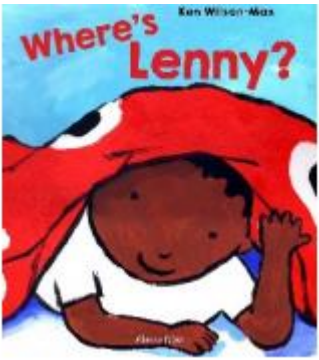

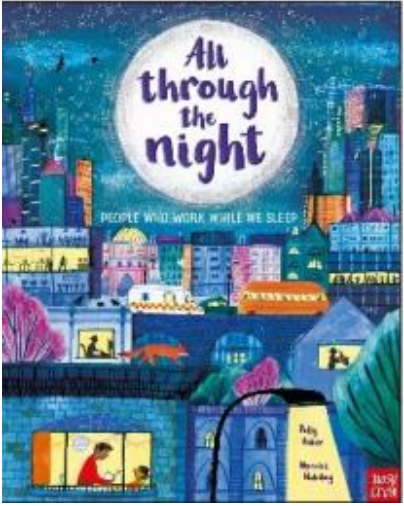
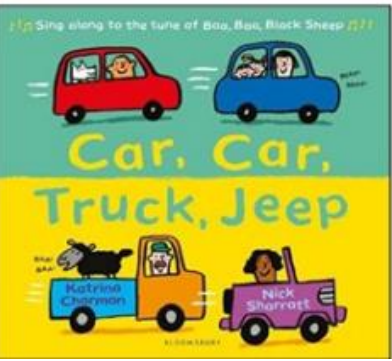
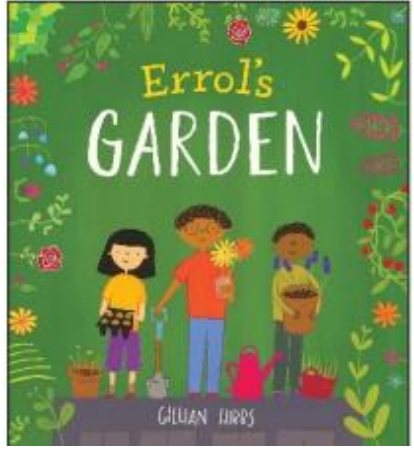
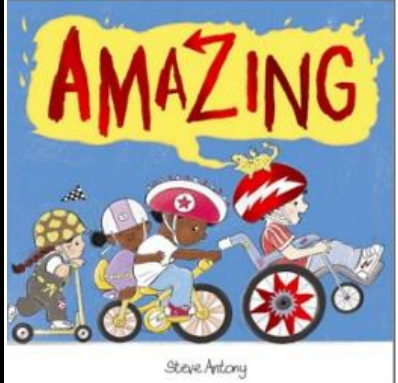


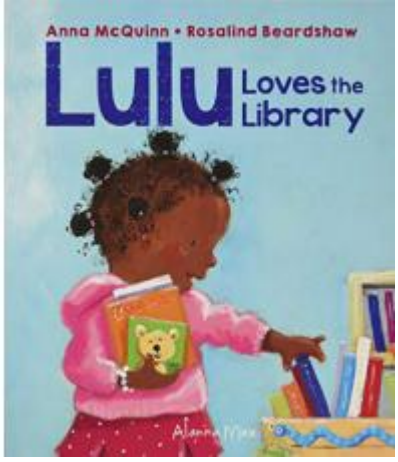


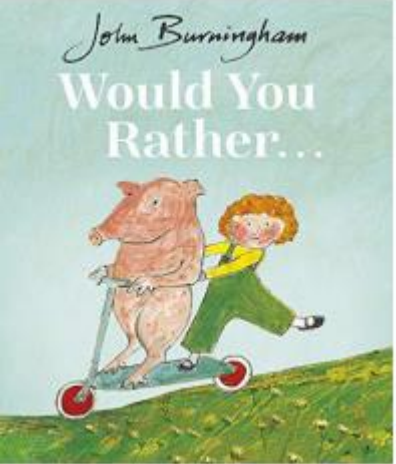
Sandal Long Term Planning Document 2023 - 2024

KEY:  Links to the new EYFS curriculum 3 and 4 year olds

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Why am I special?	What happened once upon a time?	What happens in wintertime?	Who could you ask for help?	How does your garden grow?	Where shall we go today?
