

Nursery Long Term Plan



School Vision:

Children leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

EYFS Vision:

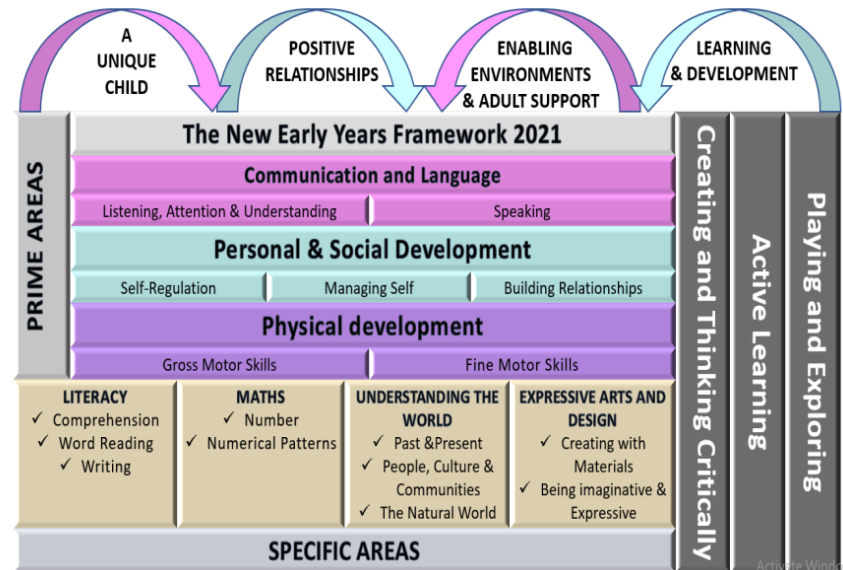
At Eastbury Farm, we are committed to provide a safe, nurturing and stimulating environment, which supports the growth of independence, curiosity, collaboration and a love of learning. We value each unique child and seek to encourage children to reach their full potential. We encourage collaborative relationships with our peers and adults and form close partnerships with families to provide the best experiences for our children building on their interests, strengths and talents. We ensure that all children's starting points are identified and built upon so that all children can achieve the highest possible outcomes

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.



Overarching principles

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 (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

Nursery Long-Term Plan

Eastbury Farm School EYFS Long Term Plan sets out overarching themes per term and potential learning for all 7 areas of learning. At the beginning of each term, children's interests and ideas are gathered and incorporated into the termly and weekly planning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme linked to Subjects and ELGs	Let's Sing and Celebrate		Life on Earth		Keep on Growing to Happily Ever After	
	Nursery Rhymes and Celebrations	Celebrations and Me	Prehistoric to Now	Travel and vehicles People Who Help Us	Planting and Growing How We Have Changed	Once Upon a Time
Sub-theme	Transition and Settling In Nursery Rhymes- Old Macdonald had a farm, 5 little ducks, Autumn leaves are falling Under the Sea Forest School Celebrations- Diwali, Bonfire night- Coconut Barfi, Diva lamps Remembrance Autumn focus- Autumn leaves Forest school All about me- My family, how have I grown, Self-portraits	Transition and Settling In Weather/Seasons/Autumn-Winter Changes My Family Celebrations, Birthdays, Celebrations Around the World (Harvest, Diwali, Hanukkah, Valentine's Day, Pancake Day, Chinese New Year, Christmas), Celebration Food Birthdays- Mog's birthday, Kippers birthday Christmas- Dear Santa Diwali- Rama and Sita Remembrance Day Fireworks Forest School Black History Month- Alma Thomas focus Mistletoe footprints Christmas shortbread Post box walk	Transition and settling in new children Dinosaurs- sorting dinosaurs, finding out facts, drawing dinosaurs, dinosaur sounds Volcanoes Farm animals – lifecycle of pigs Life on the farm- jobs farmers do Minibeast- Ladybirds Spring changes Forest school Salt dough fossils Clay volcanoes Volcano eruption experiment	Transition and Settling in New Children Celebrations- Chinese New Year, Pancake Day, St Patrick's, St George's Day, Easter, Ramadan, Eid, Mother's Day Ramadan- Families to come in Chinese New Year- Chinese stir-fry cooking, large puppet to perform dragon dance Zodiac story The train ride People who help us- dentist, doctor, optician, teacher, police, nurse, fireman, lollipop lady Red Nose Day Haba Gonzi artwork	Transition and settling in new children Summer Changes Caterpillars and butterflies- life cycle, changes, live caterpillars in the classroom Planting and caring for our own seeds and vegetables Flowers I am growing- All about me and my family, changes over time, from babies to now Van Gogh's sunflower artwork Forest School Earth Day Flowers- Flower walk, planting out our own vegetables	Transition and settling in new children Making porridge Alternative endings to a fairytale Eid-Islam Forest School Father's Day Nursery Graduation Transition to Reception
Schemes Jigsaw	PSHE (Being me in my world)	PSHE (Celebrating difference)	PSHE (Dreams and goals)	PSHE (Healthy me)	PSHE (Relationship)	PSHE (Changing Me)
Charanga	Music (Bounce into action)	Music (Rainbow Magic)	Music (Happy talk)	Music (Amazing animals)	Music (Number fun)	Music (Beep Beep Toot Toot)
Herts RE	RE (Justice and Fairness)	RE (Beliefs and practises)	RE (Identity and belonging to family)	RE (Sources of wisdom)	RE (Human responsibility and values)	RE (Human responsibility and values)
Syllabus	PE (Intro to PE- Fantasy and Adventure)	PE (Ball skills- Minibeasts)	PE (Dance Unit-Everyday life)	PE (Fundamentals-All about me)	PE (Games-Transport)	PE (Gymnastics- Animals and Habitats)
PE						
ICT	Introduction to the ICT area Tinkering with the ICT resources in the classroom iPad- Taking a selfie Sound buttons- Recording a sound for others to hear		Tinkering with ICT resources in the classroom iPad- Playing a game on an app Using the interactive whiteboard Torches Beebots		Tinkering with ICT resources in the classroom 2Animate Beebots 2Beat 2Sequence Microphones iPads, Laptops and IWB Recordable Pegs Headsets	
Computing Key Resources						
Key Texts (Not an exhaustive list)	Nursery Rhymes Dear Zoo All kinds of families Lulu's First Day Non-Fiction Books Where is spot?	Rama and Sita Kipper's Birthday Peace at Last The whale on the bus Non-Fiction Books Mogs's Birthday	Little Red Hen Meet the Dinosaurs- Nonfiction Harry and the bucketful of dinosaurs Ten little dinosaurs Flip Flap Farm Lost and found	The train ride Faster, faster, little red train Runaway train The hundred double-decker buses Cleversticks The runaway wok	Sam plants a sunflower Watch me Bloom Non-Fiction Life Cycle of a Caterpillar The Hungry Caterpillar Seed to Sunflower Watch me Bloom	Three Little Pigs Little Red Riding Hood Little Red and the Very Hungry Lion Goldilocks and the Three Bears Three Little Wolves and the Big Bad Pig

