












## Lady Katherine Leveson – Long Term Curriculum Plan 2025/2026 for NURSERY N1 (2-3-year-olds)

Key texts/Literacy themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks (inc baseline)	7 weeks	6 weeks	5 weeks	6 weeks	7 weeks
	<p><b>Theme:</b></p> <p>I wonder what makes me special</p>  <p>I wonder what is up in the sky</p> 	<p><b>Theme:</b></p> <p>I wonder what Autumn looks like</p>  <p>I wonder how we celebrate</p> 	<p><b>Theme:</b></p> <p>I wonder what Winter looks like</p>  <p>I wonder what happens after 'once upon a time'</p> 	<p><b>Theme:</b></p> <p>I wonder what Spring looks like</p>  	<p><b>Theme:</b></p> <p>I wonder what amazing creatures I can see</p> 	<p><b>Theme:</b></p> <p>I wonder what Summer looks like</p>  
	<p>Who am I Space Oral hygiene</p>	<p>Autumn Birthday, Diwali, Bonfire night, Chinese New Year, Remembrance, Christmas</p>	<p>Winter Traditional tales and rhymes <u>Repeat</u> I wonder how we celebrate? - Chinese New Year</p>	<p>Spring Growing and changing Mother's Day Easter <u>Repeat</u> Oral Hygiene <u>Repeat</u> I wonder how we celebrate? - Ramadan</p>	<p>Amazing creatures: Minibeasts Jungle animals Zoo animals Farm animals</p>	<p>Summer The Seaside Father's Day Sports Day</p>
	<p><b>Key text and Rhymes:</b> Maisy's Nursery Harry and the Dinosaurs go to school We're Going to the Dentist Peppa goes to the Dentist Zoom to the Moon Peppa in Space Roaring Rockets</p> <p><b>Suggested supporting texts:</b></p>	<p><b>Key text and Rhymes:</b> Hello Autumn Peppa's Diwali Billy's Fireworks Night The Bonfire Dance Buster Keeps Warm The Story of Christmas Spot's First Christmas Reindeer Peppa's Christmas Wish Autumn leaves are falling Twinkle Twinkle Little Star</p>	<p><b>Key text and Rhymes:</b> Where do animals go in Winter? Bear has a story to tell Goldilocks and the Three Bears Song/Rhyme The Gingerbread Man Song/Rhyme Cinderella Maisey's Chinese New Year Selection of favourite tales – children to choose</p>	<p><b>Key text and Rhymes:</b> The Very Hungry Caterpillar World Book Day – Week Titch Spring We're Going to the Dentist We're going on an Egg Hunt Easter story Ramadan, a lift and flap book</p>	<p><b>Key text and Rhymes:</b> The Very Hungry Caterpillar's Bug Hunt Down in the Jungle Doing the Animal Bop Old MacDonald had a Farm</p> <p><b>Suggested supporting texts:</b> The Tiger Who Came to Tea Mad About Minibeasts</p>	<p><b>Key text and Rhymes:</b> Tickly Octopus Peppa goes on holiday Pip and Posy – The New Friend Harry and the Dinosaurs go on holiday Don't Tickle the Dolphin! Selection of stories for children to choose from (2 weeks)</p> <p><b>Suggested supporting texts:</b></p>

	<p>Little Penguin Dives In Hide and Seek Pets Peace at Last The Smeds and the Smoos Mouse and the Moon Goodnight Digger Zoe and Beans Pants on the Moon!</p>	<p><b>Suggested supporting texts:</b> Peppa's Christmas Wish Socks for Santa Santa Claus has a busy night Teddy Bear's Birthday Surprise Goodbye Summer Hello Autumn The Leaf Thief Diwali Story Book</p>	<p><b>Suggested supporting texts:</b> Ouch! One Snowy Night Pip and Posy The Snowy Day Humpty Dumpty and other Nursery Rhymes Spot Bakes a Cake My First Chinese New Year</p>	<p><b>Suggested supporting texts:</b> The Thing About Spring Chicks Hello Little Chicks Old MacDonald had a Farm The Very Lazy Ladybird What the Ladybird Heard When I grow up (nature book) Tooth Fairy book</p>	<p>Topsy and Tim go to the zoo Big Bug Log Look Who's Popping Up in the Jungle Scruffy Teddy Super Safari In the Jungle Spot goes to the Farm The Very Funny Farm On the Farm Fergus The Farmyard Dog</p>	<p>Ten Little Pirates The Snail and the Whale Tiddler Hooray for Fish! Mr Men – Mr Small's Holiday Beach</p>
	<p><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</p> <p><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.</p> <p><b>Texts to support Toilet Training:</b> George's Potty, CoComelon The Potty Song.</p>					

