









# Woodside CofE Primary School-Long Term Curriculum Plan for Shoots Class (3-4-year-olds)

Theme: <u>What is it like to be me in the Shoots Classroom?</u>	Theme: <u>What is a special time for me (1)?</u>	Theme: <u>What is my home like?</u>	Theme: <u>What is a special time for me 2?</u>	Theme: <u>How do animals grow?</u>	Theme: <u>What adventures will I go on?</u>
 3r's-relationships, routines, rules This is me!	 3r's-relationships, routines, rules  Birthdays, Sunday lunch, church, park, bakery, breakfast, party, times of day at home-oral hygiene-teeth cleaning  Autumn, Bonfire night, Christmas	 3r's-relationships, routines, rules  family, home, garden  Winter	 3r's-relationships, routines, rules  <u>Repeat</u> Special times for me <u>Repeat-oral hygiene</u> Spring, Growing and changing, Mother's Day, christening, Easter/Eid, World Book Day	 3r's-relationships, routines, rules  Animals and their young, naming, sorting, life cycles, colour mixing	 3r's-relationships, routines, rules  Summer, transport, going to big school, graduation, Father's Day, Sport's Day
<b>Key texts and rhymes:</b> <b>LW text</b> Kindness makes us strong  <b>Traditional Tale</b> The Three Little Pigs  <b>Seasonal Texts</b> Tree A Walk in the Woods  <b>Suggested supportive texts:</b> Lulu's First Day The Colour Monster I don't want to wash my hands  <b>Suggested supportive rhymes:</b>	<b>Key texts and rhymes:</b> <b>LW text</b> Where's Lenny? All through the night  <b>Traditional Tale</b> Goldilocks and the three bears  <b>Seasonal Texts</b> Little Snowflake Hello Autumn Dear Santa  <b>Suggested supportive texts:</b> Peace at Last Can't you sleep little bear-routine	<b>Key texts and rhymes:</b> <b>LW text</b> Lulu loves the library *  <b>Traditional Tale</b> Little Red Riding Hood  <b>Seasonal Texts</b> Where do animals go in Winter?  <b>Suggested supportive texts:</b> What do I see through my window The Tiger who came for tea  <b>Suggested supportive rhymes:</b> Action Rhymes from "Sticky Kids"	<b>Key texts and rhymes:</b> <b>LW text</b> Errol's garden Hello Friend  <b>Traditional Tale</b> Sleeping Beauty (Christenings)  <b>Seasonal Texts</b> We're going on an Easter Egg Hunt Spring The thing about spring  <b>Suggested supportive texts:</b> Amazing  <b>Suggested supportive rhymes:</b>	<b>Key texts and rhymes:</b> <b>LW text</b> Would you rather? *  <b>Traditional Tale</b> Ugly Duckling  <b>Seasonal Texts</b>  <b>Suggested supportive texts:</b> Tango makes three The very busy spider The selfish crocodile Fergus the farmyard dog Have you got my purr?	<b>Key texts and rhymes:</b> <b>LW text</b> Car, car, truck, truck Amazing  <b>Traditional Tale</b> Three Billy Goats Gruff  <b>Seasonal Texts</b>  <b>Suggested supportive texts:</b> Hello Friends Lucas at the Paralympics The train ride Peppa's Sports Day Starting school  <b>Suggested supportive rhymes:</b> Action Rhymes from "Sticky Kids" Nursery Rhymes

	<p>Action Rhymes from "Sticky Kids" Nursery Rhymes Seasonal Rhymes (with music-body percussion)</p>	<p>Billy's Firework Night Spot's First Christmas The Tooth Book</p> <p><b>Suggested supportive rhymes:</b> Action Rhymes from "Sticky Kids" Nursery Rhymes Seasonal Rhymes (with music-body percussion/instruments)</p>	<p>Nursery Rhymes Seasonal Rhymes (with music-body percussion/instruments/making instruments)</p>	<p>Action Rhymes from "Sticky Kids" Nursery Rhymes Seasonal Rhymes (with music-body percussion/instruments/making instruments)</p>	<p><b>Suggested supportive rhymes:</b> Action Rhymes from "Sticky Kids" Nursery Rhymes Seasonal Rhymes (with music-body percussion/instruments/making instruments)</p>	<p>Seasonal Rhymes (with music-body percussion/instruments/making instruments)</p>
<p><b>Texts to support Personal, Social and Emotional Development:</b> Find out about feelings, How are you feeling today? The family book, It's okay to be different, My skin, your skin  <b>Texts to support oral hygiene:</b> The tooth book, We're going to the dentist, Why should I brush my teeth? Let's brush our teeth  <b>Texts to support toilet training:</b> George's Potty, Coco melon The potty song.</p>						

**By the end of the theme children should have gained the knowledge and skills to be able to answer the key enquiry questions**

**This is me in the Shoots classroom.**

Who am I?  
 What do I look like?  
 Who are my teachers?  
 What are the names of at least two other children?  
 What are the rules in the Shoots class?

**What is a special time for me (1)?**

Birthday  
 How old am I?  
 What do people give you if it is your birthday?  
 What do I say/sing at birthdays?  
 What do you do at a birthday party?

Bonfire Night  
 What did you do on Bonfire Night?

Routines at home (focus on oral hygiene)  
 When do you clean your teeth?  
 Why do we clean our teeth?

What do you do in the morning at home?  
 What do you do in the afternoon at home?  
 What do you do to get ready for bed?

Christmas  
 How do you know it is nearly Christmas time?

Autumn  
 What happens to world around me in autumn?  
 How do the trees look?  
 What do the plants look like?  
 What is the weather like?  
 What animals might I see?

**What is my home like?**

Home  
 Who lives with me at home?  
 Where do I live? -road name and/or Baddesley/Grendon  
 What does my home look like?

Winter  
 What happens to the world around me in winter?  
 How do the trees look?  
 What do the plants look like?  
 What is the weather like?  
 What animals might I see?

