymes. Role play - Home corner and linked to core stories & other stories of chn. interests.	Paul Klee Full Moon. Christmas Cards & Art. Role play - Home corner and linked to core stories & other stories of chn. interests. Making Christmas Cards & gifts. Christmas representation in classroom role play & performance.	Henri Rousseau - Tiger in the Tropical Storm. Making invitations. Role play - Home corner and linked to core stories & other stories of chn. interests.	Kandinsky Circles. Mother's Day cards. Role play - Home corner and linked to core stories & other stories of chn. Interests. Painting farm animals & characters from Core stories. Painting Mummy.	Van Gogh Sunflowers Father's Day cards. Role play - Home corner and linked to core stories & other stories of chn. interests. Painting Daddy or person of significance.	Guiseppe Acimboldo artist Role play - Home corner and linked to core stories & other stories of chn. interests. Playing African Drums and singing African song. Making drums & instruments.
YR We are family	YR Into the Woods	YR Fighting Fit	YR Roar!	YR Nature Detectives	YR Parrots, Pigs and Penguins
<p>INTENT: Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. They will return to and build on their previous learning, refining ideas and developing their ability to represent them. Children will create collaboratively, sharing ideas, resources and skills. They will listen attentively, move to and talk about music, expressing their feelings and responses. Children will watch and talk about dance and performance art, expressing their feelings and responses. They will sing in a group or on their own, increasingly matching the pitch and following the melody. Children will develop storylines in their pretend play.</p>					
Daily singing and rhymes. Role play linked to topic as well as home corner all year round. Self-portraits. Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Famous Artist....	Daily singing and rhymes. Role play linked to topic as well as home corner all year round. Owl art - drawing from photographs. Christmas Cards. Famous Artist....	Daily singing and rhymes. Role play linked to topic as well as home corner all year round. Perform songs and rhymes. Famous Artist....	Daily singing and rhymes. Role play linked to topic as well as home corner all year round. Easter cards. Dinosaur Dancing! Famous Artist....	Daily singing and rhymes. Role play linked to topic as well as home corner all year round. Natural transient art. Symmetrical Butterflies. Perform dance (butterfly and frog life cycle). Famous Artist....	Daily singing and rhymes. Role play linked to topic as well as home corner all year round. Global learning week - exploring music/dance of other cultures. Under the sea collage and painting. Famous Artist....



Understanding the World

At St Leonard's one of our strengths is our diverse community where we welcome and respect children and families from all over the world. We share and celebrate traditions, experiences, festivals and knowledge of different cultures and communities within our school and beyond. Children will have the opportunity to explore their physical environment through trips, experiences and visits. Children will also learn about animals and plants including life-cycles and make daily observations on seasons/weather.

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
YN Amazing Animals!	YN Let's go on an Adventure!	YN Time for a Tea Party	YN Down on the Farm	YN Let's Grow!	YN Our Wonderful World
<p>INTENT: Children will use all their senses in hands-on exploration of natural materials and explore collections of materials with similar and/or different properties. They will talk about what they see, using a wide vocabulary. Children will begin to make sense of their own life-story and family's history and show interest in different occupations. They will explore how things work and explore and talk about different forces they can feel. They will talk about the differences between materials and changes they notice. Children will plant seeds and care for growing plants, understanding the key features of the life cycle of a plant and an animal. They will begin to understand the need to respect and care for the natural environment and all living things as well as continuing to develop positive attitudes about the differences between people. They will know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>					
Name and identify animals - find out about those of interest.	How people in our Nursery community celebrate Christmas.	How people in our Nursery community celebrate occasions.	Look at which animals live on the farm - Trip to the farm? Visit from hens. Name and identify animals - find out about those of interest.	Visit from goats. Baby animal names: goat, cat, cow, sheep, dog. Plant bean & sunflower seeds.	Looking at other countries in the world - African continent. Consider cultural differences - food and setting. World maps & atlases to observe. Play World Map Game and puzzles.
YR We are family	YR Into the Woods	YR Fighting Fit	YR Roar!	YR Nature Detectives	YR Parrots, Pigs and Penguins
<p>INTENT: Children will talk about members of their immediate family and community, describing people who are familiar to them. They will comment on images of familiar situations in the past and compare and contrast characters from stories, including figures from the past. Children will draw information from a simple map and understand that some places are special to members of their community. They will recognise that people have different beliefs and celebrate special times in different ways. Children will recognise some similarities and differences between life in this country and life in other countries. They will explore the natural world and describe what they see, hear and feel whilst outside. Children will recognise some environments that are different from the one in which they live. They will understand the effect of changing seasons on the natural world around them.</p>					
Identifying family - talking about different types of families. Look at photos of teachers and children as babies, how do we change? Day/Date/Weather each day.	Looking at woodland, which animals live here. Nocturnal animals. Look at how Christmas is celebrated around the world. Day/Date/Weather.	Day/Date/Weather each day.	Day/Date/Weather each day. Talk about when dinosaurs existed, what is different to then and now.	Trip to KS on the train - comparing environments. Build bug hotel - Growing butterflies. Planting seeds. Obs drawings of wildlife. Day/Date/Weather.	Day/Date/Weather each day. Trip to Sea life center. Looking at animals that live under the sea - compare to those that life on land.



