







## Lady Katherine Leveson Long Term Curriculum Plan 2024/2025 for **PRE-SCHOOL (3-4-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	6 weeks	7 weeks	4 weeks	7 weeks
	<b>Theme:</b> This is me! Blast off! 	<b>Theme:</b> What Autumn means to me Special times for me 	<b>Theme:</b> What Winter means to me Delicious fairytales and rhymes 	<b>Theme:</b> What Spring means to me. Growing and changing 	<b>Theme:</b> Amazing creatures and me 	<b>Theme:</b> What Summer means to me I do like to be beside the seaside 
Who am I Space	Autumn Birthday, Diwali, Bonfire night, Chinese New Year, Remembrance, Christmas	Winter Traditional tales and rhymes <u>Repeat</u> Special times for me, Chinese New Year	Spring Growing and changing Mother's Day Easter <u>Repeat</u> Oral Hygiene <u>Repeat</u> Special times for me, Ramadan	Amazing creatures: Minibeasts Jungle animals Zoo animals Farm animals	Summer The Seaside Father's Day Sports Day Transition/Graduation	
<b>Key texts:</b> The Colour Monster goes to School Lulu's First Day The Tooth Book Rocket Girl Whatever Next Rocket  <b>Suggested supporting texts:</b> 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	<b>Key texts and rhymes:</b> Fletcher and the Falling Leaves Mr Men Little Miss Happy Diwali Billy's Fireworks Night The Nativity Autumn leaves are falling Twinkle Twinkle Little Star  <b>Suggested supporting texts:</b> 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	<b>Key texts:</b> Ouch! A thing called snow Goldilocks and the Three Bears The Gingerbread Man Spot Bakes a Cake Lanterns and Firecrackers  <b>Suggested supporting texts:</b> 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  The Great Race	<b>Key texts:</b> The Thing About Spring Jasper's Beanstalk The Very Hungry Caterpillar The Tooth Book and What About the Tooth Fairy? Paddington's Easter Egg Hunt Bilal Cooks Daal  <b>Suggested supporting texts:</b> 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	<b>Key texts:</b> Mad About Minibeasts Rumble in the Jungle Dear Zoo Fergus the Farmyard Dog Have you got my purr? On the Farm  <b>Suggested supporting texts:</b> 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	<b>Key texts:</b> Rainbow Fish Commotion in the Ocean Tiny Crab is a Tidy Crab Billy's Bucket  <b>Key texts transition:</b> Starting School  <b>Suggested supporting texts:</b> Ten Little Pirates The Snail and the Whale Tiddler The Train Ride Harry and the Dinosaurs go on Holiday	
<b>Texts to support Personal, Social and Emotional Development:</b> 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 <b>Texts to support Oral Hygiene:</b> The Tooth Book, We're Going to the Dentist, Peppa goes to the Dentist, Why should I brush my teeth? Let's brush our teeth. <b>Texts to support Toilet Training:</b> George's Potty, Cocomelon The Potty Song						

**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 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?

**Repeat**  
 Special Times for Me  
 How is Chinese New Year celebrated?

**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?

**Repeat**  
 Special times for me  
 Ramadan  
 Oral Hygiene

**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?  
 What animals would you see at the farm?

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?

