Long Term Planner FS1 2026-2027 v2

OUR PLACE IN OUR WORLD | ASPIRING ENTREPRENEURS | INQUISITIVE INVESTIGATORS | HEALTHY & HAPPY LIVING

Our Vision: Engage, Enjoy, Enrich, Excel

Our Expectations:

Be Ready  **Be Respectful**  **Be Safe** 

	Autumn 1 8 weeks	Autumn 2 6 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Key Question	**I wonder…** ***why*** that happens	**I wonder…** ***when*** that happens	**I wonder…** ***what*** you celebrate	**I wonder…** ***who*** helps you	**I wonder…** ***how*** that happens	**I wonder…** ***where*** you'll go
Hook	Magic Playdough Skittles experiment Colour mixing experiment (Windy day kites)	Nursery Rhyme Week Space rocket role play Christmas Decorations (PiPS) Santa Grotto Christmas party	Birthday party CNY food	People Who Help role play Easter hunt + bingo Eid photos/cards Mother's Day cards	Planting Seeds Baby photos from home	(Making giant bubbles) Pirate role play Graduation Movement Sports Day Transition visit
Enrichments		Bonfire/Halloween Party ***(Magician?)***	***Tiny Tales Storytelling workshop***	***Emergency Service visits***		Ice cream party

Area of Learning	Strand of Learning					
Communication and Language  Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing and speech and language interventions. **Oracy** 	**Listening, Attention and Understanding**   **Speaking** 	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"		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 but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. 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. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."		
		Observation checkpoint: *Around the age of 3*, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? *Around the age of 4*, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?					
		The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. 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. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.**					
		Give 2 part instructions regularly, breaking down into single parts as required Settling in and making new friends—children share information about themselves. Story—Pay attention to animal and colour in the story	Children attend to listening and drawing during first guided draw opportunity. Model listening and taking part as a skill. Give 2 part instructions, breaking down into single parts as required	Children attend to listening and drawing during guided draw opportunity. Model listening and taking part as a skill. Give 2 part instructions regularly, breaking down into single parts as required	Children attend to listening and drawing during guided draw opportunity. Encourage drawing and describing their work as they go as a skill. Give 2 part instructions regularly, breaking down into single parts as required	Children attend to listening and drawing during guided draw opportunity. Encourage drawing and describing their work as they go as a skill. Give 2 part instructions regularly	Encourage drawing and describing their work as they go as a skill. Give 2 part instructions regularly Story—Use stories to inform small world and role play. Traditional tales and pirates.

