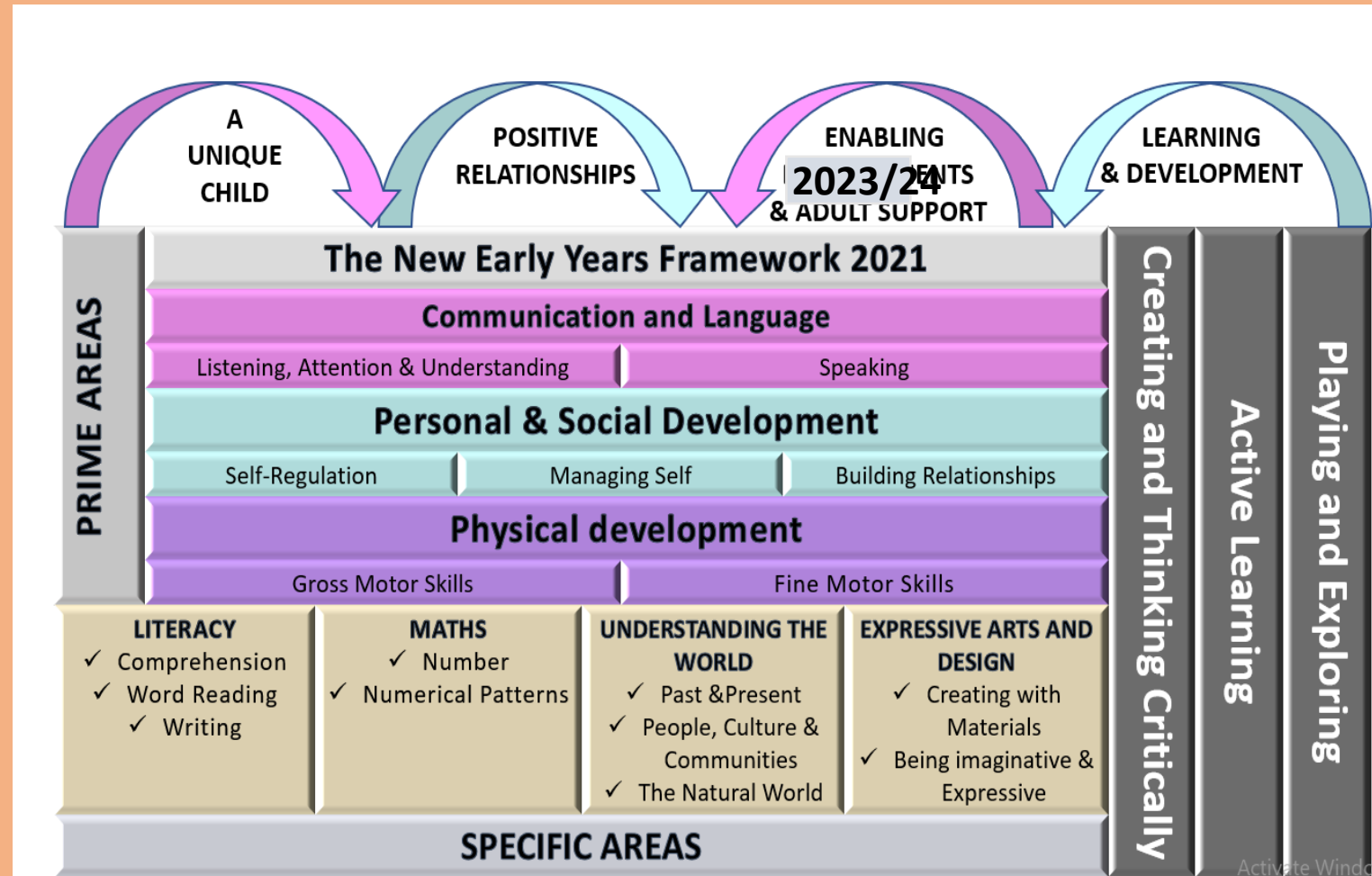


NURSERY LONG TERM PLAN



Our vision is that with faith and belief we can transform lives – not only in our school but also beyond, in our local and international communities, creating global citizens of the future who are stewards of the Earth. We want all our children to leave St Georges with the knowledge and skills to flourish in life, and the dispositions to help others to flourish as well

Our mission is to create classrooms where children achieve more than they think possible. Adults are supported to fulfil their highest aspirations, so that all members of our learning community can live life in all its fullness (John 10:10) and become active contributors to building a better world. St Georges' citizens are stewards of the Earth. At St Georges we know that children and adults flourish when, through love and nurture, they are engaged in learning that is challenging, adventurous and meaningful. St Georges Church School and Nursery is committed to the philosophy that learning is limitless, and everything is possible. We believe that there is a special spark in everyone, and that every child is intelligent and extraordinary.



