Mixed Nursery & Reception Long Term Plan

Key: Reception Nursery All

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes/ Interests of children	**Marvellous Me** Starting School Autumn Family People who help us Teddy bears	**Let's Celebrate** Harvest - Pumpkins Christmas Around the World Celebrations including Diwali	**Wonderful world** Winter Arctic environments Journeys / The world Chinese New Year Big School's bird watch	**Come Outside** Life cycles Outdoors Gardening and flowers Spring Easter	**Once upon a time** Traditional tales Jack and the Beanstalk Garden Centres	**Under the Sea** Summer Hot environments Rock pools Mermaids / Pirates Seaside
Possible Celebrations & Experiences	Class rules and routines Starting School, Autumn, Black History Month, Fire service visit	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day	World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter	International Museum Day, World Biscuit Day, World Food Safety day, Earth Day, St George's Day, VE Day, National Numeracy Day	Father's Day , Sports Day, Transition, Assessment Teddy Bear's Picnic Day, World Chocolate Day
Suggested Texts – Fiction and Non-Fiction	Starting School Bringing The Rain To Kapiti Plain	Look Up! I Am Henry Finch	The Magic Paintbrush Super Milly and The Super School Day	I Will Never Not Ever Eat a Tomato The Extraordinary Gardiner	My Shadow is Pink So Much The Night Pirates	Hairy Maclary from Donaldson's Dairy Oi Frog! Izzy Gizmo

Key Questions/ learning	Who are we? What do we look like? Do we look the same? What is my body? Names of simple body parts. Where do we live? Who can help me? What are senses? What makes me special - how am I unique? What am I good at? Our families How has my body changed? Names of key body parts. How do we use our senses?	What is a celebration? What do you celebrate at home? How do we celebrate birthdays? Who do you celebrate with? Do we all celebrate in the same way? Let's explore celebrations - Baptisms, Christmas, Diwali, Remembrance Day, and Bonfire Night. Which celebrations are important to me? Which celebrations are important to other people in our community and other countries? How do people celebrate special events in our country and beyond - Bonfire Night, Remembrance Day, Diwali, and Christmas. Can we talk about the similarities and differences between the countries and celebrations? (e.g., hotter/colder)	Where do I live? What is the name of my town? What do I live in? (House, flat, bungalow etc.) What is the world? What is a map/globe? What is the blue? What is the green? What country do I live in? What do homes look like in different parts of the world? Do all homes look like mine? What is the weather like in different countries? What do people wear in hot/cold countries? What is a town/street/city/country? Which country do I live in? Where is my country on a map/globe? What are the other countries called? Are all countries the same? Look at differences – rainforests/deserts/Antarctica Which animals live in which countries?	What is Spring? What happens in Spring? Can I see signs of Spring? What is new life? Which animals are born in Spring? Can I match animals to their young? Which plants grow in Spring? How can I care for them? What is a season? How is Spring different to other seasons? What is a life cycle? How do plants grow? What do they need to grow? What are tadpoles? What happens in the tadpole life cycle? What happens in the butterfly life cycle? What is a minibeast? How can I find out more about them? How many minibeast can I find?	What is a book? How do I handle books carefully and look after them? What is a story? How can I listen carefully to a story? Can I use pictures to help me tell a story? Can I act out a story? Can I use props to help me retell a story? Can I sequence a story? What is my favourite story? Can I use books to help me find out information? What is a traditional tale? What are characters? Are all characters the same? How do the characters feel in the different stories? What is a setting? Are all settings the same? What is the beginning, middle, end of a story? What were stories like many years ago? Can I retell a story in my own words? Can I make up my own story and write it?	What is the beach? What are shells? What lives in rock pools? What is the sea? What is water? Where does it come from? Why and how do people travel on the sea? Why and how do people travel under the sea? What lives under the sea? What do I already know about the sea? What would I like to find out? How can I find out this information? What could I find under the sea? Are there only sea creatures or other things? (Seaweed, shipwrecks etc.). What could I learn about sea creatures? Are they all the same? How are they different? Who uses the sea? (Past and present (sailors, pirates etc.). How can I help look after the sea?

Visits/ Visitors and Events	**-Family transition days** **-Different members of the family invited in** **-Grandparents** **-Autumn walks either in local grounds or to the park.**	-Walk to the Post Box – post letter to Santa. -Diwali day – celebrate with music, dancing, food, special clothing or a Hindu visitor. -Invite parents in to talk about festivals and different celebrations. -Harvest festival -Bonfire Night experience -Nativity performance -Christmas Party	-Journey within the local area e.g. a walk around Settrington or a trip to the park, church etc. -Visit to the nearest zoo. -Petting zoo in school. -Chinese New Year celebrations New lambs visit school!	-Spring walk in Settrington -Easter Egg hunt -Tractor visit to the school. -Visit a farm to see animals and their young/Ask a farmer to visit -Gardening day – invite parents/helpers to grow new plants in the setting -Discussion with a local farmer	• Visit a library • Local Author to visit the school or class to read a story to the children. • Caterpillars/ladybird larvae	• Visit an aquarium • Visit the beach • Ask a fisherman to visit • Sea shanties • Beach day in school e.g. dressing up, picnic.
Vocabulary	Myself, family, parents, same, different, special, friend, body, house, home, job, helper, senses. Unique, relations, similar, skeleton, skull, hearing, see/sight, touch, smell, taste.	Celebrate, birthday, party, marry, birth, birthday, present, Christmas, Diwali, remembrance, bonfire, fireworks, enjoy, happy, together, Baptise, christening, tradition, anniversary, wedding, carnival, event, festival	Live, home, house, bungalow, flat, town, country, earth, world, map, globe, land, sea, weather, hot, cold, sun, rain, wind, snow, Street, city, community, travel, continent, desert, rainforest, Arctic, Antarctic, North Pole, South Pole, boiling, melting, freezing, frost, seasons	Spring, new life, change, hatch, nest, grow, seed, bulb, plant, leaf, flower, bug, environment Habitat, life cycle, insect, thorax, abdomen, roots, stem, petals, absorb, oxygen, hydrate	Story, book, page, cover, title, author, illustrator, letters, words, pictures, listening, first, next, last Traditional tale, structure, beginning, middle, end, character, setting, narrative, hero, villain	Water, rain, sea, land, beach, shell, rock pool, fish, fins, gills, seahorse, shark, octopus, boat, submarine Ocean, habitat, tide, coast, pollution, environment, recycle, pirate, lifeguard, coastguard
Enhanced Provision Ideas	• Mark-making (faces, names) • Paper plate faces – use mirrors to look at my different features • Painting self-portraits, looking closely at my features	• Autumn walk – collect leaves, take pictures, walk through crunchy leaves • Leaf rubbing • Make a stick man • Pumpkin exploration • Firework pictures, make the sounds	• Role play pancakes/frying pans in home corner • Lemon bubbles – mixing and making bubbles – whisking, filling pouring, pipettes • Decorate house numbers	• Spring colouring – flowers/birds • Take photos of signs of spring • Observational drawing – Daffodils • Tissue paper sunflowers • Blossom tree painting – cotton buds	• golden eggs collage • make a castle • make a cloud • unifix measure beanstalks & giant feet • Duplo beanstalks • junk modelling pig and wolf characters	• Shell sorting (bumpy/smooth) • Counting shells – pics of numbered buckets • Make a rock pool • Starfish/crab/anemone craft • Balancing pebbles