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		Talk about changes in colours in experiments and paint mixing Describe what they see outside—autumn. Sing nursery rhymes inc. Key 5 Talkboost assessments Use of Makaton and Word Aware to teach specific vocabulary linked to stories. Focus on modelling and building a full sentence using given sentence stems.	Story—Use ideas within the stories to guide role play opportunities. Use 'because' to extend sentences during whatever next. Explore and describe what they see—magnets Compare and contrast—clay to playdough, with parents, during xmas decoration day. Compare and contrast—slime to water Compare the festivals bonfire/children in need/ Diwali/Christmas. Sing nursery rhymes inc. Key 5 World Nursery Rhyme week	Story—Comment on their own memories of parties and things they need for a party. Describe what they see—winter, moving a ball Compare and contrast—cloud dough to playdough/clay. Compare the festivals. Introduce New Year/ CNY/ Valentines/ Pancake Day. Sing nursery rhymes inc. Key 5	Story—Use info about emergency services in role play. Describe what they see—spring, cars and ramps Say who will help them. Why that person? Compare the festivals. Introduce Mother's Day, Holi, Comic Relief Sing nursery rhymes inc. Key 5	Story—Use stories to inform traditional tales small world and role play. Retell. Importance of speaking in order to storyboard. Describe what they see—diversity through stories, butterflies, seeds. Describe why… Compare and contrast—Slime to playdough/clay/cloud dough. Compare the festivals Sing nursery rhymes inc. Key 5	Importance of speaking in order to storyboard. Describe what they see—ladybirds, Handa, summer, float/sink Compare and contrast—Cornflour slip to Slime/ playdough/clay/cloud dough/kinetic sand. Explain how they feel—transition. Sing nursery rhymes inc. Key 5
Personal, Social and Emotional Throughout the year children are also taught how to keep themselves safe whilst using technology. This is delivered through discrete teaching opportunities e.g. Online Safety Week but also through daily routines such as learning that teachers send and receive emails, using the walkie talkies safely and through child led conversation.	**Building Relationships** **Self-Regulation** **Managing Self**	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. 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. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. **Observational checkpoints:** *Around the age of 3* Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? *Around the age of 4* Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties. Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**					
		Welcome to FS1 Settling in activities Making friends Learning and following new routines	Continue to develop and embed routines and relationships formed in Autumn 1 Building confidence and developing friendships Starting to speak about own needs, interests and opinions.	Introduce new intake. Remind children of Nursery rules after Christmas. Work on children following expectations without needing reminding. Support children in finding their friends again after the break.	Children following expectations without needing reminding. Starting to speak in a familiar group Discuss being part of different communities, their roles and	Preparing the children for change and transition Show resilience and perseverance if things don't go their way Strong friendship bonds allow children to extend their play	Preparing the children for change and transition. Expressing feelings about the change Take part in new experiences; Sport's Movement Day, Transition Day

