



Nursery Long Term Plan - 2 Year Rota



YEAR 1		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FSI		All About Me/ Traditional Tales	Celebrations	Dinosaurs	People Who Help Us	Growth and Change	Holidays
Communication and Language	WOWS	Reading by Twilight Music Session Nursery Rhyme Week	Christmas Event Santa Cam Elf on the Shelf Diwali	An egg has been found in our outdoor area! Where has it come from? Who does it belong to? Chinese New Year	Visit from fire service and paramedic. Visit to the Farm	Acorn Farm Visit (31.3.20) Caterpillars - Butterflies Tadpoles Growing plants	Let's go to the beach - bring in a suitcase ready to board our Parish Airways plane and jet off to a sunny destination!
	Key Texts	Three Little Pigs Goldilocks Nick Sharratt: You Choose Shark in the Park	Christmas Story Stick Man Mag's Christmas The Nativity	Gigantosaurus Tyrannosaurus Drip Ten Little Dinosaurs	Various non-fiction books about different professions including fire service, paramedic, doctor, teacher, vet	Teeny Weeny Tadpole Come on Daisy The Very Hungry Caterpillar Non-fiction books about chicks	Non-fiction books We're Going on Holiday!
Physical Development		FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil control GROSS MOTOR CONTROL Introduction to PE	FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil control GROSS MOTOR CONTROL Fundamentals of PE	FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil control GROSS MOTOR CONTROL Ball Skills	FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil control GROSS MOTOR CONTROL Dance	FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil control GROSS MOTOR CONTROL Games	FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil control GROSS MOTOR CONTROL Gymnastics
Personal, Social and Emotional Development		RE - Harvest Time RE - My family How to be a good friend. Making new friends. All About Me. How I have changed since being a baby. Making the right choices. Co-operating and compromising. Walk it safer	RE - Celebrating Christmas Diwali How to be a good friend. It's nice to give... Managing germs (coughs/colds). Sharing is caring. Empathy - not everyone is as lucky as us.	RE - I am special How to be a good friend. I am amazing because... New Life. Celebrating difference in the world around us.	RE - Easter How to be a good friend. Special people in my life. Caring for animals around us - bird feeders.	RE - Friendship How to be a good friend. Growing & Changing How life is a cycle - butterflies/tadpoles Caring for plants and the environment	RE - Special times and places How to be a good friend. Looking at the world around us Don't waste resources (water)
PSHE/Heart Smart		Get Heartsmart	Don't forget to let love in	Too much selfie isn't healthy	Don't rub it in, rub it out	Fake is a mistake.	No way through isn't true

RE	<p>I am Special - God as loving Father. I am Special - My gifts and talents Harvest - Story of Creation and exploring the wonders of our amazing world Christmas - Theme: Births and Birthdays. Nativity Story. Festivals of Light - Inc. Non-Christian Faith (Nov).</p>				<p>Stories Jesus Heard - The Bible Key Old Testament Stories (Joseph, Jonah). Stories Jesus Told - Parables Easter Celebration of most important time of year for Christian. Easter symbols. Emotions; sadness, joy... New Life</p>				<p>Friendship - Jesus is our friend Friends of Jesus. Special Places - Non-Christian Faith places of Worship (YN - Synagogue YR - Hindu Temple). Special Times - Joint Celebrations.</p>			
Values	Thankfulness	Perseverance	Friendship	Forgiveness	Hope	Courage	Justice	Trust	Compassion	Peace	Humility	Truthfulness
Mathematics	<p>Focus on numbers 1-3 Counting in order 1 - 5 One to one correspondence. Matching numeral to quantity. Number bonds to 3 Representing number Daily maths meetings, focusing on numbers 1-3 Number of the week (1-3) Shapes - circle, square triangle. Days of the week Months of the year</p>		<p>Focus on numbers 3-5 Counting in order 1 - 5 One to one correspondence. Matching numeral to quantity. Number bonds to 5 Representing number Daily maths meetings, focusing on numbers 1-5 Number of the week (4-5) Shapes - circle, square triangle. Days of the week Months of the year</p>		<p>Recap on numbers 1-5 Counting in order 1 - 10 One to one correspondence. Matching numeral to quantity. Number bonds to 5 Number formation. One more, one less to 5 Size language big, small Daily maths meetings, focusing on numbers 1-5 Number of the week (1-5) Shapes - review circle, square triangle. Days of the week Months of the year</p>		<p>Recap on numbers 1-5 Counting in order 1 - 10 One to one correspondence. Matching numeral to quantity. Number bonds to 5 Number formation. One more, one less to 5 Size language big, small Daily maths meetings, focusing on numbers 1-5 Number of the week (1-5) Shapes - review circle, square triangle. Days of the week Months of the year</p>		<p>Focus on numbers 1-10 Counting in order 1 - 10 (then 20) One to one correspondence. Matching numeral to quantity. Number bonds to 5 and beyond One more, one less to 10 Number formation. Daily maths meetings, focusing on numbers 1-10 Number of the week (1-10) Shapes - introduce other 2d shapes Days of the week Months of the year Introduce the idea of time</p>		<p>Focus on numbers 1-10 Counting in order 1 - 10 (then 20) One to one correspondence. Matching numeral to quantity. Number bonds to 5 and beyond One more, one less to 10 Number formation. Daily maths meetings, focusing on numbers 1-10 Number of the week (1-10) Shapes - introduce other 2d shapes Days of the week Months of the year Introduce the idea of time</p>	

