



Whitehall



Nursery and Infant

School

EYFS

Nursery  
Curriculum

2023-2024

# Drivers 2023-2024

## Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes & Interests	<b>Marvellous Me -</b> My unique identity. <b>People Who Help Us.</b> Exploring Autumn.	<b>Let's Celebrate!</b> Light and Dark	<b>Winter Wonderland –</b> What is winter? Arctic animals	<b>Let's Explore! -</b> My house and my school <b>Transport</b>	<b>Smile it's Spring!</b> Down on the Farm.	<b>Healthy Hearts!</b> <b>Big Blue Sea!</b>
Drivers						

# Communication and Language 2023-2024

## Long Term Plan

Picture

Picture

### STATUTORY EDUCATIONAL PROGRAMME:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Marvellous Me</b> - My unique identity. <b>People Who Help Us.</b> <b>Exploring Autumn.</b>	<b>Let's Celebrate!</b> <b>Light and Dark</b>	<b>Winter Wonderland</b> – What is winter? Arctic animals	<b>Let's Explore!</b> - My house and my school <b>Transport</b>	<b>Smile it's Spring!</b> <b>Down on the Farm.</b>	<b>Healthy Hearts!</b> <b>Big Blue Sea!</b>
Settling in, routines. Black History Month Halloween	Diwali Remembrance Day Bonfire Night Christmas Nursery Rhyme Week	Chinese New Year Valentine's Day	World Book Day Mother's Day Eid-Al-Fitr Easter	Chicks Farm on Wheels Growing and Planting	Father's Day Eid-Al-Adha Sports Day Pirate Day
End Point of Nursery					
<ul style="list-style-type: none"><li>• Enjoy listening to longer stories and can remember much of what happens.<ul style="list-style-type: none"><li>• Paying attention to more than one thing.</li></ul></li><li>• Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"<ul style="list-style-type: none"><li>• Answer why, what, where, and why questions.</li><li>• Remember familiar rhymes and sing songs.</li></ul></li></ul>			<ul style="list-style-type: none"><li>• Speaks in sentences of 4 - 6 words.</li><li>• Hold a conversation taking turns in conversation.<ul style="list-style-type: none"><li>• Listens when in a small group<ul style="list-style-type: none"><li>• Ask questions</li></ul></li></ul></li><li>• Use a range of prepositions to describe position e.g. 'in-front', 'behind', 'next to'.</li></ul>		
WELCOMM will be used throughout the year to aid in supporting children's language development and will be on-going regularly.					

# Communication and Language 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Autumn 1	Autumn 2	Spring 1
<p>Communication and Language Knowledge &amp; Skills</p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<p>Listen to other people's talk with interest but can easily be distracted by other things.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p>	<p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>

# Communication and Language 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Spring 2	Summer 1	Summer 2
<p>Communication and Language</p> <p>Knowledge &amp; Skills</p> <p>Orange = birth – three years</p> <p>Green = 3 – 4 years</p> <p>Blue = Reception</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use longer sentences of four to six words.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use longer sentences of four to six words.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use longer sentences of four to six words.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about stories to build familiarity and understanding.</p>



# Personal, Social and Emotional Development 2023-2024

## Long Term Plan

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EMOTIONAL  
DEVELOPMENT

### STATUTORY EDUCATIONAL PROGRAMME:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life..

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes & Interests	<b>Marvellous Me -</b> My unique identity. <b>People Who Help Us.</b> <b>Exploring Autumn.</b>	<b>Let's Celebrate!</b> <b>Light and Dark</b>	<b>Winter Wonderland –</b> What is winter? Arctic animals	<b>Let's Explore! -</b> My house and my school <b>Transport</b>	<b>Smile it's Spring!</b> <b>Down on the Farm.</b>	<b>Healthy Hearts!</b> <b>Big Blue Sea!</b>
Celebrations & Events	Settling in, routines. Black History Month Halloween	Diwali Remembrance Day Bonfire Night Christmas Nursery Rhyme Week	Chinese New Year Valentine's Day	World Book Day Mother's Day Eid-Al-Fitr Easter	Chicks Farm on Wheels Growing and Planting	Father's Day Eid-Al-Adha Sports Day Pirate Day
	End Point of Nursery					

