



NETTLEWORTH INFANT AND NURSERY SCHOOL



EYFS F2 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

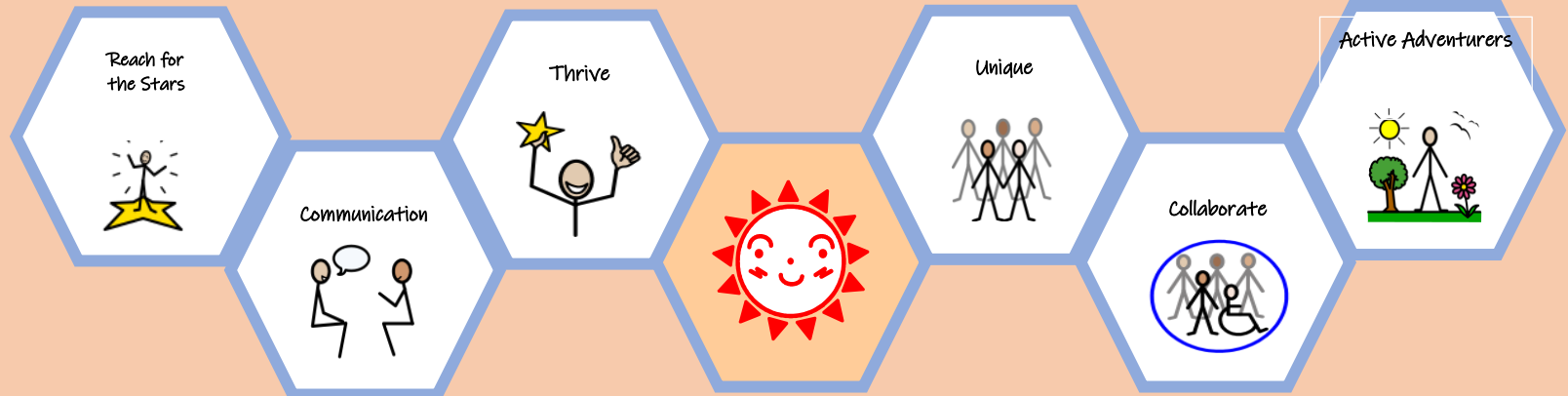
At Nettleworth Infant and Nursery School, we provide our children with the knowledge and skills to enable them to **achieve** in their education. We want our children to be **independent** learners who are able to identify and celebrate their progress, achievements and successes. We promote the characteristics 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 shapes the design of our curriculum. These carefully chosen curriculum drivers give our pupils appropriate and ambitious curriculum opportunities.





NETTLEWORTH INFANT AND NURSERY SCHOOL



	Autumn		Spring		Summer	
Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Topics / Themes These themes may be adapted at various points to allow for children's interests	Marvellous Me I wonder what's special ... Starting school / my new class / new beginnings people who help us / careers My family / PSED focus /relationships/ feelings Role Play: Moving in Home Corner	Celebrating Everyone I wonder what happened before ... Celebrations- Bonfire, Halloween Christmas, Diwali/ traditional tales Role Play: Christmas Post Office	Help, Help! I wonder what is out there ... Reduce, Reuse & Recycle/Types of transport/Transport Now and Then/Travel/Space/Sup erheroes Role Play: Superhero HQ	Ready, Steady, Grow I wonder how things grow... Plants and Flowers/Planting Seeds/Life cycles/Location Role Play: Florist	Amazing Animals I wonder what lives where... Habitats/Minibeasts/ Farm/ Classification of Animals Role Play: Vets	Oh the places we'll go! I wonder what's beneath the sea and on the shore ... Look after the Ocean/ Seaside/Seaside Now and Then/ Pirates/Under the Sea Role Play: Pirate Ship
Wow Moments / Enrichment Activities	Wow Starter: Million Dreams Week Family/Baby/Pet photos Mystery Readers National Fitness Day 18 th September Rock Kids 24 th September	Wow Starter: Birthday Party Celebration Party- Food Tasting Remembrance Day 11 th Nov Anti-bullying Week 10 th -14 th November Odd Socks 10 th November	Wow Starter: Superhero dress up and challenge day! National Handwriting 23 rd January Chinese New Year – Dragon Dancing National Story Telling Week 1-9 th February NSPCC Number Day 6 th Feb	Wow Starter: Vet/Farmer visit and egg hatching Nettleworth in Bloom World Book Day 5 th March British Stem Week 6-15 th March Mother's Day 15 th March Red Nose Day 20 th March	Wow Starter: Farm Visit Local area walk Earth Day 22 nd April International Dance Day 29 th April Learning Celebration Assembly	Wow Starter: A Trip Around the World! Sports Week Father's Day 21 st June Sports Day Transition Days Family picnics African Drumming/ Dancing Library Visit



