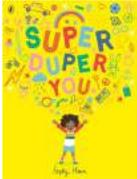
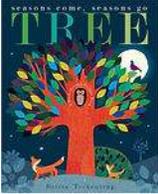
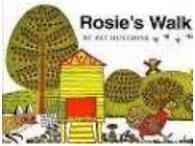
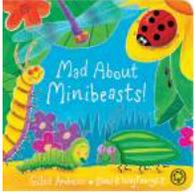
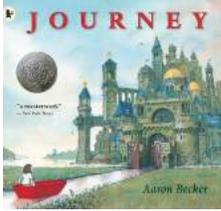
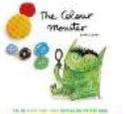
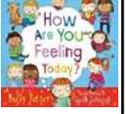
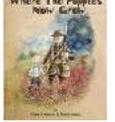
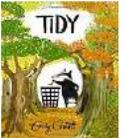
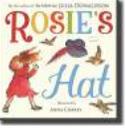
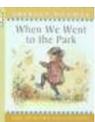
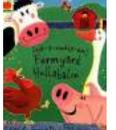
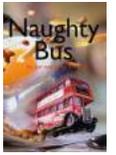
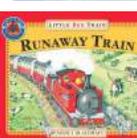


## Nursery Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic/ Lines of enquiry	<b>We are Special -</b> All about me.	<b>We are Wind and Rain -</b> Seasons, Autumn, Christmas.	<b>We are Cold!</b> Seasons, Winter.	<b>We are Farmers -</b> On the Farm, Spring.	<b>We are in the Garden -</b> Minibeasts, Growing.	<b>We are Travelling -</b> Transport and Travel.
Core Text						
Supplementary text	      	     	   	     	    	    

<p>Knowledge and concepts</p>	<p>Baseline Sense of belonging Routines and relationships Personal attributes Families All about me Looking after ourselves</p>	<p>Seasonal change Autumn Celebrations - Christmas Remembrance Day Looking after the world around us.</p>	<p>Seasonal change Winter Park Keepers Rhyme Weather Positional Language</p>	<p>Seasonal change Spring Farm animals Taking care of animals Growing on a farm. People who help us - Farmers.</p>	<p>Seasonal change Summer Minibeasts Growing Taking care of plants. Healthy Eating Planting</p>	<p>Journeys Travel Modes of Transport The world around us. People who help us. Floating/Sinking</p>
<p>Additional lines of enquiry /Extra Curricular enrichment</p>	<p>Diversity We are all different Similarities and Differences - Bedtime Stories Story Sack Club Come on in event</p>	<p>Diwali Harvest Halloween Hanukkah Bonfire Night Exploring countries Travelling Ted visits. - Park Visit Bedtime Stories Christmas Crafts Nativity Story Sack Club Come on in event. Hartbeeps - Christmas Event</p>	<p>Chinese New Year Celebration Safer Internet Day Mothers Day Valentine Day Exploring countries Travelling Ted visits. - Park Trip Bedtime Stories Story Sack Club Come on in event.</p>	<p>Shrove Tuesday World Book Day Holi Ramadan - Farm Trip Bedtime Stories Story Sack Club Come on in event.</p>	<p>Easter Passover Eid Healthy/Unhealthy eating Looking after our bodies. - Hartbeeps Easter Special Caterpillars Bug Lady Visit Bedtime Stories Story Sack Club Come on in event.</p>	<p>At the beach Beach trip. Summer Transition to Reception - Bedtime Stories Story Sack Club Come on in event. Graduation Photos Graduation Ceremony</p>

Cultural Capital	<p>Whilst the children are within continuous provision we will play different music from our classical composers throughout the year introducing the children to a different style of music. The composers have been carefully selected to feature a range of style of classical music and also celebrate diversity within the music.</p>					
Classical Composer of the term - September - Samuel Coleridge-Taylor October - Jacques Offenbach	Classical Composer of the term - November - Thomas Newman December - Debbie Wiseman	Classical Composer of the term - January - Karl Jenkins February - Frédéric Chopin	Classical Composer of the term - February - Florence Price March - Wolfgang Amadeus Mozart	Classical Composer of the term - April - Antonio Vivaldi May - Gian Carlo Menotti	Classical Composer of the term - June - Johann Sebastian Bach July - John Williams	
Artist of the term - Pablo Picasso and Frida Kahlo	Artist of the term - Andy Goldsworthy and Jackson Pollock	Artist of the term - Wilhelmina Barns-Graham and Etel Adnan	Artist of the term - Gustav Klimt and Dame Barbara Hepworth	Artist of the term - Henry Matisse and Louise Bourgeois	Artist of the term - Vincent Van Gogh and Roy Lichtenstein	
PSED	<p>Alongside our SCARF PSED planning we also underpin this within our daily classroom practice through routines, expressive feelings with our monsters, encouraging children to make independent choices, classroom expectations, supporting with relationships etc.</p>					
<b>Health and Wellbeing</b> -Growing and Changing - > Growing and changing in nature > When I was a baby > Girls, boys and	<b>Me and My Relationships</b> - All about Me - > Marvelous me! > I'm special  -My Special People > People who are special to me	<b>Valuing Difference</b> -Same and Different Me and my friends  -Different Families and	<b>Keeping Myself Safe</b> -Keeping my Body Safe >Safety Indoors and Outdoors >What's safe to go into my body	<b>Rights &amp; Responsibilities -</b> -Looking after Myself and my Friends > Looking after myself >Looking after others	<b>Being my Best</b> -Bouncing Back (growth mindset) > I can keep trying > I can do it!  -Exercise and Sleep > What does my body need?	