Key vocabulary

<p><b>This is me</b></p> <p>Unique, special, appearance, similarities, differences, body parts, home, family. Happy, sad, angry, frightened, calm.</p> <p><b>Blast off!</b> Night, day, space, planet Earth, appearance, stars, sun, rocket, astronaut, moon</p>	<p><b>What Autumn means to me</b></p> <p>Autumn, trees, leaves, plants, animals, weather, sun, rain, drizzle, foggy, icy, frosty, clothing</p> <p><b>Special times for me</b> Celebrate, birthday, presents Diwali, Diva lamps, feast Bonfire night, fireworks Remembrance, brave Christmas, God, Jesus, Mary, Joseph, stable, nativity, Angel Gabriel, innkeeper, shepherds, wise men, manger</p>	<p><b>What Winter means to me</b></p> <p>Winter, trees, leaves, plants, animals, migrate, hibernate, weather, sun, rain, drizzle, foggy, cold, warm, icy, frosty, clothing, mittens, cosy.</p> <p><b>Repeat</b> Special Times for Me Celebrate, Chinese New Year. Lantern, Year of the ... , Red, luck.</p> <p><b>Delicious fairy tales and rhymes</b> 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><b>What Spring means to me</b></p> <p>Spring, trees, leaves, plants, animals, weather, sun, rain, drizzle, foggy, warm, icy, frosty, clothing.</p> <p><b>Growing and changing</b> Planting, compost/soil, seeds, rain, sun, growth. Metamorphosis, egg, caterpillar, food, appearance, movement, size, cocoon, butterfly. Colours, mixing, appearance,</p> <p><b>Easter</b> Easter, Easter Eggs, rabbit, Easter Egg Hunt, Church, Jesus, bonnet, chocolate, hot cross buns, gifts, celebrate</p> <p><b>Repeat</b> Special times for me, Ramadan Oral Hygiene</p>	<p><b>Amazing creatures and me</b></p> <p>Pets, zoo, jungle, farm, minibeasts, habitat, appearance, fur, feathers, skin, scales, size, legs, diet, food, animals in autumn, winter, spring, summer.</p>	<p><b>What Summer means to me</b></p> <p>Summer, trees, leaves, plants, animals, weather, sun, rain, drizzle, foggy, warm, clothing.</p> <p><b>I do like to be beside the seaside</b> Holiday, journey, travel, transport (car, plane, boat, land, air, sea), destination, abroad, local, near, far, suitcase, luggage, passport, globe, map. 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><b>Starting school</b> 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

Enhancements and Enrichments Activities

**Activities**

**First week**  
Settling-in and establishing routines  
Introduce class reward system  
Agree golden rules  
Self-registration

**This is me**  
Self-portrait  
Nature face using natural resources – this is me  
Colour Monster artwork  
Design and build my house  
Draw a picture of your family and home  
Self-portrait using playdough  
All about me activity  
Create your house using lolly pop sticks  
Who lives at my house activity  
Colour mixing with paint

**Oral Hygiene**  
Dentist role play.  
Brush Away – tooth brushing techniques.  
Paint a tooth – toothbrushing techniques.  
Spark conversation around dental health – brushing time activity.  
Paint away the cavities  
Brush away the cavities using toothbrushes  
Cut along the line from toothbrush to toothpaste

**Healthy Eating**  
Healthy eating plate

**Blast off!**  
Night sky scene/collage

**Activities**

**What Autumn means to me**  
Felt Seasons board  
Tuff tray: Autumn leaves, pine cones, acorns, animals.  
Autumn collage  
Leaf printing

**Nursery Rhyme Week**

**Special times for me**  
Firework picture  
Diva lamp  
Nativity scene  
Advent calendar  
Christmas card  
Christmas calendar  
Christmas wish list  
Christmas crafts  
Christmas carol performance  
Christmas Party

**Activities**

**What Winter means to me**  
Felt Seasons Board  
Tuff tray: Animals that hibernate in winter, nests  
Tuff tray: ice, animals  
Seasonal craft – Winter scene, snow person  
Hibernating/migrating crafts  
Den building  
Bird feeders

**Delicious fairy tales and rhymes**

Craft activities  
Collage art  
Sequencing events  
Teddy Bears Picnic  
Story character props  
Porridge  
Teddy Bear Toast  
Gingerbread biscuits, cakes, flapjack, chocolate crispy cakes, fruit kebabs (preparing, mixing ingredients, baking, icing, tasting)  
Pancakes (Shrove Tuesday)

**Repeat**

Special Times for Me  
Chinese Lantern  
College art  
Chinse Stir Fry  
Dragon collage artwork