	<p><i>Hooks:</i></p> <p><i>All About Me Bags- children show and tell the class about their 3 personal items that they have chosen from home</i></p>	<p><i>Hooks:</i></p> <p><i>Traditional Tale Day- children come to school dressed as their favourite character from a traditional tale</i></p> <p><i>Christmas Nativity Performance</i></p>	<p><i>Hooks:</i></p> <p><i>Winter Wonderland Day- children come to school dressed in a winter themed costume and make Winter Wonderland soup</i></p>	<p><i>Hooks:</i></p> <p><i>Big Me Day – children come to school dressed as what they aspire to be when they grow up</i></p> <p><i>Visits from parents to explain all about their job / career</i></p>	<p><i>Hook:</i></p> <p><i>Living Caterpillars / Frog Spawn in school – children to observe</i></p> <p><i>Visit to Hesketh Farm</i></p>	<p><i>Hooks:</i></p> <p><i>Under the Sea Day / Transition</i></p>
	<p><i>Role play – Home Corner /Post Office</i></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. (Literacy)</p>	<p><i>Role Play – Three Little Pigs House - Christmas house</i></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. (Literacy)</p>	<p><i>Role Play – Winter Café</i></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. (Literacy)</p>	<p><i>Role Play – Vet's Surgery</i></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. (Literacy)</p>	<p><i>Role Play – Baby Clinic</i></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. (Literacy)</p>	<p><i>Role Play – Holiday Shop</i></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. (Literacy)</p>
Topic- Books	<p>Meet the Parents – Peter Bently</p> <p>School for Dads – Adam & Charlotte Guillain</p> <p>I love my Mummy & I love my Daddy – Giles Anderae & Emma Dodd</p> <p>My Mum is Fantastic & My Dad is Brilliant – Nick Butterworth</p> <p>I love my baby because ... - Paullina Simons</p>	<p>Goldilocks and the three bears</p> <p>The three little pigs</p> <p>Little Red Riding Hood</p> <p>The three Billy Goats Gruff</p> <p>The Gingerbread man</p> <p>The three little wolves and the Big Bad Pig – Eugene Trivizas & Helen Oxenbury</p> <p>The Nativity</p>	<p>Arctic Bears -Eileen Spinelli</p> <p>Henry's Holiday - Gillian Shields</p> <p>Brown Bear, Brown Bear - Eric Carle</p> <p>Can't you sleep little bear - Martin Waddell</p> <p>Happy Harrys Café - Michael Rosen</p> <p>Life Cycles – Egg to Penguin – Camilla de la Bedoyere</p> <p>Jack Frost – Kazuno Kohara</p>	<p>Teacher, Doctor, Fire Fighter, Chef, Vet, Police Officer – Amanda Askew & Andrew Crowson</p> <p>Emergency Vehicles – Sea Rescue</p> <p>How to be</p> <p>Fearless Fire Fighter, Brave Police Officer, Awesome Astronaut, Brilliant Doctor – Jordan Collins</p> <p>Happy Family stories – Allan Ahlberg & Colin McNaughton</p>	<p>Jack and the Beanstalk</p> <p>The Hungry Caterpillar - Eric Carle</p> <p>Superworm - Julia Donaldson</p> <p>Jasper's Beanstalk – Nick Butterworth & Mick Inkpen</p> <p>Titch – Pat Hutchins</p> <p>The Tiny Seed - Eric Carle</p> <p>Usborn First Experiences – The New Baby</p>	<p>We're going on a bear hunt - Michael Rosen</p> <p>Handa's Surprise - Eileen Browne</p> <p>Pirates love underpants, Aliens love underpants, Dinosaurs love underpants- Claire Freedman & Ben Cort</p> <p>Pirates in the supermarket – Timothy Knapman & Sarah Warburton</p> <p>Someone Bigger – Jonathon Emmett & Arian Reynolds</p>

	<p>A Little Princess Story – I want a sister! – Tony Ross</p> <p>When I'm a Mummy like you – David O'Connell</p> <p>Pepper Pig – Best Friends</p> <p>Pepper Pig – My Granny</p> <p>Guess how much I love you – Sam McBratney</p> <p>Elmer – David McKee</p> <p>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</p>	<p>Betty and the Yeti – Ella Burfoot</p> <p>Penguin – Polly Dunbar</p> <p>Say Hello to the Snowy Animals – Ian Whybrow & Ed Eaves</p> <p>The Snow Bear – Miriam Moss</p> <p>The Polar Bear and the Snow Cloud – Jane Cabrera</p> <p>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</p>	<p>Betty and the Yeti – Ella Burfoot</p> <p>Penguin – Polly Dunbar</p> <p>Say Hello to the Snowy Animals – Ian Whybrow & Ed Eaves</p> <p>The Snow Bear – Miriam Moss</p> <p>The Polar Bear and the Snow Cloud – Jane Cabrera</p> <p>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</p>	<p>Dear Zoo – Rod Campbell</p> <p>Paula the Vet - ORT</p> <p>Flashing Fire Engines. Tremendous Tractors, Dazzling Diggers, Tough Trucks, Amazing Aeroplanes, Terrific Trains – Tony Mitton & Ant Parker</p> <p>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</p>	<p>The Enormous Turnip</p> <p>A Seed in Need – Sam Godwin</p> <p>Sam Plants a Sunflower & Ben plants a butterfly garden – Katie Petty & Axel Scheffle</p> <p>Once there were giants – Martin Waddell & Penny Dale</p> <p>Life Cycles texts – Camilla de la Bedoyere</p> <p>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</p>	<p>This is the Bear – Sarah Hayes & Helen Craig</p> <p>The Gruffalo, The Snail & the Whale, Jack & the Flumflum Tree, The Smartest Giant on Town – Julia Donaldson</p> <p>The Blue Balloon – Mick Inkpen</p> <p>Trouble at the dinosaur café – Brian Moses & Garry Parson</p> <p>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</p>
