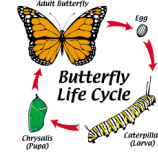


Lady Katherine Leveson Long Term Curriculum Plan 2026/2027 for **PRE-SCHOOL (N) (3-4-year-old's)**

Key texts/Literacy themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks (inc baseline)	7 weeks	6 weeks	5 weeks	7 weeks	7 weeks
	Theme:	Theme:	Theme:	Theme:	Theme:	Theme:
	I wonder what makes me special  I wonder what is up in the sky 	I wonder what Autumn looks like  I wonder how we celebrate 	I wonder what Winter looks like  I wonder what happens after 'once upon a time' 	I wonder what Spring looks like  	I wonder what amazing creatures I can see 	I wonder what Summer looks like  
	Who am I Space	Autumn Birthday, Diwali, Bonfire night, Chinese New Year, Remembrance, Christmas	Winter Traditional tales and rhymes <u>Repeat</u> I wonder how we celebrate? - Chinese New Year	Spring Growing and changing Mother's Day Easter <u>Repeat</u> Oral Hygiene <u>Repeat</u> I wonder how we celebrate? - 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 Why should I brush my teeth? Rocket Girl Whatever Next Rocket Suggested supporting texts: Be Brave Little Penguin My Pets Peace at Last The Smed's and the Smoos	Key texts and rhymes: Fletcher and the Falling Leaves The Leaf Thief Mr Men Little Miss Happy Diwali Billy's Fireworks Night The Bonfire Dance The Nativity Mr Men The Christmas Tree Jingle Bells (rhyming) Twas the Night before Christmas (rhyming) Autumn leaves are falling Twinkle Twinkle Little Star	Key texts: Ouch! A thing called snow OR The Snow Thief 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	Key texts: The Very Hungry Caterpillar World Book Day – Week Jasper's Beanstalk That's My Flower The Tooth Book and What About the Tooth Fairy? Paddington's Easter Egg Hunt Easter story Bilal Cooks Daal Suggested supporting texts: Spring I am a butterfly	Key texts: Mad About Minibeasts Twist and Hop Minibeast Bop Rumble in the Jungle Dear Zoo The Very Funny Farm Children to choose Suggested supporting texts: Monkey Puzzle The Tiger Who Came to Tea It could have been worse The Very Busy Spider Squeak the Lion	Key texts: Rainbow Fish Commotion in the Ocean Tiny Crab is a Tidy Crab Billy's Bucket The Sun Thief Children to choose from a selection of stories Key texts transition: Starting School Suggested supporting texts: Ten Little Pirates The Snail and the Whale Tiddler

	The First Hippo on the Moon Roaring rockets Zig and Zog Crash land on Earth	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	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	Scarecrow's Secret The Best Scarecrow Ever What's this? The Enormous Turnip The Very Lazy Ladybird What the Ladybird Heard The Thing About Spring	The Lion and the Mouse I'm in Charge! The Selfish Crocodile Not me, said the Monkey A Squash and a Squeeze Have you got my Purr On the Farm Fergus the Farmyard Dog Spot goes to the Farm	The Train Ride Harry and the Dinosaurs go on Holiday
	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 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. Texts to support Toilet Training: George's Potty, Cocomelon The Potty Song					

By the end of the theme children should have gained the knowledge and skills to answer the Key Enquiry Questions	Key Enquiry Q's	Key Enquiry Q's	Key Enquiry Q's	Key Enquiry Q's	Key Enquiry Q's	Key Enquiry Q's
	I wonder what makes me special? 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? I wonder what is up in the sky? 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?	I wonder what Autumn looks like? 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? I wonder how we celebrate? 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?	I wonder what Winter looks like? .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? I wonder what happens after 'once upon a time'? 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 I wonder how we celebrate? How is Chinese New Year celebrated?	I wonder what Spring looks like? 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 I wonder how we celebrate? - Ramadan Oral Hygiene	I wonder what amazing creatures I can see? 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?	I wonder what Summer looks like? 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? 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?