**What is a special time for me (2)?**

Routines-repeat oral hygiene  
*When do you clean your teeth? (repeat)*  
*Why do we clean our teeth? (repeat)*

How do you clean your teeth?  
 What do you need to clean your teeth?  
 Who helps you look after your teeth?

Growing and changing  
 What does a seed need to grow?

Spring  
 What happens to the world around me in spring?  
 How do the trees look?  
 What do the plants look like?  
 What is the weather like?  
 What animals might I see?

Mother's Day  
 Who is a special lady in your family?

Easter  
 How do you know it is nearly Easter?  
 What do you do at home for Easter?  
 Do your friends do the same thing?

**How do animals grow?**

Mother/baby  
 What is the name of baby animals? (Be able to name at least 5- puppy/kitten/duckling/lamb/ piglet)

Growing and changing  
 What does a caterpillar look like?  
 How big is a caterpillar?  
 What does it change into?  
 How does a caterpillar move?  
 What is a caterpillar's home called?  
 How does a butterfly move?  
 What happens when you mix colours?

**What adventures will I go on?**

Transport  
 What is the name of a way to travel? (Be able to name at least 5- walk/bus/train/aeroplane/boat/rocket)  
 How do I travel to school?  
 How do I travel to my Grandparents house? Is it the same as my friend?

Starting school  
 What are your teacher's names?  
 Where is your classroom?  
 Where are the toilets?  
 What are you excited about?  
 What are you scared of?

Summer  
 What happens to the world around me in summer?  
 How do the trees look?  
 What do the plants look like?  
 What is the weather like?  
 What animals might I see?

Father's Day  
 Who is a special man in your family?

<b>Key Vocabulary</b>	<p><b>This is me in the Shoots classroom.</b></p> <p>Eyes, nose, mouth, ears, happy, sad, excited, angry, happiness, calm, loving, fearful, sadness, anger</p> <p>Ready, respectful, safe</p>	<p><b>What is a special time for me (1)?</b></p> <p><u>Special times for me</u> Celebrate Birthday, presents Bonfire night, Fireworks Christmas, Jesus, Mary, Joseph, stable, nativity, angel, innkeeper, shepherds, wise men, manger</p> <p><u>Routines at home</u> Day, night, morning, evening, afternoon, teeth, toothbrush, toothpaste, clean, dentist, bedtime, lunch, dinner, tea, breakfast</p> <p><u>Autumn</u> Autumn, trees, leaves, plants, animals. Weather, sun, rain, drizzle, foggy, icy, frosty, clothing</p>	<p><b>What is my home like?</b></p> <p><u>Home</u> House, home, family, Baddesley, Grendon, Woodside, street, road, path window, door, driveway, front garden, back garden, room, rooms-kitchen/bedroom/dining room/living room etc</p> <p><u>Winter</u> Winter, trees, leaves, plants, animals, migrate, hibernate, weather, sun, rain, drizzle, foggy, cold, warm, icy, frosty, clothing, mittens, cosy</p>	<p><b>What is a special time for me (2)?</b></p> <p><u>Easter</u> Easter, Easte eggs, Easte egg hunt, church, Jesus, bonnet, chocolate, hot cross buns, gifts, celebrate</p> <p><u>Routines at home</u> Day, night, morning, evening, afternoon, teeth, toothbrush, toothpaste, clean, dentist, bedtime, lunch, dinner, tea, breakfast</p> <p><u>Mother's Day</u> Mother, mummy, mum, Nan, Nanna, Grandma, Aunty, sister, cousin</p> <p><u>Growing and Changing</u> Planting, compost, soil, seeds, rain, sun, growth,</p> <p><u>Spring</u> Spring, trees, leaves, plants, animals, weather, sun, rain, drizzle, foggy, warm, icy, frosty, clothing</p>	<p><b>How do animals grow?</b></p> <p><u>Mother and baby</u> Mother, baby, puppy, kitten, piglet, duckling, lamb.</p> <p><u>Growing and changing</u> Growth, change, egg, caterpillar, food, appearance, movement, size, cocoon, butterfly, metamorphosis, colours, mixing</p>	<p><b>What adventures will I go on?</b></p> <p><u>Transport</u> Walk, bus, train, aeroplane, boat, rocket, travel, transport, destination, holiday, seaside, beach, map</p> <p><u>Starting school</u> Names of teachers, name of class, names of uniform parts, names of resources-book bag etc.</p> <p><u>Father's Day</u> Father, Granddad, Grandpa, Uncle, brother, cousin</p>
	<b>Possible Visits/Visitors</b>	<p><b>Messy Harvest</b></p>	<p><b>Visit to St. Nicholas's.</b> <b>Messy Christmas</b> <b>Visit from Father Christmas??</b></p>	<p><b>Lunar New Year</b> <b>Pancake day</b> <b>Valentines' day</b></p>	<p><b>Visit to St. Nicholas's.</b> <b>Messy Easter</b> <b>Mother's Day event</b> <b>Easter Bonnet Parade</b> <b>World Book Day</b> <b>Easter egg hunt</b></p>	<p><b>Animal encounter session - first-hand experience of animals</b> <b>Growing caterpillars!</b></p>

