



NETTLEWORTH INFANT AND NURSERY SCHOOL



EYFS F1 LONG TERM PLAN

OUR SCHOOL VISION

We nurture, we flourish, we achieve

Our School
Ethos



Safe
Happy
Independent
Nurture
Excellence

Nurture

Through our curriculum, we **nurture** resilience and ignite curiosity to promote a love of learning where all children feel **safe** and **happy**. Our children are taught to have respect for 'differences' and know how to apply polite curiosity. They learn about and will be involved with different families and have a strong sense of school community. Our children's voices drive and shape the curriculum to enable each child to develop academically, emotionally, creatively, socially and physically.

Flourish

We want our pupils at Nettleworth Infant and Nursery School to **flourish** and begin the journey towards being mentally healthy young people by having the language to express and understand their own emotions and express themselves appropriately. We encourage our children to be physically well, to increase physical stamina and to experience regular exercise and a variety of physical activities. Our children grow to understand making healthy choices, to try healthy foods and know what a healthy diet is.

Achieve

At Nettleworth Infant and Nursery School, we provide our children with the knowledge and skills to enable them to **achieve** in their education. We want our children to be **independent** learners who are able to identify and celebrate their progress, achievements and successes. We promote the characteristics of effective learning throughout the Early Years and Key Stage 1, through playing and exploring, active learning and thinking critically, which will enable our children to be effective learners and strive for **excellence**.

At Nettleworth Infant and Nursery School we all SHINE!



Curriculum Drivers

Our Curriculum Drivers are what shape the design of our curriculum. These carefully chosen curriculum drivers give our pupils appropriate and ambitious learning opportunities.

Reach for the Stars



Communication



Thrive



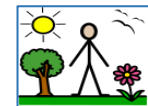
Unique



Collaborate



Active Adventurers



	Autumn		Spring		Summer	
Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Topics / Themes</p> <p>These themes may be adapted at various points to allow for children's interests</p>	<p>Marvellous Me</p> <p>I wonder who I am? Starting nursery New Beginnings People who help us My family: PSED focus What am I good at? How do I make others feel? Being kind, Staying safe</p> <p>Role Play: Home Corner</p>	<p>Celebrating Everyone</p> <p>I wonder how we celebrate ...</p> <p>Bonfire Night, Diwali, Harvest, Traditional Tales, The Nativity</p> <p>Role Play: Santa's Workshop</p>	<p>Help, Help!</p> <p>I wonder who can help us ...</p> <p>Superhero's, Travel Transport, Emergency vehicles, People who help</p> <p>Role Play: Police Station (A) Fire Station (B)</p>	<p>Ready, Steady, Grow</p> <p>I wonder what will grow?</p> <p>The Great Outdoors Plants & Flowers Weather, Seasons</p> <p>Role Play: Camping (A) Peter Rabbit's Veg Patch (B)</p>	<p>Amazing Animals</p> <p>I wonder which animals live there ...</p> <p>What lives in our where? Life cycles, Farm animals, Habitats</p> <p>Role Play: Pet Shop (A) Farm Shop (B)</p>	<p>Oh The Places We'll Go!</p> <p>I wonder where we will go ...</p> <p>Where in the world shall we go? Marine life, Seaside Reduce, Reuse & Recycle, Fun Science, Materials</p> <p>Role Play: Airport (A) Ice Cream Shop (B)</p>
<p>Wow Moments / Enrichment Activities</p> <p>These may be adapted at various points to allow the interests to flow through provision</p>	<p>Wow Starter: Million Dreams Week</p> <p>Family/Baby/Pet photos Mystery Readers National Fitness Day 18th September Rock Kids 24th September National Poetry Day 2nd Oct Harvest Festival W/C 29th September</p>	<p>Wow Starter: Diwali Food Tasting</p> <p>Remembrance Day 11th Nov Anti-bullying Week 10th-14th November Odd Socks 10th November Children in Need 14th Nov NO pens day 26th Nov Christmas Jumper Day 11th December EYFS Nativity Christmas Crafts</p>	<p>Wow Starter: Police Officer Dress up Day - Lots of problems to solve!</p> <p>National Handwriting 23rd January Chinese New Year – Dragon Dancing National Story Telling Week 1-9th February NSPCC Number Day 6th Feb Safer Internet Day 10th Feb</p>	<p>Wow Starter: Muddy Boots Growing Day!</p> <p>Nettleworth in Bloom World Book Day 5th March British Stem Week 6-15th March Mother's Day 15th March Red Nose Day 20th March World Maths Day 25th March</p>	<p>Wow Starter: Insect Lore Caterpillars</p> <p>Earth Day 22nd April International Dance Day 29th April</p>	<p>Wow Starter: Shorts & Shades Day</p> <p>Sports Week Father's Day 21st June Sports Day Transition Days Family picnics African Drumming/ Dancing Ice Cream Van</p>