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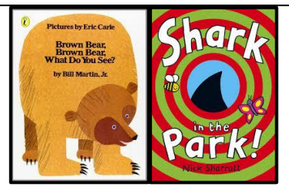
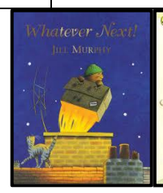
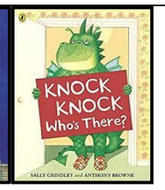
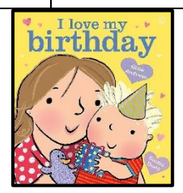
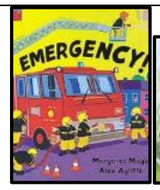
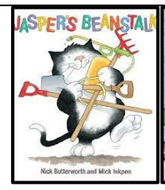
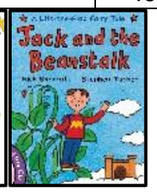
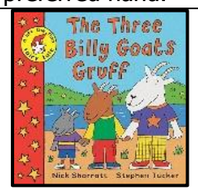
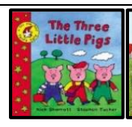
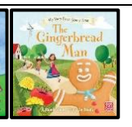
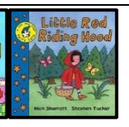
		Establishing relationships with adults Sharing their feelings with new people—inc. Mental Health day. Diversity story: Ruby's Worry and Storytime. Taking responsibility for themselves: tidying up, going to the toilet, putting on their coat Learning school rules together "Be ready, Be Respectful, Be safe" and class room expectations.	Aware of boundaries in setting. Be increasingly independent in self care—toilet and handwashing. Sharing their feelings with others. Diversity story: Ravi's Roar and Storytime. Continue to embed school rules together "Be ready, Be Respectful, Be safe" and class room expectations.	Work as a part of a group developing sense of responsibilities Work through conflicts and rivalries—labelling feelings and talking to resolve the issues. Learn ways to stay safe using technology—Safer internet day. Making healthy food choices. Sharing their feelings with new people. Mental Health week. Diversity story: My Monster and Me and Storytime.	those of others particularly those who help us Can talk about making healthy choices with regards to toothbrushing/dentist Sharing their feelings with others, especially when a situation arises. Diversity story: Pablo's Feelings and Storytime. Consolidating friendships groups for children with similar interests in provision.	stories, scenarios and interests as they work together in provision. Sharing their feelings with others, especially when a situation arises. Diversity story: Ugly Duckling and Storytime.	Share ideas to manage fear, excitements and other emotions Can talk about making healthy choices with regards to exercise, sun safety and water safety. Safeguarding week. Police visit to understand keeping ourselves safe. Transition in to FS2; support children to understand how they feel about this experience. Extended transition visits for children who need extra PSED support. Maintaining and extending relationships with new adults
	Online Safety	**Self-Image & Identity, Online Bullying** : Talk about how to seek help from staff.	**Privacy & Security** Space topic. Where we live.	**Self-Image & Identity, Online Bullying** **Health, Well-Being & Lifestyle :** Safer Internet day.	**Health, Well-Being & Lifestyle,** **Privacy & Security** : People who help us topic	**Copyright & Ownership** Focus on name writing to label our own work	**Online Bullying** : Mental Health week
		Online Relationships: Parents send in photos of family on Class Dojo to show w/ children and make class book.	**Copyright & Ownership** Encouraging children to ask for their work labelling	**Online Relationships**: Parents send in photos of family celebrations on Class Dojo to show w/ children.		**Online Relationships**: Parents send in baby photos of family on Class Dojo to show w/ children.	**Health, Well-Being & Lifestyle,** **Privacy & Security** : Safeguarding week
		Privacy & Security: Introducing ourselves. Getting to know you games		**Managing Online Information**: Finding out about China			
Physical Development	**Gross Motor Skills** **Fine Motor Skills**	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.			Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		
		Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**					
		A multitude of activities supporting both fine and gross motor development will be planned for in both indoor and outdoor provision, on a daily basis. These will include; cutting, weaving, mark making, painting, stamping, moulding, threading, tracing. Skill progression will differ depending on the child's individual stage of development. Fine motor skills also include dressing, eating and hygiene. Children will be taught and encouraged to faster their own buttons, laces and zips. There will be multiple opportunities to run, climb, jump, build, throw and catch whilst exploring a variety of ways to move. Outside, children will be able to assess and manage risk as they climb, balance and move in different ways through a variety of obstacles. Activities will be both child initiated and adult directed and assessment will be used to monitor and support children throughout, at their own appropriate level.					
				Movement Group: Teach 2 footed jumping Teach balancing along a raised beam	**Movement Group:** Develop 2 footed jumping over a line	**Movement Group:** Develop 2 footed jumping over a low object.	**Movement Group:** Develop 2 footed jumping over a taller object.