**I wonder what makes me special?**

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

**I wonder what is up in the sky?**

- Join in with space themed songs and rhymes.
- Follows instructions to move in a variety of ways with modelling from adults.
- Experiment with instruments and body percussion to make space sounds.
- Use simple language to talk about space themed resources.

**I wonder what Autumn looks like?**

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

**I wonder how we celebrate?**

**Birthday**

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

**Bonfire night/Diwali**

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

**I wonder what Winter looks like?**

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

**I wonder what happens after 'once upon a time'?**

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

**I wonder what Spring looks like?**

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

**Growing and changing**

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

**I wonder what amazing creatures I can see?**

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

**I wonder what Summer looks like?**

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

**Seaside**

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

	<ul style="list-style-type: none"> <li>Identify day and night with visual aids.</li> <li>Count 1, 2,3 Blast off and jump in the air.</li> </ul>	<p>firework/bonfire displays.</p> <p><b>Remembrance</b></p> <ul style="list-style-type: none"> <li>Engage in stories about people being brave.</li> <li>Use simple language to talk about when they were brave.</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>Enjoy Christmas stories.</li> <li>Join in with songs and rhymes about Christmas.</li> <li>Talk about what they see when shown Christmas resources.</li> <li>Uses everyday materials to make representations of Christmas</li> <li>Join in with Christmas themed role play with adults, another child or independently.</li> <li>Talk about a present they have had.</li> </ul>	<ul style="list-style-type: none"> <li>Use tools to mix ingredients.</li> <li>Explore textures, smells and tastes of food.</li> <li>Mimic the characteristics of main characters.</li> <li>Recreate basic features of fairy tales in play with sounds, music and objects.</li> </ul> <p><b>Repeat: Special Times for Me</b></p> <ul style="list-style-type: none"> <li>Engage in stories about Chinese New Year.</li> <li>Talk about the Chinese New Year celebrations.</li> <li>Use everyday materials to make representations of Chinese New Year.</li> </ul>	<p>making shapes to create a Mother's Day card.</p> <p><b>Repeat: Oral Hygiene</b></p> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>Understand that Easter is a special time.</li> <li>Experiment with enclosing space and making shapes to create Easter cards.</li> <li>With peers, explore and investigate the outdoor environment to discover hidden Easter Eggs.</li> <li>Celebrate home achievements by joining the whole school Easter Bonnet Parade.</li> </ul>	<p>representations of animals.</p>	<ul style="list-style-type: none"> <li>Use musical instruments to make sea sounds.</li> <li>Know some of the key features of the seaside: sea, sand, ice cream, bucket, spade, fish and use the vocabulary when talking about the seaside to peers and adults.</li> <li>Work with an adult to create models to get to the seaside.</li> <li>Hold mark making tools with thumb and all fingers when making representations of the seaside and creating a Father's Day card.</li> <li>Move in a range of different ways.</li> </ul>