Herts Scheme	We're going on a leaf hunt Rainbow fish	Dear Santa Owl Babies All kinds of families	Farmyard hullabaloo Bad-tempered ladybird Old MacDonald had a farm What the Ladybird Heard	Goldilocks and the three pandas People who help us nonfiction Astro girl We catch the Bus Naughty bus Real Superheroes When you're asleep	Titch The Growing Story When I was a Baby	Runaway pancake Stone Soup The Gingerbread Man You Choose Fairytales Goldilocks and the Three Crocodiles
Wow Moments	Visit from parents in the Armed Forces for Remembrance Day – uniforms, vehicles, maps, journeys Hartbees Workshop Autumn walk Making coconut Barfi Bringing in photos of us as babies Self portraits	Parents in to talk about Diwali Nursery, Christmas performance to parents Walk to the post-box	Dinosaur crime scene Letter from dinosaur Salt dough fossils Storytelling workshop	Optician visit Nurse visit Rambam/Eid visit Mother's Day busy fingers Making our own toast	First School Trip –	
					Caterpillars in the classroom Planting sunflowers Flower walk	Making porridge Making clay pigs
Prior Learning	Nursery rhymes Children should be familiar with some nursery rhymes. They should be able to complete actions to go with the songs Seasons Children should be able to observe things in the environment around them. They may know the names of the 4 seasons. Me and my family Recognises familiar adults, says own name, explores environment All about me Children know their names and some of the things that make them unique.	Birthdays Children should be able to talk about a birthday they have celebrated. Some children may know how old they are and what month their birthday is in. Christmas Children may be able to talk about how some families celebrate Christmas. Celebrations Joins in with songs and stories. Can talk about special events or celebrations for their family	Farm animals Children can recognise and name different animals. They know some animals live on a farm Jungle animals Children can recognise and name some different jungle animals. They know some animals live in the jungle. Minibeasts Children can name and recognise minibeasts. They may have seen some in the outdoors. Dinosaurs Children can name some dinosaurs. They know that dinosaurs were alive a long time ago	Transport Can use small world toys during play. Can notice different types of vehicles in the outdoors. People who help us Children can name and talk about the different jobs that people do. Celebrations Children know that different religions celebrate different festivals. Seasons Children know that Spring is a season. They can talk about some of the things they can see around them.	Planting Children should be able to identify flowers in the environment. They may know that plants start from a seed. They may be able to talk about some of the things plants need to grow. Can explore natural materials using their senses Caterpillars Children may know that caterpillars turn into butterflies. They can talk about things they observe Human growth Children know that they have grown from a baby to a toddler and now a child. They may be able to talk about some of the things they can do now.	Fairytales The children may be familiar with common fairytales and be able to join in with repeated refrains. Seasons Children know that Summer is a season. They know in summer the weather is hot. They can talk about things around them. Transition Children know they have been in Nursery and are going to Reception. They can talk about things they have enjoyed in Nursery.
Assessment Opportunities	-1:1 school visit to find out information from families -Welcomm screening for all pupils -In house baseline data on entry -External cluster moderation with HFL for baseline -Attainment on entry data	-Data analysed and interventions set up -Pupil progress meetings -Parents evening information	-Ongoing assessments - Track interventions - Assess phonic sound knowledge	- Ongoing assessments - Track intervention - Parents' evening information - Spring data submitted - Pupil progress meeting	- Assess phonic sound knowledge - Track interventions - Ongoing assessment	- Data submitted - End-of-year reports with levels - Re-assess children in Welcomm - Handover with the new class teacher
CL History DT Whole EYFS Focus – C&L is developed throughout the year	Most children (Birth to 3) - Listens and responds to a simple instruction- Adult modelling, visuals used and songs throughout - Enjoys singing, music and toys that make sounds- Daily singing songs, exploring items in continuous provision - Understand simple instructions like "give to nanny" or "stop"- High-quality interactions during play - Generally, focus on an activity of their own choice and find it difficult to be directed by an adult- Children choose own activities in CIL		Some children (Birth to 3) - Listens and responds to a simple instruction. Adult modelling, visuals used and songs throughout - Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. -Children choose own activities in CIL, and adults begin to build up carpet sessions - Listen to other people's talk with interest but can easily be distracted by other things. Adult modelling, Class expectations, Songs and visuals used to support		Most children (3/4) - Enjoy listening to longer stories and can remember much of what happens- Daily story times, Curriculum based around books to develop familiarity - Pay attention to more than one thing at a time, which can be difficult- Adult modelling, Use of songs and visuals - Use a wider range of vocabulary- Adult modelling, High quality interactions, Vocabulary of the week - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"- Use of visuals, songs, adult modelling	

