

## Nursery (N2) Long term Overview 2025-26

	Half term 1 (8 weeks) Ourselves and Autumn	Half term 2 (7 weeks) Celebrations	Half term 3 (6 weeks) Winter and Homes	Half term 4 (5 weeks) Journeys	Half term 5 (6 weeks) Nature and Growing	Half term 6 (7 weeks) Animals and Adventures
<b>Parental engagement</b>	Settle new starters in and liaise with parents on hours Speech and Language LINGO parent resources and nursery rhyme booklet to go home at parents evening	Reading parent workshop – Introduce Story Packs to go home, bedtime story leaflet Christmas Crafts parent workshop Nativity performances Stay + Play sessions and home visits for Jan new starters	Settle new starters in and liaise with parents on hours  Physical development / mark making / handwriting workshop???  Fine and gross motor activity leaflet to go home at parents evening	Early Phonics parent workshop – leaflet to go home Stay + Play sessions and home visits for April new starters	Settle new starters in and liaise with parents on hours  Maths parent workshop – leaflet to go home Name writing resources to go home with N2s	Summer Fayre Sports Day Stay + Play sessions and home visits for Sept new starters Meeting for Sept F2s (organised by F2 staff) Book Bingo game to go home
<b>Online Safety</b>	A parent's guide to screen time (Tiny Happy People link sent to parents) <a href="#">A parent's guide to screen time - CBeebies - BBC</a>	Ways devices can help pre-schoolers learning (Tiny Happy People link sent to parents) <a href="#">Can screen time be good for kids? - BBC Tiny Happy People</a>	How to deal with a rise in screen time (Tiny Happy People link sent to parents) <a href="#">How is the rise in screen time affecting children? - BBC Tiny Happy People</a>	Using video calls to stay in touch and bond with grandchildren (Tiny Happy People link sent to parents) <a href="#">Video chats with kids: Ideas for games over video calls and tips for video calls for grandparents - BBC Tiny Happy People</a>	Ask the experts: should I stop using my phone around my baby? (Tiny Happy People link sent to parents) <a href="#">Should I stop using my phone around my baby? - BBC Tiny Happy People</a>	Keeping under 5s safe online  <a href="#">Keeping under fives safe online   Childnet</a>
<b>Educational Visit and Link to curriculum area</b>	Autumn walk in school grounds Walk to post box to post letters to Santa - December		Winter walk in snow (weather depending) Easter egg hunt Spring Walk in school grounds (or do in Summer 1 depending on weather)		Graves Park trip – parents to come on trip with children – May Summer walk in school grounds	
<b>SEND</b>	Regular conversations with SENDCo to discuss any children we are concerned about, possible referrals needed, SENDCo involvement requests Invite SENDCo to Stay and Play sessions for new starters if additional needs are identified on admission forms SEND support plans / extended support plans put in place as soon as possible after discussions with parents Termly SEND reviews done with SENDCo Liaise with S&L, 0-5 SEND, EP and any other agencies involved with individual children Planned integrated reviews with HV for some children					
<b>PSED</b>  Online safety covered throughout using responsive teaching	Support transition from home to Nursery Show children how to use areas of provision	Staying safe – link to Halloween, Bonfire night (listening to your grown up, holding your grown up's hand / not running off from them)	Introduce Zones of Regulation – 1 main emotion for each colour Being special + unique – appearance, likes/dislikes	Being healthy (link to PD) – introduction to food, exercise (moving around), brushing teeth, washing hands, screen time	Revisit Zones of Regulation Revisit 5Ks Revisit being healthy - food, exercise (moving around),	Revisit Zones of Regulation Revisit solving conflicts Transition – things that will stay the same and things

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	<p>5Ks – Nursery rules (including not climbing on furniture, helping to tidy up, walking inside, telling a grown up if you need help) Myself – what I like to do (include advice to make sure their adult knows what they are doing / watching) My family – who I live with, who is special to me Support to follow Nursery rules when playing in provision</p>	<p>Feelings – happy, sad, angry Playing alongside / with others, solving conflicts with adult support and beginning to make friends Helping others Sharing (with support) Turn taking (with support)</p>	<p>Helping others Being kind / unkind – saying and doing kind things (link to 5Ks)</p>	<p>Resilience – asking for help to solve a problem Achieving a goal – zipping coat up Revisit Zones of Regulation Revisit sharing / turn taking</p>	<p>brushing teeth, washing hands, screen time Revisit solving conflicts and playing with others</p>	<p>that will be different in Reception</p>