<p>Early Reading</p>	<p>22-36m</p> <ul style="list-style-type: none"> •Has some favourite stories, rhymes, songs, poems or jingles. •Repeats words or phrases from familiar stories. •Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. <p>Early Talk Boost delivered as whole class input in Autumn 1</p> <p>Letters and sounds activities delivered as whole class input in Autumn 2</p>	<p>30-50m</p> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Looks at books independently. • Handles books carefully. • Holds books the correct way up and turns pages. <p>Start to introduce phonics through Read, Write, Inc with sounds m,a,s,d,t,i,n,p,g,o</p> <p>40-60m</p> <p>Hears and says the initial sound in words.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>(Early Talk Boost/Letters & Sounds as interventions where required)</p>	<p>30-50m</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Knows that print carries meaning and, in English, is read from left to right. • Knows information can be relayed in the form of print. • Shows interest in illustrations and print in books and print in the environment. • Describes main story settings, events and principal characters. • Recognises familiar words and signs such as own name and advertising logos. <p>Phonics through Read, Write, Inc with sounds c,k,u,b,f,e,l,h</p> <p>40-60m</p> <p>Hears and says the initial sound in words.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Can segment the sounds in simple words and blend them together</p> <p>(Early Talk Boost/Letters & Sounds/masdt as interventions where required)</p>
<p>Word Reading and Reading for Pleasure</p>	<ul style="list-style-type: none"> • Listens with interest to the noise's adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus. <p>We will share: Nick Sharratt books, Our Beloved Books & topic books</p>	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention - still listen or do but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). <p>We will share: Anthony Browne books, Our Beloved Books & topic books</p>	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention - still listen or do but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). <p>We will share: Giles Andreae Our Beloved Books & topic Books</p>

Comprehension Skills	<ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g., "Who's jumping?" Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Developing understanding of simple concepts (e.g. big/little) Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Uses a variety of questions (e.g. what, where, who). Uses simple sentences (e.g. 'Mummy goes to work.') Beginning to use word endings (e.g. going, cats). 		<ul style="list-style-type: none"> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle' 		<ul style="list-style-type: none"> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle' 	
Early Writing Skills (developed each term as children progress)	Glitter trays, water with brushes, chalk etc. Dough Disco Funky Fingers Squiggle Pencil grip	Glitter trays, water with brushes, chalk etc. Dough Disco Funky Fingers Squiggle Pencil grip	Glitter trays, water with brushes, chalk etc. Dough Disco Funky Fingers Squiggle Pencil grip	Glitter trays, water with brushes, chalk etc. Dough Disco Funky Fingers Squiggle Pencil grip	Glitter trays, water with brushes, chalk etc. Dough Disco Funky Fingers Squiggle Pencil grip	Glitter trays, water with brushes, chalk etc. Dough Disco Funky Fingers Squiggle Pencil grip
Writing	<ul style="list-style-type: none"> Distinguishes between the different marks they make. <p>Writing opportunities offered through continuous provision areas linked to the theme of the area, such as telephone messages, notes, letters, appointments, labels, messages, recipes, shopping lists.</p> <p>Encourage children to talk about the marks they are making.</p> <p>Talk for Writing - introduce story mapping</p>		<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places. <p>Writing opportunities offered through continuous provision areas linked to the theme of the area, such as telephone messages, notes, letters, appointments, labels, messages, recipes, shopping lists.</p> <p>Encourage the children to talk about their writing and assign meaning to their marks</p> <p>Talk for Writing</p>		<ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Starts to hear and say the initial sound in words. Beginning to segment the sounds in simple words and blend them together. May start to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Beginning to write own name <p>Writing opportunities offered through continuous provision areas linked to the theme of the area, such as telephone messages, notes, letters, appointments, labels, messages, recipes, shopping list.</p> <p>Talk for Writing</p>	
Science	Autumn	All About Me	Everyday Materials	Plants - Planting	Life Cycles	Recycling & Plastic Pollution