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				Develop arm strength and shoulder stability through crawling. Parachute work-Shoulder stability Mark Making: Line Work	Teach balancing along a narrower raised beam Develop arm strength and shoulder stability through bear walking. Parachute work-Shoulder stability Mark Making: Circular Work	Develop balancing along a raised beam through change in stepping height and/or distances. Continue on narrow beam Develop arm strength and shoulder stability through crab crawling Parachute work-Shoulder stability Mark Making: Regularly combining shapes	Develop balancing along a raised beam through stepping over an object. Continue on narrow beam encouraging all children to be independent where possible. Develop arm strength and shoulder stability through seal crawling. Parachute work-Shoulder stability Mark Making: Regularly combining shapes including diagonal lines
		Throughout the year children will be provided with multiple opportunities which will strengthen some of the key stages of physical development. These are not confined to certain points in the year but are in line with the children's next steps. Children explore movements, build muscle strength, develop hand control and experiment with mark-making tools. The focus is on developing the physical foundations for future writing.					
		1. Shoulder Pivot Children will develop strength and stability in their shoulders, arms, back and core muscles. They will begin to develop control over larger arm movements, supporting their ability to reach, grasp, push, pull and manipulate objects. Eg: • Painting with large brushes, rollers and mops. • Painting on large sheets of paper and outdoor surfaces. • Making large movements with ribbons, scarves and streamers. • Digging, scooping and filling in sand and soil. • Pushing and pulling large objects. • Carrying and moving equipment. • Climbing, crawling and balancing. • Throwing and catching large balls. • Using large construction materials.	**2. Elbow Pivot** Children will develop greater control over their arm movements, beginning to use their elbows to make more controlled movements. They will explore movements across different directions and distances, developing coordination and control. eg: • Chalking on the floor and outdoor walls. • Water painting using large brushes. • Making large circular, vertical and horizontal patterns. • Drawing on large paper using chunky crayons. • Sand and water play using scoops, jugs and containers. • Hammering golf tees or pegs into suitable materials eg.pumpkins • Climbing, pulling and manipulating larger objects. • Ribbon twirling and making patterns in the air. • Using spray bottles and water squirters.	**3. Wrist Pivot** Children will begin to develop greater control of their wrists and hands, making smaller and more controlled movements. They will explore rotating, turning and manipulating objects, supporting the development of precision and coordination. eg: • Threading beads and objects. • Posting activities and inserting objects into containers. • Turning pages in books. • Using playdough tools, rollers and cutters. • Using paintbrushes and smaller mark-making tools. • Twisting, turning and opening containers. • Using construction materials such as Duplo and large interlocking bricks. • Water and sand play using smaller tools. • Using simple puzzles and shape sorters. • Making patterns using smaller movements.	**4. Fine Motor Strength** Children will develop strength and coordination in their hands and fingers. They will begin to use both hands together, developing the ability to squeeze, pinch, grasp, manipulate and release objects with increasing control.eg: • Squeezing, rolling, pinching and stretching playdough. • Using pegs and posting activities. • Using large tweezers, tongs and scoops. • Threading large beads and lacing activities. • Tearing, scrunching and manipulating paper. • Using spray bottles and pipettes. • Using chunky chalks, crayons and paintbrushes. • Building with small-world and construction resources. • Practising dressing and undressing dolls. • Exploring zips, buttons and fastenings. • Using child-friendly scissors to snip paper.	**5. Pencil Grip Development** Children will explore a variety of mark-making tools, developing the strength, coordination and control needed for early writing. They will begin to experiment with different ways of holding writing tools, gradually developing a more comfortable and effective grip appropriate to their stage of development. eg: • Exploring chunky crayons, chalks and felt-tip pens. • Making marks using different tools and materials. • Drawing on vertical and horizontal surfaces. • Using paintbrushes of different sizes. • Making large circular, horizontal and vertical movements. • Drawing patterns in sand, foam and other sensory materials. • Exploring lines, shapes and simple patterns. • Drawing pictures and beginning to give meaning to their marks.