EYFS Vocabulary Progression for Provision

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Home Corner	Cutlery	Cleaning	Kettle	Frying Pan	Lamp	Ironing
Reading Area	Story	Page	Spine	Title	Character	End
Small World	Special	Celebration	Create	Change	Different	Ocean
Topic Table	Planet	Autumn	Winter	Spring	Creatures	Summer
Construction	Build	Join	Balance	Tallest	Bridge	Bricks
Craft/Art	Picture	Stick	Stir	Attach	Rough	Grainy
Malleable Area	Pinch	Poke	Knead	Smooth	Slice	Stretch
Nurture Nook	Happy, Sad Feelings					
Mark-Making	Marks: Shapes and Patterns. Meaning: Represents marks. Drawing: Recognisable people/objects. Early Writing: Attempts some recognisable letter shapes. Emerging Tripod Style Grip – Tripod Grip					
Maths	Vocabulary linked to White Rose					

Enhancements and Enrichments Activities Visits/Visitors will be adapted depending on the needs/interests/experiences of the cohort	Activities	Activities	Activities	Activities	Activities	Activities
	First week Settling-in and establishing routines Introduce class reward system Agree golden rules Self-registration I wonder what makes me special This is me jigsaw puzzle 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 All about me activity Create your house using lolly pop sticks Who lives at my house activity Colour mixing with paint Using string or blocks to measure children's height – who is tallest? Who is shortest? Mirror talk – I am special because ... All about me booklet – I wonder what makes me special Emotions face – how do you feel today? Oral Hygiene Dentist role play. Brush Away – tooth brushing techniques. Paint a tooth – toothbrushing techniques.	I wonder what Autumn looks like? Felt Seasons board Tuff tray: Autumn leaves, pine cones, acorns, animals. Autumn collage Autumn tree artwork Leaf printing Autumn tree using tissue paper Hedgehog craft (patterns) Clay hedgehogs Squirrel artwork Fall freeze dance Nursery Rhyme Week Activities linked to daily rhyme. I wonder how we celebrate? Firework fingerprint painting Firework night scene Firework artwork (paint and straws to create effect) 3D rocket Diva lamp Rangoli patterns using colourful gems Poppy artwork Nativity scene Advent calendar Christmas card Christmas calendar Photograph Christmas wish list Christmas crafts Paper chains	I wonder what Winter looks like? 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 Build/dress a snowman (scissor skills) (weather in winter) Snowflake counting activity Paper snowflakes Winter collage art Scissor skills Winter Robin artwork Winter snowman Winter mittens number bingo Winter owl I wonder what happens after 'once upon a time'? Craft activities Collage art Sequencing events Goldilocks Porridge (cooking) Flapjacks (cooking) Teddy Bear Toast Cookies (cooking) Decorate a Barney Bear sponge, using writing icing Wheat free playdough made – story characters Story sequence cards Three bear craft (scissors) Three bear sequencing Teddy Bear Picnic	I wonder what Spring looks like? Felt Seasons Board Tuff tray - planting Finger print painting (Winter to Spring) Four Seasons artwork Change of season artwork – Winter to Spring 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 Beanstalk craft Cress Heads Birds in a nest artwork (Spring) Winter to Spring artwork Outdoor observational walk Signs of Spring Bumblebee artwork (creating patterns/stripes) Who is the tallest? (measuring) Giant snakes and ladders (turn taking) Build tall and short towers Lego towers (tallest, shortest) Hungry Caterpillar Butterfly life cycle sequencing	I wonder what amazing creatures I can see? Minibeasts Create a bug hotel, using an old tyre Painted ladybird stones Air-dry modelling clay to create minibeasts Spider threading and craft Bug hunt (observe under magnifier/viewer) 3D minibeast models Butterfly symmetry painting (recap learning) Minibeast Bingo (turn taking) Painted ladybird stones Observational drawing of a minibeast Minibeast sorting/categories (where do minibeast live) (underground, on the ground, above the ground, flying insects) Jungle Jungle animal lacing cards (fine motor) Jungle animal enclosures Curious Creatures encounter Jungle animal shadow drawing Jungle vine obstacle course (gross motor) Face painting Jungle animal crafts and collage (different textures/materials) Masks for role-play	I wonder what Summer looks like? Felt Seasons board Tuff tray: sand, buckets, spades, shells Four seasons artwork (recap learning) Under the sea Themed artwork/collage (competition) Design/create a rainbow fish with glittering scales (repeated pattern) Octopus craft Blue Whale craft activity Dot to dot sea creatures Rainbow fish weaving Colour by number rainbow fish 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 Sink or float experiment Sea creature show and tell My favourite sea animal artwork Sea animal guessing game Create a boat and test to see if it floats Board games (turn taking) Seaside

