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| **Areas of Learning** | **LTP****Nursery** | **Autumn term** | **Spring Term** | **Summer Term** |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** |  |  |  |  |  |  |
|  | **Special Events**  |  |  |  |  |  |  |
| **Prime Areas** | **PSE** | **Making Relationships** | **Settling into nursery, making friends and enjoying new experiences.** -Interested in others’ play and starting to join in. -Seeks out others to share experiences.-Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.-May form a special friendship with another child. | **Beginning to develop more complex relationships; taking into account the views of others and working collaboratively successfully.** -Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. -Initiates play, offering cues to peers to join them.-Keeps play going by responding to what others are saying or doing.  | **Developing communication skills as a basis for strong relationships.**-Initiates conversations, attends to and takes account of what others say. -Explains own knowledge and understanding, and asks appropriate questions of others. |
| **Self-confidence & self-awareness** | **Developing confidence in a new setting** -Separates from main carer with support and encouragement from a familiar adult.-Expresses own preferences and interests-Can select and use activities and resources with help. -Welcoming and values praise for what they have done. | **Communicate freely in a settling where they feel confident**-Enjoys responsibility of carrying out small tasks. -More confident in new social situations. -Confident to talk to other children when playing, and will communicate freely about own home and community. -Shows confidence in asking adults for help. | **Understanding themselves in positive terms; what am I good at and what do I enjoy?**-Confident to speak to others about own needs, wants, interests and opinions. -Can describe self in positive terms and talk about abilities. |
| **Managing feelings and behaviour** | **Following the rules and routines of a new setting.** -Can express their own feelings appropriately -Seeks comfort from familiar adults when needed.-Aware that some actions can hurt or harm others.-Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do.-Growing ability to distract self when upset, e.g. by engaging in a new play activity-Shows understanding and cooperates with some boundaries and routines. | **Developing an understanding of their needs and wants.**-Can express their own feelings appropriately-Can usually adapt behaviour to different events, social situations and changes in routine.-Begins to accept the needs of others and can take turns and share resources, sometimes with support from others-Can usually tolerate delay when needs are not immediately met | **Developing an understanding of the needs and wants of others**. -Can express their own feelings appropriately-Aware of own feelings, and knows that some actions and words can hurt others’ feelings.-Responds to the feelings and wishes of others.-Begins to accept the needs of others and can take turns and share resources, sometimes with support from others |
|  | **Listening & Attention** | **Listens to new adults and peers in a small group.**- Shows interest in play with sounds, songs and rhymes.- Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.-Listens to others one to one or in small groups, when conversation interests them. | **Developing listening skills, can recall phrases and follow instructions.** -Listens to stories with increasing attention and recall.- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories-Is able to follow directions (if not intently focused on own choice of activity | **Developing listening skills, can recall stories and follow more complex instructions.** - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories-Maintains attention, concentrates and sits quietly during appropriate activity. |
| **Understanding** | **Understands questions, simple concepts and more complex sentences.**-Developing understanding of simple concepts (e.g. big/little). -Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?).-Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’ | **Responding to instructions and understanding prepositions.**-Understands use of objects (e.g. “What do we use to cut things?’) -Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. -Responds to simple instructions, e.g. to get or put away an object. | **Exploring ‘How and why?’**-Beginning to understand ‘why’ and ‘how’ questions.-Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. |
| **Speaking** | **Can hold a simple conversation and ask a variety of questions.**-Uses a variety of questions (e.g. what, where, who). -Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.-Holds a conversation, jumping from topic to topic. -Learns new words very rapidly and is able to use them in communicating.-Builds up vocabulary that reflects the breadth of their experiences. | **Uses talk to pretend and retell simple stories.**-Questions why things happen and gives explanations. Asks e.g. who, what, when, how.-Beginning to use more complex sentences to link thoughts (e.g. using and, because).-Can retell a simple past event in correct order (e.g. went down slide, hurt finger).-Uses talk in pretending that objects stand for something else in play, e,g, ‘This box is my castle. | **Talking about our experiences, using a range of tenses correctly.** -Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.-Uses a range of tenses (e.g. play, playing, will play, played).-Uses intonation, rhythm and phrasing to make the meaning clear to others.-Uses talk to organise, sequence and clarify thinking, ideas, feelings and events |