	• Playdough faces • Loose part faces • Collage names • Footprints and handprints – compare sizes • Sensory exploration – textures, sounds, tasting, smells • Junk model houses • Large body collage – add labels • Draw around each other with chalk/bricks • Work based around 'My class is a family' e.g. lolly stick houses and drawings of my family and my class	• Dance like firework • Remembrance Day - make poppies, poppy printing (apples) • Party Role Play – make decorations • Decorate birthday cakes • Playdough cakes and candles • Rangoli patterns • Diwa lamps • Santa's workshop role play • Christmas activities • Diwali Party • Letters delivered to Santa • Building Santa's sleigh	• Globes - paper plates • ice exploration – free the trapped animals • Craft - animals living in Iceland • Craft - African animals • Creating a bag for Sunny the meerkat • Chinese writing and numbers • Making a Chinese lantern • Making a boat / vehicle.	• Make bird feeders • Bird watching – binoculars • Basic garden birds – names and differences • Plant seeds • Beanstalk leaves to make a giant beanstalk • Bean sorting/counting • Bug hunt • Make a bug house • Wormery • Butterfly paintings – folding printing • Measuring growth of sunflowers • Lifecycles sorting and matching	• construction – using different materials to build houses • What's the time Mr. Wolf? • Create your own troll • Construction – using different materials to build bridges • Lolly stick rafts for goats • Grow real grass • Fork painting – brown bears • Colour sorting bears • Teddy Bears picnic • Size sorting objects • Collage ducks with feathers • Paper plate swans • Mark making with feathers • Make porridge • Make gingerbread men • Make bread • Exploring sixe and large objects the giant used	• Wave patterns in various media • Salt & water experiment • Make boats – pool noodle • Floating/sinking • How many bears can you put in your boat before it sinks • Cardboard fish to decorate • Bubble wrap fish printing • Pattern fish with stamps • Sea creature stampers • Exploring patterns and creating my own • Different textures • Kim's Game with sea creatures • Make sea creatures – jellyfish, shark, lobster etc. • Cheerio octopus • Animal sort – land or sea?
Parental Involvement	-All about me box / Show and tell box -Parents reading stories in school -WOW moments shared -Let's Learn	-Family celebration photos shared in school. -Let's learn -Christmas Concerts -Parents' Evening	-Parents Evenings -WOW moments shared -Parents reading stories in school.	• Seeds sent home for parents to plant with their children • School Easter Service	• Parents invited to weekly Forest School sessions	• WOW moments shared • Let's Learn with Class 2 • Reports discussions

	-Meet the Teacher -Phonics/Maths Workshops		• Book looks for parents to see children's work at Parents' Evening	• Whole School Celebration assembly for parents		• Leavers Celebrations
Possible links to KS1	Familiar with school, class, able to play and work cooperatively	Knowledge of festivals and special times	Solid understanding of the local environment so ability to see the bigger picture of the UK, continents, Geography skills taught in KS1.	• Developing awareness of the world around them prepares children for Geography and History topics, Physical Development means they have developed the core strength and cooperative skills needed for PE and Games.	• Knowledge of the Natural world means children are able to learn Science topics taught in Year 1.	• Children are now independent learners able to follow instruction, concentrate and sit for longer periods. Ready to read longer texts and able to write a "perfect" sentence, prepared to start increase stamina when writing.
Enrichment Opportunities	• Visit from a doctor, nurse or paramedic • Artist in residence workshop • Musician performance • Local historian sharing stories of Settrington and village life • Virtual tour of a city such as York or London	• Parent or community visitors from different faiths • International food tasting session • Music from different cultures • Pen pal/video link with another school **Cultural Capital Focus:** "The world is diverse and people	• Animal expert or conservationist • Live webcams from Antarctica, rainforests or oceans • Aviation or transport visitor • Exploring famous landmarks virtually	• National Trust ranger visit • Wildlife Trust workshop • Tree planting project • Ecology and sustainability activities **Cultural Capital Focus:** "I can help care for the environment." •	• Theatre company performance • Storyteller workshop • Illustration workshop • Dance or drama session **Cultural Capital Focus:** "Stories, books and the arts help us understand	• Marine conservation workshop • RNLI visitor • Rock pool exploration • Ocean pollution investigation **Cultural Capital Focus:** "The natural world contains environments very

	Cultural Capital Focus: "People have different jobs, lifestyles and experiences."	celebrate in different ways.	**Cultural Capital Focus:** "The world is much bigger than the place where I live."		ourselves and others."	different from where I live."

