



# Whitehall



Nursery and Infant

## School

### EYFS

## Nursery Curriculum

2024-2025

# Driver Books 2024-2025

## 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						



# Five Favourite Books 2024-2025

## Long Term Plan

### Our Favourite Five



Autumn 1



### Our Favourite Five



Spring 1



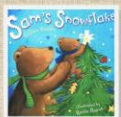
### Our Favourite Five



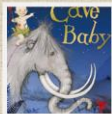
Summer 1



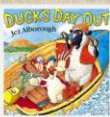
### Our Favourite Five



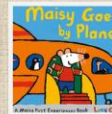
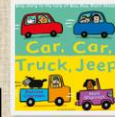
Autumn 2



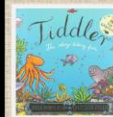
### Our Favourite Five



Spring 2



### Our Favourite Five



Summer 2



# Communication and Language 2024-2025

## Long Term Plan

### 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
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> <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
Nursery provides the foundation for the knowledge and skills to be built on in Reception	<ul style="list-style-type: none"> <li>Understand how to be a good listener.</li> <li>Listen to others 1:1, in small groups and whole class.</li> <li>Enjoy listening to stories and can remember what happens.</li> <li>Listen carefully to rhymes and songs; paying attention to how they sound.</li> <li>Listen to and understand instructions</li> <li>Listen attentively and respond to what they hear with relevant questions, comments or actions.</li> <li>Maintain attention in whole class and small group contexts for a short time.</li> <li>Beginning to know that maintaining attention in new situations</li> <li>Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.</li> <li>Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.</li> <li>Listen and continue with an activity for a short time.</li> <li>Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.</li> </ul>		<ul style="list-style-type: none"> <li>Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Begin to use social phrases e.g. 'Good Morning!'</li> <li>Use talk to organise themselves and their play.</li> <li>Use intonation to make meaning clear to others.</li> <li>Start a conversation with peers and familiar adults and continue it for many turns.</li> <li>Begin to use simple conjunctions in talk to link thoughts 'and' 'because'.</li> <li>Retell a past simple event e.g. how scratched knee</li> <li>Develop social phrases – "Good morning, how are you?"</li> <li>Use talk to pretend objects stand for something else in play.</li> <li>Offer explanations for why things happen.</li> <li>Describe events that happen in their day.</li> <li>Recognise words that rhyme or sound similar E.g. "Cat and hat</li> <li>Begin to clarify thinking, connect ideas and share thinking with others.</li> <li>Begin to articulate their ideas and thoughts in sentences.</li> <li>Retell/create own stories for teacher scribing. Use simple conjunctions 'and', 'because'. Use talk to help work out problems and organise thinking and activities.</li> </ul>		<ul style="list-style-type: none"> <li>Express ideas about feelings and experiences.</li> <li>Articulate their ideas in a sentences.</li> <li>Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?"</li> <li>Articulate and create a story of their own in play or in writing.</li> <li>Speak clearly in well formed sentences with modelling and support from their teacher.</li> <li>Use new vocabulary in different contexts.</li> <li>Use past, present, and future tenses in conversation with modelling and support from their teacher.</li> <li>Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could' E.g. "I can have a biscuit if I eat all my dinner"</li> <li>Use sentences of 4-6 words.</li> <li>Begin to use past tense verbs, such as "ran" or "fell" but may still get confused.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Describe an event in the correct order and some detail.</li> <li>Give some details that they know are important and will influence the listener E.g. "Ahmed fell over that stone, Javid didn't push him".</li> </ul>	

# Communication and Language 2024-2025

## 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
Listening Skills	<ul style="list-style-type: none"> <li>Starting to recognise some familiar environmental sounds.</li> <li>Beginning to locate the source of a familiar voice of an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a short story.</li> <li>Starting to hear rhymes.</li> <li>Starting to listen to a very basic instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to simple questions.</li> <li>Hearing rhymes in poems and short stories.</li> <li>Listen to a basic instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to others in small group work and being patient for their turn.</li> <li>Listening to specific parts in a story.</li> <li>Listening to a 1 part instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Listening and joining in with familiar rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to longer stories.</li> <li>Listening to instructions when their name is called first.</li> </ul>
Attention Skills	<ul style="list-style-type: none"> <li>Starting to maintain some eye contact when an adult is speaking directly.</li> </ul>	<ul style="list-style-type: none"> <li>Looking at someone's face most of the time when someone is talking.</li> </ul>	<ul style="list-style-type: none"> <li>Showing attention to another when involved in a conversation.</li> </ul>	<ul style="list-style-type: none"> <li>When someone is speaking in a small group, give their full attention most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Focusing on activities they are taking part in during group times.</li> <li>Paying attention to their turn.</li> </ul>	<ul style="list-style-type: none"> <li>Paying attention to something else when their name is called.</li> <li>Paying attention to rhymes and songs.</li> </ul>
Respond Skills	<ul style="list-style-type: none"> <li>Showing some basic idea of copying what an adult is doing e.g. MTTT day of the week.</li> <li>Showing some idea that a familiar, friendly voice can help calm them down.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to hear some rhyme and respond to this.</li> <li>Following a simple instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Engaging in some basic peer conversations.</li> <li>Following a simple instruction.</li> <li>Answering a simple question.</li> </ul>	<ul style="list-style-type: none"> <li>When working in a small group, respond to a 1 step instruction most of the time.</li> <li>When asked a 'why' question, starting to answer with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Joining in with actions, rhymes and songs.</li> <li>Responding to an increasing amount of sounds and recognising them.</li> </ul>	<ul style="list-style-type: none"> <li>Continue a conversation with an adult or friend.</li> <li>When working in a small group, respond to a 2 step instruction most of the time.</li> </ul>

# Communication and Language 2024-2025

## 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
Understanding Skills	<ul style="list-style-type: none"> <li>Starting to understand basic gestures through the use of Makaton to communicate such as 'hello, please, thank you.'</li> <li>Beginning to understand frequently used words in day to day context like 'no' or 'goodbye.'</li> </ul>	<ul style="list-style-type: none"> <li>Starting to understand basic gestures through the use of Makaton to communicate such as 'hello, please, thank you.'</li> <li>Remember a short story.</li> <li>Starting to understand single words in a context.</li> </ul>	<ul style="list-style-type: none"> <li>Starting to understand turn taking with increased success.</li> <li>Most of the time, knowing what someone has asked them in a basic instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Understand a question or instruction that has 1 part.</li> <li>Starting to understand 'why' questions.</li> <li>Knowing what is happening in a particular part of a story.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding when it is their turn.</li> <li>Beginning to talk about familiar stories.</li> <li>Knowing what most instructions mean.</li> </ul>	<ul style="list-style-type: none"> <li>Able to talk about a familiar story with good recall.</li> <li>Understand a question or instruction that has 2 parts.</li> <li>Understand 'why' questions.</li> </ul>
Speaking Skills	<ul style="list-style-type: none"> <li>Starting to use basic gestures through the use of Makaton to communicate such as 'hello, please, thank you.'</li> <li>Starting to enjoy singing and rhymes and joining in with it.</li> <li>Starting to copy some familiar gestures and words.</li> <li>Say their name.</li> </ul>	<ul style="list-style-type: none"> <li>Speak about some interests in Nursery.</li> <li>Begin to use words to express themselves most of the time.</li> <li>Starting to use a single word to name objects during play e.g. cup, milk, water</li> </ul>	<ul style="list-style-type: none"> <li>Answering simple questions.</li> <li>Beginning to use simple phrases with 3 words consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Starting to share ideas in small group work.</li> <li>Starting to use simple phrases with 3 words consistently.</li> <li>Beginning to organise their play with talk using phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing ideas in small group work, with some key vocabulary used relating to topic.</li> <li>Use simple phrases with 3 words.</li> <li>Beginning to discuss answers to 'why' questions.</li> </ul>	<ul style="list-style-type: none"> <li>Use key vocabulary to explain, describe or retell something relevant to topic.</li> <li>Use a sentence with 4-6 words.</li> <li>Using their talk to organise their play.</li> <li>Discussing answers to 'why' questions.</li> </ul>