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<b>Key vocabulary</b>	<p><b>I wonder what makes me special?</b></p> <p>Eyes, nose, mouth, ears, head Happy, sad Home, mummy, daddy, grandma, etc.</p> <p><b>I wonder what is up in the sky?</b></p> <p>Night, day, Earth, stars, moon, sun</p>	<p><b>I wonder what Autumn looks like?</b></p> <p>Autumn, tree, windy, rainy, cold, scarf, gloves, coat</p> <p><b>I wonder how we celebrate?</b></p> <p>Celebrate Birthday, presents Bonfire night, Fireworks Diwali Brave Christmas, Jesus, Mary, Joseph</p>	<p><b>I wonder what Winter looks like?</b></p> <p>Winter, tree, wellingtons, cold, rainy, icy, scarf, gloves, coat, warm</p> <p><b>Repeat</b></p> <p><b>I wonder how we celebrate?</b></p> <p>Celebrate, Chinese New Year, Fireworks</p> <p><b>I wonder what happens after 'once upon a time'?</b></p> <p>Pages, beginning, end Big, little Taste, Ginger, Spice</p>	<p><b>I wonder what Spring looks like?</b></p> <p>Spring, warm, sunny, rainy, light coat</p> <p><b>Growing and changing</b></p> <p>Seeds, flowers, rain, sun</p> <p><b>Easter</b></p> <p>Easter Eggs, chocolate, bunny, bonnet, celebrate</p> <p><b>Repeat</b></p> <p><b>I wonder how we celebrate? - Ramadan</b></p> <p>Oral Hygiene</p>	<p><b>I wonder what amazing creatures I can see?</b></p> <p>Pets, soft, rough, zoo, jungle, minibeasts, size, Autumn, Winter, Spring, Summer.</p> <p>Hedgehog, Chick, Rabbit, Lion, Tiger, Elephant, Snake, Seal, Monkey.</p> <p>Cow, horse, pig, chickens, sheep.</p>	<p><b>I wonder what Summer looks like?</b></p> <p>Summer, sunny, warm, t-shirt, shorts, sandals, hat</p> <p><b>Seaside</b></p> <p>Sea, sand, ice-cream, bucket, spade, fish</p> <p>Swimming, beach, sea, sandcastle. Octopus, starfish, fish, oyster, eel, boat</p>
	<b>Enhancements, Enrichments, Activities, Visits and Visitors will be adapted or added to depending on the needs, interests and experiences of the cohort.</b>					
<b>Enhancements and Enrichments Activities</b>	<p><b>I wonder what Autumn looks like?</b></p> <p>Outdoor exploration Felt Seasons Board</p> <p><b>Role play/small world based learning</b></p> <p><b>First week</b> Setting-in and establishing routines Introduce class reward system Agree golden rules Self-registration</p> <p><b>I wonder what makes me special?</b></p>	<p><b>I wonder what Autumn looks like?</b></p> <p>Outdoor exploration Seasonal craft Felt Seasons Board Autumn tree art Hedgehog craft Squirrel fingerprint painting Fall freeze dance</p> <p><b>Role play/small world based learning</b></p> <p><b>Nursery Rhyme Week</b> Activities linked to daily rhymes</p> <p><b>I wonder how we celebrate?</b></p> <p><b>Happy Birthday</b> song</p>	<p><b>I wonder what Winter looks like?</b></p> <p>Outdoor exploration Den building Felt Seasons Board Winter tree fingerprint painting Hibernating hedgehog craft Frozen pom poms sensory activity</p> <p>Polar Bear in Winter craft Winter snowman craft Winter hat Winter owl (above scissor skills)</p>	<p><b>I wonder what Spring looks like?</b></p> <p>Outdoor exploration Seasonal craft Felt Seasons Board Fingerprint painting (Winter to Spring) Four Seasons artwork Bird in a nest craft (Spring) Flower art (Spring) Outdoor Spring observational walks Signs of Spring – bumblebee craft using paint and cotton wool</p> <p><b>Role play/small world based learning</b></p>	<p><b>I wonder what amazing creatures I can see?</b></p> <p>Outdoor exploration Felt Seasons Board</p> <p><b>Role play/small world based learning</b></p> <p><b>Minibeasts</b> Bug house Wiggly worm sensory play and painting Minibeast crafts: ladybird, spider, etc. Playdough minibeast creations Move like minibeasts (crawl, jump, etc.)</p>	<p><b>I wonder what Summer looks like?</b></p> <p>Outdoor exploration Seasonal craft Felt Seasons Board Summer flower handprint painting Summer sun craft</p> <p><b>Role play/small world based learning</b></p> <p>Peppa's travel role play Let's go on holiday imaginary play Dinosaur picnic imaginary play Dinosaur travel role play Ice-cream stand role play Beach shop role play</p>

