

St Mary's Catholic Primary School – Nursery Long Term Plan (Pre School)



St Mary's Catholic Primary School – EYFS Curriculum Intent

At St Mary's, our Early Years curriculum is rooted in our Catholic mission to love one another, value each child as special to God, and nurture the whole child. Guided by the Early Years Framework, Development Matters, and our school's curriculum drivers – Outdoor Learning, Sport, Growth Mindset, and Oracy – our bespoke curriculum is designed to meet the unique needs and experiences of our children and community.

Outdoor learning lies at the heart of our provision, offering real-life, vocabulary-rich opportunities that inspire curiosity, risk-taking, collaboration, and a deep respect for the natural world. We prioritise the Prime Areas – communication and language, physical development, and personal, social and emotional development – as the foundation for lifelong learning.

Through playful, purposeful experiences, high-quality adult interactions (SHREC), and our topic approach, we support children to become motivated, independent learners. Our curriculum is underpinned by the Characteristics of Effective Learning, enabling children to think critically, explore creatively, and thrive socially and emotionally.

Nursery rhymes and rich language experiences are embedded across all learning to develop oracy, listening, confidence, and early literacy skills. Through everything we do, we help children grow into confident, capable individuals with a strong sense of self, belonging, and purpose.

Overarching topics and themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about Me	Light and Dark (Christmas, Bonfire Night, Diwali)	People Who Help Us (Cultural sub topic – Chinese New Year)	Animals	Growing	Seaside
Wider Opportunities	Bring an adult to school – share your family	Fire Engine visit-talk about Bonfire Night Diwali Celebration Day Christmas Nativity Role play the Christmas Nativity outdoors and end up in the church.	Teacher from another class Nurse Dentist Chinese Banquet	Pet Encounter Farm visit Vet Pets At Home Visit	Reservoir Visit Stick insect – eggs Community Planting	Harrington Shore Visit St Bees Beach visit Aquirium
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter

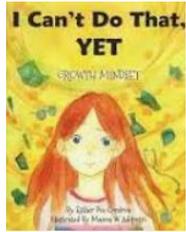
Nursery rhymes will be a golden thread throughout the year.

Story dough

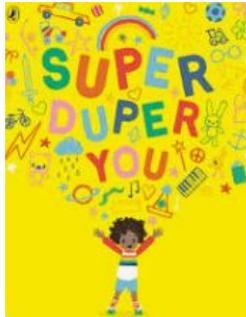
A simple, yet powerful way to add the skills of language, fine motor skills, mark making and imagination.

Our 'Story Dough' sessions are set around a quality, language rich text.

I can't Do That, Yet.
Esther Pia Cordova

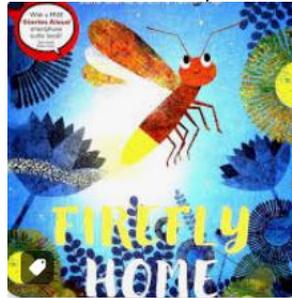


(Developing growth mind set)



Sophy Henn
(Celebrating uniqueness)

Firefly Home
Jane Clark and Britta Teckentrup

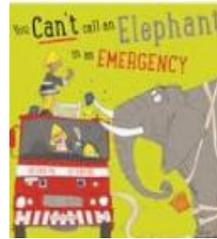


Flashlight
Lizzi Boyd



(Future links for the topic – Animals)

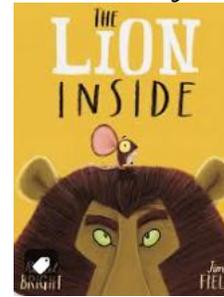
You Can't Call an Elephant in an Emergency
Patricia Cleveland-Peck



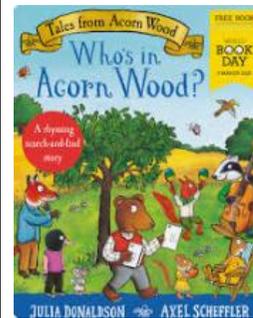
How do you feel?
Lizzie Rockwell



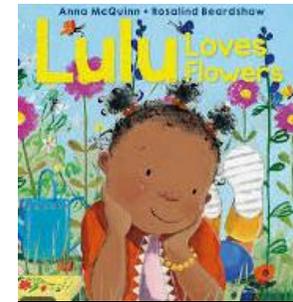
The Lion Inside
Rachel Bright



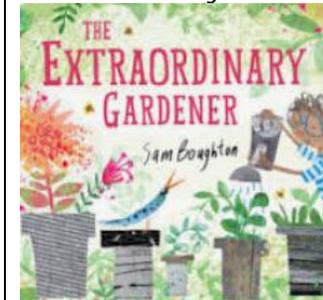
Who's in Acorn Wood?
Julia Donaldson



Lulu Loves Flowers
Anna Mc Quinn and Rosalind Beardshaw



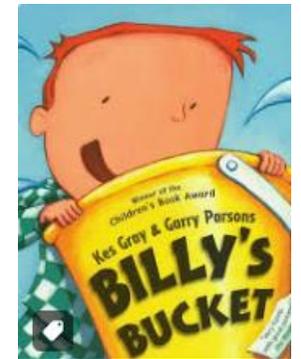
The Extraordinary Gardener
Sam Broughton



