St Leonard's C of E Primary School

Engage, Challenge, Inspire

"Life in all its fullness"

John 10:10

At St. Leonard's we wish to engage, challenge and inspire children from the very beginning of their learning journey. Our Early Years Education is carefully structured within a well organised, safe and enabling environment, offering children rich and stimulating experiences, building on what children already know and providing opportunities to develop what they need to know next.

Through a careful balance of child initiated, adult initiated and adult led activities we aim to encourage independence, self-regulation, cooperation, creativity, communication and problem solving.

We plan an exciting and challenging curriculum based on our observation of children's needs, interests and next steps. We use stories and rhymes as the basis for our planning, which means that by the end of Reception children will have encountered a wide range of high quality texts to inspire a lifetime love of reading.

Lined Paper

Builders Yard

Mr Gumpy's Outing

Long term plan 2026-2027						
NURSERY	*Autumn 1*	*Autumn 2*	*Spring 1*	*Spring 2*	*Summer 1*	*Summer 2:*
General themes	Once upon a time!	In the deep dark wood..	Traditional Tales	Down on the Farm	Creepy Crawlies	How will we get there?
Key texts	Brown Bear, Brown Bear Dear Zoo Peace at last	We're going on a Bear Hunt Owl Babies Christmas Stories – Dear Santa	3 Billy Goat Gruff Gingerbread Man Little Red Riding Hood	Rosie's Walk Scarecrows Wedding The 3 little pigs Easter Stories	Hungry caterpillar Sharing a Shell Superworm	The Big Blue train Lost and Found Whatever Next We all go travelling by.
Wow moments – Enrichment weeks	Making Gingerbread Men Hand print colour mixing Dress up as an animal	Walk through the Bear Hunt. Autumn Owls visit Nativity with YR	Plan a tea party Write and post invitations Visit from a Goat	Visit from the hen Aspirations Day World Book Day Easter Crafts Easter Egg hunts	Fathers Day Planting - our own garden Hatching Butterflies Science materials – melting/floating/sinking investigations.	Transition YN- YR Local adventure walks
Parental Involvement	Class Dojo New children settling into environment- regular catch up with parents. Photographs to display in home corner	Class Dojo Stay and Play Sessions – Christmas Craft focus Celebration books with parents	Class Dojo New children settling into environment- Tiger tea party with parents	Stay and Play Sessions- Nursery Rhymes focus	Class Dojo New children settling into environment- Family story times Stay and Play Sessions-	Picnic with parents Nursery Sports Day

Long term plan 2026-2027						
RECEPTION	*Autumn 1*	*Autumn 2*	*Spring 1*	*Spring 2*	*Summer 1*	*Summer 2:*
General themes	**We are family!**	**Gruffalo and friends**	**Happy, Healthy me!**	**Now and Then**	**Nature Detectives**	**Our Wonderful World**
Key texts	So much (Trish Cooke) Elmer Pumpkin Soup Monkey Puzzle	Room on the Broom Gruffalo Goldilocks and the Three bears Stick Man Nativity	SuperTato The Selfish Crocodile The Dragon Painter (Lunar new year) Olivers Fruits and Vegetables.	The Oak Tree Humpty Dumpty The girl and the dinosaur Maisy Jones and the dinosaur bones Easter story	The Teeny Weeny Tadpole Jack and the Beanstalk/Jaspers bean stalk People who help us (non fiction)	The search for the giant arctic jellyfish Maisie Maps it out What the ladybird heard My Granny went to market. Commotion in the Ocean
Wow moments – Enrichment weeks	Elmer Toast Making Pumpkin Soup Exploring Pumpkins Making Chocolate apples/Fair games.	Nativity Play with YN Pantomime at the Mill Remembrance Day Bonfire Night/Diwali - celebrations	Lunar New Year – food tasting Valentines Day Visit from Doctor/Nurse/Dentist	Mothers Day Dinosaur in the classroom! Dinosaur egg World Book Day Easter egg hunt	Fathers Day Eid Frog Life cycle observations- local pond Science week – experiments Aspirations Day	Sports Day Transition visits Y1 Global learning- International Dancing and food tasting Fairytale farm trip
Parental Involvement	Parent's Evening Family Photographs to display in home corner	Celebration books with parents Christmas Craft session	Parents Evening Reading Mornings	Parents/Grandparents come in and share about their own childhood.	Family story times Learning Mornings	Family story times Learning Mornings

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WRECK!