	Epic Ending: Mini First Aiders	Epic Ending: Santa Visit	Children's Mental Health Week 9-15 th Feb Pancake Day 17 th February Epic Ending: Emergency Vehicles Visit	Easter Bonnet Parade Epic Ending: Easter Bunny & Chick Visit	Epic Ending: Dress up as your favourite animal!	Epic Ending: A virtual trip to a country of the children's choice/interest-activities and food linked to the place.
Focus Texts	Measuring me That's when I'm happy The Tiger who came for Tea The Three Little Pigs	Meg and Mog The Leaf Thief The Little Red Hen Dear Santa	The Naughty Bus The Train Ride Runaway Cone	Jasper's Beanstalk One Year with Kipper We're going on an egg hunt!	The Very Hungry Caterpillar A Squash and a Squeeze Mad about Minibeasts	Is it warm enough for Ice-cream? Shark in the Park Emma Janes Aeroplane Lulu's First Day
Assessment Opportunities We use observational based assessments as part of our daily practice.	SB Draw you School Baseline Pre writing symbols EYFS Team Meetings	SB Draw you Name Writing EYFS Team Meetings Internal Moderation	SB Draw you Name Writing EYFS Team Meetings NELI Pupil Progress Meeting	SB Draw you Name Writing EYFS Team Meetings Little Wandle Phonics Internal Moderation	SB Draw you Pupil Progress Meetings Name Writing EYFS Team Meetings Sonar Data	SB Draw you Name Writing LA Moderation NELI EOY Reports
Community and Family Engagement We communicate with parents via Class Dojo, the website and text messages home	Harvest Festival Assembly Mystery Readers Parent Teacher Meetings	Christmas Crafts Christmas Nativity	Stay & Play Sessions (New intake) Internet Safety Meeting	Parent Teacher Meetings Easter Bonnet Parade	Book and a Biscuit-reading event Class Learning Assembly	Sports Day Meet the Teacher Picnics Starting F2 Meetings Reports Home
Fundraising Opportunities	Non-Uniform Day	Monster Mash, Bonfire Bash Christmas Fayre/Raffle	Sponsored Read	Art Exhibition (Canvas Sale)		Summer Fayre

General Themes	Marvellous Me!	Celebrating Everyone	Help, Help!	Ready, Steady, Grow!	Amazing Animals	Oh the Places We'll Go!
<p>British Values Sharing Circle</p>	<p>Mutual Respect</p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p>Rule of law</p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p>Individual liberty</p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy</p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other Democratic countries.</p>

Diversity Texts to be read throughout the year during story time sessions

Characteristics of Effective Learning


At Nettleworth, we believe that children are powerful learners and we drive COEL across school. They can develop strong habits of mind and behaviours that will continue to support them to discover, think, create, solve problems and self-regulate their learning. Children need consistent lived experiences of autonomy alongside support for their growing awareness and control of the processes of thinking and learning. Play, time, space and freedom to follow their intentions, sustained shared thinking, and experiencing the satisfaction of meeting their own challenges and goals all contribute to development as curious, creative, resourceful and resilient learners.

Characteristics of Effective Learning


- Playing and exploring:** Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning
- Active learning:** Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
- Creating and thinking critically:** Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences, which help them to solve problems and reach conclusions.