through high-quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, Class Bear, Class helpers, daily calendar news, daily visual timetable, Poem of the month Daily Story Time - children vote for stories	- Listen to other people's talk with interest but can easily be distracted by other things- Adult modelling, Class expectations, Songs and visuals used to support - Make themselves understood and can become frustrated when they cannot- Adults to observe the children and get to know them - Start to say how they are feeling, using words as well as actions- Calm areas in the classroom, Zone of regulation, PSHE, Adult modelling - Start to develop conversation, often jumping from topic to topic. High-quality interactions, adults model conversations, lunchtime for children to talk, CIL, Language-rich environment - Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'- Adult modelling, High-quality interactions, Children communicating with each other in CIL - Use the speech sounds p, b, m, w- Adult modelling, begin to expose children to speed sounds before the RWI scheme - Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'- Adult modelling - Listen to simple stories and understand what is happening, with the help of the pictures- Daily story, Curriculum based around texts to support all learners, adult modelling Some children (3/4) - Enjoy listening to longer stories and can remember much of what happens- Daily story time, Curriculum based around texts and reading area in the classroom - Pay attention to more than one thing at a time, which can be difficult-Adult modelling, Adults use visuals and songs to keep children on task - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"- Use of visuals, adult modelling, watching peers during CIL - Sing a large repertoire of songs- Daily songs, Songs to support routine, Music lessons, Music area - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'- Adults model correct language and pronunciation - Develop their pronunciation, but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'- Adults to model correct pronunciation, High-quality interactions, introduce key vocabulary - Use longer sentences of four to six words- Adult modelling, High-quality interactions in play - 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.	- Make themselves understood and can become frustrated when they cannot - Calm areas in the classroom, Zone of regulation, PSHE, Adult modelling - Start to say how they are feeling, using words as well as actions. - Calm areas in the classroom, Zone of Regulation, PSHE, Adult modelling - Start to develop conversation, often jumping from topic to topic -High-quality interactions, adults model conversations, lunchtime for children to talk, CIL, Language-rich environment - Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' adult modelling, High-quality interactions, Children communicating with each other in CIL - Use the speech sounds p, b, m, w. adult modelling, begin to expose children to speech sounds before the RWI scheme - Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' - Adult modelling - Listen to simple stories and understand what is happening, with the help of the pictures. - Daily story, Curriculum based around texts to support all learners, adult modelling Most children (3/4) - 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- Classroom expectations, Circle times, PSHE, Adult modelling - Use a wider range of vocabulary- Language-rich environment, vocabulary of the week, high-quality interactions - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"- Adult modelling, High-quality interactions - Know many rhymes, be able to talk about familiar books, and be able to tell a long story- Daily story, Curriculum based around books to develop familiarity - Enjoy listening to longer stories and can remember much of what happens. Daily story time, Curriculum based around texts and reading area in the classroom - Pay attention to more than one thing at a time, which can be difficult. - Adult modelling, Adults use visuals and songs to keep children on task - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"- Use of visuals, adult modelling, watching peers during CIL - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Adult modelling, High-quality interactions - Develop their pronunciation, but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Adults to model correct pronunciation, High-quality interactions, and introduce key vocabulary - Use longer sentences of four to six words. Adult modelling, High-quality interactions in play - Start a conversation with an adult or a friend and continue it for many turns- Adult modelling, High-quality interactions, Children develop this during CIL, Social snack and lunch times - Use talk to organise themselves and their play: "Let's go on a bus... You sit there... I'll be the driver- Adult modelling, High quality interactions, Children observing each other during CIL	- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"- Adult modelling, High quality interactions, Time for children to share ideas and ask questions during carpet sessions, adult directed inputs on UW - Sing a large repertoire of songs. Daily song, Music area in the classroom, Music lessons - Know many rhymes, be able to talk about familiar books, and be able to tell a long story- Daily story, Curriculum based around books to develop familiarity - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'- Adult modelling, High quality interaction, Exposure to vocabulary - Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'- Clapping syllables in words as part of phonics - Use longer sentences of four to six words- Adult modelling, High-quality interactions in play - 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- Circle times, PSHE sessions, Adult modelling, High quality interactions, Children observing each other during CIL - Start a conversation with an adult or a friend and continue it for many turns. - Adult modelling, high-quality interactions, Children develop this during CIL, Social snack and lunch times - Use talk to organise themselves and their play: "Let's go on a bus... You sit there... I'll be the driver. Adult modelling, high-quality interactions, and children observing each other during CIL Some children (Reception) - Articulate their ideas and thoughts in well-formed sentences-AD teaching, modelling through high-quality interactions during CIL - Learn new vocabulary - From AD teaching - Use new vocabulary throughout the day from AD teaching - Engage in story times -Reading area and end of day story - Engage in non-fiction books - linked to the theme and celebrations - Listen to and talk about stories to build familiarity and understanding - Book of the week-based curriculum - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary - Linked to the theme and celebrations