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2:
	Once upon a time!	In the deep dark wood..	Time for a Tea Party	Down on the Farm	Creepy Crawlies	How will we get there?
	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.					
	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)'	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)	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)	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 – Mothers' Day cards Role play Easter story Daily story, singing and rhyme sessions. Group times (whole class and small groups)	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)	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)

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.

	We are family!	Gruffalo and friends	Happy, Healthy me!	Now and Then	Nature Detectives	Our Wonderful World
	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?"	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	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.	Show and Tell Oral story telling Discussions about the past, visitor in (children to ask questions and listen to answers). Circle times/partner talk. Retelling stories	Show and Tell Oral story telling Circle times/partner talk. Retelling and inventing own stories	Show and Tell Oral story telling Circle times/partner talk. Retelling, innovating and inventing own stories Whole class discussions, sharing opinions and making comments.
	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.					

Autumn 1	*Autumn 2*	*Spring 1*	*Spring 2*	*Summer 1*	*Summer 2:*
Once upon a time!	In the deep dark wood..	Time for a Tea Party	Down on the Farm	Creepy Crawlies	How will we get there?
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 toothbrushing.					
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.	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.	Play alongside and with others. Understanding how themselves and others are feeling (ZOR) .Meeting own goals Building relationships with peers/adults.	Develop understanding of belonging (YN) learning routines and separating from parent/carer. - new starters Established children Remembering the rules without needing an adult to remind them.	Taking part in sports day - Winning and loosing Transition to YN- celebrating achievements, discussing worries. Showing more confidence – in setting and beyond. Foods from around the world (healthy foods).	

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Children's personal, social and emotional development is essential for children to be able to 'life 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.

We are family!	**Gruffalo and friends**	**Happy, Healthy me!**	**Now and Then**	**Nature Detectives**	**Our Wonderful World**
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.	Getting on and falling out. How to deal with Emotions and self-regulate. Circle times and Interactions. Healthy eating and living (sleep and exercise)	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.	Relationships- What makes a good friend? Random acts of Kindness. Circle times and Interactions. Screen time and Internet safety. Dental hygiene- brush guide for dinosaurs!	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.	Taking part in sports day - Winning and loosing Transition to YN- celebrating achievements, discussing worries. Circle times and Interactions. Road safety. Healthy eating and living (sleep and exercise)
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 • toothbrushing and personal hygiene • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian.					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2:
Once upon a time!	In the deep dark wood..	Time for a Tea Party	Down on the Farm	Creepy Crawlies	How will we get there?

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.

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 and fine motor opportunities in continuous provision. Jigsaw puzzles, Marl Making opportunities (various)to develop fine motor control.	Games/races – sports day- balance and co-ordination focus

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-curser to developing the skills for writing.

We are family!	Gruffalo and friends	Happy, Healthy me!	Now and Then	Nature Detectives	Our Wonderful World
Pencil grip display- refer to, monitor and support as necessary. Children to be using tripod grip. Negotiating space successfully in outdoor area, use of equipment to build gross motor skills. Squiggle x 2 weekly	Handwriting sessions – , focus on pencil grip and correct posture. Squiggle/Dough disco as needed.	Hall time sessions – dance Handwriting sessions – focus on pencil grip and correct posture	Hall time sessions – gymnastics Handwriting sessions – , focus on pencil grip and correct posture	Hall time sessions – apparatus, balance. Handwriting sessions – , focus on pencil grip and correct posture	Races/Team games- co, ordination and co-operation. Handwriting sessions – focus on pencil grip and correct posture

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.