What the Ladybird Heard at the Seaside
Julia Donaldson



Billy's Bucket
Kes Gray and Garry Parsons



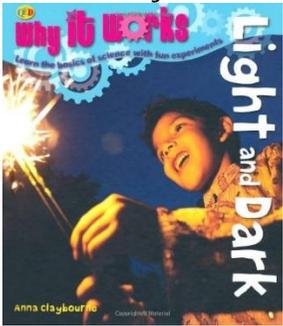
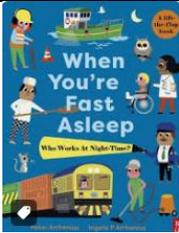
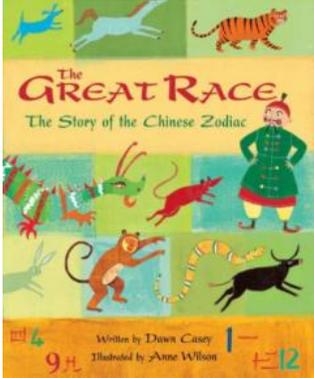
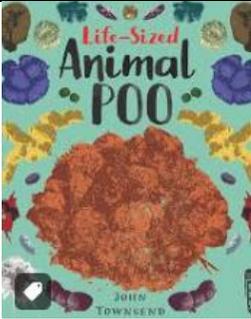
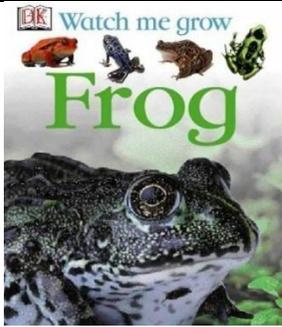
Non-Fiction texts to supplement vocabulary

Celebrate with Me:
Diwali Madeline Tyler

When You're Fast Asleep
Peter Arrhenius and Ingela P Arrhenius

Life-Sized Animal Poo
John Townsend

Watch me grow- Frogs
Lisa Magloff

<p><i>and language development</i></p>		 <p>Why it Works – Light and Dark Anna Claybourne</p> 	 <p>(jobs/ aspirations/ links to previous topic – light and dark) The Great Race Dawn Casey and Anne Wilson</p> 			
<p>Poetry Basket</p> <p><i>Poems/ rhymes in red chosen by school/ school's poetry spine</i></p>	<p>Things I Can Do</p> <p>Down is the Earth</p> <p>All About Me</p> <p>Bath Time</p> <p>Many Things</p>	<p><i>Twinkle, Twinkle, Little Star</i></p> <p><i>Hey Diddle, Diddle</i></p> <p>Mr Moon</p> <p>Fireworks song sang to the tune of 'The Wheels</p>	<p><i>Pat a Cake</i></p> <p><i>Wheel on the Bus</i></p> <p><i>Old Mc Donald had a Farm</i></p> <p>Mrs Cow</p> <p><i>Grand Old Duke of York</i></p>	<p>Houses</p> <p>Owl</p> <p>Wild Beast by Evaleen Stein</p> <p>Tadpole</p> <p>Rabbit</p>	<p>A Little Seed</p> <p>Little Bo Peep</p> <p>Old Mc Donald had a Farm</p> <p>Jack and Jill went Up the Hill</p>	<p>A Grain of Sand</p> <p>Going to the Seaside</p> <p>Holiday</p> <p>Ice Cream</p> <p>Seashells</p>

	Tommy Thumb Happy and You Know it... Head, Shoulders, Knees and Toes	on the Bus' (See shared drive) A Trillion Stars Nativity – songs	Humpty Dumpty An Elephant	Snail Roar says the lion	I'm a Little Teapot A Sailor went to Sea	The Tide A Sailor went to Sea Sea Sea
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On this plan, throughout the Nursery (pre-school) year all learning in the prime areas will be built upon from the previous half term with only the new progressive, developmental steps listed. Skilled staff understand what has gone before during the 0-3-year-old band within the pre-nursery provision and will still be promoting and developing these skills across the prime areas despite them not being listed here.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development.

Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. (EYFS Statutory Framework)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	Use a wider range of vocabulary. Enjoy listening to longer stories- build up over the course of the half term – focus topic texts plus reading spine books Understands and act upon a question or instruction that has one	Enjoy listening to longer stories and can remember some of what happens. Begin to pay attention to more than one thing at a time. Follow class rules and be aware of and begin to follow school rules.	Enjoy listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Establish listening to others to organise their play: "Let's	Begin to understand 'why' questions, like 'Why do you think that the caterpillar got so fat?' Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Understand 'why' questions, like 'Why do you think that the caterpillar got so fat?' To be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.	Understand 'why' questions – link to self-regulation- why are you feeling that way today?