NURSERY LONG TERM PLAN

TERM 1

TERM 2

TERM 3

TERM 4

TERM 5

TERM 6

Characteristics of Effective Learning

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

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

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



COEL

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

We believe passionately in nurturing children's curiosity, independence and creativity; promoting child-led learning and providing children with rich, open-ended, purposeful play experiences within our free-flowing indoor and outdoor learning environments. Our play-based, purposeful provision follows our children's current interests and sensitively responds to the individual needs of the children and real-life situations. The children are empowered to take ownership of their learning; seek out care of their own wellbeing; become confident communicators and self-assured risk takers.

Mark 9:23

All things are possible for one who believes.



OVER
ARCHING
PRINCIPLES



ELLI Characters

At St Georges, the Characteristics of Effective Learning are underpinned through the use of ELLI characters. These are used to build upon and strengthen the effective characteristics of learning, making them relatable for the children. The ELLI characters are woven like a golden thread throughout the curriculum, and reflected upon by every class in the school.

Through using ELLI, we create a powerful classroom learning culture that systematically cultivates habits and attitudes that enable young people to become better learners; face difficulty and uncertainty calmly, confidently and creatively. We therefore engage children consciously with ideas and processes of their own learning in the knowledge that learning itself is learnable.

What we learned during transition from our families

Our intention is for the children to leave us confident in -	Implementation – How we will support the children
Knowing about themselves and others, and how to keep safe. PSED/CL/PD/UW	Observe children at play and plan activities that follow the children's interests and introduce them to new ideas and concepts
Able to build secure attachments and positive relationships with others PSED/CL/UW	Being specific with our praise, noting how well children solve problems, have ideas and negotiate
Having the social skills and confidence to play alongside / with other children PSED/CL/UW	Use additional funding to support children as identified Work with parent/carers to ensure they can support, supplement and extend their child's learning at home
Being able to make a simple choice CL	Share and discuss experiences
Be able to move and control their body safely PD	Role model positive language and positive behaviour
Having the confidence to have a go, challenge themselves, keep on trying and take risks PSED/PD/L/M	Provide supervised opportunities for turn-taking
To listen and be kind and caring to others CL/PSED/M	Use Makaton signings and flashcards to support basic English language and/or for children to express their own wants and needs. Well planned, reflective, meaningful learning environments indoors and outdoors that promotes and fosters a love of investigating, exploring and learning
Following simple instructions CL	Know and understand the areas of learning and development
Being confident to explore the awe and wonder of the world around them and learn how to take care of their environments UW	By building a good relationship with both key children and their immediate family
Being curiosity and as an independent learners PD/UW	Know in detail how each individual child plays and learns
Knowing several songs and rhymes and enjoy joining in with singing and stories L/M/EXA/CL/PSED	

What we learned during transition from our families

Sitting at a table for snack and mealtimes
PSED/UW/PD

To express themselves and be skilful communicators with their peers
& adults
CL/PSED/UW

Using gross and fine motor skills to do things independently
PD

Using mathematical concepts and language in play and everyday
experiences
M

Being or becoming independent in relation to physical care such as
dressing / undressing, toileting, washing hands
PSED/PD

To learn about letters, sounds and words by exploring a range of
books and develop a love of stories, poems and rhymes C&L/L

How the children learn

NURSERY LONG TERM PLAN 24-25

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p>BIG QUESTIONS & THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i></p>	<p>WHO AM I? All about me Healthy Me Homes and houses Families</p>	<p>HOW DO WE CELEBRATE? Seasonal Change Christmas Bonfire Night</p>	<p>WHO IS AFRAID OF THE BIG BAD LION? Traditional Tales Africa Jungles</p>	<p>WHO MADE THESE FOOTPRINTS? Dinosaurs Animals Jungles</p>	<p>ARE PLANTS ALIVE? Sowing and Growing</p>	<p>WHAT IS IT LIKE TO BE BESIDE THE SEA? Seaside Under the Sea</p>
<p>POSSIBLE TEXTS</p> <p><i>SUBJECT TO CHANGE</i></p>	<p>Peppa's new friend. In my heart. Walking through the jungle. Little Red Hen. Pumpkin soup. The Tiger who came to Tea.</p>	<p>Room on a Broom. Kindness is my superpower. You choose. Where's spot? The Nativity story. Stick Man Jolabokafloð</p>	<p>Spaghetti Hunter. The Snowman. Me. A busy day for birds. Dear zoo. The pancake. Sometimes I feel</p>	<p>I want a pet. The daffodil who couldn't dance. Guess how much I love you. Ramadan- first festivals. Brown bear, brown bear. Festivals of colours.</p>	<p>Jasper's beanstalk. Dear Earth Olivers vegetables. Sun safety book. The train ride. Besty bug love saves the bees.</p>	<p>Somebody swallowed Stanley. Each peach pear plum. The very hungry caterpillar.</p>
<p>READING SPINE</p>	<p>Hug Hairy Maclary You Choose Where's spot?</p>		<p>We're going on a bear hunt Dear Zoo Brown Bear, Brown Bear, What do you see? Come on Daisy!</p>		<p>The Train Ride Each Peach Pear Plum The Very Hungry Caterpillar Jasper's Beanstalk</p>	
<p>'WOW' MOMENTS / VISITS AND VISITORS</p>				<p>Animal visitors</p>	<p>Police visitor</p>	