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<p>These may be adapted at various points to allow the interests to flow through provision</p>	<p>National Poetry Day 2nd Oct Harvest Festival W/C 29th September</p> <p>Epic Ending: Mini First Aiders</p>	<p>Children in Need 14th Nov NO pens day 26th Nov Christmas Jumper Day 11th December EYFS Nativity Christmas Crafts Santa Visit</p> <p>Epic Ending: Sending Letters to Santa</p>	<p>Safer Internet Day 10th Feb Children’s Mental Health Week 9-15th Feb Pancake Day 17th February Library Visit</p> <p>Epic Ending: Emergency Vehicle Visit</p>	<p>World Maths Day 25th March Easter Bonnet Parade Easter Bunny & Chick Visit</p> <p>Epic Ending: Muddy Boots and Shoots!</p>	<p>Epic Ending: Minibeast Hunt</p>	<p>Ice Cream Van</p> <p>Epic Ending: Pirate Day- The great treasure hunt!</p>
<p>Focus Texts</p>	<p>Super Duper You Zog and the Flying Doctors The Scarecrows Wedding</p>	<p>The Gingerbread Man Room on the Broom What the Ladybird Heard at Christmas</p>	<p>Supertato Roaring Rockets We Catch the Bus</p>	<p>Jack and the Beanstalk I can grow a flower The Run Away Pea</p>	<p>What the Ladybird Heard Poo in the Zoo The Selfish Crocodile</p>	<p>You Can’t Take an Elephant on Holiday The Pirates Next Door Billy’s Bucket We’re going on a treasure hunt</p>
<p>Assessment Opportunities We use observational based assessments as part of our daily practise.</p>	<p>RBA Baseline School Baseline Name Writing EYFS Team Meetings Little Wandle Phonics</p>	<p>Name Writing Thrive Action Plan EYFS Team Meetings Little Wandle Phonics GLD Projections Internal Moderation</p>	<p>Name Writing EYFS Team Meetings Little Wandle Phonics Collaboration Moderation Pupil Progress Meeting</p>	<p>Full Name Writing EYFS Team Meetings Little Wandle Phonics Thrive Action Plan Internal Moderation</p>	<p>Pupil Progress Meetings Full Name Writing EYFS Team Meetings Little Wandle Phonics Sonar Data</p>	<p>Full Name Writing Little Wandle Phonics EYFSP GLD Data Thrive Review LA Moderation EOY Reports</p>



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<p>Community and Family Engagement</p> <p>We communicate with parents via Class Dojo, the website and text messages home</p>	<p>Phonics and Reading Workshops for F2 Mystery Readers Harvest Festival Assembly Bring a Tin for Harvest Parent Teacher Meetings</p>	<p>Christmas Crafts Christmas Nativity</p>	<p>EYFS Profile Parent information meeting Internet Safety Meeting</p>	<p>Parent Teacher Meetings Easter Bonnet Parade</p>	<p>Book and a Biscuit-reading event Class Learning Assembly</p>	<p>Sports Day Meet the Teacher Picnics Reports Home</p>
<p>Fundraising Opportunities</p>	<p>Non-Uniform Day</p>	<p>Monster Mash, Bonfire Bash Christmas Fayre/Raffle</p>	<p>Sponsored Read</p>	<p>Art Exhibition (Canvas Sale)</p>		<p>Summer Fayre</p>



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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>
<p>Diversity Texts to be read throughout the year during story time sessions</p>						



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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.



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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>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>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 EYFS</p> <p>Settling in activities Making friends</p> <p>Children to talk about experiences that are familiar to them</p> <p>What are your passions/ goals/ dreams? To talk about family routines and special occasions.</p>	<p>Tell me a story!</p> <p>NELI interventions Discovering Passions</p> <p>Tell me a story - retelling stories: talk for writing</p> <p>To develop story language</p> <p>To listen to and respond to stories</p>	<p>Tell me why!</p> <p>NELI intervention</p> <p>To ask how and why questions...</p> <p>To retell a story with story language. Story invention – talk it!</p> <p>To ask questions to find out more and to check they understand what</p>	<p>Explain to me!</p> <p>NELI intervention</p> <p>To recite poems and songs</p> <p>Tell me a story - retelling stories: talk for writing</p> <p>To articulate a life cycle</p> <p>To listen to and engage in and talk</p>	<p>Rhyme time!</p> <p>NELI & Chatter interventions</p> <p>To learn and recite, poems and songs</p> <p>Rhyme/rhyming sentences I can continue a rhyming string</p> <p>To re-tell a story/fairy-tale</p>	<p>Tell me about differences?</p> <p>To talk about the experiences I have had at different points in the school year</p> <p>To recount an experience</p> <p>To articulate how we can look after our planet</p>