| **Physical Development** | **Moving & Handling**  | **Explore basic gross and fine motor skills safely in a new environment.**-Can catch a large ball-Draws lines and circles using gross motor movements. -Beginning to use three fingers (tripod grip) to hold writing tools -Imitates drawing simple shapes such as circles and lines.-Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment-Shows control in holding and using jugs to pour, hammers, books and mark-making tools-May be beginning to show preference for dominant hand. -Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. | **Shows confidence, moving freely in an environment which is familiar. Shows increase control over fine motor.**-Moves freely and with pleasure and confidence in a range of ways-Holds pencil between thumb and two fingers, no longer using whole-hand grasp.-Can copy some letters, e.g. letters from their name.-Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles-Mounts stairs, steps or climbing equipment using alternate feet. -Walks downstairs, two feet to each step while carrying a small object.  | **Experiment with what they know, challenge themselves to move in different ways.**-Holds pencil near point between first two fingers and thumb and uses it with good control. -Can copy some letters, e.g. letters from their name.-Experiments with different ways of moving-Can stand momentarily on one foot when shown |
| **Health & Self-Care** | **Takes responsibly for simple self-care by; using the toilet in a new setting and dressing for the weather.** -Beginning to be independent in self-care, but still often needs adult support.-Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt-Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. -Can usually manage washing and drying hands. -Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. | **Understanding my body and the environment around me.**-Can tell adults when hungry or tired or when they want to rest or play.-Observes the effects of activity on their bodies. -Understands that equipment and tools have to be used safely.-Beginning to recognise danger and seeks support of significant adults for help. | **Understanding my body and the environment around me.**-Observes the effects of activity on their bodies.-Eats a healthy range of foodstuffs and understands need for variety in food.-Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. |
|  |  | **Reading**  | **Explore rhyme and rhythmic activities, listen to a range of stories and begin to repeat familiar words or phrases.**-Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a …’.-Enjoys rhyming and rhythmic activities.-Recognises rhythm in spoken words.-Looks at books independently.-Handles books carefully.-Holds books the correct way up and turns pages-Has some favourite stories, rhymes, songs, poems or jingles. -Repeats words or phrases from familiar stories. -Listens to and joins in with stories and poems, one-to-one and also in small groups. | **Begin to gain more understanding of the different features of stories and the way they are structured.**-Beginning to be aware of the way stories are structured. -Suggests how the story might end. -Listens to stories with increasing attention and recall.-Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. -Describes main story settings, events and principal characters.-Shows interest in illustrations and print in books and print in the environment.  | **Show increasing awareness of the concepts of print, beginning to apply this when handling books.**-Knows that print carries meaning and, in English, is read from left to right and top to bottom.-Shows awareness of rhyme and alliteration.-Recognises familiar words and signs such as own name and advertising logos.-Knows information can be relayed in the form of print.-Hears and says the initial sound in words. -Can segment the sounds in simple words and blend them together and knows which letters represent some of them |
| **Writing** | **Begins to be meaning to the marks they make**.-Distinguishes between the different marks they make.-Sometimes gives meaning to marks as they draw and paint.  | **Starting to hear initial sounds in their name and words.**-Sometimes gives meaning to marks as they draw and paint. -Ascribes meanings to marks that they see in different places.-Hears and says the initial sound in words. | **Writing their name and initial sounds in words.**-Hears and says the initial sound in words.-Uses some clearly identifiable letters to communicate meaning |
