







Lady Katherine Leveson Long Term Curriculum Plan 2023/2024 for **Preschool (3-4-year-old's)**

| Key texts/Literacy themes | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | 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 Transition/Graduation |
| | <p>Key texts: The Colour Monster goes to School Lulu's First Day The Tooth Book Rocket Girl Whatever Next</p> <p>Suggested supporting texts: Be Brave Little Penguin My Pets Peace at Last The Smed's and the Smoos The First Hippo on the Moon Roaring rockets Zig and Zog Crash land on Earth</p> | <p>Key texts and rhymes: The Hedgehog's Balloon Mr Men Little Miss Happy Diwali Billy's Fireworks Night Lanterns and Firecrackers The Nativity Autumn leaves are falling Twinkle Twinkle Little Star</p> <p>Suggested supporting texts: Goodbye Summer Hello Autumn The story of Christmas Paddington and the Christmas Surprise The Twelve Days of Christmas Mr Men The Christmas Tree After the Storm The Best Diwali Ever The Great Race</p> | <p>Key texts: Ouch! A thing called snow Goldilocks and the Three Bears The Gingerbread Man</p> <p>Suggested supporting texts: One Snowy Night Chilly catches a cold Little lost penguin Little Bear's Moonlight Adventure The Snowman and the Snowdog The Three Little Pigs The Three Billy Goats Gruff The Gruffalo The Little Red Hen</p> | <p>Key texts: The Thing About Spring Jasper's Beanstalk The Very Hungry Caterpillar Paddington's Easter Egg Hunt</p> <p>Suggested supporting texts: Spring I am a butterfly Scarecrow's Secret The Best Scarecrow Ever What's this? The Enormous Turnip The Very Lazy Ladybird What the Ladybird Heard What About The Tooth Fairy?</p> | <p>Key texts: Mad About Minibeasts Rumble in the Jungle Dear Zoo</p> <p>Suggested supporting texts: Monkey Puzzle The Tiger Who Came to Tea It could have been worse The Very Busy Spider Squeak the Lion The Lion and the Mouse I'm in Charge! The Selfish Crocodile Not me, said the Monkey A Squash and a Squeeze</p> | <p>Key texts: Rainbow Fish Commotion in the Ocean Tiny Crab is a Tidy Crab Billy's Bucket</p> <p>Key texts transition: Starting School</p> <p>Suggested supporting texts: Ten Little Pirates The Snail and the Whale Tiddler The Train Ride Harry and the Dinosaurs go on Holiday</p> |
| <p>Texts to support Personal, Social and Emotional Development 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 The Tooth Book, We're Going to the Dentist, Peppa goes to the Dentist.</p> | | | | | | |

Key Enquiry Q's

This is me
 Who am I?
 What do I look like?
 What colour are my eyes?
 What colour is my hair?
 Who lives at my house?
 What does my house look like?

Blast off
 What is different about night and day?
 What do you see in the day?
 What do you see in the night sky?
 Where is space?
 What would you find in space?
 What wouldn't you find in space?
 What is an astronaut?
 What planet do we live on?
 What does it look like?

Key Enquiry Q's

What Autumn means to me
 What happens to the world around me in Autumn?
 How do the trees look?
 What do plants look like?
 What is the weather like?
 What do I need to wear when I am outdoors?
 What animals would we see in Autumn?

Special times for me
 How do I celebrate my birthday?
 How is Diwali celebrated?
 How is Bonfire Night celebrated?
 How is Chinese New Year celebrated?
 How is Christmas celebrated?
 What does it mean to be brave?

Key Enquiry Q's

What Winter means to me
 What happens to the world around me in Winter?
 How do the trees look?
 What do plants look like?
 What is the weather like?
 What do I need to wear when I am outdoors?
 What animals would we see in Winter?
 What do animals do in Winter?

Delicious fairy tales and rhymes
 What is a character?
 Can you name a character from the story?
 Where does the story happen?
 What happens at the beginning, middle and end of the story?
 What does it taste like?
 What will we need to make ...?
 How will we make it?

Key Enquiry Q's

What Spring means to me
 What happens to the world around me in Spring?
 How do the trees look?
 What do plants look like?
 What is the weather like?
 What do I need to wear when I am outdoors?
 What animals would we see in Spring?