<p style="text-align: center;"><b>Enrichments, Activities, Visits and Visitors will be adapted or added to depending on the needs, interests, and experiences of the cohort</b></p>	<p><b>This is me in the Roots classroom.</b>  <b>First week</b>          Setting-in and establishing routines/relationships          Introduce class reward system-recognition board.          School rules-Ready, respectful, safe reinforced through interactions all the time.          Self-registration  <b>This is me</b>          Everywhere bear/family photos          Make faces with playdough/natural objects</p>	<p><b>What is a special time for me (1)?</b>          Tuff tray: Autumn leaves, pinecones, acorns, animals.          Autumn collage          Leaf printing          Autumn tree using tissue paper          Hedgehog craft (patterns)          Squirrel artwork</p> <p><b>Special times for me</b>          Fingerprint firework picture          Nativity scene          Advent calendar          Christmas card          Christmas calendar          Christmas wish list          Christmas crafts          Christmas carol performance          Christmas Party</p> <p>Brush Away – tooth brushing techniques.          Paint a tooth – toothbrushing techniques.          Spark conversation around dental health – brushing time activity.          Paint away the cavities          Brush away the cavities using toothbrushes          Cut along the line from toothbrush to toothpaste</p>	<p><b>What is my home like?</b>          Tuff tray: Animals that hibernate in winter, nests          Tuff tray: ice, animals          Autumn and Winter Tree craft activity          Clay and Twig hedgehogs          Ice – sea creature rescue          Hibernating/migrating crafts          Den building          Bird feeders</p> <p><b>Home</b>          Design and build my house          Draw a picture of your family and home          Create your house using lolly pop sticks          Who lives at my house activity</p> <p>Scissor skills          Winter Robin artwork          Winter snowman          Winter mittens number bingo          Winter owl          Three bear craft          Three bear sequencing</p>	<p><b>What is a special time for me (2)?</b>          Tuff tray - planting          Fingerprint painting (Winter to Spring)          Four Seasons artwork          Fruit print painting</p> <p><b>Growing and changing</b>          Observational drawing of a flower          Build a flower          Planting and growing flowers/vegetables          Beanstalk number game          Beanstalk sequencing cards          Cress Heads          Birds in a nest artwork (Spring)          Winter to Spring artwork          Outdoor observational walk          Signs of Spring          Bumblebee artwork (creating patterns/stripes)          Who is the tallest? (measuring)          Giant snakes and ladders          Build tall and short towers</p> <p><b>Celebrations</b>          St David's Day          Daffodil observational painting          St Patrick's Day          Pot of gold number activity          Shape hat and craft (shapes and scissor skills)          Shrove Tuesday          Cook and then taste pancakes          World Book Day          Design your own Story Cube          Story Cube game to create imaginative stories (beginning, middle, end)          Recreate favourite tales</p>	<p><b>How do animals grow?</b>  <b>Mother and Baby</b>          Farm animal counting game          Design a farm (enclosures)          Animal guessing game          Roll a farm animal dice          Craft activities          Farm animal lacing cards          Jigsaws</p> <p><b>Growing and changing</b>          Butterfly life cycle sequencing          Butterfly symmetry painting          Caterpillar name craft          Hungry Caterpillar number game          Story sequencing</p>	<p><b>What adventures will I go on?</b>          Tuff tray:          sand, buckets, spades, shells</p> <p><b>Transport</b>          Design/create a car          Transport craft-junk modelling          Dot to dot transport          Transport threading          Numbered transport          Transport silhouette painting          Repeated patterns of transport          Transport jigsaw puzzles          Transport collage-land, sea collage</p> <p><b>Adventure</b>          Design and build a town          Create a map to the seaside          Den building          Sandcastles          Sand play          Water play (different sized buckets)          Water play – objects that sink/float          Mystery seaside bag – guessing game</p> <p><b>Travel</b>          Pack an imaginary summer suitcase          Make a paper aeroplane          Make a boat (sink/float)          Traffic light game</p> <p><b>Summer fun</b>          Pond dipping          Hook a fish          Paddling pool fun          Mini golf          Volleyball          Put on a puppet show          Make your own fruit ice lolly          Matching pairs game</p> <p><b>Father's Day</b>          Father's Day Cards</p>
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				<p>through movement, action and sound</p> <p>Computer games (puzzles)</p> <p>Story sequencing</p> <p>Mother's Day Cards</p> <p>Gifts</p> <p>Photographs</p> <p>Portrait of someone special</p> <p>Oral Hygiene (Repeat)</p> <p>Toothbrushing song</p> <p>Brush away the cavities</p> <p>Role play dentist/patient</p> <p>Books to support learning</p> <p>Resources to support learning</p> <p>dice</p> <p>Easter</p> <p>Easter cards and gifts</p> <p>Chocolate Easter nests</p> <p>Easter Egg Hunt</p> <p>Easter baskets</p> <p>Easter egg repeated patterns</p> <p>Easter egg leaf art</p> <p>Easter egg trail</p> <p>Easter Bonnet creations</p> <p>Easter Bonnet Parade</p> <p>Easter bunny craft (threading activity)</p> <p>Repeated pattern Easter Egg</p> <p>Make an Easter Egg using air-dry modelling clay and then paint on a repeating pattern</p>		<p>Father's Day breakfast</p> <p><b>Sports Day</b></p> <p>Rehearsals Sports Day activities</p> <p>Sports Day medals</p> <p><b>Transition</b></p> <p>Transition booklet (new Reception classroom) Graduation Day celebrations Graduation Day Hats Graduation Day Photographs Graduation Certificate Graduation performance – rehearse songs</p>
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<b>Possible Welly Walk activities that could be completed</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Settling in	Welly walks rules	Welly walks rules	Welly walks rules	Welly walks rules	Welly walks rules
	Welly walks rules	Welly walks within the school grounds only-use poly tunnel as base/collect resources needed	Welly walks within the school grounds only-use poly tunnel as base/collect resources needed	Welly walks within the school grounds only-use poly tunnel as base/collect resources needed	Welly walks within the school grounds only-use poly tunnel as base/collect resources needed	Welly walks within the school grounds only-use poly tunnel as base/collect resources needed
	Welly walks within the school grounds only-use poly tunnel as base/collect resources needed	Autumn leaves-thread onto a large cardboard tree-group activity	Make bird feeders-hang up around school grounds (two weeks)	Signs of Spring Walk	Bug Hunt-using magnifying glasses and viewers	Introduce Welly walks to Forest school-join in with Reception and/or Miss Potter (Forest School Leader) to help lead
	Nature faces	Making nests/animal homes for animals to hibernate in.	Dig and try and tally worms found	Where's the wind	Find the animals that are hidden around. Make the sound of the animal when it is found. Can you move like the animal?	
	Make a hedgehog using fallen leaves		What is a stick? What can be be?	Planting beans	World Bee Day Bee crafts Taste honey	
Leaf crowns		Make love bugs from pebbles	Bird watching			
Observe the trees. Use a bare tree template use pegs and cotton wool to print colours onto the template.			Nest making			
			Leaf rubbing			
			Easter egg hunt			

**Prime Areas of Learning Focus for 3 to 4 Provision**

The statements are taken from Birth to Five Matters and are used as a guide to support learning and development. We know that children do not all learn in the same way. The statements reflect what children aged 3-4 could be doing and how the adults and learning environments can support this.