Overarching Principles

- Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.
- Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.
- Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.
- Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others do.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrating Everyone	Help, Help!	Ready, Steady, Grow!	Amazing Animals	Oh the Places We'll Go!
 <p>Communication & Language</p> <p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, immersive and active literacy sessions, Get up-Stand up vocabulary, EYFS Productions and NELI.</p> <p>Daily story time using high quality texts.</p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	<p>Welcome to Nursery</p> <p>Settling in activities Making friends- What do you want to be when you grow up? Rhyme of the week Sign of the week Show an interest in the lives of other people</p> <p>Know how to respond to my name and change my activity when encouraged</p> <p>Know how to use everyday words to talk about people</p> <p>Know how to follow simple instructions with visuals</p>	<p>Tell me a story!</p> <p>Discovering Passions Understand how to listen carefully and why listening is important. Discuss familiar celebrations Rhyme of the week Sign of the week</p> <p>Know how to follow two-step simple instructions with visuals</p> <p>Know how to concentrate for slightly longer periods</p> <p>Know how to join in with a small group</p> <p>Know how to remember and join</p>	<p>Tell me why!</p> <p>NELI pre-school intervention Describe events (Chinese New Year) Settling in activities Rhyme of the week Sign of the week</p> <p>Know how to speak in 2/3/4 word sentences.</p> <p>Know how to understand more simple questions and answer appropriately.</p> <p>Know how to express desires, feelings and needs.</p> <p>Know how to begin to hold two-way</p>	<p>Explain to me!</p> <p>NELI pre-school intervention Sign of the week Rhyme of the week</p> <p>Know how to begin to understand and ask why and how questions</p> <p>Know how to remember and use new words</p> <p>Know how to engage in imaginary role-play sometimes building stories around objects and toys.</p> <p>Key vocab: life cycle, planting/growing, recycling</p>	<p>Rhyme time!</p> <p>NELI pre-school intervention Learn and recite, poems and songs Rhyme/rhyming sentences Rhyme of the week Sign of the week Settling in activities</p> <p>Know how to explain my own thinking and ideas</p> <p>Know how to describe the story settings and characters</p> <p>Know how to join in with the repeated lines and refrains</p>	<p>Tell me about differences?</p> <p>NELI pre-school intervention Sign of the week Rhyme of the week</p> <p>Know how to communicate effectively with my peers and adults</p> <p>Know how to follow three-step simple instructions, sometimes without visuals</p> <p>Know how to anticipate key events in stories</p> <p>Know how to take turns in small groups</p> <p>Know how to ask simple questions and wait for a response</p> <p>Key vocab: emotions, positional language/ prepositions, recycling</p>


	<p>Know how to listen and respond to adults and peers.</p> <p>Key vocab: colours, nursery areas, adult names, rules.</p>	<p>in with stories and rhymes</p> <p>Key vocab: celebrations, describing words, food/ingredients, feelings</p>	<p>conversations with adults and peers.</p> <p>Key vocab: seasonal language, revisit colour, light & dark.</p>		<p>Know how to use language as a powerful means of widening contacts and sharing feelings</p> <p>Key vocab: Frog life cycle, seasonal changes, animals and habitats, feelings</p>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrating Everyone	Help, Help!	Ready, Steady, Grow!	Amazing Animals	Oh the Places We'll Go!
 <p>PSED Personal, Social and Emotional Development</p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<p>Managing Self</p> <p>Self-Regulation</p> <p>Making Relationships</p>	<p>SCARF: Me and My Relationships Marvellous me! I'm Special People who are special to me</p> <p>To know my own feelings, and know that some actions and words can hurt others' feelings.</p> <p>To know how to express my own feelings</p> <p>To know that there are differences between people such as skin colour, hair colour, gender, special educational needs</p>	<p>SCARF: Valuing Difference Me and my friends Friends and family Including everyone</p> <p>To know that I should accept the needs of others and can take turns and share resources, sometimes with support from others</p> <p>To know how to cooperate with familiar people e.g. turn taking</p> <p>To know how to talk with other children when playing and will communicate freely about my own</p>	<p>SCARF: Keeping myself safe People who help me and keep me safe Safety indoors and outdoors What's safe to go in my body</p> <p>To know how to confidently ask adults for help.</p> <p>To know that some things are private e.g. toileting</p> <p>To know adults should help keep us safe</p> <p>To know not to put unknown objects into your mouth</p>	<p>SCARF: Rights and responsibilities Looking after myself Looking after others Looking after my environment</p> <p>To know some classroom rules</p> <p>To know how to select and use activities and resources independently</p> <p>To know how to responsibly carry out small tasks</p> <p>To know they have responsibilities in Nursery</p>	<p>SCARF: Being my best What does my body need? I can keep trying I can do it</p> <p>To know that praise for what I have done is a good thing and welcome and value praise</p> <p>To know that I will be safe when I separate from my main carer even if I may need support</p> <p>To know how to express my own preferences and interests</p>	<p>SCARF: Growing and changing Growing and changing in nature When I was a baby Girls, boys & families Transition into reception School readiness</p> <p>To know how to express my own feelings</p> <p>To know that there are differences between people such as skin colour, hair colour, gender, special educational needs</p> <p>To know that I can seek out others to share experiences</p> <p>To know friends might feel and think different things and that is ok.</p>


	<p>To know that my family is important and that they look after me</p> <p>To know friends might feel and think different things and that is ok</p> <p>To know some classroom rules. To know how to follow rules and understand why they are important</p> <p>To know how to look after my teeth To know how to wash my hands properly</p> <p>To know that I will be safe when I separate from my main carer even if I may need support</p>	<p>home and community</p>	<p>Beginning to know about foods that are healthy and unhealthy</p> <p>To know that I will be safe when I separate from my main carer even if I may need support.</p>	<p>To know that my needs may not always be met straight away but that it is ok.</p>	<p>To know that I should respond to a few appropriate boundaries.</p>	
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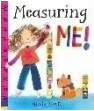
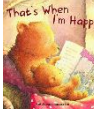