Growing and changing
 What do seeds/crops need to grow?
 Is rain important for growth?
 Is sun important for growth?
 What does a caterpillar look like?
 What does a caterpillar eat?
 What size is a caterpillar?
 How does a caterpillar move?
 What does a caterpillar change into?
 What is a caterpillar's home called?
 How does a butterfly move?
 What happens when you mix colours?
 How do I celebrate Mother's Day?

Easter
 How do I celebrate Easter?
 What do I see and do at Easter?
 Do my friends celebrate in a different way?

Key Enquiry Q's

Amazing creatures and me
 What animals (pets) live with me?
 What minibeasts do you know?
 What animals would you see in the jungle?
 What animals would you see at a zoo?

Where do ... live?
 What do ... look like? (fur, feathers, skin, scales)
 Are ... big or small?
 What do ... eat?
 How many legs does a ... have?
 How do ... move?
 Can you talk about some of the similarities/differences ... have, just like you do?

What do animals do in Autumn?
 What do animals do in Winter?
 What do animals do in Spring?

Key Enquiry Q's

What Summer means to me
 What happens to the world around me in Summer?
 How do the trees look?
 What do plants look like?
 What is the weather like?
 What do I need to wear when I am outdoors?
 What animals would we see in Summer?


I do like to be beside the seaside
 Where do you like to go on holiday?
 What do you see at the seaside?
 How do you get there? (car, boat, plane) (land, sea, air)
 Who do you go on holiday with?
 What do you do on holiday?
 How do I celebrate Father's Day?
 What is your favourite sport?

Starting school (transition sessions)
 What is your teacher's name?
 Where is your classroom?
 What does it look like?
 Where are the toilets?
 Who are your friends?
 What are you most looking forward to?
 What are you least looking forward to?