	<p>This is me picture, matching colour of eyes/hair This is me – self-portrait using playdough This is me – handprint and footprint This is my house – build a house using different shaped wooden bricks Use simple shapes to create a house Role-play – people who help us: doctors, nurses, firefighters, police officers, teachers, dentist. Use spray bottles to put out a pretend fire (role play) Traffic light game – following simple instructions Head, Shoulders, Knees and Toes song Simon Says ... Musical instruments Movement and dance Singing songs/rhymes</p> <p><b>Harry and the Dinosaurs book – link</b> Dinosaurs and buckets Dinosaurs and diggers Mark making with dinosaurs Play partner activities</p> <p><b>Oral Hygiene</b> Dentist role play Toothbrushes, using foam Toothbrushes, using paint Playdough dentist Foam play using toothbrushes</p>	<p>Singing songs/rhymes</p> <p><b>Fireworks</b> picture Firework stamping activity Firework handprints Firework sound bottles</p> <p><b>Rangoli</b> patterns in paint</p> <p><b>Poppy</b> handprint painting Poppy artwork</p> <p><b>Christmas</b> crafts Handprint reindeer Decorated gingerbread Felt Christmas stocking footprint Snowman cookies Snowman craft Christmas wreath Pompom Christmas Tree painting Sequinned Christmas bauble Father Christmas craft Christmas folders Wooden Christmas ornaments Party Hat creations Christmas card Christmas calendar Christmas wish list Christmas carol performance Christmas Party Photograph Paper chains</p> <p><b>Advent</b> Church Advent Trail</p>	<p><b>Role play/small world based learning</b></p> <p><b>I wonder what happens after ‘once upon a time’?</b></p> <p>Singing songs/rhymes, with actions Recreate stories using props Craft activities Collage art Sequencing events Musical instruments Small world</p> <p><b>Goldilocks</b> Porridge Teddy Bear Toast Teddy Bear Picnic Flapjack Bear face mask Role play – organising by size</p> <p><b>Gingerbread</b> Gingerbread cookie and writing icing Gingerbread Gingerbread shape craft activity</p> <p><b>Cinderella</b> Decorate Cinderella’s glass slipper Matching pairs Design a crown Cinderella’s Ball Magic Wands Cup Cakes Cookies</p> <p><b>Fairy Tales</b> Number pocket game Bake a cake</p>	<p><b>Growing and changing</b> Singing songs/rhymes, with actions Moving like different creatures Playdough caterpillar creations Caterpillar craft using paint and cardboard tubes Bug Hunt Feed the hungry caterpillar game (arts and crafts and throwing) Hungry Caterpillar Snap Cress heads Planting seeds Playdough flowers</p> <p>Movement game – big and small Build like Titch Titch’s big and small clothes Titch’s balloon adventure (big and small)</p> <p><b>World Book Day</b> Story book character masks Bookmarks Recreate favourite stories through movement, action and sound Computer games (puzzles)</p> <p>Colour mixing experiences</p> <p><b>Red Nose Day</b> Face painting Balloon faces (emotions)</p> <p><b>St David’s Day</b> Handprint Daffodils</p>	<p>Create a minibeast habitat outside Minibeast garden craft</p> <p><b>Jungle</b> Organise jungle animals by type and size Jungle animal crafts Jungle animal toy wash (sensory play) Face painting Jigsaw puzzles Create animal sounds using musical instruments Move like different animals Small world construction Jungle animal bookmarks Jungle animal masks Jungle animal collage using different textures and materials Jungle animal vine (gross motor)</p> <p><b>Zoo</b> Animal movement parade (move like different zoo animals) Zoo animal footprint painting Zoo animal crafts: giraffe, lion, etc. Water play with zoo animals Create animal sounds using musical instruments Playdough zoo animals Zoo animal snap Jigsaw puzzles Zoo animal dice game (movement)</p>	<p><b>Seaside</b> Seaside crafts, pictures and mark-making Fuzzy felt seaside pictures Collaborative model of going to the seaside Sand play (wet and dry) Sand tray with sea shells Water play Seaside sensory play Seaside scene collage Shell sorting and counting Ice-cream painting craft Watch a puppet show Make your own fruit ice lolly Pepp’s plane collage Paper plate beach using different textures What’s in the beach bag?</p> <p><b>Sound awareness</b> Nursery rhymes, using musical instruments</p> <p><b>Sensory</b> Dinosaur Ice cubes (sensory and early science) Frozen ocean creatures</p> <p><b>Sea</b> Sea animal felt world Sea jigsaw puzzles Small-world water play with sea creatures Bubble wrap fish painting Paper plate fish art Under the sea artwork Underwater adventure Tickle the animal game Jellyfish arts and craft activity Sea spray painting Wiggle like a whale movement game</p>
