

SCHOOL NURSERY LONG TERM PLAN 2022 - 2023

	<u>Texts/Author Term</u> <u>1.1</u>	<u>Texts/Author Term</u> <u>1.2</u>	<u>Texts/Author Term</u> <u>2.1</u>	<u>Texts/Author Term</u> <u>2.2</u>	<u>Texts/Author Term</u> <u>3.1</u>	<u>Texts/Author Term</u> <u>3.2</u>
School Nursery	<p>Traditional Tales:</p> <ul style="list-style-type: none"> ➤ Goldilocks and the Three Bears ➤ Other Traditional Tales 	<p>Jill Murphy:</p> <ul style="list-style-type: none"> ➤ Whatever Next ➤ The Nativity Story 	<p>David Axtell:</p> <ul style="list-style-type: none"> ➤ We're Going on a Lion Hunt <p>Eileen Browne:</p> <ul style="list-style-type: none"> ➤ Handa's Surprise 	<p>Nick Butterworth:</p> <ul style="list-style-type: none"> ➤ Jasper's Beanstalk ➤ Jack and the Beanstalk 	<p>Eric Carle:</p> <ul style="list-style-type: none"> ➤ The Very Hungry Caterpillar ➤ The Very Busy Spider 	<p>Nick Sharratt:</p> <ul style="list-style-type: none"> ➤ My Mum and Dad Make Me laugh <p>Alan Baker:</p> <ul style="list-style-type: none"> ➤ White Rabbit's Colour Book
	 	  	  	  	  	  

**SKILLS &
KNOWLEDGE**

PSED:

-PSHE curriculum SCARF:
Me and My Relationships
* Marvellous me
* I'm special
* People who are special to me

**Three and four years
DM**

(1) *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.*
(2) *Develop their sense of responsibility and membership of a community.*
(3) *Become more outgoing with unfamiliar people, in the safe context of their setting.*
(5) *Play with one or more other children, extending and elaborating play ideas.*
(7) *Increasingly follow rules, understanding why they are important.*
(11) *Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.*

Birth to three years

(9) *Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.*
(15) *Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.*
(16) *Develop friendships with other children.*

What we will be doing:

-Making new friends
-Sharing and turn taking.
-Settling in period.
-New rules and boundaries
-Circle time
-Goldilocks character feelings

PSED:

-PSHE curriculum SCARF:
Valuing difference
* Me and my friends
* Friends and family
* Including everyone

**Three and four years
DM**

(2) *Develop their sense of responsibility and membership of a community.*
(3) *Become more outgoing with unfamiliar people, in the safe context of their setting.*
(4) *Show more confidence in new social situations.*
(5) *Play with one or more other children, extending and elaborating play ideas.*
(8) *Do not always need an adult to remind them of a rule.*
(10) *Talk with others to solve conflicts.*
(12) *Begin to understand how others might be feeling.*

Birth to three years

(14) *Be increasingly able to talk about and manage their emotions.*
(15) *Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.*
(16) *Develop friendships with other children.*

What we will be doing:

-Nativity show
-Collaborative rocket building
-Christmas party
-Nativity practise in the hall
-Circle time
-Sharing and taking turns.
-Diwali/Christmas
-Holiday Homework Book

PSED:

-PSHE curriculum SCARF:
Keeping myself safe
* People who help to keep me safe
* Safely indoors and Outdoors
* What's safe to go into my body

**Three and four years
DM**

(1) *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.*
(2) *Develop their sense of responsibility and membership of a community.*
(4) *Show more confidence in new social situations.*
(5) *Play with one or more other children, extending and elaborating play ideas.*
(6) *Help to find solutions to conflicts and rivalries.*
(7) *Increasingly follow rules, understanding why they are important.*
(10) *Talk with others to solve conflicts.*

Birth to three years

(15) *Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.*
(16) *Develop friendships with other children.*

What we will be doing:

