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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. | |