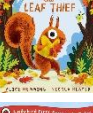



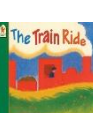


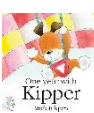







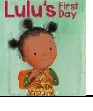
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrating Everyone	Help, Help!	Ready, Steady, Grow!	Amazing Animals	Oh the Places We'll Go!
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Threading, cutting, weaving, playdough - Fine Motor activities are planned for daily use, target groups are supported where needed. Children will develop muscle tone to put pencil pressure on paper. Children will use tools to effect changes to materials. They will show preference for dominant hand. Children will engage in structured activities: adults will guide them in what to draw, write or copy. All teachers will teach and model correct letter formation using little wandle rhymes.					
Gross Motor	Multi-Skills Spatial Awareness & Movement	Balance Ability Dance	Multi-Skills Throwing and Catching	Balance Ability Gymnastics	Multi-Skills Large Ball Skills	Athletics
<p>Children will have free flow access to the outdoor area.</p> <p>Children will have daily access to a range of balance bikes and scooters.</p> <p>Children will be identified for gross motor focus intervention sessions and begin these from Autumn 2.</p> <p>Fine Motor</p> <p>Children will participate in daily squiggle and dough</p>	<p>To know how to run taking into account spatial awareness, adjusting speed to avoid obstacles.</p> <p>To know how to walk, run and climb on different levels and surfaces.</p> <p>To know how to jump up into the air with both feet leaving the floor.</p>	<p>To know how to move to music and express myself.</p> <p>To know how to respond and move to rhythm and music</p> <p>To know how to begin to move Rhythmically.</p> <p>I can turn the pages in a book I can fit the pieces of a puzzle together</p>	<p>To know how to throw a ball with increasing force and accuracy.</p> <p>To know how to catch a large ball by using two hands and their chest to trap it.</p> <p>To know how to kick a stationary ball with either foot.</p> <p>I can use a comfortable grip with good control when holding pens and pencils.</p>	<p>To know how to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>To know how to squat with steadiness to rest or play with objects on the ground and rise</p>	<p>To know how to follow adult-led instructions about moving safely</p> <p>To know how to take turns and share resources when playing games, with adult support</p> <p>To know that we breathe faster during exercise</p> <p>To know how to show balance and some control (e.g.</p>	<p>To know how to jump forward a small distance Know how to follow adult-led instructions about moving safely.</p> <p>To know how to compete against others in sports day races.</p> <p>I can use tweezers.</p> <p>I am starting to develop a tripod grasp.</p> <p>Explicit name writing teaching – letter formation in line with Little Wandle</p>


<p>disco sessions (following the progression plan).</p> <p>Children will have weekly fine motor challenges to build strength in their hand muscles.</p>	<p>I can use a 4 finger grip to hold my pencil. I can grip using five fingers or preferably two fingers and thumb for control. I can use tools effectively in playdough (eg: cutters/rollers) I can take off my own shoes</p> <p>Daily squiggle sessions – Dances 1 and 2</p>	<p>I can pull up my own zip (may need help getting the zip in place) I am beginning to do up my own zip/large buttons I can use one-handed tools and equipment, e.g. make snips in paper with child scissors</p> <p>Daily squiggle sessions- Dances 3 and 4</p>	<p>I can show a preference for a dominant hand.</p> <p>Daily squiggle sessions – Dances 5 and 6</p>	<p>to my feet without using my hands.</p> <p>To know how to climb onto nursery equipment. To know how to stand momentarily, on one foot when shown.</p> <p>To know how to go up steps and stairs, or climb apparatus, using alternate feet, maintaining balance and stability.</p> <p>To know how to skip and hop on one leg know how to stand on one leg and hold a pose for a game like musical statues.</p> <p>Daily squiggle sessions – Dances 7, 8 and 9</p>	<p>throwing a ball, riding a scooter, riding a trike)</p> <p>To know how to run taking into account spatial awareness, adjusting speed to avoid obstacles To know how to run safely on whole foot</p> <p>To know how to listen and follow one simple instruction in a game</p> <p>I can show increasing control when making marks and drawing pictures</p> <p>Explicit name writing teaching – letter formation in line with little wandle</p>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrating Everyone	Help, Help!	Ready, Steady, Grow!	Amazing Animals	Oh the Places We'll Go!
 <p>RE Religious Education Understanding the World/PSE</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop emerging moral and cultural awareness.</p>	<p>Which people are special and why? Who are we and how do we belong? Which stories are special and why? To know that homes are our special places To know that school is a special place To know special people in their immediate family To know and respond to special friends in school To know a collection of stories that we have identified as special in F1 To know about our family To know how to keep ourselves safe To know there are similarities & differences between us To know I have to look after things in the nursery</p>	<p>What times are special and why? Which stories are special and why? To know that we have special times that are important to us like birthdays To know that we have school and family routines and customs To know some songs relating to a celebration To know and talk about significant events in my own experience To know a collection of stories that we have identified as special in F1</p>	<p>What times are special and why? To know that we have special times that are important to us like Birthdays To know that we have school and family routines and customs To know some songs relating to a celebration To know and talk about significant events in my own experience</p>	<p>What times are special and why? Which stories are special and why? To know that we have special times that are important to us like birthdays To know that we have school and family routines and customs To know some songs relating to a celebration To know and talk about significant events in my own experience To know a collection of stories that we have identified as special in F1</p>	<p>What is special about our world? To know about our family To know how to keep ourselves safe To know there are similarities and differences between us To know I have to look after things in the nursery</p>	<p>What is special about our world? What places are special and why? To know about our family To know how to keep ourselves safe To know there are similarities and differences between us To know I have to look after things in the nursery To know that homes are our special places To know that school is a special place</p>


