







Lady Katherine Leveson – Long Term Curriculum Plan 2023/2024 for Nursery (2-3-year-old's)

Key texts/Literacy themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks (inc baseline)	7 weeks	5 weeks	5 weeks	7 weeks	7 weeks
	<p>Theme: This is me! Blast off!</p> 	<p>Theme: What Autumn means to me Special times for me</p> 	<p>Theme: What Winter means to me Delicious fairytales and rhymes</p> 	<p>Theme: What Spring means to me. Growing and changing</p> 	<p>Theme: Amazing creatures and me</p> 	<p>Theme: What Summer means to me I do like to be beside the seaside</p> 
	Who am I Space	Autumn Birthday, Diwali, Bonfire night, Chinese New Year, Remembrance, Christmas	Winter Traditional tales and rhymes	Spring Growing and changing Mother's Day Easter	Amazing creatures: Minibeasts Jungle animals Zoo animals	Summer The Seaside Father's Day Sports Day
	<p>Key text and Rhymes:</p> <p>Maisy's Nursery Harry and the Dinosaurs go to school We're Going to the Dentist How to catch a falling star Zoe and Beans Pants on the Moon!</p> <p>Suggested supporting texts:</p> <p>Little Penguin Dives In Hide and Seek Pets Peace at Last The Smeds and the Smoos Mouse and the Moon</p>	<p>Key text and Rhymes:</p> <p>Fletcher and the Falling Leaves Peppa's Diwali Billy's Fireworks Night My First Chinese New Year The Nativity Autumn leaves are falling Twinkle Twinkle Little Star</p> <p>Suggested supporting texts:</p> <p>Peppa's Christmas Wish Socks for Santa Santa Claus has a busy night Teddy Bear's Birthday Surprise Hello Autumn Goodbye Summer Hello Autumn The Leaf Thief Diwali Story Book Maisy's Chinese New Year</p>	<p>Key text and Rhymes:</p> <p>Where do animals go in Winter? Bear has a story to tell</p> <p>Goldilocks and the Three Bears Song/Rhyme The Gingerbread Man Song/Rhyme</p> <p>Suggested supporting texts:</p> <p>Ouch! One Snowy Night Pip and Posy The Snowy Day Humpty Dumpty and other Nursery Rhymes</p>	<p>Key text and Rhymes:</p> <p>Spring Titch We're going on an Egg Hunt</p> <p>Suggested supporting texts:</p> <p>The Thing About Spring Chicks Hello Little Chicks Old MacDonald had a Farm The Very Lazy Ladybird What the Ladybird Heard When I grow up (nature book)</p>	<p>Key text and Rhymes:</p> <p>We're Going on a Bear Hunt Down in the Jungle Book and Song Doing the Animal Bop</p> <p>Suggested supporting texts:</p> <p>The Tiger Who Came to Tea Mad About Minibeasts The Very Hungry Caterpillar's Bug Hunt Topsy and Tim go to the zoo Big Bug Log Look Who's Popping Up in the Jungle Scruffy Teddy Super Safari In the Jungle</p>	<p>Key text and Rhymes:</p> <p>Tickly Octopus Peppa goes on holiday Pip and Posy – The New Friend Harry and the Dinosaurs go on holiday</p> <p>Suggested supporting texts:</p> <p>Ten Little Pirates The Snail and the Whale Tiddler Hooray for Fish! Mr Men – Mr Small's Holiday Beach</p>
<p>Texts to support Personal, Social and Emotional Development</p> <p>Find out about feelings, How are you feeling today, The Colour Monster, The Family Book, Okay to be different, How to say hello, And tango makes three, My Skin Your Skin, Elmer story books, Guide to Mindfulness</p> <p>Texts to support Oral Hygiene</p> <p>The Tooth Book, We're Going to the Dentist, Peppa goes to the Dentist.</p>						

This is me

Who am I?

