



A Unique Child

Positive Relationship

Enabling Environments & Adult Support

Learning & Development

PRIME AREAS

### The New Early Years Framework

#### Communication and Language

Listening, Attention & Understanding      Speaking

#### Personal & Social Development

Self-Regulation      Managing Self      Building

#### Physical Development

Gross Motor      Fine Motor

Creating & Thinking

Active Learning

Playing and Exploring

#### LITERACY

- ✓ Comprehension
- ✓ Word

#### MATHS

- ✓ Number
- ✓ Numerical Patterns

#### UTW

- ✓ Past and Present
- ✓ People, Culture & Communities
- ✓ The Natural World

#### EAD

- ✓ Creating with Materials
- ✓ Being Imaginative & Expressive

### SPECIFIC AREAS



**Early Years Foundation Stage (Nursery) - LTP**

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<b>Our British Values</b> - PSHE - Circle Time	<b><u>Rule of Law</u></b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.		<b><u>Mutual Respect</u></b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.		<b><u>Democracy</u></b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	
<b>Parental Involvement</b>	Staggered start / settling in sessions. Parents Evening Early Reading Workshop Seesaw – Homework Celebration themed play and stay sessions. Christmas Carol Concert.		Staggered start / settling in sessions. Parents Evening Early Reading Workshop Seesaw – Homework Mother’s Day stay and play session. Easter bonnet parade and making bonnets. Valentines Day stay and play		Staggered start / settling in sessions. Parents Evening Early Reading Workshop Seesaw – Homework Father’s Day stay and play session. Summer reports.	
General Themes NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision.	<u>AUT 1 – Proud to be me</u> Parts of the body, our families, people who help us, hobbies, keeping safe, teeth, kindness, feelings, special people to us, our home,	<u>AUT 2 – Let’s celebrate</u> Jesus, nativity, Santa, Rudolf, Winter, Christingle, Diwali, Diva lamps, fireworks, sparklers, Guy Fawkes, bonfire, Halloween, harvest, vegetables, Guru Nanak’s, birthday’s.	<u>SPR 1 – Traditional Tales</u> Goldilocks, three bears, porridge, size, and capacity, three little pigs, materials to build houses, making gingerbread men, picnics, red, wood, wolf, three billy goats gruff.	<u>SPR 2 - Spring has Sprung.</u> lambs, chicks, life cycles, bread making, easter, eggs, caterpillars, butterflies, frogs, tadpoles, frog spawn	<u>SUM 1 - Animals around the World</u> Minibeasts, farm, jungle, Polar, rainforest, pets	<u>SUM 2 - Sea Adventures</u> Pirates, boats, mermaids, fish, shells, sea, sand, beaches
<b>Enrichment Opportunities</b>	Autumn nature walk, Remembrance Day, Harvest Time, Halloween, Bonfire Night, Diwali, Christmas Time, Children in Need, New Year, Black History Month		Mother’s Day, Chinese New Year, Easter, Valentines Day, Pancake Day, World Book Day, Numbers Day, Children’s Mental Health Week, St Patrick’s Day, Caterpillar and butterfly life cycle kit, tadpoles, spring walk		Ramadan, Eid, Father’s Day, St George’s Day, Earth Day, minibeast hotel and hunt, Beach party	

**Communication and Language**

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich



environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction. Rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>✓ I can listen to a story and can remember much of what happens.</li> <li>✓ I know how to listen to stories and songs with interest and engagement.</li> <li>✓ I know how to follow instructions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I know how to join in with familiar stories and rhymes.</li> <li>✓ I know how to answer questions (what, who, where, when)</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can understand ‘why’ questions.</li> <li>✓ I understand a two-part question or instruction.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>✓ I know how to use short sentences to explain.</li> <li>✓ I know how to take turns to speak in a conversation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I know how to use new vocabulary I have learnt.</li> <li>✓ I know many rhymes and can discuss and retell familiar books.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I know how to express a point of view.</li> <li>✓ I can use longer sentences of 4 to 6 words.</li> </ul>

**Curricular Goals:**

- N1 - Children can listen to simple stories and understand simple questions such as, ‘who’, ‘what’ and ‘where’. They will start to develop pretend play and begin to say how they are feeling, using words as well as actions.
- N2 - Children can listen to adults and respond to their name, communicating in sentences of 4 to 6 words, speaking in English about their interests whilst experimenting with new modelled vocabulary.