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| | <p>This is me</p> <p>Unique, special, appearance, similarities, differences, body parts, home, family. Happy, sad, angry, frightened, calm.</p> <p>Blast off! Night, day, space, planet Earth, appearance, stars, sun, rocket, astronaut, moon</p> | <p>What Autumn means to me</p> <p>Autumn, trees, leaves, plants, animals, weather, sun, rain, drizzle, foggy, icy, frosty, clothing</p> <p>Special times for me Celebrate, birthday, presents Diwali, Diya lamps, feast Bonfire night, fireworks Chinese New Year, lanterns, Year of the ..., Red, luck Remembrance, brave Christmas, God, Jesus, Mary, Joseph, stable, nativity, Angel Gabriel, innkeeper, shepherds, wise men, manger</p> | <p>What Winter means to me</p> <p>Winter, trees, leaves, plants, animals, migrate, hibernate, weather, sun, rain, drizzle, foggy, cold, warm, icy, frosty, clothing, mittens, cosy.</p> <p>Delicious fairy tales and rhymes Characters, story structure (beginning, middle, end), setting, rhymes, Large, medium, small Food textures and tastes. Preparing (ingredients), weighing, mixing, appearance, cooking, tasting, baker.</p> | <p>What Spring means to me</p> <p>Spring, trees, leaves, plants, animals, weather, sun, rain, drizzle, foggy, warm, icy, frosty, clothing.</p> <p>Growing and changing Planting, compost/soil, seeds, rain, sun, growth. Metamorphosis, egg, caterpillar, food, appearance, movement, size, cocoon, butterfly. Colours, mixing, appearance,</p> <p>Easter Easter, Easter Eggs, rabbit, Easter Egg Hunt, Church, Jesus, bonnet, chocolate, hot cross buns, gifts, celebrate</p> | <p>Amazing creatures and me</p> <p>Pets, zoo, jungle, minibeasts, habitat, appearance, fur, feathers, skin, scales, size, legs, diet, food, animals in autumn, winter, spring, summer.</p> | <p>What Summer means to me</p> <p>Summer, trees, leaves, plants, animals, weather, sun, rain, drizzle, foggy, warm, clothing.</p> <p>I do like to be beside the seaside Holiday, journey, travel, transport (car, plane, boat, land, air, sea), destination, abroad, local, near, far, suitcase, luggage, passport, globe, map.</p> <p>Seaside, sea, ocean, swimming, beach, promenade, pier, rock pools, crab, beach, shells, paddle, seagull, sandcastle, pedalo, sailing boat, proud, shimmering, shiny, dazzling, glittering, delighted, swirling, glinting</p> <p>Starting school Transition, names, classroom, cloakroom, register, greeting, appearance, resources, activities, routine, visits</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 | | | | | | |
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| Enhancements and Enrichments Activities | <p>Activities</p> <p>This is me Self-portrait Handprint Self-registration – this is me Nature face using natural resources – this is me Colour Monster artwork Design and build my house</p> <p>Blast off! Night sky scene/collage Daytime scene/collage Design and build a space rocket and astronaut suit Design and build planet Earth, moon and stars. Marble painting of Earth (blue/green paint)</p> | <p>Activities</p> <p>What Autumn means to me Felt Seasons board Tuff tray: Autumn leaves, pine cones, acorns, animals. Autumn collage Leaf printing</p> <p>Special times for me</p> <p>Chinese Lantern Collage of a ... (year of the ...) Chinese stir fry</p> <p>Firework picture</p> <p>Diva lamp</p> <p>Nativity scene Advent calendar Christmas card Christmas calendar Christmas wish list Christmas crafts Christmas carol performance Christmas Party</p> | <p>Activities</p> <p>What Winter means to me Felt Seasons Board Tuff tray: Animals that hibernate in winter, nests Tuff tray: ice, animals</p> <p>Ice cube painting Den building Hedgehog craft Bird feeders Winter scene</p> <p>Delicious fairy tales and rhymes Porridge Teddy Bears Picnic Gingerbread biscuits (baking) Story character props Pancakes (Shrove Tuesday)</p> | <p>Activities</p> <p>What Spring means to me Felt Seasons Board Tuff tray: flowers, planting, compost, seeds, animals</p> <p>Growing and changing Observational drawing of a flower Build a flower Planting and growing flowers/vegetables Playdough caterpillar and food creations Observational drawing of a cocoon Create a butterfly (mixing colours)</p> <p>Celebrations Mother's Day Cards Portrait of someone special Mother's day performance</p> <p>Easter Cards Chocolate Easter nests Easter Bonnet Parade Easter Egg Hunt</p> | <p>Activities</p> <p>Amazing creatures and me</p> <p>Minibeasts and me Bug hunt (observe under magnifier/viewer) Spider in web craft 3D minibeast models Observational drawing of a minibeast Create a bug hotel Minibeast crafts Minibeast painted stones</p> <p>Jungle and me Jungle animal crafts Masks for role-play Jungle animal collage using different materials/patterns</p> <p>Zoo and me Zoo animal crafts Masks for role-play Face painting Safari role-play Dear Zoo letter Design and build a zoo Zoo charades Follow the map to locate the hidden zoo animals</p> | <p>Activities</p> <p>What Summer means to me Felt Seasons board Tuff tray: sand, buckets, spades, shells</p> <p>I do like to be beside the seaside Design/create a rainbow fish with glittering scales Octopus craft Dot to dot sea creatures Fishing game Rainbow Fish weaving Find the numbered fish game Design and build an ocean Pond dipping Hook a fish Sea Jigsaw puzzles Sandcastles Pack an imaginary case for a Summer holiday Create a map (seaside) Den building Paddling pool Water play Boats (sink/float)</p> <p>Father's Day Cards Father's Day breakfast</p> <p>Sports Day activities Sports Day medals</p> <p>Transition Graduation Day celebrations Graduation Certificate Graduation performance</p> |

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| Enhancements and Enrichments Visits/Visitors | Visits/Visitors This is me and Space | 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 | 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 be 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 | | Graduation and Garden Party with parents/carers. |
| | | Watch School Nativity | | | | |
| | | Informal parents/carers get together – Christmas carols and performance | | | | |
| | | Visit by Father Christmas | | | | |

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| Prime Areas of Learning Focus for 3 to 4 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 3-4 could be doing and how the adults and learning environments can support this. | | |
| Through positive relationships and enabling environments we will support each unique child to/when: | | |
| Phonics |  Little Wandle Letters and Sounds We follow the systematic synthetic phonics program of 'Little Wandle Letters and Sounds'. Phonics teaching will commence in Autumn 2 when the children have settled. Letters and Sounds - A complete Phonics resource to support children (littlewandlelettersandsounds.org.uk) | |
| Communication and Language Development | Autumn 1 & 2 Listening and Attention Listens to others in one-to-one or small groups, when conversation interests me. Listens to familiar stories with increasing attention and recall. Understanding Understands the use of objects e.g. which one do we cut with? Understands prepositions such as under, on top, behind, by carrying out an action or selecting correct picture. Speaking Beginning to use more complex sentences to link thoughts (using and, because). Able to use language in recalling past experiences. Retells a simple past event in the correct order e.g. went down slide, hurt finger. | Spring 1 & 2 Listening and Attention Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focus attention – still listen or do, but can change my own focus of attention. Understanding Responds to instructions with more elements e.g. give the big ball to me; collect up all the blocks and put them in the box. Speaking Uses talk to explain what is happening and anticipates what might happen next. Questions why things happen and gives explanations (asking who, what, when, how, questions). Beginning to use a range of tenses (play, playing, will play, played). May make some errors in language e.g. runned, and will absorb and use language I hear around me in my community and culture. |
| | Summer 1 & 2 Listening and Attention Able to follow directions (if not intently focused). Understanding Beginning to understand why and how questions. Speaking Uses intonation, rhythm, and phrasing to make the meaning clear to others. Talks more extensively about things that are of particular importance to me. Building up vocabulary that reflects the breadth of my experiences. Uses talk in pretending that objects stand for something else in play e.g. this box is my castle. | |