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PSED PSE DT Science RE -Class helpers -Zone of Regulation -Calm area for children to use in CIL -Weekly PSHE sessions -Class discussions and circle time - Values - Star of the week -Lucy Bear -Class compliment jar -Class tidy-up jar	Most children (Birth to 3) - Establish their sense of self- Settling in, All about me topic, Class expectations, Circle times, PSE weekly sessions, adult modelling - Express preferences and decisions. They also try new things and start establishing their autonomy- Adult modelling, Opportunities in CIL for children to choose own activities - Find ways of managing transitions, for example, from their parent to their key person- Adults to develop positive relationships with children and families, Children clear on morning routine, Activities out to engage the children - Thrive as they develop self-assurance- Adult modelling, PSHE sessions, Class jar - Play with increasing confidence on their own and with other children, because they know their key person is nearby and available- Develop positive relationships with staff, high-quality interactions - Feel strong enough to express a range of emotions. - Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. - Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. - Be increasingly able to talk about and manage their emotions. - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. - Develop friendships with other children. - Safely explore emotions beyond their normal range through play and stories. - Talk about their feelings in more elaborate ways: "I'm sad because..." or "I love it when ...". - Learn to use the toilet with help, and then independently. Some children (3/4) - 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. - Remember rules without needing an adult to remind them. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Some children (Birth to 3) - Establish their sense of self- Class expectations, Circle times, PSE weekly sessions, adult modelling - Express preferences and decisions. They also try new things and start establishing their autonomy- Adult modelling, Opportunities in CIL for children to choose own activities - Thrive as they develop self-assurance. - Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. - Develop positive relationships with staff, high-quality interactions - Feel strong enough to express a range of emotions- Children feel settled at school, PSHE, Positive relationships - Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums- Adults modelling correct behaviour, calm area, zone of regulation - Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front- Classroom strategies such as using sand timers to take turns, PSHE, Circle time, adult modelling - Be increasingly able to talk about and manage their emotions. - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on- PSHE, Discreet teaching through stories, Self portraits - Develop friendships with other children- Build during CIL, PSHE, and Circle times - Safely explore emotions beyond their normal range through play and stories- Ongoing - Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."- Adults model sentence structure, high-quality interactions, Calm area, Zone of Regulation - Learn to use the toilet with help, and then independently-Use of photos and visuals to help Most children (3/4) - Develop appropriate ways of being assertive- Adut modelling, High-quality interactions, Circle time, PSHE, Children developing relationships in CIL - Understand gradually how others might be feeling- Adut modelling, High-quality interactions, Circle time, PSHE, Children developing relationships in CIL - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly- Use of photos and visuals to support 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- Children take ownership during CIL, Positive relationships with adults and peers - Develop their sense of responsibility and membership of a community- Linked to people who help us, Parent visitors, PSHE - Increasingly follow rules, understanding why they are important- Class rules, Positive reinforcements, adult modelling - Make healthy choices about food, drink, activity and toothbrushing- PSHE session, adult input on healthy habits	Most children (3/4) - 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. - Children take ownership during CIL, Positive relationships with adults and peers - Develop their sense of responsibility and membership of a community. - Linked to caring for animals and plants, Parent visitors, PSHE - Increasingly follow rules, understanding-Class rules, PSHE, Adult modelling, High-quality interactions - 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. Adut modelling, High-quality interactions, Circle time, PSHE, Children developing relationships in CIL - Talk with others to solve conflicts. - Adult modelling, High-quality interactions, Circle time, PSHE, Children developing relationships in CIL - Be increasingly independent- Children given chances to be independent in CIL, Snack, Lunchtime, Morning routines - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Adult modelling, High-quality interactions, Circle time, PSHE, Children developing relationships in CIL - Be increasingly independent - Understand gradually how others might be feeling. - Adult modelling, High-quality interactions, Circle time, PSHE, Children developing relationships in CIL - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly- Use of photos and visuals to support - Make healthy choices about food, drink, activity and toothbrushing. PSHE session, adult input on healthy habits Some children (Reception) - Build constructive and respectful relationships- Adult modelling, Classroom expectations, High-quality interactions - Express their feelings and consider the feelings of others- PSHE, Calm area, Zone of regulation, adult modelling - Show resilience and perseverance in the face of challenge- PSHE, Positive relationships developed, children empowered during CIL - Manage their own needs – Visuals used to support, Independence encouraged
PD PE L	Most children (Birth to 3) - Enjoy moving when outdoors and inside- Children have free flow during CIL - Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking- Forest school sessions, PE lessons, Access to the outdoor area - Clap and stamp to music- Music, Daily songs, Music area - Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. - Forest school sessions, PE lessons, and access to the outdoor area	Some children (Birth to 3) - Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling and walking- Forest school session, Gross motor opportunities in outdoor area and PE sessions - Enjoy starting to kick, throw and catch balls- PE sessions, adult modelling, Access to resources in CIL - Build independently with a range of appropriate resources- Construction and creative areas during CIL, Adults model how to join materials in a range of ways - Walk, run, jump and climb – and start to use the stairs independently-PE sessions, Outdoor area during CIL	Most children (3/4) - 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. - Busy Fingers, Independence when having snack and lunch - Start taking part in some group activities which they make up for themselves, or in teams – CIL, opportunities during PE sessions