	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 Good for teeth, bad for teeth – sorting activity Number toothbrushing games Dental cutting strips Tooth puzzle Healthy Eating Healthy eating plate Pumpkin apple night scene Pumpkin carving I wonder what is up in the sky I wonder what planet we live on Night sky scene/collage Daytime scene/collage Design and build a space rocket and astronaut suit Rocket picture using different shapes Clay aliens Play telescope Paper mâché Earth Paper mâché Moon Planet Earth tissue paper arts and crafts activity Moon rocks (science) Space rocket bingo (number recognition) Letter rocket Sorting activity – day and night	Christmas carol performance Reindeer art (different shapes) Christmas decorated gingerbread Snowman cookies Christmas stockings (patterns) Party Hat creations 3D snowman Christmas wreath Christmas tree art Christmas bauble (threading) Christmas crafts Christmas folders Wooden ornaments Christmas stocking Christmas Party Advent calendar Church – Advent Trail	Gingerbread Decorate a gingerbread person with writing icing Gingerbread flowers (cooking) Shortbread (cooking) Victoria Sponge (cooking) Chocolate crispy cakes (cooking) Story sequencing activity Gingerbread story characters on sticks for role play Cinderella Cinderella's Clock – add numbers (scissors) Cinderella's Ball (music, dance, movement) Crown (art and design) Star cookie wand (cooking) Cup Cakes (cooking) Cookies Story sequencing Matching pairs (glass slippers) Children's Mental Health Week Art activity Feelings through playdough Emotions 'Know yourself' artwork Tiger Who Came to Tea Number game Bake a cake Story sequencing Repeat I wonder how we celebrate? Chinese New Year Chinse Stir Fry College art	Butterfly symmetry painting Caterpillar name craft Hungry Caterpillar number game Story sequencing Rainbow pattern caterpillars (AB and ABC patterns) Hungry caterpillar name art Celebrations St David's Day Daffodil observational painting St Patrick's Day Pot of gold number activity Shape hat and craft (shapes and scissor skills) Shamrock – gluing and sticking (fine motor) Shrove Tuesday Cook and then taste pancakes World Book Day Design your own Story Cube Story Cube game to create imaginative stories (beginning, middle, end) Recreate favourite tales through movement, action and sound Computer games (puzzles) Story sequencing Book sharing moments Red Nose Day	Mystery bag (containing jungle animals) Jungle animal pattern quilt Guess the jungle animal sound Jungle animal book marks, jigsaw puzzles, games. Jungle animal dice game (movement). Repeated patterns on a snake. Create a map to guide us to the 'jungle' (forest) Jungle animal bingo (turn taking) Zoo Zoo animal guessing game Design a zoo Dear Zoo letter Zoo animal crafts Shadow drawing Masks for role-play Follow the map to locate the hidden zoo animals What zoo animal is missing? (game) Design a zoo playmat Sort zoo animals according to attributes Sorting – what animals live at a zoo? David Attenborough's 100th Birthday Celebrations Wildlife observational drawing Planting activity Weeding Farm Farm animal counting game	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 Sun helpers teamwork game Crayon resist sunset artwork (cause and effect) Environment Little picking (links to story of the Tidy Crab) Recycled art ocean animals (junk modelling) Link to Billy's Bucket What's in your bucket? (creative, imaginative, mark-making) How many in the bucket? (counting game) Bubble wrap painting Fishbowl craft (cutting) Emotions Emotions circle time (links to story of the Tidy Crab) Problem solving cards – what would Tiny Crab do?
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	Moon rock sorting by size		Noodles, with sweet and sour sauce (cooking), and prawn crackers Paper chain snake craft Shrove Tuesday Pancakes (cooking) Pancake races Valentine's Day Card and gift for someone special Heart shaped shortbread biscuits (cooking)	Face painting Balloon faces (emotions) Mother's Day Cards Gifts Photographs Performance Portrait of someone special Tea light glass jar hand painted using paint pens Oral Hygiene (Repeat) Toothbrushing song Brush away the cavities Role play dentist/patient Books to support learning Resources to support learning Easter Easter cards and gifts Chocolate Easter nests Chocolate Easter cakes Easter Egg Hunt Easter baskets Easter egg repeated patterns Easter egg leaf art Easter egg trail - Church Easter Bonnet creations Easter Bonnet Parade Easter bunny craft (threading activity) Repeated pattern Easter Egg Make an Easter Egg using air-dry modelling clay and then paint on a repeating pattern Mosaic Easter egg (scissor skills)	Design a farm (enclosures) Animal guessing game Roll a farm animal dice Craft activities Farm animal lacing cards Farm jigsaw puzzles and games (sharing and turn taking) Farmyard guessing game Farmyard hide and seek Down on the farm milking station Farm vegetable patch (number activity and scissor skills) Farmyard hide and seek Farm animal number game	Travel Pack an imaginary summer suitcase Make a paper aeroplane Make a boat (sink/float) Traffic light game 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 Father's Day Father's Day Cards Father's Day breakfast Father's Arts and Crafts Sports Day Rehearsals Sports Day activities Sports Day medals Transition Transition booklet (new Reception classroom) Let's talk about school (circle time) Can you draw a picture of your new classroom or teacher? Graduation Rehearsals Graduation Day celebrations Graduation Day Hats Graduation Day Photographs Graduation Certificate Graduation performance – rehearse songs
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						Talent Show End of term activities: Face painting Bouncy castle Musical statues Balloon modelling Party-time Music and Dance
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GAP ANALYSIS