-African people
-Washing hands
-Fruit salad
-Circle time
-Building caves/obstacles
-Group role-play going on a lion hunt.
-Chinese New Year

PSED:

-PSHE curriculum SCARF:
Rights and responsibilities.
* Looking after myself
* Looking after others
* Looking after my environment

**Three and four years
DM**

(2) *Develop their sense of responsibility and membership of a community.*
(4) *Show more confidence in new social situations.*
(5) *Play with one or more other children, extending and elaborating play ideas.*
(6) *Help to find solutions to conflicts and rivalries.*
(7) *Increasingly follow rules, understanding why they are important.*
(8) *Do not always need an adult to remind them of a rule.*

What we will be doing:

-Holiday Homework Book
-Easter Egg Hunt
-Spring walk
-Circle time
-Building collaborative castles
-Trip to the Garden Centre

PSED:

-PSHE curriculum SCARF:
Being my best
* What does my body need?
* I can keep trying
* I can do it

**Three and Four years
DM**

(1) *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.*
(2) *Develop their sense of responsibility and membership of a community.*
(10) *Begin to understand how others might be feeling.*

What we will be doing:

-Holiday Homework Book
-Circle time
-Looking after live Caterpillars
-Feelings

PSED:

-PSHE curriculum SCARF:
Growing and changing
* Growing and changing in nature
* When I was a baby
* Girls, boys and families

**Three and four years
DM**

(4) *Show more confidence in new social situations.*
(11) *Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.*

What we will be doing:

-Holiday Homework Book
-Sports Day
-Transition discussions-going to 'big' school
-Meeting new adults
-Transition event
-Circle time

SKILLS & KNOWLEDGE

Physical Development: Getset4PE

Pre getset4pe sessions
 -getting used to the hall
 -finding a space
 -taking shoes and socks off.

Three and Four years DM

(1) *Continue to develop their movement, balancing, riding and ball skills.*
 (2) *Go up steps, or climb up apparatus using alternate feet.*
 (9) *Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.*
 (10) *Use one-handed tools and equipment such as making snips in paper with scissors.*
 (11) *Use a comfortable grip with good control when using pens and pencils.*
 (14) *Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.*

Birth to Three years

(17) *Building independently with a range of appropriate resources.*
 (19) *Walk, run, jump and climb- and start to use the stairs independently.*
 (23) *Explore different materials and tools.*

What we will be doing:

-Autumn walk
 -Cross country
 -Self portrait
 -My first drawing
 -My first painting
 -Building beds for the three bears
 -Printing bear faces
 -Autumn collage
 -Explore the new outdoor area- slide, bikes.
 -Movement and Music

Physical Development: Getset4PE

Introduction to PE Unit 1:
 Fantasy and Adventure-
 -balancing space, freezing on command, using and sharing equipment and working individually, with a partner and group.
 - take part in activities to develop movement skills such as running, jumping, skipping.

Three and four years DM

(1) *Continue to develop their movement and balancing.*
 (2) *Go up steps and stairs, or climb up apparatus, using alternate feet.*
 (3) *Skip, hop, stand on one leg and hold a pose for a game like musical statues.*
 (4) *Use large-muscle movements to wave flags and streamers, paint and make marks.*
 (9) *Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.*
 (10) *Use one-handed tools and equipment, for example, making snips in paper with scissors.*
 (11) *Use a comfortable grip with good control when holding pens and pencils.*
 (13) *Show a preference for a dominant hand.*

Birth to three years

(17) *Build independently with a range of appropriate resources.*
 (22) *Develop manipulation and control.*
 (23) *Explore different materials and tools.*

What we will be doing:

-Printing fireworks
 -Streamers pretending to be fireworks
 -Mark-making with charcoal.
 -Large scale rocket building.
 -Writing Christmas cards
 -Painting aliens
 -Threading Christmas card
 -Cutting shape aliens
 -Glue sticks to make Rangoli patterns
 -Movement and Music

Physical Development: Getset4PE

Fundamentals Unit 1:
 All about me-
 -balancing, running, changing direction, jumping, hopping and travelling.
 -gross motor skills through a range of activities.
 -stay safe using space, working independently and with a partner.