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	<p>Water play – toothbrushing techniques Toothbrush play – brush the playdough off the model teeth Feed the tooth puppet healthy foods</p> <p><b>Healthy Eating</b> Fruit paint printing Apple printing</p> <p><b>Pumpkin</b> carving Apple print pumpkins</p> <p><b>I wonder what is up in the sky?</b> Shape rocket Simple day/night scene Planet Earth marble painting Paper plate sun craft Bubble moon painting Play telescope Autumn leaves are falling – painting Paper plate sun craft Stars in the night sky scene</p>		<p>Gross motor mark-making activity</p> <p><b>Emotions</b> Self-portrait painting to express emotions</p> <p><b>Repeat</b> <b>I wonder how we celebrate?</b> Chinese New Year Noodles Chinese lantern Collage art</p> <p><b>Valentine’s Day</b> Card and artwork for someone special</p>	<p><b>St Patrick’s Day</b> Shamrock painting Musical shamrocks</p> <p><b>Shrove Tuesday</b> (Pancakes) Cooking and then tasting pancakes Pancake races</p> <p><b>Mother’s Day</b> Card Gift Photographs Performance</p> <p><b>Easter</b> Card and crafts Easter Egg hunt Easter Egg repeated patterns Easter Egg leaf art Easter Bonnet creations Easter Bonnet Parade Chocolate nests Easter baskets Easter Egg Trail – Church Easter bunny craft activity using tubes and paint Easter chick activity (arts and crafts) Easter Egg potato printing</p> <p><b>Oral Hygiene (Repeat)</b> Brush with a toy Playdough dentist Toothbrushing song Books</p>	<p><b>Farm</b> Farm animal colouring Farm animal headbands Small world play Create fluffy sheep using wool (textures) Farmyard jigsaw puzzles Farm animal craft activities</p>	<p>Under the sea bubble wrap painting Water play with sea creatures Wet and dry (sand exploration)</p> <p><b>Music</b> Musical instruments to accompany a selection of seaside songs</p> <p><b>Summer fun</b> Paddling pool fun Pond dipping Hook a duck Aluminium foil river for water play, with boats Washing station, washing and pegging out to dry</p> <p>Small-world play (bucketful of dinosaurs) Sorting dinosaurs by size</p> <p><b>Travel</b> Imaginary play (going on holiday) Taking photographs with an iPad Design and create a boat/aeroplane for role-play Water play with boats (big and small) Small-world play with planes, cars, etc. Create a boat Den building Summer suitcase Transportation sort</p> <p><b>Dinosaurs</b> Footprint painting</p> <p><b>Father’s Day</b> Father’s Day Card</p>
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						Father's Day breakfast  <b>Sports Day</b> Rehearsals Sports Day activities Sports Day medals
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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
	Settling in  Nature Faces  Apples: Cutting and making apple sauce  Hedgehog using fallen leaves  Space rocks  The sky is falling in story. Finding acorns and recognising the tree  Walk and observe the colour of trees. Bare tree template. Pegs and cotton wool to print colours onto the bare tree template  Leaf crowns  <b>[Autumn leaves]</b>	Link to Diwali – make Rangoli patterns using leaves and sticks etc.  Autumn leaves – threading onto a cardboard tree (group activity)  Toasting marshmallows round a fire pit  Making nests/animal habitats. Animals in Autumn.  Create a Christmas Tree using sticks found in the forest  Decorate our Wooden Forest Tree (made the previous week)  Wooden Christmas Bells (x 2 weeks)  <b>[Winter – hibernate)</b>	Bird feeders – take to the forest (two weeks)  Teddy Bear Picnic  Worm Tally  What is a stick?  Love Bugs (Linked to Valentine's Day)  <b>[Spring – signs of Spring]</b>	Signs of Spring Walk  Where's the Wind  Planting Beans  Bird Watching  Nest Making  Leaf Rubbing  Easter Egg Hunt  <b>[Spring – signs of Spring]</b>	Bug Hunt, using magnifying glasses and viewers  Woodland meets Jungle safari walk Jungle animals hidden along a woodland trail. Can you find the jungle animals? Can you make the animal sound? Can you move like the animal?  Squeezy bottle water blaster exploration Air pressure When you squeeze the bottle air is forced into the water pushing it out  World Bee Day Music and bee crafts Tasting honey  <b>[Summer]</b>	Walk to find pretty summer flowers in our local environment. Take photographs using sea stencils as outline.  Walk to support sound awareness. Listen to sounds in the environment during woodland walk (cars, horns, birds, wind blowing trees, etc.)  Insect Art for art competition  Weaving with natural materials  Bark rubbing  <b>[Summer]</b>