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 <p>Literacy –</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
Comprehension	<p>To know how to fill in missing words from well-known rhymes</p> <p>To know how to show preference for a book or a song or a rhyme.</p>	<p>To know how to identify myself in a story and show enjoyment for stories about familiar people</p> <p>To know how to hold a book, turn the pages and indicate an understanding of pictures and print.</p>	<p>To know how to begin to be aware of the way stories are structured.</p> <p>To know how to show interest in illustrations and print in books and print in the environment.</p>	<p>To know how to describe main story settings, events and principal characters.</p> <p>To know how to make suggestions about what might happen next in a story.</p>	<p>To know how to talk about events and characters in a book</p> <p>To know how to suggest how a story might end.</p>	<p>To know how to describe main story settings, events and principal characters.</p> <p>To know how to tell a story to friends.</p>
Word Reading Little Wandle Phonics One sound will be taught each week, in the order listed. The children will begin developing their auditory skills through listening and hands on exploration.	<p>Rhyme Time</p> <p>To know how to join in with rhymes and stories.</p>	<p>Tuning into sounds & Rhyme</p> <p>To know how to identify rhymes.</p> <p>I can join in with the rhythm of well-known rhymes and songs.</p> <p>To know how to notice and repeat sounds.</p> <p>Little Wandle focus sounds: s a t p i n m</p>	<p>Tuning into sounds</p> <p>To know how to understand that print has meaning</p> <p>To know how to hold a book the right way up and turn pages by myself.</p> <p>Little Wandle focus sounds: d g o c k e</p>	<p>Tuning into sounds</p> <p>To know that print can have different purposes</p> <p>To know the names of the different parts of a book.</p> <p>Little Wandle focus sounds: u r h b f l</p>	<p>Tuning into sounds</p> <p>To know that we read English text from left to right and from top to bottom</p> <p>To know how to identify signs and symbols in the environment and recall what they mean</p> <p>I can ascribe meaning to other marks, like on signage.</p> <p>Little Wandle focus sounds: j v w y z q u c h</p>	<p>Tuning into sounds</p> <p>To know how to spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p>Little Wandle focus sounds: c k x s h t h n g n k</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrating Everyone	Help, Help!	Ready, Steady, Grow!	Amazing Animals	Oh the Places We'll Go!
 <p>Literacy – Focus Texts</p> <p>A creative and immersive hook is paired with each focus text.</p> <p>Texts may change due children's interests.</p>	<p>To know how to randomly scribble on the page, sometimes with both hands.</p> <p>To know how to begin to balance when sitting.</p> <p>To know how to make connections between my actions and the marks being made.</p>	<p>To know how to control the marks on the page.</p> <p>To know how to use a range of tools to make marks and show an interest in my own marks and others marks.</p>	<p>To know how to make connections between my actions and the marks being made.</p> <p>To know how to ascribe meaning to my marks</p>	<p>To know how to distinguish between the different marks I make.</p> <p>To know how to tell an adult what my marks mean</p> <p>To know how to draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</p> <p>To know how to copy shapes, letter and pictures.</p>	<p>To know how to identify sounds from my own name in other words.</p> <p>To know how to write some or all of my name.</p>	<p>To know how to write my name.</p> <p>To know how to use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>To know how to write some letters accurately.</p>