Autumn 1	*Autumn 2*	*Spring 1*	*Spring 2*	*Summer 1*	*Summer 2:*
Once upon a time!	In the deep dark wood..	Time for a Tea Party	Down on the Farm	Creepy Crawlies	How will we get there?
Children will have opportunities in continuous provision to mark make in a variety of materials, both inside and outside (to include cornflour, mus, sand, salt etc). Large and small scare mark making using pens, pencils, paint, chalk, water.					
Name writing practice Squiggle whilst you wiggle sessions (weekly) Make marks on their picture to stand for their name.		Name writing practice Squiggle whilst you wiggle sessions (weekly) Add some marks to their drawings, which they give meaning to. For example: "That says mummy."		Name writing practice Squiggle whilst you wiggle sessions (weekly) 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; write 'm' for mummy. Write some letters accurately.	
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					

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 whole narrative. A rich literary diet will ensure children have the ideas and structure needed to write a variety of genres including stories, non-fictions, labels, lists and poems.

We are family!	**Gruffalo and friends**	**Happy, Healthy me!**	**Now and Then**	**Nature Detectives**	**Our Wonderful World**
Giving meaning to marks and labelling. Writing initial sounds and cvc words Use initial sounds to label characters / images. Secure name writing Drawing and pictures of families. Handwriting x 3 weekly (Little Wandle) – Practicing patterns, Curly letter, long letter, bouncy letter, zig zag letter families.	Name writing (for those that need) labelling using initial sounds CVc words (spells ROTB) Instructions for porridge making (guided) Lists to Santa Handwriting x 3 weekly (Little Wandle) –As Term 1	Forming recognisable letters Writing CVC words Writing phonetically decodable words Writing short phrases and captions Handwriting x 3 weekly (Little Wandle) – Review letter families and teach capitals	Writing phonetically decodable words Phrases and captions Dinosaur stories- Mothers Day cards. Imaging possibilities- Dinosaur in the classroom! Handwriting x 3 weekly (Little Wandle) –As Term 3	Writing phonetically decodable words Simple sentences Simple short narratives Simple lists and instructions Innovation of story. Instructions/grow a bean diary Life Cycle of a frog- sequencing Handwriting x 3 weekly (Little Wandle) – Review letter families and capitals. Teach digraphs and trigraphs	Writing phonetically decodable words Simple sentences Simple short narratives Simple lists and instructions Animal fact files Recycling/environmental posters Handwriting x 3 weekly (Little Wandle) –As Term 5
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.					

Autumn 1	*Autumn 2*	*Spring 1*	*Spring 2*	*Summer 1*	*Summer 2:*
Once upon a time!	In the deep dark wood..	Time for a Tea Party	Down on the Farm	Creepy Crawlies	How will we get there?
Daily stories and discussion. Literacy activities around key text and activities/resources in provision to extend learning, for example retelling, sequencing, story maps.					
Little Wandle – Foundations in Phonics – Rhyme time sessions	Little Wandle – Foundations in Phonics – Rhyme time and tuning into sounds sessions to include what's in the box, sound games, oral blending games (satpinm)	Little Wandle – Foundations in Phonics – Rhyme time and tuning into sounds sessions to include what's in the box sound games, oral blending games (dgocke)	Little Wandle – Foundations in Phonics – Rhyme time and tuning into sounds sessions to include what's in the box, sound games, oral blending games (urhbfl)	Little Wandle – Foundations in Phonics – Rhyme time and tuning into sounds sessions to include what's in the box, sound games, oral blending games (jvwyzquch)	Little Wandle – Foundations in Phonics – Rhyme time and tuning into sounds sessions to include what's in the box, sound games, oral blending games (ck x sh th ng, nk)
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.					

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.

We are family!	**Gruffalo and friends**	**Happy, Healthy me!**	**Now and Then**	**Nature Detectives**	**Our Wonderful World**
Daily stories and discussion. Literacy activities around key text and activities/resources in provision to extend learning, for example retelling, sequencing, story maps. Twice Weekly guided reading (comprehension/decoding focus) – books matched to current phonics. Daily phonics – Little Wandle (whole class) – teaching outlined below					
Phase 2 graphemes s a t p i n m d g o c k ck e u r h b f l New tricky words is I the	Phase 2 - ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags) tricky words - put* pull* full* as and has his her go no to into she push* he of we me b	Phase 3 graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words tricky words- was you they my by all are sure pure	Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end Tricky words- review	Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est Tricky words - said so have like some come love do were here little says there when what one out today	Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words Tricky words- review
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					