<b>Enhancements and Enrichments Visits and Visitors</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>Visits/Visitors</b>	<b>Visits/Visitors</b>	<b>Visits/Visitors</b>	<b>Visits/Visitors</b>	<b>Visits/Visitors</b>	<b>Visits/Visitors</b>
	<p data-bbox="286 210 544 266"><b>I wonder what makes me special?</b></p> <p data-bbox="286 266 544 322"><b>I wonder what is up in the sky?</b></p> <p data-bbox="300 346 530 402">Outdoor exploration - forest</p> <p data-bbox="277 426 553 601">Oral Health Visitor – Paediatric Dentist to visit the setting and talk to the children about the importance of oral hygiene</p> <p data-bbox="293 625 537 649">Visit Church (Harvest)</p> <p data-bbox="333 673 497 705">Messy Church</p>	<p data-bbox="589 210 857 266"><b>I wonder what Autumn looks like?</b></p> <p data-bbox="622 266 824 322"><b>I wonder how we celebrate?</b></p> <p data-bbox="607 346 842 402">Outdoor exploration – forest</p> <p data-bbox="591 426 857 481">Drama Tots – Christmas Special</p> <p data-bbox="658 505 790 537">Visit Church</p> <p data-bbox="645 561 804 593">Messy Church</p> <p data-bbox="607 617 842 673">Perform in the School Nativity</p> <p data-bbox="582 697 866 785">Informal parents/carers get together – Christmas carols and performance.</p> <p data-bbox="589 809 860 841">Visit by Father Christmas</p> <p data-bbox="629 865 819 896">Magical Elf Show</p>	<p data-bbox="909 210 1178 266"><b>I wonder what Winter looks like?</b></p> <p data-bbox="902 266 1184 322"><b>I wonder what happens after ‘once upon a time’?</b></p> <p data-bbox="927 346 1162 402">Outdoor exploration – forest</p> <p data-bbox="943 426 1146 458">Teddy Bears Picnic</p> <p data-bbox="969 481 1120 513">Messy Church</p> <p data-bbox="913 537 1176 593">Children’s Mental Health Week</p>	<p data-bbox="1223 210 1491 266"><b>I wonder what Spring looks like?</b></p> <p data-bbox="1234 290 1473 346">Outdoor exploration – forest</p> <p data-bbox="1240 370 1467 458">Drama Tots session about Spring and Easter.</p> <p data-bbox="1227 481 1480 569">Visit World Book Day promotion in the school hall</p> <p data-bbox="1234 593 1473 625">Easter Bonnet Parade</p> <p data-bbox="1240 649 1467 705">Easter Egg Trail organised by Church</p> <p data-bbox="1272 729 1435 761">Messy Church</p>	<p data-bbox="1512 210 1780 298"><b>I wonder what amazing creatures I can see?</b></p> <p data-bbox="1523 322 1762 378">Outdoor exploration – forest</p> <p data-bbox="1518 402 1767 513">‘Curious Creatures’ visit. Children to encounter first-hand a range of ‘creatures’.</p> <p data-bbox="1559 537 1727 569">Messy Church</p>	<p data-bbox="1798 210 2067 266"><b>I wonder what Summer looks like?</b></p> <p data-bbox="1809 290 2049 346">Outdoor exploration – forest</p> <p data-bbox="1794 370 2065 426">Sports Day Celebrations with parents/carers.</p> <p data-bbox="1845 450 2013 481">Messy Church</p>