	 <p>Different sized foot prints and clothes scattered around nursery.</p>  <p>Leaves with different emotions leading the calm area.</p>  <p>A video of a tiger walking around nursery. A table set up for a tea party with empty packs and nibbles in the food!</p>  <p>Sticks, bricks and straw set up outside with pictures of the little pigs homes.</p>	 <p>Witch items to appear around nursery- cauldron, broom, hat, cat etc.</p>  <p>Lots of leaves on the floor and a toy squirrel.</p>  <p>A fresh loaf of bread to appear with a note and ingredients close by.</p>  <p>A mystery parcel to appear,</p>	 <p>Lots of messy spots around nursery. Toys in beans, squashed cereal etc.</p>  <p>A ride around nursery- pretend to go on a train!</p>  <p>A large cone to appear with a face.</p>	 <p>A giant beanstalk to appear!</p>  <p>Kipper's suitcase with 12 seasonal props.</p>  <p>Video of little bunnies hopping around nursery- Go on an egg hunt!</p>	 <p>Real caterpillars arrive!</p>  <p>A tiny kitchen party all squeezed in!</p>  <p>Movement trail: move like a bug</p>	 <p>Exposed to lots of different types of weather (eg. spray bottles for rain)</p>  <p>Shark spotting adventure! Lots of images of shark fins around the provision.</p>  <p>Bring suitcase- what do you need on your journey?</p>  <p>School photo book and uniform to try on!</p>
<p>Poetry Basket</p>	<p>Dance</p>	<p>I can build a snowman</p>	<p>Pancakes</p>	<p>Mrs Bluebird</p>	<p>I have a little frog</p>	<p>Stepping stones</p>


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrating Everyone	Help, Help!	Ready, Steady, Grow!	Amazing Animals	Oh the Places We'll Go!
 <p>Maths</p> <p>Children will take practical and engaging maths sessions. These active, hands on and engaging.</p> <p>Counting is included into everyday routines such as self-registration, tidying up and counting out pieces of fruit at snack time.</p> <p>Children will sing counting songs, learn number rhymes and read stories that involve counting daily.</p> <p>We will identify children who have had less prior experience of counting and provide additional opportunities for counting practice.</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>To know how to recite some number names in sequence Know how to show interest in and join in with number rhymes</p>	<p>To know how to recite some number names past 5</p> <p>To know how to have conversations about numbers</p> <p>To know how to say when two small groups have the same number</p> <p>To know how to sort objects using one simple criteria</p> <p>To know how to share play toys with a friend when asked</p> <p>To know how to show finger numbers up to five.</p>	<p>To know how to recite some number names in sequence</p> <p>To know how to show interest in and join in with number rhymes</p> <p>To know how to bring one or two objects to an adult when asked</p> <p>To know how to extend a simple ABABAB pattern</p> <p>To know how to experiment with my own symbols, marks and numerals.</p>	<p>To know how to create a simple ABABAB pattern</p> <p>To know how to use number names to ten</p> <p>To know how to begin to count small quantities accurately</p> <p>To know how to show understanding of simple comparisons - more</p> <p>To know how to give one more object when asked</p> <p>To know how to identify the shape of everyday objects.</p>	<p>To know how to recite some number names in sequence</p> <p>To know how to show interest in and join in with number rhymes</p> <p>To know how to correct a simple pattern</p> <p>To know how to show understanding of simple comparisons - less</p> <p>To know how to take one object away when asked</p> <p>To know how to use informal language such as 'stripy' 'pointy' when sorting objects</p> <p>To know that the last number reached when counting objects is how many in total</p> <p>To know how to have fast recognition of three objects</p> <p>To know how to compare quantities.</p>	<p>To know how to say one number name for each item in order to five</p> <p>To know how to link numerals and amounts</p> <p>To know how to show finger numbers up to five</p> <p>To know how to describe a sequence of events in order</p> <p>To know how to use mathematical language to describe shapes</p> <p>To know how to identify numerals in the environment</p> <p>To know how to represent numbers using marks.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrating Everyone	Help, Help!	Ready, Steady, Grow	Amazing Animals	Oh the Places We'll Go!
 <p>Computing SMART RULES: to tell an adult if they see something on a digital device that upsets them.</p>	<p>Our aim is that children leave Nettleworth:</p> <ul style="list-style-type: none"> - having had their lessons brought to life through ICT - as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world - thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed - being able to confidently debug and solve problems. 					
	<p>To know how to complete a simple program on an electronic device e.g. BeeBot, iPad etc with some support</p> <p>To know that care is needed when using technology</p>	<p>To begin to know about everyday technology</p> <p>To know that care is needed when using technology</p>	<p>To know how to switch a range of digital devices (computer, ipad, toy) off and on</p> <p>To know that care is needed when using technology</p>	<p>To begin to know how to be able navigate their way around an iPad and operate a few simple apps</p> <p>To know that care is needed when using technology</p>	<p>To know how to switch a range of digital devices (computer, ipad, toy) off and on</p> <p>To know how to complete a simple program on an electronic device e.g. BeeBot, iPad etc (with some support)</p>	<p>To begin to know how to be able navigate their way around an iPad and operate a few simple apps</p> <p>To know that care is needed when using technology</p>