Nursery provides the foundation for the knowledge and skills to be built on in Reception

- Showing confidence in selecting activities and resources.
  - Develop a sense of responsibility.
- Show positive relationships with peers and adults.
- Become more outgoing with unfamiliar people in the safe context of their setting.
  - Play with one or more children and share and take turns.
  - Resolve conflicts with others and find solutions.
    - Understand and follow rules.
  - Talk about how they are feeling e.g. sad, happy, angry, worried.
    - Begin to understand how others may be feeling.
- Being more independent to meet their own basic needs e.g. going to the toilet, washing and drying hands.
  - Making healthy choices and understanding good oral hygiene.

# Personal, Social and Emotional Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Autumn 1	Autumn 2	Spring 1
<p>Personal, Social and Emotional Development Knowledge &amp; Skills</p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Develop friendships with other children.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p> <p>Learn to use the toilet with help, and then independently.</p> <p>Select and use activities and resources, with help when needed.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Develop friendships with other children.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p> <p>Learn to use the toilet with help, and then independently.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Think about the perspectives of others.</p>

# Personal, Social and Emotional Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Spring 2	Summer 1	Summer 2
<p>Personal, Social and Emotional Development</p> <p>Knowledge &amp; Skills</p> <p>Orange = birth – three years</p> <p>Green = 3 – 4 years</p> <p>Blue = Reception</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>



# Physical Development 2023-2024

## Long Term Plan

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PHYSICAL  
DEVELOPMENT

### STATUTORY EDUCATIONAL PROGRAMME:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes & Interests	<b>Marvellous Me</b> - My unique identity. <b>People Who Help Us.</b> <b>Exploring Autumn.</b>	<b>Let's Celebrate!</b> <b>Light and Dark</b>	<b>Winter Wonderland</b> – What is winter? Arctic animals	<b>Let's Explore!</b> - My house and my school <b>Transport</b>	<b>Smile it's Spring!</b> <b>Down on the Farm.</b>	<b>Healthy Hearts!</b> <b>Big Blue Sea!</b>
Celebrations & Events	Settling in, routines. Black History Month Halloween	Diwali Remembrance Day Bonfire Night Christmas Nursery Rhyme Week	Chinese New Year Valentine's Day	World Book Day Mother's Day Eid-Al-Fitr Easter	Chicks Farm on Wheels Growing and Planting	Father's Day Eid-Al-Adha Sports Day Pirate Day

### End Point of Nursery

Nursery provides  
the foundation for  
the knowledge and  
skills to be built on  
in Reception

- Develop balancing skills when riding tricycles and scooters.
- Climbing up apparatus and go up steps with increasing control.
  - Skip, hop and stand on one leg with increasing control.
- Remember sequences and patterns of movements related to music.
  - Using the correct resources and tools to carry out a task.
- Use one handed tools like scissors and other one handed tools.
- Use a comfortable pencil grip when holding pens and pencils.
  - Show some good control with the comfortable pencil grip.
    - Have a preference for a dominant hand.
    - Be confident when changing.

# Physical Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Physical Development Gross Motor: Knowledge &amp; Skills</p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Walk, run, jump and climb – and start to use the stairs independently. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Walk, run, jump and climb – and start to use the stairs independently. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Spin, roll and independently use ropes and swings (for example, tyre swings). Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>

# Physical Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Physical Development: Fine Motor Knowledge &amp; Skills</p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<p>Develop manipulation and control. Explore different materials and tools.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	<p>Develop manipulation and control. Explore different materials and tools.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>

# Physical Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Physical Development: Health and Self-Care <b>Knowledge &amp; Skills</b></p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimes</li> </ul>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimes</li> </ul>