<p>Phonics – Little Wandle</p> <p>Tuning into Sounds</p> <p>Develop their phonological awareness, so that they can: - recognise words with the same initial sound, such as money and mother - spot and suggest rhymes - count or clap syllables in a word</p>	<p>Letters and Sounds Phase 1 Aspect 1 – General sound discrimination – environmental</p> <p>Aspect 2 – General sound discrimination – instrumental sounds</p> <p>Aspect 3 – General sound discrimination – body percussion</p>	<p>Little Wandle - Foundations for Phonics: Tuning into sounds</p> <p>Progression of sounds: s a t p i n</p> <p>Phonemic awareness focus: Teach children to hear the same initial sound for words and names of objects.</p> <p>Play these games: • Play with sounds • Bertha the bus • Name play For each new sound play: • What's in the box?*</p> <p>Oral blending focus: Teach children to blend CVC words using oral blending and objects.</p> <p>Play these games: For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Encourage children to join in and blend aloud</p> <p>Letters and Sounds Phase 1 Aspect 1 – General sound discrimination – environmental</p> <p>Aspect 2 – General sound discrimination – instrumental sounds</p>	<p>Little Wandle - Foundations for Phonics: Tuning into sounds</p> <p>Progression of sounds: m d g o c k e</p> <p>Phonemic awareness focus: Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.</p> <p>Play these games: • What's in the box? – with objects that start with different sounds For each new sound play: • What's in the box?*</p> <p>Oral blending focus: Teach children to blend a wider range of CVC words using oral blending.</p> <p>Play these games: Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Encourage children to join in and blend aloud.</p>	<p>Little Wandle - Foundations for Phonics: Tuning into sounds</p> <p>Progression of sounds: u r h b f l j</p> <p>Phonemic awareness focus: Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.</p> <p>Play these games: Play with sounds • Bertha the bus • Name play For each new sound play: • What's in the box?*</p> <p>Oral blending focus: Teach children to blend a wider range of words using oral blending.</p> <p>Play these games: Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Pause before you blend</p>	<p>Little Wandle - Foundations for Phonics: Tuning into sounds</p> <p>Progression of sounds: v w y z qu ch</p> <p>Phonemic awareness focus: Teach children to identify initial sounds of words and objects.</p> <p>Play these games: Play with sounds • Bertha the bus • Name play For each new sound play: • What's in the box?*</p> <p>Oral blending focus: Teach children to blend a wider range of words using oral blending.</p> <p>Play these games: • Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have learned. Do not blend the words for the children.</p> <p>Letters and Sounds Phase 1</p>	<p>Little Wandle - Foundations for Phonics: Tuning into sounds</p> <p>Progression of sounds: ck x sh th ng nk</p> <p>Phonemic awareness focus: Teach children to identify the final sounds of words and objects.</p> <p>Play these games: • Play with sounds • Bertha the bus • Name play For each new sound play: • What's in the box?* Teach sounds that are at the end of words for /c/ck, /x/, /ng/, /nk/. Then teach children to distinguish other sounds at the end of words.</p> <p>Oral blending focus: Teach children to blend a wide range of words using oral blending when playing:</p> <p>Play these games: Can you touch your ...? • What's that noise? • Can you do the actions? • Blend from the box, with objects that start with different sounds. For each new sound play: • Blend from the box. Use oral blending to blend words aloud with the new sounds the children have</p>

		<p>Aspect 3 – General sound discrimination – body percussion</p> <p>Aspect 4 – Rhythm and rhyme</p> <p>Aspect 7 – Oral blending & segmenting</p>	<p>Letters and Sounds Phase 1</p> <p>Aspect 4 – Rhythm and rhyme</p> <p>Aspect 5 – Alliteration</p> <p>Aspect 6 – Voice sounds</p> <p>Aspect 7 – Oral blending & segmenting</p>	<p>the words – and see if children can jump in and blend the words.</p> <p>Letters and Sounds Phase 1</p> <p>Aspect 4 – Rhythm and rhyme</p> <p>Aspect 5 – Alliteration</p> <p>Aspect 6 – Voice sounds</p> <p>Aspect 7 – Oral blending & segmenting</p>	<p>Aspect 4 – Rhythm and rhyme</p> <p>Aspect 5 – Alliteration</p> <p>Aspect 6 – Voice sounds</p> <p>Aspect 7 – Oral blending & segmenting</p>	<p>learned. Use oral blending to blend words aloud with the new sounds the children have learned. Do not blend the words for the children.</p> <p>Letters and Sounds Phase 1</p> <p>Aspect 4 – Rhythm and rhyme</p> <p>Aspect 5 – Alliteration</p> <p>Aspect 6 – Voice sounds</p> <p>Aspect 7 – Oral blending & segmenting</p>