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrating Everyone	Help, Help!	Ready, Steady, Grow!	Amazing Animals	Oh the Places We'll Go!
 <p>Understanding the World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	History and Geography Links					
	<p>To know about and discuss an event that happened 'before'</p> <p>To know who is in their family and their place within it</p> <p>To know about the lives of people who are familiar to them</p> <p>To know and talk about significant events, from their own experience</p> <p>To know about what they were like when they were a baby</p> <p>I am interested in photographs of myself and familiar people and objects</p> <p>I am curious about people and show interest in stories</p>	<p>To know and talk about significant events, from their own experience</p> <p>To know about and discuss an event that happened 'before'</p> <p>To know about the lives of people who are familiar to them.</p> <p>To know how to pretend and imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea</p> <p>To know my friends have similarities and differences</p>	<p>I am interested in photographs of myself and familiar people and objects</p> <p>I am interested in photographs of myself and familiar people and objects</p> <p>To know where things belong in my environment e.g. where my bottle/coat/painting goes</p> <p>To know the name of different objects in their immediate environment</p> <p>To know about my immediate environment</p>	<p>To know about and discuss an event that happened 'before'</p> <p>To know and talk about significant events, from their own experience</p> <p>To know how to respect and care for the natural environment</p> <p>To know that there are different occupations (Eg: fire fighters/nurse/police officers)</p>	<p>To know about and discuss an event that happened 'before'</p> <p>To know and talk about significant events, from their own experience</p> <p>To know where things belong in my environment e.g. where my bottle/coat/painting goes</p> <p>To know the name of different objects in their immediate environment</p> <p>To know about my immediate environment</p>	<p>I am interested in photographs of myself and familiar people and objects</p> <p>I know and talk about significant events, from their own experience</p> <p>I know about what they were like when they were a baby</p> <p>To know about places in and around school</p> <p>To know my friends have similarities and differences</p>

	<p>about myself and my family</p> <p>To know that there are different occupations (Eg: fire fighters/nurse/police officers)</p> <p>To know where things belong in my environment e.g. where my bottle/coat/painting goes</p> <p>To know that we live in Mansfield Woodhouse.</p> <p>To know the name of different objects in their immediate environment.</p>		<p>To know how to use simple positional language</p>			
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrating Everyone	Help, Help!	Ready, Steady, Grow!	Amazing Animals	Oh the Places We'll Go!
	Science Links					
 <p>Understanding the World</p> <p>Science links-</p> <p>To know and understand some important processes and changes in the natural world around them including the seasons: covered every term.</p>	<p>To know how to sing songs that relate to me body eg: head, shoulders knees and toes</p> <p>To know how to talk about what I see and hear around me, using a wide vocabulary.</p> <p>To know and notice features of objects in the environment</p> <p>To know how to use all my senses in hands-on exploration of natural materials.</p> <p>To know the name of some living things that are within the immediate natural environment</p>	<p>To know that weather can change</p> <p>To know how to ask questions about aspects of my familiar world such as the place where I live or the natural world.</p> <p>To know how to be curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life.</p>	<p>To know how to talk about some of the things I have observed such as plants, animals, natural and found objects.</p> <p>To know how to talk about the differences between materials and changes I notice.</p>	<p>To know how to care for living things and the environment</p> <p>To know how to show care and concern for living things and the environment</p> <p>To know how to plant seeds and care for growing plants</p> <p>To know how to talk about some of the things I have observed such as plants, animals, natural and found objects.</p>	<p>To know that weather can change</p> <p>To know how to talk about some of the things I have observed such as plants, animals, natural and found objects.</p> <p>To know how to talk about what I see and hear around me, using a wide vocabulary.</p>	<p>To know how to ask questions about aspects of my familiar world such as the place where I live or the natural world.</p> <p>To know how to be curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
General Themes	Marvellous Me!	Celebrating Everyone	Help, Help!	Ready, Steady, Grow!	Amazing Animals	Oh the Places We'll Go!	
 <p>Expressive Arts and Design</p> <p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures- Lots of links to Fine Motor Skills.</p> <p>Children will learn how to explain their work to others.</p> <p>Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>	<p>Drawing (including colour, patter, texture, line, form, space and shape)</p> <p>To know how to make marks to represent an object</p> <p>To know how to represent a person with identifiable features</p> <p>To know how to draw identifiable pictures</p>	<p>Painting</p> <p>To know and recognise colours</p> <p>To know how to use a variety of tools to apply paint (brushes of different sizes, sponges and fingers)</p> <p>Design Technology</p> <p>To know how to develop my own ideas and then decide which materials to use to express them</p>	<p>The work of artists/designers</p> <p>To know what an artist is. (focus: Jackson Pollock)</p> <p>I have been exposed to a range of different artists</p> <p>To know how to use hands and objects to create a print with paint</p> <p>To know how to draw identifiable pictures</p> <p>Design Technology</p>	<p>Printing</p> <p>To know how to use hands and objects to create a print with paint</p> <p>Design Technology</p> <p>To know how to develop my own ideas and then decide which materials to use to express them</p> <p>To create a canvas to sell at our art exhibition in the style of Andy Warhol.</p>	<p>Sculpture/3D form</p> <p>To know how to use various construction materials</p> <p>To know how to use a rolling pin to alter the appearance of malleable materials</p> <p>Design Technology</p> <p>To know how to develop my ideas about how to use them and what to make</p>	<p>Collage</p> <p>To know how to join different materials and explore different textures</p> <p>To know the texture can be different between things</p> <p>Design Technology</p> <p>To know how to develop my own ideas and then decide which materials to use to express them</p>