# Literacy Development 2023-2024

## Long Term Plan

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### STATUTORY EDUCATIONAL PROGRAMME:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes & Interests	<b>Marvellous Me -</b> My unique identity. <b>People Who Help Us.</b> <b>Exploring Autumn.</b>	<b>Let's Celebrate!</b> <b>Light and Dark</b>	<b>Winter Wonderland –</b> What is winter? Arctic animals	<b>Let's Explore! -</b> My house and my school <b>Transport</b>	<b>Smile it's Spring!</b> <b>Down on the Farm.</b>	<b>Healthy Hearts!</b> <b>Big Blue Sea!</b>
Celebrations & Events	Settling in, routines. Black History Month Halloween	Diwali Remembrance Day Bonfire Night Christmas Nursery Rhyme Week	Chinese New Year Valentine's Day	World Book Day Mother's Day Eid-Al-Fitr Easter	Chicks Farm on Wheels Growing and Planting	Father's Day Eid-Al-Adha Sports Day Pirate Day

### End Point of Nursery

- Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing
- Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother.
  - Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
  - Write some or all of their name.
  - Write some letters accurately.

Nursery provides the foundation for the knowledge and skills to be built on in Reception

# Literacy Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics Progression (based initially on Letters and Sounds)	<p><b>Phase 1</b></p> <p><b>Aspects 1-4</b></p> <p>General Sound Discrimination – environmental sounds, instrumental sounds, body percussion</p> <p>Rhythm and Rhyme.</p>	<p><b>Phase 1</b></p> <p><b>Aspects 1-4</b></p> <p>General Sound Discrimination – environmental sounds, instrumental sounds, body percussion</p> <p>Rhythm and Rhyme.</p>	<p><b>Phase 1</b></p> <p><b>Aspects 4-7</b></p> <p>Rhythm and Rhyme</p> <p>Alliteration</p> <p>Voice Sounds</p> <p>Oral blending and segmenting</p>	<p><b>Phase 1</b></p> <p><b>Aspects 4-7</b></p> <p>Rhythm and Rhyme</p> <p>Alliteration</p> <p>Voice Sounds</p> <p>Oral blending and segmenting</p>	<p><b>Phase 1</b></p> <p><b>Re-cap Aspects 1-7</b></p> <p>General Sound Discrimination – environmental sounds, instrumental sounds, body percussion</p> <p>Rhythm and Rhyme.</p> <p>Alliteration</p> <p>Voice Sounds</p> <p>Oral blending and segmenting</p> <p><b>Introduce some children to RWI.</b></p>	<p><b>Phase 1</b></p> <p><b>Re-cap Aspects 1-7</b></p> <p>General Sound Discrimination – environmental sounds, instrumental sounds, body percussion</p> <p>Rhythm and Rhyme.</p> <p>Alliteration</p> <p>Voice Sounds</p> <p>Oral blending and segmenting</p> <p><b>Introduce some children to RWI.</b></p>



# Literacy Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading Knowledge &amp; Skills</p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<p>Say some of the words in songs and rhymes. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Repeat words and phrases from familiar stories. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Print has meaning. We read English text from left to right and from top to bottom.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Print has meaning. We read English text from left to right and from top to bottom. Page sequencing.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Print has meaning. Print can have different purposes. We read English text from left to right and from top to bottom. The names of the different parts of a book. Page sequencing.</p> <p>Spot and suggest rhymes count or clap syllables in a word. Recognise words with the same initial sound, such as money and mother.</p>	<p>Print has meaning. Print can have different purposes. We read English text from left to right and from top to bottom. The names of the different parts of a book. Page sequencing.</p> <p>Spot and suggest rhymes count or clap syllables in a word. Recognise words with the same initial sound, such as money and mother.</p>	<p>Spot and suggest rhymes count or clap syllables in a word. Recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Spot and suggest rhymes count or clap syllables in a word. Recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>

# Literacy Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing Knowledge &amp; Skills</p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<p>Copy finger movements and other gestures.</p> <p>Enjoy drawing freely.</p>	<p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some letters accurately.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>