**Activities**

**What Spring means to me**  
Felt Seasons Board  
Tuff tray - planting  
Finger print painting (Winter to Spring)  
Four Seasons artwork  
Fruit print painting

**Growing and changing**

Observational drawing of a flower  
Build a flower  
Planting and growing flowers/vegetables  
Observational drawing of a cocoon  
Create a butterfly pattern (mixing colours)  
Beanstalk number game  
Beanstalk sequencing cards

**Celebrations**

**Mother's Day** Cards, Gifts, Performance.  
Portrait of someone special

**Easter**

Easter cards and gifts  
Chocolate Easter nests  
Easter Egg Hunt  
Easter baskets  
Easter egg repeated patterns  
Easter egg leaf art  
Easter egg trail - Church  
Easter Bonnet creations  
Easter Bonnet Parade

**Repeat**

Oral Hygiene activities  
Special Times for Me,  
Ramadan

**Activities**

**Amazing creatures and me**

**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  
Minibeast lacing cards

**Jungle and me**  
Jungle animal crafts and collage (different textures/materials)  
Masks for role-play  
Jungle animal collage using different materials/patterns  
Mystery bag (containing jungle animals)  
Jungle animal pattern quilt

Guess the jungle animal sound  
Jungle animal book marks, jigsaw puzzles, games.

Jungle animals masks.  
Face painting.  
Jungle vine (gross motor)

Jungle animal dice game (movement).  
Repeated patterns on a snake.

Create a map to guide us to the 'jungle' (forest)

**Zoo and me**

Zoo animal crafts  
Masks for role-play  
Face painting  
Safari role-play  
Dear Zoo letter

**Activities**

**What Summer means to me**  
Felt Seasons board  
Tuff tray: sand, buckets, spades, shells

**I do like to be beside the seaside Under the sea**

Design/create a rainbow fish with glittering scales  
Octopus craft  
Blue Whale craft activity  
Dot to dot sea creatures  
Rainbow fish weaving  
Hide and seek the numbered fish?  
Ocean creatures silhouette painting  
Repeated pattern fish  
Jellyfish art (threading)  
Fishing game  
Sea jigsaw puzzles  
Under the sea collage  
Mystery under the sea bag

**Seaside**

Design and build an ocean  
Create a seaside scene  
Create a map to the seaside (link to treasure hunt)

Den building  
Sandcastles  
Sand play  
Water play (different sized buckets)  
Water play – objects that sink/float  
Playdough beach mat scene  
Mystery seaside bag – guessing game


**Travel**

Pack an imaginary summer suitcase  
Make a paper aeroplane

	<p>Daytime scene/collage  Day/night sorting activity  Pumpkin apple night scene  Design and build a space rocket and astronaut suit  Play telescope  Paper mâché Earth  Paper mâché Moon</p>				<p>Design and build a zoo  Zoo charades  Follow the map to locate the hidden zoo animals  What zoo animal is missing? (game)  Dear Zoo letter to request a pet  Design a zoo playmat  Sort zoo animals according to attributes  Sorting – who lives in a zoo?  <b>Farm and me</b>  Craft activities  Farm animal lacing cards  Design a farm  Farm animals (using shapes)  Observational drawing of a farm animal  Hobbyhorse craft  Farm animal shadow drawing.</p>	<p>Make a boat (sink/float)  Traffic light game  <b>Summer fun</b>  Pond dipping  Hook a fish  Paddling pool fun  Mini golf  Volleyball  Put on a puppet show  Make your own fruit ice lolly  Matching pairs game  <b>Father's Day</b>  Father's Day Cards  Father's Day breakfast  <b>Sports Day</b>  Rehearsals  Sports Day activities  Sports Day medals  <b>Transition</b>  Transition booklet (new Reception classroom)  Graduation Day celebrations  Graduation Day Hats  Graduation Day Photographs  Graduation Certificate  Graduation performance – rehearse songs</p>
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<b>WOODLAND WANDERERS</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
	<b>WOODLAND WANDERERS ACTIVITY PLAN</b>	<b>WOODLAND WANDERERS ACTIVITY PLAN</b>	<b>WOODLAND WANDERERS ACTIVITY PLAN</b>	<b>WOODLAND WANDERERS ACTIVITY PLAN</b>	<b>WOODLAND WANDERERS ACTIVITY PLAN</b>	<b>WOODLAND WANDERERS ACTIVITY PLAN</b>
	<p>Settling in</p> <p>Nature Faces</p> <p>Apples: Cutting and making apple sauce</p> <p>Hedgehog using fallen leaves</p> <p>Space rocks</p> <p>The sky is falling in story. Finding acorns and recognising the tree</p> <p>Walk and observe the colour of trees. Bare tree template. Pegs and cotton wool to print colours onto the bare tree template</p> <p>Leaf crowns</p>	<p>Link to Diwali – make Rangoli patterns using leaves and sticks etc.</p>				