	• Enjoy starting to kick, throw and catch balls- PE session, Access to resources in the outdoor area during CIL • Build independently with a range of appropriate resources- Indoor and outdoor construction area, Forest school • Walk, run, jump and climb – and start to use the stairs - Independently- PE sessions, Forest school, Access to outdoor area during CIL • Spin, roll, and independently use ropes and swings (for example, tyre swings)- Climbing area outside during CIL • Sit on a push-along wheeled toy, use a scooter or ride a tricycle- Outdoor area during CIL • Use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks- Busy Fingers, Independence, when having snack and lunch • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress- Dressed for Forest school, social snack and lunch times • Start eating independently and learning how to use a knife and fork- Lunchtimes, adults observe children eating • Develop manipulation and control- Busy fingers, dough disco, fine motor activities during CIL • Explore different materials and tools- Children explore creative and construction areas during CIL, Explicit modelling on how to use resources Some children (3/4) • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills- Outdoor area during CIL, PE sessions, Forest school • Go up steps and stairs, or climb up apparatus, using alternate feet- Outdoor climbing area during CIL • Skip, hop, stand on one leg and hold a pose for a game like musical statues- PE sessions • Use large-muscle movements to wave flags and streamers, paint, and make marks- Opportunities during phase 1 phonics, Challenges during CIL • 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 and carrying large hollow blocks.	• Spin, roll, and independently use ropes and swings (for example, tyre swings)- Climbing apparatus and Forest school • Use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks- Busy Fingers, Independence when having snack and lunch • Start eating independently and learning how to use a knife and fork - During lunchtimes, adults observe children eating • Develop manipulation and control- Dough Disco, Busy Fingers, Activities during CIL • Explore different materials and tools- Creative area and construction areas in CIL, Adults model how to use tools, adult input based on different materials Most children (3/4) • Use one-handed tools and equipment, for example, making snips in paper with scissors- Adults to model, cutting opportunities in Busy Fingers, Access to scissors in CIL • Use a comfortable grip with good control when holding pens and pencils. - Prewriting activities, adult modelling correct grip, Writing opportunities in CIL • Show a preference for a dominant hand- Prewriting activities, adult modelling correct grip, Writing opportunities in CIL • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips- Forest school, Getting changes for mud kitchen • Start taking part in some group activities which they make up for themselves, or in teams- During CIL • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm- Music lessons, Music area, Daily singing • 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.	• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. -Music sessions, Music area, Daily singing • 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 -During CIL, observing peers, high-quality interactions • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks- Construction area and at Forest School • Use one-handed tools and equipment, for example, making snips in paper with scissors- Adults to model, cutting opportunities in Busy Fingers, Access to scissors in CIL • Use a comfortable grip with good control when holding pens and pencils. - Prewriting activities, adult modelling correct grip, Writing opportunities in CIL • Show a preference for a dominant hand - Prewriting activities, adult modelling correct grip, Writing opportunities in CIL • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Some children (Reception) •Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons -CIL provision, AD writing •Progress towards a more fluent style of moving, with developing control and grace (PE sessions) •Develop overall body strength, balance, co-ordination and agility (PE sessions) •Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor - AD learning sessions •Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene - Daily class routines
L Phase 1 Phonics & RWI Set 1 across the year in differentiated groups Using key texts from HFL Essentials Writing to complement planning	Most children (Birth to 3) Reading • Enjoy songs and rhymes, tuning in and paying attention- Daily singing, Music session, Music area in the classroom • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo- Daily singing, Music session, Music area in the classroom • Say some of the words in songs and rhymes - Daily singing, Music session, Music area in the classroom • Copy finger movements and other gestures. - Daily singing, Music session, Music area in the classroom • Sing songs and say rhymes independently, for example, singing whilst playing. - Daily singing, Music session, Music area in the classroom • Enjoy sharing books with an adult- Book area inside and outside for children to look at books independently • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out to share with an adult, with another child, or to look at alone. - Book area inside and outside for children to look at books independently • Repeat words and phrases from familiar stories. - Book area inside and outside for children to look at books independently, Story puppet area, Curriculum based around books to develop familiarity, Literacy inputs • Ask questions about the book. Makes comments and shares their own ideas- Literacy inputs, Daily story time, Access to books in CIL	Some children (Birth to 3) Reading • Enjoy songs and rhymes, tuning in and paying attention. Daily singing, Music session, Music area in the classroom • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Daily singing, Music session, Music area in the classroom • Sing songs and say rhymes independently, for example, singing whilst playing. Daily singing, Music session, Music area in the classroom • Enjoy sharing books with an adult – Book areas inside and outside for children to access in CIL • Pay attention and respond to the pictures or the words. – Book areas inside and outside for children to access in CIL • Have favourite books and seek them out to share with an adult, with another child, or to look at alone. – Book areas inside and outside for children to access in CIL • Repeat words and phrases from familiar stories. - Book area inside and outside for children to look at books independently, Story puppet area, • Ask questions about the book. Makes comments and shares their own ideas - Literacy inputs, Daily story time, Access to books in CIL • Develop play around favourite stories using props- Puppet area, Reading area inside and out • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo – Language-rich environment, name recognition cards, resources labelled and pictured	Most children (3/4) 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. Writing • 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