<p>Little Wandle Phonics</p> <p>Rhyme Time</p>	<p>1, 2, 3, 4, 5, once I caught a fish alive (MTC)</p> <p>Twinkle twinkle little star</p> <p>Jack and Jill</p>	<p>Incy Wincy Spider</p> <p>1, 2 Buckle my shoe (MTC)</p> <p>A Sailor wen to sea</p> <p>Miss Molly had a dolly</p>	<p>Pat a cake</p> <p>Hickory Dickory Dock</p>	<p>Down at the station</p> <p>The Wheels on the Bus</p> <p>Baa baa black sheep</p>	<p>Humpty Dumpty sat on a wall (MTC)</p> <p>Ring o ring a roses (MTC)</p> <p>Round and round the garden</p> <p>Mary Mary Quite Contrary</p> <p>Hey Diddle Diddle</p>	<p>Row row row your boat</p> <p>The Grand Old Duke of York</p> <p>Wind the bobbin up</p>
<p>Little Wandle – Love of Reading</p>	<p>Where's Lenny? By Ken Wilson-Max (Alanna Max, 2019)</p> 	<p>Kindness Makes Us Stronger by Sophie Beer (Little Tiger Press, 2020)</p> 	<p>All through the night by Polly Faber and Harriet Hobday (Nosy Crow, 2021)</p> 	<p>Car, Car, Truck, Jeep by Katrina Charman and Nick Sharratt (Bloomsbury Children's Books, 2018)</p> 	<p>Errol's Garden written by Gillian Hibbs (Child's Play, 2018)</p>  <p>Monster Clothes by Daisy Hirst</p>	<p>Amazing written by Steve Antony (Hodder Children's Books, 2019)</p> 

	<p>Lulu Loves the Library by Anna McQuinn and illustrated by Rosalind Beardshaw (Alanna Max)</p> 		<p>Hello, friend! by Rebecca Cobb (Macmillan Children's Books, 2019)</p> 		<p>(Walker Books, 2020)</p> 	<p>Would You Rather ... by John Burningham (Red Fox)</p> 
<p>Maths – Master of the Curriculum Nursery Rhymes</p>	<p>1,2, 3, 4, 5, once I caught a fish alive (LW)</p> <p>1 potato, 2 potato, 3 potato 4</p> <p>5 Little Speckled frogs</p> <p>5 Little ducks went swimming one day</p> <p>5 Current buns</p> <p>5 Sausages</p>	<p>1 finger 1 thumb</p> <p>1,2 Buckle my shoe (LW)</p> <p>2 Little Dickie Birds</p> <p>Head, Shoulders, Knees and Toes</p> <p>Zoom Zoom</p> <p>Consolidation</p>	<p>Three Blind mice</p> <p>Three Little Kittens</p> <p>5 Snowmen</p> <p>4 Teddy Bears</p> <p>5 Fingers</p> <p>Alice the camel</p>	<p>Consolidation (Week 1)</p> <p>Sing a song of sixpence</p> <p>I'm a little bean</p> <p>5 cheeky monkeys swinging through the trees</p> <p>When Goldilocks went to the house of the bears</p> <p>Consolidation (Week 6)</p>	<p>5 Little Men in a flying saucer</p> <p>Humpty Dumpty sat on a wall (LW)</p> <p>One elephant went out to play</p> <p>Ring o ring a roses (LW)</p> <p>London Bridge</p> <p>Consolidation (Week 6)</p>	<p>One Big Hippo</p> <p>Sleeping Bunnies</p> <p>5 Cheeky monkeys jumping on the bed</p> <p>5 Little Apple</p> <p>Consolidation (Week 5 & 6)</p>
<p>Maths – Master the Curriculum</p>	<p>Week 1 Colours • Red • Blue • Yellow</p> <p>Week 2 Colours • Green • Purple • Mix of colours</p> <p>Week 3 Match • Buttons and colours • Matching towers • Matching shoes</p> <p>Week 4 Match • Match number shapes • Match shapes • Pattern handprints – big and small</p> <p>Week 5 Sort • Colour • Size • Shape</p> <p>Week 6 Sort • What do you notice? • Guess the rule • Guess the rule</p> <p>EAD 3 – 4 Year Olds: Explore colour and colour mixing</p> <p>Number</p> <ul style="list-style-type: none"> Say one number for each item in order: 1,2,3,4,5. 	<p>Week 1 Number 1 • Subitising • Counting • Numeral</p> <p>Week 2 Number 2 Subitising dice pattern Subitising random pattern Subitising – different sizes</p> <p>Week 3 Number 2 • Counting • Numeral</p> <p>Week 4 Pattern • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns</p> <p>Week 5 Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns</p> <p>Week 6 Consolidation Activities</p> <p>Number</p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') 	<p>Week 1 Number 3 * Subitising</p> <p>Week 2 Number 3 * 3 Little pigs * 1:1 counting Numerals/Triangles</p> <p>Week 3 Number 4 * 1:1 counting * Numerals * Squares/rectangles</p> <p>Week 4 Number 4 * Composition of 4</p> <p>Week 5 Number 5 * 1:1 counting * Numerals * Pentagon</p> <p>Week 6 Number 5 * Composition of 5</p> <p>Number</p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Say one number for each item in order: 1,2,3,4,5. Know that the last number 	<p>Week 1 Consolidate 1 – 5</p> <p>Week 2 Number 6 * Introduce 10 frame</p> <p>Week 3 Height & Length • Tall and short • Long and short • Tall/long and short</p> <p>Week 4 Mass Relate to books * 3 little pigs* goldilocks</p> <p>Week 5 Capacity</p> <p>Week 6 Consolidation</p> <p>Number</p> <ul style="list-style-type: none"> Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right 	<p>Week 1 Sequencing</p> <p>Week 2 Positional Language</p> <p>Week 3 More than / fewer than</p> <p>Week 4 Shape – 2D Revisit pattern from Autumn</p> <p>Week 5 Shape – 3D Revisit pattern from Autumn</p> <p>Week 6 Consolidation: More than/fewer one more and one less</p> <p>Number</p> <ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than' <p>Shape and Space</p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and 	<p>Week 1 Number composition 1 – 5 Revision</p> <p>Week 2 What comes after?</p> <p>Week 3 What comes before?</p> <p>Week 4 Numbers to 5</p> <p>Week 5 Consolidation</p> <p>Week 6 Consolidation</p> <p>Number</p> <ul style="list-style-type: none"> Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Link numerals and amounts: for example, showing the right number of objects to match

