







| Nursery LTP        |  |  |  |  |  |   |
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| Themes             | Autumn 1 - I wonder what changes?   | Autumn 2 - I wonder what's special?    | Spring 1 - I wonder what I can imagine?   | Spring 2 - I wonder what's outside?   | Summer 1 - I wonder what's beneath the sea?   | Summer 2 - I wonder what moves?    |
| Exploration ideas: | <ul style="list-style-type: none"> <li>- What is my new routine?</li> <li>- Who will be my friend?</li> <li>- How have I changed? (Baby-child)</li> <li>- How do the trees change?</li> <li>- What season are we in?</li> <li>- How has the local area changed?</li> <li>- How do minibeasts change? (Lifecycle).</li> </ul>   | <ul style="list-style-type: none"> <li>- How will I challenge myself?</li> <li>- What will I learn?</li> <li>- Why am I special?</li> <li>- What jobs can we do?</li> <li>- Why do we celebrate Christmas?</li> <li>- What is harvest?</li> <li>- Do we all celebrate the same things? (Diwali)</li> <li>- What colours can I learn/see? (fireworks)</li> <li>- How is ice created? What happens when...?</li> </ul>   | <ul style="list-style-type: none"> <li>- How can I travel to space?</li> <li>- What was it like when dinosaurs walked around?</li> <li>- How can I be a superhero?</li> <li>- How will the story end?</li> <li>- What will I be when I grow up?</li> <li>- Who can I become?</li> </ul>  | <ul style="list-style-type: none"> <li>- How has the forest changed through the seasons?</li> <li>- Why do the leaves change colour?</li> <li>- Why do we have day and night?</li> <li>- How do animals change and grow?</li> <li>- Who lives in this habitat?</li> <li>- How has the weather changed?</li> <li>- Who lives on the farm?</li> <li>- Who walks through the forest? (Traditional tale link)</li> </ul> | <ul style="list-style-type: none"> <li>- How do we keep the ocean clean?</li> <li>- Why do we need to protect the ocean?</li> <li>- How do fish change and grow?</li> <li>- Who lives beneath the sea?</li> <li>- Who do I imagine is here?</li> <li>- How will the pirates find their treasure? (maps)</li> <li>- What is the best design for a pirate ship?</li> </ul>   | <ul style="list-style-type: none"> <li>- Who catches the Gingerbread man?</li> <li>- How has transport changed?</li> <li>- Why does the car move faster than the other? (forces/ materials)</li> <li>- How do animals move?</li> <li>- How do people move?</li> <li>- Where will I visit? (Maps, travel agents, moving house)</li> <li>- How have I changed?</li> <li>- What will I achieve next? (Transition to Year R)</li> </ul> |
| Oracy              | <p><b>Physical:</b> To speak audibly so they can be heard and understood</p> <p><b>Social and emotional:</b> To look at someone who is speaking to them</p>  | <p><b>Physical:</b> To speak audibly so they can be heard and understood</p> <p><b>Social and emotional:</b> To look at someone who is speaking to them</p>  | <p><b>Linguistic:</b> To use talk in play to practise new vocabulary</p>   | <p><b>Cognitive:</b> To describe events that have happened to them.</p> <p><b>Social and emotional:</b> To take turns to speak when working i:l.</p>   | <p><b>Cognitive:</b> To make relevant contributions and begin to explore asking why questions.</p> <p><b>Social and emotional:</b> To take turns to speak when working i:l with an adult or peers supported by an adult.</p>   | <p><b>Linguistic:</b> To explore and begin to join phrases with words such as 'because' <b>with scaffolded support.</b></p> <p><b>Cognitive:</b> To explore and begin to use 'because' to develop their ideas <b>with scaffolded support.</b></p>   |