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Communication and Language: Listening Attention Understanding	**Nursery:** -Beginning to listen to stories and nursery rhymes. -Beginning to listen to instructions given. -Listens during adult guided activities. -Focusing on an activity of my own choice for a short period of time. -Beginning to show attention to the adults in my setting. -Recognises and points to objects that are spoken to me. -Understands 1 key word instructions e.g. stop, drink. **Reception:** -Children are beginning to listen to other children in their setting. -They listen during	**Nursery:** -Listens to simple stories. -Listens to other people speaking to me. -Focusing more attention on stories being told to them. -Give attention to others who are speaking to me. -Shows an understanding of text being read to them using the pictures. -Understands simple concepts such as 'big/small'. **Reception:** -Children are listening more on the carpet and when being spoke to by their teacher and peers.	**Nursery:** -Listens to others speaking and continues the conversation following on from what has been said. -Paying attention when listening to longer stories. -Switches attention between listening to others and completing a task. -Recalling what happens in a story I have read. -Understanding a three key word sentence. **Reception:** -Children's listening skills are continuing to develop and they are	**Nursery:** -Enjoying listening to longer stories. -Pays more attention to what is happening in the stories being read. -Focusing more attention on a chosen activity. -Sits and listens during quieter or adult led activities when appropriate. -Beginning to understand one step instructions and questions. **Reception:** -Children listen when both in and out of school and pay	**Nursery:** -Listens more carefully. -Knows why we should listen. -Knows they sometimes have to wait their turn when speaking. -Understanding prepositional language e.g. on, under. -Asking why things are happening. **Reception:** -Children's listening skills continue to develop, they can	**Nursery:** -Listen attentively and respond to what they hear with relevant questions, comments, or actions. -Maintain attention in whole class and small group contexts for a short time. -May find it difficult to pay attention to more than one thing at a time. -Follow 1 step instructions. -Understand 'why' questions. **Reception:** -Children show good listening skills and can listen to one another, adults and new

	story time and show an interest in the books being read. -Children sit on the carpet and show some attention – this may only be for a short time. -Children can pay attention to one thing at a time. -Children following simple 1 step instructions. -Children understanding appropriate 'why' questions.	-Children continue to listen to new stories that are shared with them. -Children paying more attention on the carpet and during guided tasks. -Children understanding why they need to pay attention. -Children following clear instructions with 2 parts.	listening in lots of different situations such as carpet time, assembly, phonics and other lessons. -Children showing a good level of attention and concentration. -Children being attentive during classroom tasks – both guided and independent. -Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said	attention to the person talking. -When out of school they know it is important to listen to keep safe – such as cars or Stanger danger. -Children can maintain attention in different contexts. -Children show attention to both peers and adults. -Children asking questions to clarify understanding and confirm knowledge. -Children showing a good understanding of texts that have been read to them through their recall.	listen in a range of situation and can listen while taking part in a guided task while remaining on task. -Children are developing their attention skills to both listen and continue with an activity. -Children following clear instructions with 3 parts. -Children using new knowledge and vocab in conversation and play. -Children showing an understand questions through their talk and actions.	people with great skill. -Children attend to others in play. -Children show good levels of attention during learning tasks. -Children can retell a story showing a good understanding. -Children understanding and using a large number of words and new vocabulary in their conversations and during discussions
Communication and Language: Speaking	**Nursery:** -Links words together when speaking. -Developing more speech sounds and pronunciation of sounds. -I can use words to begin to communicate my needs. **Reception:**	**Nursery:** -Using words to communicate what I want and make myself understood. -Asking 'what' questions. Using the terms 'me, him, her'. **Reception:**	**Nursery:** -Answering 'who, what, where' questions. - I can a recite Nursery Rhyme from memory. -I am beginning to speak simple sentences. -I am beginning to link sentences with 'and'. **Reception:**	**Nursery:** -I can recite or retell a past event in my life to someone else. -Asking 'where' and 'who' questions. **Reception:**	**Nursery:** -Using a wider range of vocabulary in my play. -Singing some songs independently. **Reception:**	**Nursery:** -Use simple sentences. -Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. -Use talk to organise themselves and their play.

	-Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. -Children speak to the adults and children in the class, they talk to other children during their play.	-Children using expression to communicate meaning. -Children starting conversations and speaking to familiar adults. -Children taking turns and telling past events. -Children learning about rhyme and alliteration.	-Children using talk to pretend play. -Children explaining things through speech. -Children describing things through speech. -Children talking in the past tense.	-Children using talk to clarify their thinking and ideas. -Children speaking in well-formed sentences. -Children using speech to reason and problem solve. -Children verbally telling stories.	-Children explaining how things work, what has happened and why. -Children solving problems, reasoning with others and fixing friendship issues through speech. -Children adding detail to their sentences. -Children describing things that have happened in their life to others.	**Reception:** -Children creating an imaginary story of their own in play. -Children speak clearly in well-formed sentences. -Children using new vocabulary in different contexts. -Children use past, present, and future tenses in conversation with peers and adults.
Personal, Social and Emotional Self-Regulation **My Happy Mind** **Need to adapt**	**Nursery:** -I can express when I feel happy, sad, tired or upset. -I can find out about emotions through stories and discussions. **Reception:** -Children talk about their feelings to trusted adults or special friends. -Children may come into school upset but can be comforted by adults.	**Nursery:** -I can sit nicely and keep my feet to myself. -I can look after the toys and equipment at my setting. **Reception:** -Children are sharing more often or may comfort a friend who is upset. -Children identify their own emotions and name them.	**Nursery:** -I will talk about my feelings. -I can wait my turn. -I tidy up the resources that I have used. -I am following the behaviour expectations of my nursery. **Reception:** -Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. -Children are becoming more proud of	**Nursery:** -I know what 'right' choices are and I try my best to make the right choice. -I can talk about my feelings and explore why I might be feeling this way. **Reception:** -Children have an adult in school they trust and will talk to. -Children talk about their interests and likes and dislikes at school. -Children are beginning to understand why	**Nursery:** -I can calm myself down using a strategy that works for me. -I am managing my feelings. -I show control with my emotions. -I can think about how others feel. **Reception:** -Children try and share, take turns, reason and look after one another. -They apologise if they hurt someone accidently or make someone else upset.	**Nursery:** -I am showing more control over my feelings and behaviours. -I am showing more perseverance and resilience when facing a challenge. -I can talk about the changes as I start school and how I feel. **Reception:** -Children show emotional maturity ready for the emotional resilience needed for KS1. -Children can use reason and resolutions with other