# Mathematics Development 2023-2024

## Long Term Plan

Picture

Picture

### STATUTORY EDUCATIONAL PROGRAMME:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes & Interests	<b>Marvellous Me -</b> My unique identity. <b>People Who Help Us.</b> Exploring Autumn.	<b>Let's Celebrate!</b> Light and Dark	<b>Winter Wonderland –</b> What is winter? Arctic animals	<b>Let's Explore! -</b> My house and my school <b>Transport</b>	<b>Smile it's Spring!</b> Down on the Farm.	<b>Healthy Hearts!</b> Big Blue Sea!
Celebrations & Events	Settling in, routines. Black History Month Halloween	Diwali Remembrance Day Bonfire Night Christmas Nursery Rhyme Week	Chinese New Year Valentine's Day	World Book Day Mother's Day Eid-Al-Fitr Easter	Chicks Farm on Wheels Growing and Planting	Father's Day Eid-Al-Adha Sports Day Pirate Day
	End Point of Nursery					
Nursery provides the foundation for the knowledge and skills to be built on in Reception	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').                             <ul style="list-style-type: none"> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> </ul> </li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').                             <ul style="list-style-type: none"> <li>Show 'finger numbers' up to 5.</li> </ul> </li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.                             <ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.                             <ul style="list-style-type: none"> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul> </li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.                             <ul style="list-style-type: none"> <li>Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> </ul> </li> </ul>		

# Mathematics Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Autumn 1	Autumn 2	Spring 1
<p>Mathematics Development <b>Knowledge &amp; Skills</b></p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<p>Notice patterns and arrange things in patterns. Build with a range of resources. Complete inset puzzles. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Take part in finger rhymes with numbers. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Make comparisons between objects relating to size.</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Compare quantities using language: 'more than', 'fewer than' up to 2.</p> <p>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p> <p>React to changes of amount in a group of up to three items.</p> <p>Develop fast recognition of up to 1-2 objects, without having to count them individually ('subitising').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, 1-2.</p> <p>Experiment with their own symbols and marks as well as numerals 1-2.</p> <p>Say one number for each item in order: 1,2.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 2.</p>	<p>Make comparisons between objects relating to weight.</p> <p>Compare quantities using language: 'more than', 'fewer than' up to 3.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, 1-3.</p> <p>Experiment with their own symbols and marks as well as numerals 1-3.</p> <p>Say one number for each item in order: 1,2,3.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 3.</p> <p>Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>

# Mathematics Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Spring 2	Summer 1	Summer 2
<p>Mathematics Development Knowledge &amp; Skills</p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<p>Make comparisons between objects relating to length.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’ up to 4.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, 1-4.</p> <p>Experiment with their own symbols and marks as well as numerals 1-4.</p> <p>Say one number for each item in order: 1,2,3,4.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Show ‘finger numbers’ up to 4.</p>	<p>Make comparisons between objects relating to capacity.</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’ up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, 1-5.</p> <p>Experiment with their own symbols and marks as well as numerals 1-5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Explore the composition of numbers to 5 and beginning to go beyond.</p> <p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value up to 5 and beginning to go beyond.</p> <p>Subitise (up to 5).</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>