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
BRITISH VALUES ASSEMBLIES / SHARING CIRCLES	Democracy 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.	Mutual respect 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	Mutual Tolerance 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.	Rule of law 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.	Individual liberty 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.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ST GEORGES SCHOOL VALUES	Community & Friendship	Respect	Trust & Forgiveness	Service	Thankfulness	Hope
ASSESSMENT OPPORTUNITIES		Check point 2				Check point 6



COMMUNICATION
AND LANGUAGE
2-YEAR-OLDS

STARTING POINT

- Learn to copy sounds and words.
- Put words together to make simple sentences.
 - Understand a simple instruction.
 - Respond to where questions.
- Listen to & understand rhymes and songs using gestures.

Implementation

- Language rich environment
 - Poetry basket
 - Story time
 - World of stuff
 - Listening walks

MID-POINT

- Learn to link three words together.
- Join in with rhymes and songs using actions & gestures in a small group.
- Engage in a simple turn-taking interaction with others
 - Respond to familiar environmental sounds
- Learn to follow simple instructions during my play

Implementation

- Language rich environment
 - Poetry basket
 - Story time
 - World of stuff
 - Listening walks

END POINT

- Use simple sentences to communicate linking 3 or 5 words together.
- Talk about my interests and people that are important to me.
- Show an understanding of stories and rhymes using gestures and props.
 - Ask simple questions.
 - Recognise sounds around me.
- Shift attention from a chosen task when asked.

Implementation

- Language rich environment
 - Poetry basket
 - Story time
 - World of stuff
 - Listening walks

COMMUNICATION
AND LANGUAGE
3-YEAR-OLDS

- Starting to use talk with familiar adults and peers creating sentences in their play
 - Following 2-part instructions
- Answering questions (what, who, where, when)
 - Use short sentences to explain
- Listen to stories and songs with interest and engagement
- Using a wide range of words appropriately and in context

Implementation

Poetry basket – recite some words and actions from the poems.
Children enjoy different rhymes.
Storytime – To listen to and enjoy whole class and small group Storytime
Ambitious vocabulary is used with the children in the environment.
World of stuff – curiosity to answer questions.
Instruction games – children enjoy following instructions.
Sharing home experiences from Tapestry.
Phase 1 phonics

- Joining in with familiar stories and rhymes
- Using different vocabulary including scientific and linked to stories
 - Starting to show understanding of ‘why’ questions
 - Respond appropriately when questioned
 - Pose my own simple questions to find out more
 - Develop vocabulary
- Join in and recall stories with repetition

Implementation

Poetry basket – begin to recite poems orally and possibly use the actions.
Children join in with rhymes when they can.
Storytime – To listen to and enjoy small group Storytime.
Ambitious vocabulary is used with the children in the environment.
World of stuff – enabling/ sparking the asking of questions.
Helicopter stories – using imagination to create their own stories
Sharing home experiences from Tapestry.
Phase 1 phonics

- Take turns to speak in a conversation
 - Explore the use of conjunctions to connect ideas
 - Use language to explain, retell, and describe
- Respond to a range of question types- particularly link to ‘why’ questions
 - Express a point of view
- Develop a wide-ranging vocabulary- scientific and descriptive

Implementation

Poetry basket – recite poems orally with actions
Children know some familiar rhymes and join in.
Storytime – To listen to and enjoy large and small group Storytime, express their ideas about the story.
Sharing carpet times – children share something from their nursery time in that session.
Ambitious vocabulary is used with the children in the environment.
Helicopter stories – using imagination to create their own stories. Put an action to their stories.
Sharing home experiences from Tapestry.
Phase 1 phonics

