

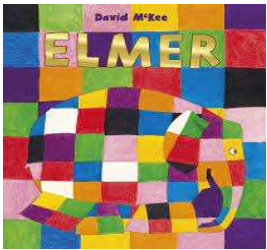
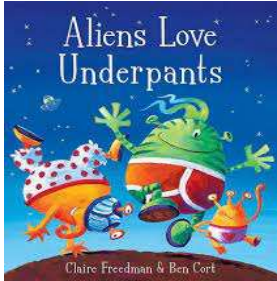
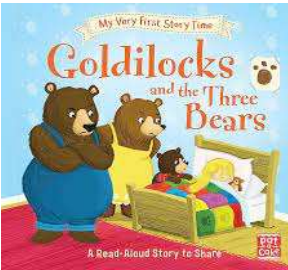
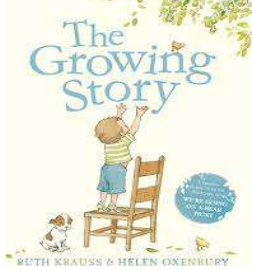
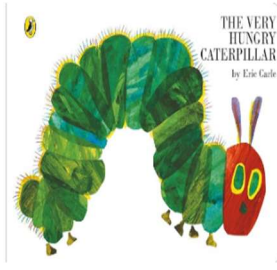
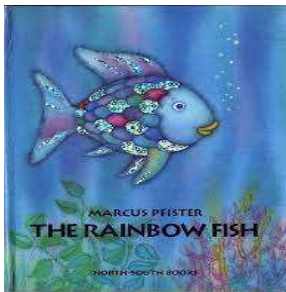
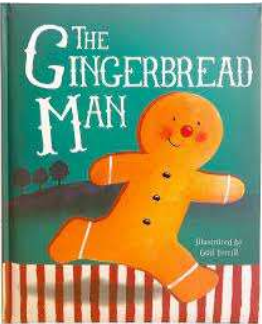
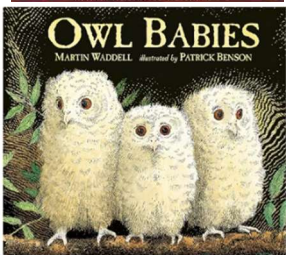
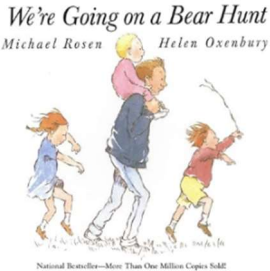
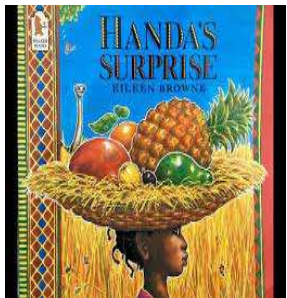
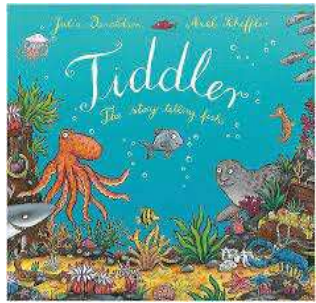
Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

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BRANCH 1	BRANCH 2	BRANCH 3	BRANCH 4	BRANCH 5	BRANCH 6
Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	Ends of the Earth	Explores teaching and learning about other Christian denominations, other religious worldviews and non-religious worldviews.