- Sing a simple song or rhyme about the body.
- Follow instructions to play a simple body game e.g. Simon says.
- Find the colour that matches their eye colour.
- Find the colour that matches their hair colour.
- Say family member names e.g. Mummy, Daddy, Grandma etc
- Select shapes to make their house.
- Talk about what they like to do.
- Choose different ways to move their bodies.

Blast off!

- Join in with space themed songs and rhymes.
- Follows instructions to move in a variety of ways with modelling from adults.
- Experiment with instruments and body percussion to make space sounds.
- Use simple language to talk about space themed resources.
- Identify day and night with visual aids.
- Count 1, 2,3 Blast off and jump in the air.

What Autumn means to me

- Selects and turns pages in Autumn books.
- Talk about what they see in the illustrations, using new acquired vocabulary.
- Notices features and changes in the environment.
- Understand and respond to who/what/where questions about the world around them, using newly acquired vocabulary.
- Build on first-hand experiences of Autumn when creating constructions or playing in the small world area.

Special times for me

Birthday

- Join in with birthday role play with adults, another child or independently.
- Sing Happy Birthday.

Bonfire night/Diwali

- Use every day materials to make representations of fireworks.
- Join in with songs and rhymes about bonfire night.
- Talk about what they see when shown firework/bonfire displays.

What Winter means to me

- Selects and turns pages in Winter books.
- Talk about what they see in the illustrations. Using newly acquired vocabulary.
- Notices features and changes in the environment.
- Understand and respond to who/what/where questions about the world around them, using newly acquired vocabulary.
- Build on first hand experiences of Autumn and Winter when creating constructions or playing in the small world area.

Delicious fairy tales and rhymes

- Enjoy fairy tale stories.
- Join in and use actions with fairy tale-based rhymes and songs.
- Turn pages in books to find favourite parts/characters.
- Manipulate instruments to accompany rhymes and songs.
- Use tools to mix ingredients.

What Spring means to me

- Turn pages in Spring books and talk about what they see in Spring books using newly acquired vocabulary.
- Notices and talks about features and changes in the environment.
- Build on first hand experiences of Winter and Spring when creating constructions or playing in the small world area.

Growing and changing

- Joins in with Spring themed rhymes and songs.
- Understand what growing means.
- Find insects when exploring the outdoor learning environment.
- Begin to name insects.
- Move like insects and outdoor creatures.
- Explore textures, smells, sounds in the outdoor area.
- Create outdoor sounds by rubbing, tapping and striking.
- Explore colour in a variety of ways e.g. colour mixing.
- Experiment with enclosing space and making shapes to

Amazing creatures and me

- Talk about animals that they see around them.
- Use simple materials to represent animals.
- Learn that animals have differences and similarities just like they do.
- Enjoys playing and exploring animals and enclosing space in small world and construction.
- Name some animals.
- Create animal sounds using instruments and voices.
- Follow instructions to move like an animal in small- and large-scale movements.
- Explore the texture and patterns of animals.
- Ask who, where, what questions about animals and the world around them.
- Speak in longer sentences about animals and the world around them.
- Hold mark making tools with thumb and all fingers when making representations of animals.

What Summer means to me

- Talk about what outside looks like in Summer.
- Explore hot and cold.
- Make choices about what I should wear on Summer days.
- Identify features of summer when listening to stories or exploring books.
- Build on first hand experiences of Summer when creating constructions or playing in the small world area.
- Begin to notice changes in the outdoor environment.
- Notice and talk about the creatures that we see in Summer.

I do like to be beside the seaside

- Know what the seaside is.
- Explore wet and dry sand and talk about how it feels with hands and feet.
- Explore salt water with jugs, paddles, fishing rods and boats. Talk about what they see. Create waves and the movement of the sea.
- Explore pictures of the sea and seaside in pictures and books.
- Create movement and sounds to accompany seaside songs.