	• Develop play around favourite stories using props- Ongoing during CIL • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo- Language-rich environment, mark-making tools available, prewriting shapes Writing • Enjoy drawing freely- Writing opportunities across the environment • Add some marks to their drawings, which they give meaning to. For example: "That says mummy."- Writing opportunities across environment • Make marks on their picture to stand for their name- Writing opportunities across the environment, Name writing cards Some children (3/4) 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 All the above will be covered through adult-modelled reading, reading within phonics groups, CIL and English planning • Engage in extended conversations about stories, learning new vocabulary - Adult modelling and CIL Writing • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy - CIL writing and AD tasks	Writing • Enjoy drawing freely. -Writing opportunities across the environment, Creative area • Add some marks to their drawings, which they give meaning to. For example: "That says mummy."- Writing opportunities across the environment, Name writing cards • Make marks on their picture to stand for their name- Writing opportunities available Most children (3/4) 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 - Adult modelled reading, reading within phonics groups, CIL and English planning • Engage in extended conversations about stories, learning new vocabulary - Adult modelling and CIL 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 Writing • Write some or all of their name- Baseline and CIL. • Write some letters accurately - CIL and phonics lessons introducing sounds	All of this will be supported by RWI phonics, focusing on the rhymes to support letter formation, adult modelling, high-quality interactions and writing opportunities in the environment Some children (Reception) Reading • Read individual letters by saying the sounds for them - Phonics and reading within phonics groups • Blend sounds into words so that they can read short words made up of known letter-sound correspondences - Phonics and reading within phonics groups • Read some letter groups that each represent one sound and say the sounds for them - Phonics and reading within phonics groups Writing • Write some letters accurately - Phonics and AD • Spell words by identifying the sounds and then writing the sounds with letter/s - Phonics and AD tasks • Re-read what they have written to check that it makes sense - Phonics, English and AD tasks
M Essentials for counting supplement planning White Rose Maths -Daily calendar - Incidental counting opportunities -Visual timetable -Class birthday - Self-registration	Most children (Birth to 3) Number • Take part in finger rhymes with numbers- Use Nursery rhymes to support • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' SSM • Climb and squeeze themselves into different types of spaces. • Build with a range of resources- Children access resources in CIL. • Complete inset puzzles- Busy Fingers • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns. Some children (3/4) Number 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. • Show 'finger numbers' up to 5. • Experiment with their own symbols and marks as well as numerals. SSM • 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. • Discuss routes and locations, using words like 'in	Some children (Birth to 3) Number • Take part in finger rhymes with numbers- Support with nursery rhymes • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' SSM • Build with a range of resources. • Compare sizes, weights, etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns. Most children (3/4) Number 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: for example, showing the right number of objects to match the numeral, up to 5. • Solve real-world mathematical problems with numbers up to 5. SSM • 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.	Most children (3/4) Number 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: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real-world mathematical problems with numbers up to 5. SSM • 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

