


Long Term Plan

Nursery – Cycle 1



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------|---|--|---|---|---|---|
| Topic/Theme | What makes you unique? Getting to know...me! | Where in the world does Santa live? Our world | How Tall is a Giraffe? Wild Animals | Why would you have a guinea pig as a pet? Pets | Why do pirates have treasure chests? Ocean | How do you build a sandcastle? Seaside |
| Focus Texts | Spot's First Day at School Where's spot? Tidy Titch Titch We are all Different (Twinkl) All in One Piece (Large Family) Winnie's Amazing Pumpkin | Sparks in the Sky (Twinkl e book) Dipal's Diwali (Twinkl) The Little Penguin Polar Bear Polar Bear Laura's Star Cookie's Christmas Invention (Twinkl) A range of Christmas books | Where are you Blue Kangaroo? Giraffes Can't Dance Elmer Brown Bear, Brown Bear Ronald the Rhino (Twinkl e book) A Colour of his Own | I Completely know about Guinea Pigs Rainbow Fish Winnie and Wilbur The Little Red Hen Rabbit Food Oliver's Vegetables | 10 Little Pirates One to 10 and Back Again Pirates Love Underpants My Granny is a Pirate Captain Finn and the Pirate Dinosaurs I wish I were a Pirate | Lucy and Tom at the Seaside The Snail and the Whale Let's Explore Under the Sea (Twinkl) Winnie and Wilbur at the Seaside Soggy the Bear What the Ladybird Heard at the Seaside Sharing a Shell |
| Enrichment | Explore our woodland and the school. Walk to the duck pond (local area) Blackberry picking Fruit - blackberry Baking/Cooking Caring for our school animals Harvest Halloween Caring for the environment | Bonfire Night Christmas Visit from Santa Activities day Christmas party Christmas dinner Baking/cooking Remembrance Day Caring for our school animals Caring for the environment Fruit - oranges | Walk to the Mill (local area) Baking/cooking Caring for our school animals Dress in your favourite colour to school Pancake Day Chinese New Year Caring for our school animals Caring for the environment Fruit - pineapple | Eggs/chicks in school Tadpoles Baking/cooking Caring for our school animals Caring for the environment EY Big Grow Sunflowers – plant a sunflower seed Mother's Day Easter Fruit - strawberries | Baking/cooking Caring for our school animals Caring for the environment Dress up as a Pirate Day Father's Day Fruit - raspberries | Make our own beach Sports Day Baking/cooking Caring for our school animals Caring for the environment School visit Transition Fruits - watermelon |
| Parental Involvement | Staggered start for our new nursery children Seesaw Journal All About Me booklets Family photo/Family Tree Autumn bag Sharing books at home | Seesaw Post a picture of Halloween dress up and my Bonfire Night. Home Learning Activities Day Share books at home Sing Song for Christmas Branching Out. | Seesaw Post a picture of my Christmas Home Learning Task Share books at home Branching Out | Seesaw Home Learning Task Share books at home Branching Out Do you have a pet at home? Post a picture and encourage your child to help look after them | Seesaw Home Learning Task Share books at home EY Big Grow Sunflowers Branching Out | Seesaw Post a picture of me at the seaside. Home Learning Task Share books at home Transition Sports Day Branching Out |
| Makaton | Happy/sad Blackberries Good Morning | Bonfire, firework, excited, tired, penguin, bear, star, Merry Christmas | Kangaroo, blue, giraffe, dance, elephant, forest, brown, bear, rhino, chameleon, colour, forest. | Guinea pig, colours, rainbow, fish, witch, cat, little, hen, rabbit, food, boy, girl, vegetables, pet | Pirate, treasure, boat, flag | Seaside, beach, shell, bucket, spade, waves, sea |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------|---|----------|----------|----------|----------|----------|
| COEL & Key Principles | <p>Characteristics of Effective Learning</p> <p>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</p> <p>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.</p> <p>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.</p> | | | | | |
| | <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. EYFS is where the partnerships between home and school begin.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and interests and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others, celebrating individual achievements wherever they occur.</p> <p style="text-align: center;">We nurture in our children the courage to just have a try and if at first you fail, have another go!</p> <div style="text-align: right;">  <p><i>Audaces Fortunas Juvat</i></p> </div> | | | | | |