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			• Mark-making in sand, foam and other sensory materials.		• Developing independence with cutlery during mealtimes/in role play/ in playdough.	• Experimenting with different pencil and crayon grips. • Developing hand preference naturally through play, without forcing a preferred hand.

Literacy Possible Texts	**Comprehension** Texts are carefully chosen to support and promote our topics, which are based on events throughout the year and children's observed interests. A love for reading is promoted through daily story times.		 		 	 	
Possible Supporting Texts			  	  	 	 	 
Writing Opportunities		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; writing 'm' for mummy. Write some or all of their name Write some letters accurately					
	Writing	The opportunities below are delivered through small group focus work. Opportunities for writing are also set up in provision, inside and outside, linking to children's interest and themes personal to the children's needs. Children will be supported to develop a tripod grip, apply skills they have been taught with independence and, above all, be encouraged to develop a confidence towards mark making and writing activities. Writing opportunities are pitched appropriately for children of different abilities, ensuring challenge whilst allowing children to achieve their own successes.					
		Mark making : Draw ourselves (Brown Bear Story) Prewriting shapes	Mark making character: 'Who's behind the door' Mark making potion: Representing Name copying (Christmas card) Prewriting shapes	Mark making: Party lists Mark making: Shopping lists Pre writing shapes *(see movement group)*	Draw Hero and (HA) copy label Draw Mummy and copy name Pre writing shapes *(see movement group)*	Draw character, copy name and (HA) label Mark making: Story mapping Pre writing shapes *(see movement group)*	Letter formation Draw ourselves and write/copy name Pre writing shapes *(see movement group)*
Phonics ***Floppy Phonics***	**Word Reading**	Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary.					
		Children are exposed to Level/Phase 1 phonics continuously throughout the year, through taught, focus sessions and provision. The aspects below are those which are a focus for that half term, during focused teaching inputs. Children are also challenged in response to their individual abilities.					
	Phase 1	Phase 1 sessions focusing on Aspect 1: Environmental sounds Aspect 2: Instrumental sounds Aspect 3: Body percussion Aspect 4: Rhythm and rhyme (through stories)	Phase 1 sessions focusing on Aspect 1: Environmental sounds Aspect 2: Instrumental sounds Aspect 3: Body percussion Aspect 4: Rhythm and rhyme (through stories)	*Revisiting* Aspect 2: Instrumental sounds Aspect 3: Body percussion *Greater focus on Aspect 4:* Rhythm and rhyme *Expose children to* Aspect 5: Alliteration Aspect 7: Oral blending and segmenting	*Expose children to:* Aspect 5: Alliteration Aspect 6: Voice Sounds Aspect 7: Oral blending and segmenting	Continue to expose children to Aspect 1-7 with particular focus on Aspect 4: Rhythm and rhyme Aspect 7: Oral blending and segmenting	Continue to expose children to Aspect 1-7 with particular focus on Aspect 4: Rhythm and rhyme Aspect 7: Oral blending and segmenting
	Ph 2			*Expose children to letter sounds* *(in line with topic eg p-Party)* *Floppy Order : s,a,t,p,i, n,m,d,g,o,c, k,ck,e,u,r h,b,f,l)* *s, p, t, a, i, m*	*p, n, l, u, f, s, m, d, e, r*	*S a t p, b t f, b, c, d u*	*p w, h l w, r g*

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Mathematics							
At BPS we follow White Rose Maths in R-Y6. In FS1 we ensure children understand the principle of 1:1 counting, the cardinal principle, show awareness of representing number in different ways and subitising etc. We meet shape and measure to ensure children have a wide understanding and develop language skills to support play.	**Number** **Numerical Patterns**	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.			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' Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		
		Animals Sorting Pattern and Colour Describing How many fingers? Counting and subitising-3 Sharks more, less, the same How many fingers? Counting Who is the tallest? Measure	5 Little Pumpkins Counting and subitising How many bugs? Counting Strategies and recording Pudsey- Patterns Pattern Day Spotty Day Give me…? Counting out and numerals Introducing numicon Shapes and their properties 2d and 2d	Describing Shapes 2d and 3d Environmental shape I am ….. Subitising and counting for the numeral Using Numicon Counting and how many? Pattern Patterns and repeated patterns High 5 counting up to 5 and showing Tall and Short What is taller/shorter than me Heavy and light	Superhero numbers Super hero numbers Making a tally Number hunt Careful counting Shapes 2d in the environment Making maths marks Subitise 3 Finding 3 in the environment Patterns Easter Eggs Making AB patterns Shapes Easter Bingo	Recognising Numerals Giving an amount Taller and taller! Heavier, heavier, heavier! Hunt Record mark making Magic shapes…wave your wand 2d and 3d shapes Careful counting! Counting out for a number What time is it Mr Wolf? Sequencing a day Today I will… Comparing Amounts More Less the same	Patterns Patterns in the environment Record mark making 3D shapes Shapes in their lunch box Record mark making Water, Water, Water Full empty half full ect. Subitising Counting amounts altogether making marks What happens in the day? Sequencing a day Transition week Bingo Numbers and objects