Please refer to the [Lady K Nursery Gap Analysis Document for details](#)

WOODLAND WANDERERS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	WOODLAND WONDERERS ACTIVITY PLAN	WOODLAND WONDERERS ACTIVITY PLAN	WOODLAND WONDERERS ACTIVITY PLAN	WOODLAND WONDERERS ACTIVITY PLAN	WOODLAND WONDERERS ACTIVITY PLAN	WOODLAND WONDERERS 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	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. Christmas Tree, using sticks found in the forest. Decorate the forest Christmas Tree made the week before Wooden Christmas Bells (x 2 weeks)	Bird feeders – take to the forest (two weeks) Observational winter walk to look at ice/cold air and what is changing in the environment Teddy Bear Picnic Bird feeders, using cheerio's (fine motor) Make pretend binoculars, then bird watching Bird watch walk (forest) Worm Tally What is a stick? Love Bugs (Linked to Valentine's Day)	Where's the Wind Planting beans Signs of spring walk Flower threading egg (spring flowers) Easter Egg hunt Bird Watching Nest Making Leaf Rubbing	Bug Hunt, using magnifying glasses and viewers Bug Hunt (repeat) 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? Bird feeders, litter picking, and tidying up our nursery garden (Linked to David Attenborough's 100th Birthday Celebrations) World Land Trust Tuff tray farmyard play and learning Farm and farm animals Grass, mud, bark, small world toys World Bee Day Music, Craft, and tasting Honey Squeezy bottle water blaster exploration Air pressure	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.) Litter picking Move like Nature activity (see cards) Themed Artwork/Collage (competition) Bark rubbing Weaving with natural materials