Prime Areas of Development

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|--|--|---|---|---|---|---|
| Personal, Social & Emotional Development | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <p>Activities/experiences Building relationships with adults in the nursery. Use 'All About Me' booklets to be familiar with the children. Establish basic routines. Support parting from familiar adult. Emotions – How are we feeling? Share family photographs and add to our family tree. Build relationships with peers. What do I look like? Building independence coats off/shoes off. Simple turn taking, circle time. Basic personal skills – sit on the toilet and go to toilet, with support. Snack time – begin to try new foods.</p> | <p>Activities/experiences Know a few of the children's names in my class. Know my teachers name. Building independence coat off/shoes off/wellies on/splash suit on. Firework safety. Becoming more independent with using the toilet. Exploring our emotions. Gaining confidence in choosing my own activities. Being able to follow some rules. Basic personal skills- sit on the toilet/go to the toilet/wipe my bottom/wash my hands with support. Snack time – try new foods and become more independent with my eating and drinking.</p> | <p>Activities/experiences Building independence putting my coat on. Establish relationships. Know most of the children's names in my class and my teacher's names and learn new friends names.. Routine's morning/daily. Exploring emotions. Gaining confidence in my environment. Follow some rules, share and take turn with support. We are part of and belong to Ramsden. Independent with using the toilet and support with washing my hands. Snack time – eat a range of foods and be independent with my eating and drinking.</p> | <p>Activities/experiences Putting on my coat and being able to fasten it. Know all my friend's names in my class and my teachers. Use the toilet independently. Remember to wash my hands with a prompt. Being able to share and take turns. Becoming aware of my emotions. We are part of and belong to Ramsden.</p> | <p>Activities/experiences Putting on my coat and being able to fasten it. Water safety. Know all my friend's names in my class and my teachers and learn new friends names. Use the toilet independently. Remember to wash my hands independently. Aware of my emotions and tell the adult how I am feeling. We are all part of Ramsden but we are different because.</p> | <p>Putting on my coat and being able to fasten it. Sun Safety. Keeping safe on the beach. Know all my friend's names in my class and my teachers. Moving on, preparing for transitions and new friends. Getting to know new people, including children and adults. Beginning to understand how my friends are feeling. Going on a school trip and managing the change of environment. We are different because.</p> |
| | <p>Development Matters Birth – 3 years Engage with others through gestures, gaze and talk. Find ways of managing transitions. Thrive as they develop self-assurance. Play with increasing confidence on their own and with other children. Feel confident when taken out around the local neighbourhood. Feel strong enough to express a range of emotions and talk about and manage these. Grow in independence. Ask questions about differences. Develop friendships with other children.</p> | | | <p>Development Matters 3-4years Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules and know why they are important. Talk to others to solve conflicts. Talk about their feelings using words like 'happy', 'sad' 'angry' or 'worried'. Begin to understand how others might be feeling.</p> | | |