Computing	<ul style="list-style-type: none"> Explore how to control technology of toys, e.g. toy electronic keyboard. Talk about ICT apparatus, what it does, what they can do with it and how to use it safely. Develop children's skills as they become familiar with simple equipment, such as twisting or turning a knob. Draw young children's attention to pieces of ICT apparatus they see or that they use with adult supervision 		
Music	<p>Musical Development – Hearing and Listening</p> <ul style="list-style-type: none"> Describe music, eg "scary music, angry music, music". Identify specific sounds in the environment eg sounds of cars, running water. Identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker Encourage children to associate music with "types" of people and places, Match music to pictures/visual resources. □ Describes the sound of instruments eg scratchy sound, soft sound. Create visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music. 	<p>Musical Development – Vocalising and Singing</p> <ul style="list-style-type: none"> Vocalise in a free-flowing way within their play, eg whilst painting or playing with clay. Sing and chant with and to others. Reproduce songs in individual ways. Play with familiar songs, often piecing together parts of different songs. Sing to and with toys, props, resources. Repeat phrases of songs. May sing an entire song. Create his or her own songs, often with a real sense of structure, eg a beginning and an end. Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, Merge elements of familiar songs with improvised singing. Create sounds in vocal sound games. Change some or all of the words of a song. Has strong preferences for songs he or she likes to sing and/or listen to. 	<p>Musical Development – Exploring and Playing</p> <ul style="list-style-type: none"> Creates own patterns in music making. Experiments with ways of playing instruments, eg volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre). Shows control in holding and playing instruments Adds sound effects to stories using instruments. Leads or is led by other children in their music making, ie being a conductor. Listens and responds to others in pair/group music making. Operates equipment such as CD players, MP3 players, handheld devices, keyboards. Plays instruments with control to play loud/quiet, (dynamics), fast/slow (tempo). Shows control to hold and play instruments to produce a musical sound,
Art	<p>Diwali Making diya lamps from clay Rangoli designs</p>	<p>Giuseppe Arcimbaldo Fruit and vegetable portraits</p>	<p>Animals Looking at patterns and prints Exploring textures</p>
History	<p>Concept of change Celebrate Armistice</p>	<p>Concept of invention Introduce the idea of Kings and Queens</p>	<p>Concept of civilisation Explorers and Inventors</p>
Geography	<p>Seasons and Change (location, place, region)</p>	<p>Local environment (location, place, region)</p>	<p>U.K. holidays and abroad (location, place, region)</p>
	<p>To know that we live in the U.K.</p>		