	-Children listen to the rules and expectation and begin to follow them.	-Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class.	themselves for achieving things such as pupil of the week. -Children know and follow the behavioural expectations of the school.	listening is important to help us learn and keep us safe.	-Children will without question follows instructions from their teachers or school adults.	children to keep games and play fair. -Children are developing in independence and can manage their behaviour in a range of situations in school.
Personal, Social and Emotional Managing Self	**Nursery:** -I can take turns with other children with adult support. -I can explore the classroom with adult support. -I can use the toilet with adult support. **Reception:** -Children are developing an awareness of themselves and are forming their own opinions. -Children are beginning to learn the classroom rules and are following these with some reminders. -Children are becoming more independent at coming into school in the morning and getting ready for home at home time.	**Nursery:** -I will have a go at new things. -I am washing my hands after using the toilet with some reminders to do so. **Reception:** -Children are doing things for themselves – because they want to. -They will say what they are doing and why they are doing it too. -Children are using their preferences to choose what they would like to do at school. -Children can put their coats on and are becoming more confident and skilled in using buttons and zips.	**Nursery:** -I am showing more independence and confidence in my setting and when exploring areas. -I will use the visual timetable to know what is happening in my day. **Reception:** -Children have a good understanding of the behaviour expectations and guide others to follow. -They are proud of what they can do and their achievements. -Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. -Children independently making	**Nursery:** -I can use the toilet independently. -I can focus on my task for a longer period of time. -I can talk about healthy food choices. **Reception:** -Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible. -Children looking after themselves at school (personal and hygiene needs). -Children developing resilience and perseverance independently.	**Nursery:** -I can manage when routines change. -I can talk about why we need to wash our hands. -I can play nicely with others and extend others play. **Reception:** -Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school. -Children are confident to try new things. -They continue to develop their resilience and perseverance independently.	**Nursery:** -I can talk about my achievements in a positive way. -I am becoming more independent in looking after myself, ready to start school. **Reception:** -Children are proud of who they are and what they can do. -They talk about themselves positively. -Children continue to look after themselves and understand what healthy choices are. -Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey.

	-They are using the toilet independently most of the time at school. -They know it is okay to ask for help and will do so.		healthy food choices such as at dinner time.		-Children can continue to look after and care for themselves.	
Personal, Social and Emotional Building Relationships	**Nursery:** -I can take turns with other children with support from the adults in my setting. -I can separate from my parent/caregiver with adult support. **Reception:** -Children are building new positive relationships with pupils and staff in their new setting. -They may begin to play alongside other children if ready.	**Nursery:** -I will play alongside other children in my setting and may need adult support to do this. -I play simple turn taking games in adult guided groups. -I am showing more interest in other children's play. **Reception:** -Children are building on the relationships started last term. -They are talking to children and adults in their setting and beginning to ask for help if they need it.	**Nursery:** -I can come into my setting with minimal support from an adult. -I can talk about my family. -I am beginning to show friendly behaviours to my peers. **Reception:** -Children have friendships and may have a special friend. -They play with these children in and out of the classroom and are happy to	**Nursery:** -I am forming friendships with some children in my setting. -I am becoming more confident in the social situations. **Reception:** -Children are building relationships through play and talk and conserve to many of their peers.	**Nursery:** -I help others who are upset. -I am beginning to solve conflicts with others. -I am showing more social confidence. **Reception:** -Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.	**Nursery:** -I can ask new adults questions. -I find solutions to conflicts I have had. -I can talk about what a friend is and name some of my friends when asked. **Reception:** -Children know if they have hurt someone's feelings and will apologies without being asked. -Children know some children might like or dislike the things they do and that it is okay. -Children look after each other and want to help their friends.
Physical Development Gross Motor Skills	**Nursery:** -Walk and crawl confidently. -Climb using two feet at a time.	**Nursery:** -Begin to move slowly on a balance bike. -Begin to use a climbing frame with support from an adult.	**Nursery:** -Children putting on their own coat (needing support to do their coat up still),	**Nursery:** -Children can kick a large ball with some control. -Children can throw a ball with some control.	**Nursery:** -To use a balance bike more confidently. -To run with more confidence and skill.	**Nursery:** -To make up own movements with their body. -To begin to use their core muscle strength