# Personal, Social and Emotional Development 2024-2025

## Long Term Plan



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
	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
Nursery provides the foundation for the knowledge and skills to be built on in Reception  Reception JIGSAW	<ul style="list-style-type: none"> <li>Feeling special and safe.</li> <li>Being part of a class.</li> <li>Rights and responsibilities.</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it.</li> <li>Making new friends.</li> <li>Celebrating the differences in everyone.</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/safety with household items</li> <li>Road safety Linking health and happiness</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles –animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Coping with change - Transition</li> </ul>

# Personal, Social and Emotional Development 2024-2025

## 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
Self Regulation: <u>Managing Feelings</u>	<ul style="list-style-type: none"> <li>Starting to recognise how others may feel and talking about some basic feelings such as 'happy' or 'sad.'</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to identify how they are feeling on a feelings board.</li> <li>Starting to show some concern for feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the use of 'rainbow breaths' to support in regulating heightened emotions.</li> <li>Starting to show pride in others.</li> </ul>	<ul style="list-style-type: none"> <li>Understand who the safe adult is to support when they need help.</li> <li>Begin to communicate what they need and make some choices.</li> </ul>	<ul style="list-style-type: none"> <li>Aware of others' and own feelings .</li> <li>Showing some resolution with others.</li> <li>Know when to initiate an apology.</li> </ul>	<ul style="list-style-type: none"> <li>Use 'rainbow breaths' as a strategy to deal with frustrations most of the time.</li> <li>Able to understand how they are feeling.</li> <li>Resolve conflict with others with more consistency.</li> </ul>
Self Regulation: <u>Managing Behaviour</u>	<ul style="list-style-type: none"> <li>Following some rules within nursery.</li> <li>Starting to understand what a rule is.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to understand the expectations in nursery.</li> <li>Building up sharing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the expectations with more consistency.</li> </ul>	<ul style="list-style-type: none"> <li>Usually showing understanding why it is important to listen and follow rules.</li> <li>Sharing and taking turns most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Following a simple one step instruction with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Finding solutions to any conflicts that may arise.</li> <li>Remembering to follow rules without the need of an adult to remind them.</li> </ul>
Managing Self: <u>Self awareness and healthy eating</u>	<ul style="list-style-type: none"> <li>Start to make choices of things they like or dislike.</li> <li>Beginning to show an awareness of others in their play.</li> </ul>	<ul style="list-style-type: none"> <li>Starting to communicate about what they are doing.</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly confident to identify right choices.</li> <li>Beginning to show pride in others' work.</li> <li>Showing an understanding of importance of exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Identify areas that they enjoy.</li> <li>Beginning to talk about things they are good at.</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly showcasing positive views on themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the choices of healthy foods and keeping teeth healthy.</li> <li>Show some motivation to talk about things they are good at.</li> </ul>



# Personal, Social and Emotional Development 2024-2025

## 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
Self Regulation: <u>Collaboration</u>	<ul style="list-style-type: none"> <li>Starting to show some interest in others around them.</li> <li>Beginning to understand rules around teamwork from adults.</li> </ul>	<ul style="list-style-type: none"> <li>Starting to realise the importance of 'sharing is caring.'</li> </ul>	<ul style="list-style-type: none"> <li>Most of the time, showing respect to others who are speaking.</li> <li>Increasingly aware of being kind to others.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that we work together when tidying up.</li> </ul>	<ul style="list-style-type: none"> <li>Showing some idea to engage and maintain play with friends.</li> <li>Aware of making sure all children have to stay safe when using resources.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing awareness in being sensitive to others and their feelings.</li> </ul>
Self Regulation: <u>Social Skills</u>	<ul style="list-style-type: none"> <li>Beginning to form some positive relationships with other children.</li> <li>Starting to build positive relationships with adults and others to feel safe.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally seeking out a familiar adult to ask for help or to engage in play.</li> <li>Continue to form positive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes finding friends and familiar adults to share their work etc.</li> </ul>	<ul style="list-style-type: none"> <li>Showing some increase in confidence to lead on their play.</li> </ul>	<ul style="list-style-type: none"> <li>In situations where discussions take place, sometimes show consideration for what others think.</li> </ul>	<ul style="list-style-type: none"> <li>Some understanding that actions they take have an affect on others.</li> </ul>
JIGSAW <u>Nursery Coverage</u>	Who... Me?! How am I feeling today? Being at Nursery Gentle hands Our Rights Nursery Charter. Our responsibilities	What am I good at? I'm Special, I'm Me! Families Homes Making Friends Standing Up for Yourself	Challenge Never Giving Up Setting a goal Obstacles and Support Flight to the Future Footprint Awards	Everybody's Body We like to move it, move it! Food Glorious Food Sweet Dreams Keeping Clean Safe Adults	My Family and Me! Make friends, make friends, never ever break friends Part 1 Make friends, make friends, never ever break friends Part 2 Falling Out and Bullying Part 1 Falling Out and Bullying Part 2 Being the best friends we can be	My Body Respecting My Body Growing Up Growth and Change Fun and Fears Celebration

