**Newbrough C of E Primary School Nursery & Reception Long Term Plan 2024-2025**

Key Code: Nursery Reception

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Quality Texts:  *Three Little Pigs*  *What’s in the Witch’s Kitchen*  *We’re going on a bear hunt*  *The Hairy Toe*  *Not Now Bernard*  *Other related texts:*  *Non-fiction relating to trees and leaves*  *I’m Special I’m Me*  *Dogs Colourful Day*  *Tree* | Quality Texts:  *Goldilocks and three bears*  *Room on the Broom*  *Owl Babies*  *Stick Man*  *Other related texts*  *Clean Up*  *Dinosaurs and all that rubbish*  *Non-fiction re animals and young*  *Non-fiction re hibernation* | Quality Texts:  Three Billy Goats Gruff  The Cave  Shh We have a plan  *Billy and the Beast*  *Rhinos Don’t Eat Pancakes*  *Other related texts*  *Beegu*  *I feel… books*  *Kind*  *Tar Beach (Take one pic)*  *Junk DNA*  *Non-fiction re bodies* | Quality Texts:  The Train Ride  100 Decker Bus  Mr Gumpy’s Motor Car  The Magic Bed  *Other related texts*  *I Will Never Not Eat a Tomato*  *The Tiny Seed*  *Hamiltonn’s Hats*  *Non-fiction related to transport*  *Germs book*  *Teeth book* | Quality Texts:  Jack and the Beanstalk  The Giant Jam Sandwich  The Tiger who came to Tea  *Other related texts*  *Clean Up*  *Non Fiction related to mini-beasts*  *Non fiction re lifecycles*  *Lifesize*  *Tree*  *Henri Matisse* | Quality Texts:  Little Red Riding Hood  Tadpoles Promise  Mrs Armitage and the big wave  Superworm  That’s Good Tha’s Bad  *Other related texts*  *Non fiction re mini-beasts*  *Non fiction re lifecycles*  *You Choose*  *Would you rather?*  *All through the night*  *Non-fiction re Space* |
| **Poetry, Rhymes and Songs** | | | | | |
|  |  |  |  |  |  |
| **Visits and Visitors** | | | | | |
| Welcome to EYFS meeting  Parents Evening | EYFS Nativity  Christmas Show | Bus to Hexham and Train ride to Newcastle - Visit to Central station - visit Ticket Office | Parents Evening | Trip to Northumberland Zoo | Early Years Open Morning  Sports Day  Transition Day |
| **Key Events** | | | | | |
| Harvest Festival  Halloween | Bonfire Night  Diwali - <https://www.bbc.co.uk/teach/school-radio/articles/ztpyp4j>  Anti bullying week https://www.bbc.co.uk/teach/school-radio/articles/zdfkg7h  Children in Need  Remembrance Day  Christmas | New Year  Chinese New Year  Shrove Tuesday (Pancake Day)  Ash Wednesday  Valentines Day | Mothers Day  Good Friday  Easter Sunday  World Book Day  Holi Festival  Ramadan | St George’s Day | Father’s Day  World Ocean’s Day 8 June <https://www.bbc.co.uk/teach/school-radio/articles/zp87tcw> |
| **Prime Areas** | | | | | |
| **Communication & Language**  *Listening, Attention and Understanding and Speaking* | | | | | |
| Be able to respond to own name  Join in conversation one to one  Join in group time paying attentions to what is being said  Follow a simple one step instruction | Be able to listen to a story  Develop vocabulary and use short sentences  Be able to communicate their needs | Learn rhymes and sing songs  Join in with familiar stories  Talk about a story and make comments about pictures  Produce age appropriate sounds | Respond appropriately to a question demonstrating understanding  Continue to develop vocabulary  Be able to ask for help when required | Hold conversation - back and forth exchanges  Explore use of conjunctions to connect ideas  Explain, retell and describe experiences | Continue to develop vocabulary including scientific and descriptive  Express a point of view |
| Hold conversation - back and forth exchanges.  Understand how to listen carefully.  Understand that listening is important both during group time and when talking to peers.  Develop social phrases. | Ask questions to find out more, check understanding.  Engage in story time.  Learn rhymes (see bank of poems and rhymes) and sing songs. | Build up a bank of good vocabulary and use it in context.  Give opinions and share ideas in a variety of situations.  Engage in fiction and non-fiction books. | Describe events with increasing detail.  Be able to retell a simple story and use familiar story language when retelling their own stories.  Use talk to help work out problems and organise thinking.  Ask questions. | Use conjunctions in sentences.  Predict what might happen next.  Understand ‘wh’ questions | Connect one idea to another using a range of connectives. Use full sentences, past, present and future tenses.  Articulate ideas and thoughts in well formed sentences.  Explain how things work and why they might happen.  Engage in back and forth conversation with teachers and peers. |