All about Me	Light and Dark	Bears	Growing	Lifecycles	Under the sea
					
					

Communication and Language Opportunities					
<p>To listen to rhymes and songs.</p> <p>To listen to simple stories and use pictures to help me know what is happening</p> <p>To listen to others talk and start to join in</p> <p>To understand simple instructions and questions e.g. Where is your hat? (Not yet 'why' questions- what, where, who)</p> <p>To use the names for a range of familiar objects, people and actions</p> <p>To use a range of words for time, space, function and description</p>	<p>To listen to different songs and rhymes and join in with some I know e.g. nursery rhymes</p> <p>To respond and give my attention when someone speaks to me (using my name helps)</p> <p>To be able follow simple instructions with up to two key words. To answer questions using who, what, when, where.</p> <p>To use talk in my play to help organise e.g. "You sit there.... I will be the mummy.</p> <p>To be able to link words together in the start of a sentence e.g. more milk</p>	<p>To start to listen to longer stories and join in with familiar or repeating parts e.g. Bear Hunt etcTo be able to talk about the structure of the story.</p> <p>To follow instructions with two key words accurately</p> <p>To talk in short sentences that others can understand</p> <p>To be able express my opinion using short sentences.</p>	<p>To answer a range of questions. I am starting to understand 'why?' in terms of investigations etc</p> <p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</p> <p>To respond appropriately when I am spoken to e.g. asked a direct question</p> <p>I know to try and listen when someone else is speaking.</p> <p>To use some new vocabulary e.g. scientific and story vocabulary. To develop my sentences e.g. Can I have more water.</p>	<p>To be able to answer questions.</p> <p>To be able to understand and respond to instructions with: *2 key words- Put on your hat *3 key words- Can you wash dolly's face?</p> <p>To use a sentence of 4-6 words e.g. Can I have more milk please?</p> <p>To be able to start a conversation and take it in turns to speak</p>	<p>To be able to talk about a familiar story confidence.</p> <p>To be able to explain, describe, recount and retell</p> <p>To understand and respond to 'why' questions</p> <p>To listen carefully to songs, stories and rhymes and respond by joining in.</p> <p>To be able to use connectives to link words in sentences e.g. I want the car and the crayon/ I like milk because it tastes nice</p>
Enhancements / Events – Ongoing weekly drop in stay and play sessions.					
<p>World Nursery Rhyme week.</p> <p>Performance for parents.</p>	<p>Christmas Nativity</p> <p>Christmas jumper/ party day</p>	<p>Chinese New Year</p> <p>Bear Hunt in school grounds.</p>	<p>Stay and play</p> <p>Fruit Kebabs / healthy eating</p> <p>World Book Day</p> <p>Planting seeds/ beans.</p>	<p>Caterpillars</p>	<p>Sports day</p> <p>Transition to reception.</p> <p>Visit from the circus.</p>
Literacy Opportunities					

<p>To be able to mark make and identify their marks with a variety of materials e.g. sticks in mud, flour, paint, etc.</p>	<p>To demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc.</p>	<p>To demonstrate good fine motor control when using tools e.g. tweezers, threading, etc. Adults will teach pencil grip using the 'nip, flip, grip' technique in provision.</p>	<p>To use a range of tools to write. Adults continue to teach pencil grip using the 'nip, flip, grip' technique in provision.</p>	<p>To be able to hold a pencil in a tripod grip. Adults will consistently model and encourage tripod pencil grip.</p>	<p>To write some letters with good formation e.g. the letters from my name. Adults will consistently model and insist on correct formation.</p>
<p>To be able to hear some sounds during listening games. I can show awareness of alliteration e.g. the ssssliperry ssssnake</p>	<p>.To begin to explore initial sounds in familiar words and begin to play Fred Games with support.</p>	<p>To know that each letter makes a sound – focussing on sounds in their names. To start to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list.</p>	<p>To be able to identify words with the same initial sound To be able to segment words in the order in which they occur. To be able to change the initial sound to make new words e.g. at- hat, cat, mat, sat</p>	<p>To identify the pictures linked to RWI sound. To be able to hear the sounds in words and to start to blend them back together (Fred games) To orally blend familiar CVC words</p>	<p>To be able to use good phonological awareness including oral blending skills, rhyme, alliteration and syllables</p>
<p>To enjoy rhymes/ stories and join in with them.</p>	<p>To enjoy more stories and rhymes. Also to join in with their repetition.</p>	<p>To start to develop play around my favourite stories and props</p>	<p>To sequence events from familiar stories.</p>	<p>To talk about stories I have heard.</p>	<p>To be able to retell some familiar stories.</p>