<b>Communication &amp; Language</b>	<p>NEW Early Talker Language screenings of all Nursery children ESCAL tracker to be completed for children with very low language screening scores LEAP baseline assessments for majority of children LEAP – 6 week intervention for the majority of children (split into small groups based on LEAP baseline scores) Play and Say intervention for children not doing LEAP or children with vocabulary score less than 35/50 LEAP outcome assessments for children who completed LEAP</p> <p>Focus stories, resources and activities in provision to be linked to LEAP topic vocabulary during these weeks – body parts, actions, clothes, food, animals, house</p> <p>Targeted 1:1 support for children with Communication Plans from S&amp;L and children identified as needing access to more bespoke activities e.g. box time, joint attention activities, turn taking games, intensive interaction</p> <p>Opportunities to listen to stories, comment on these, answer simple questions (who, what, where), hear and use new vocabulary Opportunities to listen to and join in with Nursery rhymes / songs</p> <p>Adults to model and extend language and introduce new vocabulary, opportunities for back and forth exchanges</p> <p>Introduce sorting by function or location e.g. things you eat, things you can wear, things you find in a wardrobe. After LEAP intervention has been completed and using pictures from this</p>	<p>NEW Early Talker Language screenings of all new Jan starters LEAP – 6 week intervention for N2 children who need to repeat this or for children who weren't ready to access it during the Autumn term (split into small groups based on LEAP outcome scores from December) LEAP Spring outcome assessments for children who completed LEAP Let's Play L+A 7 week intervention (may do during summer term depending on staffing and children)</p> <p>Targeted 1:1 support for children with Communication Plans from S&amp;L and children identified as needing access to more bespoke activities e.g. box time, joint attention activities, turn taking games, intensive interaction</p> <p>Introduce negatives e.g. who is not standing up, who is not wearing a coat? Sorting by function or location e.g. things you eat, things you can wear, things you find in a wardrobe</p> <p>Opportunities to listen to stories, comment on these, answer simple questions (begin to introduce 'how' and 'why' questions), hear and use new vocabulary, begin to retell familiar stories using puppets (with adult support)</p> <p>Opportunities to listen to and join in with Nursery rhymes / songs, filling in gaps and spotting mistakes in familiar rhymes</p> <p>Adults to model and extend language and introduce new vocabulary, opportunities for back and forth exchanges</p>	<p>NEW Early Talker Language screenings of all new April starters Let's Play L+A 7 week intervention (may have already done during Spring term depending on staffing and children)</p> <p>Targeted 1:1 support for children with Communication Plans from S&amp;L and children identified as needing access to more bespoke activities e.g. box time, joint attention activities, turn taking games, intensive interaction</p> <p>Introduce negatives e.g. who is not standing up, who is not wearing a coat?</p> <p>Opportunities to listen to stories, comment on these, answer questions (focus on 'how' and 'why' questions), hear and use new vocabulary, retell familiar stories using puppets (with adult support)</p> <p>Opportunities to listen to and join in with Nursery rhymes / songs, filling in gaps and spotting mistakes in familiar rhymes</p> <p>Adults to model and extend language and introduce new vocabulary, opportunities for back and forth exchanges</p>			
<b>Focus Stories</b>	The Little Red Hen (returning children only)	Maisy Goes Shopping (food vocab)	Well Done, Mummy Penguin The Three Little Pigs	The Train Ride	The Enormous Turnip The Very Hungry Caterpillar	We're Going on a Bear Hunt If I had a Dinosaur