Personal, Social and Emotional Development

Children’s personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Self- Regulation	<ul style="list-style-type: none"> <li>✓ I know the names of feelings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I know how others are feeling.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I know ways to solve conflicts and rivalries.</li> </ul>
Managing Self	<ul style="list-style-type: none"> <li>✓ I know school’s rules and my responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I know how to follow rules</li> </ul>	<ul style="list-style-type: none"> <li>✓ I know how to manage my personal hygiene in terms of hand washing, toileting etc.</li> </ul>



Building Relationships	✓ I know how to work with a peer and build on play ideas.	✓ I know how to be a good friend.	✓ I know how to maintain relationships and friendships.
------------------------	---	-----------------------------------	---

**Curricular Goals:**

- N1 - Children can express preferences and decisions and will start engaging with others through talk and gestures whilst developing friendships.
- N2 - Children can build relationships and engage in extending play ideas with others, finding solutions to conflict, and consistently following class rules. They are becoming increasingly independent in managing their own self care needs, including toileting and hand washing.

Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Gross Motor Skills	<ul style="list-style-type: none"> <li>✓ I know how to use my core muscle strength to achieve good posture (starting to develop handwriting posture)</li> <li>✓ I know how to use fundamental skills e.g., run, jump, hop.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I know how to negotiate space and obstacles safely.</li> <li>✓ I know how to use strength, balance and co-ordination and experiment and use different ways of moving bikes/scooters etc.</li> <li>✓ I know how to use different movement styles to match situations e.g., crawling through tunnels etc.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I know how to use different ways of moving.</li> <li>✓ I know how to make large scale movements.</li> </ul>
Fine Motor Skills	<ul style="list-style-type: none"> <li>✓ I know how to use a range of tools effectively including scissors and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I know my dominant hand and can use it for pencil control.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I know how to use a comfortable pencil grip (tripod).</li> </ul>

**Curricular Goals:**

- N1 - Children will start to explore different materials and tools whilst using gross and fine motor skills to do things independently.
- N2 - Children will show a preference for a dominant hand whilst handling tools and use a tripod grip when using a pencil to make marks. They will begin to become increasingly independent when putting coats on.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar



printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Comprehension	<ul style="list-style-type: none"> <li>✓ I know how sequence and retell stories.</li> <li>✓ I know how to use stories and retelling in my play.</li> </ul>		<ul style="list-style-type: none"> <li>✓ I know how to use story vocabulary in play.</li> </ul>		<ul style="list-style-type: none"> <li>✓ I know some words which rhyme.</li> <li>✓ I know how to use acquired and new vocabulary.</li> <li>✓ I know how to sequence events and retell stories.</li> </ul>
Word Reading	<ul style="list-style-type: none"> <li>✓ I know how to join in with stories, rhymes, and songs.</li> </ul>		<ul style="list-style-type: none"> <li>✓ I know some of the letters of my name and familiar others e.g., m for mum.</li> </ul>		<ul style="list-style-type: none"> <li>✓ I know the initial sounds in some words.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>✓ I know how to mark make through gross motor movements.</li> <li>✓ I know print has purpose.</li> </ul>		<ul style="list-style-type: none"> <li>✓ I know how to use fine motor skills to mark make.</li> </ul>		<ul style="list-style-type: none"> <li>✓ I know how to write some letters from my name.</li> </ul>
Text as a Stimulus	Kind by Axel Scheffler		The Gingerbread Man, Little Red Riding Hood, Goldilocks and the Three Bears, The Three Little Pigs	If I had a dinosaur, Little Red Hen, The Very Hungry Caterpillar, Spring is here!, The Teeny Weeny Tadpole.	We're going on a treasure hunt by Martha Mumford, Pirates love underpants by Claire Freedman, Mabel a mermaid fable by Rowboat Watkins, Tiddler by Julia Donaldson, Rainbow Fish by Julia Donaldson, Old Macdonald had a bpat by Steve Goetz, What the ladybird heard at the seaside by Julia Donaldson.

**Curricular Goals:**

- N1 - Children will begin to sing songs and say rhymes independently whilst copying finger movements and other gestures.
- N2 - Children can listen to, retell, and join in with a wide range of familiar texts and nursery rhymes.