	[Autumn leaves]	[Winter – hibernate)	[Spring – signs of Spring]	[Spring – signs of Spring]	When you squeeze the bottle air is forced into the water pushing it out [Summer]	[Summer]
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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
	I wonder what makes me special? I wonder what is up in the sky? Outdoor exploration - forest Oral Health Visitor – Paediatric Dentist visited the setting to talk about the importance of oral hygiene Visit Church (Harvest) Messy Church	I wonder what Autumn means to me? I wonder how we celebrate? Outdoor exploration – forest Drama Tots Christmas Special Visit Church Messy Church Perform in the School Nativity Informal parents/carers get together – Christmas carols and performance Visit by Father Christmas Magical Elf Show	I wonder what Winter looks like? I wonder what happens after ‘once upon a time’? Outdoor exploration – forest Teddy Bears Picnic. Messy Church Children’s Mental Health Week	I wonder what Spring looks like? Outdoor exploration – forest Drama Tots session about Spring and Easter. Visit World Book Day promotion in the school hall Easter Bonnet Parade Easter Egg Trail organised by Church Messy Church	I wonder what amazing creatures I can see? Outdoor exploration – forest ‘Curious Creatures’ visit. Children to encounter first-hand a range of ‘creatures’ Messy Church	I wonder what Summer looks like? Atwell Farm visit (Preschool children and Reception) 2025 Outdoor exploration – forest Sports Day Celebrations with parents/carers. Graduation Celebrations with parents/carers. Messy Church Stagecoach Performing Arts Session

	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	Access to outside is available everyday where there are numerous opportunities to develop various gross motor skills. 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.		
	Autumn 1 & 2 Climb stairs, steps and move across climbing equipment using alternate feet. Maintain balance using hands and body to stabilise. Walk down steps or slopes whilst carrying a small object, maintaining balance and stability.	Spring 1 & 2 Run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles. Balance on one foot or in a squat momentarily, shifting body weight to improve stability.	Summer 1 & 2 Grasp and release with two hands to throw and catch a large ball, beanbag or an object. Create lines and circles pivoting from the shoulder and elbow. Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. 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.
	Following Striver journey of PE and Wellbeing to improve long-term physical and mental wellbeing Agility, Space and Movement. Gymnastics. Dance. Ball Skills.		
	Autumn 1 & 2 Give meanings to their drawings and paintings. Ascribe meanings to signs, symbols, and words that I see in different places, including those I make myself.	Spring 1 & 2 Make up stories, play scenarios, and drawings in response to experiences, such as outings. Include mark making and early writing in my play. Imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.	Summer 1 & 2 Attempt to write my own name, or other names and words using combinations of lines, circles and curves, or letter-type shapes. Show interest in letters on a keyboard. Identify the initial letter of my own name and other familiar words. Begin to make letter-type shapes to represent the initial sound of my name and other familiar words.

	Specific Areas of Learning
Literacy	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 <i>Statements included in the Fine Motor, Literacy and Writing section above.</i>

Mathematics	White Rose Schemes of Learning for Nursery					
	Block 1 Comparison 1 Block 2 Shape, Space and Measures 1 Block 3 Pattern 1 Block 4 Counting 1	Block 5 Counting 2 Block 6 Subitising 1 Block 7 Pattern 2 Block 8 Shape, Space and Measures 2	Block 9 Subitising 2 Block 10 Counting 3 Block 11 Shape, Space and Measures 3 Block 12 Pattern 3	Block 13 Counting 4 Block 14 Shape, Space and Measures 4 Block 15 Subitising 3 Block 16 Comparison 2	Block 17 Pattern 4 Block 18 Shape, Space and Measures 5 Block 19 Pattern 5 Block 20 Subitising 4	Block 21 Counting 5 Block 22 Pattern 6 Block 23 Counting 6 Block 24 Comparison 3
	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.			

Mathematics	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	Autumn 1 & 2 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. The World Comments and ask questions about aspects of my familiar world such as the place where I live or the natural world.	Spring 1 & 2 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. 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.	Summer 1 & 2 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. 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.
	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		
Understanding the World Technology	Autumn 1 & 2 Operates simple equipment e.g. turns on a CD player, uses a remote control, navigate touch-capable technology, with support. Shows interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.	Spring 1 & 2 Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Understands that information can be retrieved from digital devices and the internet.	Summer 1 & 2 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.

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
	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.	