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	<p>Dear Zoo (simple familiar story) Maisy Goes to Nursery When A Dragon Goes to School Simple version of 'The Gruffalo' story From Head to Toe (body parts vocab) Postman Bear (action word vocab) Fox's Socks (clothes vocab)</p>	<p>Brown Bear, Brown Bear (animal vocab) Where's Spot (house vocab) The Gingerbread Man Snowman's Party Little Reindeer Wants to Play</p>	<p>Goldilocks and the Three Bears</p>	<p>We All Go Travelling By (1 week) Jack and the Beanstalk  Baby Goz (do as reading for pleasure story this year due to it only being a 5 week half term)</p>	<p>The Three Billy Goats Gruff</p>	<p>Shark in the Dark  Revisit favourite focus text from the year for week 7)</p>
<p><b>Literacy</b></p>	<p><b><u>Comprehension</u></b> Opportunities to listen to stories, comment on these, answer simple questions, hear and use new vocabulary, begin to join in with repeated phrases.  Adults to model and extend language and introduce new vocabulary, opportunities for back and forth exchanges</p> <p><b><u>Reading</u></b> Matching picture games, print in the environment (labels with words and photographs/picture), familiar logos displayed Story Packs available for parents to take home if they choose Adults to regularly read stories / books to children during carpet sessions and in continuous provision to begin to develop a love of reading in children</p> <p><b><u>Writing</u></b> Opportunities for drawing and mark making using different media, access to a wide selection of fine and gross motor activities (threading, shaving foam etc.) to help develop a conventional pencil grip. Adults to give meaning to their mark making (when drawing) and encourage children to do the same.</p>	<p><b><u>Comprehension</u></b> Opportunities to listen to stories, comment on these, answer questions (begin to introduce 'how' and 'why' questions and model appropriate answers), hear and use new vocabulary, join in with repeated phrases, make predictions about what will happen next (when given choices / scaffolds), begin to retell familiar stories using puppets (with adult support)  Stories – introduce title, author, illustrator, front cover, page Introduce some fact books (linked to UW themes) – purpose to tell you information  Adults to model and extend language and introduce new vocabulary, opportunities for back and forth exchanges</p> <p><b><u>Reading</u></b> Matching picture games, print in the environment (labels with words and photographs/picture), familiar logos displayed Story Packs available for parents to take home if they choose Words have meaning, read from L-R (introduce towards end of Spring 2) Adults to regularly read stories / books to children during carpet sessions and in continuous provision to begin to develop a love of reading in children</p> <p><b><u>Writing</u></b> Opportunities for drawing and mark making using different media, access to a wide selection of fine and gross motor activities (threading, shaving foam etc.) to help develop a conventional pencil grip.</p>	<p><b><u>Comprehension</u></b> Opportunities to listen to stories, comment on these, answer questions (more emphasis on 'how' and 'why' questions for some children, continue to model appropriate answers), hear and use new vocabulary, join in with repeated phrases, make predictions about what will happen next (when given choices / scaffolds), retell familiar stories using puppets (with adult support)  Stories - title, author, illustrator, front cover, page Fact books (linked to UW themes) – contents page, purpose to tell you information  Adults to model and extend language and introduce new vocabulary, opportunities for back and forth exchanges</p> <p><b><u>Reading</u></b> Matching picture games, print in the environment (labels with words and photographs/picture), familiar logos displayed Story Packs available for parents to take home if they choose Words have meaning, read from L-R Adults to regularly read stories / books to children during carpet sessions and in continuous provision to begin to develop a love of reading in children RW1. picture cards</p> <p><b><u>Writing</u></b> Opportunities for drawing and mark making using different media, access to a wide selection of fine and gross motor activities (threading, shaving foam etc.) to help develop a conventional pencil grip.</p>			