	<p>part- routine linked. e.g. "Get your coat."</p> <p>Begin to listen to others to organise their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>To help establish and co-create class rules and begin to understand why they are important</p>		<p>go on a bus... you sit there... I'll be the driver."</p> <p>To remember rules without needing an adult to remind them.</p>			
Speaking	<p>Be able to answer the register – in a way in which the children are comfortable.</p> <p>Be able to order their lunch</p> <p>Be able to express their preference for dessert in the dinner hall.</p> <p>Begin to build a large repertoire of songs</p> <p>Begin to know many rhymes (those from Spring and Summer</p>	<p>Be able to answer the register – focus singing good morning songs.</p> <p>Use longer sentences of 4 to 6 words.</p> <p>Can start a conversation with an adult or friend and continue for some turns.</p> <p>Establish using talk to organise themselves and their play 'Let's go on a bus... you sit there...I'll be the driver...'</p> <p>Be able to talk about familiar books</p>	<p>Be able to answer the register- adapting known songs and making them our own.</p> <p>Begin to be able express a point of view.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Begin to be able to tell a long story. (National Story Telling Week)</p> <p>Sing a large repertoire of songs (those from the autumn term)</p>	<p>Be able to tell a long story with props.</p> <p>Monster Phonics</p> <p>All Monster Phonics All aspects plus- pre phase 2 s,a,t,p,i,n</p>	<p>Be able to answer the register- learning a different language for good morning.</p> <p>Be able to express a point of view and begin to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Sing a large repertoire of songs (those from the Autumn and Spring term)</p> <p>Monster Phonics All Monster Phonics All aspects plus- pre phase 2 - pre phase 2 m,d</p>	<p>Be able to express a point of view and begin to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Sing a large repertoire of songs (those from the full year)</p> <p>Monster Phonics – All Monster Phonics All aspects plus- pre phase 2 (Retrieval of sounds learned) pre phase 2 m,d recap -s, a, t, p, i, n</p>

	<p>term for those children who turned 3 then).</p> <p>Develop their communication – work on problems with irregular tenses and plurals such as ‘runned’ for ‘ran’ And ‘swimmed’ for ‘swam.’</p> <p>Can start a conversation with an adult or friend.</p> <p>Begin to talk to organise themselves and their play: ‘Let’s go on the bus... you sit there... I will be the driver.’</p> <p>Monster Phonics</p> <p>Phase 1 curriculum consists of 7 aspects. Each aspect contains 3 strands:</p> <ul style="list-style-type: none"> • Tuning into sounds (auditory discrimination) 	<p>To know many rhymes (from our Poetry Basket strand)</p> <p>To explore and learn a shared story linked with our ‘Story Dough’ then begin to recite it as a class</p> <p>See Monster Phonics – Autumn 1 .</p>	<p>Monster Phonics Aspect 7 now added to learning – Oral Blending and Segmenting</p>		<p>recap -s, a, t, p, i, n</p>	
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- *Listening and remembering sounds (auditory memory and sequencing)*
- *Talking about sounds (developing vocabulary and language comprehension)*

Children to complete aspect 1- Environmental sounds

Aspect 2 – Instrumental

Aspect 3 – Body Percussion

Aspect 4 – Rhythm and rhyme

Aspect 5 – Alliteration

Aspect 6 – Voice sounds.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and later in life.

<p>Self-Regulation</p>	<p>Select and use activities with help when needed – use the indoor and outdoor lanyards appropriately, selecting where and what they would like to explore. Introduce tidying areas before moving to another area.</p> <p>Develop their sense of responsibility and membership of community – contribute to, understand and follow class rules.</p>	<p>Select and use activities and resources with help when needed- continuation of correct use of lanyards and the correct use of areas. Introduce adding their own resources choices to help them to achieve the goal they have chosen, or one which is suggested to them- children understand how to replace resources into correct areas once finished.</p> <p>Develop their sense of responsibility and membership of community – continue to follow class rules. Be aware of and begin to follow school rules.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one that has been suggested to them – use indoor and outdoor choosing lanyards, areas correctly and respectfully.</p> <p>Help new nurse intake children with using the choosing lanyards and areas.</p> <p>Develop their sense of responsibility and membership of community- be a good friend and help new nursery intake.</p>	<p>Be increasingly able to talk about and manage their emotions- introduce through 'How do you feel?' By Lizzie Rockfwell. Have as a focus text over the half term and introduce a feeling a week. – When have you experience it?</p>	<p>Help new nursery intake with choosing lanyards and areas.</p> <p>Develop their sense of responsibility and membership of community- be a good friend and help new nursery intake.</p> <p>Be increasingly able to talk about and manage their emotions- self reflection of emotion as they come into class each morning.</p>	<p>Be increasingly able to talk about and manage their emotions – self reflection of emotion as they come into class each morning- including why they are feeling that way.</p>
<p>Managing Self</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting- getting to know</p>	<p>Show more confidence in new social situations – Autumn Walk/ Christmas Party Day.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting- getting to know new friends in new nursery intake.</p>	<p>Show more confidence in new social situations – World Book Day Animal visit/ trip</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting- getting to</p>	<p>Show more confidence in new social situations – Seaside Aquarium trip, Walby Farm Park Trip</p>