<p>To add marks to pictures giving meaning to them. To add marks to show my name.</p>	<p>To be able to apply some print knowledge to writing e.g. m for mummy I can write the first letter of my name</p>	<p>To start to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list.</p>	<p>To use a wider print knowledge for writing To write some of my name e.g. first two letters.</p>	<p>To apply my print knowledge to my emergent writing, To be able to write most of my name.</p>	<p>To apply my print knowledge to my emergent writing To be able to write my own name.</p>
<p>To recognise familiar signs and labels within the environment. Such as a familiar logo. bus numbers, my name/ first letter To repeat words and phrases a familiar book and to join in with some words in familiar songs</p>	<p>To have an understanding of letters and print e.g. page sequencing, book parts, etc. To begin to notice rhyme and can clap syllables</p>	<p>To have an understanding of letters and print e.g. page sequencing, book parts, events etc. To start to join in with familiar stories, rhymes and songs</p>	<p>To begin to use different vocabulary from books in my play To start to use different vocabulary from books in my play</p>	<p>To begin to use new and different vocabulary from books in my play</p>	<p>To be able to use some story language or new vocabulary in my play. To join in with familiar rhymes and songs (and some patterned stories</p>
<p>Children's interests will be incorporated into our provision after observations and through pupil voice.</p>					

Adaptations for SEND Pupils See attached toolkit					
Key Vocabulary					
Autumn 1 To use a range of words for myself, family, function and description Mummy, Daddy Grandparents Brother, Sister Baby, Home , Old, Young, Child, Adult, Feelings, Happy, sad, upset, angry, Sight Touch Smell Hear Taste Front cover, author , Beginning Middle End	Autumn 2 Owl, nest, fly, feathers, conkers, leaves, twig, bark, shells, Trees Leaves Weather Day Night Light Dark, light, shiny, bright, Sun, shine, Moon, glow, Nativity Celebrations Christmas Snow, Giving/ Birthdays, Advent .Mary .Joseph, Jesus, .Stable	Spring 1 Celebrations, Party, wedding, Birthday, Christening, Bears, long wavy grass, thick oozy mud, dark forest. Snowstorm, swirling whirling cold, deep , river , deep, dark cave, Bears, survive, Grizzly, Paws , Ears Nose Black Bear Brown Bear, Animals Enormous, Habitat	Spring 2 Seed, Bud Flowers Petals Root , Fruit, Vegetable , soil, stem, Grow Sunlight Water and rain Change Africa, Continent, World, Village, Elephants, zebra, Giraffe, Goat, Monkey, Gazelle, Ostrich, parrot, fruit, banana, pineapple, guava. Tangerines, basket, mango, avocado, passion fruit.	Summer 1 Life cycle Caterpillar Chrysalis Butterfly' fruit names, days of the week. Look closely, watch, touch, feel, different, same, ask questions, Pigs, build, materials, straw, sticks, wood, bricks, huff, puff, strong, waterproof, blow, roof, chimney pot,	Summer 2 Characters, setting, beginning, middle, end, Friends, friendships, sharing, scales, lonely, cried Oceans, recycle, sea, environment, Earth, Pollution, save,
P.S.E.D					
Autumn	Spring		Summer		
Self-regulation Children will be learning to: <ul style="list-style-type: none"> Separate from their main carer to come into nursery. Share or take turns with the support of an adult. Talk and identify feelings using words like happy, sad, angry or worried Managing Self Children will be learning to: <ul style="list-style-type: none"> Explore the setting confidently knowing a familiar person is close by. Become more outgoing with unfamiliar people, in the safe context of their setting. Children will know to wash and dry their hands before eating and after using the toilet. They will be able to put	Self-regulation Children will be learning to: <ul style="list-style-type: none"> Follow rules and routines of the nursery day without always needing adult support. See themselves as a valuable individual and speak about themselves positively. Managing Self Children will be learning to: <ul style="list-style-type: none"> Become more confident in new social situations and with new people, including visitors to nursery. Children will know to drink water and will be learning about healthy foods. They will be able to use the toilet independently.		Self-regulation Children will be learning to: <ul style="list-style-type: none"> Talk about their own feelings and the feelings of others. Follow basic instructions and rules without support and understanding why they are important. Develop appropriate ways of being assertive. Understand how other children might be feeling. Managing Self Children will be learning to: <ul style="list-style-type: none"> Be resilient when faced with challenges. Children will be dry during the day. Independently washing hands and toileting.		