	<p>Shape and Space</p> <ul style="list-style-type: none"> Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat Make comparisons between objects relating to size (Autumn seeds) Compare sizes using gestures and language: 'bigger/little/small' Combine shapes to make new ones <p>Pattern</p> <p>* 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. (Elmer)</p>	<ul style="list-style-type: none"> Say one number for each item in order: 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Show 'finger numbers' up to 5. <p>Shape and Space</p> <p>* Make comparisons between objects relating to size, length, weight and capacity. (Traditional Tales)</p> <ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (Traditional Tales) Discuss routes and locations, using words like 'in front of' and 'behind'. (Traditional Tales) <p>Pattern</p> <ul style="list-style-type: none"> Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. (Colour /Christmas Patterns) 	<p>reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <ul style="list-style-type: none"> Show 'finger numbers' up to 5 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. <p>Shape and Space</p> <ul style="list-style-type: none"> 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' <p>* Make comparisons between objects relating to size, length, weight and capacity. (Ice Experiments)</p> <ul style="list-style-type: none"> Combine shapes to make new ones – an arch, a bigger triangle etc (Snowflakes) <p>* Understand position through words alone – for example, "The bag is under the table," – with no pointing (Penguin)</p> <p>Pattern</p> <p>* 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. (Snowflakes/ /Winter clothes)</p>	<p>number of objects to match the numeral, up to 5.</p> <p>Shape and Space</p> <ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight and capacity. Combine shapes to make new ones – an arch, a bigger triangle etc (Emergency vehicles) <p>Pattern</p> <p>* 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. (Animal prints)</p> <ul style="list-style-type: none"> Notice and correct an error in a repeating pattern. (Colour / Shape patterns - designing Easter Eggs) 	<p>mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</p> <ul style="list-style-type: none"> Understand position through words alone for example, "The bag is under the table," with no pointing. (Where is the seed / animal) Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (Life Cycles) Make comparisons between objects relating to size, length, weight and capacity. (Growing) <p>Pattern</p> <ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' <p>* 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. (Animal prints)</p>	<p>the numeral, up to 5.</p> <ul style="list-style-type: none"> Explore the composition of numbers to 5. Solve real world mathematical problems with numbers up to 5. <p>Shape and Space</p> <ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (Creating maps/journeys) <p>*Describe a familiar route.</p> <ul style="list-style-type: none"> Discuss routes and locations, using words like 'in front of' and 'behind'. (Creating maps/journeys) <p>Pattern</p> <p>* 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. (Aliens love Underpants)</p> <ul style="list-style-type: none"> Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. (Colour / Shapes / object patterns - dinosaurs)
<p>Science</p> <p>Season- Autumn Observe seasonal changes</p> <p>Sort and classify seeds – autumnal</p> <p>Explore forces they can feel - weather</p> <p>Ongoing: Seasonal Change</p> <ul style="list-style-type: none"> observe changes across the 4 seasons seasonal walks <p>Experiments</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. 	<p>Season- Autumn Observe seasonal changes</p> <p>Sort and classify seeds – autumnal</p> <p>Explore forces they can feel - weather</p>	<p><i>Waterproof clothes – which material makes the best raincoat for Little Red Riding Hood?</i></p> <p><i>Which materials are the strongest to build a house – Three Little Pigs</i></p>	<p>Season – Winter Observe seasonal changes</p> <p>Observe ice and snow in the classroom</p> <p>Experiment how to free toys from the ice.</p> <p>Experiment where to freeze ice pops</p> <p>Blubber experiment – how are animals suited to their environment?</p>	<p>Season – Spring Observe seasonal changes</p> <p>Sort and classify different animals – jungle and zoo</p> <p>Life cycle of a frog- observe frogspawn</p>	<p><i>Growth</i> <i>Sort and classify seeds</i></p> <p><i>Sort and classify minibeasts</i></p> <p><i>Life cycle of a butterfly</i></p> <p><i>Planting seeds and observing growth – life cycle of a sunflower</i></p>	<p>Season – Summer Observe seasonal changes</p> <p>How can you retrieve the lost pirate treasure from the sand? – sorting mixtures / magnets</p> <p>Under the sea – care for all living things – how can we reduce / reuse / recycle</p>

<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. *Explore how things work. *Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things *Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. 			Magnetic fishing rods on the winter table.			