	STARTING POINT	MID-POINT	END POINT
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>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.</p>		
2-YEAR-OLDS SELF - REGULATION MANAGING SELF BUILDING RELATIONSHIPS	<ul style="list-style-type: none"> • Separate from carer with support. • Show an interest in other people and what they are doing. • Recognise my features and show an awareness of who I am. <ul style="list-style-type: none"> • Be aware of boundaries and routines. • Begin to express and understand overwhelming feelings. <p>Implementation: Cosmic yoga Mindfulness activities Calming corner and breathing techniques.</p>	<ul style="list-style-type: none"> • Play alongside others (parallel play) • Be aware of people around me and show concern. <ul style="list-style-type: none"> • Become aware of familiar adults and children around them. • Regulate emotions when some things are mine and some things belong to others. <p>Implementation: Cosmic yoga Mindfulness activities Calming corner and breathing techniques.</p>	<ul style="list-style-type: none"> • Develop friendships with others. • Recognise and name familiar adults and children. • Talk about some things that are unique to me. <ul style="list-style-type: none"> • Follow simple boundaries and routines. • Identify and express my own emotions and feelings. <p>Implementation: Cosmic yoga Mindfulness activities Calming corner and breathing techniques.</p>
3-YEAR-OLDS SELF - REGULATION MANAGING SELF BUILDING RELATIONSHIPS	<ul style="list-style-type: none"> • interact with others during my play (associative play) • Show confidence in new situations and take pride in their choices. • Remember and follow the rules and boundaries in nursery. <ul style="list-style-type: none"> • Share and take turns when directed by key worker. <p>Implementation: Cosmic yoga Mindfulness activities Calming corner and breathing techniques. Child initiated play Circle times</p>	<ul style="list-style-type: none"> • Separate from carer independently and greet my key worker. • Play with one or two children extending and elaborating play ideas. <ul style="list-style-type: none"> • Ask for help. • Understand what a mistake is and how I can help myself. <ul style="list-style-type: none"> • Be kind and understand what fairness is. • Recognise when my peers need help. <p>Implementation: Cosmic yoga Mindfulness activities Calming corner and breathing techniques. Child initiated play Circle times</p>	<ul style="list-style-type: none"> • Play cooperatively in a group of three and demonstrate friendly behaviours. • Find simple solutions to resolve conflicts. • Feel valued and proud to carry out tasks for familiar adults. <ul style="list-style-type: none"> • Name things they are proud of. • Share and take turns most of the time. • Regulate themselves when there is changes to their routine. <p>Implementation: Cosmic yoga Mindfulness activities Calming corner and breathing techniques. Child initiated play Circle times</p>

	STARTING POINT	MID-POINT	END POINT
PHYSICAL DEVELOPMENT	<p>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.</p>		
2-YEAR-OLDS	<ul style="list-style-type: none"> • Push, pull, and steer objects. <ul style="list-style-type: none"> • Jump safely with 2 feet. • Scoot on a trike with two feet together. <ul style="list-style-type: none"> • drink from an open cup. • Recognise what a toilet and potty are used for. <ul style="list-style-type: none"> • Learn to wipe your own nose. <ul style="list-style-type: none"> • Eat food safely. 	<ul style="list-style-type: none"> • Pull and push their selves up on and off equipment. • Stop, start, and turn while walking without falling over. • Develop shoulder gridle by pulling my own weight. <ul style="list-style-type: none"> • Lick a large ball. <ul style="list-style-type: none"> • Learn to use the potty or toilet. <ul style="list-style-type: none"> • Wash hands independently. • Develop self-care skills – changing my clothes. 	<ul style="list-style-type: none"> • Balance on one leg. <ul style="list-style-type: none"> • Stand on tiptoes. <ul style="list-style-type: none"> • Pedal a trike. • Catch and kick a ball. <ul style="list-style-type: none"> • Pull body weight up to climb. • Change direction without falling over. • Assist with dressing and undressing. <ul style="list-style-type: none"> • Eat a variety of foods. <ul style="list-style-type: none"> • Use the toilet or potty. • Recognise when my body needs rest. <ul style="list-style-type: none"> • Pull a zip up and down. <ul style="list-style-type: none"> • Open and close large buttons.
3-YEAR-OLDS	<ul style="list-style-type: none"> • Steer around corners when pedalling. • Climb up and down stairs safely. <ul style="list-style-type: none"> • Catch a ball. • Kick a ball. • Climb a ladder. • Follow directions. • Pour a drink without spilling. <ul style="list-style-type: none"> • Put their own coat on. • Use the toilet independently. <ul style="list-style-type: none"> • Thread fine beads. • Roll a ball of playdough. • Siip paper holding scissors with one hand. • Form a defined circle on a textured surface. 	<ul style="list-style-type: none"> • Balance on a line and on my preferred leg. <ul style="list-style-type: none"> • Make a bridge shape with my body. <ul style="list-style-type: none"> • Jump and bend knees to land. <ul style="list-style-type: none"> • Put socks and shoes on. <ul style="list-style-type: none"> • Use a knife and fork. • Hold a pencil and make marks. <ul style="list-style-type: none"> • Hit a golf tee with a hammer. <ul style="list-style-type: none"> • Form a cross shape. • Connect and fasten a zip. • Open and close packets and boxes. • Snip using the correct hand and the spare hand to hold the paper. • Form some recognisable letters using a variety of tools. 	<ul style="list-style-type: none"> • Balance on a narrow beam. <ul style="list-style-type: none"> • Jump from a height and land safely. • Run and negotiate space successfully without collision. • Follow instructions which direct me left and right. <ul style="list-style-type: none"> • Know healthy and unhealthy foods. • Know why it is important to brush my teeth. • Grasp and use a tool using the tripod grip. <ul style="list-style-type: none"> • Form a square. • Fasten small buttons. • Use a tape dispenser. <ul style="list-style-type: none"> • Snip a 10cm line. • Hold scissors correctly. • Copy a circle, cross and a sqaure.