	<p><i>new friends and their adults.</i></p> <p><i>Increasingly follow rules, understanding why they are important – contribute to, understand and follow class rules.</i></p> <p><i>Do not always need an adult to remind them of a rule- class rules.</i></p> <p><i>Develop appropriate ways of being assertive – adult model.</i></p> <p><i>Find ways to calm themselves, through being calmed and comforted by key person.</i></p> <p><i>Find ways of managing transitions, for example from their parent to their key person</i></p> <p><i>Be able to find their own peg and put their things away independently.</i></p> <p><i>Be able to gather their things from their peg independently and get ready for home time.</i></p>	<p><i>Increasingly follow rules, understanding why they are important – continue to follow the class rules. Be aware of and begin to follow school rules.</i></p> <p><i>Do not always need an adult to remind them of the rules – class and school.</i></p> <p><i>Be able to put their coat on independently in a way that is most appropriate for the child.</i></p> <p><i>Begin to learn to fasten their coat.</i></p> <p><i>Be able to put on and take off their wellies independently</i></p> <p><i>Be able to put on the outdoor suits with increasing independence.</i></p> <p><i>Be able to use the toilet and wash their hands independently.</i></p> <p><i>Learn to take their shoes off and on independently.</i></p>	<p><i>Show more confidence in new social situations – Chinese New Year Celebration Party National Story Telling Day</i></p> <p><i>Be able to fasten their coat independently.</i></p> <p><i>Be able to take of their outdoor suits independently.</i></p> <p><i>To be able to take their shoes on and off independently.</i></p>	<p><i>Find solutions to conflicts and rivalries (with adult support)</i></p> <p><i>Develop appropriate ways of being assertive (with adult support)</i></p>	<p><i>know new friends in new nursery intake.</i></p> <p><i>Find solutions to conflicts and rivalries during independent exploring time. Develop appropriate ways of being assertive during independent exploring time.</i></p>	
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	<p><i>Learn to be able to put their coat on that it most appropriate for the child.</i></p> <p><i>Learn to put on and take off their wellies independently.</i></p> <p><i>Be able to put on the outdoor suits with support.</i></p> <p><i>Learn to use the toilet and wash their hands independently.</i></p>					
Building Relationships	<p><i>Begin to play with one or more children, extending and elaborating play ideas- adult support and model over the half term.</i></p> <p><i>Begin to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas- adult support and model over the half term.</i></p> <p><i>Talk with others to solve conflicts – adult support and model and sharing of</i></p>	<p><i>Play with one or more children, extending and elaborating play ideas- reduced adult support, increasingly independent.</i></p> <p><i>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas- reduced adult support, increasingly interdependent.</i></p>	<p><i>Play with one or more children, extending and elaborating play ideas- with independence.</i></p> <p><i>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas-with independence</i></p>	<p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried.'- Linked through 'How are you feeling?' By Lizzie Rockwell over the half term.</i></p>	<p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried.'- self reflection of emotion as they come into class each morning.</i></p> <p><i>Begin to understand how others might be feeling – register discussion about feelings selected.</i></p>	<p><i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried.'- self-reflection of emotion as they come into class each morning- including why they are feeling that way.</i></p>