Three and four years. DM

(5) *Start taking part in some group activities which they make up for themselves, or in teams.*
 (7) *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.*
 (9) *Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.*
 (10) *Use one-handed tools and equipment, for example, making snips in paper with scissors.*
 (11) *Use a comfortable grip with good control when holding pens and pencils.*
 (13) *Show a preference for a dominant hand.*
 (15) *Make healthy choices about food, drink, activity and toothbrushing.*

Birth to three years

(15) *Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.*
 (17) *Build independently with a range of appropriate resources.*

What we will be doing:

-Lion Hunt Map -Lion masks
 -Obstacles for Lion hunt role-play
 -Building caves
 -Healthy food/fruit
 -Going on a lion hunt
 -Chinese inspired mark-making
 -Chinese inspired dancing/dragon dancing with streamers
 -Cutting Chinese lanterns
 -Writing/making valentines card
 -Movement and Music

Physical Development: Getset4PE

Gymnastics Unit 1:
 Animals and their habitats-
 -creating shapes, balances, and jumps and begin to develop rocking and rolling.
 -awareness of space and how to use it safely.
 -perform basic skills on both floor and apparatus.
 -copy, create, remember and repeat short sequences.
 -understand using levels and directions when traveling and balancing.

Three and four years DM

(1) *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.*
 (2) *Go up steps and stairs, or climb up apparatus, using alternate feet.*
 (4) *Use large-muscle movements to paint and make marks.*
 (8) *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.*
 (10) *Use one-handed tools and equipment, for example, making snips in paper with scissors.*
 (11) *Use a comfortable grip with good control when holding pens and pencils.*
 (13) *Show a preference for a dominant hand.*

Birth to three years

(22) *Develop manipulation and control.*
 (23) *Explore different materials and tools.*

What we will be doing:

-Cutting a beanstalk
 -painting a long beanstalk
 -Gardening with tools
 -Throwing and catching coloured balls/beanbags (magic beans)
 -Mother's Day writing and painting
 -Role-play Jack and the Beanstalk using the steps and slide
 -Easter writing/cards
 -Spring walk
 -Easter Egg Hunt
 -Movement and Music

Physical Development: Getset4PE

Ball Skills Unit 1:
 Minibeasts-
 -rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball.
 -develop their fine and gross motor skills through a range of game play using a variety of equipment.
 -opportunities to work independently and with a partner.

Three and four years DM

(1) *Continue to develop their movement, balancing, riding and ball skills.*
 (4) *Use large-muscle movements to wave flags and streamers, paint and make marks.*
 (8) *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.*
 (10) *Use one-handed tools and equipment, for example, making snips in paper with scissors*
 (11) *Use a comfortable grip with good control when holding pens and pencils.*
 (13) *Show a preference for a dominant hand.*
 (16) *Make healthy choices about food, drink, activity and toothbrushing.*

What we will be doing:

-Digging for minibeasts
 -Minibeast collage
 -Drawing a flower
 -Spider web weaving
 -Cutting fruit for a fruit salad
 -Gross motor movement with streamers to be butterflies.
 -Movement and Music

Physical Development: Getset4PE

Dance Unit 1:
 Everyday life-
 -how to use space safely.
 -explore travelling movements, shapes and balances.
 -choose their own actions in response to a stimulus.
 - copy, repeat and remember actions.
 -counting to help them keep in time with the music.
 -perform to others and begin to provide simple feedback.