	-Knowing how to scoop and pour e.g. sand, mud. -To run around the setting with some control and direction. -Clapping and stamping to music. **Reception:** -Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. -Begin to safely use tools and equipment.	-Being able to use a swing with some independence. **Reception:** -Begin to develop overall body; strength, balance, co-ordination, balance and agility. -Experiment moving in different ways.	-Children putting on their own shoes. -Going up and down stairs with control and balance. **Reception:** -Continue to develop overall body strength, balance and coordination. -Developing in ability when dancing to music.	To begin to balance on one leg. -To dance with control using different parts of their body. -To use the available equipment to create an obstacle course to navigate. **Reception:** -Negotiates space successfully and can adjust speed and direction. -Showing increasing control with a ball.	-To independently use a climbing frame or similar resource, -To begin to show good posture when sitting on the carpet. **Reception:** -Using equipment safely with consideration to others. -Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.	to achieve good posture when sitting on the floor or at the table. -To be able to climb safely. -Children choosing the right equipment to move safely. **Reception:** -Negotiate space and obstacles safely. -Show strength, balance and coordination when playing. -Move energetically in a range of different ways.
Physical Development Fine Motor Skills	**Nursery:** -Children using a palm grip when using mark making tools. -Children using a spoon to feed themselves correctly. -Children using spring loaded scissors to make snips into paper with adult support.	**Nursery:** -Children mark making by scribbling and colouring. -Children exploring a range of mine motor activities and implements, -Children using a spoon and a fork to feed themselves.	**Nursery:** -Beginning to use a four finger grip to use mark making tools. -Using construction equipment correctly to build e.g. Duplo, Magnitiles. -To develop more independence when using spring loaded scissors.	**Nursery:** -Children making more controlled marks when drawing and mark making. -Children manipulating dough through rolling, squeezing, balling and patting.	**Nursery:** -Children using a two finger and a thumb grip. -I can draw and paint clearer shapes and pictures when drawing and painting. -Children showing some threading skills.	**Nursery:** -Children using pencils and other equipment comfortably for them. -Children beginning to make snips in paper either using one hand or two independently. -Children turning pages in a book one at a time. -Children may form some letters in their name.

	Reception: -Children using pencils and other equipment comfortably for them. -Children making snips in paper either using one hand or two.	**Reception:** -Children continuing to develop their fine motor skills. -Children beginning to learn correct letter formations and use these in their writing.	**Reception:** -Developing an effective pencil grip. -Developing skill when using tools including scissors.	**Reception:** -Children forming recognisable letters with an effective pencil grip.	**Reception:** -Confidently using scissors and small tools. -Beginning to use a tripod grip to draw and write accurately.	**Reception:** -Children using the tripod grip. -Using a range of small tools. -Showing accuracy when drawing.
Literacy Comprehension	**Nursery:** -Beginning to join in with familiar rhymes and stories. -Singing some parts or certain Nursery Rhymes. -Hears new vocabulary from stories, rhymes, poems and non-fiction books. -Have a favourite book and seeking it/them out to share with an adult or look at alone. **Reception:** -Children joining in with rhyme, songs and poems. -Children are encouraged to hold a book correctly and carefully turn pages. -Children understand books have a beginning and an end.	**Nursery:** -To understand that we should turn one page at a time in a book. -To begin to understand that print has meaning. -To talk about the pictures in a book with support. **Reception:** -Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. -Children discussing and hearing a range of books – non-fiction and fiction.	**Nursery:** -To enjoy singing a range of rhymes and songs. -To enjoy listening to longer stories. -To join in with some simple repeated refrains in well know stories/ rhymes. **Reception:** -Children having favourite books and rhymes – they may know these books from memory. -Say what they liked or disliked about a story. When listening to a story children use the	**Nursery:** -To begin to understand we read from left to right and top to bottom. -To begin to name the parts of a book e.g., front cover, title, and author. **Reception:** -When children are playing they are adapting, roleplaying or using vocabulary from stories they've read or heard. -When reading a well-known or repeated story children will join in.	**Nursery:** -To enjoy listening to longer stories and remember much of what happens. -To talk about a story, turning one page at a time. -To answer simple questions about stories. -Beginning to predict what might happen in a story. **Reception:** -Use events in a story to suggest what might happen next (with reasonable suggestions being made). -Know what non-fiction and fiction means and can talk about the two text types.	**Nursery:** -To engage in extended conversations about stories. -To know and say how the story might end. -To tell a longer story. -To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt. **Reception:** -Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. -Knows key vocabulary used in a range of books.

	-Children listen and enjoy sharing a range of books both fiction and non-fiction. -Children know that text in English is read top to bottom and left to right. -Children can recognise pictures and illustrations in a text Vs the writing. -Children spotting familiar words in books	-Children being asked questions liked to the books read to them. -Children using texts and images to answer simple questions.	images to help them read. -Children are becoming increasingly more confident with their understanding of new words in stories. -Children can use a books front cover or blurb to make a prediction.	-Showing an increasing confidence in sequencing a story. -Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.	-Correctly sequence a story. -Use 'because' to give reason when answering 'why' questions about a text. -Rehearse and recall rhymes and stories and remembering actions to well-known rhymes.	-Continue to develop their roleplay to involve the storylines of the books read to them. -Recalls many parts of a text with accuracy.
Literacy Word Reading	**Nursery:** -Hear different environmental sounds around me. -Begin to recognise some environmental print such as supermarket logos. **Reception:** -Children can discriminate sounds (Phase 1 Phonics) such as instruments and cars. -Children are beginning to be able to orally blend and segment. (Phase 1 Phonics).	**Nursery:** -Discriminate between different instrument sounds. -To sing and perform actions to a familiar nursery rhyme. -Say the rhyming word at the end of a familiar rhyme **Reception:** -Phonics lessons/ First sound reading books introduced and children read graphemes (letter sounds) s,a,t, p, i… -Begin to blend some simple words -Children read a few common exception	**Nursery:** -To begin to recognise my own name with support. -Recognise rhythm in spoken words by clapping syllables. **Reception:** -Continue to read individual graphemes (letters sounds). -Blend simple sounds into VC or CVC words. -Children read a few common exception words matched to the school's phonic programme.	**Nursery:** -To identify signs and symbols in the environment and recall what they mean. -Spot or suggest rhymes. **Reception:** -Continue to read graphemes as well as some digraphs. -Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.	**Nursery:** -To begin recognising some words that start with the same initial sound. -To begin to recognise some individual letter sounds with support **Reception:** -Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.	**Nursery:** -To recognise my own name independently. -To begin to recognise some individual letter sounds with support. -Recognise some words with the same initial sound e.g. m for mummy and milk. -Orally blend a simple word. **Reception:** -Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. -Children can re-read what they have written to check that it makes sense