Prime Areas of Development



Physical Development

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|---|--|----------|
| Activities/experiences Taking our coats off and our shoes off. Learning a range of action songs. Taking part in PE sessions. Introducing the woodland. Use our bodies clapping and stamping to music. | Activities/experiences Gain control and use of an object. Building dens, using blankets and tunnels with support. Put on my coat/change shoes to wellie, splash suit on with some support. Use large movements e.g. streamers, painting. Range of action songs. Taking part in PE activities. Woodland. | Activities/experiences Range of action songs. Taking part in PE activities. Action songs and ring games. Opportunities for mark making and controlling a range of tools. Building dens, using blankets and tunnels. Put on my coat/change shoes to wellie, splash suit on independently Woodland. | Activities/experiences Range of action songs. Taking part in PE activities. Opportunities for mark making using a range of tools. Independently managing my own splash suit, zipping it up and putting it the right way. Woodland. | Activities/experiences Range of action songs. Taking part in PE activities. Opportunities for mark making using a range of tools. Independently managing my own splash suit/coat, zipping it up and putting it the right way. Beginning to identify healthy food choices. Woodland. | Activities/experiences Range of action songs. Taking part in PE activities. Take part in sports day. Opportunities for mark making using a range of tools. Independently managing my own splash suit/coat, zipping it up and putting it the right way. Beginning to identify healthy food choices. Woodland. | |
| Gross Motor Explore the tree house – sliding/climbing. Use the cars/scooters – pushing along. Using a ball kick/throw/catch, with support. Movements – walk/jump/climb. Using tunnels, dens and large boxes and getting inside them to explore. Moving to ring games. Dance | Gross Motor Dance. Using balance bikes/scooters/cars. Throwing and catching balls. Range of movements jumping/crawling/climbing. Following lines/balance. Moving to ring games. Movements – jumping. | Gross Motor Dance. Confidently move on the balance bike. Throwing and catching balls, making games. Big movements using our bodies. Following lines and balance. Movements – skipping. | Gross Motor Dance. Throwing and catching balls and making games. Big movements using our bodies, balancing. Movements – hopping and standing on one foot. | Gross Motor Dance. Confident with a range of movements including jumping, skipping, hopping and standing on one foot. Moving around apparatus, balancing and climbing. Being able to hold a position. | Gross Motor Dance. Playing team games linked to sports day. Confident with a range of movements including jumping, skipping, hopping and standing on one foot. Being able to hold a position. | |
| Fine Motor Wooden jigsaws. Build with bricks/cups. Manipulating fingers, finger gym. Begin to develop a comfortable pencil grip. Make marks on paper. | Fine Motor Build with Duplo, large bricks. Trace lines using a comfortable pencil grip. Begin to develop a comfortable pencil grip. Using tweezers to pick up small objects. Finger Gym. Dough Disco. | Fine Motor Trace lines using a comfortable pencil grip and the letter shapes of my name. Begin to develop a comfortable pencil grip. Finger exercise and manipulating our fingers. Activities to strengthen our fine motor skills. | Fine Motor Trace the letter shapes in my name and begin to form some letter shapes. Begin to develop a comfortable pencil grip. Finger exercise and manipulating our fingers. Activities to strengthen our fine motor skills. | Fine Motor Trace the letter shapes in my name and form some letter shapes. Have a comfortable pencil grip. Finger exercise and manipulating our fingers. Activities to strengthen our fine motor skills. Fine motor challenges. | Fine Motor Begin to write some of the letter shapes in my name. Have a comfortable pencil grip. Finger exercise and manipulating our fingers. Activities to strengthen our fine motor skills. Fine motor challenges. | |
| Development Matters Birth to 3 years Develop likes and dislikes in relation to foods. Try a wider range of foods with different tastes and textures. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes. Enjoy starting to kick, throw and catch balls. Walk, run, jump and climb. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently. Show desire to be independent. Learn to use the toilet with help and then independently. | | | | Development Matters 3 – 4 years Continue to develop their movement, balancing, riding and ball skills. Go up steps or stairs or climb up apparatus. Skip, hop, stand on one leg and hold a pose. Use large muscle movement to wave flags and streamers and mark make painting and make marks. Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. Match their developing physical skills to tasks and activities. Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank. Use one-handed tools and equipment, make snips in paper. Uses a comfortable grip with good control when holding pens and pencils. Start to eat independently. Show preference for dominant hand. Being increasingly independent to meet their own care needs. Make healthy choices about food, drink and exercise. | | |