Through positive relationships and enabling environments we will support each unique child to/when:

Phonics	<p style="text-align: center;"><b>Little Wandle Foundations</b></p> <p style="text-align: center;">We teach phonics through the Little Wandle Foundations programme to give every child the best possible start to their reading journey. We build the foundations for children to succeed with phonics in Reception</p>					
Tuning into sounds	<p style="text-align: center;"><b>Autumn 1</b></p> <p>No sounds-focus on Rhyme time and settling children into routines</p>	<p style="text-align: center;"><b>Autumn 2</b></p> <p>s a t p i n m 1 letter per week through LW sound games</p>	<p style="text-align: center;"><b>Spring 1</b></p> <p>d g o c k e 1 letter per week through LW sound games</p>	<p style="text-align: center;"><b>Spring 2</b></p> <p>u r h b f l 1 letter per week through LW sound games</p>	<p style="text-align: center;"><b>Summer 1</b></p> <p>j v w y z qu ch 1 letter per week through LW sound games</p>	<p style="text-align: center;"><b>Summer 2</b></p> <p>ck x sh th ng ng 1 letter per week through LW sound games</p>
Rhyme time	<p>5 little Ducks Wind the bobbin up Heads Shoulders Knees and Toes I'm a little teapot</p>	<p>1,2,3,4,5 Once I caught a fish alive Hickory Dickory Pat a cake</p>	<p>Twinkle, twinkle little star Miss Polly Hey Diddle Diddle</p>	<p>Round and round the garden 1,2 Buckle my shoe Humpty Dumpty Incy Wincy</p>	<p>I'm a little teapot Mary, Mary Quite Contrary Baa Baa Black Sheep Ring-a ring-a roses</p>	<p>Down at the station. Jack and Jill A sailor went to sea Row, row, row your boat The wheels on the bus The Grand Old Duke of York</p>
Love of reading	<p style="text-align: center;"><b>Kindness makes us strong</b></p> <p>Linked rhyme- "5 Little ducks"</p>	<p style="text-align: center;"><b>Where's Lenny?</b></p> <p>Linked rhyme- "1,2,3,4,5 Once I caught a fish alive"</p>	<p style="text-align: center;"><b>Lulu loves the library</b></p> <p>Linked rhyme- "Twinkle, twinkle, Little Star"</p>	<p style="text-align: center;"><b>Errol's garden</b></p> <p>Linked rhyme- "Round and round the garden"</p>	<p style="text-align: center;"><b>Would you rather?</b></p> <p>Linked rhyme "I'm a little teapot"</p>	<p style="text-align: center;"><b>Car, Car, Truck, Jeep</b></p> <p>Linked rhyme- "Baa, baa black sheep"</p>
Mark Making-making use of "Let's get physical and ready to write"/kinetic letters?	<p style="text-align: center;"><b>Autumn 1</b></p> <p>Complete a baseline assessment from the book of the children's physical skills</p>	<p style="text-align: center;"><b>Autumn 2</b></p> <p>Squiggle time-straight and curved lines  Name writing-trace over their name.</p>	<p style="text-align: center;"><b>Spring 1</b></p> <p>Squiggle time-straight/curved lines-into shapes x T  Name writing-copying their name</p>	<p style="text-align: center;"><b>Spring 2</b></p> <p>Introduce Drawing me-self portrait  Squiggle time-straight/curved lines/ x T/ intro-closed shapes and lines  Name writing-writing the initial sound of their name independently</p>	<p style="text-align: center;"><b>Summer 1</b></p> <p>Drawing me-self portrait  Name tracing-only children who are physically ready-  Squiggle time-straight/curved lines/ x T/ closed shapes and lines/intro floating objects tadpole shapes  Name writing-write their name with possibly some letters missing</p>	<p style="text-align: center;"><b>Summer 2</b></p> <p>Drawing me-self portrait  Introduce drawing club  Name tracing-only children who are physically ready-  Squiggle time-straight/curved lines/ x T/ closed shapes and lines/floating objects/intro tadpole shapes  Name writing-writes their name correctly using a capital letter.</p>
	<p style="text-align: center;"><b>Focus on developing and strengthening the skills of bilateral co-ordination and crossing the midline- activities from "Let's Get Physical and Ready to Write"</b></p>					

<b>My Happy Mind</b>	 <p>We are a “My Happy Mind” school and teach this science backed programme to help children and families to develop resilient, balanced and happy minds. Each module includes a story, learning activities and parent information</p>					
	<p><b>Settling in</b></p>	<p><b>Meet your brain</b> (Berty and Bettie) Brains help us with lots of different jobs We need to look after our brains to be at our best When we learn something new our brain remembers it for next time.</p>	<p><b>Celebrate</b> (Charlie) We all have things about us that are special. These character strengths help us to be our best. We feel great when we use them.</p>	<p><b>Appreciate</b> (Arabella) How does being thankful makes us feel. Different ways to express thanks. Important to stop and be thankful.</p>	<p><b>Relate</b> (Rosie) How can we be good listeners. It is important to listen to others What can we learn when we listen to others.</p>	<p><b>Engage</b> (Ernie) What is a goal. Why is a goal important. How can we see if our goal has worked.</p>

**Autumn 1 & 2**

**Listening and Attention**

Listens to others in one-to-one or small groups, when conversation interests me.

Listens to familiar stories with increasing attention and recall.

**Understanding**

Understands the use of objects e.g. which one do we cut with?

Understands prepositions such as under, on top, behind, by carrying out an action or selecting correct picture.