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Understanding the World		Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	People, Culture & Communities	Continue developing positive attitudes about the differences between people. Show interest in different occupations. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.					
		Halloween—Look at the different ways people celebrate	**Christmas around the world**- Compare different ways of celebrating. Compare different celebrations.	**Chinese New Year**—China. Explore traditions and meanings. **Round as a Mooncake**-. Compare and contrast during pancake day.	**Occupations**- People Who help us. Talk about roles **Festival of Colours**- India. Compare festivals.	**Diversity**- Through weekly diversity stories (as listed below) discuss differences between our families and the ones in the story.	**Handa**- Set in Africa. Compare homes
		Explore globe and maps within the classroom. Listens to and enjoys books about the world around them.					
	The Natural World	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 Plant 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. Talk about the differences between materials and changes they notice Explore how things work.		
		Playdough- Describe how it feels	**Clay**- Compare how this is different to sculpting playdough	**Cloud dough**- Discuss how this is the same/different to normal playdough			**Cornflour** Slip- How does it feel? Discuss how this is the same/different to playdough/slime…
		Autumn- Look at what is happening outside the window. Play with Autumn Treasures.		**Winter**- Look at what is happening outside the window. Play with snow/ice as it arrives.	**Spring**-Look at what is happening outside the window.	**Baby Photos**- Talk about growth and change **Seeds-** Planting sunflower seeds to send home. Plant a set to grow at school and compare differences.	**Summer**- Look at summer. Talk about sun safety (Hat, splat, wrap) Talk about water safety **Ladybirds**- Watch Ladybirds outdoors. Find the different phases of ladybird growth naturally.
		Baking- All children get the opportunity to mix a batch of playdough. Discuss differences between ingredients at beginning and end.	**Baking-** Decorate biscuits- CiN day.	**Baking-** Spreading sandwiches- Birthday Party	**Baking**- Make Easter nests. Discuss differences between ingredients at beginning and end. (Melting)		
		Kites—talk about the weather required to make a Kite fly	**Magnets**- Talk about the force of attraction and repulsion	**Moving a ball**- Push/pull, gravity, slopes etc	**Moving a car—**Using ramps, guttering etc. What makes the car move faster? Does it move on a flat? Can you make it move on the flat?		**Boats**- Float and sink. Discuss the force.
		Colour Panels- Talk about differences and change.				**Bubbles**- Compare which bubbles are the strongest. Explore making different shaped and sized bubbles.	
		Use simple vocabulary to describe different types of weather and simple weather features e.g. cold, freezing, chilly, hot, warm, boiling. The sun is up because it is light but it's behind the cloud. Children to begin to use vocabulary related to the 4 seasons (spring, summer, autumn, winter) and can explain some of the natural changes they notice during some seasons. Daily Weather Song and discussion about suitable clothes for different weathers. Show curiosity about the world around them by asking what, how and why questions.					

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	Past and Present  (Create timeline book of events as completed)	Begin to make sense of their own life-story and family's history					
		Starting school- What did you do over summer? What would you like to play at Nursery? **Black History Month**	**Celebrations**- Can talk about Christmas celebrations. Can they remember what happened last Christmas? **Mental Health day** **World Food day** **Remembrance Day** **Antibullying Week** **Children In Need**	**Celebrations**- Can talk about past family celebrations using photos from home. Can confidently talk about immediate members of my family in detail. **Online Safety- Friendships** **Green Week-** Energy Saving and Recycling **Children's Mental Health Week—**Talking **Safer Internet Week—** Together for a better internet **Growth Mindset Week** **Women in Science day**	Book day/Poetry Week --Discuss previous celebrations this year (recap) Science Week Comic/Sports Relief --Discuss previous celebrations this year (recap) Mental Health Monday—International day of Happiness **Eid Al Fitr**	**Storyboard**-- Can sequence 3 events. (*beginning, middle, end; first, next, last) **All about me**—How have you changed? Did you have hair as a baby? What colour/length is your hair now? **World Maths Day**	**Transition**- Talk about what will happen next year. How is this different to now **Pride** **Eid Al Adha.** --Discuss previous celebrations this year (recap) **Online Safety-** Share aware/Summer Safe **Graduation**

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Expressive Arts and Design

This area of learning is promoted daily through a variation of activities, including painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Creating with Materials

Art and Craft

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Explore colour and colour mixing.