Prime Areas of Development



Communication & Language

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|--|--|
| <p style="font-size: small;">*See SALT, NELL and Language Enrichment training notes</p> | | | <p><i>Attention and listening are the foundation all speech and language skills; speech and language underpin all other areas of learning and development. Our face-to-face interactions with the children are crucial to our children's language and cognitive development. 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.</i></p> | | |
| <p>Development Matters Birth to 3 years Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar voice. Understand simple instructions. Generally focus on an activity of their own choice. Listen to other peoples talk with interest. Start to say how they are feeling. Start to develo conversation often jumping from topic to topic. Develop pretend play. Use speech sounds p, b, m, w.</p> | | <p>Development Matters Birth to 3 years Listens to simple stories and understands what is happening with the help of pictures. Identify familiar objects and properties for practitioners. Understand and act on longer sentences. Understand simple questions about 'who', 'what' and 'where'.</p> <p>Development Matters 3-4 years Understand a question or instruction that has two parts. Understands 'why' questions. Enjoys listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Use longer sentences of four to six words.</p> | | <p>Development Matters 3-4 years Enjoys listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand a question or instruction that has two parts. Understands 'why' questions. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books and be able to tell a long story. Develop their communication. Can start a conversation with an adult or a friend and take turns. Use talk to organise themselves and their play.</p> | |
| <p>Discuss/Activities Share the picture that they have drawn over the summer. Talk about my family – using family photo as a stimulus. Listening to stories and looking at pictures. Weekly songs/rhymes.</p> <p>Vocabulary: Coat, bag, toilet, snack, Mum, Dad, brother, sister, unique.</p> | <p>Discuss /Activities Listen to what my friends are saying. Following an instruction that gives a longer sentence with support. Answer simple questions that include , 'what'. Weekly songs and rhymes.</p> <p>Vocabulary: Bonfire, firework, Diwali, festival, celebration, India, penguin, Antarctica, ice, polar bear, Artic, cub, world, United Kingdom, star, night, Christmas, Jesus, presents, tree, decorations, church, Father Christmas/Santa, party.</p> | <p>Discuss /Activities Listening to stories with increasing attention. Is able to follow simple instructions. Answer simple questions that include 'who and 'what'. Weekly songs and rhymes.</p> <p>Vocabulary: Wild animal, Kangaroo, joey, Australia, giraffe, calf, Africa, weather, hot, warm, elephant, trunk, Rhino, chameleon, rain forest, desert, colour, bear, forest.</p> | <p>Discuss/Activities Listening to stories and able to answer simple questions about the text. Is able to follow a simple instruction with two parts with reminders. Answer simple questions that include 'who', 'what', and 'where'. Weekly songs and rhymes.</p> <p>Vocabulary: Pet, guinea pig, pup, cage, care, fish, tank, fry, cat, kitten, hen, farm, chick, egg, rabbit, bunny, dog, puppy.</p> | <p>Discuss/Activities Listening to stories and able to answer simple questions about the text. Can follow a simple instruction with two parts when supported. Answer simple questions that include 'who', 'what', and 'where'. Weekly songs and rhymes.</p> <p>Vocabulary: Pirates, treasure, treasure chest, ocean, captain, pirate ship, skull and cross bone, flag, sun flower, grow, taller.</p> | <p>Discuss/Activities Listening to stories and able to answer simple questions about the text. Can follow an instruction that has 2 parts. Answer simple questions that include 'who', 'what', 'where' and 'why'. Weekly songs and rhymes.</p> <p>Vocabulary: Beach, sandcastle, seaside, sea, shell, waves, bucket and spade, sun, sun cream</p> |