Working Scientifically Skills (throughout all science topics)	<ul style="list-style-type: none"> • Verbally share own simple scientific ideas • Test own ideas • Notice similarities and differences • Use senses and look closely • Use my equipment and tools carefully. • Create simple representations of people and objects • Talk about plants, animals and natural objects • Use scientific vocabulary • Question why things happens 					
History	Getting to know the children, talking about key events / objects which are memorable to them. (Getting to know you bag) <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history 	Talk about past experiences and memories of Christmas time / Bonfire Night <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history 		Study different occupations each week – vets, doctors, park keepers, fire fighters, police officers etc <ul style="list-style-type: none"> *Show interest in different occupations. 	Growth – how have you developed / changed from being a baby? <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history 	Journeys and holiday – can they remember any past holidays <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history
Geography	Talk about holidays from the Getting to Know you bags <ul style="list-style-type: none"> *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Link to Autumn time <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things 	Journeys of familiar traditional tale characters – Little Red Riding Hood, Three Billy Goats Gruff <ul style="list-style-type: none"> *Describe a familiar route. (Maths) • Discuss routes and locations, using words like 'in front of' and 'behind'. (Maths) 	Compared different environments – Artic and Antarctic <ul style="list-style-type: none"> * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	How can we help Percy the Park Keeper to look after the wildlife which visits the woods / park <ul style="list-style-type: none"> * Begin to understand the need to respect and care for the natural environment and all living things Design maps of Baildon village – including all the amenities and occupations we have studied – Village in the sand <ul style="list-style-type: none"> *Describe a familiar route. (Maths) • Discuss routes and locations, using words like 'in front of' and 'behind'. (Maths) 	Link to life cycles and caring for the living butterflies Link to growing and nurturing seeds and plants <ul style="list-style-type: none"> * Begin to understand the need to respect and care for the natural environment and all living things 	Journeys – Think about holidays abroad and link to Spanish Day <ul style="list-style-type: none"> * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. We're going on a bear hunt <ul style="list-style-type: none"> *Describe a familiar route. (Maths) • Discuss routes and locations, using words like 'in front of' and 'behind'. (Maths) Create pirate treasure maps <ul style="list-style-type: none"> *Describe a familiar route. (Maths) • Discuss routes and locations, using words like 'in front of' and 'behind'. (Maths)

<p>Expressive Arts and Design (EAD)</p> <ul style="list-style-type: none"> • Join different materials and explore different textures. *Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. * Explore colour and colour-mixing. • Develop their own ideas and then decide which materials to use to express them. 	<p>Self-portraits – paintings</p> <p>People collages – faces, clothes</p> <p>Family pictures using different media – i.e. lollypop people</p> <p>Elmer paintings, collages, 3D models</p> <p>Autumn pictures – using autumnal leaves</p> <p>Hedgehogs 2D / 3D models</p> <p>Witches wands</p> <p>Spider models</p>	<p>Christmas crafts – stockings, cards, printing wrapping paper</p> <p>Stick puppets of various different traditional tale characters</p> <p>Textures pictures to represent the Three Little Pigs’ houses</p> <p>Bonfire pictures – paint and pipettes</p> <p>Firework pictures – chalks</p> <p>Billy goat collages</p>	<p>Percy the Park Keeper animal masks</p> <p>Igloos – 2D / 3D</p> <p>Huggable hearts</p> <p>Chinese lanterns</p> <p>Chinese dragons</p> <p>Elsa Ice Palaces</p>	<p>Easter crafts – baskets, bunny ears</p> <p>Police radios</p> <p>Fire trucks – 2D & 3D</p> <p>Animal prints / patterns</p> <p>Doctor bags</p> <p>Spring flowers</p>	<p>Paper frogs</p> <p>Sun flower collage</p> <p>Split pin frogs / turtles</p> <p>Jack and the beanstalk collage</p> <p>3D butterflies</p> <p>Symmetrical printing butterflies</p> <p>Collage cows / chicks / hens</p> <p>3D snails</p>	<p>We’re going on a bear hunt collage story map</p> <p>Aliens – blow painting</p> <p>Under the sea collage</p> <p>Kites</p> <p>Rockets – 2D / 3D</p> <p>Pirate hats</p> <p>Dinosaur collages</p>
<p>PHSE</p> <p>See progression in skills and coverage documents for detail</p>	<p>Being me in my world Who me? I understand how it feels to belong and that we are similar and different. How am I feeling today? I understand how feeling happy and sad can be expressed Being at Nursery I can work together and consider other people’s feelings Gentle Hands I can use gentle hands and understand that it is good to be kind to people Our rights I am starting to understand children’s rights and this means we should all be allowed to learn and play Our Responsibilities I am learning what being responsible means.