# Understanding the World Development 2023-2024

## Long Term Plan

Picture

Picture



### STATUTORY EDUCATIONAL PROGRAMME:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes & Interests	<b>Marvellous Me -</b> My unique identity. <b>People Who Help Us.</b> <b>Exploring Autumn.</b>	<b>Let's Celebrate!</b> <b>Light and Dark</b>	<b>Winter Wonderland –</b> What is winter? Arctic animals	<b>Let's Explore! -</b> My house and my school <b>Transport</b>	<b>Smile it's Spring!</b> <b>Down on the Farm.</b>	<b>Healthy Hearts!</b> <b>Big Blue Sea!</b>
Celebrations & Events	Settling in, routines. Black History Month Halloween	Diwali Remembrance Day Bonfire Night Christmas Nursery Rhyme Week	Chinese New Year Valentine's Day	World Book Day Mother's Day Eid-Al-Fitr Easter	Chicks Farm on Wheels Growing and Planting	Father's Day Eid-Al-Adha Sports Day Pirate Day
	End Point of Nursery					
Nursery provides the foundation for the knowledge and skills to be built on in Reception	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties. <ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> </ul> </li> <li>Begin to make sense of their own life-story and family's history. <ul style="list-style-type: none"> <li>Show interest in different occupations. <ul style="list-style-type: none"> <li>Explore how things work.</li> </ul> </li> <li>Plant seeds and care for growing plants.</li> </ul> </li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>			<ul style="list-style-type: none"> <li>Explore and talk about different forces they can feel. <ul style="list-style-type: none"> <li>Talk about the differences between materials and changes they notice.</li> <li>Continue developing positive attitudes about the differences between people.</li> </ul> </li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>		



# Understanding the World Development 2023-2024 Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Autumn 1	Autumn 2	Spring 1
<p>Understanding the World Development Knowledge &amp; Skills</p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Explore materials with different properties.</li> <li>• Explore natural materials, indoors and outside.</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Explore how things work.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore materials with different properties.</li> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul>

# Understanding the World Development 2023-2024 Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Spring 2	Summer 1	Summer 2
<p>Understanding the World Development Knowledge &amp; Skills</p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Talk about what they see, using a wide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat actions that have an effect.</li> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Explore how things work.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul>

# Expressive Arts & Design Development 2023-2024

## Long Term Plan

Picture

Picture

### STATUTORY EDUCATIONAL PROGRAMME:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



EXPRESSIVE ARTS  
AND DESIGN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes & Interests	<b>Marvellous Me</b> - My unique identity. <b>People Who Help Us.</b> <b>Exploring Autumn.</b>	<b>Let's Celebrate!</b> <b>Light and Dark</b>	<b>Winter Wonderland</b> – What is winter? Arctic animals	<b>Let's Explore!</b> - My house and my school <b>Transport</b>	<b>Smile it's Spring!</b> <b>Down on the Farm.</b>	<b>Healthy Hearts!</b> <b>Big Blue Sea!</b>
Celebrations & Events	Settling in, routines. Black History Month Halloween	Diwali Remembrance Day Bonfire Night Christmas Nursery Rhyme Week	Chinese New Year Valentine's Day	World Book Day Mother's Day Eid-Al-Fitr Easter	Chicks Farm on Wheels Growing and Planting	Father's Day Eid-Al-Adha Sports Day Pirate Day

### End Point of Nursery

Nursery provides  
the foundation for  
the knowledge and  
skills to be built on  
in Reception

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
  - Develop their own ideas and then decide which materials to use to express them.
  - Listen with increased attention to sounds.
  - Respond to what they have heard, expressing their thoughts and feelings.
  - Play instruments with increasing control to express their feelings and ideas.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
  - Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
  - Explore colour and colour mixing.
- Show different emotions in their drawings – happiness, sadness, fear, etc.
  - Remember and sing entire songs.
  - Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
  - Create their own songs or improvise a song around one they know.