		words matched to the phonic programme.				
Literacy Writing	**Nursery:** -Develop an interest in making marks. -I am beginning to distinguish between marks and pictures/drawings. **Reception:** -Writes their name - copying it from a name card or trying to write it from memory. -Develop an awareness that writing communicates meaning. -Gives meaning to marks they make.	**Nursery:** -Draws marks that are not always distinguishable. -Follows large pattern templates available. **Reception:** -Continuing to develop a phoneme / grapheme relationship. -Now has increasing control when making marks and drawing. -Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. -Uses some recognisable letters and own symbols such as their name or some initial sounds.	**Nursery:** -Adds some marks to drawings. -Adds marks that to them symbolises their name. **Reception:** -Children recording letters for initial sounds and end sounds. -Children building and recording simple CVC words.	**Nursery:** -Beginning to give meaning to the marks I make. **Reception:** -Children build CVC, CVCC words using known graphemes. -Children recording these. -Use writing in their play. -Some children moving onto caption writing if ready.	**Nursery:** -Understands that a written word conveys meaning. -Name writes with the first letter of their name to 'sign' their mark making. **Reception:** -All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. -Continue to build on knowledge of letter sounds in writing.	**Nursery:** -Gives meanings to the marks made. -Can pretend to write in a range of contexts. -Becoming more confident with name writing (writes some or all of their name) **Reception:** -Children writing for a range of purposes e.g. non-fiction and fiction writing. -Write short sentences sometimes using finger spaces, capital letters and full stops.
Phonics Following Rocket Phonics- First Steps for Nursery **Rocket Phonics for Reception**	**Nursery:** **Phase 1** Hear environmental sounds (Aspect 1)	**Nursery:** **Phase 1:** Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2)	**Nursery:** **Phase 1:** Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2) Hear Body percussion (Aspect 3)	**Nursery:** **Phase 1:** Revise Aspects 1-3. Hear voice sounds (Aspect 6). Oral blending and segmenting (Aspect 7)	**Nursery:** **Phase 1:** Revise Aspects 6-7. Hears rhythm and rhyme (Aspect 4). Hears alliteration (Aspect 5)	**Nursery:** **Phase 1/2:** Revise Aspects 4 – 7. Possible introduction to Phase 2 if children are ready for the first set of sounds.

	Reception: /s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect /p/ as in pan /n/ as in net /m/ as in mouse /d/ as in dog /g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite I, the, go, to, no, into	**Reception:** /k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit /h/ as in hat /b/ as in bat /f/ as in frog and cliff /l/ as in ladder /l/ as in shell /s/ as in dress I, the, go, to, no, into	**Reception:** /j/ as in jug /v/ as in van /w/ as in web /k+s/ as in fox /y/ as in yellow /z/ as in zebra and fizzy /z/ as in bugs /k+w/ as in queen he, she, we, me, be, was, my, you, her, they, all, are	**Reception:** /ch/ as in chick /sh/ as in sheep /th/ as in thumb and feather /n+g/ as in ring /ai/ as in train /ee/ as in bee /igh/ as in light /oa/ as in boat short /oo/ as in book long /oo/ as in moon he, she, we, me, be, was, my, you, her, they, all, are	**Reception:** /ar/ as in car /or/ as in fork/ ur/ as in purse /ou/ as in owl /oi/ as in coin /eer/ as in ear /air/ as in chair /y+oor/ as in manure schwa /uh/ as in hammer some, one, said, come, do, so, were, when, have, there, out, like, little, what	**Reception:** /w/ as in wheel /f/ as in dolphin /ai/ as in crayon /ai/ as in cake /ai/ as in acorn /ee/ as in scene /ee/ as in shield /ee/ as in peach some, one, said, come, do, so, were, when, have, there, out, like, little, what
Mathematics Nursery- following WRM Reception – following WRM	**Nursery:** Comparison- more than, fewer than, the same Explore and build with shapes and objects Explore repeating patterns Hear and say number names **Reception:** -To match and sort objects and pictures -To understand and make pairs -To understand rules and to sort objects following rules -To compare amounts -To compare size, mass, capacity	**Nursery:** Begin to order number names I see 1, 2, 3! Join in with repeating patterns Explore position and space **Reception:** -To find, subitise and represent the numbers 1,2,3. -To know 1 more -To know 1 less -To understand the composition of 1,2,3. -To identify, name and compare circles and triangles	**Nursery:** Show me 1, 2, 3! Move and label 1, 2, 3 Explore position and routines Explore own first patterns **Reception:** -To understand 0 -To find, subitise and represent 0 – 5. - 1 more -1 less - Subitising to 5. - Compare and explore mass, capacity, balance. -Find and represent 6,7,8	**Nursery:** Take and give 1, 2, 3 Match, Talk, Push and Pull Subitising- talk about dots Compare and sort collections **Reception:** -Explore length, height and time -Compare length and height -Order and sequence tim -Find 9 and 10 - Represent 9 and 10 -1 more -1 less - Subitising	**Nursery:** Lead on own repeating patterns Start to puzzle Make patterns together Make games and actions **Reception:** -Build numbers to 20 -Verbally count to 20 -Continue number patterns to 20 -Add more -Take away -Select, rotate and manipulate shapes -	**Nursery:** Show me 5 My Own Patterns Stop at 1, 2, 3, 4, 5 Match, Sort, Compare **Reception:** -Explore sharing -Explore grouping -Odds and evens -Doubles -Patterns -Build scenes and constructions -Visualise from different positions -Describe position -Give instructions