Three and four years DM

(1) *Continue to develop their movement and balancing.*
 (3) *Skip, hop, stand on one leg and hold a pose for a game like musical statues.*
 (4) *Use large-muscle (4) Paint and make marks.*
 (10) *Use one-handed tools and equipment, for example, making snips in paper with scissors.*
 (11) *Use a comfortable grip with good control when holding pens and pencils.*
 (13) *Show a preference for a dominant hand.*

What we will be doing:

-Painting patterns
 -Cutting strips to make a tiger pattern
 -Movement and Music

SKILLS & KNOWLEDGE

Communication & Language:

Three and four years

DM

(1) Enjoy listening to longer stories and remember much of what happens.
(7) Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Birth to three years

(31) Listens to simple stories and understands what is happening with the help of pictures.
(34) Understands simple questions about 'who', 'what' and 'where' but generally not 'why'.

What we will be doing:

-General chats/getting to know the children, modelling vocabulary.
-Learn new songs and rhymes
-Re-telling Goldilocks with puppets

Communication & Language:

Three and four years

DM

(1) Enjoy listening to longer stories and can remember much of what happens.
(3) Use a wider range of vocabulary.
(5) Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
(6) Sing a large repertoire of songs.
(8) Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'swam'.
(10) Use longer sentences of four to six words.
(12) Can start a conversation with an adult or a friend and continue it for many turns.

Birth to three years

(24) Listen to other people's talk with interest, but can easily be distracted by other things.
(31) Listen to simple stories and understand what is happening, with the help of the pictures.
(34) Understands simple questions about 'who', 'what' and 'where' but generally not 'why'.

What we will be doing:

-Re-telling Whatever Next/Nativity story
-Holiday Homework Book
-Discussions about space and the world.
-Nativity songs
Small-World space table

Communication & Language:

Three and four years

DM

(1) Enjoy listening to longer stories and can remember much of what happens.
(3) Use a wider range of vocabulary.
(4) Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
(5) Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
(7) Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
(8) Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'swam'.
(10) Use longer sentences of four to six words.

Birth to three years

(27) Start to develop conversation, often jumping from topic to topic.
(31) Listen to simple stories and understand what is happening, with the help of the pictures..
(34) Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

What we will be doing:

-Re-telling the stories
-Story questions
-Holiday Homework Book
-Discussing Africa and the world.
-Discussing Chinese New Year
-Following instructions
-Lion Hunt Small-World

Communication & Language:

Three and four years

DM

(1) Enjoy listening to longer stories and can remember much of what happens.
(3) Use a wider range of vocabulary.
(5) Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
(7) Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
(8) Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
(10) Use longer sentences of four to six words.
(13) Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Birth to three years

(31) Listen to simple stories and understand what is happening, with the help of the pictures.
(34) Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

What we will be doing:

-Re-telling Jack and the Beanstalk story
-Discussing growth and changes
-Planting a bean
-Holiday Homework Book.
-Trip to the Garden centre
-Discussing growth n plants

Communication & Language:

Three and four years

DM

(1) Enjoy listening to longer stories and can remember much of what happens.
(3) Use a wider range of vocabulary.
(5) Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
(7) Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
(8) Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
(10) Use longer sentences of four to six words.
(12) Can start a conversation with an adult or a friend and continue it for many turns.

Birth to three years

(31) Listen to simple stories and understand what is happening, with the help of the pictures.
(34) Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

What we will be doing:

-Holiday Homework Book
-Re-telling the story-sequencing
-Describing how caterpillars change.
-Small-World caterpillar and minibeast table

Communication & Language:

Three and four years

DM

(1) Enjoy listening to longer stories and can remember much of what happens.
(3) Use a wider range of vocabulary.
(8) Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
(9) Use longer sentences of four to six words.
(10) Can start a conversation with an adult or a friend and continue it for many turns.
(11) Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

What we will be doing:

-Holiday Homework Book
-Zoo Small-World
-Transition discussions-going to 'big' school
-Meeting new adults.

SKILLS & KNOWLEDGE

Literacy:

Three and four years

(1) Understand the five key concepts about print:
 - print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
 (3) Engage in extended conversations about stories, learning new vocabulary.