# Physical Development 2024-2025

## Long Term Plan



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
Nursery provides the foundation for the knowledge and skills to be built on in Reception	<ul style="list-style-type: none"> <li>To develop the ability to control a ball in a range of ways.</li> <li>To develop the ability to throw accurately at a target.</li> <li>To use throwing skills in a small sided game.</li> <li>To be able to use a bat or racket to move and control an object.</li> <li>To develop the ability catch and bounce a ball.</li> <li>To develop the ability to kick a ball.</li> <li>To develop the ability to jump in a range of ways from one space to another.</li> <li>To control my body when jumping and balancing.</li> <li>To create a sequence using a jump and a balance.</li> <li>To develop the ability to roll in a range of ways.</li> <li>To control my body when rolling in a range of ways.</li> <li>To perform a sequence with confidence and control</li> <li>To develop the ability to move in a range of ways.</li> <li>To increase the ability to move around and onto equipment.</li> <li>To increase the ability to move under and onto equipment.</li> <li>To increase the ability to move over and onto equipment.</li> <li>To increase the ability to move through and onto equipment.</li> <li>To combine movements together while negotiating different equipment</li> </ul>			<ul style="list-style-type: none"> <li>To develop the ability to create movements to music.</li> <li>To practise movements and join them together to create a motif.</li> <li>To practise and improve a dance motif.</li> <li>To work as a team to create a short dance.</li> <li>To remember and perform a short dance.</li> <li>To evaluate and improve a short dance.</li> <li>To develop the ability to control a ball in a range of ways.</li> <li>To develop the ability to throw accurately at a target.</li> <li>To use throwing skills in a small sided game.</li> <li>To be able to use a bat or racket to move and control an object.</li> <li>To develop the ability catch and bounce a ball.</li> <li>To develop the ability to kick a ball.</li> <li>To develop the ability to jump in a range of ways from one space to another.</li> <li>To control my body when jumping and balancing.</li> <li>To create a sequence using a jump and a balance.</li> <li>To develop the ability to roll in a range of ways.</li> <li>To control my body when rolling in a range of ways.</li> <li>To perform a sequence with confidence and control</li> </ul>		

# Physical Development 2024-2025

## 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
Physical Development: Gross Motor	<p>Beginning to practice zipping up a coat and pouring from a cup or container.</p> <p>Walk, run, jump and climb – and start to use the stairs independently with confidence.</p> <p>Beginning to show some control when sitting on a push-along wheeled toy or standing on a scooter.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p>	<p>Beginning to practice zipping up a coat and pouring from a cup or container.</p> <p>Go up steps and stairs using alternate feet.</p> <p>Build independently with a range of appropriate resources.</p> <p>Showing some control of their whole body through large movements – kicking, walking, rolling and crawling.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Showing some control in large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Showing more control when zipping up a coat and pouring from a cup or container.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Further refining showing control of their whole body through large movements – kicking, walking, rolling and crawling.</p> <p>Refining control in large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Beginning to skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>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>Showing more control when zipping up a coat and pouring from a cup or container.</p> <p>Now showing increasing control when skipping, hopping, standing on one leg and holding a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Showing some effort in taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>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.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>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.</p> <p>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>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling - walking - running - skipping</li> <li>- crawling - jumping - hopping - climbing</li> </ul> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>

# Physical Development 2024-2025

## 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
Physical Development: Fine Motor	<p>Develop manipulation and control and exploring different materials and tools.</p> <p>Lots of practice for fine motor development will be happening through a daily access to resources, activities and opportunities through continuous provision e.g. threading, play dough, construction, colouring, puzzles etc.</p> <p>One handed tools will be used throughout and sessions of scissor cutting skills and pencil control will be planned in for both provision and focus group work.</p> <p>A range of writing tools will be available including: pencils, pens, chalk, paintbrushes, etc.</p>					
Physical Development: Health and Self-Care	<p>Throughout the year, daily snack time, hand washing time and general hygiene practice through JIGSAW will be continually related to and touched on to promote the following skills:</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves.</p> <p>Starting to eat independently will be promoted.</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>					



# Literacy Development 2024-2025

## Long Term Plan

2CU001

### 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
Nursery provides the foundation for the knowledge and skills to be built on in Reception	<ul style="list-style-type: none"> <li>• Read Green Storybooks</li> <li>• Read first 6 Set 2 sounds</li> <li>• 41 sounds (first 6 Set 2 sounds)</li> <li>• Suggest how an unfamiliar story read aloud to them might end.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <ul style="list-style-type: none"> <li>• Correctly sequence a story or event using pictures and/or captions</li> </ul> </li> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul>					

# Literacy Development 2024-2025

## 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 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 children to RWI.</b></p>

# Literacy Development 2024-2025

## 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
Comprehension Skill Development	<ul style="list-style-type: none"> <li>Beginning to pay attention to a story when being read to.</li> <li>Mostly responding to pictures in a story.</li> <li>Starting to enjoy stories with an adult.</li> <li>Respecting books.</li> </ul>	<ul style="list-style-type: none"> <li>Starting to make comments on a story to an adult.</li> <li>Sometimes having some favourite stories and seek to share with others.</li> <li>Repeating some words from a familiar story or poem.</li> <li>Enjoying stories being shared by an adult.</li> <li>Taking care of books.</li> </ul>	<ul style="list-style-type: none"> <li>Starting to use picture clues to help read parts of a simple story.</li> <li>Starting to hold a book correctly.</li> <li>Beginning to choose a favourite story.</li> <li>Enjoying joining in with rhymes, songs and poems.</li> </ul>	<ul style="list-style-type: none"> <li>Using picture clues to help read a familiar text such as a traditional tale.</li> <li>Asking questions about a book they are familiar with.</li> <li>Making a comment about a favourite part of a story.</li> <li>Starting to show some recall of some key events in a story.</li> </ul>	<ul style="list-style-type: none"> <li>Using picture clues to help read a text.</li> <li>Holding a book correctly.</li> <li>Starting to see that pages in a book follow on.</li> <li>Having a simple conversation about a favourite story.</li> <li>Showing some understanding of certain key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Starting to recognise a book has a beginning, middle and an end.</li> <li>Starting to realise that we read stories from left to right and top to bottom.</li> <li>Naming some of the parts of a book e.g. title</li> <li>Understanding that pages sequence.</li> <li>Extending conversations about stories.</li> <li>Learning new vocabulary from texts.</li> </ul>
Word Reading Skill Development	<ul style="list-style-type: none"> <li>Beginning to hear general sound discrimination and environmental sounds.</li> <li>Beginning to notice some print in the environment, including Makaton symbols to convey meaning.</li> <li>Beginning to enjoy songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Most of the time tuning into and recognising environmental and instrumental sounds.</li> <li>Starting to recognise their first initial in their name.</li> <li>Saying and singing some of the words in rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to clap along to syllables in some words.</li> <li>Starting to recognise and join in with repetitive phrases from rhyming books.</li> <li>Starting to hear initial sounds in words.</li> <li>Recalling objects with the same initial sound.</li> <li>Showing some understanding of alliteration.</li> </ul>	<ul style="list-style-type: none"> <li>Showing differences between vocal sounds.</li> <li>Exploring speech sounds when beginning to orally blend and segment.</li> <li>Making sounds with voices</li> <li>Developing oral blending and segmenting sounds into words.</li> <li>Tuning into how sounds are different to make up a word (saying aloud each phoneme e.g. p-l-g.</li> </ul>	<ul style="list-style-type: none"> <li>Starting to spot rhymes.</li> <li>Clapping along to syllables in a word.</li> <li>Beginning to spot words with same initial sounds.</li> <li>Beginning to identify and read a single initial sound.</li> <li>Beginning to hear simple CVC words when orally blending and segmenting.</li> </ul>	<ul style="list-style-type: none"> <li>Spotting rhymes</li> <li>Recognising words with the same initial sounds.</li> <li>Starting to show an increased confidence in blending CVC words/sounds.</li> <li>Knowing most of the 25 sounds from Set 1 of RWI.</li> <li>Recognise most of the Set 1 sounds.</li> </ul>