| C&L                | <p><b>Listening and attention:</b> Can find it difficult to pay attention to more than one thing at a time.</p> <p><b>Understanding:</b> To understand the use of objects e.g. which one do we cut with? (Birth to 5 matters)</p> <p><b>Speaking:</b> To use language to communicate (e.g. hurt finger) (Birth to 5 Matters)</p> <p>To join in with songs (LAT)</p> <p>To begin to learn Nursery rhymes.</p> | <p><b>Listening and attention:</b> Can find it difficult to pay attention to more than one thing at a time.</p> <p><b>Understanding:</b> To understand the use of objects e.g. which one do we cut with? (Birth to 5 matters)</p> <p><b>Speaking:</b> To use language to communicate (e.g. hurt finger) (Birth to 5 Matters)</p> <p>To talk about familiar books.</p> <p>To know different Nursery rhymes and begin to talk about familiar stories, retelling parts or repeated phrases.</p> | <p><b>Listening and attention:</b> To enjoy listening to longer stories and remember much of what happens. (English)</p> <p><b>Understanding:</b> To show understanding of prepositions such as under, on top, behind by carrying out an action (Birth to 5 matters and Maths LAT)</p> <p><b>Speaking:</b> To explore new vocabulary both in conversations and play.</p> | <p><b>Listening and attention:</b> To enjoy listening to longer stories and remember much of what happens. (English)</p> <p><b>Understanding:</b> To show understanding of prepositions such as under, on top, behind by carrying out an action (Birth to 5 matters and Maths LAT)</p> <p><b>Speaking:</b> To use talk to explain, organise, and question.</p>   | <p><b>Listening and attention:</b> To join in with repeated refrains / anticipate key events in stories and rhymes (Birth to 5 Matters)</p> <p><b>Understanding:</b> To understand a question or instruction has two parts such as, 'Get your coat and wait at the door'.</p> <p><b>Speaking:</b> To use longer sentences of four to six words (Oracy)</p> <p>To be able to tell a long story. (English/ Literacy LAT)</p> <p>To develop their communication but may continue to have problems with irregular tenses and plurals such as 'runned' for ran.</p> <p>To use a wider range of vocabulary</p> | <p><b>Listening and attention:</b> To follow directions (Birth to 5 matters)</p> <p><b>Understanding:</b> To understand why questions such as why do you think the Caterpillar got so fat?</p> <p><b>Speaking:</b> To be able to express a point of view and to debate when they disagree with an adult or a friend using words as well as actions (Oracy).</p> <p>To use a wider range of vocabulary</p>                           |

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| <b>PSED</b>  | <p><b>Making relationships:</b><br/>To become more outgoing with unfamiliar people in the safe context of their setting.</p> <p><b>Sense of self:</b><br/>To show more confidence in new social situations.</p> <p><b>Understanding emotions:</b><br/><i>To identify feelings using pictures to support.</i></p>  | <p><b>Making relationships:</b><br/>To play with one or more other children <i>developing play routines and expectations.</i></p> <p><b>Sense of self:</b><br/>To show more confidence in new social situations.</p> <p><b>Understanding emotions:</b><br/><i>To talk about their feelings using words like 'happy, sad, angry or worried'.</i></p>                             | <p><b>Making relationships:</b><br/>To begin to understand how others might be feeling with support from an adult to discuss using pictures/ puppets and resources as necessary.</p> <p><b>Sense of self:</b><br/>Do not always need an adult to remind them of a rule.</p> <p><b>Understanding emotions:</b><br/>To develop their sense of responsibility and membership of a community</p>  | <p><b>Making relationships:</b><br/>To begin to understand how other might be feeling with support from an adult to discuss.</p> <p><b>Sense of self:</b><br/>Do not always need an adult to remind them of a rule.</p> <p><b>Understanding emotions:</b><br/>To develop appropriate ways of being assertive</p>  | <p><b>Making relationships:</b><br/>To begin to understand how other might be feeling.</p> <p><b>Sense of self:</b><br/>To increasingly follow rules, understanding why they are important.</p> <p><b>Understanding emotions</b><br/>To talk with others to solve conflicts with support from adults to scaffold.</p>  | <p><b>Making relationships:</b><br/>To help find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game and suggesting other ideas.</p> <p><b>Sense of self:</b><br/>To select and use activities and resources with help when needed this helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p><b>Understanding emotions</b><br/>To talk with others to solve conflicts.</p>   |