Colour mixing-exploring colour eg. Magic Playdough, Skittles experiment, hand painting, etc **Kites**- Use materials to create own kites to fly outdoors. Decorate **Telescopes**- Create own rolled telescope and decorate.	**Christmas crafts**-cutting, sticking, clay, textures *POP UP card* **Chalks**- Space pictures **Colour Mixing**- Powder paint in puddles and brushing	**Party chains**- best joining media **Chinese Lanterns**- cutting skills **Colour mixing**- Painting snow/ice Outdoors	**Mother's Day**-Paper folding to make a spring **Colour Mixing**- Powder paint in puddles and brushing	**Construction**- Traditional tales, Build homes for the pigs and bridges for the goats. Create a design sheet and encourage following design.	**Construction**- Build pirate ships to support role play

Drawing

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Being Imaginative & Expressive

Modelled then Independent draw- Self portrait for Brown Bear book	Guided draw- Character in story Knock Knock Independent draw- Own Character using prompt sheets if required	Guided Draw- Maisie Mouse. How does she feel? It's her birthday Independent paint- Copy CNY animal (2027 Goat)	Modelled then independent Draw-Firefighter/ Police Officer	Guided Draw- Characters/ story map Focus on how the characters feel linking to Zones of Regulation	Independent draw- Draw self for new teachers and final assessment

Small World and Role Play

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

An adult will guide play in provision to show all children how to play imaginatively

Home corner Dinosaur Table	Rocket Ship and Picnic Rocket	Birthday party Animal Table (Farm, Jungle, Arctic)	Vets/Doctors Fire and Police sets	Fairytale house Fairytale characters	Home corner Pirate Ship table

Music and Song

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

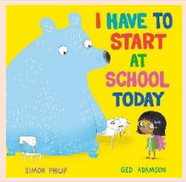
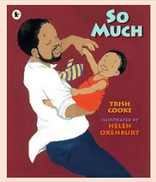
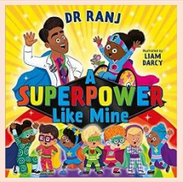
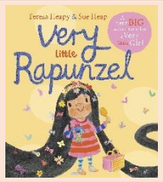
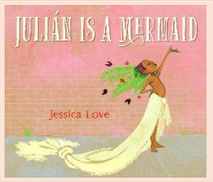
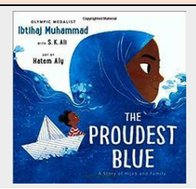
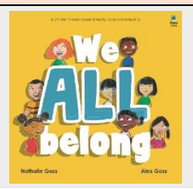
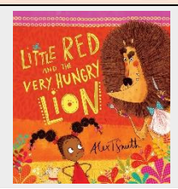
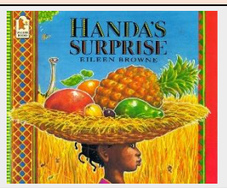
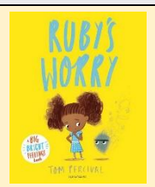
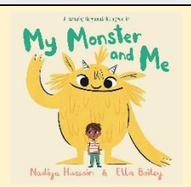
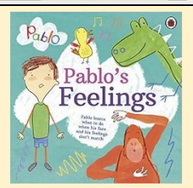
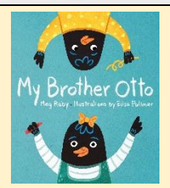
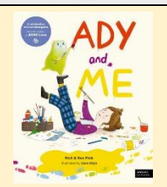
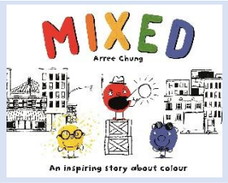
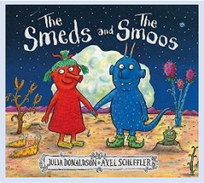
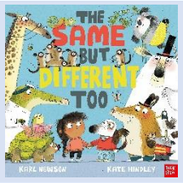
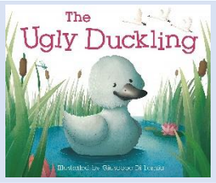
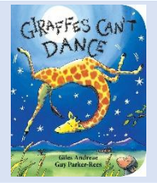
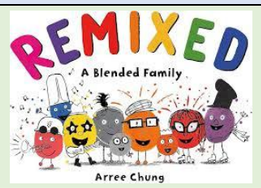
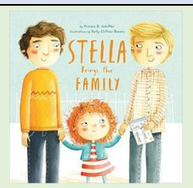
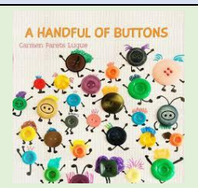
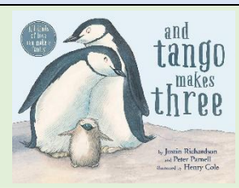
Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