| Provision  Implementation | Skilled adults (modelling, extending language, recasting, developing conversation, explaining, reading, making links  Early identification of children with immature language skills in order to direct targeted support  Group time - stories, songs, poems, taking turns, regular reading of high quality texts  Time in TCP to practise these skills with peers and adults  Drawing Club  Helicopter stories - story scribing and acting. | | | | |
| Early Learning Goal | **Listening Attention and Understanding**  - listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class or group discussions  -Make comments about what they have heard and ask questions to clarify understanding.  -Hold conversations when engaged in back and forth exchanges  **Speaking**  -Participate in small group, class adn 1:1 discussions, offering own ideas, using recently introduced vocab.  -Offer explanations for why things might happen  -Express ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions with modelling and support from teacher. | | | | |
| **Physical Development**  *Gross and Fine Motor Skills* | | | | | |
|  | Dance with Pippa | Swimming Lessons | Swimming Lessons |  |  |
| Revise and refine the fundamental movement skills they have acquired; rolling, crawling, walking, jumping, running  Use core muscle strength to develop good posture  Complete jigsaws  Use a variety of constructions toys | | Negotiate space when moving and running  Hop and jump (landing 2 feet together)  Use scissors to snip  Climb using alternate hand/feet  Use large arm movements to make marks from a vertical position - easels and walls  Use large scale movements  Develop balance and strength | | Use peelers and other one handed tools  Pre-writing skills and shapes  Hold own body weight on ropes  Use increasingly intricate constructions toys  Use a range of small tools effectively  Develop drawing skills  Develop a comfortable pencil grip  Skills required to manage school day - lining up, using a knife and fork, personal hygiene | |
| Skills required to manage school day - lining up, using a knife and fork, personal hygiene.  Revise and use fundamental movement skills.  Use core muscle strength to achieve good posture and start to develop handwriting posture.  Throw a bean bag towards a target  Pour from a jug. | | Skip  Develop strength, coordination and balance. Test out ideas and adapt movements to reduce risk.  Catch and throw a large ball.  Kick a ball in a planned direction.  Use a tripod grip when using pens and pencils with increasing control.  Use scissor, peeler, hammers and other one handed tools.  Develop mark making to include shapes required for letter formation. | | Continue to develop strength, balance and confidence in ways of moving.  Use a range of small tools effectively. | |
| Provision | Carefully planned environment and resources to develop gross and fine motor skills - large equipment outdoors, rope swings, climbing frame, large scale mark making, peelers, hammers, scissors, a variety of mark making equipment available in areas  Skilled adults to introduce tools and how to use them safely, model and adjust grip when necessary  Time in TCP to access these activities  YR- letter formation within phonics and writing  Support through lunch time to develop knife/fork skills | | | | |
| Early Learning Goals | **Fine Motor Skills**  -Hold a pencil effectively in preparation for fluent writing - using the tripod grip in most cases  -Use a range of small tools, including scissors, paint brushes and cutlery  -being to show accuracy and care when drawing  **Gross Motor Skills**  -Negotiate space and obstacles safely, with considerations for themselves and others.  -Demonstrate strength, balance and coordination when playing  -Move energetically, such as running, jumping hopping, skipping and climbing. | | | | |
| **Personal, Social and Emotional Development**  *Self Regulation, Managing Self and Building Relationships* | | | | | |
| Become familiar with school routines and rules  Begin to manage own personal needs and hygiene e.g. put on coat, zip it up, toileting unaided, washing hands, wiping nose  Develop their sense of community and responsibility  Separate confidently from carer  Play with other children  Sit with friends at lunch table and use cutlery to eat food | | Begin to show more confidence in new situations  Talk about and name feelings  Begin to understand how others might be feeling  Communicate what they would like to do and choose resources with support  Recognise some actions can hurt or harm others  Take turns with support | | Increasingly follow rules independently  Talk with others to solve conflicts with support  Recognise and be able to look after personal belongings  Wait for what they want and manage feelings when their wishes can not be met. | |