	<p>good examples over the course of the year to build up.</p> <p>Build and maintain positive relationships with key person in setting.</p>					
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Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Gross Motor	<p>Continue to develop their movement, balancing and riding (scooters, trikes and bikes) and ball skills.</p> <p>Outdoor provision scooter and balance bike focus.</p> <p>Go up steps and stairs, or use climb up apparatus, using alternate feet- out door provision.</p> <p>Skip, hop, stand on one leg and hold and pose for a game like musical statues – outdoor provision.</p>	<p>Get up steps and stairs, or climb up apparatus using alternate feet- begin P.E. sessions. Go to P.E. through school one set stairs.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues – P.E. Focus session – Link to Bonfire Dance (Primary Pe)</p> <p>Collaborate with others to manage large items, such as moving along a long plank safely, carrying large hollow blocks- increasingly independent.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues – P.E. Focus session warm up –</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet- PE session focus</p> <p>Use large- muscle movements to wave flags and streamers – link to Chinese New Year</p> <p>Are increasingly able to use and remember sequences and patterns of movement which are related to music</p>	<p>Continue to develop their movement, balancing and riding (scooters, trikes and bikes) and ball skills- outdoor provision introduce pedal trikes and then pedal 2 wheelers.</p> <p>Start taking part in some group activities which they make up for themselves or in teams – PE session focus.</p>	<p>Continue to consolidate previous learning</p>	<p>Continue to consolidate previous learning</p>
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	<p>Use large-muscle movements to wave flags and streamers, paint and make marks- outdoor provision.</p> <p>Start taking part in some group activities which they make up for themselves- adult scaffolded by adult to promote ideas to begin with.</p> <p>Match their developing physical skills to tasks and activities in their setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. – Outdoor provision</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. – continuous provision</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying a large hollow block- outdoor provision, adult support</p>		<p>and rhythm Link to - Primary PE (Superheroes)</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width – PE session focus.</p>			
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	and modelling to begin with.					
Fine Motor	<p>Use a comfortable grip with good control when holding pens and pencils- assess dominant hand and current grip and provide support as necessary</p> <p>Use one handed tools and equipment – mark making equipment, digging equipment, chunky pipettes</p> <p>Start to eat independently and learn how to use a knife and fork – talk to dinner staff about ensuring that this is taking place at lunch.</p> <p>Be increasingly independent as they get dressed and undressed- Lear to be able to put on their coat. -Learn to put on and take off wellies independently -Be able to put on the outdoor suits with support</p> <p>Be increasingly independent in meeting their own care needs -using the toilet and washing their own hands and drying them thoroughly.</p>	<p>Use a comfortable grip with good control when holding pens and pencils- fine motor skill development activities over the rest of the year promoting the dominant hand and current grip and provide support as necessary</p> <p>Use one handed tools and equipment – tweezers, scissor grabbers, different sized jugs.</p> <p>Be increasingly independent as they get dressed and undressed -Be able to put on their coat independently. -Begin to learn to fasten their coat -Be able to put on and take off their wellies independently -Learn to take of their shoes and put them back on independently.</p> <p>Make healthy food choices about food and drink Special snack introduction - e.g. link to Chinese New Year</p>	<p>Use one handed tools and equipment – scissors – snipping</p> <p>Eat independently and use a knife and fork correctly and independently</p> <p>Be increasingly independent as they get dressed and undressed -Be able to fasten their coat independently -Be able to put on their coats independently -Be able to put on the outdoor suits independently. -Be able to take their shoes on and off independently</p>	<p>Be increasingly independent in meeting their own needs – talk to the children about teeth brushing (link with Tapestry at home)</p> <p>Make healthy choices about tooth brushing (link with Tapestry at home)</p>	<p>Use comfortable grip with good control when holding pens and pencils- introduce name writing as part of fine motor skills activity.</p> <p>Use one handed tools and equipment – scissors (cutting along)</p>	<p>Use one handed tools and equipment – scissors (cutting around)</p>

	<p>-Be able to find their own peg and put their things away independently</p> <p>- Be able to gather their own things from their peg independently ready for home time.</p> <p>Make healthy choices about food and drink – lunch choices, snack choices.</p>	<p>Make healthy choices about activity – effect of activity on the body (PE link Bonfire sessions – Primary PE)- encourage a selection of activities that make them feel this way in exploring.</p>				
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Literacy						
<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both speedy working out of the pronunciation of unfamiliar printed words (decoding) and composition (articulating ideas and structuring them in speech, before writing).</p>						
Comprehension	<p>Understand the five key concepts about print:</p> <p>-The names of the different parts of the book</p> <p>-Engage in extended conversations about stories, learning new vocabulary.</p> <p>Introduction to 'Foundations for Phonics' books – these books have been developed to support the vital skills of phonological and phonemic awareness. They also develop an understanding of book structure, narrative, vocabulary and speaking and listening skills.</p>	<p>Understand the five key concepts of print:</p> <p>-Print has meaning</p> <p>Continue to use 'Foundations for Phonics' books.</p>	<p>Understand the five key concepts about print:</p> <p>-We read English text from left to right and from top to bottom</p> <p>-Page sequencing</p> <p>Focus Book - You Can't Call an Elephant in an Emergency Patricia Cleveland -Peck</p> <p>Children connect to the book and learn a related nursery rhyme/ action song 'An Elephant.'</p> <p>Create actions for verbs in the story.</p> <p>-Call, trumpet around, tangle, laugh, slips, grinding the gears.</p>	<p>Understand the five key concepts about print:</p> <p>-We read English text from left to right and from top to bottom</p> <p>-Page sequencing</p> <p>Animals topics – focus book – The Lion Inside, Who's in Acorn Wood</p> <p>Children connect to the book and learn a related nursery rhyme/ action song – Roar says the lion</p> <p>Create actions for verbs in the story.</p> <p>Sparkled, trod on, roar, popped, jumped, gulp</p>	<p>Topic – 'Growing'</p> <p>Focus text - Lulu Loves Flowers Anna Mc Quinn and Rosalind Beardshaw</p> <p>Non-fiction book on frogs</p> <p>Language development: introduce size compare the size of the seed the story and then when the flower grows – how is this different?</p> <p>Describe the appearance of frogs spawn, tadpole and frog.</p> <p>Create actions for verbs in the story.</p>	<p>Topic – Seaside</p> <p>Focus book for the half term:- What the Ladybird Heard at the Seaside Julia Donaldson And Billy's Bucket</p> <p>Language development: Talk to the children about some of the things that they might find at the seaside (with the use of images) e.g. limpet, driftwood, periwinkles and whelks.</p> <p>Connect to the book: Teach the children a related Nursery Rhyme/ song – A Sailor went to Sea Sea Sea</p>