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<p>Drawing and pencil grip progression grids used to support individual next steps</p> <p><b>Handwriting</b> (See progression grid for key movements)</p> <p>Straight lines, Arcades and circular</p> <ul style="list-style-type: none"> <li>• Squiggle while you wiggle</li> <li>• Matching in messy tray</li> <li>• Painting outside</li> <li>• Art link – stripy patterns (also maths link with repeated patterns)</li> <li>• Firework art – lines, arcades and circles</li> <li>• Focus Art link – ‘Composition in Red, Yellow, Blue and Black’ by Piet Mondrian (Autumn 2)</li> <li>• Playdough table – dough disco style activities at least once a week with all children</li> </ul> <p><b>Astrea sequence of learning : writing</b> Pupils know</p> <ul style="list-style-type: none"> <li>· To add meaning to marks made</li> <li>· To hold a pencil using a conventional grip</li> <li>· To make marks using a variety of both indoors and out – large brushes, water, chalk, streamers, ribbons, pens, pencils, crayons.</li> <li>· To talk about and explain the marks they are making to others</li> <li>· How to use one handed tools e.g. snips in paper with scissors, using a glue spreader</li> <li>· The language of direction – start, middle, end, top, bottom, up, down, round, back, start, finish.</li> <li>· How to use different manipulation techniques</li> <li>· How to sit using good posture on the carpet or when seated at a table.</li> </ul>	<p>Adults to give meaning to their mark making (when drawing) and encourage children to do the same.</p> <p>Drawing and pencil grip progression grids used to support individual next steps Adults model writing in continuous provision and begin to do this during carpet sessions</p> <p><b>Handwriting</b> (See progression grid for key movements)</p> <p>Spirals, Garlands and upward loops</p> <ul style="list-style-type: none"> <li>• Squiggle while you wiggle</li> <li>• Matching in messy tray</li> <li>• Painting outside</li> <li>• Focus Art link – ‘The Tree of Life’ by Gustav Klimt (Spring 1)</li> <li>• Link to transport to reinforce straight lines and arcades and circular movement (train tracks, roads and bridges)</li> <li>• Playdough table – dough disco style activities at least once a week with all children</li> <li>• At least once a half term – outline of characters, objects etc from key text to be placed in creative area for children to add key shapes into.</li> </ul> <p><b>Astrea sequence of learning : writing</b> Pupils know</p> <ul style="list-style-type: none"> <li>· To add meaning to marks made</li> <li>· That print has meaning</li> <li>· That print can have different purposes</li> <li>· To hold a pencil using a conventional grip</li> <li>· To make marks using a variety of both indoors and out – large brushes, water, chalk, streamers, ribbons, pens, pencils, crayons.</li> <li>· To talk about and explain the marks they are making to others</li> <li>· To track text from left to right (page sequencing)</li> <li>· How to use one handed tools e.g. snips in paper with scissors, using a glue spreader</li> </ul>	<p>Drawing and pencil grip progression grids used to support individual next steps Adults model writing in continuous provision and during carpet sessions Daily name writing for <b>some</b> of the children going to Reception in September, name cards to go home RWI. sounds displayed in writing area in continuous provision</p> <p><b>Handwriting</b> (See progression grid for key movements)</p> <p>Angles and Eights</p> <ul style="list-style-type: none"> <li>• Squiggle while you wiggle</li> <li>• Matching in messy tray</li> <li>• Painting outside</li> <li>• Art link – snail – recap of spiral and circular movements</li> <li>• Art link – adventures (rollercoaster)</li> <li>• Playdough table – dough disco style activities at least once a week with all children</li> <li>• At least once a half term – outline of characters, objects etc from key text to be placed in creative area for children to add key shapes into.</li> </ul> <p><b>Astrea sequence of learning : writing</b> Pupils know</p> <ul style="list-style-type: none"> <li>· To add meaning to marks made</li> <li>· That print has meaning</li> <li>· That print can have different purposes</li> <li>· To hold a pencil using a conventional grip</li> <li>· To make marks using a variety of both indoors and out – large brushes, water, chalk, streamers, ribbons, pens, pencils, crayons.</li> <li>· To talk about and explain the marks they are making to others</li> <li>· To track text from left to right (page sequencing)</li> <li>· How to use one handed tools e.g. snips in paper with scissors, using a glue spreader</li> </ul>