**Prime Areas of Learning Focus for 2 to 3 Provision**

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

<b>Communication and Language Development</b>	<b>Through positive relationships and enabling environments we will support each unique child to/when:</b>		
	<b>Autumn 1 &amp; 2</b>	<b>Spring 1 &amp; 2</b>	<b>Summer 1 &amp; 2</b>
	<b>Listening and Attention</b>	<b>Listening and Attention</b>	<b>Listening and Attention</b>
	<b>Understanding</b>	<b>Understanding</b>	<b>Understanding</b>
	<b>Speaking</b>	<b>Speaking</b>	<b>Speaking</b>
		<b>Understanding</b>	

Listens with interest to the noises adults make when they read stories.  
Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.

Identifies action words by following simple instructions, e.g. Show me jumping.

Uses language to share feelings, experiences and thoughts.  
Holds a conversation, jumping from topic to topic.

Listens and shows interest in play with sounds, songs and rhymes.  
Single channelled attention; can shift to a different. Task if attention fully obtained – using child’s name helps focus.

Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet.  
Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?).  
Developing understanding of simple concepts (e.g. fast/slow, good/bad).

Holds a conversation, jumping from topic to topic.  
Learns new words very rapidly and is able to use them in communicating.

Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus.

Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?)  
Developing understanding of simple concepts (e.g. fast/slow, good/bad)

Uses a variety of questions (e.g. what, where, who?)  
Uses longer sentences (e.g. Mummy gonna work)  
Beginning to use word endings (e.g. going, cats)

**Autumn 1 & 2**

**Making relationships**

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

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

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

**Sense of self**

Knows their own name.

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

**Understanding emotions (nurture nook)**

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

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

**Health and Self-Care**

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

Feeds self competently

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

**Spring 1 & 2**

**Making relationships**

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

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

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

**Sense of self**

Knows their own name and their preferences and interests.

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

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

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

**Understanding emotions**

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

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

Seeks comfort from familiar adults when needed

**Summer 1 & 2**

**Making relationships**

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

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

**Sense of self**

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

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

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

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

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

**Understanding emotions**

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

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

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

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

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

**Autumn 1 & 2**

**Comparison**

Beginning to compare and recognise changes in numbers of things.

**Counting**

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

**Spatial Awareness**

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

**Shape**

Chooses puzzle pieces and tries to fit them in

**Pattern**

Joins in and anticipates repeated sound and action patterns

**Measures**

Explores differences in size, length, weight and capacity

**Spring 1 & 2**

**Comparison**

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

**Counting**

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

**Spatial Awareness**

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

**Shape**

Recognises that two objects have the same shape

**Pattern**

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

**Measures**

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

**Summer 1 & 2**

**Comparison**

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

**Counting**

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

**Spatial Awareness**

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

**Shape**

Makes simple constructions

**Pattern**

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

**Measures**

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

**We follow the White Rose Schemes of Learning for Nursery**

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