			<p>Using images to introduce nouns from the book Snow plough, elephant, traffic cop, sloth, car, penguin, motor mechanic etc.</p> <p>Focus book – The Great Race (Chinese New Year) Children connect to the book and learn a related nursery rhyme/ action song- Five Little Dragons Learn a dragon dance</p> <p>Create actions for verbs in the story e.g. swam, sneaked, chattered.</p> <p>Using images to introduce nouns from the book. Recreate the story by holding a 'Great Race' in the outdoor provision using animal masks.</p> <p>Repeat above activities for focus book 'When you are fast asleep.'</p> <p>Continue to use 'Foundations for Phonics' books.</p>	<p>Using images to introduce nouns from the book Mouse , lion, gold, rock, toes</p> <p>Continue to use 'Foundations for Phonics' books.</p>	<p>Use images to introduce nouns from the story.</p> <p>Continue to use 'Foundations for Phonics' books.</p>	<p>Continue to use 'Foundations for Phonics' books.</p>
Word Reading	<ul style="list-style-type: none"> Develop their phonological 	Foundation for Phonics Phonemic Awareness	Foundation for Phonics – Aspect 6 and 7	Foundations for Phonics Phonemic Awareness Focus:	Phonemic Awareness Focus:	Phonemic Awareness Focus:

	<p>awareness so that they can: -Spot and suggest rhymes Count and clap syllables in a words (Aspect 4- Monster Phonics)</p> <p>Recognise words with the same initial sound, such as money and mother. (Aspect 5)</p> <p>Introduction to 'Foundations in Phonics' Books.'</p>	<p>Focus: Teach children to hear the same initial sound for word and names of objects.</p> <p>Oral blending focus: Teach children to orally blend CVC words using oral blending and objects.</p> <p>During teacher led interactions, model orally blending words children may know. e.g. Can we all s-i-t down Can you get your c-o-a-t</p> <p>Introduction of Aspect 7</p>	<p>-Teach the children to identify initial sounds of words and names of objects. -Teach the children to distinguish different sounds</p> <p>Oral blending focus:- Aspect 7 Teach children to blend a wider range of CVC words using oral blending.</p> <p>During teacher-child interactions, model orally blending words.</p>	<p>-Teach children to identify initial sounds of words and objects – Aspect 5 and 6.</p> <p>Oral blending focus:- Aspect 7 Teach children to blend a wider range of CVC words using oral blending.</p> <p>During teacher-child interactions, model orally blending words.</p>	<p>-Teach children to identify initial sounds of words and objects – Aspect 5 and 6.</p> <p>Oral blending focus:- Aspect 7 Teach children to blend a wider range of CVC words using oral blending.</p> <p>During teacher-child interactions, model orally blending words.</p>	<p>-Teach children to identify initial sounds of words and objects – Aspect 5 and 6.</p> <p>Oral blending focus:- Aspect 7 Teach children to blend a wider range of CVC words using oral blending when playing.</p> <p>During teacher-child interactions, model orally blending words.</p>
Writing	<p>++ See fine motor section</p> <p>Children to recognise their name alongside their picture.</p>	<p>++ See fine motor section</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list – encourage link to sounds from word reading section</p>	<p>+++ See fine motor section</p>	<p>+++See fine motor section Teach children to match their name to their picture</p> <p>Children to recognise their name without a picture</p> <p>Write some or all of their name.</p>	<p>+++See fine motor section Teach children to match their name to their picture</p> <p>Children to recognise their name without a picture</p> <p>Write some or all of their name</p>	<p>+++ See fine motor section</p>

*On this plan, throughout the Nursery year all learning in the specific area of Mathematics will all be progressive, developmental steps will be listed in the term they are covered and then subsequently revisited
Skilled staff understand what has gone before during the 0–3-year-old band within the pre nursery provision and will still be promoting and developing these skills across the prime areas despite them not being listed here.*

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as manipulatives, including small pebbles and tens frames for organising counting- children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not to be afraid to make mistakes.

