

Lady Katherine Leveson Long Term Curriculum Plan 2024/2025 for **PRE-SCHOOL (N) (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
	Theme: This is me! Blast off! 	Theme: What Autumn means to me Special times for me 	Theme: What Winter means to me Delicious fairytales and rhymes 	Theme: What Spring means to me. Growing and changing 	Theme: Amazing creatures and me 	Theme: 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
	Key texts: The Colour Monster goes to School Lulu's First Day The Tooth Book Rocket Girl Whatever Next Rocket 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	Key texts and rhymes: Fletcher and the Falling Leaves The Leaf Thief Mr Men Little Miss Happy Diwali Billy's Fireworks Night The Nativity Mr Men The Christmas Tree Jingle Bells (rhyming) Twas the Night before Christmas (rhyming) Autumn leaves are falling Twinkle Twinkle Little Star 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	Key texts: Ouch! A thing called snow Goldilocks and the Three Bears The Gingerbread Man Lanterns and Firecrackers Cinderella The Tiger Who Came to Tea 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 The Great Race	Key texts: The Very Hungry Caterpillar World Book Day – Week Jasper's Beanstalk The Thing About Spring The Tooth Book and What About the Tooth Fairy? Easter Story Paddington's Easter Egg Hunt Bilal Cooks Daal 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	Key texts: Mad About Minibeasts Rumble in the Jungle Dear Zoo Fergus the Farmyard Dog Have you got my purr? On the Farm 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	Key texts: Rainbow Fish Commotion in the Ocean Tiny Crab is a Tidy Crab Billy's Bucket Key texts transition: Starting School Suggested supporting texts: Ten Little Pirates The Snail and the Whale Tiddler The Train Ride Harry and the Dinosaurs go on Holiday

	<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, Why should I brush my teeth? Let's brush our teeth.</p> <p>Texts to support Toilet Training: George's Potty, Cocomelon The Potty Song</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 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>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, Diva lamps, feast Bonfire night, fireworks 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>Repeat Special Times for Me Celebrate, Chinese New Year. Lantern, Year of the ..., Red, luck.</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>Repeat Special times for me, Ramadan Oral Hygiene</p>	<p>Amazing creatures and me</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>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. 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>
	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
Autumn tree using tissue paper
Hedgehog craft (patterns)
Squirrel artwork

Nursery Rhyme Week
Activities linked to daily rhyme.

Special times for me
Fingerprint firework picture
Diva lamp
Rangoli patterns using colourful gems
Poppy artwork
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
Autumn and Winter Tree craft activity
Clay and Twig hedgehogs
Ice – sea creature rescue
Hibernating/migrating crafts
Den building
Bird feeders

Scissor skills
Winter Robin artwork
Winter snowman
Winter mittens number bingo
Winter owl

Delicious fairy tales and rhymes
Craft activities
Collage art
Sequencing events

Goldilocks
Porridge
Flapjacks
Teddy Bear Toast
Three bear craft (scissors)
Three bear sequencing
Teddy Bear Picnic

Gingerbread
Gingerbread cookies, with writing icing
Gingerbread
Story sequencing activity

Cinderella
Cinderella's Clock – add numbers (scissors)
Cinderella's Ball
Cup Cakes
Cookies

Emotions
'Know yourself' 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
Beanstalk number game
Beanstalk sequencing cards

Hungry Caterpillar
Butterfly life cycle sequencing
Caterpillar name craft
Hungry Caterpillar number game