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		<ul style="list-style-type: none"> <li>· How to copy some letters correctly</li> <li>· How to write some letters independently</li> <li>· How to write some or all of their name</li> <li>· The language of direction – start, middle, end, top, bottom, up, down, round, back, start, finish.</li> <li>· How to use different manipulation techniques</li> <li>· How to sit using good posture on the carpet or when seated at a table.</li> </ul> <p>Pupils can</p> <ul style="list-style-type: none"> <li>· Write some or all of their name</li> <li>· Write some letters accurately with the correct sequence of movements.</li> </ul>	<ul style="list-style-type: none"> <li>· How to copy some letters correctly</li> <li>· How to write some letters independently</li> <li>· How to write some or all of their name</li> <li>· Use some of their print and letter knowledge in early writing e.g. writing a shopping list that starts at the top of the page, writing ‘m’ for mummy.</li> <li>· The language of direction – start, middle, end, top, bottom, up, down, round, back, start, finish.</li> <li>· How to use different manipulation techniques</li> <li>· How to sit using good posture on the carpet or when seated at a table.</li> </ul> <p>Pupils can</p> <ul style="list-style-type: none"> <li>· Use some of their print and letter knowledge in their early writing.</li> <li>· Write some or all of their name</li> <li>· Write some letters accurately with the correct sequence of movements.</li> </ul>
<p><b>Phonics</b></p> <p>Launchpad for Literacy used to support progression in each strand</p>	<p><b>Environmental sounds</b> – inside and outside  <b>Auditory attention and discrimination activities</b> e.g. sound bingo (choice of 4 pictures each time), voice sounds, identifying 1 sound from a choice of 4  <b>Instruments</b> – playing with these and exploring the different sounds they can make  <b>Keeping a steady beat</b> e.g. clapping, marching, claves  <b>Rhyme</b> – learning and joining in with Nursery rhymes</p> <p><b>Rhythm</b> – Beat Baby</p> <p><b>Rhythm</b> – copy simple rhythms of 1,2 and 3 beats  <b>Syllable clapping</b> – 1,2 (including compound words) and 3 syllable words  <b>Sequential Auditory memory</b> – shopping list game</p>	<p><b>Environmental sounds</b> – inside and outside  <b>Auditory attention and discrimination activities</b> e.g. sound bingo, voice sounds  <b>Instruments</b> – playing with these and exploring the different sounds they can make  <b>Rhythm</b> – Beat Baby</p> <p><b>Rhythm</b> – copy simple rhythms of 1,2 and 3 beats  <b>Syllable clapping</b> – 1,2 (including compound words) and 3 syllable words  <b>Auditory discrimination</b> – identifying sounds from objects / instruments, 1 from a choice of 4, then 6  <b>Rhyme</b> – filling in gaps in familiar Nursery rhymes, spotting mistakes  <b>Alliteration</b> – stories and songs, move on to alliterative strings (link to initial sounds in names) if ready  <b>Auditory blending</b> – begin with compound words, then 2 syllable words, move on to 3 syllable words if ready  <b>Sequential Auditory memory</b> – shopping list game, follow body percussion sequence of 2, then 3 in correct order  <b>Rhyme</b> – mention when reading stories or singing nursery rhymes (not to be done separately during an input)</p>	<p><b>See Spring activities</b></p> <p><b>Auditory discrimination and sequential auditory memory</b> - identifying 2 sounds from objects / instruments from a choice of 6, copying these in order  <b>Syllable clapping</b> – counting syllables, clapping up to 5 syllable words  <b>Auditory blending</b> – 3 syllable words, onset and rime (when onset is a long phoneme e.g. shark, then when onset is short phoneme e.g. park), 4 syllable words, cvc words (with long phonemes e.g. soap, then short phonemes e.g. cat)  <b>Rhyme</b> – identify rhyming words when given a choice, add to a rhyming string  <b>Alliteration</b> – identifying odd one out in alliterative string  <b>Phoneme identification</b> - sorting by initial sound</p> <p>Begin RWI. Summer 2 – teach set 1 sounds and continue oral blending.</p>


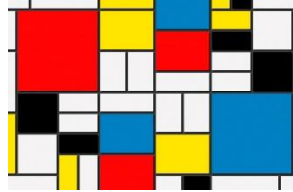