Nursery Long Term Plan - 2 Year Rota



YEAR 2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FSI		All About Me/ Traditional Tales	Celebrations	Superheroes	Animals	Growth and Change	Travel and Transport
Communication and Language	WOWS	Reading by Twilight Music Session Nursery Rhyme Week	Christmas Event Santa Cam Elf on the Shelf Diwali	Superhero Day Visit from Superheroes Chinese New Year	Visit from Pets at Home Visit to the Farm	Acorn Farm Visit Caterpillars - hatching eggs Growing plants	Hot Air Balloon Ride Ride on a bus
	Key Texts	Three Little Pigs Goldilocks Nick Sharratt: You Choose Shark in the Park	Christmas Story Stick Man Mag's Christmas The Nativity	Super Daisy Super Duck Ten Little Superheroes Superhero ABD Superworm Charlie's Superhero Underpants	Commotion in the Ocean Rumble in the Jungle Farmyard Hullabaloo Mad About Minibeasts Dinosaurs Galore Dear Zoo Where's Spot Elmer Giraffes Can't Dance The Rainbow Fish Sharing a Shell	Teeny Weeny Tadpole Come on Daisy The very hungry Caterpillar Non-fiction books about chicks	The Train Ride You Choose (vehicles) Whatever Next The Blue Balloon The Wheels on the Bus The Great Balloon Hullabaloo Up Up and Away
Physical Development		FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil control GROSS MOTOR CONTROL Introduction to PE	FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil control GROSS MOTOR CONTROL Fundamentals of PE	FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil control GROSS MOTOR CONTROL Ball Skills	FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil control GROSS MOTOR CONTROL Dance	FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil control GROSS MOTOR CONTROL Games	FINE MOTOR CONTROL Dough Disco Funky fingers activities Letter/Name formation-daily Cutting activities Pincer games Pencil control GROSS MOTOR CONTROL Gymnastics
Personal, Social and Emotional Development		RE - Harvest Time RE - My family How to be a good friend. Making new friends. All About Me. How I have changed since being a baby. Making the right choices. Co-operating and compromising. Walk it safe - Health & Well Being Week.	RE - Celebrating Christmas Diwali How to be a good friend. It's nice to give... Managing germs (coughs/colds). Sharing is caring. Empathy - not everyone is as lucky as us.	RE - I am special How to be a good friend. I am amazing because... New Life. Celebrating difference in the world around us.	RE - Easter How to be a good friend. Special people in my life. Caring for animals around us - bird feeders.	RE - Friendship How to be a good friend. Growing & Changing How life is a cycle - butterflies/tadpoles Caring for plants and the environment	RE - Special times and places How to be a good friend. Looking at the world around us Don't waste resources (water)
PSHE/Heart Smart		Get Heartsmart	Don't forget to let love in	Too much selfie isn't healthy	Don't rub it in, rub it out	Fake is a mistake.	No way through isn't true

RE	<p>I am Special - God as loving Father. I am Special - My gifts and talents Harvest - Story of Creation and exploring the wonders of our amazing world Christmas - Theme: Births and Birthdays. Nativity Story. Festivals of Light - Inc. Non-Christian Faith (Nov).</p>				<p>Stories Jesus Heard - The Bible Key Old Testament Stories (Joseph, Jonah). Stories Jesus Told - Parables Easter Celebration of most important time of year for Christian. Easter symbols. Emotions; sadness, joy... New Life</p>				<p>Friendship - Jesus is our friend Friends of Jesus. Special Places - Non-Christian Faith places of Worship (YN - Synagogue YR - Hindu Temple). Special Times - Joint Celebrations.</p>			
Values	Thankfulness	Perseverance	Friendship	Forgiveness	Hope	Courage	Justice	Trust	Compassion	Peace	Humility	Truthfulness
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<p>Early Reading</p>	<p>22-36m</p> <ul style="list-style-type: none"> •Has some favourite stories, rhymes, songs, poems or jingles. •Repeats words or phrases from familiar stories. •Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. <p>Early Talk Boost delivered as whole class input in Autumn 1</p> <p>Letters and sounds activities delivered as whole class input in Autumn 2</p>	<p>30-50m</p> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Looks at books independently. • Handles books carefully. • Holds books the correct way up and turns pages. <p>Start to introduce phonics through Read, Write, Inc with sounds m,a,s,d,t,i,n,p,g,o</p> <p>40-60m</p> <p>Hears and says the initial sound in words.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>(Early Talk Boost/Letters & Sounds as interventions where required)</p>	<p>30-50m</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Knows that print carries meaning and, in English, is read from left to right. • Knows information can be relayed in the form of print. • Shows interest in illustrations and print in books and print in the environment. • Describes main story settings, events and principal characters. • Recognises familiar words and signs such as own name and advertising logos. <p>Phonics through Read, Write, Inc with sounds c,k,u,b,f,e,l,h</p> <p>40-60m</p> <p>Hears and says the initial sound in words.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Can segment the sounds in simple words and blend them together</p> <p>(Early Talk Boost/Letters & Sounds/masdt as interventions where required)</p>
<p>Word Reading and Reading for Pleasure</p>	<ul style="list-style-type: none"> • Listens with interest to the noise's adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus. <p>We will share: Nick Sharratt books, Our Beloved Books & topic Books</p>	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention - still listen or do but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). <p>We will share: Anthony Browne books, Our Beloved Books & topic Books</p>	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention - still listen or do but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). <p>We will share: Giles Andreae Our Beloved Books & topic Books</p>