**Speaking**

Beginning to use more complex sentences to link thoughts (using and, because). Able to use language in recalling past experiences. Retells a simple past event in the correct order e.g. went down slide, hurt finger.

**Spring 1 & 2**

**Listening and Attention**

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Focus attention – still listen or do but can change my own focus of attention.

**Understanding**

Responds to instructions with more elements e.g. give the big ball to me; collect up all the blocks and put them in the box

**Speaking**

Uses talk to explain what is happening and anticipates what might happen next. Questions why things happen and give explanations (asking who, what, when, how, questions).

Beginning to use a range of tenses (play, playing, will play, played).

May make some errors in language e.g. runned and will absorb and use language I hear around me in my community and culture.

**Summer 1 & 2**

**Listening and Attention**

Able to follow directions (if not intently focused).

**Understanding**

Beginning to understand why and how questions.

**Speaking**

Uses intonation, rhythm, and phrasing to make the meaning clear to others. Talks more extensively about things that are of particular importance to me. Building up vocabulary that reflects the breadth of my experiences. Uses talk in pretending that objects stand for something else in play e.g. this box is my castle.

**Autumn 1 & 2**

**Making relationships**

Seeks out companionship with adults and other children, sharing experiences and play ideas.

Uses experiences of adult behaviours to guide social relationships and interactions.

**Sense of self**

Becoming more aware of the similarities and differences between myself and others in more detailed ways.

Can identify myself in relation to social groups and to my peers.

Sensitive to others' messages of appreciation or criticism.

**Understanding emotions**

Expresses a wide range of feelings in my interactions with others and through my behaviour and play, including excitement and anxiety, guilt and self-doubt.

May exhibit increased fearfulness of things like the dark or monsters etc. and possibly have nightmares

**Spring 1 & 2**

**Making relationships**

Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions e.g. giving up a toy to another who wants it

**Sense of self**

Enjoys a sense of belonging through being involved in daily tasks.

Aware of being evaluated by others and beginning to develop ideas about myself according to the messages I hear from others.

**Understanding emotions**

Talks about how others might be feeling and respond according to their understanding of the other person's needs and wants.

**Health and Self-Care**

Takes practical action to reduce risk, showing my understanding that equipment and tools can be used safely. Washes and dries hands effectively and understands why this is important.

**Summer 1 & 2**

**Making relationships**

Practicing skills of assertion, negotiation, and compromise.

Looks to a supportive adult for help in resolving conflict with peers.

Enjoys playing alone, alongside, and with others.

Invites others to play and attempts to join others' play.

**Sense of self**

Able to show confidence and self-esteem through being outgoing towards people, taking risks, and trying new things or new social situations.

Able to express needs and ask adults for help.

**Understanding emotions**

More able to recognise the impact of choices and behaviours/actions on others,

Knows that some actions can hurt others' feelings.

Understands that expectations vary depending on different events, social situations and changes in routine.

Becomes more able to adapt behaviour in favourable conditions.

	<p><b>Health and Self-Care</b></p> <p>Tells adults when hungry, full up, tired or when want to rest, sleep or play.</p> <p>Observes and describes in words or actions the effects of physical activity on my body.</p> <p>Names and identifies different parts of my body.</p> <p>Takes practical action to reduce risk, showing my understanding that equipment and tools can be used safely.</p> <p>Washes and dries hands effectively.</p>	<p>Willing to try a range of different textures and tastes and express preferences.</p> <p>Able to name and identify different parts of my body.</p>	<p><b>Health and Self-Care</b></p> <p>Able to observe and control breath.</p> <p>Able to take deep breaths, scrunching and releasing the breath.</p> <p>Able to mirror the playful actions or movements of another adult or child.</p> <p>Working towards a consistent, daily pattern in relation to eating, toileting, and sleeping routines, understanding why this is important.</p> <p>Gaining more bowel and bladder control.</p> <p>Able to attend to toileting needs most of the time myself.</p>
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	<p><b>Access to outdoor provision is available everyday where there are numerous opportunities to develop gross motor skills</b></p>		
<p><b>Physical Development Gross Motor Skills</b></p>	<p><b>Autumn 1 &amp; 2</b></p> <p>Climb stairs, step and move across climbing equipment using alternate feet.</p> <p>Maintain balance using hands and body to stabilise.</p> <p>Walk down steps or slopes whilst carrying a small object, maintaining balance and stability.</p> <p>Use Kinetic letters Red Thread-Making bodies stronger activities to build physical strength and control</p>	<p><b>Spring 1 &amp; 2</b></p> <p>Run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p> <p>Use Kinetic letters Red Thread-Making bodies stronger activities to build physical strength and control</p>	<p><b>Summer 1 &amp; 2</b></p> <p>Grasp and release with two hands to throw and catch a large ball, beanbag or an object. Create lines and circles pivoting from the shoulder and elbow.</p> <p>Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</p> <p>Dress with help e.g., put arms into open-fronted coat or shirt when held up, pull up my own trousers, pull up zipper once it is fastened at the bottom.</p> <p>Use Kinetic letters Red Thread-Making bodies stronger activities to build physical strength and control</p>