<p>Ongoing: Know how to explore, use and refine a variety of artistic effects to express my ideas and feelings.</p> <p>Know how to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Know how to join construction pieces together to build and balance.</p> <p>Know how to choose the right resources to carry out a task/plan.</p> <p>Know the different techniques for joining materials, such as using tape, glue</p>	<p>To know how to begin to use representation to communicate ideas explaining what has been drawn</p> <p>To know how to hold a pencil demonstrating, using a developmentally appropriate grip</p> <p>To know how to use hands and objects to create a print with paint</p> <p>Design Technology</p> <p>To know how to use various construction materials</p>	<p>To know how to safely explore a variety of tools</p> <p>To know how to wash my hands</p>	<p>To know how to talk about what I am creating.</p>		<p>To know which things move and which are non-moving</p>	<p>To know some names of fruits and vegetables</p>
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 <p>The children will sing nursery rhymes throughout the week linking to maths concepts and the progression document.</p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>To know how to sing simple songs To know a repertoire of familiar songs</p>	<p>Know how to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. EYFS Christmas Nativity</p>	<p>To know a range of nursery rhymes off by heart To know how to create sounds to accompany stories (e.g. bear hunt)</p>	<p>To know how to create sounds by rubbing, shaking, tapping, striking or blowing To know that musical instruments make a sound and these</p>	<p>To know how to move in response to music To know how to listen with increasing attention to sounds</p>	<p>To know how to copy a simple rhythm. To know the way we play an instrument affects the sound it makes</p>

<p>Each morning the children will sing songs linking to days of the week and the seasons.</p>				can be explored quietly and loudly.		
	<p>Our Nursery Rhyme Progression</p> <p>There is a mixture of action songs, other cultures, complex language and counting rhymes.</p>					
	<ul style="list-style-type: none"> -Twinkle, Twinkle - I'm a little teapot - Old MacDonald had a farm - Polly put the kettle on - The Grand Old Duke of York 	<ul style="list-style-type: none"> - Baa Baa Black Sheep - Wind the bobbin up - Hickory, Dickory, Dock - Rain, Rain Go Away <p>Traditional Christmas songs</p>	<ul style="list-style-type: none"> - Down at the station - Wheels on the Bus - A Sailor went to Sea - Row, row, row your boat - London Bridge 	<ul style="list-style-type: none"> - Jack and Jill - Miss Molly had a Dolly - Humpty Dumpty - Pat a Cake - Sleeping Bunnies 	<ul style="list-style-type: none"> - Ring, a ring of roses - Round and round the garden - Mary, Mary quite contrary -Incy wincy spider - Tommy Thumb 	<ul style="list-style-type: none"> - Hey Diddle, Diddle - The Muffin Man - One, Two Buckle my shoe - One potato, two potato - 1, 2, 3, 4, 5 once I caught a fish alive