	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. • 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.	• Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Combine shapes to make new ones – an arch, a bigger triangle, 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	Some children (Reception) •Count objects, actions and sounds •Subitise •Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can •Count beyond ten SSM •Continue, copy and create repeating patterns - •Compare length and weight
EAD Art DT Music PE Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.	Most children (Birth to 3) • Respond emotionally and physically to music when it changes- Daily singing, Music area for children to sing, Music lesson • Move and dance to music. -Daily singing, Music area for children to sing, Music lesson • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. -Daily singing, Music area for children to sing, Music lesson • Explore their voices and enjoy making sounds. -Daily singing, Music area for children to sing, Music lesson • Join in with songs and rhymes, making some sounds. -Daily singing, Music area for children to sing, Music lesson • Make rhythmical and repetitive sounds. -Daily singing, Music area for children to sing, Music lesson • Explore a range of sound-makers and instruments and play them in different ways. -Daily singing, Music area for children to sing, Music lesson • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. - Linked to all about me self-portraits • Start to make marks intentionally- Opportunities available in CIL • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools- Creative area during CIL • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.- Opportunities available in CIL • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. -Daily singing, Music area for children to sing, Music lesson • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. - Role play area during CIL, Adult modelling, High quality interactions • Explore different materials, using all their senses to investigate them- Creative area during CIL, construction area - Manipulate and play with different materials- Dough disco, opportunities in CIL. • Use their imagination as they consider what they can do with different Materials- Opportunities in CIL • Make simple models which express their ideas- Junk modelling area, construction area inside and outside Some children (3/4) Take part in simple pretend play, using an object to represent something else even though they are not similar- Role play areas inside and outside • Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc -During CIL, high-quality interactions, construction, and small world areas • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. During CIL, high-quality interactions, construction, and small world areas • Explore different materials freely, to develop their ideas about how to use them and what to make- Construction and creative area • Develop their own ideas and then decide which materials to use to express them. During CIL, high-quality interactions, Construction, creative and small world areas	Some children (Birth to 3) • Move and dance to music. Daily singing, Music area for children to sing, Music lesson • Explore their voices and enjoy making sounds. Daily singing, Music area for children to sing, Music lesson • Join in with songs and rhymes, making some sounds. Daily singing, Music area for children to sing, Music lesson • Make rhythmical and repetitive sounds. Daily singing, Music area for children to sing, Music lesson • Explore a range of sound-makers and instruments and play them in different ways. Daily singing, Music area for children to sing, Music lesson • Notice patterns with strong contrasts and be attracted by patterns resembling the human face -Self-portraits, SSM, Mark making opportunities during CIL • Start to make marks intentionally- Mark making opportunities in CIL • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools- Creative area for children to access during CIL • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make- Writing opportunities available, adult modelling, and high-quality interactions • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. -Daily singing, Music area for children to sing, Music lesson • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. • Explore different materials, using all their senses to investigate them- Adult-directed input on materials, creative area, outside - Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials- Construction and junk modelling area during CIL • Make simple models which express their ideas- Construction and junk modelling areas during CIL Most children (3/4) Take part in simple pretend play, using an object to represent something else even though they are not similar - High-quality interactions, Resources available for children to access, Role play areas. • Begin to develop complex stories using small world equipment like animal sets, dolls and doll's houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make- Creative and junk modelling areas • 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- Prewriting shapes, adult modelling, Busy Fingers • Draw with increasing complexity and detail, such as representing a face with a circle and including details – Self-portraits • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and	Most children (3/4) Take part in simple pretend play, using an object to represent something else even though they are not similar- Role play areas inside and outside. • Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc.- Adult modelling, high-quality interactions, Resources available in CIL • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park- resources available in CIL, Adult modelling • Explore different materials freely, to develop their ideas about how to use them and what to make- Resources available in CIL • Develop their own ideas and then decide which materials to use to express them- Creative and junk model area • Join different materials and explore different textures- creative and junk model areas. Adult modelling on different joining techniques • Create closed shapes with continuous lines and begin to use these shapes to represent objects -Prewriting shapes, writing opportunities available • Draw with increasing complexity and detail, such as representing a face with a circle and including details- Self-portraits, opportunities available in CIL • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing- Linked to Fairytale characters, available to use independently in CIL • Listen with increased attention to sounds- linked to Phase 1 phonics and music • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. Daily singing, Music area for children to sing, Music lesson • Sing the pitch of a tone sung by another person ('pitch match'). Daily singing, Music area for children to sing, Music lesson • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Daily singing, Music area for children to sing, Music lesson • Create their own songs or improvise a song around one they know. Daily singing, Music area for children to sing, Music lesson • Play instruments with increasing control to express their feelings and ideas. Daily singing, Music area for children to sing, Music lesson. Some children (Reception) •Develop storylines in their pretend play - Hot seating linked to English with puppets linked to the story of the week •Create collaboratively, sharing ideas, resources and skills - CIL, topic work and children showcase learning after CIL Adult directed work- Clay pigs, Self-portrait, Observational drawings