		<p>Remembrance</p> <ul style="list-style-type: none"> Engage in stories about people being brave. Use simple language to talk about when they were brave. <p>Christmas</p> <ul style="list-style-type: none"> Enjoy Christmas stories. Join in with songs and rhymes about Christmas Talk about what they see when shown Christmas resources. Uses every day materials to make representations of Christmas Join in with Christmas themed role play with adults, another child or independently. Talk about a present they have had. 	<ul style="list-style-type: none"> Explore textures, smells and tastes of food. Mimic the characteristics of main characters. Recreate basic features of fairy tales in play with sounds, music and objects. 	<p>create a Mother's day card.</p> <p>Easter</p> <ul style="list-style-type: none"> Understand that Easter is a special time. Experiment with enclosing space and making shapes to create Easter cards. With peers, explore and investigate the outdoor environment to discover hidden Easter Eggs. Celebrate home achievements by joining the whole school Easter Bonnet Parade. 		<ul style="list-style-type: none"> Use musical instruments to make sea sounds. Know some of the key features of the seaside: sea, sand, ice cream, bucket, spade, fish and use the vocabulary when talking about the seaside to peers and adults. Work with an adult to create models to get to the seaside. Hold mark making tools with thumb and all fingers when making representations of the seaside and creating a Father's Day card. Move in a range of different ways.
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Key vocabulary	<p>This is me</p> <p>Eyes, nose, mouth, ears, head Happy, sad Home, mummy, daddy, grandma, etc.</p> <p>Blast off</p> <p>Night, day, Earth, stars, moon, sun</p>	<p>What Autumn means to me</p> <p>Autumn, tree, windy, rainy, cold, scarf, gloves, coat</p> <p>Special times for me</p> <p>Celebrate Birthday, presents Bonfire night, Fireworks Diwali Chinese New Year Brave Christmas, Jesus, Mary, Joseph</p>	<p>What Winter means to me</p> <p>Winter, tree, wellingtons, cold, rainy, icy, scarf, gloves, coat, warm</p> <p>Delicious fairy tales and rhymes</p> <p>Pages, beginning, end Big, little Taste Ginger, Spice</p>	<p>What Spring means to me</p> <p>Spring, warm, sunny, rainy, light coat</p> <p>Growing and changing</p> <p>Seeds, flowers, rain, sun</p> <p>Easter</p> <p>Easter Eggs, chocolate, bunny, bonnet, celebrate</p>	<p>Amazing creatures and me</p> <p>Pets, soft, rough, zoo, jungle, minibeasts, size, Autumn, Winter, Spring, Summer.</p> <p>Hedgehog, Chick, Rabbit, Lion, Tiger, Elephant, Snake, Seal, Monkey.</p>	<p>What Summer means to me</p> <p>Summer, sunny, warm, t-shirt, shorts, sandals, hat</p> <p>I do like to beside the seaside</p> <p>Sea, sand, ice-cream, bucket, spade, fish</p> <p>Swimming, beach, sea, sandcastle. Octopus, starfish, fish, oyster, eel, boat</p>
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Enhancements, Enrichments, Activities, Visits and Visitors will be adapted or added to depending on the needs, interests and experiences of the cohort.						
Enhancements and Enrichments Activities	<p>What Autumn means to me</p> <p>Outdoor/tuff tray exploration Felt Seasons Board</p> <p>Role play/small world based learning</p> <p>This is me Handprint/footprint Self-portrait Colour match (hair, eyes) Self-registration</p> <p>My house (shapes)</p> <p>Head, Shoulders, Knees and Toes song Simon Says ... Musical instruments Movement and dance Singing songs/rhymes</p> <p>Blast off Shape rocket Day/night picture and mark-making</p>	<p>What Autumn means to me</p> <p>Outdoor/tuff tray exploration Seasonal craft Felt Seasons Board</p> <p>Role play/small world based learning</p> <p>Special times for me Happy Birthday song Singing songs/rhymes Fireworks picture Christmas crafts Christmas card Christmas calendar Christmas wish list Christmas carol performance Christmas Party</p>	<p>What Winter means to me</p> <p>Outdoor/tuff tray exploration Seasonal craft Felt Seasons Board</p> <p>Role play/small world based learning</p> <p>Delicious fairy tales and rhymes Singing songs/rhymes, with actions Musical instruments Ice painting Snowman craft Snow dough play Small world Teddy Bear Picnic</p> <p>Porridge Gingerbread Man (mixing ingredients) Pancakes (Shrove Tuesday)</p>	<p>What Spring means to me</p> <p>Outdoor/tuff tray exploration Seasonal craft Felt Seasons Board</p> <p>Role play/small world based learning</p> <p>Growing and changing Singing songs/rhymes, with actions Moving like different creatures Cress heads Planting seeds Playdough flowers Bug Hunt</p> <p>Colour mixing experiences</p> <p>Mother's Day Card Mother's Day performance</p> <p>Easter card Easter crafts Easter Egg hunt Easter Bonnet Parade Chocolate nests</p>	<p>What Spring means to me</p> <p>Outdoor/tuff tray exploration Felt Seasons Board</p> <p>Role play/small world based learning</p> <p>Amazing creatures and me Minibeasts and me Bug hunt Minibeast crafts and mark making Move like different minibeasts Create a minibeast habitat outside Minibeast garden craft Jungle and me Jungle animal crafts and mark making Create animal sounds using musical instruments Move like different animals Roll the jungle animal dice and move accordingly Zoo and me Zoo animal crafts Create animal sounds using musical instruments Move like different animals Mark making in foam Playdough zoo animals Water play, with zoo animals Zoo animal snap Jigsaw puzzles</p>	<p>What Summer means to me</p> <p>Outdoor/tuff tray exploration Seasonal craft Felt Seasons Board</p> <p>Role play/small world based learning</p> <p>I do like to beside the seaside Sea animal felt world Oh I do like to be beside the seaside, along with musical instruments Design and create a boat/aeroplane for role-play Den building Seaside crafts, pictures, and mark making Fuzzy felt seaside pictures Collaborative model of going to the seaside Pond dipping Hook a fish Sea jigsaw puzzles Summer suitcase Sand play (wet/dry) Water play Seaside sensory play Paddling pool</p> <p>Father's Day Card Father's Day breakfast</p> <p>Sports Day activities Sports Day medals</p>