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<p><b>Maths</b></p>	<p>Sequencing events – introduce visual timetable, simple sequencing strips around the classroom to help children carry out tasks e.g. making a drink, drawing a person Reciting numbers, finger numbers, cardinal principle up to 5 Introduce number rhymes Patterns (spotty / stripy), extend then begin to create repeating patterns (ABAB)</p> <p>Positional language (covered in LEAP sessions) – in, on, under</p> <p>Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities</p>	<p>Reciting numbers, finger numbers, cardinal principle up to 5 Number rhymes Subitising up to 3 Weight (heavier / lighter) Shape Size (little / small/ big / large) Patterns (spotty / stripy), extend then begin to create repeating patterns (ABAB)</p> <p>Sequencing events (covered when retelling Gingerbread Man story in Literacy and when baking gingerbread men) – first, then, next, finally / last</p> <p>Positional language (covered in LEAP sessions) – in, on, under</p> <p>Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities</p>	<p>Comparing quantities (more, same, fewer) – obvious differences between 2 groups Reciting numbers, finger numbers, cardinal principle up to 5 Subitising up to 3</p> <p>Sequencing events (covered throughout the year in Literacy sessions when retelling familiar stories) – first, then, next, finally / last</p> <p>Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities</p>	<p>Comparing quantities (more, same, fewer) – obvious differences between 2 groups Model 1:1 counting up to 5 Cardinal principle Subitising up to 3, extend to 4 and 5 if appropriate Height (taller / shorter) Introduce numerals 1-5</p> <p>Sequencing events (covered throughout the year in Literacy sessions when retelling familiar stories) – first, then, next, finally / last</p> <p>Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities</p>	<p>Capacity (full / empty) Length (longer / shorter) Symbols / marks / numerals Repeating patterns (ABAB) Routes (in front of, behind, next to) Simple number problems up to 5 Cardinal principle</p> <p>Sequencing events (covered throughout the year in Literacy sessions when retelling familiar stories) – first, then, next, finally / last</p> <p>Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities</p>	<p>Model 1:1 counting up to 5 Numerals 1-5 Capacity (full / empty) Simple number problems up to 5 Cardinal principle</p> <p>Sequencing events (covered throughout the year in Literacy sessions when retelling familiar stories) – first, then, next, finally / last</p> <p>Shape (covered throughout the year in continuous provision – outdoors, block area, home corner) – matching, comparing, combining and selecting appropriate shapes during play and activities</p>
<p><b>Understanding The World</b></p>	<p>Using information from home visits (and photographs if provided) to support children to understand: Myself – what I like to do My family – who I live with, who is special to me</p> <p>Exploring natural materials – using resources in investigation area and outside</p> <p>Autumn (introduction) – weather, leaves falling off trees and</p>	<p>Bonfire night, Christmas celebrations – how these can be celebrated, link to other celebrations – decorations, clothes, family/friends, presents, cards, food</p> <p>Changes (baking gingerbread men) – can you eat dough not cooked? Can you eat the gingerbread men when they have been cooked?</p>	<p>Changes (ice melting) – water freezers when it is very cold, ice melt when it gets hotter (2 weeks)</p> <p>Polar animals (link to focus story) – where they live, weather, food (2 weeks)</p> <p>Differences between people – commenting on self, adult making comparisons e.g. you have brown hair, your friend has ginger hair – you have</p>	<p>Being different / unique – revisit similarities and differences between peers (emphasise that you can be friends with people who look different and like different things to you)</p> <p>Jobs / occupations (link some to focus stories and jobs children will be familiar with) – bus/train/tram driver, teacher, nurse/doctor, vet, hairdresser, shop worker,</p>	<p>Simplified linear life cycle of a plant (seed/bulb – seedling – grows taller – leaves/flowers appear)</p> <p>Planting seeds / bulbs and looking after these – need water, sunlight to grow</p> <p>Minibeasts – looking at ones we have found in our playground and commenting on what they see, where they live, what they eat</p>	<p>Animals and habitats (bears, wild animals, sea creatures, dinosaurs) – choose some animals linked to the focus stories to learn where they live, what they eat, who they live with</p> <p>Introduction to shadows – commenting on these outside, drawing around shadow versions of each other/objects</p>