Mathematics

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

Number	✓ I can recite numbers past 5.	✓ I can show 'finger numbers' up to 5. ✓ I can link numerals and amounts.	✓ I have fast recognition of up to 3 objects without counting them ('subitising').
Numerical Patterns	✓ I can talk about the patterns I see around me.	✓ I can extend ABAB patterns.	✓ I can create ABAB patterns.
Shape, space and measure	✓ I can discuss the names and properties of different 2D shapes.	✓ I can spot 2D shapes within the environment. ✓ I can compare objects relating to their size, length, weight, and capacity.	✓ I understand and can use positional language.

NCTEM	<u>Cardinality and Counting</u> Counting: saying number words in sequence, Counting: tagging each object with one number word, Counting: knowing the last number counted gives the total so far, Subitising: recognising small quantities without needing to count them all, Numerical meanings, Conservation: knowing that the number does not change if things are rearranged (as long as none have been added or taken away).	<u>Comparison</u> More than/less than, identifying groups with the same number of things, comparing numbers and reasoning, knowing the 'one more than/one less than' relationship between counting numbers.	<u>Composition</u> Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total), Inverse operations, A number can be partitioned into different pairs of numbers, A number can be partitioned into more than two numbers, Number bonds: knowing which pairs make a given number.	<u>Pattern</u> Continuing a AB pattern, Copying an AB pattern, Make their own AB pattern, Spotting an error in an AB pattern, Identifying the unit of repeat, Continuing an ABC pattern, Continuing a pattern which end mid-unit, Make their own ABB, ABBC patterns, Spotting an error in an ABB pattern, Symbolising the unit structure, Generalising structures to another context or mode, Making a pattern which repeats round a circle, Making a pattern around a border with a fixed number of spaces, pattern spotting around us.	<u>Shape and Space</u> Developing spatial awareness: experiencing different viewpoints, developing spatial vocabulary, representing spatial relationships, shape awareness: developing shape awareness through construction, identifying similarities between shapes, showing an awareness of properties of shape, describing properties of shape, developing an awareness of relationships between shapes	<u>Measures</u> Recognising attributes, Comparing amounts of continuous quantities, Showing awareness of comparison in estimating and predicting, Comparing indirectly, Beginning to use units to compare things, Beginning to use time to sequence events, Beginning to experience specific time durations.
-------	---	--	---	---	---	---

**Curricular Goals:**

- N1 – Children will begin to develop counting-like behaviour, compare amounts and sizes, and start to notice patterns within the environment.
- N2 - Children will have a good understanding of numbers to 5 and use their knowledge of shape, space, and measure through real-life mathematical experiences and routines across the indoor and outdoor provision.

Understanding the World



Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Past and Present	✓ I can retell stories from my past using photos to support me.	✓ I know my family’s history.	✓ I know my own life story.
People, Culture and Communities	✓ I know the names of different occupations.	✓ I know that there are different countries in the world and talk about photos or their experiences.	✓ I know differences between people and use positive language to discuss these.
The Natural World	✓ I can use all my senses to explore natural materials and discuss what I can see.	✓ I know the key features of the life cycle of a plant and animal.	✓ I know the need to respect and care for the natural environment and all living things.

**Curricular Goals:**

- N1 - Children will explore natural materials indoors and outside and they will be able to notice different between people, making connections between their own family and other families.
- N2 - Children can recall relevant facts and understand key features of different life cycles. They can use all their senses in hands-on experience of natural materials and talk about what they see, whilst understanding the need to respect and care for the natural environment and all living things.

**Expressive Arts and Design**

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

Creating with Materials	<ul style="list-style-type: none"> <li>✓ I know colours have names.</li> <li>✓ I know colours can be mixed to create other colours.</li> <li>✓ I know how to explore tools and their uses.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I know how to draw with accuracy.</li> <li>✓ I know tools have a purpose and I select them carefully.</li> <li>✓ I know how to join materials together.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I know how to use a range of tools.</li> <li>✓ I know my personal preference for design.</li> <li>✓ I know why I have used selected materials and tools in my designs.</li> </ul>
Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>✓ I know and sing entire songs.</li> <li>✓ I know how to invent and adapt stories through their role play and small world play.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I know how to use props and materials in the role play area to re-create well known stories.</li> <li>✓ I know and perform songs and stories.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I know how to invent and adapt stories through my role play and small world play.</li> </ul>



**Curricular Goals:**

- N1 - Children are beginning to intentionally make marks whilst exploring paint with their fingers and other tools such as paint brushes. They will use their imagination and start to develop pretend play.
- N2 - Children can make imaginative small worlds and take part in simple pretend play, freely explore, and select different materials to express their own ideas and draw with increasing complexity and detail.