Birth to three years

(3) Say some of the words in songs and rhymes.
 (6) Enjoy sharing books with an adult.
 (7) Pay attention and responds to the pictures or the words.
 (8) Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
 (9) Repeat words and phrases from familiar stories.
 (11) Develop play around favourite stories using props.
 (15) Make marks on their picture to stand for their name.

What we will be doing:

- Nursery Rhymes basket and puppet play.
- My first drawing
- Goldilocks story telling with puppets
- Variety of Traditional Tales.
- Mark-making with sticks.
- My first painting
- Little Wandle Letters and Sounds
- Re-telling new text
- Daily stories

Literacy:

Three and four years

(1) Understand the five key concepts about print:
 - print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
 (2) 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
 (4) 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.
 (5) Write some or all of their name.

Birth to three years

(9) Repeat words and phrases from familiar stories.
 (10) Ask questions about the book. Makes comments and shares their own ideas.
 (12) Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
 (14) Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
 (15) Make marks on their picture to stand for their name.

What we will be doing:

- Story role-play of Whatever Next
- Making a Christmas list
- Nativity story and re-telling
- Writing Christmas cards
- Santa role-play
- Toy logos.
- Diwali chalking
- Charcoal drawing
- Painting aliens
- Introduce mark-making name cards
- Little Wandle Letters and Sounds
- Re-telling new text
- Non-Fiction books
- Daily stories

Literacy:

Three and four years

(1) Understand the five key concepts about print:
 - print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
 (2) 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
 (3) Engage in extended conversations about stories, learning new vocabulary.
 (4) 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.
 (5) Write some or all of their name.

Birth to three years

(9) Repeat words and phrases from familiar stories.
 (11) Develop play around favourite stories using props.
 (12) Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
 (14) Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
 (15) Make marks on their picture to stand for their name.

What we will be doing:

- Using a ruler and pencil
- Chinese inspired painting.
- Chinese restaurant mark-making
- Writing Valentines cards
- Fruit shopping list
- Lion Hunt role-play
- Little Wandle Letters and Sounds
- Re-telling new text
- Non-Fiction books
- Daily stories

Literacy:

Three and four years

(1) Understand the five key concepts about print:
 - print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
 (2) 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
 (3) Engage in extended conversations about stories, learning new vocabulary.
 (4) 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.
 (5) Write some or all of their name.

Birth to three years

(9) Repeat words and phrases from familiar stories.
 (11) Develop play around favourite stories using props.
 (12) Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
 (14) Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
 (15) Make marks on their picture to stand for their name.

What we will be doing:

- Painting a tall beanstalk.
- Writing an Easter card
- Little Wandle Letters and Sounds
- Mother's Day card writing
- Painting a picture of mum
- Re-telling new text
- Non-Fiction books
- Daily stories

Literacy:

Three and four years

(1) Understand the five key concepts about print:
 - print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
 (2) 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
 (3) Engage in extended conversations about stories, learning new vocabulary.

What we will be doing:

- Re-telling new story text.
- Chalking spider webs
- Little Wandle Letters and Sounds
- Daily stories
- Non-Fiction books
- Drawing caterpillars

Literacy:

Three and four years

(1) Understand the five key concepts about print:
 - print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
 (2) 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
 (3) Engage in extended conversations about stories, learning new vocabulary.
 (5) Write some or all of their name.
 (6) Write some letters accurately.

What we will be doing:

- Re-telling new story text
- Father's Day card writing
- Picture for new teacher
- Daily stories
- Non-Fiction books
- Little Wandle Letters and Sounds
- Painting patterns
- Colour mixing

SKILLS & KNOWLEDGE

Mathematical Development:

Three and four years

- (1) Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- (3) Say one number for each item in order: 1,2,3,4,5.
- (5) Show 'finger numbers' up to 5.
- (11) Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- (13) Discuss routes and locations, using words like 'in front of' and 'behind'.
- (14) Make comparisons between objects relating to size, length, weight and capacity.