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	<p>changing colour, clothes – done through walk around school grounds</p> <p>Birthdays (link to focus text) – how they can be celebrated – decorations, clothes, family/friends, presents, cards, food</p> <p>Changes – baking birthday cake (linked to focus text)</p> <p>Jobs (linked to focus text) – postman</p> <p>Diwali – only done through RfP story</p> <p>Halloween – how people celebrate it, staying safe</p>	<p>Jobs (linked to focus texts and walk to post box) – shop assistant, farmer, zoo keeper, postman</p> <p>Farm animals – covered briefly during focus text week 2</p>	<p>different colour hair to your friend (link to Goldilocks character) (2 weeks)</p> <p>Winter – weather, clothes we wear, trees - done through walk around school grounds</p>	<p>builder (these are things you could do when you are older)</p> <p>Simplified linear life cycle of a goose and chicken linked to Baby Goz RfP story (egg – gosling/chick – goose/chicken)</p> <p>Spring – flowers, baby animals (Whose baby? Big book), eggs</p> <p>Eid-ul-Fitr – how this can be celebrated, who celebrates it, link to other celebrations – decorations, clothes, family/friends, presents, cards, food Eid text – Rameena’s Ramadan</p> <p>Easter???</p>	<p>Simplified linear life cycle of a butterfly (eggs - live caterpillars – cocoon – butterfly)</p> <p>Farm animals - trip</p> <p>Spring – weather, clothes, trees/flowers - done through walk around school grounds</p>	<p>Summer – weather, clothes, trees/flowers - done through walk around school grounds</p> <p>Music from different countries</p> <p>Floating and Sinking experiment</p> <p>Eid – al – Adha – how it’s celebrated and who celebrates it, link to other celebrations</p> <p><u>Cut if can’t fit in</u> Different countries (show children on world map) - family that live in other countries, pictures of what these countries look like, weather, clothes, food, animals from different countries ??? Decay – comparing fresh snack food and old left out snack food ???</p>
<b>Expressive Arts and Design</b>	<p>Opportunities and resources in continuous provision for children to take part in small world play linked to animals and people, home corner role play, large and small block and construction play, observational drawing, painting and colour mixing. Skills learnt and practised to support making and craft activities as children move through school – cutting, using glue spreaders, masking tape, glue sticks, fastening using paperclips (these skills also support physical development of fine motor skills through developing precision, hand–eye coordination, proficiency, control and confidence)</p>					
<b>Expressive Arts and Design - Music</b>	<p>Singing core Nursery rhymes Experimenting playing instruments Learning songs linked to Nativity performance (Autumn 2)</p>		<p>Singing core Nursery rhymes + learning a few new topic specific songs, filling in gaps and spotting mistakes in familiar rhymes Experimenting playing instruments Pitch match Change words to familiar rhymes – additional verses to some songs</p> <p>Will be done in Spring 2</p>		<p>Singing Nursery rhymes + learning new topic specific songs Experimenting playing instruments Pitch match Change words to familiar rhymes and spotting mistakes Listening to different instruments, music from other countries / cultures, different genres – expressing their feelings</p>	
<b>Core Nursery rhymes and ring games</b>	<p><b>Core Nursery rhymes (begin to introduce during Autumn 1 and sing throughout the whole year – except Autumn 2 when children will learn songs linked to a Nativity performance)</b> Twinkle Twinkle Little Star Incy Wincy Spider</p>			<p><b>Ring games / Large action rhymes done outside (begin to introduce during Autumn 1 and sing throughout the whole year)</b> Heads Shoulders Knees and Toes Hokey Cokey</p>		

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	Baa Baa Black Sheep Humpty Dumpty Wind the Bobbin Up Wheels on the Bus 1 2 3 4 5 Once I Caught a Fish Alive Old MacDonald Row row row your boat 3 little ducks 5 current buns			Farmers in the Den The Grand Old Duke of York Wind the Bobbin Up (big actions) Teddy Bear, Teddy Bear		
<b>BSL</b>	Signs added to nursery rhymes	Some signs linked to Christmas + Nativity songs	Snack time food + drink	Snack time food + drink Some vehicles liked to focus stories	Animals – minibeasts, farm	Animals – farm, wild
	yes, no, stop, go, full, more, help me, outside, toilet  Ongoing throughout the year – signs added when singing nursery rhymes, begin to sign numbers 1-5 Specific words linked to expressing needs – yes, no, stop, go, full, more, help me, outside, toilet, sad Some words that appear in focus stories e.g. house, climb, eat					
<b>Expressive Arts and Design – Focus piece of art</b>	'Mona Lisa' by Leonardo Da Vinci 	Composition in Red, Yellow, Blue and Black by Piet Mondrian 	'The Tree of Life' by Gustav Klimt 	'Viva la Vida, Watermelons' by Frida Kahlo 	'The Snail' by Henri Matisse 	'Sunflowers' by Irma Stern 