Specific Areas of Learning and Development

Literacy ~ Reading

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|---|--|
| Development Matters Birth to 3 years Enjoys songs and rhyme. Joins in with songs and rhymes. Enjoys sharing a book with an adult. Have favourite books. Repeats words and phrases from familiar stories. Develop play around familiar stories. Enjoy drawing freely. Add some marks to their drawings. | | | Development Matters 3-4 years Understand the 5 key concepts about print, print has meaning, print can have different purposes, we read English from left to right, top to bottom , the names of different parts of the book and page sequencing. Develop phonological awareness. Engage in conversations about stories. Write some or all of their name. Write some letters accurately. | | |
| Phase 1 Aspect 1 – General Sound Discrimination Environmental Sounds | Phase 1 Aspect 2 – General Sound Discrimination Instrumental Sounds | Phase 1 Aspect 3 – General Sound Discrimination Body Percussion | Phase 1 Aspect 4 – Rhythm and Rhyme | Phase 1 Aspect 5 - Alliteration | Phase 1 Aspect 6 – Voice Sounds |
| Phase 1 Aspect 7 – Oral Blending and Segmenting | | | | | Children who are starting school September |
| Sharing and enjoying listening to stories | | | | | |
| Reading Singing familiar nursery rhymes. Sharing and listening to stories. Recognise the picture that relates to my name for my peg. Using role play around stories that we are reading using props. Naming everyday objects, real. A range of books available for free choice. | Reading Singing familiar nursery rhymes/songs. Sharing and listening to stories. Using role play around stories that we are reading using props. Using the pictures to answer simple questions. Be able to find my name tag. Naming everyday day objectc, real and links to topics. A range of books available for free choice. | Reading Singing familiar nursery rhymes/songs. Using role play around stories that we are reading using props. Sharing and listening to stories and is beginning to join in. Answer simple questions about the text. Identify the first letter in my name. Naming everyday objects, real and pictures and links to topics. A range of books available for free choice. | Reading Singing familiar nursery rhymes/songs. Using role play around stories that we are reading using props. Sharing and listening to stories and is beginning to join in. Chooses to look at a book from a selection of familiar stories. Answer questions about the story. Identify first letter in my name. Naming everyday objects, real and pictures and links to topics. A range of books available for free choice. | Reading Singing familiar nursery rhymes/songs. Using role play around stories that we are reading using props. Enjoys listening to stories and joins in. Sharing stories with alliteration within them. Chooses to look at a book from a selection of familiar stories. Answers questions about the story. Identify some letters in my name. Using vocabulary linked to topics and stories. A range of books available for free choice. | Reading Singing familiar nursery rhymes/songs. Using role play around stories that we are reading using props. Enjoys listening to stories and will answer questions about what they have heard. Chooses to look at a book from a selection of familiar stories. Identify some letters in my name. A range of books available for free choice. Building a sandcastle – instructions. |
| Writing Makes marks on pictures that they draw. Become confident using a range of media. A range of tools available to make marks and materials. | Writing Makes marks on pictures that they draw. Become confident using a range of media. A range of tools available to make marks and materials. | Writing Makes marks on pictures that they draw, to represent their name. Noticing marks that they see in different places. Trace lines using a comfortable pencil grip. Confident using a range of media to make marks. A range of tools available to make marks and materials. | Writing Make marks on paper, pretending to be writing and sometimes give meaning. Trace the letter shapes in my name and begin to form some letter shapes. Trace lines and shapes using a comfortable pencil grip. Confident using a range of media to make marks. A range of tools available to make marks and materials. | Writing Make marks on paper, pretending to be writing and sometimes give meaning. Trace the letter shapes in my name and begin to form some letter shapes. Trace lines and shapes using a comfortable pencil grip. Confident using a range of media to make marks. A range of tools available to make marks and materials. | Writing Make marks on paper, pretending to be writing and give meaning. Trace the letter shapes in my name and begin to form some letter shapes. Trace lines and shapes using a comfortable pencil grip. Confident using a range of media to make marks. A range of tools available to make marks and materials. |