# Literacy Development 2024-2025

## 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
Writing Skill Development	<ul style="list-style-type: none"> <li>Starting to copy some finger movements (e.g. dough disco)</li> <li>Showing some enjoyment of drawing with freedom.</li> <li>Beginning to show some interest in giving meaning to marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>Copying finger movements with an increased confidence.</li> <li>Enjoying drawing freely.</li> <li>Showing an increased confidence in giving meaning to marks.</li> <li>Showing some keenness to make a mark that represents their name on a piece of work.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to create a mark to identify their name on a piece of work.</li> <li>Starting to make marks for a purpose (e.g. a note to mum).</li> <li>Beginning to recognise some words from their name and attempting to write initial sound.</li> <li>With adult support, tracing over and writing name from a name card</li> </ul>	<ul style="list-style-type: none"> <li>Developing level of drawing with some clear shapes and patterns.</li> <li>Showing an increased confidence to write for a purpose (e.g. writing a shopping list).</li> <li>Copying name from name card.</li> </ul>	<ul style="list-style-type: none"> <li>Developing drawing with increased meaning to marks they make.</li> <li>Starting to copy some letters with accuracy.</li> <li>Writing some of their name from a name card.</li> </ul>	<ul style="list-style-type: none"> <li>Write their name copying it from a name card or try to write it from memory.</li> <li>Giving meaning to marks they make.</li> <li>Starting to know some recognisable letters and own symbols.</li> <li>Starting to understand there is a sound/symbol relationship.</li> </ul>



# Literacy Development 2024-2025

## 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																																										
Handwriting	Throughout the year Gross and Fine Motor Skills are worked on in relation to the LetterJoin Scheme followed throughout school.																																															
Gross and Fine Motor Development	<div> <div> <h3>Gross Motor Skills (GMS)</h3> <p><b>Animal Actions</b> The following fun gross motor activities can help improve your pupils' core strength, control and endurance in preparation for handwriting.</p> <table border="1"> <tbody> <tr> <td> <b>KEEP THE HOPPOLE SAFE!</b> "JUMP UP AND DOWN!" </td><td> <b>COVER THE CRAB EYES!</b> "WALK SIDEWAYS!" </td><td> <b>BALANCE THE PLUMBER'S SAFFS!</b> "STAND ON ONE LEG AND NOW THE OTHER LEG!" </td><td> <b>CHIMBLE THE CAT SAFFS!</b> "STRETCH UP AS FAR AS YOU CAN!" </td><td> <b>COOK THE COW SAFFS!</b> "MILK A COW!" </td><td> <b>SNIKE THE SNAKE SAFFS!</b> "SLITHER ALONG THE FLOOR!" </td><td> <b>BURRO THE BEAR SAFFS!</b> "WALK ON ALL FOURS!" </td></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Two-footed hopping, jump with wiggling arms.</td><td>Take side steps one way, then the other.</td><td>Balance on left foot, then balance on right foot.</td><td>Stretch up and try and touch the ceiling.</td><td>Move arms up and down in milking action.</td><td>Lie down and wriggle along the floor.</td><td>Move around on hands and feet.</td></tr> </tbody> </table>   <table border="1"> <tbody> <tr> <td> <b>HEED THE HORSE SAFFS!</b> "TROT AROUND THE ROOM, NOW GALLOP!" </td><td> <b>TEAR THE TROTTER SAFFS!</b> "TAKE GREAT BIG STEPS!" </td><td> <b>ENJOY THE ELEPHANT SAFFS!</b> "LIFT ME UP!" </td><td> <b>HEED THE FROG SAFFS!</b> "HOP UP AS HIGH AS YOU CAN!" </td><td> <b>PEEK THE PUPPY SAFFS!</b> "CHASE YOUR TAIL ROUND AND ROUND!" </td><td> <b>PEEK THE PENGUIN SAFFS!</b> "WADDLE FROM SIDE TO SIDE!" </td><td> <b>HEED THE BLACKBIRD SAFFS!</b> "FLAP YOUR WINGS UP AND DOWN!" </td></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Hop, lifting knees high, then run faster.</td><td>Take long strides around the room.</td><td>Pretend to lift up a heavy object.</td><td>Hop on one leg, then on the other leg.</td><td>Spin around on the spot.</td><td>Stand straight and tilt from left to right.</td><td>Raise arms up and down, palms facing down.</td></tr> </tbody> </table> </div> </div>						<b>KEEP THE HOPPOLE SAFE!</b> "JUMP UP AND DOWN!"	<b>COVER THE CRAB EYES!</b> "WALK SIDEWAYS!"	<b>BALANCE THE PLUMBER'S SAFFS!</b> "STAND ON ONE LEG AND NOW THE OTHER LEG!"	<b>CHIMBLE THE CAT SAFFS!</b> "STRETCH UP AS FAR AS YOU CAN!"	<b>COOK THE COW SAFFS!</b> "MILK A COW!"	<b>SNIKE THE SNAKE SAFFS!</b> "SLITHER ALONG THE FLOOR!"	<b>BURRO THE BEAR SAFFS!</b> "WALK ON ALL FOURS!"								Two-footed hopping, jump with wiggling arms.	Take side steps one way, then the other.	Balance on left foot, then balance on right foot.	Stretch up and try and touch the ceiling.	Move arms up and down in milking action.	Lie down and wriggle along the floor.	Move around on hands and feet.	<b>HEED THE HORSE SAFFS!</b> "TROT AROUND THE ROOM, NOW GALLOP!"	<b>TEAR THE TROTTER SAFFS!</b> "TAKE GREAT BIG STEPS!"	<b>ENJOY THE ELEPHANT SAFFS!</b> "LIFT ME UP!"	<b>HEED THE FROG SAFFS!</b> "HOP UP AS HIGH AS YOU CAN!"	<b>PEEK THE PUPPY SAFFS!</b> "CHASE YOUR TAIL ROUND AND ROUND!"	<b>PEEK THE PENGUIN SAFFS!</b> "WADDLE FROM SIDE TO SIDE!"	<b>HEED THE BLACKBIRD SAFFS!</b> "FLAP YOUR WINGS UP AND DOWN!"								Hop, lifting knees high, then run faster.	Take long strides around the room.	Pretend to lift up a heavy object.	Hop on one leg, then on the other leg.	Spin around on the spot.	Stand straight and tilt from left to right.	Raise arms up and down, palms facing down.
<b>KEEP THE HOPPOLE SAFE!</b> "JUMP UP AND DOWN!"	<b>COVER THE CRAB EYES!</b> "WALK SIDEWAYS!"	<b>BALANCE THE PLUMBER'S SAFFS!</b> "STAND ON ONE LEG AND NOW THE OTHER LEG!"	<b>CHIMBLE THE CAT SAFFS!</b> "STRETCH UP AS FAR AS YOU CAN!"	<b>COOK THE COW SAFFS!</b> "MILK A COW!"	<b>SNIKE THE SNAKE SAFFS!</b> "SLITHER ALONG THE FLOOR!"	<b>BURRO THE BEAR SAFFS!</b> "WALK ON ALL FOURS!"																																										
																																																