	families		Homes >Friends and family  -Kindness and Caring >Including everyone	-People who Help Keep me Safe > People who help to keep me safe	-Caring for my Environment >Looking after my environment	
PD	<p><b>Gross Motor Skills-</b> P.E. Passport - Fundamental Skills Run confidently. Kick a ball. Jump with both feet off the ground at the same time. Catch a large ball. Pedal a tricycle.</p> <p><b>Fine Motor Skills</b> Explores different materials and tools. Develop manipulation and control, for example tearing paper.</p>	<p><b>Gross Motor Skills-</b> P.E. Passport - Elmer Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle</p>	<p><b>Gross Motor Skills-</b> P.E. Passport - How to Catch a Star Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p><b>Fine Motor Skills</b> Start to eat independently</p>	<p><b>Gross Motor Skills-</b> P.E. Passport - Rosie’s Walk Start taking part in some group activities which they make up for themselves, or in teams.</p> <p><b>Fine Motor Skills</b> Start to eat independently and learning how to use a knife and fork. Show a preference for a</p>	<p><b>Gross Motor Skills-</b> P.E. Passport - Minibeasts 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. 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. Collaborate with</p>	<p><b>Gross Motor Skills-</b> P.E. Passport - Castles 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. 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. Collaborate with</p>

		<p>movements to wave flags and streamers, paint and make marks</p> <p><b>Fine Motor Skills</b> Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p>	<p>dominant hand.</p>	<p>they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><b>Fine Motor Skills</b> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy</p>	<p>others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><b>Fine Motor Skills</b> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>
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					choices about food, drink, activity and toothbrushing.	
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CAL	C&L is not specifically planned for across the year. All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, group time and weekly focus learning all have a weighty focus on CLL. Observations next steps and target setting support the development of individuals. Intervention programmes such as WelComm and differentiated group times are designed to support children who are not making the expected progress.					