| **Mathematics** | **Number** | **Uses mathematical language of qualities, understanding the change when something is added or taken away. Can recite some numbers in sequence.**-Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’. -Recites some number names in sequence.-Uses some language of quantities, such as ‘more’ and ‘a lot’. -Knows that a group of things changes in quantity when something is added or taken away.-Uses some number names and number language spontaneously-Begins to make comparisons between quantities.-Uses some number names accurately in play.  | **Securing one to one correspondence, reciting numbers to 10 and beginning to represent numbers.**-Recites numbers in order to 10. -Knows that numbers identify how many objects are in a set. -Beginning to represent numbers using fingers, marks on paper or pictures. -Compares two groups of objects, saying when they have the same number. -Shows an interest in numerals in the environment. -Shows an interest in representing numbers. -Realises not only objects, but anything can be counted | **Recognises numerals and matches them to quantity.**-Separates a group of three or four objects in different ways-Shows an interest in number problems. -Shows curiosity about numbers by offering comments or asking questions.-Counts up to three or four objects by saying one number name for each item.-Recognises numerals 1 to 5.-Sometimes matches numeral and quantity correctly.  |
| **Shape, space & measure** | **Understands and follows the structure of a full day in nursery. Explores space in a new environment.** -Begins to use the language of size. Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’. -Anticipates specific time-based events such as mealtimes or home time.-Shows an interest in shape and space by playing with shapes or making arrangements with objects.-Shows interest in shapes in the environment. | **Confidently uses positional language and can talk about the shapes of everyday objects.** -Shows awareness of similarities of shapes in the environment. -Uses positional language. -Uses shapes appropriately for tasks. -Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.-Notices simple shapes and patterns in pictures.-Beginning to categorise objects according to properties such as shape or size | **Name some common 2d shapes**-Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.-Selects a particular named shape. -Can describe their relative position such as ‘behind’ or ‘next to’ |
| **Understanding the World** | **People & Communities** | **Makes friends and talking about similarities and differences.**- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.-Beginning to have their own friends.-Learns that they have similarities and differences that connect them to, and distinguish them from, others. | **Can talk about special events in their lives.** -Shows interest in the lives of people who are familiar to them. -Remembers and talks about significant events in their own experience. -Recognises and describes special times or events for family or friends.  | **Can talk about what makes them unique.** -Shows interest in different occupations and ways of life.-Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. |
| **The World** | **Discusses the local environment and the world we live in.** -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  | **Understands how to care for plants and animals.** -Can talk about some of the things they have observed such as plants, animals, natural and found objects. -Developing an understanding of growth, decay and changes over time.  | **Shows care and concern for living things and the environment.** -Talks about why things happen and how things work. -Shows care and concern for living things and the environment. |
| **Technology** | **Operates simple electronic devices** -Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. | **Operates an electronic toy with control.** -Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  | **Completes a program on a computer or electronic device.**-Knows that information can be retrieved from computers-Completes a simple program on a computer. |
| **Expressive Arts & Design** | **Media & Materials**  | **Learns new songs and games to play with friends.**-Enjoys joining in with dancing and ring games.-Sings a few familiar songs. -Imitates movement in response to music. -Taps out simple repeated rhythms-Realises tools can be used for a purpose.-Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. | **Builds with a purpose in mind. Explores and learns about how sounds can be changed.**-Explores and learns how sounds can be changed. -Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. -Uses various construction materials. -Joins construction pieces together to build and balance.  | **Experiments with colour mixing and texture.** -Beginning to be interested in and describe the texture of things.-Explores colour and how colours can be changed. -Explores what happens when they mix colours.-Begins to build a repertoire of songs and dances. -Explores the different sounds of instruments. |
| **Being Imaginative** | **Moves freely to music.**-Developing preferences for forms of expression. -Uses movement to express feelings. -Creates movement in response to music.  | **Role plays based on first-hand experiences and what they have observed.**-Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. -Uses available resources to create props to support role-play.-Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.-Engages in imaginative role-play based on own first-hand experiences. | **Makes up rhymes and simple songs. Can express themselves in a range of ways.**-Makes up rhythms.-Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words-Sings to self and makes up simple songs-Plays alongside other children who are engaged in the same theme. |