| <b>PD</b>    | <p><b>Gross motor:</b><br/>Use large muscle movements to wave flags and streamers, paint and make marks. (PE/Art/Literacy)</p> <p><b>Fine motor:</b><br/>Show a preference for a dominant hand. (PE/Art/Literacy)</p>   | <p><b>Gross motor:</b><br/>Continue to develop their movement, balancing, riding (scooters, trikes), and ball skills. (PE)</p> <p>Go up steps and stairs or climb up apparatus, using alternate feet. (PE)</p> <p><b>Fine motor:</b><br/>Start to eat independently and learning how to use a knife and fork (and spoon). (PE)</p>  | <p><b>Gross motor:</b><br/>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across the plank depending on it's length and width. (PE)</p> <p><b>Fine motor:</b><br/>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing, and drying their hands thoroughly. (PE)</p>   | <p><b>Gross motor:</b><br/>Start taking part in some group activities which they make up for themselves or in teams. (PE)</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. (PE)</p> <p>To develop catching and throwing (grasp and release) PE).</p> <p><b>Fine motor:</b><br/>Be increasingly independent as they get undressed and dressed, for example, putting coats on and doing up zips. (PE)</p>  | <p><b>Gross motor:</b><br/>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. (PE)</p> <p>Begin to be able to use and remember sequences and patterns of movements which are related to music and rhythm. (PE/Music)</p> <p><b>Fine motor:</b><br/>Use one handed tools and equipment for example, making snips in paper with scissors. (PE/ Art)</p>   | <p><b>Gross motor:</b><br/>Collaborate with others to manage large items such as moving a long plank safely, carrying large hollow blocks. (PE)</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. (PE/ Music)</p> <p><b>Fine motor:</b><br/>Use comfortable grip with good control when holding pens and pencils. (PE/ Art/ Literacy)</p>  |
| <b>Maths</b> | <p><b>Number:</b><br/>Say one number for each item in order 1,2,3,4,5.</p> <p><b>Numerical patterns:</b><br/>Talk about and identify the patterns around them. For example: stripes, designs on rugs/ wallpaper. Use informal language like spotty/ blobs.</p> <p><b>Shapes:</b><br/>Talk about and explore 2d and 3d shapes (for example: circles, rectangles, triangles, and cuboids) using informal language to talk about the shapes.</p> | <p><b>Number:</b><br/>Show finger numbers up to 5.</p> <p><b>Numerical patterns:</b><br/>Compare quantities using language: 'more than', 'fewer than'.</p> <p><b>Shapes:</b><br/>Talk about and explore 2d and 3d shapes (for example: circles, rectangles, triangles and cuboids) using informal and <b>mathematical language:</b> 'sides corners, straight, flat, round'.</p> | <p><b>Number:</b><br/>Recite numbers past 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p><b>Numerical patterns:</b><br/>Understand position through words along - for example, "the bag is under the table," - beginning with gesture to support.</p> <p>Extend ABAB patterns - stick, leaf, stick, leaf.</p> <p><b>Shapes:</b><br/>Talk about and explore 2d and 3d shapes (for example: circles, rectangles, triangles, and cuboids) using informal and mathematical language: 'sides corners, straight, flat, round' <i>revisit / provision activities to explore shapes with independence.</i></p> | <p><b>Number:</b><br/>Know that the last number reached when counting a small set of objects tell you how many there are in total. ('cardinal principal')</p> <p><b>Numerical patterns:</b><br/>Understand position through words along - for example, "the bag is under the table," - <b>with no pointing.</b></p> <p><b>Extend and create</b> ABAB patterns - stick, leaf, stick, leaf. (Maths LAT)</p> <p>To <b>begin</b> to describe a familiar route (Geography)</p> <p>Begin to describe a sequence of events, real or fictional using words such as 'first, then...' with support (Literacy)</p> <p><b>Shapes:</b><br/>Select shapes appropriately <b>with support:</b> flat surfaces for building, a triangular prism for a roof etc.</p> | <p><b>Number:</b><br/>Fast recognition of up to 3 objects, without having to count them individually, (subitising)</p> <p>Link numerals and amounts: for example, showing the right numbers of objects to match the numeral, up to 5.