</p>	<p>Celebrating Difference What am I good at? I know how it feels to be proud of something I am good at I am special, I am me I can tell you one way I am special and unique Families I know that all families are different Houses and Homes I know that there are lots of different houses and homes Making friends I can tell you how I could make new friends Standing up for yourself I can use my words to stand up for myself</p>	<p>Dreams and Goals Challenge I understand what a challenge means Never Giving Up I can keep trying until I can do something Setting a Goal I can set a goal and move toward it Obstacles and Support I know some kind words to encourage people with Flight to the Future I can start to think about the jobs I might like to do when I’m older Footprint Awards I can feel proud when I achieve a goal</p>	<p>Relationships My Family and Me! I can tell you about my family Make Friends, Make Friends, Never Ever Break Friends! - Part 1 I know how to make friends if I feel lonely Make Friends, Make Friends, Never Ever Break Friends! - Part 2 I can tell you some of the things I like about my friends Falling Out and Bullying Part 1 I know what to say and do if someone is mean to me Falling Out and Bullying Part 2 I can use Calm Me time to manage my feelings Being the Best Friend We Can Be I can work together and enjoy being with my friends</p>	<p>Healthy Me Everybody’s Body I know the names for some parts of my body and am starting to understand that I need to be active to be healthy We Like to Move it Move it! I can tell you some of the things I need to do to be healthy Food Glorious Food I know what the word healthy means and that some foods are healthier than others Sweet Dreams I know how to help myself go to sleep and that sleep is good for me Keeping Clean I can wash my hands and know that it is important to do this before I eat and after I go to the toilet Stranger Danger I know what to do if I get lost and how to say NO to strangers</p>	<p>Changing Me My Body I can name parts of my body and show respect for myself Respecting My Body I can tell you some things I can do and some food I can eat to be healthy Growing Up I understand that we all start as babies and grow into children and then adults Growth and Change I know that I grow and change Fun and Fears I can talk about how I feel moving to School from Nursery Celebration I can remember some fun things about Nursery this year</p>
<p>Music</p> <p>See progression in skills and coverage documents for detail</p> <p>*Listen with increased attention to sounds.</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<p>Nursery rhymes, i.e. ‘Tommy thumb’, ‘5 current buns’, ‘Row row row your boat’ etc</p> <p>Charanga – Unit – Me</p> <p>Main songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <p>Skills – Find the pulse.</p>	<p>Songs about Traditional Tales, i.e. ‘There was a princess long ago’, ‘The Goldilocks song’ etc</p> <p>Christmas songs, i.e. Yearly nativity Charanga – Unit – My Stories</p> <p>Main songs: I’m A Little Teapot The Grand Old Duke Of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Skills –</p>	<p>Winter songs i.e. ‘5 Little snowmen fat’, ‘Here we go round the Mulberry Bush’</p> <p>Polar animal songs, i.e. ‘Have you ever seen a penguin come to tea’ Charanga – Unit – Everyone</p> <p>Main songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You’re Happy And You Know It Head, Shoulders, Knees And Toes</p> <p>Skills –</p>	<p>Songs about people who help us, i.e. ‘Miss Polly had a dolly’, ‘I’m a firefighter’</p> <p>Charanga – Unit - Our World</p> <p>Main songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Skills –</p>	<p>Animal songs, i.e. ‘5 Little ducks’, ‘5 Little speckled frogs’</p> <p>Charanga – Unit – Big Bear Funk</p> <p>Main songs: Big Bear Funk</p> <p>Skills – Find a funky pulse. Copy-clap 3 or 4 word phrases from the song.</p>	<p>Journey songs, i.e. ‘We’re going on a bear hunt’, ‘5 Little men in a flying saucer’</p> <p>Charanga – Unit – Reflect, Rewind & Replay</p> <p>Main songs: Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p>

<p>* Play instruments with increasing control to express their feelings and ideas.</p> <ul style="list-style-type: none"> • Create their own songs or improvise a song around one they know. 	<p>Copy-clap the rhythm of names. Explore high sounds and low sounds using voices</p>	<p>Find the pulse as one of the characters from the song. Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs.</p>	<p>Invent ways to find the pulse. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs.</p>	<p>Find the pulse and show others your ideas. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs.</p>	<p>Keep the beat of the song with a pitched note.</p>	<p>Skills: Find the pulse and show others your ideas. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs.</p>
<p>Computing</p> <p>See progression in skills and coverage documents for detail</p>	<p>Sherston – Tizzy’s Busy Week</p> <p>Purple Mash – “Paint Elmer, Halloween</p> <p>Mini Mash – All about Me</p>	<p>Sherston - Jellybods / C&L Traditional Tale Storyboards</p> <p>Purple Mash – Paint Bonfire Night, Pudsey Bear, Three Little Pig Houses, Christmas Tree</p> <p>Mini Mash – Autumn, Fairy Tales</p>	<p>Sherston - Jellybods / Izzy’s Island – Rhyming tin, Izzy’s Island – Feeding Pets / Paddington – Winter Clothes</p> <p>Purple Mash – Paint penguins, snowmen</p> <p>Mini Mash – Chinese New Year , Winter</p>	<p>Sherston – Paddington Map work – positional language / Rainbow Street – people who help us</p> <p>Purple Mash – design a frog / design an Easter egg</p> <p>Mini Mash – Builders , Easter, People Who Help us, Spring</p>	<p>Sherston – Here’s Splodge – Problem solving</p> <p>Mini Mash – Baby Animals, Farm, Growing</p>	<p>Paint Project – Bear Hunt (Bear Cave) Paint Project – Bear Hunt (Story Map) 2Paint – Design your own teddy Mini Mash Teddy 2 Paint – Complete the Stegosaurus 2 Paint – Complete the T-Rex 2 Paint – Design a dinosaur Mini Mash Dinosaurs 2 Paint – Pirate Mini Mash Pirates 2 Paint – Beach Huts 2 Paint – Summer Clothes 2 Paint – Ice Cream Mini Mash Seaside 2 Paint – Rocket 2 Paint – Spaceship 2 Drag - Space Scene Mini Mash Space 2 paint – Diver 2 Paint – Octopus 2 Paint – Sea Creature Mini Mash Under the sea</p>