Birth to three years

- (3) React to changes of amount in a group of up to three items.
- (4) Compare amounts, saying 'lots', 'more' or 'same'.
- (5) Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- (10) Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'

What we will be doing:

- Counting 1,2,3 bowls, spoons, bears.
- Capacity/weight with dry porridge including more/less/full/empty/big/little.
- Numbered leaves.
- Counting Autumn objects
- Number songs
- Where is the bear?

Mathematical Development:

Three and four years

- (1) Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- (3) Say one number for each item in order: 1,2,3,4,5.
- (4) Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- (5) Show 'finger numbers' up to 5.
- (6) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- (7) Experiment with their own symbols and marks as well as numerals.
- (10) 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'.
- (15) Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- (16) Combine shapes to make new ones – an arch, a bigger triangle etc.
- (17) Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Birth to three years

- (6) Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- (8) Build with a range of resources.

What we will be doing:

- Planets and astronauts counting and number matching.
- 2D shape rockets.
- 3D rocket building
- Diwali patterns
- Mathematical mark-making space objects
- Alien underpants patterns
- 5 Little men song
- Shape aliens

Mathematical Development:

Three and four years

- (2) Recite numbers past 5.
- (3) Say one number for each item in order: 1,2,3,4,5.
- (5) Show 'finger numbers' up to 5.
- (6) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- (7) Experiment with their own symbols and marks as well as numerals.
- (8) Solve real world mathematical problems with numbers up to 5.
- (9) Compare quantities using language: 'more than', 'fewer than'.
- (12) Describe a familiar route.
- (13) Discuss routes and locations, using words like 'in front of' and 'behind'.
- (18) Extend and create ABAB patterns – stick, leaf, stick, leaf.
- (19) Notice and correct an error in a repeating pattern.

Birth to three years

- (7)Climb and squeezing selves into different types of spaces.
- (8)Build with a range of resources.
- (11)Notice patterns and arrange things in patterns.

What we will be doing:

- Numbered fruit and ordering
- More/less/quantities with fruit
- Heart shaped activities for valentines.
- Repeating patterns with fruit
- Counting fruit
- Lion Hunt map/route
- Taking away fruit in Handa's basket
- Building caves
- Describe the Lion hunt obstacle course.
- Capacity with uncooked rice in the Chinese takeaway-
- more/less/full/empty
- Positional language game

Mathematical Development:

Three and four years

- (2) Recite numbers past 5.
- (3) Say one number for each item in order: 1,2,3,4,5.
- (4) Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- (6) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- (8) Solve real world mathematical problems with numbers up to 5.
- (9) Compare quantities using language: 'more than', 'fewer than'.
- (10) 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'.
- (15) Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- (16) Combine shapes to make new ones – an arch, a bigger triangle etc.
- (18) Extend and create ABAB patterns – stick, leaf, stick, leaf.
- (19) Notice and correct an error in a repeating pattern.

Birth to three years

- (11)Notice patterns and arrange things in patterns.

What we will be doing:

- Number and quantity with jelly beans
- Shape-building castles
- Repeating patterns with sticks and leaves
- Comparing measures e.g. tall, taller, shorter, tallest, shortest.

Mathematical Development:

Three and four years

- (1) Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- (3) Say one number for each item in order: 1,2,3,4,5.
- (4) Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- (5) Show 'finger numbers' up to 5.
- (6) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- (7) Experiment with their own symbols and marks as well as numerals.
- (10) 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'.
- (20) Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

What we will be doing:

- Hungry caterpillar number game
- Spider legs (same)
- Tally of favourite fruit
- Shape play- using circles for caterpillars.
- Counting and number games related to the story
- Describing the sequence of events.

Mathematical Development:

Three and four years

- (17) Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- (18) Extend and create ABAB patterns – stick, leaf, stick, leaf.
- (19) Notice and correct an error in a repeating pattern.