	• Join different materials and explore different textures -Junk modelling, creative and construction area, Adults modelled joining skills • Draw with increasing complexity and detail, such as representing a face with a circle and including details- Adult modelling, creative areas, mark making opportunities, self-portraits • Use drawing to represent ideas like movement or loud noises- Circle time • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.- Self-portraits, Writing opportunities in CIL • Explore colour and colour-mixing- Linked to self-portraits • Listen with increased attention to sounds. - Music lessons, Phase 1 phonics • Respond to what they have heard, expressing their thoughts and feelings. Daily singing, Music area for children to sing, Music lesson • Remember and sing entire songs. - Daily singing, Music area for children to sing, Music lesson • Create their own songs or improvise a song around - Daily singing, Music area for children to sing, Music lesson - one they know. -Daily singing, Music area for children to sing, Music lesson Adult-directed artwork- Self-portrait, Drawing my family Alma Thomas	paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing- Linked to painting different farm animals • Listen with increased attention to sounds- Sound discrimination Phase 1 phonics • Respond to what they have heard, expressing their thoughts and feelings- Music sessions, PSHE, Circle times • Remember and sing entire songs- Daily singing, Music area for children to sing, Music lesson • Sing the pitch of a tone sung by another person ('pitch match'). Daily singing, Music area for children to sing, Music lesson • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Daily singing, Music area for children to sing, Music lesson • Create their own songs or improvise a song around one they know. Daily singing, Music area for children to sing, Music lesson • Play instruments with increasing control to express their feelings and ideas. Daily singing, Music area for children to sing, Music lesson Adult directed artwork- Van Gogh Sunflowers, Self-portrait, Haba Gonzi, Colour mixing	
UW UW Science ICT Geography History RE PSE Art DT -Investigation area -Class daily calendar -Forest school sessions to explore the outdoor environment -RE taught via festivals and celebrations	Most children (Birth to 3) • Explore materials with different properties- Forest school and opportunities to explore outdoors, as well as AD input on sorting objects • Explore natural materials, indoors and outside- Through continuous provision • Explore and respond to different natural phenomena in their setting and on trips- Ongoing • Make connections between the features of their family and other families- Linked to PSHE, Circle times and everyday conversations about families, linked to transition and who lives in your house • Notice differences between people- PSHE, Self-portraits, Settling in and transition to Nursery Some children (3/4) • Use all their senses in hands-on exploration of natural materials- Through continuous provision AD teaching on materials • Explore collections of materials with similar and/ or different properties- AD explicit teaching as well as exploration during continuous provision • Talk about what they see, using a wide vocabulary- Ongoing and teachers to introduce weekly vocabulary • Begin to make sense of their own life story and family's history-Linked to settling in and all about me • Explore how things work-Children will explore through continuous provision, with adults to model how to use resources in the settling-in period • Explore and talk about different forces they can feel- Adult input-based	Some children (Birth to 3) • Repeat actions that have an effect • Explore materials with different properties- Forest school and opportunities to explore outdoors, as well as AD input on sorting objects • Explore natural materials, indoors and outside - Through continuous provision • Explore and respond to different natural phenomena in their setting and on trips- Ongoing • Make connections between the features of their family and other families- PSHE. RE and class discussions • Notice differences between people- PSHE, RE, Class discussion, Diverse texts used throughout the year Most children (3/4) • Use all their senses in hands-on exploration of natural materials- Through continuous provision and AD teaching • Talk about what they see, using a wide vocabulary-Adults to expose children to lots of vocabulary, weekly vocabulary introduced, adult modelling and high-quality interactions • Begin to make sense of their own life story and their family's history. • Show interest in different occupations- linked to people who help us, visits from public sector workers • Plant seeds and care for growing plants- Observe changes around them, Children plant and observe changes, Growing poem • Understand the key features of the life cycle of a plant and an animal- Observe changes around them, Children plant and observe changes, Growing poem, Live Caterpillars in the classroom, non-fiction texts • Begin to understand the need to respect and care for the natural environment and all living things- Forest school, Texts about the environment, adult modelling • Explore and talk about different forces they can feel- Adult input-based • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos- Continents song, exploring parts of the UK, Texts based in different countries, animal habitats	Most children (3/4) • Use all their senses in hands-on exploration of natural materials. - Through continuous provision and AD teaching • Explore collections of materials with similar and/ or different properties. - Through continuous provision and AD teaching • Talk about what they see, using a wide vocabulary. Adults to expose children to lots of vocabulary, weekly vocabulary introduced, adult modelling and high-quality interactions • Begin to make sense of their own life story and family's history- linked to PSHE sessions, Growing learning, Transition. • Explore how things work. Children will explore through continuous provision adults to model how to use resources • Plant seeds and care for growing plants- Children continue to observe changes to plants and vegetables • Understand the key features of the life cycle of a plant and an animal. Observe changes around them, Children plant and observe changes, Growing poem, Live Caterpillars in classroom, non-fiction texts • 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- Adult input-based • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continents song, exploring parts of the UK, Texts based in different countries, animal habitats Some children (Reception) •Name and describe people who are familiar to them- Linked to transition •Explore the natural world around them - Forest school •Describe what they see, hear and feel whilst outside - Forest school •Comment on images of familiar situations in the past- Compare baby photos to now – Changes •Talk about members of their immediate family and community- Class community, PSHE sessions, Circle times •Name and describe people who are familiar to them – PSHE, Circle time, Talking to peers and adults in CIL