</p> <p><b>Numerical patterns:</b><br/>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Make comparisons between objects relating to size, length.</p> <p><b>Shapes:</b><br/>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> | <p><b>Number:</b><br/>Link numerals and amounts: for example, showing the right numbers of objects to match the numeral, up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p><b>Numerical patterns:</b><br/>To describe a familiar route (Geography)</p> <p><b>Begin</b> to discuss routes and locations <b>with support</b> using words like 'in front of and behind' (Geography)</p> <p>Make comparisons between objects relating to capacity and weight.</p> <p><b>Shapes:</b><br/>To recognise two objects, have the same shape (Birth to 5 matters)</p> |

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| Literacy | <p><b>Comprehension:</b><br/>To understand the five key concepts about print - print has meaning, print can have different purposes, we read English texts from left to right and top to bottom, the names of the different parts of a book - page sequencing.</p> <p><b>Word reading:</b><br/>To develop Phonological awareness to spot and suggest rhymes.</p> <p><b>Writing:</b><br/>To mark-make by attempting some letters and or drawings.</p> | <p><b>Comprehension:</b><br/>To understand the five key concepts about print - print has meaning, print can have different purposes, we read English texts from left to right and top to bottom, the names of the different parts of a book - page sequencing.</p> <p><b>Word reading:</b><br/>To develop Phonological awareness to spot and suggest rhymes.</p> <p><b>Writing:</b><br/>To write some letters accurately</p>           | <p><b>Comprehension:</b><br/>To understand the five key concepts about print - print has meaning, print can have different purposes, we read English texts from left to right and top to bottom, the names of the different parts of a book - page sequencing.</p> <p><b>Word reading:</b><br/>To develop phonological awareness so that they can count or clap syllables in a word.</p> <p><b>Witing:</b><br/>Write some of their names</p>                                     | <p><b>Comprehension:</b><br/>To understand the five key concepts about print - print has meaning, print can have different purposes, we read English texts from left to right and top to bottom, the names of the different parts of a book - page sequencing.</p> <p><b>Word reading:</b><br/>To develop phonological awareness so that they can count or clap syllables in a word.</p> <p><b>Witing:</b><br/>Write some or all of their names</p>   | <p><b>Comprehension:</b><br/>Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Word reading:</b><br/>Develop their phonological awareness with the same initial sound such as money/ mother.</p> <p><b>Writing:</b><br/>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page, write 'm' for Mummy.</p> <p>Write some or all their names</p>  | <p><b>Comprehension:</b><br/>Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Word reading:</b><br/>Develop their phonological awareness with the same initial sound such as money/ mother.</p> <p><b>Writing:</b><br/>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page, write 'm' for Mummy</p>  |
| EAD      | <p><b>Creating with materials:</b><br/>Join different materials and explore different textures (Art)</p> <p><b>Being imaginative and expressive:</b><br/>Take part in simple pretend play.</p> <p>Listen with increased attention to sounds.</p>   | <p><b>Creating with materials:</b><br/>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p><b>Being imaginative and expressive:</b><br/>Take part in simple pretend play using an object to represent something else even though they are not similar. Show different emotions in their drawing. (Art)</p> <p>Listen with increased attention to sounds (Literacy/Phonics/Music)</p> | <p><b>Creating with materials:</b><br/>To develop their own ideas and then decide which materials to use to express them. (Art)</p> <p><b>Being imaginative and expressive:</b><br/>Take part in simple pretend play using an object to represent something else even though they are not similar.