Maths

Children will have a variety of opportunities to develop their mathematical thinking, explore maths in their play and have new concepts taught and modelled. Children will then be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. Children will develop their mathematical reasoning and vocabulary in all areas including shape, space and measures through a careful mixture of direct teaching, meaningful interaction and exposure to resources, models and manipulatives. We will develop a love for maths and number, investigating patterns, connections and sequencing with a confidence to support or challenge their understanding and that of their peers.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN Amazing Animals!	YN Let's go on an Adventure!	YN Time for a Tea Party	YN Down on the Farm	YN Let's Grow!	YN Our Wonderful World
<p>INTENT: Children will engage in small group and whole group 'Maths Mastery' sessions over the week including maths adult focus activities, Maths resources and manipulatives are inside and out during continuous provision. Planning will Follow NCETM progression documents.</p> <p>They will subitise up to 3 objects and recite numbers to at least 5, saying one number for each item in order: 1,2,3,4,5. Children will know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Children will show 'finger numbers' up to 5 and link numerals and amounts. They will experiment with their own symbols and marks as well as numeral and solve real world mathematical problems with numbers up to 5. Children will compare quantities using language: 'more than' and fewer than'. They will understand and use positional language and describe a familiar route. Children will select shapes appropriately in their play and combine shapes to make new ones. They will talk about and identify the patterns around them and extend and create ABAB patterns as well as notice and correct an error in a repeating pattern. Children will begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>					
<p>Week 1 - Cardinality and counting</p> <p>Week 2 - Comparison</p> <p>Week 3 - Pattern</p> <p>Week 4 - Pattern</p> <p>Week 5 & 6 - Cardinality and Counting</p> <p>Animal patterns (giraffe spots, zebra stripes etc).</p>	<p>Week 1 - Cardinality and counting</p> <p>Week 2 - Comparison</p> <p>Week 3 - Shape and Space</p> <p>Week 4 - Shape and space</p> <p>Week 5 & 6 - Cardinality and Counting</p> <p>Positional language (Bear Hunt). Describing familiar routes.</p>	<p>Week 1 - Cardinality and counting</p> <p>Week 2 - Comparison</p> <p>Week 3 - Measure</p> <p>Week 4 - Measure</p> <p>Week 5 - Comparison</p> <p>Week 6 - Cardinality and Counting</p> <p>Sharing/comparing quantities-party food!</p>	<p>Week 1 - Cardinality and counting</p> <p>Week 2 - Comparison</p> <p>Week 3 - Pattern</p> <p>Week 4 - Pattern</p> <p>Week 5 - Comparison</p> <p>Week 6 - Cardinality and Counting</p> <p>Positional language, describing a route- Rosie's walk.</p>	<p>Week 1 - Cardinality and counting</p> <p>Week 2 - Comparison</p> <p>Week 3 - Shape and Space</p> <p>Week 4 - Shape and space</p> <p>Week 5 - Comparison</p> <p>Week 6 - Composition</p> <p>Patterns in natures.</p>	<p>Week 1 - Cardinality and counting</p> <p>Week 2 - Comparison</p> <p>Week 3 - Measure</p> <p>Week 4 - Measure</p> <p>Week 5 - Comparison</p> <p>Week 6 - Composition</p>
YR We are family	YR Into the Woods	YR Fighting Fit	YR Roar!	YR Nature Detectives	YR Parrots, Pigs and Penguins
<p>INTENT: Children will engage in whole class 'Maths Mastery' sessions with accompanying PowerPoints. Weekly Maths adult focus activities, maths resources and manipulatives inside and out during continuous provision. Planning will Follow NCETM progression documents.</p> <p>Children will count objects, actions and sounds beyond 10. They will subitise and link the number symbol (numeral) with its cardinal number value. Children will compare numbers and understand the 'one more than/one less than' relationship between consecutive numbers. Children will have an in depth understanding of number including the composition of numbers to 10 (recalling number bonds for numbers 0-5 and some to 10). They will Select, rotate and manipulate shapes to develop spatial reasoning skills and recognize a shape can have other shapes within it, just as numbers can. Children will continue, copy and create repeating patterns and compare length, weight and capacity.</p>					
<p>Week 1 - Cardinality and counting</p> <p>Week 2 - Comparison</p> <p>Week 3 - Pattern</p> <p>Week 4 - Pattern</p> <p>Week 5 & 6 - Cardinality and Counting</p> <p>Elmer - Patterns.</p>	<p>Week 1 - Cardinality and counting</p> <p>Week 2 - Comparison</p> <p>Week 3 - Shape and Space</p> <p>Week 4 - Shape and space</p> <p>Week 5 & 6 - Cardinality and Counting</p> <p>Size comparison and ordering- 3 bears.</p>	<p>Week 1 - Cardinality and counting</p> <p>Week 2 - Comparison</p> <p>Week 3 - Measure</p> <p>Week 4 - Measure</p> <p>Week 5 - Comparison</p> <p>Week 6 - Cardinality and Counting</p> <p>Shapes in pictures...</p>	<p>Week 1 - Cardinality and counting</p> <p>Week 2 - Comparison</p> <p>Week 3 - Pattern</p> <p>Week 4 - Pattern</p> <p>Week 5 - Comparison</p> <p>Week 6 - Cardinality and Counting</p>	<p>Week 1 - Cardinality and counting</p> <p>Week 2 - Comparison</p> <p>Week 3 - Shape and Space</p> <p>Week 4 - Shape and space</p> <p>Week 5 - Comparison</p> <p>Week 6 - Composition</p>	<p>Week 1 - Cardinality and counting</p> <p>Week 2 - Comparison</p> <p>Week 3 - Measure</p> <p>Week 4 - Measure</p> <p>Week 5 - Comparison</p> <p>Week 6 - Composition</p>