<b>Physical Development Fine Motor Skills</b>	<b>Autumn 1 &amp; 2</b>	<b>Spring 1 &amp; 2</b>	<b>Summer 1 &amp; 2</b>
	<p>Mark make with fingers, sticks, brushes and give meaning</p> <p>Only use writing tools when they are ready to do it correctly. If ready, only use a slim, triangular mark-making tool.</p> <p>Practise skills of <b>tearing</b> in playdough/sensory materials/paper of varying sizes and resistances</p> <p>Ascribe meanings to signs, symbols, and words that I see in different places, including those I make myself</p> <p>Use Kinetic letters traffic light boxes to develop specific fine motor skills</p>	<p>Mark make with fingers, sticks, brushes and give meaning</p> <p>Only use writing tools when they are ready to do it correctly. If ready, only use a slim, triangular mark-making tool.</p> <p>Begin to introduce the use of scissors- using squeezey scissors first.</p> <p>Practise skills of <b>scrunching</b> in playdough/sensory materials/paper of varying sizes and resistances</p> <p>Make up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>Include mark making and early writing in my play.</p> <p>Imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>Use Kinetic letters traffic light boxes to develop specific fine motor skills</p>	<p>Mark make with fingers, sticks, brushes and give meaning.</p> <p>Only use writing tools when they are ready to do it correctly. If ready, only use a slim, triangular mark-making tool.</p> <p>Become controlled using squeezey scissors, begin to use scissors with springs when ready.</p> <p>Attempt to write my own name, or other names and words using combinations of lines, circles and curves, or letter-type shapes.</p> <p>Practise skills of <b>twisting</b> in playdough/sensory materials/paper of varying sizes and resistances</p> <p>Show interest in letters on a keyboard.</p> <p>Identify the initial letter of my own name and other familiar words.</p> <p>Begin to make letter-type shapes to represent the initial sound of my name and other familiar words.</p> <p>Use Kinetic letters traffic light boxes to develop specific fine motor skills</p>

	<b>Specific Areas of Learning</b>		

**Reading**

Listens to and joins in with stories and poems, when reading one-to-one and 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, and to tell my own stories.

Able to talk about events and principal characters in stories and suggest how the story might end.  
Able to show interest in illustrations and words in print and digital books and words in the environment.  
Recognises familiar words and signs such as my own name, advertising logos and screen icons.  
Able to look at and enjoy print and digital books independently.

Understands that print carries meaning and, in English, is read from left to right and top to bottom.  
Knows that information can be relayed through signs and symbols in various forms e.g. printed materials, digital screens and environmental print.

Handles books and touch screen technology carefully.  
Holds books the correct way up with growing competence.

Beginning to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.

Beginning to develop phonological and phonemic awareness:  
Shows awareness of rhyme and alliteration.  
Recognises rhythm in spoken words, songs, poems, and rhymes.  
Claps or taps the syllables in words during sound play.  
Hears and says the initial sound in words.

**Writing**

Statements included in the Fine Motor, Literacy and Writing section above.

**White Rose Schemes of Learning for Nursery**

We recognise that early mathematical knowledge is an essential foundation stone of every child's educational journey. Therefore, we follow the White Rose Maths scheme to help children explore mathematics in engaging and inspiring ways. The scheme encourages development of the core maths skills that make up the early years' curriculum