LITERACY

STARTING POINT

MID-POINT

END POINT

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

PHONICS AND DECODING 2-YEAR-OLDS

- Develop listening skills and become aware of environmental sounds.

Implementation
ELS Phase 1 elements 1 & 2

- Develop an awareness of sounds made with instruments.

Implementation
ELS Phase 1 elements 3

- Develop an awareness of sounds and rhythm.
 - Remember patterns of sounds.
- Talk about sounds we make with our bodies.

Implementation
ELS Phase 1 Element 4

PHONICS AND DECODING 3-YEAR-OLDS

- Develop knowledge of rhyme.
 - Develop alliteration.
- Recognise some well-known rhymes.

Implementation
ELS Phase 1 Elements

- Count or clap syllables.
 - Spot and suggest rhymes.
- Recognise words with the same initial sound.

Implementation
ELS Phase 1 s, a, t, p, l, n
M, d, g, o, c, k

- Orally blend.
 - Orally segment.
- Hear or say initial sounds in words.

Implementation
ELS Phase 1 e, u, r, h, b, f, l
J, v, w, x, y, z, qu

COMPREHENSION 2-YEAR-OLDS

- Show an interest in familiar books and rhymes.

Implementation
Story of the week
Rhymes

- Make choices about their favorite book and rhymes.
- Repeat and use actions, words or phrases from familiar stories.

Implementation
Story of the week
Rhymes

- Remember key words and phrases from stories and rhymes.

Implementation
Story of the week
Rhymes

COMPREHENSION 3-YEAR-OLDS

- Anticipate key events and phrases in rhymes and stories.
 - Understand why and how questions.
 - Understand that print has meaning.

Implementation
Story of the week
Rhymes
Poetry basket

- Enjoy a range of books.
 - Predict what might happen next.
- Listen to, review, and perform key poems and stories familiar to me.
 - Name different parts of the book.
 - Ascribe meaning to marks they see.

Implementation
Story of the week
Rhymes
Helicopter stories
Poetry basket

- Describe the main story settings, events, and characters.
 - Anticipate key phrases from stories I have listened to.
- Infer what might happen next based on my knowledge of key stories.
 - Make up stories based on my knowledge of stories.
 - Understand that we read from left to right.

Implementation
Story of the week
Rhymes
Helicopter stories
Poetry basket



STARTING POINT

MID-POINT

END POINT

WRITING 2-YEAR-OLDS

- Mark make which may feature lots of random marks.
 - Hold tools with a palmer grasp.

Implementation
Squiggle club

- Begin to use a pincer grip.
- Make definite attempts to make marks.
- Close shapes –these are often circular.

Implementation
Squiggle club

- Combine shapes and lines in my marks.
- Use a range of tools to make marks.
- Show an interest in mark making.

Implementation
Squiggle club

WRITING 3-YEAR-OLDS

- Make marks going across the page (zig zags/ wavy lines)
- Show an interest in letters on a keyboard.
- Identify the initial letter of their name.
 - Make marks for a purpose.
 - Say what their marks mean.

Implementation
Squiggle club

- Make symbols have meaning.
- Write your own name.

Implementation
Squiggle club

- Write their name.
- Form some recognizable letters to label their work.
 - Mark makes for a purpose.
 - Mark makes for mathematics.

Implementation
Squiggle club



STARTING POINT

MID-POINT

END POINT

MATHS

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, 'have a go', **talk to adults** and peers about what they notice and not be afraid to make mistakes.

COUNTING
2-YEAR-OLDS

- Count in sequence to 3.

- Recognise the numeral 1 and say the name.
 - Count in sequence to 5.
- Assign a number name to each object of up to 2 items in a set.