	Building relationships		Building relationships		

<p>their own coats on. A little help may be needed to use the toilet.</p> <p>Building relationships Children will be learning to:</p> <ul style="list-style-type: none"> • Enjoy the company of other children. • Play with one or more other children, extending and elaborating play ideas. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Talk with others to help resolve conflicts and to resolve issues. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Play with other children co-operatively. Working together without adult support. • Listen to their friends and reach a compromise.
<p align="center">Physical Development</p> <p>Throughout the year children will be partaking in Squiggle Whilst you Wiggle, Dough Disco and developing their self-help skills. Children will be learning and developing following skills:</p>		
<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p align="center">Gross motor skills</p> <p>Playing cooperation games i.e. parachute games. Travelling - Different ways of moving. Transitioning into different positions (e.g. sitting, all fours, lying on tummy). Walking smoothly and turning corners. Running with control (still with a wide gait). Climbing onto equipment without assistance. Picking up object from the floor without falling over. Rolling a ball. Imitating simple bilateral movements of limbs (e.g. arms up together). Waving flags and streamers. Using large mark making opportunities.</p> <p align="center">Fine motor skills</p> <p>Using fine motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.) Manipulating objects with developing fine motor skills. Using tools to effect changes to materials Showing a preference for a dominant hand. Children will explore large mark making to develop cross the midline movements.</p>	<p align="center">Gross motor skills</p> <p>Imitating simple bilateral movements of limbs (e.g. arms up together). Imitating an adult standing on one foot and hopping. Running with control. Climbing on nature, equipment and ladders. Climbing down from equipment without assistance. Changing direction while walking. Walking up and down stairs/steps with alternating feet. Jumping with two feet together repeatedly.</p> <p align="center">Fine motor skills</p> <p>Handling tools, objects, construction and malleable materials with increasing control Drawing lines and circles using gross motor movements Holding Small Items Using one handed tools. Showing more independent with dressing - putting on coats etc.</p>	<p align="center">Gross motor skills</p> <p>Join in with obstacle activities – balancing, moving over, under, through and around equipment. Making decisions to decide how to move i.e. walk, crawl or run. Walking up and down stairs with alternating feet. Kicking a ball. Running around obstacles. Walking on tip toes. Walking along a line. Pedalling a tricycle. Jumping over Hold a pose during a game/ dance. Making games by themselves or with friends. Working together to carry large items such as planks of wood/crates. Remembering movements and dance sequences.</p> <p align="center">Fine motor skills</p> <p>Developing muscle tone to put pencil pressure on paper. Beginning to only use one hand for fine motor tasks. Using one handed tools eg spade for digging sand. Zipping/Buttoning clothing. Cutting with scissors. Building and creating things with smaller resources, such as Duplo/ beads. Using one handed tools confidently. Using a comfortable grip with good control when using pencils.</p>

Mathematics					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<p>Number Children will be learning to:</p> <ul style="list-style-type: none"> Rote count to 5 and beyond Join in with number songs - reacting to changes. <p>Numerical Patterns Children will be learning to:</p> <ul style="list-style-type: none"> Sort and match by colour, size and object. Sequence events using language including first, then and after. 	