	<u>. More than, fewer than, same</u>	<u>Begin to order number names</u>	<u>Show me 1, 2, 3</u>	<u>Take and give 1, 2, 3</u>	<u>Lead on own repeats</u>	<u>Show me 5</u>
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<ul style="list-style-type: none"> <li>• Collect objects to compare amounts             <ul style="list-style-type: none"> <li>• Make simple comparisons of amounts</li> <li>• Look for collections of large and small amounts</li> </ul> </li> <li>• Compare and talk about large and small amounts</li> <li>• Make large and small collections</li> <li>• Make collections the same</li> </ul> <p><u>Explore and build with shapes and objects</u></p> <ul style="list-style-type: none"> <li>• Explore and play with shapes</li> <li>• Show interest in simple differences between shapes</li> <li>• Put shapes and blocks into position</li> </ul>	<ul style="list-style-type: none"> <li>• Model saying 1, 2 and 3 in play             <ul style="list-style-type: none"> <li>• Copy the sequence of 1, 2 and 3</li> <li>• Copy fingers to represent 1, 2 and 3</li> </ul> </li> <li>• Begin to count actions             <ul style="list-style-type: none"> <li>• Say number names in order</li> </ul> </li> <li>• Begin to recognise that anything can be counted</li> </ul> <p><u>I see 1, 2, 3</u></p> <ul style="list-style-type: none"> <li>• Notice images in books</li> <li>• Respond to “I see 1, 2, 3”</li> <li>• Recognise “I see 1, 2, 3”</li> <li>• Copy “I see 1, 2, 3”</li> <li>• Point to 1, 2, 3</li> <li>• Recognise 1, 2, 3 in well-known tales</li> </ul> <p><u>Join in with repeats</u></p> <ul style="list-style-type: none"> <li>• Join in with</li> </ul>	<ul style="list-style-type: none"> <li>• Copy fingers to show 1</li> <li>• Copy fingers to show 2</li> <li>• Copy fingers to show 3</li> </ul> <ul style="list-style-type: none"> <li>• Show 1 finger when seeing 1 item in stories</li> <li>• Show 2 or 3 fingers when seeing 2 or 3 in stories             <ul style="list-style-type: none"> <li>• Show 1, 2, 3 on fingers when asked</li> </ul> </li> </ul> <p><u>Move and label 1, 2, 3</u></p> <ul style="list-style-type: none"> <li>• Make actions when saying counting words</li> <li>• Move fingers when saying counting words</li> <li>• Count out up to 3 objects from rhymes             <ul style="list-style-type: none"> <li>• Notice number symbols as labels</li> </ul> </li> <li>• Label amounts as 1 and not 1</li> <li>• Label amounts as 1, 2 or 3</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a group to count</li> <li>• Take out 2 from a group</li> <li>• Take out 3 from a group</li> <li>• Give others 2 items</li> <li>• Give others 3 items             <ul style="list-style-type: none"> <li>• Count 3 objects with one-to-one correspondence</li> </ul> </li> </ul> <p><u>Match, talk, push and pull</u></p> <ul style="list-style-type: none"> <li>• Match simple shapes</li> <li>• Push some shapes and blocks together             <ul style="list-style-type: none"> <li>• Make simple arrangements</li> <li>• Talk about arrangements</li> </ul> </li> </ul> <p>Follow simple routes outside</p> <ul style="list-style-type: none"> <li>• Follow toys around a simple route</li> </ul> <p><u>Talk about dots</u></p> <ul style="list-style-type: none"> <li>• Become familiar with dot patterns</li> <li>• Say when there is 1 dot</li> </ul>	<ul style="list-style-type: none"> <li>• Join in fully with sequences and songs</li> <li>• Sing rhymes independently</li> <li>• Lead sequences and songs</li> <li>• Read on in familiar repeating stories</li> <li>• Copy art-based simple patterns</li> <li>• Explore own line and repeating patterns in art</li> </ul> <p>Starting to puzzle</p> <ul style="list-style-type: none"> <li>• Complete shapematch puzzles</li> <li>• Complete simple jigsaws</li> <li>• Match objects to pictures</li> <li>• Match objects to shadows</li> <li>• Explore objects and small world from different positions</li> <li>• Make simple routes in small world with lines and curve</li> </ul> <p>Making patterns together</p> <ul style="list-style-type: none"> <li>• Sing their own songs independently</li> <li>• Clap in time to a beat</li> <li>• Make and talk about movement patterns</li> <li>• Talk about objects in patterns and</li> </ul>	<ul style="list-style-type: none"> <li>• Sing rhymes to 5 and join in with movements             <ul style="list-style-type: none"> <li>• Move props to 5</li> </ul> </li> <li>• Move props back from 5             <ul style="list-style-type: none"> <li>• Show fingers to 5</li> <li>• Begin to count 5 objects with one-to-one correspondence</li> <li>• Match numerals to quantities when acting out songs</li> </ul> </li> </ul> <p><u>My own pattern</u></p> <ul style="list-style-type: none"> <li>• Continue AB patterns</li> <li>• Create their own AB patterns             <ul style="list-style-type: none"> <li>• Notice an error in a pattern</li> </ul> </li> <li>• Build constructions with simple enclosures</li> <li>• Copy simple repeated constructions</li> <li>• Begin to sequence some event</li> </ul> <p><u>Stop at 1, 2, 3, 4, 5</u></p> <ul style="list-style-type: none"> <li>• Count out up to 5 objects from a larger group</li> <li>• Explore counting to 5 in different ways</li> <li>• Verbally count to a given number</li> </ul>
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	<ul style="list-style-type: none"> <li>• Select shapes for a reason</li> <li>• Begin to explore and describe natural shapes and objects</li> <li>• Find and collect shapes for a purpose</li> <li><u>Explore repeats</u></li> <li>• Listen to repeats in songs and stories</li> <li>• Start to join in songs with repeats</li> <li>• Clap along to songs</li> <li>• Make line patterns with own sequences</li> <li>• Choose blocks to build roads and towers</li> <li><u>Hear and say number names</u></li> <li>• Hear some number names</li> <li>• Join in saying some number names</li> </ul>	<p>repeated actions in songs</p> <ul style="list-style-type: none"> <li>• Join in with repeats in songs and stories</li> <li>• Sing some refrains independently</li> <li>• Have a sense of daily routines</li> <li>• Say what happens next</li> <li>• Make arrangements in art</li> </ul> <p><u>Explore position and space</u></p> <ul style="list-style-type: none"> <li>• Respond to simple language of position</li> <li>• Arrange blocks in a chosen position</li> <li>• Select shapes for a space</li> <li>• Recognise when 2 objects are the same shape</li> <li>• Explore and describe shapes and objects</li> <li>• Sort shapes and objects into simple categories</li> </ul>	<p><u>Explore position and routes</u></p> <ul style="list-style-type: none"> <li>• Explore shape resources</li> <li>• Explore more complex inset jigsaws</li> <li>• Talk about simple positions</li> <li>• Move into simple positions</li> <li>• Move through positions</li> <li>• Follow simple small-world routes</li> </ul> <p><u>Explore own first patterns</u></p> <ul style="list-style-type: none"> <li>• Explain simple pattern arrangements</li> <li>• Make roads and bridges with intent</li> <li>• Choose blocks to copy simple creations</li> <li>• Make simple line patterns with objects</li> <li>• Make simple pattern arrangements</li> <li>• Show an interest in patterns and shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Say when there are 2 dots</li> <li>• Recognise 1 and 2 in different arrangements</li> <li>• Say when there are 3 dots</li> <li>• Recognise 1, 2 and 3 in different arrangements</li> </ul> <p><u>Compare and sort collections</u></p> <ul style="list-style-type: none"> <li>• Notice when two collections are the same</li> <li>• Make collections of small objects the same</li> <li>• Make collections of large objects the same</li> <li>• Recognise two collections are the same using large and small objects</li> <li>• Make collections the same using large and small objects</li> <li>• Sort and talk about their own collections</li> </ul>	<p>arrangements • Copy AB patterns with support • Continue AB patterns with support</p> <p>Make games and actions</p> <ul style="list-style-type: none"> <li>• Match dot patterns</li> <li>• Be introduced to simple games</li> <li>• Play simple games</li> <li>• Copy sets of sounds</li> <li>• Listen to and represent sounds with fingers</li> <li>• Listen to and represent sounds with resources</li> </ul>	<ul style="list-style-type: none"> <li>• Label objects with numerals</li> <li>• Independently show fingers to 5</li> <li>• Begin to make marks to represent quantities</li> </ul> <p><u>Match, sort and compare</u></p> <p>Hear and say number names</p> <ul style="list-style-type: none"> <li>• Hear some number names</li> <li>• Join in saying some number names</li> <li>• Model saying number names in order</li> <li>• Practise saying number names in order</li> <li>• Join in stable order counting forwards</li> <li>• Join in stable order counting backwards</li> <li>• Respond to simple language of position</li> <li>• Arrange blocks in a chosen position</li> <li>• Select shapes for a space</li> <li>• Recognise when 2 objects are the same shape</li> <li>• Explore and describe</li> </ul>
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	<ul style="list-style-type: none"> <li>• Model saying number names in order</li> <li>• Practise saying number names in order</li> <li>• Join in stable order counting forwards</li> <li>• Join in stable order counting backwards</li> </ul>					<p>shapes and objects</p> <ul style="list-style-type: none"> <li>• Sort shapes and objects into simple categories</li> </ul> <p><u>Explore own first patterns</u></p> <ul style="list-style-type: none"> <li>• Explain simple pattern arrangements <ul style="list-style-type: none"> <li>• Make roads and bridges with intent</li> </ul> </li> <li>• Choose blocks to copy simple creations <ul style="list-style-type: none"> <li>• Make simple line patterns with objects</li> </ul> </li> <li>• Make simple pattern arrangements <ul style="list-style-type: none"> <li>• Show an interest in patterns and shapes <ul style="list-style-type: none"> <li>• Notice when two collections are the same</li> <li>• Make collections of small objects the same</li> <li>• Make collections of large objects the same <ul style="list-style-type: none"> <li>• Recognise two collections are the same using large and small objects</li> </ul> </li> </ul> </li> <li>• Make collections the same using large and small objects</li> </ul> </li></ul>
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						<ul style="list-style-type: none"><li>• Sort and talk about their own collections</li></ul> <p>Make games and actions</p> <ul style="list-style-type: none"><li>• Match dot patterns</li><li>• Be introduced to subitising games</li><li>• Play subitising games</li><li>• Copy sets of sounds</li><li>• Listen to and represent sounds with fingers</li><li>• Listen to and represent sounds with resources<ul style="list-style-type: none"><li>• Compare up to 5 different objects</li></ul></li><li>• Compare by matching</li><li>• Make the same set by matching<ul style="list-style-type: none"><li>• Match by type</li></ul></li><li>• Recognise attributes of objects</li><li>• Begin to sort some objects to a type</li></ul>
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<p><b>Autumn 1 &amp; 2 People and Communities</b> Shows interest in the lives of people who are familiar to me. Enjoys joining in with family customs and routines. Remembers and talks about significant events in my own experience.</p> <p><b>The World</b> Comments and ask questions about aspects of my familiar world such as the place where I live or the natural world.</p>	<p><b>Spring 1 &amp; 2 People and Communities</b> Remembers and talks about significant events in my own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life indoors and outdoors.</p> <p><b>The World</b> Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>	<p><b>Summer 1 &amp; 2 People and Communities</b> Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life indoors and outdoors. Knows some of the things that make me unique and can talk about some of the similarities and differences in relation to friends or family.</p> <p><b>The World</b> Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Beginning to understand the effect my behaviour can have on the environment.</p>
<p><b>Computing</b> in the Early Years does not mean just using a computer. It can be developed across almost every area of learning and as part of many different play-based activities. It involves exploring objects that work in different ways and can be used for different purposes. Mechanical toys that encourage exploration of cause and effect and imaginative play resources can all aid children's understanding of computing and it's real world applications e.g. old laptops, keyboards, old mobile phones, plug in phones, typewriters, vintage coffee grinders, weighing scales, cars, watch, clock, wind-up toys, toys with gears, levers, pulls, knobs or handles, an interactive whiteboard/cd player, headphones, voice recorder, light up vanity mirror, electrical microscope, lamp, beebots, torches, alarm clocks, role play pretend items, microwave, cooker, iron, washing machine, camera, fridge, drill, vacuum, television</p>		