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Literacy –	<p><b>Phonics -</b> Environmental sounds Instrumental Sounds</p> <p><b>Comprehension -</b> Enjoys sharing books with an adult. Repeats words and phrases from familiar stories. Asks questions about a book. Beginning to develop a narrative about a book they have read using props in play.</p>	<p><b>Phonics -</b> Body Percussion Rhythm and Rhyme</p> <p><b>Comprehension -</b> Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Name the</p>	<p><b>Phonics -</b> Rhythm and Rhyme Alliteration</p> <p><b>Comprehension -</b> Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to</p>	<p><b>Phonics -</b> Alliteration Voice Sounds</p> <p><b>Comprehension -</b> Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to</p>	<p><b>Phonics -</b> Voice Sounds Oral Blending and Segmenting</p> <p><b>Comprehension -</b> Engage in extended conversations about stories, learning new vocabulary Begin to answer how and why questions about the stories they hear</p>	<p><b>Phonics -</b> Oral Blending and Segmenting</p> <p><b>Comprehension -</b> Engage in extended conversations about stories, learning new vocabulary Begin to answer how and why questions about the stories they hear</p> <p><b>Word Reading -</b></p>
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	<p><b>Word Reading -</b> Notices some print, such as the first letter of their name, a bus or door number or a familiar logo.</p> <p><b>Writing</b> Enjoys drawing freely. Add some marks to their drawings, which they give meaning to. For example: 'That's my mummy.' Make marks to represent their name.</p>	<p>characters from a familiar story.</p> <p><b>Word Reading -</b> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p><b>Writing</b> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p>	<p>bottom Listen to a story and comment on the events.</p> <p><b>Word Reading -</b> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p><b>Writing -</b> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that</p>	<p>bottom Listen to a story and comment on the events.</p> <p><b>Word Reading -</b> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p><b>Writing -</b> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that</p>	<p><b>Word Reading -</b> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name.</p> <p><b>Writing -</b> Will begin to attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. "this is a car"</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name.</p> <p><b>Writing -</b> Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. "this is a car"</p>
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			starts at the top of the page; write 'm' for mummy. Write some or all of their name.	starts at the top of the page; write 'm' for mummy. Write some or all of their name		
Maths –	<p><b>Number -</b> React to changes of amount in a group of up to 3 items. Count in every day contexts, sometimes skipping numbers.</p> <p><b>Numerical Pattern -</b> Joins in with finger rhymes with numbers.</p> <p><b>Shape, Space and Measure -</b> Compare sizes, weights etc. using gesture and language – bigger/little/smaller, high/low, tall, heavy. Notice patterns, for example, spots and stripes and arrange things in patterns. Complete inset</p>	<p><b>Number -</b> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5.</p> <p><b>Shape, Space and Measure -</b> Sorting/matching - sort groups of objects according to different criteria Explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using language such as big and little, small and large. Show some understanding of tall, short or long.</p>	<p><b>Number -</b> Say one number for each item in order: 1,2,3 and 4. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 4. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4.</p> <p><b>Shape, Space and Measure -</b> Copy and continue a simple ABAB pattern – stone, leaf, stone, leaf</p>	<p><b>Number -</b> Say one number for each item in order: 1,2,3,4 and 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p><b>Shape, Space and Measure -</b> Copy and continue a simple ABAB pattern – stone, leaf, stone, leaf</p>	<p><b>Number -</b> Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Subitise to 3. Represent 1 - 3 on fingers, on a tens frame and with objects.</p> <p><b>Numerical Pattern -</b> Join in with number songs, attempting to represent numbers using fingers where appropriate. Recite numbers to</p>	<p><b>Number -</b> Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Subitise to 3. Represent 1 - 5 on fingers, on a tens frame and with objects.</p> <p><b>Numerical Pattern -</b> Join in with number songs, attempting to represent numbers using fingers where appropriate. Recite numbers to</p>

	puzzles.	<p>Can make comparisons relating to size. Can talk about 'My day' Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc</p>	<p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to length and weight. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to length and weight. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>10 or beyond. Demonstrate understanding that we use one number for each item, when counting. Attempt to count objects, actions and sounds. Use and understand the term "more" in practical contexts.</p> <p><b>Shape, Space and Measure -</b> Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. big/small, round/straight. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p> <p>Use everyday language to discuss length, size, height, weight, time,</p>	<p>10 or beyond. Demonstrate understanding that we use one number for each item, when counting. Attempt to count objects, actions and sounds. Use and understand the term "more" in practical contexts.</p> <p><b>Shape, Space and Measure -</b> Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. big/small, round/straight. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p> <p>Use everyday language to discuss length, size, height,</p>
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					<p>position and capacity. Use this language to make simple observations, e.g. this is heavier than that.</p> <p>Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved).</p> <p>Shape - Know some common 2D and 3D shapes.</p> <p>Time - understand first/next</p>	<p>weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that.</p> <p>Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved).</p> <p>Shape - Know some common 2D and 3D shapes.</p> <p>Time - understand first/next</p>