What we will be doing:

- Repeating patterns
- Spotty, stripe patterns
- Wall paper patterns
- Animal counting more/less

SKILLS & KNOWLEDGE

<p><u>Expressive Arts and Design:</u> Three and four years DM <i>(1) Take part in simple pretend play, using an object to represent something else even though they are not similar.</i> <i>(4) Explore different materials freely, in order to develop their ideas about how to use them and what to make.</i> <i>(7) Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</i> <i>(8) Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i> <i>(10) Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</i> <i>(14) Remember and sing entire songs.</i></p> <p><u>Birth to three years</u> <i>(11) Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</i> <i>(13) Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</i> <i>(17) Make simple models which express their ideas.</i></p> <p><u>What we will be doing:</u> -Painting portraits -Printing a bear face -My first painting -My first drawing -Constructing beds for bears -Autumn collage -Nursery rhyme puppets -Movement and Music</p>	<p><u>Expressive Arts and Design:</u> Three and four years DM <i>(1) Take part in simple pretend play, using an object to represent something else even though they are not similar.</i> <i>(2) Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</i> <i>(4) Explore different materials freely, in order to develop their ideas about how to use them and what to make.</i> <i>(5) Develop their own ideas and then decide which materials to use to express them.</i> <i>(7) Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</i> <i>(8) Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i> <i>(9) Explore colour and colour-mixing.</i> <i>(14) Remember and sing entire songs.</i></p> <p><u>Birth to three years</u> <i>(11) Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</i> <i>(13) Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</i> <i>(14) Start to develop pretend play, pretending that one object represents another.</i> <i>(16) Use their imagination as they consider what they can do with different materials.</i> <i>(17) Make simple models which express their ideas.</i></p> <p><u>What we will be doing:</u> -Making Christmas card -Making Christmas decoration -3D rockets. -Christmas songs -Bonfire/firework picture -Painting aliens -Nativity songs -Movement and Music -Five Little men -Small-World space rockets</p>	<p><u>Expressive Arts and Design:</u> Three and four years DM <i>(2) Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</i> <i>(4) Explore different materials freely, in order to develop their ideas about how to use them and what to make.</i> <i>(5) Develop their own ideas and then decide which materials to use to express them.</i> <i>(6) Join different materials and explore different textures.</i> <i>(6) Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</i> <i>(7) Explore colour and colour-mixing.</i></p> <p><u>Birth to three years</u> <i>(11) Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</i> <i>(12) Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</i> <i>(15) Explore different materials, using all their senses to investigate them.</i> <i>(16) Manipulate and play with different materials.</i></p> <p><u>What we will be doing:</u> -Fruit printing -Textured Lion Hunt map -Lion Hunt role-play -Building caves -Fruit/Veg shop -Clay for Small-World with African animals -Chinese takeaway role-play -Valentines cards -Fruit salad -Small-World Lion Hunt -Movement and Music</p>	<p><u>Expressive Arts and Design:</u> Three and four years DM <i>(3) Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i> <i>(4) Explore different materials freely, in order to develop their ideas about how to use them and what to make.</i> <i>(7) Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</i> <i>(8) Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i></p> <p><u>What we will be doing:</u> -Making Easter cards -Painting a beanstalk -Constructing a castle-role-play -Garden Centre shop -Painting a picture of mum -Painting beanstalks -Movement and Music</p>	<p><u>Expressive Arts and Design:</u> Three and four years DM <i>(2) Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</i> <i>(4) Explore different materials freely, in order to develop their ideas about how to use them and what to make.</i> <i>(5) Develop their own ideas and then decide which materials to use to express them.</i> <i>(6) Join different materials and explore different textures.</i> <i>(8) Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i> <i>(14) Remember and sing entire songs.</i></p> <p><u>What we will be doing:</u> -Printing caterpillars -Minibeast collage -Symmetrical butterflies. -Small-World minibeasts -New caterpillar song -Chalking spiders and spider webs -Movement and Music</p>	<p><u>Expressive Arts and Design:</u> Three and four years DM <i>(2) Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</i> <i>(3) Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i> <i>(6) Join different materials and explore different textures</i> <i>(8) Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i> <i>(11) Explore colour and colour-mixing.</i></p> <p><u>What we will be doing:</u> -Painting stripey/spotty pictures -Small-World with animals -Colour mixing -Making Father's Day crafts -Picture for new teacher -Movement and Music</p>
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**SKILLS &
KNOWLEDGE**

**Understanding the World:
Three and four years
DM**
(1) Use all their sense in hands-on exploring if natural materials.
(2) Explore collections of materials with similar and/or different properties.
(3) Talk about what they see, using a wide vocabulary.