Two-footed hopping, jump with wiggling arms.	Take side steps one way, then the other.	Balance on left foot, then balance on right foot.	Stretch up and try and touch the ceiling.	Move arms up and down in milking action.	Lie down and wriggle along the floor.	Move around on hands and feet.																																										
<b>HEED THE HORSE SAFFS!</b> "TROT AROUND THE ROOM, NOW GALLOP!"	<b>TEAR THE TROTTER SAFFS!</b> "TAKE GREAT BIG STEPS!"	<b>ENJOY THE ELEPHANT SAFFS!</b> "LIFT ME UP!"	<b>HEED THE FROG SAFFS!</b> "HOP UP AS HIGH AS YOU CAN!"	<b>PEEK THE PUPPY SAFFS!</b> "CHASE YOUR TAIL ROUND AND ROUND!"	<b>PEEK THE PENGUIN SAFFS!</b> "WADDLE FROM SIDE TO SIDE!"	<b>HEED THE BLACKBIRD SAFFS!</b> "FLAP YOUR WINGS UP AND DOWN!"																																										
																																																
Hop, lifting knees high, then run faster.	Take long strides around the room.	Pretend to lift up a heavy object.	Hop on one leg, then on the other leg.	Spin around on the spot.	Stand straight and tilt from left to right.	Raise arms up and down, palms facing down.																																										
Pre-Writing Patterns	<p>Beginning to show some confidence in gross and fine motor skills. Begin to introduce vocabulary to describe pre-writing patterns. Starting to sit correctly for handwriting. Starting to develop tripod grip.</p> <p><i>Circles and Spirals</i>   <i>Lines and Diagonals</i></p> <p>○ ⊙ ⊖       ≡ + // \ \ ×</p>		<p>Showing an increased confidence in gross and fine motor skills. Beginning to show confidence in using vocabulary to describe pre-writing patterns. Starting to sit confidently and correctly for handwriting. Starting to develop a stronger and confident tripod grip.</p> <p><i>Jellies and Zig-zags</i>   <i>Loopies and Waves</i></p> <p>~mw ^v □   oo oo 888 ccc *</p>		<p>Starting to form letters in their name with some recognisable format. Beginning to show knowledge that print/marks carries meaning. Show confidence in using vocabulary to describe pre-writing patterns. Sit confidently and correctly for handwriting. Shows a confident tripod grip.</p> <p>Making most pre-writing patterns with an increased confidence most of the time.</p>																																											

### Fine Motor Skills (FMS)

A selection of fine motor skills activities to use before each handwriting lesson.

#### Finger and Hand Exercises

Here are some fun warm up exercises to wake up your fingers and hand muscles before you start to write.

Action	Description
<b>Finger Stretches</b>	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
<b>Play the Piano</b>	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
<b>Fishing Hooks</b>	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Keep your knuckles straight and make a hook with your fingers. Hold, then straighten five times.
<b>Fireworks</b>	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.
<b>Take a Bow</b>	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Bend your knuckles but keep your fingers straight so your fingers bow to each other. Repeat 5 times.

#### Pencil Activities

Practice holding your pencil correctly by using our tripod grip rhyme (see page 8).

Point away the pencil,  
Pinch it near the tip,  
Lift it off the table  
Spin it round and grip.



Action	Description
<b>Quick, Quick Fingers</b>	Start your warm up by making a beak with your thumb and first finger on both hands. Make them quick twice, then do the same with your other fingers.
<b>Rolly-poly Pencil</b>	Lay your pencil flat across your fingers. Use your thumb to roll it backwards and forwards. Now try it with your other hand.
<b>Crawling Caterpillar</b>	Hold your pencil ready to write. Move the pencil through your three fingers to the top like a crawling caterpillar. When you get to the top, make your caterpillar crawl back down again!
<b>Helicopter Twirls</b>	Hold your pencil in the middle with your three correct fingers. Make a twirling helicopter by moving your fingers one at a time from one side of the pencil to the other.

Now you are ready for handwriting!

# Mathematics Development 2024-2025

## Long Term Plan



### 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	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
Nursery provides the foundation for the knowledge and skills to be built on in Reception	Matching. Sorting & Comparing - collections Comparing amounts Comparing size, mass & capacity Exploring simple patterns	Representing 1,2,3,4,5 Comparing 1,2,3,4,5 Composition of 1,2,3,4,5 One more, one less Shapes which complement taught numbers - circle, triangle, square, pentagon. Positional language Time	Introducing zero Comparison of numbers to 5 Composition of 5 Comparing Mass Comparing Capacity Representing 6,7,8 Comparing 6,7,8 Composition of 6,7,8 Combining two groups. Making pairs, odd and even. Length, height. Time.	Compare numbers to 10 Represent 9 and 10 Composition to 10 Conceptual subitising to 10 Bonds to 10 in two parts and three parts. Making arrangements of 10. Doubles to 10 – finding a double and making the double. One more and one less Explore 3D shapes Continue, copy, and create repeating patterns..	Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering. Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Sharing and grouping Spatial reasoning. 3D shape Match, rotate, and manipulate Formation of numbers	Adding more Taking away Number bonds Shape – spatial reasoning Revisit doubles Revisit sharing and grouping Even and odd Develop patterns and relationships. Describe position and explore mapping.

# Mathematics Development 2024-2025

## 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>Mathematics Development</p> <p>Using White Rose Maths to support.</p>	<p><u>Comparison Skill:</u> More than, fewer than, same</p> <p><u>Shape, space and measure Skill:</u> Explore and build with shapes and objects</p> <p><u>Pattern Skill:</u> Explore repeats</p> <p><u>Counting Skill:</u> Hear and say number names</p>	<p><u>Counting Skill:</u> Hear and say number names</p> <p><u>Counting Skill:</u> Begin to order number names</p> <p><u>Subitsing Skill:</u> I see 1,2,3</p> <p><u>Pattern Skill:</u> Join in with repeats</p> <p><u>Shape, space and measure Skill:</u> Explore position and space</p>	<p><u>Subitsing Skill:</u> Show me 1,2,3</p> <p><u>Counting Skill:</u> Move and label 1,2,3</p> <p><u>Shape, space and measure Skill:</u> Explore position and routes</p> <p><u>Pattern Skill:</u> Explore patterns</p>	<p><u>Counting Skill:</u> Take and give 1,2,3</p> <p><u>Shape, space and measure Skill:</u> Match, talk, push and pull</p> <p><u>Subitsing Skill:</u> Talk about dots</p> <p><u>Comparison Skill:</u> Compare and sort collections</p>	<p><u>Pattern Skill:</u> Lead on own repeats</p> <p><u>Shape, space and measure Skill:</u> Start to puzzle</p> <p><u>Pattern Skill:</u> Making patterns together</p> <p><u>Subitsing Skill:</u> Make games and actions</p> <p><u>Counting Skill:</u> Show me 5</p>	<p><u>Counting Skill:</u> Show me 5</p> <p><u>Pattern Skill:</u> My own pattern</p> <p><u>Counting Skill:</u> Stop at 1,2,3,4,5</p> <p><u>Comparison Skill:</u> Match, sort and compare</p>
						<p>Consolidation – happens throughout the year alongside all areas during each half term.</p>