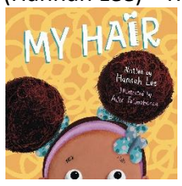
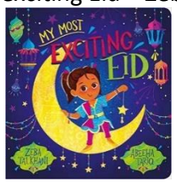
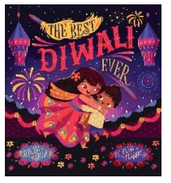
Create their own songs or improvise a song around one they know

Nursery rhymes 5 Cheeky monkeys—explore volume Twinkle Dinosaur—explore volume **Key 5** 1. 5 Currant Buns 2. Head, shoulders, knees and toes 3. If you're happy and you know it 4. 1 Potato, 2 Potato 5. Dingle Dangle Scarecrow	**Nursery rhymes** 5 fat sausages—explore rhythm for suspense Christmas Song(s) **Key 5** 1. Tommy Thumb is up 2. Twinkle Twinkle Little Star 3. 5 Little Men in a Flying Saucer 4. Humpty Dumpty 5. 5 Little Elves	**Nursery rhymes** Wind the bobbin- experiment with speed Create own song verses **Key 5** 1. 5 Little ducks 2. Pat-a-cake Pat-a cake 3. 5 fat snowman 4. Penguin dance 5. Wind the bobbin up	**Nursery rhymes** Use percussion instruments/body percussion to beat rhythms (Duke of York) Create own song verses **Key 5** 1. 1, 2, 3, 4, 5, …fish alive 2. Grand Old Duke of York 3. Hop Little Bunnies 4. Miss Polly had a Dolly 5. 5 little fireman	**Nursery rhymes** Animal Fair- explore adding sound effects to song. Use instruments to represent sounds **Key 5** 1. Old Mcdonald had a Farm 2. 5 little Monkey 3. I had a little Turtle 4. There's a tiny caterpillar on a leaf 5. Incy wincy	**Nursery rhymes** Goldilocks- Explore volume and pitch for characters **Key 5** 1. 5 speckled frogs 2. Wheels on the Bus 3. Row row row your boat 4. Baa Baa Black Sheeo 5. Pirate Song

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British Values		**Rule of Law-** Nursery rules We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	**Mutual Tolerance-** Different family celebrations Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	**Mutual Tolerance-** Different celebrations Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	**Mutual Respect-** Different Celebrations We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated	**Democracy-** Favourite fairy story Vote We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	**Individual Liberty-** Transition playing with my new friends We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.
Equality and Diversity Equality and Diversity is taught throughout the year in many different ways. Conversations are often organic and presented by the children themselves. Other learning opportunities are adult led. Another way we encourage our children to be aware of how people's lives can be different to one another is through books.	BAME main characters						
	Cultural Diversity						
	Neurodiversity						
	Physical Diversity						
	Familial Diversity						

Extras to fit with topics:

BAME-	My Hair (Hannah Lee)—Rhyming and Birthday theme 	CULTURAL DIVERSITY	The Most exciting Eid—Zeba Talkhani 	The Best Diwali—Sonali Shah 

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