| Select resources required independently.  See themselves as a valuable individual.  Develop their sense of responsibility and membership of a a community.  Show more confidence in new situations.  Build constructive and respectful relationships.  Give focused attention to what the teacher says.  Develop awareness of the similarities and differences between themselves and others.  Explain the reason for rules - know right from wrong and try to behave accordingly.  Develop skills needed to manage the school day eg toileting, washing hands etc.  Be able to describe who is in their family, who is special to them and be exposed to other family structures. | | Be able to name and express their feelings and consider the feelings of others. Zones of regulation.  Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  Be confident to try new activities and show independence.  Form positive attachments to adults and friendships with peers.  Know and talk about the factors that support health and wellbeing ; physical activity, tooth brushing, screen time, sleep routine, road safety, rail safety.  Work and play collaboratively and take turns with others, including games with rules. | | Develop strategies to manage/resolve conflict eg holding back, sharing, negotiation, compromise.  Think about the perspectives of others.  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals.  Being able to wait for what they want and control immediate impulses when appropriate.  Show an ability to follow instructions involving 3-4 ideas or actions.  Know and talk about the factors that support health and wellbeing; physical activity, tooth brushing, screen time, sleep routine, road safety.  Recognise the need to look after our shared belongings and the wider environment. | |
| Provision | Skilled adults modelling how to manage coats shoes etc, teaching classroom routines and rules to allow children to operate independently and safely, modelling good listening skills, modelling conflict resolution, celebrating different achievements and valuing all effort, modelling perseverance, resilience and co-operation.  Co-regulation leading to self regulation. Resources gradually introduces at the beginning of the year with extra time for ensuring children know to tidy up.  Adult led group time - Specific PSHE stories, opportunities for discussion  RE sessions  Time in TCP with peers and adults to develop these skills | | | | |
| Early Learning Goals | **Self Regulation**  -how an understanding of their own feelings and those of others, begin to regulate their behaviour accordingly.  -set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate  -give focused attention to what the teacher says, responding appropriately even when engaged in activity and show and ability to follow instructions involving several ideas or actions  **Managing Self**  -be confident to try new activities and show independence, resilience and perseverance in the face of challenge  -explain the reasons for rules, know right from wrong and try to behave accordingly  -manage their own basic hygiene and personal needs, including cressing, going to the toilet and understanding the importance of healthy food choices.  **Building Relationships**  -work and play cooperatively and take turns with others  -form positive attachments to adults and friendships with peers  -show sensitivity to their own and others’ needs. | | | | |
| **Specific Areas** | | | | | |
| **Literacy** | | | | | |
| **Word Reading -** including Phonics (Little Wandle) | | | | | |
| Introduce all aspects of phase 1 environmental sounds (general sound discrimination, rhythm + rhyme, alliteration, voice sounds, oral blending and segmenting) | Recap and extend all aspects of phase 1 (general sound discrimination, rhythm + rhyme, alliteration, voice sounds, oral blending and segmenting) | Children hear the same initial sound for words and names of objects.  Blend CVC words using oral blending and objects  Children to distinguish different sounds | Identify the initial sound in a word when given a choice.  Hear and say the initial sound in words  Orally blend CVC words, | Identify the initial sound in a word when given a choice  Hear and say the initial sound in words  Orally blend CVC words  To count and clap syllables in their name - To recognise rhyming words (not written- listening) | Identify the initial sound in a word when given a choice  Hear and say the initial sound in words  Orally blend CVC words, generate a rhyming string |