Enhancements and Enrichments Visits and Visitors	Visits/Visitors This is me and Blast off	Visits/Visitors What Autumn means to me and Special times for me	Visits/Visitors What Winter means to me and Delicious fairy tales and rhymes and Easter	Visits/Visitors What Spring means to me and Growing and changing	Visits/Visitors Amazing creatures and me	Visits/Visitors What Summer means to me and I do like to beside the seaside
	Outdoor exploration - forest	Outdoor exploration – forest	Outdoor exploration – forest	Outdoor exploration – forest	Outdoor exploration – forest	Outdoor exploration – forest
	Oral Health Visitor	Drama Tots session about celebrations, with a Diwali and Fireworks theme.	Teddy Bears Picnic with parents/carers	Drama Tots session about Spring. Children will 'go down to the farm' and learn about looking after the animals and growing plants, as well as finishing off with an Easter Bonnet Parade!	'Curious Creatures' visit. Children to encounter first-hand a range of 'creatures'.	Sports Day Celebrations with parents/carers.
	Visit Church (Harvest)	Visit Church		Visit World Book Day promotion in the school hall		Garden Party with parents/carers.
		Watch School Nativity				
		Informal parents/carers get together – Christmas carols and performance.				
		Visit by Father Christmas				

Prime Areas of Learning Focus for 2 to 3 Provision

The statements are taken from Birth to Five Matters and are used as a guide to support learning and development. We know that children do not all learn in the same way. The statements reflect what children aged 2-3 could be doing and how the adults and learning environments can support this.