	-To explore and create patterns	-To find shapes in the environment -To find, subitise and represent 4 and 5. -To explore the composition of 1-5.	- Look at the composition of 6,7,8 -Make pairs -Doubles -Combining 2 groups.	-Bonds to 10 -Doubles -Odd and even -Recognise and name 3D shapes -Find shapes - Copy, continue and find patterns		-Explore mapping
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	**Nursery:** -Recognises colours and chooses them for a purpose. -Uses thick paint brushes. -Uses playdough to roll, cut, ball, sausage. -Builds towers with large construction equipment. -Children dancing to music. -Children exploring moving to music in different ways -Children showing an interest in the small world and roleplay areas, children roleplaying their first-hand experiences. **Reception:**	**Nursery:** -Uses a glue stick to join materials together. -Creates an independent craft using available materials e.g. An independent Christmas Card. -Children developing storylines in their play, children using familiar props in their play -Children singing to familiar songs and nursery rhymes they have learnt or are learning. **Reception:** -Sing a range of well-	**Nursery:** -Becoming more confident when drawing e.g. potato people, -Names what they have drawn and draws from memory -Adding more to their pictures and creations e.g. pom-poms, glitter. -Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like) -Children knowing and singing along to more nursery rhymes -Children listening to songs from different cultures. **Reception:**	**Nursery:** -Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes -Continues to develop their drawing skill. -Children exploring a range of musical instruments and learning to hold a beat -Children using vocals and instruments to make music either together or separately -Children linking real life and stories into the small world -Children using props in their play. **Reception:** -Design with a purpose	**Nursery:** -Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function. -Children experimenting and mixing colours together -Children may create with a friend. -Children joining in with the actions to songs -Children engaging in roleplay in and out of the home-corner and becoming more immersed in their play. **Reception:**	**Nursery:** -Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with -Children building for a purpose using a range of construction equipment. -Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, and glue stick. -Children making up stories verbally while playing -Children acting out stories with the small world or in their play -Children performing songs either vocally or with an instrument, **Reception:**

	-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -Follow drawings and curved and straight lines to create line drawings of different buildings -Detailed self-portraits using a choice of materials -Know a range of songs related to myself and my community -Sing in a group or on my own, following the melody and increasingly matching the pitch -Copy-clap the rhythm of names--Explore high sounds and low sounds using voices -Begin to move in response to music -Begin to use observation skills to draw things with increasing details	known nursery rhymes and songs -Explore colour mixing using primary colours -Explore warm and cool colours looking at Autumn and Winter -Print or collage to create a pattern or image -Select colours appropriately for tasks -Learn about arts and crafts from different countries - Diwali lamps, Christmas cards, Hanukah cards, Rangoli -Listen to and explore the beats of different music from around the world -Know that different music is played for different celebration -Learn to play percussion instruments and listen to the sounds they make -Know that sounds can be changed by altering the way they are made -Move to musical stimuli and keep in time to the music.	-Start to create my own storylines that include peers -Know different songs and dances from around the world -Join in simple songs remembering some of the words -Participate in action songs which call for movement -Move to musical stimuli in a variety of ways, e.g., hopping, marching, skipping and jumping -Explore and engage in music making and have a simple understanding of a beat -Share creative ideas with peers and begin to work together, sharing skills -Continue to draw and paint pictures with increasing complexity -Construct with a purpose in mind, using a variety of resources -Safely construct with a purpose and evaluate my designs -Select tools and techniques needed to shape, assemble and join materials I am	in mind and explain the process I have used -Make 3D models of my favourite bugs, ensuring that they have the different features -Draw an object from careful observation talking about the features that I have included -Make props to use in role play and small world play -Know a repertoire of songs – nursery, topical, seasonal, interdenominational and multi-cultural -Imitate and create movement in response to music -Tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound -Explore high pitch and low pitch in the context of songs -Create collaboratively sharing ideas, resources and skills -Use tools and techniques with increased care and precision	-Create collaboratively sharing ideas, resources and skills -Change the tempo and dynamics whilst playing music -Know how to use a wide variety of instruments -Begin to understand emotion through music and can describe music in simple terms -Draw with details -Problem solve and reflect on my designs and creations -Construct with a purpose -Independently use tools and techniques with increased care and precision -Experiment with colour, design, texture, form and function	**ELG: Creating with Materials** I can….. -safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -share my creations, explaining the process I have used -make use of props and materials when role playing characters in narratives and stories **ELG: Being Imaginative and Expressive** I can….. -invent, adapt and recount narratives and stories -sing a range of well-known nursery rhymes and songs perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music

			using and explain the process I have used -Make observations and draw pictures of Arctic/Antarctic animals -Return to and build on their previous learning, refining ideas and developing the ability to represent them -Know that different materials can be used to create art -Explore art from different places around the world	-Mix a range of colours needed for a purpose -Execute a sequence of instructions on a programming toy or app to guide a robot		
Understanding the World Past and Present	**Nursery:** -Children using words 'now' and 'next'. -Children talking about their family, who they live with and any pets. **Reception:** -Begin to talk about my life story and how I have change -Guess baby pictures – how I have grown -Look at similarities and differences between the natural world around me in the past and present	**Nursery:** -Children talking about their past life experiences e.g. birthdays, Christmas. -Children using the words 'then' 'now' 'next' 'before'. **Reception:** -Talk about past family holidays -Begin to look closely at pictures in books and notice similarities and differences between now and the past -Know and talk about influential figures from the past - Guy Fawkes -Talk about the soldiers,	**Nursery:** -Children understanding the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos **Reception:** -Know about influential figures from the past and discuss historical events that have happened in the past -Use vocabulary such as in the past, a long time ago -Recognise some similarities and	**Nursery:** -Children commenting on their own past experiences e.g. Easter. -Children showing curiosity about objects from the past. **Reception:** -Talk confidently about my personal experiences of weddings using language of past and present -Talk about members of my immediate family and community	**Nursery:** -Children confidently talking about who they are and who they live with, -Children asking questions to family members about when they were young. **Reception:** -Understand the past through settings, characters and events encountered in books read in class and storytelling make comparisons of settings and fictional settings	**Nursery:** -Children beginning to understand how to sequence two events. -Children sequencing family members e.g. baby, mum, grandma **Reception:** **ELG: Past and Present:** I can…… -talk about the lives of the people around me and their roles in society -know some similarities and differences between things in the past and