Comprehension Skills	<ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g., "Who's jumping?" Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Developing understanding of simple concepts (e.g. big/little) Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Uses a variety of questions (e.g. what, where, who). Uses simple sentences (e.g. 'Mummy goes to work.') Beginning to use word endings (e.g. going, cats). 		<ul style="list-style-type: none"> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle' 		<ul style="list-style-type: none"> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle' 	
Early Writing Skills (developed each term as children progress)	Glitter trays, water with brushes, chalk etc. Dough Disco Funky Fingers Squiggle Pencil grip	Glitter trays, water with brushes, chalk etc. Dough Disco Funky Fingers Squiggle Pencil grip	Glitter trays, water with brushes, chalk etc. Dough Disco Funky Fingers Squiggle Pencil grip	Glitter trays, water with brushes, chalk etc. Dough Disco Funky Fingers Squiggle Pencil grip	Glitter trays, water with brushes, chalk etc. Dough Disco Funky Fingers Squiggle Pencil grip	Glitter trays, water with brushes, chalk etc. Dough Disco Funky Fingers Squiggle Pencil grip
Writing	<ul style="list-style-type: none"> Distinguishes between the different marks they make. <p>Writing opportunities offered through continuous provision areas linked to the theme of the area, such as telephone messages, notes, letters, appointments, labels, messages, recipes, shopping lists.</p> <p>Encourage children to talk about the marks they are making.</p> <p>Talk for Writing - introduce story mapping</p>		<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places. <p>Writing opportunities offered through continuous provision areas linked to the theme of the area, such as telephone messages, notes, letters, appointments, labels, messages, recipes, shopping lists.</p> <p>Encourage the children to talk about their writing and assign meaning to their marks</p> <p>Talk for Writing</p>		<ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Starts to hear and say the initial sound in words. Beginning to segment the sounds in simple words and blend them together. May start to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Beginning to write own name <p>Writing opportunities offered through continuous provision areas linked to the theme of the area, such as telephone messages, notes, letters, appointments, labels, messages, recipes, shopping list.</p> <p>Talk for Writing</p>	
Science	Autumn	All About Me	Everyday Materials	Plants - Planting	Life Cycles	Recycling & Plastic Pollution

Computing	<ul style="list-style-type: none"> Explore how to control technology of toys, e.g. toy electronic keyboard. Talk about ICT apparatus, what it does, what they can do with it and how to use it safely. Develop children's skills as they become familiar with simple equipment, such as twisting or turning a knob. Draw young children's attention to pieces of ICT apparatus they see or that they use with adult supervision 		
Music	<p>Musical Development – Hearing and Listening</p> <ul style="list-style-type: none"> Describe music, eg "scary music, angry music, music". Identify specific sounds in the environment eg sounds of cars, running water. Identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker Encourage children to associate music with "types" of people and places, Match music to pictures/visual resources. □ Describes the sound of instruments eg scratchy sound, soft sound. Create visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music. 	<p>Musical Development – Vocalising and Singing</p> <ul style="list-style-type: none"> Vocalise in a free-flowing way within their play, eg whilst painting or playing with clay. Sing and chant with and to others. Reproduce songs in individual ways. Play with familiar songs, often piecing together parts of different songs. Sing to and with toys, props, resources. Repeat phrases of songs. May sing an entire song. Create his or her own songs, often with a real sense of structure, eg a beginning and an end. Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, Merge elements of familiar songs with improvised singing. Create sounds in vocal sound games. Change some or all of the words of a song. Has strong preferences for songs he or she likes to sing and/or listen to. 	<p>Musical Development – Exploring and Playing</p> <ul style="list-style-type: none"> Creates own patterns in music making. Experiments with ways of playing instruments, eg volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre). Shows control in holding and playing instruments Adds sound effects to stories using instruments. Leads or is led by other children in their music making, ie being a conductor. Listens and responds to others in pair/group music making. Operates equipment such as CD players, MP3 players, handheld devices, keyboards. Plays instruments with control to play loud/quiet, (dynamics), fast/slow (tempo). Shows control to hold and play instruments to produce a musical sound,
Art	<p>Diwali Making diya lamps from clay Rangoli designs</p>	<p>Giuseppe Arcimbaldo Fruit and vegetable portraits</p>	<p>Animals Looking at patterns and prints Exploring textures</p>
History	<p>Concept of change Celebrate Armistice</p>	<p>Concept of invention Introduce the idea of Kings and Queens</p>	<p>Concept of civilisation Explorers and Inventors</p>
Geography	<p>Seasons and Change (location, place, region)</p>	<p>Local environment (location, place, region)</p>	<p>U.K. holidays and abroad (location, place, region)</p>
	<p>To know that we live in the U.K.</p>		