- Assign a number name to each object of up to 3 items in a set.
 - Understand numerals 1 and 2.
 - Count in sequence from 0-5.
 - Count forwards and backwards to 3.

COUNTING
3-YEAR-OLDS

- Recognise numeral 3.
- Count backwards from 5.
- Recognise numerals that are special to them.
 - Know that 0 means nothing.

- Assign a number name to each object of up to 4 items in a set.
 - Count in sequence from 0-10.
 - Recognise the numeral 4.
- Make mathematical marks to represent counting.

- Count in sequence from 0-10 and backward.
 - Understand numerals 1-5.
- Assign a number name to each object of up to 5 items in a set.
 - Form some recognisable numerals.

COMPARISON
2-YEAR-OLDS

- Understand the word more by adding objects or taking more turns in play.

- Understand the word less by taking objects away in play.

- Compare quantities.
- Understand more and less.

COMPARISON
3-YEAR-OLDS

- Explain understanding of more and fewer.

- Notice when there is the same amount in a set.
 - Compare quantities in their play.

- Explain and reason why there is more or fewer when comparing 2 groups.
- Explain and reason why 2 groups of objects are the same.

SUBITISING
2-YEAR-OLDS

- Subitise with my eyes.
- Recognise a one dot on a dice or domino.
 - Represent one on my fingers.

- Subitise with my eyes.
- Recognise two dots on a dice or domino.
 - Represent two on my fingers.

- Subitise and recognise the quantity of three.
 - Represent three on my fingers.

SUBITISING
3-YEAR-OLDS


- Recognise dice and dot patterns up to 2.
 - Represent 1 and 2 in a fives frame.



- Recognise dice and dot patterns of 3 and 4.
 - Represent 3, 4, and 5 in a fives frame.
 - Know what whole means.
- Understand numerals and what they mean (threeness of 3)


- Recognise dice patterns of 5.
- Explain the number of objects in a fives frame.
 - Know what whole and part means.
 - Subitise 0-5.

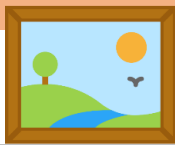


	STARTING POINT	MID-POINT	END POINT
PATTERN 2-YEAR-OLDS	<ul style="list-style-type: none">• Join in with actions with favorite rhymes.• Understand now and next.	<ul style="list-style-type: none">• Anticipate key events in my day.• Line up or arrange objects of importance to me.	<ul style="list-style-type: none">• Predict what comes next in my routine.
PATTERN 3-YEAR-OLDS	<ul style="list-style-type: none">• Recognise objects that have the same characteristics.• Recognise when objects are identical.	<ul style="list-style-type: none">• Follow an AB pattern.• Create AB patterns.	<ul style="list-style-type: none">• Recognise simple patterns.
SHAPE, SPACE 2-YEAR-OLDS	<ul style="list-style-type: none">• Sort 3D shapes into a shape sorter.• Use and respond to positional language up and down.• Navigate around familiar spaces well.	<ul style="list-style-type: none">• Use and respond to positional language on top and under.• Learn to play with shapes and make arrangements.	<ul style="list-style-type: none">• Show an interest in shapes in the environment.<ul style="list-style-type: none">• Build with shapes.• Use and respond to positional language next to.
SHAPE, SPACE 3-YEAR-OLDS	<ul style="list-style-type: none">• Recognise a triangle and a circle.• Respond and understand positional language - front, behind and beside.	<ul style="list-style-type: none">• Recognise different-sized circles and triangles.• Make patterns with circles and triangles.	<ul style="list-style-type: none">• Recognise 2D and 3D shapes (sphere, cube and cuboid)• Follow and give directions – forwards, backward, above, and below.
MEASURES 2-YEAR-OLDS	<ul style="list-style-type: none">• Understand the concept of big and small.	<ul style="list-style-type: none">• Recognise when a container is full.• Demonstrate when something feels heavy.	<ul style="list-style-type: none">• Compare heavy and light.• Compare between empty and full.• Compare different sizes. (short, long, tall and small)
MEASURES 3-YEAR-OLDS	<ul style="list-style-type: none">• Use mathematical language to compare size, weight and length.• Understand next and then.	<ul style="list-style-type: none">• Know the key times of day. (morning and afternoon)<ul style="list-style-type: none">• Role play shops.• Recognise short and tall.• Talk about length and width.	<ul style="list-style-type: none">• Order objects by weight or size.• Explain and compare objects.• Role-play shops using the language of money.• Understand what watches and clocks are used for.