# Expressive Arts & Design Development

## 2023-2024

### Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Art	Children will be given the opportunity and experience to sing and perform a range of songs and rhymes throughout the year. Both indoors and outdoors provision will provide our children with daily poems and songs to support this.					
Poetry Basket	TBC	TBC	TBC	TBC	TBC	TBC
Musical Songs	Children will be given the opportunity and experience to develop their musical skills, including singing and dancing, and a chance to discuss how it makes them feel and respond. In addition to this, the children will work with Rainbow music who will teach them about pitch and melody and will perform as a group and through solos routines.					
	<div>Humpty Dumpty Heads, Shoulders, Knees and Toes If You're Happy and You Know It</div> <div>Orange = birth – three years Green = 3 – 4 years Blue = Reception</div> <div>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</div> <div>Join in with songs and rhymes, making some sounds.</div> <div>Make rhythmical and repetitive sounds.</div> <div>Explore their voices and enjoy making sounds.</div>	<div>Incy Wincy Spider Twinkle Twinkle Little Star When Santa Got Stuck Up the Chimney</div> <div>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</div> <div>Join in with songs and rhymes, making some sounds.</div> <div>Make rhythmical and repetitive sounds. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds.</div> <div>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</div>	<div>I'm a Little Snowman The Mittens (Gloves) On My Hands Snowflakes, Snowflakes</div> <div>Remember and sing entire songs.</div> <div>Sing the pitch of a tone sung by another person ('pitch match').</div> <div>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</div>	<div>The Wheels on the Bus You are My Sunshine Row Row Row Your Boat</div> <div>Remember and sing entire songs.</div> <div>Sing the pitch of a tone sung by another person ('pitch match').</div> <div>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</div> <div>Create their own songs, or improvise a song around one they know.</div>	<div>Ba Ba Black Sheep Old MacDonald Had a Farm Five Little Ducks</div> <div>Remember and sing entire songs.</div> <div>Sing the pitch of a tone sung by another person ('pitch match').</div> <div>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</div> <div>Create their own songs, or improvise a song around one they know.</div>	<div>1,2,3,4,5 Once I Caught a Fish Alive A Sailor Went to See Five Cheeky Fish</div> <div>Remember and sing entire songs.</div> <div>Sing the pitch of a tone sung by another person ('pitch match').</div> <div>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</div> <div>Create their own songs, or improvise a song around one they know.</div> <div>Sing in a group or on their own, increasingly matching the pitch and following the melody.</div>

# Expressive Arts & Design Development 2023-2024 Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Rainbow Music</p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<p>Children will be given the opportunity and experience to develop their musical skills, including singing and dancing, and a chance to discuss how it makes them feel and respond. In addition to this, the children will work with Rainbow music who will teach them about pitch and melody and will perform as a group and through solos routines.</p>					
	<p>Show attention to sounds and music. Move and dance to music. Explore their voices and enjoy making sounds. Explore a range of soundmakers and instruments and play them in different ways.</p>	<p>Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Make rhythmical and repetitive sounds. Explore a range of soundmakers and instruments and play them in different ways.</p> <p>Play instruments with increasing control to express their feelings and ideas. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Play instruments with increasing control to express their feelings and ideas. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Play instruments with increasing control to express their feelings and ideas. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know.</p>	<p>Play instruments with increasing control to express their feelings and ideas. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know.</p>	<p>Play instruments with increasing control to express their feelings and ideas. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>

# Expressive Arts & Design Development

## 2023-2024

### Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creative Art	Children will be given the opportunity and experience to work on their artistic side by having access to a range of open ended resources that will support the children in developing their own creativity and artistic styles. Experiences throughout the year will allow the children to work on and refine their skills.					
Artist Focus	James Brunt	Jackson Pollock	Edvard Munch	Piet Mondrian	Georgia O'Keefe	Olivia Pilling
<p>Mark Making/Drawing</p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<p>Start to make marks intentionally.</p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>	<p>Start to make marks intentionally.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>
<p>Painting/Colour</p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>	<p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour mixing.</p>	<p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Explore colour and colour mixing.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>



# Expressive Arts & Design Development 2023-2024 Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Printing</p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>
<p>Collage</p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p>	<p>Use their imagination as they consider what they can do with different materials.</p> <p>Join different materials and explore different textures.</p>	<p>Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>

# Expressive Arts & Design Development 2023-2024 Long Term Plan

Key knowledge, skills and experiences children in Nursery will have each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>3D Form</p> <p>Orange = birth – three years Green = 3 – 4 years Blue = Reception</p>	<p>Make simple models which express their ideas.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p>	<p>Make simple models which express their ideas.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Join different materials and explore different textures.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Join different materials and explore different textures.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Join different materials and explore different textures.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Join different materials and explore different textures.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>