<b>PD – indoor hall session</b>	Parachute games Marching to a steady beat (locomotor skill and phonics Launchpad link) Locomotor skills - Beginning to move in different ways (walking running, jumping, crawling, slithering, rolling) Sequence of movements – copying 2 actions Stability skills – musical statues balancing on 1 leg  Core strength + stability skills - Baby yoga (copying movement and balancing using a range of body parts) – if appropriate with cohort		Locomotor skills - Refining moving in different ways (walking running, jumping, crawling, slithering, marching, rolling) Sequence of movements – copying 2, then 3 actions / movements e.g. jump, twirl, clap (phonics Launchpad link) Stability skills – musical statues balancing on 1 leg  Core strength + stability skills - Baby yoga (copying movement and balancing using a range of body parts)		Locomotor skills - Refining moving in different ways (walking running, jumping, crawling, slithering, hopping, skipping, marching, rolling) Parachute games Sequence of movements – copying 2, then 3 actions / movements e.g. jump, twirl, clap (phonics Launchpad link) Stability skills – musical statues balancing on 1 leg  Making up team games (outside) e.g. throwing a ball at a target, passing a ball to each other Simple obstacle courses  Core strength + stability skills - Baby yoga (copying movement and balancing using a range of body parts)	

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<p><b>PD – Squiggle Whilst You Wiggle</b> Ordered amended to fit handwriting sequence</p>	<p>Move 1 (up, down, side to side crossover – i,l,t) Move 2 (the wiggle – pre cursive movement) Move 5 (the hook – q,p,h,k,b,g,f) Move 4,4a,4b (the hump – m, n, r) Move 3 (the circles – c,o,a,d)</p>	<p>Move 5a (the under hook – q,p,k,b,y,g,j,f) Move 4c,4d,,4e (the under hump – u) Move 6 (the pre cursive spiral – e) Move 7 (a gentle wave – a pre cursive movement)</p>	<p>Move 9 (straight line – v,w,x,z) Move 8 – (laid down 8, stand it up straight – s)</p>			
<p><b>PD – outdoor activities / skills</b></p>	<p>Opportunities and resources in continuous provision for children to take part in pedalling, scooting, kicking, throwing, catching and hitting balls, running, climbing, making obstacle courses, digging, sweeping, pouring, large mark making and dancing are available throughout the year</p>					
<p>Locomotor skills – walking (Autumn walk around school), running, jumping</p> <p>Stability skills – twisting, balancing, swinging, spinning</p> <p>Manipulation skills – kicking, rolling a ball</p> <p>Core strength skills – climbing, pedalling, gardening (digging), lifting jugs / buckets in water / sand trays</p>	<p>Locomotor skills – walking (Autumn / Winter walk around school), running, jumping</p> <p>Manipulation skills – kicking, rolling a ball</p> <p>Core strength and stability skills – introduce making obstacle courses, climbing, pedalling</p>	<p>Locomotor skills - walking (Winter walk around school)</p> <p>Manipulation skills – throwing, catching, kicking</p> <p>Core strength skills – climbing, pedalling, carrying heavy objects (hollow wooden blocks)</p>	<p>Locomotor skills - walking (Winter / Spring walk around school)</p> <p>Manipulation skills – throwing, catching, kicking</p> <p>Core strength skills – climbing, pedalling, gardening (digging)</p> <p>Core strength and stability skills – making obstacle courses, carrying heavy objects (hollow wooden blocks), lifting and pouring large water jugs</p>	<p>Locomotor skills – walking, Spring walk around school) running, jumping, hopping (hop scotch), skipping</p> <p>Stability skills – twisting, balancing, swinging, spinning</p> <p>Manipulation skills – throwing, catching, kicking, rolling, dribbling a ball</p> <p>Core strength skills – climbing, pedalling, gardening (digging), carrying heavy objects (buckets with sand in, watering cans)</p>	<p>Locomotor skills – walking (Summer walk around school), running, jumping, hopping (hop scotch), skipping</p> <p>Stability skills – twisting, balancing, swinging, spinning</p> <p>Manipulation skills – throwing, catching, kicking, rolling, dribbling a ball</p> <p>Core strength skills – climbing, pedalling, gardening (digging), carrying heavy objects (buckets with sand in, watering cans)</p> <p>Core strength and stability skills – making obstacle courses</p>	
<p><b>Whole school events</b></p>	<p>Parents evening</p>	<p>Nativity performances</p>	<p>Parents evening</p>			<p>Summer Fayre Transition days / sessions</p>