UNDERSTANDING THE WORLD	 STARTING POINT	MID-POINT	END POINT
PROGRESSING INTO GEOGRAPHY 2-YEAR-OLDS	<ul style="list-style-type: none"> • Know where the nursery is in the school. 	Know how to get to key places in nursery and the school.	<ul style="list-style-type: none"> • Follow simple directions. • Describe different places I visit in nursery and school.
PROGRESSING INTO GEOGRAPHY 3-YEAR-OLDS	Describe how I get to nursery from home. Draw a map with two points using an x to mark the spot.	<ul style="list-style-type: none"> • Key transportation to get to familiar places. • Draw a map and some details like a road. 	<ul style="list-style-type: none"> • know where they live and explain key details about their journey. <ul style="list-style-type: none"> • Say my address. • I can describe simple features on a map. • I can think about different transportation.
PROGRESSING INTO HISTORY 2-YEAR-OLDS	<ul style="list-style-type: none"> • Recognise what might come next in my routine. 	<ul style="list-style-type: none"> • Respond to now and next. • Retell a story that has just happened. 	<ul style="list-style-type: none"> • Follow a routine. • Anticipate what might happen next. • Talk about something that has just happened.
PROGRESSING INTO HISTORY 3-YEAR-OLDS	<ul style="list-style-type: none"> • Talk about things I have done in my past such as holidays, visits or things at home. <ul style="list-style-type: none"> • Retell stories from my past. • Describe who is in my family. 	<ul style="list-style-type: none"> • Retell my life story. <ul style="list-style-type: none"> • Know what happened yesterday. • Talk about what might happen tomorrow. • Understand the position of my wider family. 	<ul style="list-style-type: none"> • Understand what past, present and future means. • Talk about my family and where they belong and how they are connected. <ul style="list-style-type: none"> • Experience fact and fiction.

UNDERSTANDING THE WORLD	 STARTING POINT	MID-POINT	END POINT
PROGRESSING INTO SCIENCE 2-YEAR-OLDS	<ul style="list-style-type: none"> • Test ideas about forces – stacking towers, throwing and dropping objects – know that it will fall or drop. • Describe when something is hot and have some understanding of safety of hot things. 	<ul style="list-style-type: none"> • Understand the difference between hot and cold. <ul style="list-style-type: none"> • Explore light and dark. • Take care of plants. 	<ul style="list-style-type: none"> • Be respectful to living things. • Keep safe around animals. • Know some things that might feel hot or cold. • Say when it is light and dark, know day and night.
PROGRESSING INTO SCIENCE 3-YEAR-OLDS	<ul style="list-style-type: none"> • Ask questions about the world around me. • Understand the weather and what clothes we may need. • Describe some changes in plants and materials. <ul style="list-style-type: none"> • Explore sinking. 	<ul style="list-style-type: none"> • Explore floating. • Understand plants need sunlight and water. • Investigate changes of mater in solid, liquid and gases. <ul style="list-style-type: none"> • Test my ideas through investigation. • Explore how to create a shadow. 	<ul style="list-style-type: none"> • Explain the concept pf growth, change and decay over time. <ul style="list-style-type: none"> • Explain the process of melting. • Explain some key facts about plants and animals and how to take care of them. <ul style="list-style-type: none"> • Know their impact on the environment. • Sort materials into floating and sinking.
PROGRESSING INTO RELIGIOUS EDUCATION 2-YEAR-OLDS	<ul style="list-style-type: none"> • Recognise my reflection and point to my key features., nose, mouth, eyes. 	<ul style="list-style-type: none"> • Recognise my peers and family in photos. 	<ul style="list-style-type: none"> • Compare significant differences between my reflection and my peers. • Make connections between their families and others. • Notice and explain differences between people.
PROGRESSING INTO RELIGIOUS EDUCATION 3-YEAR-OLDS	<ul style="list-style-type: none"> • Confidently talk about some celebrations, routines or customs in their own life. • Understand some similarities and differences between people in their lives and fictional characters. 	<ul style="list-style-type: none"> • Develop a positive attitude and discuss similarities and differences in my family. • Develop a positive attitude towards gender. 	<ul style="list-style-type: none"> • Demonstrate positive attitudes about the differences between people. • Demonstrate positive attitudes and talk about similarities and differences in my family and wider community.
SPECIAL DAYS 	Rosh Hashanah Yom Kippur Sukkot All Saints Day Diwali Hanukkah Christmas St Andrews day	Ash Wednesday / Shrove Tuesday St David's Day Shivaratri St Patricks day Palm Sunday Passover Easter Start of Ramadan	Eid Shavuot St Georges day