Autumn 1 (Once upon a time) & 2 (In the deep dark wood)	*Spring 1 (time for a tea party) & 2 (down on the farm)*	*Summer 1 (creepy Crawlies_ & 2: (How will we get there?*
Counting 1:1 including cardinal principle Number names, match numeral to quantity and subitise – 3 Conservation of number when counting Language – lots/more/same when talking about amounts Sorting and arranging Follow AB patterns 2D shapes, explore/use/begin name Introduce spatial awareness and positional language through stories Sequence events in stories, using associated language Language of heavy/light	Build on previous learning and address gaps. Counting 1:1 including cardinal principle Number names, match numeral to quantity and subitise – 5 Conservation of number when counting Compare amounts, see smaller numbers in larger ones Language – lots/more/same/fewer when talking about amounts Replicate and create own AB patterns Select a named shape from a group Positional language- in, on, under Directional language – up/down Days of the week Language of size, order 3 objects by size. Language of full/empty, filling containers	Build on previous learning and address gaps. Counting 1:1 including cardinal principle (5 objects accurately) Number names, match numeral to quantity and subitise – 6 Conservation of number when counting Compare amounts using associated language, identify groups with same total know that amounts can change by adding or taking away objects. Show finger numbers up to 5 Link numerals with the correct amount Solve real world mathematical problems to 5 See smaller numbers within bigger numbers (conceptual subitise) Recap 2D shapes and sort these and use some associates language. Use some positional language Identify and say when a container is full and empty

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.* 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 n 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...'

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 (We are Family) & 2 (Gruffalo and Friends)	*Spring 1 (Happy, Healthy me) & Spring 2 (Now and then)*	*Summer 1 (Nature Detectives) & 2 (Our wonderful world)*
AT1 Weeks 1-3 Baseline AT1 Week 4 & 5 – Pattern and 2D shape AT1 Week 6 – Number: **Subitising quantities to 3** Book 1: Subitising 1-2 AT1 Week 7 – Number: **Subitising quantities to 3** Book 2 Subitising 1-3 AT2 Weeks 1-2 – Measure AT2 Week3& 4 – Number: **Subitising quantities to 5**: Book 3 Subitising 1-5 AT2 Week5& 6 - Number: **Subitising quantities to 5**: Book 4 Subitising 1-5 (tens frames)	Sp1 Week1& 2 – Pattern Sp1 Week3&4 – **Number – Enumerating between 6 and 10 items** – Book 5 – Subitising 6-10 Sp1 Week5&6 - – **Number – Enumerating between 6 and 10 items** – Counting out up to 10 items from a collection. Sp2Week 1 – 2D shape and special reasoning including symmetry **Partitioning 2, 3, 4, 5 and 10 (number bonds)** Sp2 week 2 -– Books 6& 7 – Partitioning 2 and 3 Sp2 week 3 –Books 8 – partitioning 4 Sp2 week 4 – Book 9 – Partitioning 5 Sp2 week 5 & 6 – Book 10 – Partitioning 10	Sum1 Week 1& 2 – Measure **Composition of 6-9, and comparison of numbers to 10** Sum1 Week 3& 4 – Book 11 Composition of 6-9 Sum1 Week 5 & 6 – Book 12 – Comparing numbers to 10 **Patterns in numbers to 10** Sum2 – Week1 – Book 13: Patterns in odd and even numbers Sum2 – Week2 – Book 13: Patterns in doubles Sum2 – Week3 – Book 13: Equal distribution Sum2 – Week4,5,6: Recap Non-number

INTENT *Children will engage in whole class 'Maths Mastery' sessions with ccompanying PowerPoints. Weekly Maths adult focus activities, maths resources and manipulatives inside and out during continuous provision. Planning will Follow NCETM progression documents.* 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.

Autumn 1 (Once upon a time) & 2 (In the deep dark wood)	*Spring 1 (time for a tea party) & 2 (down on the farm)*	*Summer 1 (creepy Crawlies_ & 2: (How will we get there?*
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.		
Dometic Role play, Daily singing and rhymes Experimenting with colour mixing Sticking with collage materials (with support) Nativity performance Experiment with Painting and malleable materials Join construction materials	Dometic Role play, Daily singing and rhymes Use construction materials to make models Drawing with different materials Use collage materials to create pictures	Dometic Role play, Daily singing and rhymes Symmetrical Butterflies Drawing with different materials, draw a recognizable person, e.g circle for a head, lines for arms. Create own pictures and models using techniques learnt.