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<p>Understanding of the world</p>	<p><b>Past and Present</b> Begin to make sense of their own life-story and family's history.</p> <p><b>People, Culture and Communities</b> Notice differences between people.</p> <p><b>The Natural World</b> Explore materials with different properties. Explore natural materials, inside and out. Repeat actions that have an effect.</p>	<p><b>Past and Present</b> Begin to make sense of their own life-story and family's history.</p> <p><b>People, Culture and Communities</b> Begin to make sense of their own life-story and family's history.</p> <p><b>The Natural World</b> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a</p>	<p><b>Past and Present</b> Begin to make sense of their own life-story and family's history by being able to discuss who is in their family and show some sense of their own history, e.g. "I was born first and then the twins" or "before I was born, Mummy lived in Spain but now we live in London".</p> <p><b>People, Culture and Communities</b> Notice similarities and differences between people, reflecting on differences positively.</p>	<p><b>Past and Present</b> Show interest in different occupations.</p> <p><b>People, Culture and Communities</b> 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 photos</p> <p><b>The Natural World</b> Explore how things work. Plant seeds and care for growing plants. Understand the</p>	<p><b>Past and Present</b> Show interest in different occupations.</p> <p><b>People, Culture and Communities</b> Know that they may come from a different country from other children and understand that these are different places.</p> <p><b>The Natural World</b> Show understanding that we need to care for living things, e.g. watering plants, handling insects gently. Use their senses to explore natural</p>	<p><b>Past and Present</b> Show interest in different occupations.</p> <p><b>People, Culture and Communities</b> Notice similarities and differences between people, reflecting on differences positively. Know that they may come from a different country from other children and understand that these are different places. Show interests in different occupations, e.g. role-playing police or doctors.</p>
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		wide vocabulary.	<p><b>The Natural World</b></p> <p>Explore how things work.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>materials and describe what they observe, e.g. “a heavy log” “wet leaves”.</p>	<p><b>The Natural World</b></p> <p>Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc.</p> <p>Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets.</p>
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<p>EAD</p>	<p><b>Creating with Materials</b>          Make marks intentionally. Explore paint using fingers and other parts of their bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas.</p> <p><b>Being Imaginative and Expressive</b></p>	<p><b>Creating with Materials</b>          Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p><b>Being Imaginative and Expressive</b>          Remember and sing entire songs. Take part in</p>	<p><b>Creating with Materials</b>          Enjoy mark-making opportunities. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.</p> <p><b>Being Imaginative and</b></p>	<p><b>Creating with Materials</b>          Enjoy mark-making opportunities. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.</p> <p><b>Being Imaginative and</b></p>	<p><b>Creating with Materials</b>          Explore colour and colour-mixing. Listen with increased attention to sounds. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Respond to what they have heard, expressing their thoughts and feelings. Use blocks/constructi on toys to build “small worlds” e.g. a pen on a farm.</p>	<p><b>Creating with Materials</b>          Explore colour and colour-mixing. Listen with increased attention to sounds. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Respond to what they have heard, expressing their thoughts and feelings. Use blocks/constructi on toys to build “small worlds” e.g. a pen on a farm.</p>
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	<p>Join in with songs and rhymes, making some sounds. Explores a range of instruments and play them in different ways. Use objects as representations in pretend play, e.g. a child holds a wooden block to their ear and pretends it is a telephone.</p>	<p>simple, pretend play often based on familiar experiences, e.g. making dinner. Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p><b>Expressive</b> Develop storylines through small-world or role-play. . Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p><b>Expressive</b> Develop storylines through small-world or role-play. . Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p><b>Being Imaginative and Expressive</b> Know and join in with some nursery rhymes or favourite songs and poems. Request a favourite song/rhyme. Respond to music with movement. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Make</p>	<p><b>Being Imaginative and Expressive</b> Know and join in with some nursery rhymes or favourite songs and poems. Request a favourite song/rhyme. Respond to music with movement. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Make</p>
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					imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
Parental engagement	Weekly Newsletter CG available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning. School Blog Dojo Updates	Weekly Newsletter CG available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning. School Blog Dojo Updates Nativity	Weekly Newsletter CG available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning. School Blog Dojo Updates	Weekly Newsletter CG available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning. School Blog Dojo Updates Reception New Starters Parent Meeting.	Weekly Newsletter CG available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning. School Blog Dojo Updates Stay and Play Sessions	Weekly Newsletter CG available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning. School Blog Dojo Updates Stay and Play Sessions Reports
Assessment	Baseline Assessments EY Tracker Phase 1 Phonics Assessments Wellcomm	EY Tracker Update Phase 1 Phonics Assessments Pencil Grip Tracker Fundamental Skills Assessments	Teacher Assessments Pencil Grip Tracker Fundamental Skills Assessments	EY Tracker Update Phase 1 Phonics Assessments Pencil Grip Tracker Fundamental Skills Assessments	Teacher Assessments Pencil Grip Tracker Fundamental Skills Assessments	EY Tracker Update Phase 1 Phonics Assessments Pencil Grip Tracker Fundamental Skills Assessments Reports