UNDERSTANDING THE WORLD	 STARTING POINT	MID-POINT	END POINT
PROGRESSING INTO TECHNOLOGY 2-YEAR-OLDS	<ul style="list-style-type: none"> • Access electronic toys and devices and follow the rules for their use. • Ask an adult to take their photo. 	<ul style="list-style-type: none"> • Programme a toy to go forwards and backwards. • Talk about being safe when using technology. <ul style="list-style-type: none"> • Use a keyboard in role play situations. 	<ul style="list-style-type: none"> • Programme a toy to make turns. • Operate and anticipate toys with movement lights and sound. • Know they have a choice about when their photo is taken.
PROGRESSING INTO TECHNOLOGY 3-YEAR-OLDS	<ul style="list-style-type: none"> • Operate simple equipment. • Talk about rules we have for using electronic toys and devices. • Ask peers to take their photo. 	<ul style="list-style-type: none"> • Use technology to capture my experiences. <ul style="list-style-type: none"> • Open a programme and use it. • Tell adults when I am worried online. • Understand that I can retrieve information from the internet and devices. 	<ul style="list-style-type: none"> • Use simple technology for a purpose and understand what it is used for. • Talk about how to keep safe online.



STARTING POINT

MID-POINT

END POINT

EXPRESSIVE ARTS AND DESIGN

MUSIC 2-YEAR-OLDS

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.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

- Respond to pitch (high and low).
- Anticipate change in familiar music.
- Use a beater in each hand and use them alternately.

- Join in with key phrases in my favourite songs.
 - Activity listen to music.
 - Use a sweeping motion with a beater.
 - Use a range of percussion instruments.

- Describe the feeling of music – happy, sad, angry or excited.
 - Use instruments for a purpose.
 - Recognise my favourite music.

MUSIC 3-YEAR-OLDS

- Identify musical instruments by name.
- Make a loud and quiet sound on an instrument.

- Make fast and slow sounds on an instrument.
 - Clap or tap to the beat of the music.
- Sing the melodic shape (moving melody- up and down, down and up).

- Play instruments with control.
 - Sing my favourite nursery rhymes.
- Sing the melodic shape of a song with a small range.

IMAGINATIVE PLAY AND EXPRESSION 2-YEAR-OLDS

- Show symbolic play using props as real-life objects.

- Be imaginative by copying familiar adults performing their jobs, like sweeping the floor.

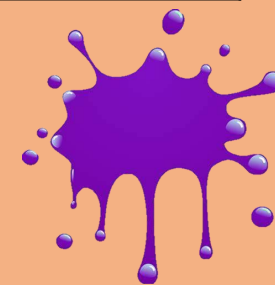
- Role play with props such as a baby and a bottle.
- Develop imagination by acting out simple familiar experiences.

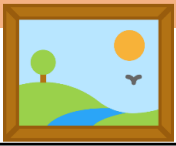
IMAGINATIVE PLAY AND EXPRESSION 3-YEAR-OLDS

- Develop their role in imaginative play.
 - Play alongside others.

- Use loose parts, props and objects to represent my ideas in imaginative play.
- Invite others into my imaginative play.

- Share ideas, feelings and experiences through imaginative play or small world.
- Invent, adapt and recount narratives and stories that are familiar to them or their own experiences.





STARTING POINT

MID-POINT

END POINT

EXPRESSING IDEAS
THROUGH ART AND
DESIGN
2-YEAR-OLDS

- Explore texture (gloop).
- Print using hands.
- Experiment with paint mixing using my body.
- Make marks with a range of materials.

- Experiment with joining (playdough)
 - Draw circles.
- Choose a colour to paint with.

- Experiment with different resources to join.
 - Print with tools.
- Gove meaning to my marks.
 - Use a paintbrush.
- Make marks (squiggles)

EXPRESSING IDEAS
THROUGH ART AND
DESIGN
3-YEAR-OLDS

- Use glue to join two materials together.
 - Draw basic shapes.
- Recognise and combine primary colours.
- Paint on paper with increased control.

- Rip masking tape to join materials together.
- Use a range of materials to print (leaves, potatoes, sponges)
- Draw things I can see or people whi are familiar to me.

- Use a tape dispenser.
 - Make a pattern with printing.
 - Draw a person with arms and legs.
- Join materials together to make a model.
- Mix primary colours for a purpose and remember how to make secondary colours.

CONSTRUCTION
2-YEAR-OLDS

- Build a tower of 5 bricks.
- Experiment with 2D and 3D shapes to make simple models.

- Build a tower of 10 bricks.
- Explain the models I make with 2D and 3D shapes.

- Build a tower of irregular shapes and mixed material.
- Join materials together such as Duplo and stickle brinks to make simple models.
 - Talk about the models I make.

CONSTRUCTION
3-YEAR-OLDS

- Create a whole train track.
- Stack materials of a small size.

- Build a simple model using Lego.
- Use a variety of materials to build enclosures.

- Draw a plan to construct a model.
- Describe different textures and materials.
- Describe and follow a plan to build models.