Communication and Language Development	Through positive relationships and enabling environments we will support each unique child to/when:		
	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
	Listening and Attention	Listening and Attention	Listening and Attention
	<p>Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.</p>	<p>Listens and shows interest in play with sounds, songs and rhymes. Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus.</p>	<p>Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus.</p>
Understanding	Understanding	Understanding	
<p>Identifies action words by following simple instructions, e.g. Show me jumping.</p>	<p>Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet. Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?). Developing understanding of simple concepts (e.g. fast/slow, good/bad).</p>	<p>Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?) Developing understanding of simple concepts (e.g. fast/slow, good/bad)</p>	
Speaking	Speaking	Speaking	
<p>Uses language to share feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic.</p>	<p>Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating.</p>	<p>Uses a variety of questions (e.g. what, where, who?) Uses longer sentences (e.g. Mummy gonna work) Beginning to use word endings (e.g. going, cats)</p>	

Autumn 1 & 2

Making relationships

Builds relationships with special people but may show anxiety in the presence of strangers

Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult

Begins to show some understanding that other people have perspectives, ideas and needs that are different to theirs.

Sense of self

Knows their own name.

Is developing an understanding of and interest in differences of gender, ethnicity and ability.

Understanding emotions

Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings

Adults will support if children feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated.

Health and Self-Care

Will be very energetic in short bursts and needs time for rest and calm, with at least three hours of a day of exercise, including moderate- to vigorous-intensity physical activity, spread throughout the day

Feeds self competently

Can hold a cup with two hands and drink well without spilling

Spring 1 & 2

Making relationships

Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult

Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it.

Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like

Sense of self

Knows their own name and their preferences and interests.

Is developing an understanding of and interest in differences of gender, ethnicity and ability

Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions

Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves

Understanding emotions

Adults will support if children feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated.

Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions.

Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset.

Summer 1 & 2

Making relationships

Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.

Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest

Sense of self

Knows their own name, their preferences and interests and is becoming aware of their unique abilities

Is developing an understanding of and interest in differences of gender, ethnicity and ability

Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions

Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves

Is gradually learning that actions have consequences, but not always the consequences the child hopes for

Understanding emotions

Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset.

Responds to the feelings of others, showing concern and offering comfort.

May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.

		<p>Begins to respond to the feelings of others, showing concern and offering comfort.</p> <p>Health and Self-Care</p> <p>Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support</p> <p>Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</p> <p>Is able to help with putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots</p>	<p>Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</p> <p>Health and Self-Care</p> <p>Show increasing independence in self-care showing an awareness of routines such as handwashing or teeth cleaning.</p> <p>Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</p> <p>Showing more independence when putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults.</p> <p>Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions.</p>
<p>Access to outdoor provision is available everyday where there are numerous opportunities to develop gross motor skills</p>			
<p>Gross Motor Skills</p>	<p style="text-align: center;">Autumn 1 & 2</p> <p>Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</p> <p>Sits comfortably on a chair with both feet on the ground</p> <p>Runs safely on whole foot</p> <p>Begins to understand and choose different ways of moving</p>	<p style="text-align: center;">Spring 1 & 2</p> <p>Moves in response to music, or rhythms played on instruments such as drums or shakers.</p> <p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance.</p> <p>Begins to walk, run and climb on different levels and surfaces.</p>	<p style="text-align: center;">Summer 1 & 2</p> <p>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</p> <p>Climbs up and down stairs by placing both feet on each step while holding a handrail for support.</p> <p>Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.</p>

Fine motor skills	<p style="text-align: center;">Autumn 1 & 2</p> <p>Begins to show preference for dominant hand and/or leg/foot</p> <p>Turns pages in a book, sometimes several at once</p>	<p style="text-align: center;">Spring 1 & 2</p> <p>Begins to show preference for dominant hand and/or leg/foot</p> <p>Turns pages in a book, sometimes several at once</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p>	<p style="text-align: center;">Summer 1 & 2</p> <p>Turns pages in a book, one at a time.</p> <p>Continues to show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p>Holds mark-making tools with thumb and all fingers.</p>
	Specific Areas of Learning		
Literacy	<p>Reading</p> <p>Has some favourite stories, rhymes, songs, poems or jingles</p> <p>Repeats and uses actions, words or phrases from familiar stories</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...</p> <p>Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</p> <p>Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</p> <p>Writing</p> <p>Distinguishes between the different marks they make</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>		

Autumn 1 & 2

Comparison

Beginning to compare and recognise changes in numbers of things.