# Understanding the World Development 2024-2025

## Long Term Plan



### 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	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
Nursery provides the foundation for the knowledge and skills to be built on in Reception	<b>Science:</b> <ul style="list-style-type: none"> <li>To know what living things need to stay alive.</li> <li>Know the correct basic scientific vocabulary to describe parts of plants.</li> <li>Know what plants need to survive and grow healthily.</li> <li>Know that plants need water, sun, and soil to grow.</li> <li>Name some common plants.</li> <li>Know where some plants grow.</li> <li>Know that plants grow from a seed.</li> <li>Make close observations of plants in the natural world.</li> <li>Know and be able to explain a simple lifecycle e.g. a bean.</li> <li>Explore ice and describe what happens to ice over time.</li> <li>Investigate what conditions are needed to melt ice faster.</li> <li>To know that ice is a solid and how it changes into water ( liquid ) and learning how water can be changed back into ice (solid)</li> <li>Begin to discuss properties of materials.</li> <li>Experiment with types of materials that could be used to make a bag/basket for Little Red Riding Hood.</li> <li>Name animals that live in Artic. .</li> <li>Name animals that live in the Antarctic and begin to compare Arctic and Antarctic.</li> <li>Know what animals need to survive in Artic/ Antarctic conditions .</li> <li>Know and explain where a range of animals live e.g talk about animals which live in cold places (while looking at Artic/Antarctic).</li> <li>Describe Antarctic habitats.</li> </ul>			<b>RE:</b> <ul style="list-style-type: none"> <li>Theme (RE) – Being Special/Special people</li> <li>Talk about members of their immediate family and community. Name and describe people who are familiar and special to them.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>To understand how it feels to belong and that we are similar and different. (School/Family)</li> <li>To talk about who we care about and how we know we are cared for. (Colour monster)</li> <li>To use language to describe how themselves and others are feeling.</li> <li>To learn how to be a kind friend and to show this in play.</li> <li>Understand that some places are special to members of their community. (Visit to Gudwara)</li> <li>To learn about the festivals of Diwali and Christmas and to begin to understand how they are special to Christians, Hindus and Sikhs.</li> <li>To learn about the festival of Chinese new year and compare similarities and differences between this and the other festivals we have learnt about.</li> <li>To learn about the story of Easter and to understand why it is special to Christians.</li> <li>To learn about the festival of Eid-al-Fitr and to understand why is it important to Muslims.</li> <li>To learn about the festival of Eid-UI-Adha and to understand why is it important to Muslims.</li> </ul>		



# Understanding the World Development 2024-2025 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
Nursery provides the foundation for the knowledge and skills to be built on in Reception	<p>History:</p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Talk about members of their immediate family and their relationship to them.</li> <li>Name, describe people who are familiar to them.</li> <li>To look at people who help us from the past.</li> <li>To explore vehicles from the past (fire engines)</li> <li>To learn facts about Sister Dora.</li> <li>Comment on images of familiar situations in the past.</li> <li>Learn about Yayoi Kusama (famous artist from the past)</li> <li>Look at famous astronauts from the past and present (Neil Armstrong, Mae Jemison &amp; Tim Peake)</li> <li>To learn facts about astronauts from the past and present.</li> <li>Find out about key historical events and why and how we celebrate today. Remembrance Day, Christmas Day, Diwali.</li> <li>Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</li> <li>Look at changes over time in the Seasons.</li> <li>Explore famous Antarctic explorers from the past (Ernest Shackleton)</li> <li>Visually represent their own day on a simple timeline.</li> <li>Talk about and understand changes over time.</li> <li>Talk about and understand changes over time.</li> <li>Talk about and understand changes in their own lifetime by creating a personal timeline.</li> <li>Bring in photographs from holidays or special days out.</li> <li>Look at famous pirates from the past.</li> <li>Learn facts about famous pirates from the past.</li> <li>Look at changes over time in the seasons.</li> <li>Talk about their favourite moments from the year.</li> <li>Order personal experiences e.g recount an educational visit.</li> </ul>			<p>Geography:</p> <ul style="list-style-type: none"> <li>Talk about features of their immediate environment with visual representation e.g classroom maps, seating maps and reception garden .</li> <li>Know that we live in Walsall and that Walsall is in England.</li> <li>Explore where Yayoi Kusama lives (Japan) and identify this on a world map. Explore where she travelled (America)</li> <li><b>Seasonal changes:</b> understand the effect of changing season on the natural around them.</li> <li>Use positional language e.g under, beside, on top of etc.</li> <li>Recognise that some environments that are different to the one in which they live e.g Antarctica.(weather)</li> <li>Draw some simple information from age appropriate maps, atlases and globes e.g Antarctica.</li> <li>Identify how technology is used to share information e.g Google maps.</li> <li>Name and talk about human features in local area (shops, houses, Gurdwara, hairdressers)</li> <li>Take photographs, draw simple maps and collect simple data during our walk around local area.</li> <li>Describe a familiar route using positional language.</li> <li>Create a simple map of outdoor area.</li> <li>Create own maps using grid paper and symbols (x marks the spot treasure maps)</li> <li>Recognise some similarities and differences between life in this country and life in other countries (Africa)</li> <li>Find Africa on a world map (recap other countries looked at in the year)</li> <li>Compare Antarctica &amp; Africa and discuss the differences.</li> <li>Explore physical features of Africa (Savanna, Sahara, rainforest and the African great lakes)</li> </ul>		

# Understanding the World Development 2024-2025 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
Chronology Skill Development (History)	Start to make connections between families and talking about immediate family members e.g. mum, dad etc.	Starting to understand that events and activities that they do in school have happened (past) or are happening (present).	Beginning to understand the routines in the day with the use of the visual timelines using language of 'Now' and 'Next.'	With some adult support, being able to reflect on how they have changed since a baby to how they are now.	Mostly recalling an iconic event that has happened in the past at school such as Diwali Party, Christmas, Keeping Chicks etc using pictures to support where necessary.	Showing some confidence in ordering 3 key past events that are in relation to their experiences at school.
	Reflecting on seasonal changes is used throughout to compare using the daily calendar and use of Makaton signage on the calendar. Links to Geography.					
Enquiry Skill Development (Covering across multiple subject areas)	Starting to realise that a book can give information in relation to topics. Recognising the roles of people who help us in the community.	Beginning to find out about key celebrations such as Bonfire night,, Diwali, Remembrance Day, birthdays, Christmas	Starting to show an understanding of key facts of feature from the Arctic. Noticing changes in the environment in relation to the weather and outdoors.	Starting to identify images of landmarks in the area and environment they live in.	Realising how things in the environment are changing and how things start to grow and change.	Beginning to comment on events that have happened in the past in school and describing people and objects that were involved.