<p>Number Children will be learning to:</p> <ul style="list-style-type: none"> Count in correspondence to 5 (songs/ rhymes) Identify and recognise Number 1 and 2 when Subitising Counting Numeral Show fingers to 2. Experiment with their own symbols and marks as well as numerals. Begin to understand cardinality. <p>Numerical Patterns Children will be learning to:</p> <ul style="list-style-type: none"> identify Patterns and to be able to Extend AB Colour patterns. Extend AB shape / object patterns. Talk about and identify patterns around them. 	<p>Number Children will be learning to:</p> <ul style="list-style-type: none"> show 'finger numbers' up to 5. Subitise to 3. Count in correspondence to 5, knowing that the total is 5. Identify and recognise numerals 3, 4 and 5. Understand the composition of 3 and 4. <p>Numerical Patterns Children will be learning to:</p> <ul style="list-style-type: none"> Compare amounts to 5. <p>To recognise circles, rectangles, squares, triangle and pentagons.</p>	<p>Number Children will be learning to:</p> <ul style="list-style-type: none"> Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Match numerals and amounts: up to 5. <p>Numerical Patterns Children will be learning to:</p> <ul style="list-style-type: none"> Use language including tall, long, short to make comparisons between objects relating to size, length, weight and capacity. 	<p>Number Children will be learning to:</p> <ul style="list-style-type: none"> count, order, recognise numbers to 5 securely. <p>Numerical Patterns Children will be learning to:</p> <ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than' Make an AB repeating pattern. Children will notice and correct an error in a repeating pattern. <p>Children will be learning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Children will be learning to talk about and explore 2D and 3D shapes (triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p>	<p>Number</p> <ul style="list-style-type: none"> Children will be consolidating their number knowledge. <p>Numerical Patterns Children will be learning to:</p> <ul style="list-style-type: none"> Use positional language including on top, under, next to and behind. use a number line to find the number that comes next / before a given number to 5. <p>Children will discuss routes and locations using words such as 'in front of' and 'behind'.</p> <p>Combine shapes to make new ones.</p>
Key Vocabulary					
Match, same, different, colour names, pair, different, Set,	Number, one, only, single, own, numerals, count,	Number names, numeral, count, before, after, next, 1,2,3,4,5, subitise, compare, few, more,	1,2,3,4,5,6, objects, count, more, less, before, after, ten frame,	Start, first, then, last, end, before, next, after, time, day, days of the week,	First, then, next, last, route, forwards, backwards, around, though, over, under, start,

shapes, circles, squares, rectangles, 4 sides. straight sides, short, long size, large, middle sized Sorting rule, size, guess, notice, colour, group, , edge, corner	point, same, different, counting, sort, group, mark two, many, away, gone, back, another, each, pair Clap, pattern, spots, stripes, straight, wavy, zig zags, favourite, same, different, repeat, repeating, first, then, next, fix,	less, least, 1:1 counting, one at a time, face, long, short, make, different, same, Part-whole model, many, altogether, made, total .	Height, length, tall, long, short, biggest, longest, stretched, smallest, medium, shortest, medium, heavy, light, equal, weigh, balance, Capacity, full, half full empty, same, different, compare, fit, in, out, hold, most , least	morning, lunch, evening, night, day, routine, seasons, Spring, Summer, Autumn, Winter. Number, number names, count, on, more than, fewer, next, after, group Round, straight, circle, square, rectangle, sides, corners, long, short, triangle, sphere, ball, 3D, small, big, cube, dice, similar, different, faces, flat, round, count, number names, roll, biggest, number, shape, build.	finish, build, correct, mistake, wrong way, position, number, number names, route, hide, hiding, where, location, describe More, less, most, least, middle few, fewer, before, after. Part-whole model, many, more, less, different, same, altogether, made, make, total. Find, land, on, jump, pattern, count on, roll, up, down, across. correct, incorrect, mistake., how many, take away, add, amount, same, different.