Autumn 1 & 2

Making relationships

Seeks out companionship with adults and other children, sharing experiences and play ideas. Uses experiences of adult behaviours to guide social relationships and interactions.

Sense of Self

Becoming more aware of the similarities and differences between myself and others in more detailed ways. Can identify myself in relation to social groups and to my peers. Sensitive to others' messages of appreciation or criticism.

Understanding Emotions

Expresses a wide range of feelings in my interactions with others and through my behaviour and play, including excitement and anxiety, guilt and self-doubt. May exhibit increased fearfulness of things like the dark or monsters etc. and possibly have nightmares.

Health and Self-Care

Tells adults when hungry, full up, tired or when want to rest, sleep or play. Observes and describes in words or actions the effects of physical activity on my body. Names and identifies different parts of my body. Takes practical action to reduce risk, showing my understanding that equipment and tools can be used safely. Washes and dries hands effectively.

Spring 1 & 2

Making relationships

Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions e.g. giving up a toy to another who wants it.

Sense of Self

Enjoys a sense of belonging through being involved in daily tasks. Aware of being evaluated by others and beginning to develop ideas about myself according to the messages I hear from others.

Understanding Emotions

Talks about how others might be feeling and respond according to their understanding of the other person's needs and wants.

Health and Self-Care

Takes practical action to reduce risk, showing my understanding that equipment and tools can be used safely. Washes and dries hands effectively and understands why this is important. Willing to try a range of different textures and tastes and express preferences. Able to name and identify different parts of my body.

Summer 1 & 2

Making relationships

Practicing skills of assertion, negotiation, and compromise. Looks to a supportive adult for help in resolving conflict with peers. Enjoys playing alone, alongside, and with others'. Invites others to play and attempts to join others' play.

Sense of Self

Able to show confidence and self-esteem through being outgoing towards people, taking risks, and trying new things or new social situations. Able to express needs and ask adults for help.

Understanding Emotions

More able to recognise the impact of choices and behaviours/actions on others, Knows that some actions can hurt others' feelings. Understands that expectations vary depending on different events, social situations and changes in routine. Becomes more able to adapt behaviour in favourable conditions.

Health and Self-Care

Able to observe and control breath. Able to take deep breaths, scrunching and releasing the breath. Able to mirror the playful actions or movements of another adult or child. Working towards a consistent, daily pattern in relation to eating, toileting, and sleeping routines, understanding why this is important. Gaining more bowel and bladder control. Able to attend to toileting needs most of the time myself.

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| Physical Development Gross Motor | <p>Access to outside is available everyday where there are numerous opportunities to develop various gross motor skills.</p> <p>Additionally, children partake in weekly 'Woodland Wanderers' opportunities to visit, explore and learn first-hand the wonders of the natural/woodland outdoor environment, supporting their lifelong learning in the natural world.</p> | | |
| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
| | <p>Climb stairs, steps and move across climbing equipment using alternate feet.</p> <p>Maintain balance using hands and body to stabilise.</p> <p>Walk down steps or slopes whilst carrying a small object, maintaining balance and stability.</p> | <p>Run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p> | <p>Grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p> <p>Create lines and circles pivoting from the shoulder and elbow.</p> <p>Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</p> <p>Dress with help e.g., put arms into open-fronted coat or shirt when held up, pull up my own trousers, pull up zipper once it is fastened at the bottom.</p> |
| Fine Motor Literacy and Writing | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
| | <p>Give meanings to their drawings and paintings.</p> <p>Ascribe meanings to signs, symbols, and words that I see in different places, including those I make myself.</p> | <p>Make up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>Include mark making and early writing in my play.</p> <p>Imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> | <p>Attempt to write my own name, or other names and words using combinations of lines, circles and curves, or letter-type shapes.</p> <p>Show interest in letters on a keyboard.</p> <p>Identify the initial letter of my own name and other familiar words.</p> <p>Begin to make letter-type shapes to represent the initial sound of my name and other familiar words.</p> |

Specific Areas of Learning

Reading

Listens to and joins in with stories and poems, when reading one-to-one and in small groups.
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
Beginning to be aware of the way stories are structured, and to tell my own stories.