<p>PE</p> <p>See progression in skills and coverage documents for detail</p> <p>Outside provision</p> <p>*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Go up steps and stairs, or climb up apparatus, using alternate feet. 	<p>Practising walking up and down stairs to the gym / hall</p> <p>Walking safely in a line around school</p> <p>Ring games</p> <p>Complete PE – Dance – Ourselves</p> <ul style="list-style-type: none"> • To explore different movements using different parts of the body. • To explore larger scale travelling movements. • To respond to words and music using their bodies and props. • To create their own movement ideas relating to specific words. • To explore different movements using qualities of movement. • To explore movements such as creeping, tiptoeing and hiding. 	<p>Find a space in the gym / hall</p> <p>Move around the gym / hall in different ways – acting as characters from familiar traditional tales</p> <p>Party games</p> <ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. <p>Complete PE – Locomotion– Walking 1</p> <ul style="list-style-type: none"> • Pupils will explore walking using different body parts in different directions, at different levels and at different speeds. • Pupils will explore how we walk using our head, arms and feet, applying an effective walking technique. • To explore walking in different pathways and to explore 	<p>Moving like polar animals</p> <ul style="list-style-type: none"> • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. <p>Complete PE – Ball Skills – Hands 1</p> <ul style="list-style-type: none"> • The focus of learning is to explore different ways of using our hands to move with a ball. <p>Pupils will explore different ways of pushing a ball.</p> <p>Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p> <ul style="list-style-type: none"> • Pupils will explore different ways of rolling a ball. <p>Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p> <ul style="list-style-type: none"> • Pupils will explore different ways of bouncing a ball. <p>Pupils will learn the meaning of</p>	<ul style="list-style-type: none"> • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. <p>Complete PE – Dance – Nursery Rhymes</p> <ul style="list-style-type: none"> • The focus of the learning is to explore different movements using different parts of the body. • The focus of learning is to create their own movement ideas relating to specific words. • Pupils will start to add movements together to form a sequence. • The focus of learning is to create simple movement sequences that relate to specific words. • Pupils will add their movements together to form a sequence. • The focus of learning is to explore larger scale travelling 	<p>*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.</p> <p>*Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>* Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Complete PE – Gymnastics – High, low , under, over</p> <ul style="list-style-type: none"> • The focus of learning is to introduce, 'champion gymnastics' by moving in a high way and explore making high shapes. • The focus of learning is to apply, 'champion gymnastics' by moving in a low way and explore making low shapes. • The focus of learning is to apply, 'champion gymnastics' while exploring how to move safely using apparatus. 	<p>Practise team games for Sport’s Day – children to think of their own ideas for games</p> <p>*Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Complete PE – Ball Skills – Feet 1</p> <ul style="list-style-type: none"> • The focus of learning is to explore different ways of using our feet to move with a ball. <p>Pupils will explore what happens when they kick a ball using different parts of their feet.</p> <p>Pupils will begin to understand how we control a ball.</p> <ul style="list-style-type: none"> • The focus of learning is to develop using our feet to move with a ball. <p>Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p> <ul style="list-style-type: none"> • The focus of learning is to develop dribbling using our

		<p>relationships with others.</p> <p>Pupils will develop walking at different levels and at different speeds.</p> <ul style="list-style-type: none"> To experience sustained walking following a route and instructions. To apply pupils' learning about walking developing into marching. To apply their understanding of walking, applying it into a game. 	<p>the word, 'control,' and start to understand why it is important to keep the ball close to them.</p> <ul style="list-style-type: none"> Pupils will continue to explore and develop different ways of bouncing a ball whilst moving into space. <p>Pupils will learn the meaning of the word, 'control,' and start to understand why it is important to keep the ball close to them.</p> <ul style="list-style-type: none"> Pupils will continue to explore different ways of rolling and pushing a ball. <p>Pupils will work with a partner and begin to understand why it is important to be part of a team.</p> <ul style="list-style-type: none"> Pupils will continue to explore different ways of rolling, pushing and bouncing a ball with a partner. <p>Pupils will learn the meaning of the word defender and what this means when playing games.</p>	<p>movements, responding to words or music.</p> <ul style="list-style-type: none"> The focus of learning is for pupils to respond to words and music using their bodies. The focus of learning is to explore character movements with a partner. 	<ul style="list-style-type: none"> The focus of learning is to apply, 'champion gymnastics' to explore movements and shapes in high and low ways on the apparatus. The focus of learning is to apply, 'champion gymnastics' to explore movements and shapes in high, low, over and under ways on the apparatus. The focus of learning is to apply, 'champion gymnastics,' to explore movements and shapes in high, low, over and under ways on the apparatus. 	<p>feet to move with a ball. Pupils will develop their technique of dribbling the ball and understand why this is the most effective way to dribble, keeping control.</p> <ul style="list-style-type: none"> The focus of learning is to teach pupils to understand where to dribble and why. Pupils will continue to develop their technique of dribbling the ball. The focus of learning is to continue to explore moving with a ball. Pupils will continue to develop dribbling skills and their understanding of dribbling a ball. The focus of learning is to develop pupils' kicking and dribbling skills during competitions. Pupils will learn how to collaborate and work together with their partner and in small groups.
<p>RE</p>	<p>Learn about festivals:</p> <p>Christian – Christmas</p> <p>Hindu - Divali</p> <p>Islam - Eid</p> <p>*Continue developing positive attitudes about the differences between people</p>	<p>Learn about festivals:</p> <p>Christian – Easter</p> <p>Chinese New Year</p> <p>*Continue developing positive attitudes about the differences between people</p>	<p>Culture – People from other countries</p> <p>How we have changed since growing up</p> <p>*Continue developing positive attitudes about the differences between people</p>			