Counting

Begins to say numbers in order, some of which are in the right order (ordinality)
Cardinality (How many?)

Spatial Awareness

Moves their bodies and toys around objects and explores fitting into spaces
Begins to remember their way around familiar environments
Responds to some spatial and positional language
Explores how things look from different viewpoints

Shape

Chooses puzzle pieces and tries to fit them in

Pattern

Joins in and anticipates repeated sound and action patterns

Measures

Explores differences in size, length, weight and capacity

Spring 1 & 2

Comparison

Beginning to compare and recognise changes in numbers of things, using words like 'more'.

Counting

To count from 1 to 3 in order.
Cardinality (How many?)
In everyday situations, takes or gives two or three objects from a group

Spatial Awareness

Moves their bodies and toys around objects and explores fitting into spaces
Begins to remember their way around familiar environments
Responds to some spatial and positional language
Explores how things look from different viewpoints

Shape

Recognises that two objects have the same shape

Pattern

Joins in and anticipates repeated sound and action patterns
Is interested in what happens next using the pattern of everyday routines

Measures

Explores differences in size, length, weight and capacity
Beginning to understand some talk about immediate past and future

Summer 1 & 2

Comparison

Beginning to compare and recognise changes in numbers of things, using words like 'more', 'lots' or 'same'

Counting

To count to five in order.
Cardinality (How many?)
In everyday situations, takes or gives two or three objects from a group
Beginning to notice numerals (number symbols)
Beginning to count on their fingers.

Spatial Awareness

Moves their bodies and toys around objects and explores fitting into spaces
Begins to remember their way around familiar environments
Responds to some spatial and positional language
Explores how things look from different viewpoints including things that are near or far away

Shape

Makes simple constructions

Pattern

Joins in and anticipates repeated sound and action patterns
Is interested in what happens next using the pattern of everyday routines

Measures

Explores differences in size, length, weight and capacity
Beginning to understand some talk about immediate past and future
Beginning to anticipate times of the day such as mealtimes or home time

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</p>	<p style="text-align: center;">People and Communities</p> <p style="text-align: center;">Has a sense of own immediate family and relations and pets</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p> <p style="text-align: center;">Beginning to have their own friends</p> <p style="text-align: center;">Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p style="text-align: center;">The World</p> <p style="text-align: center;">Notices detailed features of objects in their environment</p> <p style="text-align: center;">Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake.</p> <p style="text-align: center;">Technology</p> <p style="text-align: center;">Seeks to acquire basic skills in turning on and operating some digital equipment</p> <p style="text-align: center;">Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</p> <p style="text-align: center;">Plays with water to investigate “low technology” such as washing and cleaning</p> <p style="text-align: center;">Uses pipes, funnels and other tools to carry/transport water from one place to another</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Art and Design</p>	<p style="text-align: center;">Music lessons supported by the resource Music Express series devised by Maureen Hanke and compiled by Sue Nicholls, Patricia Scott and Sally Hickman (Foundation Stage)</p> <p style="text-align: center;">Creating with materials</p> <p style="text-align: center;">Joins in singing songs</p> <p style="text-align: center;">Creates sounds by rubbing, shaking, tapping, striking or blowing</p> <p>Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow</p> <p style="text-align: center;">Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p style="text-align: center;">Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p style="text-align: center;">Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p style="text-align: center;">Being Imaginative and Expressive</p> <p style="text-align: center;">Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations</p> <p style="text-align: center;">Begins to make believe by pretending using sounds, movements, words, objects</p> <p style="text-align: center;">Beginning to describe sounds and music imaginatively, e.g. scary music</p> <p style="text-align: center;">Creates rhythmic sounds and movement</p>