	<p style="text-align: center;"><b>Autumn 1 &amp; 2</b></p> <p>Operates simple equipment e.g. turns on a CD player, uses a remote control, navigate touch-capable technology, with support.</p> <p>Shows interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.</p>	<p style="text-align: center;"><b>Spring 1 &amp; 2</b></p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Understands that information can be retrieved from digital devices and the Internet</p>	<p style="text-align: center;"><b>Summer 1 &amp; 2</b></p> <p>Plays with a range of materials to learn cause and effect, for example, make a string puppet using dowels and string to suspend the puppet</p>
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Expressive Arts and Design

Autumn 1 Creating with materials	Autumn 2 Creating with materials	Spring 1 Creating with materials	Spring 2 Creating with materials	Summer 1 Creating with materials	Summer 2 Creating with materials
<p>Faces-draw/paint/natural materials</p>	<p>Explores and learns how sounds and music can be changed.</p> <p>Moving in a range of ways.</p> <p>Enjoys joining in with moving, dancing, and ring games.</p> <p>Explores tools and techniques using modelling materials: Diva lamps</p> <p>Christmas focus: Collage (Peter Blake)</p>	<p><i>DT focus: Cooking and Nutrition</i></p> <p><i>Sensory experience (Gingerbread, Porridge, Flapjack, Chocolate Crispy Cakes, Cup Cakes)</i></p> <p>Sings familiar songs e.g. pop songs, songs from TV programmes, rhymes, songs from home.</p> <p>Taps out simple repeated rhythms.</p> <p>Developing an understanding of how to create and use sounds intentionally.</p>	<p>Continues to explore colour and how colour can be changed.</p> <p>Developing an understanding of using lines to enclose a space.</p> <p>Uses various construction materials e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p>Beginning to use drawing to represent actions and objects.</p>	<p>Uses various construction materials e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p>Beginning to use drawing to represent actions and objects based on imagination, observation and experience.</p> <p>Uses tools for a purpose.</p> <p>Animal patterns.</p>	<p>Uses tools for a purpose.</p> <p>Sand sculptures/pictures.</p> <p>Threading/sewing</p>

				Observational drawings to explore change.		
	<p style="text-align: center;"><b>Autumn 1 &amp; 2</b></p> <p><b>Being Imaginative and Expressive</b> Uses movement and sounds to express experience, expertise, ideas and feelings. Experiments and creates movement in response to music, stories, and ideas.</p>	<p style="text-align: center;"><b>Spring 1 &amp; 2</b></p> <p><b>Being Imaginative and Expressive</b> Creates sounds, movements, drawings to accompany stories. Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.</p>	<p style="text-align: center;"><b>Summer 1 &amp; 2</b></p> <p><b>Being Imaginative and Expressive</b> Engaging in imaginative play based on own ideas or first-hand experiences. Using available resources to create props or create imaginary ones to support play. Plays alongside other children who are engaged in the same theme</p>			