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 story telling. 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.

Autumn 1 (We are Family) & 2 (Gruffalo and Friends)	*Spring 1 (Happy, Healthy me) & 2 (Now and then)*	*Autumn 1 (Nature Detectives) & 2 (Our wonderful world)*
Dometic Role play, Daily singing and rhymes. Role play around key text, for example Gruffalo wood. Elmer Toast Self-portraits Famous Artist….Alma Thomas, Kandinsky Observational drawing (Pumpkins) Christmas Cards and Crafts Clown art (fun fair theme) Mixing colours Nativity Performance Music and movement sessions Goldilocks and the three bears (acting story)	Dometic Role play, Daily singing and rhymes. Role play around key text, for example Dinosaur land, healthy cafe Famous Artist….Andy Warhol (Pop Art) Easter cards Observational drawing (exotic fruits) Chinese New Year (mask making and acting story of 'The Great Race' Dragon painting (link to the book – The Dragon Painter) Dinosaur Dancing! Music and movement sessions	Dometic Role play, Daily singing and rhymes. Role play around key text, for example under the sea, arctic. Natural transient art Observational drawing (flowers) Global learning week – exploring music/dance of other cultures. Under the sea collage and painting Perform dance (frog life cycle) Famous Artist….Vincent Van Gogh Music and movement sessions
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.		

Autumn 1	*Autumn 2*	*Spring 1*	*Spring 2*	*Summer 1*	*Summer 2:*
Once upon a time!	In the deep dark wood..	Time for a Tea Party	Down on the Farm	Creepy Crawlies	How will we get there?
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.					
Name and identify animals from stories - find out about those of interest Walks around school, discovering new environment.	How people in our Nursery community celebrate Christmas Nocturnal animals - owls	How people in our Nursery community celebrate occasions. Use all their senses in hands-on exploration of natural materials. e.g. real-life loose parts	Visit from hens/goats Name and identify animals- find out about those of interest Aspirations week – show an interest in occupations	Life cycle of a butterfly- grow our own and release them.	Looking at other countries in the world Consider cultural differences – food and setting Trip to KS on the train- comparing environments. Investigate different types of transport and name this

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 and weather,

We are family!	**Gruffalo and friends**	**Happy, Healthy me!**	**Now and Then**	**Nature Detectives**	**Our Wonderful World**
Day/Date/Weather each day – discuss seasonal changes. Identifying family- talking about different types of families Autumn Walk around the school Look and notice autumnal changes, conkers, leaves falling etc. Name familiar people to them – Pumpkin soup making – looking at ingredients for the soup, talk about changes.	Day/Date/Weather each day – discuss seasonal changes. Looking at woodland, which animals live here. Diwali and Bonfire Night celebrations Look at how Christmas is celebrated around the world. Changes in materials – melting/freezing (chocolate fair apples) What can you see/smell at the fayre?	Day/Date/Weather each day – discuss seasonal changes. Discuss and model wearing appropriate clothing for the changing seasons. e.g. wellies/ boots, cap, sunglasses Sugar in food- experiment. Lunar new year celebrations People who help us- doctor/nurse/police etc.	Day/Date/Weather each day – discuss seasonal changes. Aspirations week – show an interest in occupations Oak tree story- looking at images from the past. Look at schools and Banbury from the past, what is the same/different. Mosque/church visit.	Day/Date/Weather each day – discuss seasonal changes. Obs drawings of wildlife Science week- Humpty Dumpty investigation. Coke/mentoes, different experiments. Naming different plans and wildlife, begin to use scientific names e.g. stem, petal for flower. Life cycle of different animals.	Day/Date/Weather each day – discuss seasonal changes. Trip to Fairytale Farm Global learning week-learning in depth about another country. Comparing different environments, polar regions, desert, woodland , ocean. farm etc and the animals that live there. Visit to church for a celebration – wedding.
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.					