Number			
	<p>Fast recognition of up to 3 objects, without having to count them individually (subitising) <i>Number 1 subitising. Number 2, dice pattern, random pattern, random size subitising</i></p> <p>Say one number for each item in order 1, 2, 3, 4,5. <i>Number 1 and 2 counting</i></p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) <i>Number 1 and 2 numeral / counting</i></p> <p>Show finger numbers up to 5. <i>Number 1 and 2 finger numbers</i></p> <p>Link numeral and amounts <i>Number 1 and 2 numeral/ counting</i></p> <p>Experiment with their own symbols and marks as well as numerals. <i>Marks for numbers 1 and 2.</i></p>	<p>Fast recognition of up to 3 objects, without having to count them individually (subitising) <i>Number 3, 4 and 5 subitising. Number 2, dice pattern, random pattern, random size subitising</i> Recite numbers past 5. <i>Number 6 – introduction of 10 frame</i></p> <p>Say one number for each item in order: 1, 2, 3, 4, 5. <i>Counting to 3, 4 and 5</i> Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) <i>Number 3 numeral/ counting-3 Little pigs. Number 4 and 5 counting</i></p> <p>Show finger numbers up to 5. <i>Number 3, 4 and 5 finger numbers</i></p> <p>Link numeral and amounts <i>Number 3, 4 and 5 numeral/ counting. Composition of 4 and 5</i></p> <p>Experiment with their own symbols and marks as well as numerals. <i>Marks for numbers 3, 4 and 5.</i> <i>Number 6 introduction of 10 frame</i></p> <p>Solve real world mathematical problems with numbers up to 5.</p>	<p>Fast recognition of up to 3 objects, without having to count them individually (subitising) <i>Number to 5 dice patterns, random patterns, random size subitising</i></p> <p>Recite numbers past 5. <i>(Counting to 10 and beyond)</i></p> <p>Say one number for each item in order: 1, 2, 3, 4, 5. <i>Counting to 5</i> Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) <i>Number 5 numeral/ counting-</i></p> <p>Show finger numbers up to 5. <i>Numbers to 5 finger numbers</i></p> <p>Link numeral and amounts. <i>Number composition to 5 review</i></p> <p>Experiment with their own symbols and marks as well as numerals. <i>With numbers to 5</i></p> <p>Solve real world mathematical problems with numbers up to 5.</p>

<p>Numerical Patterns</p>	<p>Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners, straight, flat and round. <i>Matching – Match number shapes – Match shapes.</i></p> <p>Talk about and identify the patterns around them. For example, stripes on clothes- Use informal language like 'pointy', 'spotty', and 'blobs'.</p> <p><i>Colours – red, blue, yellow, green, purple, mix of colours. Matching – buttons and colours, matching towers, matching shoes, match number shapes, match shoes, match handprints big and small</i> <i>Sorting – colour, size, shape, guess the rule.</i> <i>Patterns, AB movement patterns, fix my pattern, extend ABC colour patterns, extend outdoor patterns.</i></p>	<p>Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners, straight, flat and round. <i>Number 3 – Triangles, Number 4 – squares and rectangles, Number 5 -pentagon</i></p> <p>Make comparisons between objects relating to size, length, weight and capacity <i>Height- tall and short, Length – long and short, Mass – heavy and light, Capacity – full and empty.</i></p>	<p>Compare quantities using language 'more than', 'fewer than'. <i>More than, fewer than, one more, one less</i></p> <p>Talk about and explore 2D and 3D using informal and mathematical language such as sides, corners, straight, flat and round. <i>Revisit pattern from Autumn term – triangle, circle, square, rectangle, pentagon, sphere, cube, cuboid, pyramid.</i></p> <p>Understand position through words alone with no pointing. <i>On, under, in, out, in front, behind</i></p> <p>Describe a familiar route <i>What comes after, before, then, next in our route to the hall/ to school/ to home.</i></p> <p>Discuss routes and locations, using words like in front and behind. <i>On, under, in, out, in front, behind</i></p> <p>Select shapes appropriately (flat surfaces for building, a triangular prism for a roof)</p> <p>Combine shapes to make new ones.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as first, then. <i>Sequence our day, sequence a story, sequence our trip</i></p>
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Understanding of the World

Understanding the world involves guiding the children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases the knowledge and sense of the world around them- from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-

fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Past and Present	<i>Begin to make sense of their own life-story and their family history.</i>	<i>Begin to make sense of their own life-story and their family history.</i>				<i>Begin to make sense of their own life-story and their family history.</i>
People, Culture and Communities	<i>Continue to develop positive attitudes about the difference between people.</i>	<i>Continue to develop positive attitudes about the difference between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in a photo (Link to Diwali, Bonfire Night, Christmas)</i>	<i>Continue to develop positive attitudes about the difference between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in a photo Make connections between the features of their family and other families. (Link to people who help us including our families) Show interest in different occupations. (Links to People Who Help Us)</i>	<i>Show interest in different occupations. (Link to vets, farmers, zoo keepers etc – topic animals) Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in a photo</i>	<i>Show interest in different occupations.- Link to topic of growing – gardeners.</i>	<i>Show interest in different occupations. Know that there are different countries in the world and talk about the differences they have experienced or seen in a photo (Link to seashores)</i>
The Natural World	<i>Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things.</i>	<i>Use all of their senses when exploring natural materials. Explore collections with similar and/ or different properties. Talk about what they see, using a wide vocabulary.</i>	<i>Explore collections with similar and/ or different properties. Talk about what they see, using a wide vocabulary. Explore how things work.</i>	<i>Talk about what they see, using a wide vocabulary. Explore how things work. Talk about the differences between materials and changes that they notice.</i>	<i>Use all of their senses when exploring natural materials. Talk about the differences between materials and changes that they notice. Plant seeds and care for growing plants.</i>	<i>Use all of their senses when exploring natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</i>

	Explore and respond to different natural phenomena in their setting and on trips.	Explore how things work. Talk about the differences between materials and changes that they notice. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes that they notice.	Talk about the differences between materials and changes that they notice.		Understand the key features of the life cycles of a plant and animal (caterpillar – butterflies) – watch them grow. (trip to the reservoir – look at frog spawn) Begin to understand the need to respect and care for the natural environment and all living things.	Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes that they notice.
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*On this plan, throughout Nursery year all learning in the specific area of Expressive Arts and Design all progressive, developmental steps will be listed in the term they are covered and then subsequently revisited.
++ Skilled staff understand what has gone before in the 0–3-year-old band within the pre-nursery provision and will still be promoting and developing these skills across the prime areas despite them not being listed here.*

Expressive Arts and Design

Creating with Materials	Explore different materials freely, in order to develop their ideas about how to use them and what to make- continuous provision including enhancements Develop their own ideas and then decide which materials to use to express them - continuous provision including enhancements	Explore different materials freely, in order to develop their ideas about how to use them and what to make- continuous provision including enhancements Develop their own ideas and then decide which materials to use to express them - continuous provision including enhancements	Explore different materials freely, in order to develop their ideas about how to use them and what to make- continuous provision including enhancements Develop their own ideas and then decide which materials to use to express them - continuous provision including enhancements	Explore different materials freely, in order to develop their ideas about how to use them and what to make- continuous provision including enhancements Develop their own ideas and then decide which materials to use to express them - continuous provision including enhancements	Explore different materials freely, in order to develop their ideas about how to use them and what to make- continuous provision including enhancements Develop their own ideas and then decide which materials to use to express them - continuous provision including enhancements	Explore different materials freely, in order to develop their ideas about how to use them and what to make- continuous provision including enhancements Develop their own ideas and then decide which materials to use to express them - continuous provision including enhancements
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	<p>Create closed shapes with continuous lines and begin to use these shapes to represent others – across the year</p> <p>Start to make marks intentionally.</p> <p>See fine motor skills progression document</p>	<p>Join different materials and explore different textures – collage textures</p>		<p>Join different materials and explore different textures – collage, painting and printing textures- sellotape</p>	<p>Join different materials and explore different textures – collage, painting and printing textures- staples</p>	<p>Join different materials and explore different textures – seaside textures</p>
<p>Being Imaginative and Expressive</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment – dolls house</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details – initial assessment</p> <p>Explore colour and colour mixing – portraits</p> <p>Listen with increased attention to sounds – Link to Monster Phonics – sound walk</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment – nativity set</p> <p>Explore colour and colour mixing – Autumn colours, Bonfire Night/ Diwali pictures</p> <p>Listen with increased attention to sounds- Christmas sounds/ music</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment- Great Race Animals, People who help us – small world equipment</p> <p>Use drawing to represent ideas like movement or loud noises</p> <p>Explore colour and colour mixing – dragons – linked to Chinese New Year</p> <p>Listen with increased attention to sounds Dragon dancing</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment – farm</p> <p>Make imaginative and complex small worlds with blocks and construction kits- city with different buildings and a park and transport system</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc – Link to How Do You Feel?’ By Lizzie Rockwell</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment- garden</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc – Link to How Do You Feel?’ By Lizzie Rockwell</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment- At the beach/ seaside</p> <p>Make imaginative and complex small worlds with blocks- Make a seaside resort</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details – End assessment</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc – Link to</p>

	<p><i>Remember and sing entire songs</i></p> <p><i>Sing the pitch of a tone sung by another person (pitch match)</i></p> <p><i>Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.</i></p> <p><i>Play instruments with increasing control to express their feelings and ideas.</i></p>		<p><i>Respond to what they have heard, expressing their thoughts and feelings</i></p> <p><i>Create their own songs or improvise a song around one that they know.</i></p>			<p><i>How Do You Feel?' By Lizzie Rockwell</i></p> <p><i>Explore colour and colour mixing-summer colours</i></p>
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