Birth to three years
(2) Explores materials with different properties.
(3) Explore natural materials , indoors and outdoors.
(6) Notice differences between people.

What we will be doing:
-Using google to find out information/watch stories.
-Sharing experiences on the ipad
-Autumn collage
-Autumn walk

**Understanding the World:
Three and four years
DM**
(3) Talk about what they see, using a wide vocabulary.
(4) Begin to make sense of their own life-story and family's history.
(6) Explore how things work.
(11) Talk about the differences between materials and changes they notice.
(12) Continue to develop positive attitudes about the differences between people.
(13) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Birth to three years
(5) Make connections between the features of their family and other families.
(6) Notice differences between people.

Festivals/Celebrations
Bonfire Night
Diwali
Christmas

What we will be doing:
-Dark room exploration with torches.
-Nativity story
-Space- searching on the internet.
-The world and different places
-Special days- Diwali, bonfire night, birthdays, Christmas.
-Holiday Homework Book.

**Understanding the World:
Three and four years
DM**
(1) Use all their senses in hands-on exploration of natural materials.
(2) Explore collections of materials with similar and/or different properties.
(3) Talk about what they see, using a wide vocabulary.
(12) Continue to develop positive attitudes about the differences between people.
(15) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Birth to three years
(6) Notice differences between people.

Festivals/Celebrations
Chinese New Year
Valentines

What we will be doing:
-Search the internet for Africa/Lions
-Globe
-Differences in people
-Chinese New Year
-Fruit from around the world
-Lion Hunt map
-Sorting fruit/veg
-Holiday Homework Book

**Understanding the World:
Three and four years
DM**
(1) Use all their senses in hands-on exploration of natural materials.
(3) Talk about what they see, using a wide vocabulary.
(4) Begin to make sense of their own life-story and family's history.
(7) Plant seeds and care for growing plants.
(8) Understand the key features of the life cycle of a plant and an animal.
(9) Begin to understand the need to respect and care for the natural environment and all living things.

Birth to three years
(11) Talk about the differences between materials and changes they notice.

Festivals/Celebrations
Mother's Day
Easter.

What we will be doing:
-Growing seeds and beans
-Easter interest table.
-Gardening outside.
-Planting
-Magnifying glasses to look at seeds.
-Holiday Homework Book
-Spring walk
-Easter nests-melting chocolate
-Trip to the Garden Centre
-Spring Walk

**Understanding the World:
Three and four years
DM**
(3) Talk about what they see, using a wide vocabulary.
(8) Understand the key features of the life cycle of a plant and an animal.
(9) Begin to understand the need to respect and care for the natural environment and all living things.

Festivals/Celebrations
Eid

What we will be doing:
-Live caterpillars
-Minibeast hunting and using magnifying glasses.
-Taking photos of minibeasts.
-Daffodil hunting
-Holiday Homework Book

**Understanding the World:
Three and four years
DM**
(3) Talk about what they see, using a wide vocabulary.
(4) Begin to make sense of their own life-story and family's history.
(12) Continue to develop positive attitudes about the differences between people.

Festivals/Celebrations
Father's Day

What we will be doing:
-Zoo animal research
-Holiday Homework Book
-Family differences

Local History and Geography topic about Elland and our school-
-Creating collage maps
-Large scale maps
-Viewing point
-Baby photos
-old and new photos of Elland sorting.
-Old style washing
-Timeline
-What I want to be when I grow up.