		poppies, two minutes silence -Know some historical facts and stories from different religions and celebrations – Bonfire night, Guy Fawkes, Poppy Day	differences between life in this country and life in other countries -Comment on images of familiar situations in the past -Compare characters from stories, including figures from the past -Talk about how homes have changed -Comment on images showing homes in the past	-Know and talk about influential figures from the past		now, drawing on my experiences and what has been read in class understand the past through settings, characters and events encountered in books read in class and through storytelling
Understanding the World People, Culture and Communities	**RE** **Being Special: Where do we belong?** **Nursery:** -Children talking about their families. -Children talking about who is special to them and why. -Children naming their family members. **Reception:** -Talk about members of my immediate family and community -Name and describe people who are familiar to me -Recognise the differences between	**RE** **UCF2** **Why is Christmas special for Christians?** **Nursery:** -Children talking about how we look after our friends and families. -Children talking about their homes and what they have inside their homes. -Children talking about the celebration of Christmas. **Reception:** -To be able to draw information from a simple map -Talk about the features of different celebrations for different faiths	**RE** **UCF1** **Why is the word God so important to Christians?** **Nursery:** -Children recognising familiar signs, shops in the local environment. -I can talk about the transport used in my community. -I can talk about the similarities and differences between celebrations **Reception:** -Learn about different cultures in other places in the world -Find out how the lives of people in different countries are the same and different to mine	**RE** **UCF3** **Why is Easter special to Christians?** **Nursery:** -Children speaking positively about differences between people and ways of life. -Children showing an interest in people with a range of occupations. **Reception:** -Know that some children live in poverty -Understand how to care for nature -Know that people celebrate getting married in different ways	**RE** **What places are special and why?** **Nursery:** -Children developing an idea of 'belonging'. -Children beginning to understand what the 'wider world' is and how we all play a part and get along with one another. **Reception:** -Understand why some people say the world is special -Talk about what I think is special about the world -Describe my local habitat and compare	**RE** **What times/stories are special and why?** **Nursery:** -Children using the correct vocabulary to name different features of their community. -Children know there are other countries than England and that they look different to ours. **Reception:** **ELG: people, culture and communities:** I can….. Describe my immediate environment using knowledge from observations, discussions, stories,

	myself and my friends (appearance, likes/dislikes, families) -Talk about what makes me feel special -Know what groups I belong to -Understand how we show people they are welcome -Know that I have a right to learn and play, safely and happily -Know that hands can be used kindly and unkindly -Know special things about myself -Know how happiness and sadness can be expressed -Know that being kind is good	-Know why different people celebrate different things -Talk about special past times -Know about the Jewish celebration Hanukkah -To know what happens at Diwali and why -Advent/Christmas around the world -To know what happens at Christmas, and why -To know what being unique means -To know the names of some emotions such as happy, sad, frightened, angry	-Talk about safer internet day -Talk about who is special to me and why? -Understand why some people are special -Talk about what a good friend is like -Understand the similarities and differences between different people's special stories -Know what a challenge is -Know that it is important to keep trying -Know what a goal is -Know how to set goals and work towards them -Know when I have achieved a goal -Know which words are kind -Know some jobs I might like to do when I am older -Know that I must work hard now in order to be able to achieve the job I want when I am older	-Know that some places are special to people in my community	with a contrasting country	non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps
Understanding the World The Natural World	**Nursery:** -Children showing respect and care for their environment. -Children talking about their home	**Nursery:** -Children exploring the changing weather and seasons	**Nursery:** -Children understanding how and why we respect and care for animals.	**Nursery:** -Children exploring the changing weather and seasons (Spring), -Children learning about new life and	**Nursery:** -Children growing plants from seeds and caring for them -Children exploring how these plants	**Nursery:** -Children exploring the changing weather and seasons (Summer),

	environment and school environment. -Children exploring their world and environment through their senses. **Reception:** -Explore the natural world and describe what I see, hear and feel when outside -Understand the effects of the changing seasons around me – autumn -Talk about harvest	-Children continuing to explore using their senses. -Children naming parts of the body. -Children showing more of an interest in the world. **Reception:** -Begin to describe what I see, smell and feel in the natural world -Talk about recycling – linked to recycling week -Begin to understand the negative impact that humans can have on the environment	-Children exploring a range of materials and natural objects. **Reception:** -Know the name of the road, and the name of the village where my school is located -Find and name the arctic and Antarctic on a globe/map -Talk about why something melts or freezes and the changes that happen -Make observations of the animals that live in the arctic/Antarctic/desert and talk about what makes them special -Compare the weather in winter to the weather in autumn -Recognise the similarities and differences between hotter and colder regions and where we live Talk about endangered and vulnerable animals	plants based around Spring time **Reception:** -Talk about signs of spring / changes from winter to spring – spring walk. -Understand the effect of changing seasons on the natural world around me -Explore the natural world around me, making observations and drawing pictures of animals and plants -Explore non-contact forces (gravity and magnetism)	grow and change over time. **Reception:** -Know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what I have read	-Children noticing changes such as ice melting in the sun and offering a reason why. **Reception:** **ELG: The Natural World:** I can….. -Explore the natural world around me, making observations and drawing pictures of animals and plants -Know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class -Understand some important processes and changes in the natural world around me, including the seasons and changing states of matter

			-To begin to understand the negative impact that humans can have on the environment			