Able to talk about events and principal characters in stories and suggest how the story might end.
Able to show interest in illustrations and words in print and digital books and words in the environment.
Recognises familiar words and signs such as my own name, advertising logos and screen icons.
Able to look at and enjoy print and digital books independently.

Understands that print carries meaning and, in English, is read from left to right and top to bottom.
Knows that information can be relayed through signs and symbols in various forms e.g. printed materials, digital screens and environmental print.

Handles books and touch screen technology carefully.
Holds books the correct way up with growing competence.

Beginning to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.

Beginning to develop phonological and phonemic awareness:
Shows awareness of rhyme and alliteration.
Recognises rhythm in spoken words, songs, poems, and rhymes.
Claps or taps the syllables in words during sound play.
Hears and says the initial sound in words.

Writing

Statements included in the Fine Motor, Literacy and Writing section above.

Literacy

Mastering the Curriculum

We follow the White Rose Scheme via Master the Curriculum.

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| Colours Matching Sorting | Number 1: Subitising, counting and numeral Number 2: Subitising Number 2: Counting, numeral Pattern | Number 3: Subitising 1:1 counting Numerals Triangles Number 4: Composition Number 5: 1:1 counting Number 5: Composition | Number 6 Introduce 10 frame Height and Length Mass Capacity | More than/fewer than One more, one less 2D shape Pattern 3D shape | Number composition 1 to 5 Night and day Order events Positional language |
| <p style="text-align: center;">Comparison</p> <p>Able to compare two small groups of objects.</p> <p style="text-align: center;">Counting</p> <p>May enjoy counting verbally as far as I can go. Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5.</p> <p style="text-align: center;">Cardinality</p> <p>Subitises one, two and three objects (without counting).</p> <p style="text-align: center;">Composition</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. Beginning to use understanding of number to solve practical problems in play and meaningful activities.</p> | | <p style="text-align: center;">Comparison</p> <p>Able to compare two small groups of up to five objects.</p> <p style="text-align: center;">Counting</p> <p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5.</p> <p style="text-align: center;">Cardinality</p> <p>Subitises one, two and three objects (without counting). Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).</p> <p style="text-align: center;">Composition</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. Beginning to use understanding of number to solve practical problems in play and meaningful activities. Beginning to recognise that each counting number is one more than the one before.</p> | | <p style="text-align: center;">Comparison</p> <p>Able to compare two small groups of up to five objects, saying when there are the same number of objects in each group e.g. you've got two, I've got two, same.</p> <p style="text-align: center;">Counting</p> <p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5. Uses number names and number language within play, and may show fascination with large numbers. Beginning to recognise numerals 0 to 10.</p> <p style="text-align: center;">Cardinality</p> <p>Subitises one, two and three objects (without counting). Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle). Links numerals with amounts up to 5 and maybe beyond. Explores using a range of their own marks and signs to which they ascribe mathematical meanings.</p> <p style="text-align: center;">Composition</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. Beginning to use understanding of number to solve practical problems in play and meaningful activities. Beginning to recognise that each counting number is one more than the one before. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> | |

Spatial Awareness
 Responds to language of position and direction.

Shape
 Chooses items based on their shape which are appropriate for purpose.
 Responds to both informal language and common shape names.

Pattern
 Creates their own spatial patterns.

Measures
 In meaningful contexts, finds the longer or shorter, heavier or lighter, and more/less full of two items.

Spatial Awareness
 Responds to and uses language of position and direction.

Shape
 Shows awareness of shape similarities and differences between objects.
 Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.

Pattern
 Creates their own spatial patterns, showing some organisation or regularity.
 Explores and adds to simple linear pattern of two or three repeating items e.g., stick, leaf (AB), or, stick, leaf, stone (ABC).

Measures
 In meaningful contexts, finds the longer or shorter, heavier or lighter, and more/less full of two items.
 Recalls a sequence of events in everyday life and stories.

Spatial Awareness
 Responds to and uses language of position and direction.
 Predicts, moves, and rotates objects to fit the space or create the shapes I would like.