| S a t p i n m d g o c k ck e u r h b f l  Is the I  Games to develop listening, attention and sound discrimination  Identifying initial sounds, early blending, rhyming | ff ll ss j v w x y z zz qu ch sh th ng nk  As and has his her go no to into she he of we me be  Words with -s at end  Words ending with -s with -z sound (bags)  Games to develop listening, attention and sound discrimination  Oral blending and segmenting - CV/ CVC, rhyming | ai ee igh oa o oar or ur ow oi ear air er double letters in middle  Was you they my by all are sure pure  Games to develop listening, attention and sound discrimination  Oral blending and segmenting CV/CVC/CCVC | Review Spring 1 sound  Review tricky words and secure spelling  Games to develop listening, attention and sound discrimination  Oral blending and segmenting  CV/CVC/CCVC | Longer words, short vowel, compound words, root words ending in -ing ed/t, ed/id, -ed, - est  said so have like some come love do were here little says there when what one out today | Longer words, long vowel, review ends in Summer 1, root words ending in -er  Secure spelling |
| **Comprehension** | | | | | |
| Listen to stories and rhymes | Have some favourite stories and rhymes  Listen and join in with repeated phrases | Develop play linked to stories and retelling  Begin to sequence and retell stories linked to pictures they can see | Begin to sequence and retell stories stories linked to pictures they can see | Name parts of a book - front cover, back cover  Develop awareness of print eg left or right | Use story language in their play  Use books appropriately and turn pages carefully  Begin to recognise own name  Recall and make links between what they have read and own experiences  Retell familiar stories |
| Listen to stories, songs and rhyymes with increasing attention.  Begin to link stories to what has happened in own experience. | Retell stories using key phrases.  Begin to make own stories using own vocab. | Use new vocab when discussing what has been read.  Describe events in familiar stories and predict events. | Locate title and blurb.  Continue to learn new words and use them. | Contionue to learn new words and use them.  Identify and name basic punctuation - capital letter, full stops. | Continue to learn new words and use them.  Make informed ideas about new vocab from surrounding text and pictures. |
| **Writing** | | | | | |
| Use a variety of mark making tools and talk about what they have drawn  Explore mark making on a variety of scales  Access resources provided to develop dexterity and strength | Begin to form the first letter in their name and others as appropriate  Develop some print knowledge e.g. print has meaning; it is made up of letters and words, we read English text from left to right and from top to bottom  Access resources provided to develop dexterity and strength  Develop awareness of environmental print  Explore mark making on a variety of scales | To begin to show some emergent mark making including some letters  Develop use of fine motor skills  Access resources provided to develop dexterity and strength  Explore mark making on a variety of scales  Retrace vertical lines and enclose shapes | To be able to write some letters from their name  Fine motor skills linked to mark making  Using story vocabulary in play  Access resources provided to develop dexterity and strength  Explore mark making on a variety of scales  Develop mark making to include pre-writing shapes | To produce emergent writing using initial sounds  Acquiring and using new vocabulary  Access resources provided to develop dexterity and strength  Explore mark making on a variety of scales  Begin to understand writing is read from top to bottom, left to right  Develop mark making to include pre-writing shapes | To write their own name forming some letters correctly  Sequence and retell event and stories  Access resources provided to develop dexterity and strength  Explore mark making on a variety of scales  Develop mark making to include pre-writing shapes |
| Notice print in the environment print in the environment.  Enjoy drawing and mark making on a variety of scales.  Give meaning to what they have drawn.  Identify their own name. | Begin to form letters consistent with phonics programme.  Write some or all of name.  Begin to write simple CVC words. | Begin to form letters consistent with phonics programme.  Begin to write simple CVC words.  Use phonics knowledge for purposeful opportunities within play. | Begin to form letters consistent with phonics programme.  Confidence to use phonic knowledge to attempt other words.  Use phonics knowledge for purposeful opportunities within play.  Begin to write some irregular words,  Begin to write simple captions using finger spaces.  Segment simple words to spell using known sounds. | Form lower case and some capital letters mostly correctly.  Use phonics knowledge for purposeful opportunities within play.  Begin to write simple captions using finger spaces.  Write some irregular words correctly.  Segment simple words to spell using known sounds. | Show an awareness of basic punctuation - capital letters and full stops when writing sentences.  Use phonics knowledge for purposeful opportunities within play.  Re-read what they have written to work out where they are up to and check for sense.  Explore different genres eg lists, recipes, postcards.  Write some irregular words correctly  Segment simple words to spell using known sounds. |