Enhancements and Enrichments Visits/Visitors	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Visits/Visitors	Visits/Visitors	Visits/Visitors	Visits/Visitors	Visits/Visitors	Visits/Visitors
	<p><b>This is me and Space</b></p>	<p><b>What Autumn means to me and Special times for me</b></p>	<p><b>What Winter means to me and Delicious fairy tales and rhymes</b></p>	<p><b>What Spring means to me and Growing and changing</b></p>	<p><b>Amazing creatures and me</b></p>	<p><b>What Summer means to me and I do like to be beside the seaside</b></p>
	<p>Outdoor exploration - forest</p>	<p>Outdoor exploration – forest</p>	<p>Outdoor exploration – forest</p>	<p>Outdoor exploration – forest</p>	<p>Outdoor exploration – forest</p>	<p>Outdoor exploration – forest</p>
	<p>Oral Health Visitor – Paediatric Dentist visited the setting to talk about the importance of oral hygiene</p>	<p>Drama Tots session about celebrations, with a Diwali and Fireworks theme.</p>	<p>Teddy Bears Picnic.</p>	<p>Drama Tots session about Spring and Easter.</p>	<p>'Curious Creatures' visit. Children to encounter first-hand a range of 'creatures'</p>	<p>Sports Day Celebrations with parents/carers.</p>
	<p>Visit Church (Harvest)</p>	<p>Drama Tots Christmas Special</p>	<p>Messy Church</p>	<p>Visit World Book Day promotion in the school hall</p>	<p>Messy Church</p>	<p>Graduation and Garden Party with parents/carers.</p>
	<p>Messy Church</p>	<p>Visit Church</p>		<p>Easter Bonnet Parade</p>	<p>Gate Farm Visit</p>	<p>Messy Church</p>
		<p>Messy Church</p>		<p>Easter Egg Trail organised by Church</p>		
		<p>Perform in the School Nativity</p>		<p>Messy Church</p>		
		<p>Informal parents/carers get together – Christmas carols and performance</p>				
		<p>Visit by Father Christmas</p>				

<b>Prime Areas of Learning Focus for 3 to 4 Provision</b> 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.			
<b>Through positive relationships and enabling environments we will support each unique child to/when:</b>			
<b>Phonics</b>	 <b>Little Wandle Letters and Sounds</b> 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. <a href="http://littlewandlelettersandsounds.org.uk">Letters and Sounds - A complete Phonics resource to support children (littlewandlelettersandsounds.org.uk)</a>		
<b>Communication and Language Development</b>	<b>Autumn 1 &amp; 2</b>  <b>Listening and Attention</b> Listens to others in one-to-one or small groups, when conversation interests me. Listens to familiar stories with increasing attention and recall.  <b>Understanding</b> 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.  <b>Speaking</b> 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.	<b>Spring 1 &amp; 2</b>  <b>Listening and Attention</b> 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.  <b>Understanding</b> 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.  <b>Speaking</b> 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.	<b>Summer 1 &amp; 2</b>  <b>Listening and Attention</b> Able to follow directions (if not intently focused).  <b>Understanding</b> Beginning to understand why and how questions.  <b>Speaking</b> 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.