# Understanding the World Development

## 2024-2025

### 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
Mapping Skill Development (Geography)	Starting to recognise and talk about the areas of learning within the Nursery classroom and outdoor area.	Beginning to show more awareness of space around them and confidently understand the areas within the classroom.	Starting to recognise that some environments are different to the one they are in using small world to inspire. e.g. Arctic.	Using marks to make their own drawings of key areas in school (making a map of the classroom). Recognising photographs of familiar places in Walsall.	Starting to identify key areas on a map of a farm. Talking about what a map is telling us and the information it gives us.	Beginning to explore maps and globes that explore differences between land and water. Drawing simple maps showing what environment some animals live in.
Scientific Knowledge Development (Science)	<p><b>Seasonal Changes –</b> Knowing the name of the season we are in (Autumn) Exploring Autumn and talking about the colour changes and affects on trees and weather patterns. What can I see?</p> <p><b>Animals (Humans) –</b> Similarities and differences between myself and others. Beginning to name parts of the body.</p>	<p><b>Seasonal Changes –</b> Exploring Autumn and how it affects the changes of darker nights earlier. Comparison between light and dark.</p> <p><b>Materials –</b> Starting to see how certain materials allow light to pass through and others do not. Exploring shadows. Realising that some materials are magnetic and some are not. Change of materials through baking biscuits and making pumpkin soup.</p>	<p><b>Seasonal Changes –</b> Knowing the name of the season we are in (Winter) Comparing Autumnal weather colours to Winter colours. What can I see?</p> <p><b>Animals –</b> Talking about the animals that live in the Arctic. Starting to describe the habitats that Arctic animals live in.</p> <p><b>Materials –</b> Exploring ice and how it melts over time.</p>	<p><b>Seasonal Changes –</b> Knowing the name of the season we are in (Spring) Comparing Spring weather to Winter.</p> <p><b>Animals (Humans) –</b> Differences between how I have changed since a baby.</p> <p><b>Materials –</b> Exploring how things work and how they move e.g. pulley systems, cogs.</p>	<p><b>Seasonal Changes –</b> Knowing the name of the season we are in (Summer) Comparing Summer weather to Winter. What can I see?</p> <p><b>Animals –</b> Talking about and showing understanding of the life cycle of a chick. Caring for a living thing.</p> <p><b>Plants –</b> Planting seeds outside as part of the eco area and growing herbs and vegetables.</p>	<p><b>Animals (Humans) –</b> Starting to show some understanding of how to keep healthy. Recognising healthy foods. Importance of oral health and keeping bodies healthy. Naming parts of the body.</p> <p><b>Animals –</b> Naming animals that live in the ocean. Describing habitats under the ocean.</p> <p><b>Materials –</b> Exploring force of water through floating and sinking</p>

# Understanding the World Development 2024-2025 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
Skill Development (RE)	<p>Belonging</p> <p>Looking at Similarities/ differences between ourselves</p>	<p>Diwali – Lighting a Lamp</p> <p>Experiences: Christmas – Spots 1st Xmas/ The Christmas story</p> <p>Curiosity cubes - artefacts</p>	<p>Chinese New year – Maisy’s Chinese New Year</p> <p>Lanterns and firecrackers</p>	<p>Easter – The story of Easter</p>	<p>Eid – Linking families, food, presents – similarities between celebrations</p> <p>Walk around local area – Vaisakhi links</p>	



# Expressive Arts & Design Development 2024-2025

## Long Term Plan



### 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.

	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
Nursery provides the foundation for the knowledge and skills to be built on in Reception  Printing	<ul style="list-style-type: none"> <li>Create their own artwork in the style of Yayoi Kusama, printing on 2D and 3D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Print with natural objects/food e.g. leaves, pine cones</li> <li>Explore printing with hands to create different Christmas card designs.</li> </ul>	<ul style="list-style-type: none"> <li>Print with sponges, rollers and shapes to create a winter picture.</li> </ul>	<ul style="list-style-type: none"> <li>printing simple repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>symmetrical printing - butterflies as inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use knowledge of printing create own ideas and explain the choices.</li> </ul>
Nursery provides the foundation for the knowledge and skills to be built on in Reception  Collage	<ul style="list-style-type: none"> <li>Understanding how different materials/textures feel and explore freely. E.g malleable, fabrics, natural.</li> </ul>	<ul style="list-style-type: none"> <li>Junk modelling with different materials to make a firework. Junk modelling will be continued to be offered during continuous provision.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the purpose of different textiles/materials. E.g winter clothing</li> </ul>	<ul style="list-style-type: none"> <li>Explore the properties off different materials and decide which one would be the best to create a food bag for little red riding hood.</li> </ul>	<ul style="list-style-type: none"> <li>Collage using Eric Carle and Henry Matisse as inspiration</li> </ul>	<ul style="list-style-type: none"> <li>Weaving (natural and manmade materials</li> </ul>

# Expressive Arts & Design Development 2024-2025 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>Nursery provides the foundation for the knowledge and skills to be built on in Reception</p> <p>3D Work/Form</p>	<ul style="list-style-type: none"> <li>Use natural materials to create different emotions in their art work. (Transient art)</li> </ul>	<ul style="list-style-type: none"> <li>to use simple joins when using different materials to create 3D work e.g. sellotape, masking tape, stick glue.</li> <li>Use clay to create a hedgehog.</li> </ul>	<ul style="list-style-type: none"> <li>creating work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day.</li> </ul>	<ul style="list-style-type: none"> <li>Work collaboratively to create a cityscape in 3D form.</li> </ul>	<ul style="list-style-type: none"> <li>Making own props/ puppets to retell a story. Folding techniques e.g. fans, books.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.</li> </ul>
<p>Nursery provides the foundation for the knowledge and skills to be built on in Reception</p> <p>Mark Making/Drawing</p>	<ul style="list-style-type: none"> <li>Understand how to grip a pencil comfortably and explore making marks, creating lines and circles.</li> <li>Give meaning to marks made</li> <li>Draw themselves and their family with increasing detail.</li> <li>Observational drawing – Pumpkins</li> <li>Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>	<ul style="list-style-type: none"> <li>Observation drawing – Poppies for remembrance day.</li> <li>Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects,</li> </ul>	<ul style="list-style-type: none"> <li>Use shapes like circles, ovals and triangles to build up drawing skills to create a basic picture of a penguin.</li> </ul>	<ul style="list-style-type: none"> <li>Use shapes like rectangles, circles and triangles to recreate a cityscape in the style of James Rizzi.</li> </ul>	<ul style="list-style-type: none"> <li>Observation drawing – Sunflowers</li> <li>Show accuracy and care in their drawing.</li> <li>Use spirals to draw a picture of snail.</li> </ul>	<ul style="list-style-type: none"> <li>Draw patterns on animals in the style of 'Tinga Tinga'.</li> <li>Produce more detailed work and say what they have included.</li> </ul>
<p>Nursery provides the foundation for the knowledge and skills to be built on in Reception</p> <p>Painting/Colour</p>	<ul style="list-style-type: none"> <li>Recognise and name colours.</li> </ul>	<ul style="list-style-type: none"> <li>Paint a 'Starry night' picture in the style of Vincent Van Gogh.</li> <li>Explore colours and how colours can be changed. Identify light and dark colours.</li> </ul>	<ul style="list-style-type: none"> <li>Create an Antarctic landscape in the style of David McEown.</li> <li>Explore different paint types - watercolour, powder paint, acrylic, ready mix paint.</li> </ul>	<ul style="list-style-type: none"> <li>Mix paints to make new colours following instructions.</li> <li>Explore using different brush types.</li> <li>Use colours created to paint a cityscape in the style of James Rizz</li> </ul>	<ul style="list-style-type: none"> <li>To be able to create a wash background and combining colour in the style of Van Gogh</li> </ul>	<ul style="list-style-type: none"> <li>To paint in the style of Esther Mahlangu.</li> <li>To be able to choose a particular colour for a purpose.</li> </ul>
<p>Nursery provides the foundation for the knowledge and skills to be built on in Reception</p> <p>Being Imaginative</p>	<p>Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or roleplay.</p>		<p>Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers.</p>		<p>Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p>	