| Provision | Daily phonics session - Little Wandle / Read Write Inc  Core bank of high quality texts  Regular story times as a group and within TCP  Core bank of poems and rhymes that are learned  Story Dough to develop language and creativity  Drawing Club - using texts to develop vocabulary, imagination, drawing and writing  Helicopter Stories - story scribing and acting  Adults to model, extend and develop new language and vocabulary  Mark making tools available in all areas  Adults who join children in their play and model, identify and support purposeful writing opportunities  Environment resources with activities to develop the gross and fine motor skills required to write. See PD section for essential physical development required to hold pencils/control to form letters | | | | |
| Early Learning Goals | **Comprehension**  -demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocab  -Anticipate key events in stories  - use and understand recently introduced vocab during discussions about stories, non-fiction, rhymes and poems and during role-play.  **Reading**  -say a sound for each letter in the alphabet and at least 10 digraphs  -read words consistent with their phonic knowledge by sound-blending  -read simple sentences and books that are consistent with their phonic knowledge including some common exception words.  **Writing**  -write recognisable letters, most of which are correctly formed  -spell words by identifying sounds in them and representing the sounds with a letter or letters  -write simple phrases and sentences that can be read by others | | | | |
| **Mathematics**  Mastering Number & White Rose Maths | | | | | |
| Learn a variety of number songs  Recite some numbers in order  Subitise up to 2  Build construction toys to build towers and enclose shapes  Match colours and shapes | Learn a variety of number songs  Build construction toys to build towers and enclose shapes  Develop observational skills - noticing  Sort colours and shapes | Learn a variety of number songs  Rexite numbers in order to 5  Recognise some numerals  Subitise to 3  Capacity - full, empty  Anticipate familiar routines /times of day | Learn a variety of number songs  Recite numbers in order beyond 5  Develop 1:1 correspondence  What do you notice? To develop language to describe patterns  Begin to develop finger dexterity to show numbers | Learn a variety of number songs  Develop 1:1 correspondence  Understand positional language - in front, behind, under, on top, next to  Recognise 2D shapes  Compare sizes and use basic vocab - big/small  Count and recognise numerals to 5  What do you notice? To develop understanding of same and different | Opposites  big/small  heavy/light  tall/short  Identify, create and continue simple patterns  Follow instructions and sequences first, then, next  Count and recognise numerals to 5  Develop 1:1 correspondence |
| **Subitising**  Subitising within 3  Subitise objects and sounds  **Counting, ordinality and cardinality**  Focus on counting skills  **Composition**  Explore how all numbers are made of 1s  Focus on composition of 3 and 4  **Comparison**  Comparison of sets -’just by looking’  Use the language of comparison: *more than* and *fewer than*  *White Rose Maths*  **Shape, Space & Measure**  Compare size, mass & capacity  Explore, copy and create simple patterns | **Counting, ordinality and cardinality**  Focus on counting skills  Focus on the ‘five-ness of 5’ using one hand and the die pattern for 5  Practise object counting skills  Match numerals to quantities within 10  Verbal counting beyond 20  **Composition**  Explore the concept of ‘whole’ and ‘part’  Focus on the composition of 3,4 and 5  **Comparison**  Comparison of sets - by matching  Use the language of comparison: *more than, fewer than, and equal number*  *White Rose Maths*  **Shape, Space & Measure**  Circles & Triangles  Shapes with 4 sides | **Subitising**  Subitise within 5 focusing on die patterns  Match numerals to quantities within 5  **Counting, ordinality and cardinality**  Counting - focus on ordinality and the ‘staircase’ pattern  See that each number is one more than the previous number  **Composition**  Focus on 5  Focus on 6 and 7 as ‘5 and a bit’  Compare sets and use language of comparison: *more than, fewer than, an equal number*  Make unequal sets equal  *White Rose Maths*  **Shape, Space & Measure**  Explore and compare mass & capacity  Explore & Compare length & height  Order & sequence time | **Counting, ordinality and