Celebrations

St David's Day
Daffodil observational painting

Shrove Tuesday
Pancakes

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

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

	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>Tiger Who Came to Tea Number game Bake a cake Story sequencing</p> <p>Valentine's Day Card and gift for someone special</p> <p>Repeat Special Times for Me</p> <p>Chinese New Year Chinse Stir Fry College art Noodles Paper chain snake craft</p>	Easter egg trail - Church Easter Bonnet creations Easter Bonnet Parade <p>Repeat Oral Hygiene activities Special Times for Me, Ramadan</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? <p>Farm and me 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>	Make a boat (sink/float) Traffic light game <p>Summer fun 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</p> <p>Father's Day Father's Day Cards Father's Day breakfast</p> <p>Sports Day Rehearsals Sports Day activities Sports Day medals</p> <p>Transition 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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WOODLAND WANDERERS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	WOODLAND WANDERERS ACTIVITY PLAN	WOODLAND WANDERERS ACTIVITY PLAN	WOODLAND WANDERERS ACTIVITY PLAN	WOODLAND WANDERERS ACTIVITY PLAN	WOODLAND WANDERERS ACTIVITY PLAN	WOODLAND WANDERERS ACTIVITY PLAN
	<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> <p>Autumn leaves – threading onto a cardboard tree (group activity)</p> <p>Making nests/animal habitats. Animals in Autumn.</p> <p>Wooden Christmas Bells (x 2 weeks)</p>	<p>Bird feeders – take to the forest (two weeks)</p> <p>Teddy Bear Picnic</p> <p>Worm Tally</p> <p>What is a stick?</p> <p>Love Bugs (Linked to Valentine's Day)</p>	<p>Butterfly Life Cycle</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
	This is me and Space	What Autumn means to me and Special times for me	What Winter means to me and Delicious fairy tales and rhymes	What Spring means to me and Growing and changing	Amazing creatures and me	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 – Paediatric Dentist visited the setting to talk about the importance of oral hygiene	Drama Tots Christmas Special	Teddy Bears Picnic.	Drama Tots session about Spring and Easter.	'Curious Creatures' visit. Children to encounter first-hand a range of 'creatures'	Sports Day Celebrations with parents/carers.
	Visit Church (Harvest)	Visit Church	Messy Church	Visit World Book Day promotion in the school hall	Messy Church	Graduation and Garden Party with parents/carers.
	Messy Church	Messy Church	Children's Mental Health Week (w/c 3 February 2025)	Easter Bonnet Parade	Gate Farm Visit	Messy Church
		Perform in the School Nativity		Easter Egg Trail organised by Church		
		Informal parents/carers get together – Christmas carols and performance		Messy Church		
		Visit by Father Christmas				
		Magical Elf Show				

	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 (nurture nook)

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.

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>		
	<p>Autumn 1 & 2</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>Spring 1 & 2</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>Summer 1 & 2</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>Following Striver journey of PE and Wellbeing to improve long-term physical and mental wellbeing</p> <p>Agility, Space and Movement. Gymnastics. Dance. Ball Skills.</p>		
	<p>Autumn 1 & 2</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>Spring 1 & 2</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>Summer 1 & 2</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
Literacy	<p>Reading</p> <p> 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. </p> <p> 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. </p> <p> 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. </p> <p> Handles books and touch screen technology carefully. Holds books the correct way up with growing competence. </p> <p> Beginning to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps. </p> <p> 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. </p> <p>Writing</p> <p><i>Statements included in the Fine Motor, Literacy and Writing section above.</i></p>

Mathematics	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
	<p>Comparison Able to compare two small groups of objects.</p> <p>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.</p> <p>Cardinality Subitises one, two and three objects (without counting).</p> <p>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.</p>		<p>Comparison Able to compare two small groups of up to five objects.</p> <p>Counting Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5.</p> <p>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).</p> <p>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.</p>		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	

<div>Mathematics</div>	<p>Spatial Awareness Responds to language of position and direction.</p> <p>Shape Chooses items based on their shape which are appropriate for purpose. Responds to both informal language and common shape names.</p> <p>Pattern Creates their own spatial patterns.</p> <p>Measures In meaningful contexts, finds the longer or shorter, heavier or lighter, and more/less full of two items.</p>	<p>Spatial Awareness Responds to and uses language of position and direction.</p> <p>Shape Shows awareness of shape similarities and differences between objects. Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.</p> <p>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).</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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Understanding the World	<p>Autumn 1 & 2</p> <p>People and Communities Shows interest in the lives of people who are familiar to me. Enjoys joining in with family customs and routines. Remembers and talks about significant events in my own experience.</p> <p>The World Comments and ask questions about aspects of my familiar world such as the place where I live or the natural world.</p>	<p>Spring 1 & 2</p> <p>People and Communities Remembers and talks about significant events in my own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life indoors and outdoors.</p> <p>The World Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>	<p>Summer 1 & 2</p> <p>People and Communities Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life indoors and outdoors. 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>The World Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. 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>		
	<p>Autumn 1 & 2</p> <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>Spring 1 & 2</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>Summer 1 & 2</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 <i>Also refer to Enhancements and Enrichments – Activities</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Confident Artists: Self-portrait Skill: What is an artist?	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)	DT focus: Cooking and Nutrition Sensory experience (Gingerbread, Porridge, Flapjack, Chocolate Crispy Cakes, Cup Cakes) 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.	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	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.	Uses tools for a purpose. Sand sculptures/pictures. Threading/sewing: Sea creatures Octopus Rainbow Fish Father's Day Gifts
	Autumn 1 & 2		Spring 1 & 2		Summer 1 & 2	
	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.		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.		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.	