Specific Areas of Learning and Development



Maths

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|--|
| <p>Routines. Singing finger rhymes. Stacking cups and blocks. Counting when in the environment, jumps, steps etc. Wooden jigsaw, matching shapes. Language lots, more, some. Introduce counting materials. Maths within the environment, continuous provision.</p> | <p>Routines. Singing finger rhymes, Counting in everyday contexts. Building with a range of resources/shapes. Use positional language while children are engaging play. Use language of size/weight while children are engaging in play. Notice patterns. Shape features. Maths in the environment. Reinforce Autumn 1.</p> | <p>Times of the day/calendar. Singing number songs/rhymes. Counting to 5 and quick recall of fingers to 5. Subitising up to 3 objects. Use language 'more' 'fewer'. Shape – square and circle. Matching the same. Sharing. Names of shapes. Reinforce Autumn term.</p> | <p>Times of the day/calendar. Singing number songs/rhymes. Counting to 5 and quick recall of fingers to 5. Subitising up to 3 objects. Count small numbers of objects. Shape – triangle and oblong Arrange patterns. Sorting groups. Reinforce names of shapes. Maths in the environment. Reinforce Spring 1.</p> | <p>Times of day/calendar Singing number songs/rhymes. Counting and fastest fingers. Explore 2D and 3D shapes, naming. Positional language. Talk about familiar routes within stories. Subitising up to 3 objects. Count small numbers of objects. Building using shapes. Maths in the environment. Reinforce Spring 2.</p> | <p>Times of day/calendar. Singing number songs/rhymes. Counting and fastest fingers. Matching numeral to quantity to 5. Subitising. Numicon and simple quantities. Shape pictures. Exploring shapes and names. Maths in the environment. Reinforce maths learnt.</p> |
| <p>Development Matters Birth to 3 years Combine objects like stacking blocks and cubes Take part in finger rhymes Compare amounts. Count in everyday contexts Build with a range of resources Complete inset puzzles Compare sizes, weights etc. Notice patterns and arrange things in patterns.</p> | | <p>Development Matters Birth to 3 years Combine objects like stacking blocks and cubes Take part in finger rhymes Compare amounts. Count in everyday contexts Build with a range of resources Complete inset puzzles Compare sizes, weights etc. Notice patterns and arrange things in patterns.</p> <p>3-4 years Fast recognition of up to 3 objects, subitising Recite numbers past 5 Say one number for each item in order Know that the last number reached when counting a small set of objects tells you how many there are in total Show finger numbers up to 5 Link numerals and amounts Talk about and explore 2D shape. Select shapes appropriately for building Talk about and identify patterns around them</p> | | <p>Development Matters 3-4 years Fast recognition of up to 3 objects, subitising Recite numbers past 5 Say one number for each item in order Know that the last number reached when counting a small set of objects tells you how many there are in total Show finger numbers up to 5 Link numerals and amounts Talk about and explore 2D and 3D shapes. Describe a familiar route Discuss routes using words like 'in front' and 'behind' Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately for building Talk about and identify patterns around them</p> | |



Specific Areas of Learning and Development

Understanding the World

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|--|---|
| <p>Development Matters Birth to 3 years Explore materials with different properties Explore natural materials inside and outside Explore and respond to different natural phenomena Make connections between the features of their family and other families Notices differences between people</p> | | <p>Development Matters Birth to 3 years Explore materials with different properties Explore natural materials inside and outside Explore and respond to different natural phenomena Make connections between the features of their family and other families Notices differences between people</p> <p>3-4 years Use all their senses in hands on exploration of natural materials Explore collections of materials with similar and/or different properties Talk about what they see, using a wide vocabulary Begin to make sense of their own life story and family's history Show interest in different occupations Explore how things work Plants seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things Explore and talk about different forces they can feel Know that there are different countries in the world</p> | | <p>Development Matters 3-4 years Use all their senses in hands on exploration of natural materials Explore collections of materials with similar and/or different properties Talk about what they see, using a wide vocabulary Begin to make sense of their own life story and family's history Show interest in different occupations Explore how things work Plants seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things Explore and talk about different forces they can feel Know that there are different countries in the world</p> | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| <p>Activities/experiences Seasonal changes Summer to Autumn. Going into the woodland and exploring natural materials. What do I look like? Using mirrors. How am I different to my friends? Look at hair colour. Who is in our family? Sharing our family photo. Talk about Mum, Dad, brothers and sisters. Am I a boy or a girl. Explore the natural environment splashing in puddles, walking on the grass, in sand, in water. My school environment, identify Ramsden with a red jumper. Caring for our school animals. Science linked to topics. Explorify Identify everyday objects and their names.</p> | <p>Activities/experiences Seasonal changes - Autumn to Winter Going into the woodland and exploring natural materials. Range of books available about our world. Caring for our school animals. Festivals – Bonfire Night, Christmas, Diwali, Remembrance Day. Polar bears/penguins. Artic/Antarctica. Our world, where we live United Kingdom. Where in the World does Santa live? Science linked to topics. Explorify Identify everyday objects and their names.</p> | <p>Activities/experiences Seasonal changes – Winter. Going into the woodland and exploring natural materials. Range books available linked to wild animals and countries. Caring for our school animals. Festivals – Chinese New Year. Wild animals - Kangaroo/giraffe/elephant/bears/rhino/chameleon. Australia/Africa/North America. Food tasting from different countries. Deserts and rainforest. Science linked to topics. Explorify: Identify everyday objects and their names.</p> | <p>Activities/experiences Seasonal changes – Winter to Spring. Going into the woodland and exploring natural materials. Range of books available linked to animals that we can have as pets. Caring for pets. Festivals – Easter. Animals we can keep as a pet – Guinea pig/fish/cat/hen/rabbit/Dog. How do we look after pets/ Do you have a pet? Links to pets and farm animals. Caring for our school animals. Science linked to topics. Explorify – Identify everyday objects and their names.</p> | <p>Activities/experiences Seasonal changes – Spring to Summer. Going into the woodland and exploring natural materials. Range of books linked to the ocean and pirates. Festivals – Eid. What can you find in the ocean? How we can care for our environment. Caring for our school animals. Science linked to topics. Explorify Identify everyday objects and their names.</p> | <p>Activities/experiences Seasonal changes – Summer Going into the woodland and exploring natural materials. Caring for our school animals. Range of books linked to the seaside. Festivals – Midsummer. What do you see at the seaside? Natural materials found at the beach. Are all beaches the same? Exploring Little Red Ramsden Hood beach. How do you build a sandcastle? Science linked to topics. Explorify: Identify everyday objects and their names.</p> |