cardinality**  Focus on the ‘staircase’ pattern and ordering numbers  **Comparison**  Focus on ordering of numbers to 8  Use language of *less than*  **Composition**  Focus on 7  Doubles - explore how some numbers can be made with 2 equal parts  Sorting numbers according to attributes - odd and even numbers  *White Rose Maths*  **Shape, Space & Measure**  Explore 3D Shapes | **Counting, ordinality and cardinality**  Counting - larger sets and things that cannot be seen  **Subitising**  Subitising - to 6, including in structured arrangements  **Composition**  Composition - ‘5 and a bit’  Composition - of 10  **Comparison**  Comparison - linked to ordinality  Play track games  *White Rose Maths*  **Shape, Space & Measure**  Manipulate, compose & decompose 2D shapes | **Subitising**  Subitise to 5  Introduce to rekenrek  *White Rose Maths*  *How Many Now?*  *Sharing and Grouping*  **Shape, Space & Measure**  Visualise, build & map |
| **Provision** | Counting songs and games  Daily routines  Adults to support solving everyday mathematical problems in the environment  Scoring games  Resources - jigsaws, board games, construction, loose parts, playdough, baking, shapes, numicon, cuisenaire  Representations in everyday routines - ten frames, rekenreks, number lines, PW models  Adult led maths sessions  Numberblocks  Adults who take opportunities in TCP to practise mathematical skills and make links with current learning. | | | | |
| **Early Learning Goals** | **Number**  -have a deep understanding of number to 10 including composition of each number  -subitize up to 5  -Automatically recall (without reference to shumes, counting or other aids number bonds to 5 (including subtraction facts and some bonds to 10 including double facts  Numerical Patterns  • Verbally count beyond 20, recognising the pattern of the counting system;  • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; 29  • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | | |
| **Understanding the World** | | | | | |
| Routines and developing rules  Developing vocabulary related to routines, classroom and garden  Our families  Weather and seasons | Weather and seasons - how is our garden changing?  Animals names and their young | Signs of winter  Structures - using a variety of resources to create. Developing skills to manipulate parts and extend structures | Signs of spring  Vehicles - building vehicles, naming parts, exploring how they move | Signs of spring  Develop vocabulary relating to sowing and growing. Help to look after plants and understand what they need. | Looking after plants and animals |
| Our clas room and garden  Routines and developing rules  Talk about memebers of their family and who is importatn to them  Past and present. Explore this through pictures, texts and families.  Identifying and describing common trees and leaves.  Exploring light and colour | Autumn season  Animals and their young including nocturnal animals and animals that lay eggs, live young.  Recycling  Hibernation | Signs of winter  Explore changing states - melting and freezing.  Structures - towers and bridges  Healthy lifestytle choices - food, play, exercise.  Tasting food, using senses, where does food come from. | Transport and vehicles - how they move and what they are used for.  Safety - living near a train line. Road safety, water safety.  Key parts of our local area. Comparison to a different place.  Begin to have an awareness of using technology safely.  Trains - steam, George Stevenson, States of matter - steam train - create and discuss how steam is made  Robert/George Stephenson Travel and transport 5 - Tremendous trains – BBC Teach | Signs of Spring  Sowing and Growing  Key features of the lifecycle of a plant/animals  Maps  Use developing skills of sequencing and planning to program simple toys. | Rivers, Sea Coast  Animals - how do we care for animals thatlive in our local.  Identifying and caring for bugs and insects in our garden.  Jobs people do.  Space - explore planets and the solar system, The moon - why does it appear to change shape.  Magnets and forces. |
| **RE - Understanding Christianity** | | | | | |
| **God/Creation** - Why is the word God so important to Christians? | **Incarnation** - Why do Christians perform a Nativity play? | **Being Special -** Where do we belong? | **Salvation** - Why do Christians put a cross in an Easter garden? | **Special Stories** - Which stories are special and why? | **Theme** - Which places are special and why? |