Shape
 Shows awareness of shape similarities and differences between objects.
 Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.
 Attempts to create arches and enclosures when building, using trial and improvement to select blocks.

Pattern
 Creates their own spatial patterns, showing some organisation or regularity.
 Explores and adds to simple linear pattern of two or three repeating items e.g., stick, leaf (AB), or, stick, leaf, stone (ABC).
 Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next.

Measures
 In meaningful contexts, finds the longer or shorter, heavier or lighter, and more/less full of two items.
 Recalls a sequence of events in everyday life and stories.

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| Understanding the World | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
| | <p style="text-align: center;">People and Communities</p> <p>Shows interest in the lives of people who are familiar to me.</p> <p>Enjoys joining in with family customs and routines. Remembers and talks about significant events in my own experience.</p> <p style="text-align: center;">The World</p> <p>Comments and ask questions about aspects of my familiar world such as the place where I live or the natural world.</p> | <p style="text-align: center;">People and Communities</p> <p>Remembers and talks about significant events in my own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life indoors and outdoors.</p> <p style="text-align: center;">The World</p> <p>Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> | <p style="text-align: center;">People and Communities</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life indoors and outdoors.</p> <p>Knows some of the things that make me unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p style="text-align: center;">The World</p> <p>Talks about why things happen and how things work.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>Beginning to understand the effect my behaviour can have on the environment.</p> |
| Understanding the World Technology | <p>Computing in the Early Years does not mean just using a computer. It can be developed across almost every area of learning and as part of many different play-based activities. It involves exploring objects that work in different ways and can be used for different purposes. Mechanical toys that encourage exploration of cause and effect and imaginative play resources can all aid children’s understanding of computing and it’s real world applications e.g. old laptops, keyboards, old mobile phones, plug in phones, typewriters, vintage coffee grinders, weighing scales, cars, watch, clock, wind-up toys, toys with gears, levers, pulls, knobs or handles, an interactive whiteboard/cd player, headphones, voice recorder, light up vanity mirror, electrical microscope, lamp, beebots, torches, alarm clocks, role play pretend items, microwave, cooker, iron, washing machine, camera, fridge, drill, vacuum, television</p> | | |
| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
| | <p>Operates simple equipment e.g. turns on a CD player, uses a remote control, navigate touch-capable technology, with support.</p> <p>Shows interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.</p> | <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Understands that information can be retrieved from digital devices and the internet.</p> | <p>Plays with a range of materials to learn cause and effect, for example, make a string puppet using dowels and string to suspend the puppet.</p> |

Expressive Arts and Design

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)

Creating with Materials
Also refer to Enhancements and Enrichments – Activities

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| <p>Confident Artists: Self-portrait Skill: What is an artist?</p> | <p>Explores and learns how sounds and music can be changed. Moving in a range of ways. Enjoys joining in with moving, dancing, and ring games. Explores tools and techniques using modelling materials: Diva lamps Christmas focus: Collage (Peter Blake)</p> | <p>DT focus: Cooking and Nutrition Sensory experience (Gingerbread Man/Porridge) Sings familiar songs e.g. pop songs, songs from TV programmes, rhymes, songs from home. Taps out simple repeated rhythms. Developing an understanding of how to create and use sounds intentionally.</p> | <p>Continues to explore colour and how colour can be changed. Developing an understanding of using lines to enclose a space. Uses various construction materials e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. Beginning to use drawing to represent actions and objects. Observational drawings to explore change. Mother's Day Gifts Easter Gifts</p> | <p>Uses various construction materials e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. Beginning to use drawing to represent actions and objects based on imagination, observation and experience. Uses tools for a purpose. Animal patterns.</p> | <p>Uses tools for a purpose. Sand sculptures/pictures. Threading/sewing: Sea creatures Octopus Rainbow Fish Father's Day Gifts</p> |
| Autumn 1 & 2 | | Spring 1 & 2 | | Summer 1 & 2 | |
| <p>Being Imaginative and Expressive Uses movement and sounds to express experience, expertise, ideas and feelings. Experiments and creates movement in response to music, stories, and ideas.</p> | | <p>Being Imaginative and Expressive Creates sounds, movements, drawings to accompany stories. Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.</p> | | <p>Being Imaginative and Expressive Engaging in imaginative play based on own ideas or first-hand experiences. Using available resources to create props or create imaginary ones to support play. Plays alongside other children who are engaged in the same theme.</p> | |