Understanding the World					
Autumn		Spring		Summer	
Throughout the year the children will be encouraged to talk about what they see, using a wide vocabulary, explore how things work and talk about the differences between materials and changes they notice. There will be ongoing opportunities for the children to explore natural and man-made materials using all of their senses.					
<p>Past and Present</p> <p>Children will learn about Remembrance Sunday Day and Bonfire Night</p> <p>Settling in activities – all about me. Who am I? What do I like and dislike? Who lives in my house? Talk about members of their immediate family. Can talk about what they do with their family and places they have been with their family.</p> <p>Begin to make sense of their own life-story and family’s history</p> <p>The Natural World</p> <p>Children will make collections of natural materials to investigate and talk about.</p> <p>People, communities and culture.</p> <p>Children in nursery will:</p> <ul style="list-style-type: none">• Explore the seasonal changes in Autumn.• Learn of various occupations.		<p>Past and Present</p> <p>We will learn about growing and changing. What was I like as a baby? How have I changed? Comparing differences of young-old. Talk about own and family’s history (grandparents, parents, etc.)</p> <p>The Natural World</p> <p>Children will be learning to:</p> <ul style="list-style-type: none">• Plant seeds and care for growing plants.• Understand the key features of the life cycle of a plant.• Begin to understand the need to respect and care for the natural environment and all living things <p>People, communities and culture.</p> <p>Children will be learning to:</p> <ul style="list-style-type: none">• Explore the seasonal changes in Winter.• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		<p>Past and Present</p> <p>Children will look at images of seaside holidays from the past and present and identify similarities and differences.</p> <p>The Natural World</p> <p>Children will be learning to:</p> <ul style="list-style-type: none">• Life cycles of butterflies/insects – explore a range of mini beasts – how will we care for them?• Understand the key features of the life cycle of an animal.<ul style="list-style-type: none">• To understand the need to respect and care for the natural environment and all living things.<ul style="list-style-type: none">• know that this time of year is Summer.• That some animals can live underwater.• People, communities and culture.<p>Children will be learning to:</p><ul style="list-style-type: none">• Explore the seasonal changes in Summer.<ul style="list-style-type: none">• That a globe represents the world.• That the green on a globe is land and the blue is sea.	

<ul style="list-style-type: none"> • Talk about differences and similarities between themselves and people in their local community 	<ul style="list-style-type: none"> • Develop positive attitudes about the differences between people. 	
<p align="center">Expressive Arts and Design</p> <p align="center">Children will have ongoing access to painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, following music patterns with instruments and singing songs during continuous provision.</p>		
<p align="center">Autumn Suggested Artist Van Gogh</p>	<p align="center">Spring Suggested Artist Claude Monet</p>	<p align="center">Summer Suggested Artist Piet Mondrian</p>
<p align="center">Creating with materials</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Explore art materials for large and small scale art e.g. drawing, paint, sculpture</p> <p align="center">Being Imaginative and Expressive</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Express my ideas through play, particularly pretend play</p> <p align="center">Music</p> <p>Listen with increased concentration. Enjoy joining in with songs, rhymes and music. Explore the different sounds that instruments can make. Making rhythmic sounds e.g. banging a drum. Remember and sing entire songs.</p>	<p align="center">Creating with materials</p> <p>Children will paint on a flat surface and an easel. Children will explore and recreate art in the style of Monet. I can use self- chosen materials to create my own ideas Develop their own ideas and then decide which materials to use to express them.</p> <p align="center">Being Imaginative and Expressive</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p align="center">Music</p> <p>Children will respond to what they have heard, expressing their thoughts and feeling. Play musical instruments with greater control and purpose.</p>	<p align="center">Creating with materials</p> <p>Children will explore colour mixing. Children will use pencils to draw closed shapes such as squares and rectangles. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Children will explore and recreate art in the style of Piet Mondrian.</p> <p align="center">Being Imaginative and Expressive</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park- developing their own stories.</p> <p align="center">Music</p> <p>Sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm.</p>