| Provision | Stories and texts - fiction and non-fiction  Following children’s interested in the world around them and their own and others families  Emphasis on outdoor learning and opportunities to explore the natural world in all seasons and different weathers - notice similarities and differences, use vocab to describe texture, smell, appearance and change  Environment with resources to promote curiosity and exploration related to Science, Geography, History - e.g. magnetism, sound, space, the natural world, sand and water, cooking etc  Planned experiences to use programmable toys - Beebots and Spherobots  Evolve resources to provide planned activities related to online safety  Local walks e.g. to the Tyne, Crow Wood and the Church  Meaningful opportunities involving families/friends and holidays to explore different places and locations  Support opportunities in children's own play for discussions including modelling subject specific vocabulary. | | | | |
| Early Learning Goals | **Past and Present:**  • Talk about the lives of the people around them and their roles in society;  • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  • Understand the past through settings, characters and events encountered in books read in class and storytelling;  **People Culture and Communities:**  • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;  • Know some similarities and differences between different religious and cultural communities in this country, drawing on their 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, non-fiction texts and – when appropriate – maps.  **The Natural World:**  • Explore the natural world around them, making observations and drawing pictures of animals and plants;  • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;  • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | |
| **Expressive Arts and Design** | | | | | |
| Artist Focus:  Yayoi Kusama - dots | | Artist Focus:  Georgia O’Keefe- flowers | | Artist Focus:  Henri Matisse - drawing with scissors | |
| Learn a variety of songs and rhymes  Become familiar with construction and loose parts available  Explore art area and independence in selecting resources  Build and create with loose parts and construction  Using a paintbrush | | Learn a variety of songs and rhymes  Build, create and talk about structures they have built  Explore and engage in music making an dance  Develop scissor skills | | Learn and perform a variety of songs and rhymes  Build and create and modify structures they have made  Develop storylines in their play  Cutting following a line | |
| Learn and sing/perform a variety of songs and poems.  Develop storylines into their own play.  Build and incorporate props and material when role playing  Continue to develop more accurate cutting skills  Develop understanding of colour - light and dark  Combine resources - loose parts, blocks, natural materials to create  Learn skills and techniques for joining (glue, sellotape, masking tape)  Build models using junk including techniques for joining | | Combine resources - loose parts, blocks, natural materials to create  Learn skills and techniques for joining and use them in their own models  Mixing colours - primary colours  Exposure to powder paints (with ice)  Learn and sing/perform a variety of songs and poems.  Combine and mix ingredients, observe what happens  Combine resources - loose parts, blocks, natural materials to create  Develop an organised approach to plan steps needed for chosen task or activity  Learn skills and techniques for joining and use them in their own models (moving parts, flange, tabs, insert)  Build models using junk including techniques for joining  Continue to develop more accurate cutting skills  Exposure to oil and chalk pastels | | Learn and sing/perform a variety of songs and poems.  Combine and mix ingredients, observe what happens  Combine resources - loose parts, blocks, natural materials to create  Develop vocabulary to explain the processes they have used  Learn skills and techniques for joining and use them in their own models  Experiment with clay including slip and joining  Continue to develop more accurate cutting skills  Develop skills related to sewing and weaving | |
| Provision | Variety of creative resources accessible by children  Adults who value process and exploration over product  Adults who can model/suggest techniques and ideas  Adults support language development as children learn to explain and describe  Core bank of poems and songs that children learn throughout EY  Helicopter stories - story scribing and acting  Regular singing activities | | | | |
| Early Learning Goals | **Creating with Materials**  • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;  • Share their creations, explaining the process they have used;  • Make use of props and materials when role playing characters in narratives and stories.  **Being Imaginative and Expressive**  • Invent, adapt and recount narratives and stories with peers and their teacher;  • 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. | | | | |