Specific Areas of Learning and Development

Expressive Arts & Design

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Development Matters Birth to 3 years Move and dance to music Join in with songs and rhymes making some sounds Explore a range of sound makers and instruments. Start to make marks intentionally Explore paint, using fingers and body parts, as well as brushes and other tools Enjoy taking part in action songs Start to develop pretend play. Explore different materials Make simple models which express their ideas | | | Development Matters 3-4 years Take part in simple pretend play. Begin to develop complex stories using small world equipment. Explore different materials freely, in order to develop their ideas Join different materials and explore textures Create closed shapes with continuous lines and begin to use these shapes to represent objects Draw with increasing complexity and detail, representing a face Explore colour and colour mixing Listen with increased attention to sounds Remember and sing entire songs Play instruments with increased control | | |
| | Activities/experiences Sings a few familiar rhymes – daily singing. Take part in ring games. Movement – dance. Be able to clap and stamp to music. Use a range of instruments to make sounds, including banging, shaking and tapping. Role play house – take part in simple familiar role play, develop pretend play. Opportunities for free drawing/painting/colouring. Draw my face, 2 eyes, nose and mouth – modelled. Paint a pumpkin. Explore paint using fingers and parts of the body. Colour mixing. | Activities/experiences Sings a few familiar rhymes – daily singing. Take part in ring games. Movement – dance. Creates movement to music. Use a range of instruments to make sounds, including banging, shaking and tapping. Role play house – take part in simple familiar role play, develop pretend play. With some support will choose their own tools when being creative. Using paints to explore colour. Colour mixing. Cutting – collage. Guided drawing/painting. Printing. Christmas cards. | Activities/experiences Joins in during our singing time and builds up a range of songs and rhymes. Takes part in ring games. Movement – dance. Use a range of instruments to create music. During role play imitates what they see the adults doing. Imitates movement in response to music. Uses construction materials. Using paints to explore colour. With some support will choose their own tools when being creative. Opportunities for free drawing. Painting, colouring, printing. Colour mixing. Exploring colour. | Activities/experiences Joins in during our singing time and builds up a range of songs and rhymes. Takes part in ring games. Movement – dance. Use a range of instruments to create music. Bringing their own experiences into the play they engage in. Becoming confident using construction materials. Explores colour and how colour can be changed. Collage. Colour mixing. Using our bodies for printing. Mother’s Day cards. Egg Decorating. Using paint to create a picture. | Activities/experiences Joins in during our singing time and builds up a range of songs and rhymes. Sings to and make simple songs and rhymes when engaged in activities. Is able to choose one of their favourite ring games. Movement – dance. Use instruments when singing familiar rhymes. Building with construction pieces, guidance from the adult. Explores colour and how colour can be changed. Making dens. Making Father’s day cards. Create a simple model. | Activities/experiences Sings to help and make simple songs and rhymes when engaged in activities. Is able to choose one of their favourite ring games. Movement - dance. Use instruments when singing familiar rhymes. Building with construction piece, having a purpose. Explores colour and how colour can be changed. Making dens. Exploring how colours change. Make ice lollies. Textured painting. Collage. Create a simple model. |