<b>Physical Development Gross Motor</b>	<p><b>Access to outside is available everyday where there are numerous opportunities to develop various gross motor skills.</b></p> <p><b>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.</b></p>		
	<p><b>Autumn 1 &amp; 2</b></p> <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><b>Spring 1 &amp; 2</b></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><b>Summer 1 &amp; 2</b></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>
	<p><b>Following Striver journey of PE and Wellbeing to improve long-term physical and mental wellbeing Agility, Space and Movement. Gymnastics. Dance. Ball Skills.</b></p>		
<b>Fine Motor Literacy and Writing</b>	<p><b>Autumn 1 &amp; 2</b></p> <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><b>Spring 1 &amp; 2</b></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><b>Summer 1 &amp; 2</b></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.

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

**Comparison**

Able to compare two small groups of objects.

**Counting**

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.

**Cardinality**

Subitises one, two and three objects (without counting).

**Composition**

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.

**Comparison**

Able to compare two small groups of up to five objects.

**Counting**

Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5.

**Cardinality**

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).

**Composition**

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.

**Comparison**

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.

**Counting**

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.

**Cardinality**

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.

**Composition**

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.

**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.

Understanding the World	<b>Autumn 1 &amp; 2</b>	<b>Spring 1 &amp; 2</b>	<b>Summer 1 &amp; 2</b>
	<p style="text-align: center;"><b>People and Communities</b></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;"><b>The World</b></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;"><b>People and Communities</b></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;"><b>The World</b></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;"><b>People and Communities</b></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;"><b>The World</b></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><b>Computing</b> 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>		
	<b>Autumn 1 &amp; 2</b>	<b>Spring 1 &amp; 2</b>	<b>Summer 1 &amp; 2</b>
	<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*

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Confident Artists:</p> <p style="text-align: center;">Self-portrait</p> <p>Skill: What is an artist?</p>	<p>Explores and learns how sounds and music can be changed.</p> <p>Moving in a range of ways.</p> <p>Enjoys joining in with moving, dancing, and ring games.</p> <p>Explores tools and techniques using modelling materials: Diva lamps</p> <p>Christmas focus: Collage (Peter Blake)</p>	<p><b>DT focus:</b></p> <p>Cooking and Nutrition Sensory experience (Gingerbread, Porridge, Flapjack, Chocolate Crispy Cakes, Cup Cakes)</p> <p>Sings familiar songs e.g. pop songs, songs from TV programmes, rhymes, songs from home.</p> <p>Taps out simple repeated rhythms.</p> <p>Developing an understanding of how to create and use sounds intentionally.</p>	<p>Continues to explore colour and how colour can be changed.</p> <p>Developing an understanding of using lines to enclose a space.</p> <p>Uses various construction materials e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p>Beginning to use drawing to represent actions and objects.</p> <p>Observational drawings to explore change.</p> <p>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.</p> <p>Beginning to use drawing to represent actions and objects based on imagination, observation and experience.</p> <p>Uses tools for a purpose.</p> <p>Animal patterns.</p>	<p>Uses tools for a purpose.</p> <p style="text-align: center;">Sand sculptures/pictures.</p> <p>Threading/sewing: Sea creatures Octopus Rainbow Fish</p> <p>Father's Day Gifts</p>
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<p><b>Autumn 1 &amp; 2</b></p> <p><b>Being Imaginative and Expressive</b>                      Uses movement and sounds to express experience, expertise, ideas and feelings.                      Experiments and creates movement in response to music, stories, and ideas.</p>	<p><b>Spring 1 &amp; 2</b></p> <p><b>Being Imaginative and Expressive</b>                      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><b>Summer 1 &amp; 2</b></p> <p><b>Being Imaginative and Expressive</b>                      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>
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