</p> <p>Play instruments with increasing control to express their feelings and ideas (Music LAT)</p> <p>To <b>begin</b> to remember and sing songs (Oracy/ English/ Music)</p> | <p><b>Creating with materials:</b><br/>To draw with increasing complexity and detail such as representing a face with a circle and including details (Art)</p> <p><b>Being imaginative and expressive:</b><br/>Begin to develop complex stories using small world equipment like animals, dolls and dolls houses etc. (Oracy/ Literacy)<br/>Show different emotions in drawings and paintings such as happiness, fear, and sadness etc. (Art)<br/>Improvise around a song they know changing the words e.g. incy wincy crocodile.</p> | <p><b>Creating with materials:</b><br/>To draw with increasing complexity and detail such as representing a face with a circle and including details (Art)</p> <p>To explore colour and colour-mixing (Art)</p> <p><b>Being imaginative and expressive:</b><br/>To respond to what they have heard - expressing their thoughts and feelings (Oracy/ CL)</p> <p>To use drawing to represent ideas like movement and loud noises. (Music/Art)<br/>To make imaginative and complex small worlds with blocks and construction kits such as a city with different buildings and a park. (PE)</p> | <p><b>Creating with materials:</b><br/>To explore materials freely to develop their ideas about how to use them and what to make. (Art)</p> <p><b>Being imaginative and expressive:</b><br/>To sing the pitch of a tone sung by another person (pitch match) (Music)</p> <p>To sing the melodic shape (moving melody up and down) to familiar songs. (Music)</p> <p>To make imaginative and complex small worlds with blocks and construction kits such as a city with different buildings and a park. (PE)</p> |

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| UW | <p><b>Past and present</b><br/>-Explore how things work. (Science/History)</p> <p><b>People, culture, and communities</b><br/>- Begin to make sense of their own life story and family's history. (History)</p> <p><b>Natural world</b><br/>-Use all their senses in hands-on explorations of natural materials (Science)<br/>-Begin to understand the need to respect and care for the natural environment and all living things. (Science)</p> | <p><b>Past and present</b><br/>-Explore how things work (Science/History)</p> <p><b>People, culture and communities</b><br/>- Begin to make sense of their own life story and family's history. (History)</p> <p><b>Natural world</b><br/>-Use all their senses in hands-on explorations of natural materials (Science)</p> | <p><b>Past and present</b><br/>-Explore how things work. (Science/History)</p> <p><b>People, culture and communities</b><br/>-Continue to develop positive attitudes about the differences between people (RE)</p> <p><b>Natural world</b><br/>-Explore collections of materials with similar and or different properties. (Science)</p> | <p><b>Past and present</b><br/>-Explore how things work. (Science/History)</p> <p><b>People, culture and communities</b><br/>-Continue to develop positive attitudes about the differences between people (RE)</p> <p><b>Natural world</b><br/>-Plant seeds and care for growing plants. (Science)<br/>-Understand the key features of the life cycle of a plant and an animal. (Science)</p> | <p><b>Past and present</b><br/>-Explore how things work. (Science/History)</p> <p><b>People, culture and communities</b><br/>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Geography)</p> <p><b>Natural world</b><br/>-talk about what they see, using a wide vocabulary (Geography)<br/>-Explore and talk about different forces they can feel. (Science)<br/>-Understand the key features of the life cycle of a plant and an animal. (Science)</p> <p>Gather information from different sources including ICT (Computing)</p> | <p><b>Past and present</b><br/>-Explore how things work. (Science/History)</p> <p><b>People, culture and communities</b><br/>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Geography)</p> <p><b>Natural world</b><br/>-talk about what they see, using a wide vocabulary (Geography)<br/>-Explore and talk about different forces they can feel. (Science)<br/>-Talk about the differences between materials and changes they notice. (Science)</p> <p>Use simple instructions to control a device (Computing)</p> |
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