# Expressive Arts & Design Development

## 2024-2025

### 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	Chop Chop Breezy Weather Cup of Tea	Wise Old Owl Falling Apples Who Has Seen the Wind?	I Can Build a Snowman Carrot Nose Mrs Bluebird	Popcorn Pancakes Hungry Birdies	Dance Sliced Bread Five Little Peas	The Fox Thunderstorm I Have a Little Frog
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. Children will learn how to sing on their own and part of a larger group. They will follow simple melodies and have a go at matching the correct pitch. Alongside this, the children will work with Rainbow Music and Artis (Woo-Hoo) and they will support in developing dance and performance art. The children will have opportunity to watch them and express their feelings towards the music, instruments and dance routines they see and hear. They also have opportunity to play instruments too.					
Rainbow Music Artis (Woo-Hoo) (Music)	Humpty Dumpty Heads, Shoulders, Knees and Toes If You're Happy and You Know It	Incy Wincy Spider Twinkle Twinkle Little Star When Santa Got Stuck Up the Chimney	I'm a Little Snowman The Mittens (Gloves) On My Hands Snowflakes, Snowflakes	The Wheels on the Bus You are My Sunshine Row Row Row Your Boat	Ba Ba Black Sheep Old MacDonald Had a Farm Five Little Ducks	1,2,3,4,5 Once I Caught a Fish Alive A Sailor Went to See Five Cheeky Fish
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

# Expressive Arts & Design Development 2024-2025 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
Mark Making/Drawing (Art/DT Links)	Beginning to make some marks intentionally based around themselves and their family.	Using developing handwriting patterns to support in creating basic drawings. E.g. circles to make snowmen/women.	Beginning to explore straight lines to create a basic landscape drawing. Using circles as a starting point to create a basic drawing/mark of a arctic animal.	Using shapes like rectangles, circles and triangles to build up drawing skills to represent basic drawings of vehicles.	Basic observational drawings of vegetables and drawings of the chicks. Basic observational drawings of flowers.	Drawings of themselves with increasing details. Making closed shapes to draw animals from under the sea.
Painting/Colour (Art Links)	Exploring Autumn colours and mixing colours to make those colours e.g. red and yellow make orange. Look at artwork from James Brunt.	Light and Dark colours - contrast between black and white. Splatter painting effect like Jackson Pollock.	Colour washes with watercolours, looking at cool colours. Layering different shades. Use of Edvard Munch's cool colours.	Painting straight lines using masking tape in different directions to create map outline. Inspired by Piet Mondrian. Using primary colours.	Basic observational paintings of flowers, identifying straight lines for the stem and colours needed for their flower.	Painting on different surfaces with a variety of brush sizes. Mixing own colours.
Printing (Art Links)	Using bodies to print with (what makes me unique) – handprints etc. Using natural materials to print with e.g. pinecones.	Printing using circular shaped sponges to create AB patterns. Handprint Christmas Tree and cotton bud dabbing technique.	Using cardboard strips to print tree trunks. Using rollers and leaf sponges to print on top. Cool colours.	Using polystyrene blocks to carve straight lines into and print mono blocks (black) on coloured paper.	Potato printing to make flowers and chicks.	Using handprints, bubble wrap and fish sponges to create an underwater scene. Printing transient materials like shells into clay.
Collage/Materials (Art Links)	Developing pieces of art by using natural materials like leaves to stick together and make natural collages.	Using variety of materials to create mixed media Christmas themed objects such as Christmas trees.	Making winter trees using shiny foil and cotton wool to experience a different collage material. Purpose of the materials and effect it gives.	Using different sized paper strips of primary colours and black and white to build up a paper collage to make a town/cityscape.	Strips of rolled up tissue paper and shaped paper to construct their own flower head. Using lolly sticks and felt to create a collaged farm scene.	Using outlines of fish and sea creatures to create a collage using tissue papers. Choice of colours. Inspired by Olivia Pilling.
3D Work/Form (Art/DT Links)	Beginning to explore natural materials to create simple transient art forms.	Using junk modelling and recyclable materials to join together to form objects.	Beginning to learn how to join scrap materials together to make large scale models such as an igloo.	Paper play – folding paper in different ways and joining to a board (abstract link to Mondrian). Using several materials to create a movable object such as a car.	Linking prior learning of transient art to print flowers into clay circles. Attaching and inserting materials into another e.g. polystyrene ball to make a sheep.	Combining different materials together, including transient materials like sand and shells to create a 3D piece.

# Expressive Arts & Design Development

## 2024-2025

### 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
Cutting Skills	<ul style="list-style-type: none"> <li>Learning how to control scissors safely.</li> <li>Understanding what scissors are and do.                             <ul style="list-style-type: none"> <li>Supervised adult work</li> </ul> </li> <li>Learning how to snip at paper</li> <li>Cutting in a straight line.</li> </ul>		<ul style="list-style-type: none"> <li>Developing strength and controlling scissors safely.</li> <li>Showing a little independence when taking part in supervised adult work                             <ul style="list-style-type: none"> <li>Cutting in a straight line, curved line.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Beginning to show an increased confidence strength when controlling scissors safely.</li> <li>Showing more independence when taking part in supervised adult work</li> <li>Cutting out simple shapes, with some adult support.</li> </ul>	
Being Imaginative	<ul style="list-style-type: none"> <li>Starting to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> <li>Beginning to use familiar role play to support in pretend play e.g. home corner.</li> <li>Use their imagination as they consider what they can do with familiar objects e.g. cereal boxes, small world characters.</li> </ul>		<ul style="list-style-type: none"> <li>With some confidence, use known objects such as telephones to engage in their own role play, linking prior experiences.</li> <li>Showing greater confidence to use familiar role play to support in pretend play e.g. home corner.</li> <li>Showing some storyline in their 'small world' play.</li> </ul>		<ul style="list-style-type: none"> <li>Taking part in simple pretend play, using familiar experiences to support them in this e.g. washing the dishes.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>Beginning to make imaginative 'small worlds' with blocks, animals and people to create storylines in places, such as a city with different buildings and a park.</li> </ul>	