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<p>During 'Plan, Do, Review' time children will practise sharing ideas or orally forming well-structured sentences.</p> <p>Daily story time using high quality texts.</p>	<p>To show an interest in the lives of other people</p> <p>To follow instructions (settling in, putting my things away)</p> <p>To develop vocabulary To model talk routines through the day. For example, arriving in school: "Good morning, how are you?")</p>	<p>To remember key points from a story</p> <p>To follow instructions</p> <p>To take part in discussion</p> <p>To understand how to listen carefully and why listening is important.</p> <p>To choose books that will develop their vocabulary</p> <p>To discuss familiar celebrations</p>	<p>has been said to them.</p> <p>To describe events (Chinese New Year)</p> <p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To learn rhymes, poems and songs</p> <p>Talk about similarities and differences between things in the past and now (transport)</p>	<p>about selected non-fiction books</p> <p>To articulate my ideas and thoughts into well-formed sentences.</p> <p>To ask questions to find out more</p> <p>To recount an experience</p>	<p>To describe events in some detail: frog/chick life cycle, caterpillar life cycle</p>	
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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>					
	SCARF: Me and My Relationships	SCARF: Valuing Difference	SCARF: Keeping safe	SCARF: Rights and respect	SCARF: Being my best	SCARF: Growing and changing
Managing Self Self-Regulation Making Relationships	Me and My Relationships -All about me -What makes me special - Me and my special people -Who can help me? -My feelings Oral hygiene: teeth cleaning linked to the dental nurse	I’m special, you’re special -Same and different/families and homes -I am caring -I am a friend I know what it means to be respectful and to be treated with respect.	What’s safe to go onto/into my body including medicines -safe indoors and outdoors -Listening to my feelings -Keeping safe online -People who help to keep me safe SMART rules	Looking after my special people and my friends Being helpful at home and caring for our classroom -Caring for our world -Looking after money Caring for plants/animals	Bouncing back when things go wrong Yes I can! -Healthy eating My healthy mind Move your body -A good nights sleep Importance of exercise Being kind to living creatures	seasons - Life stages plants, animals, humans Human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys Transition into Year 1 Year 1 readiness



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	<p>Handwashing</p> <p>Class rules: Behavioural expectations in the class/boundaries set Class rules</p>	<p>Independence: putting own socks and shoes on</p>			<p>Taking care of animals</p>	
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Ongoing: To know how to tolerate and delay when my needs are not immediately met and understand they may not always be met. Know how to wait for an adult's attention if they are talking to another child. To show sensitivity to their own and to others' needs. To work and play cooperatively and take turns with others know how to initiate play, offering cues to my friends to join me Know how to start conversations and take account of what others say. To know I can take steps to resolve conflict eg: finding a compromise without adult support. To know how to build constructive and respectful relationships. To know the boundaries set and of behavioural expectations in the class. To know that having responsibilities can be enjoyable e.g. carrying out small tasks. To know that praise for what I have done is a positive thing. To know that an adult should be present when on the internet. To manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. To know it is important to remember my manners. To know how to make my own needs, wants, interests and opinions known to others in an acceptable way. To know how to put my own coat and jumper on even if the sleeves are inside out. To know how to put on my own socks and shoes on.



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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!
 PSED Managing Self Self-Regulation Making Relationships	<p>To know some different feelings and can think of a way of dealing with 'not so good' feelings (self-regulation).</p> <p>To know I can express my feelings and consider the feelings of others.</p> <p>I can show an understanding of my own feelings and those of others and begin to regulate myself accordingly.</p> <p>I can say different feelings that I have and how my body behaves when I have them.</p>	<p>To know that all families are not the same.</p> <p>To know how people are different and are respectful of this.</p> <p>To know what it means to be respectful and treated with respect.</p> <p>To know that having responsibilities can be enjoyable.</p> <p>To know others may have differing needs and can accept the needs of others and I can take turns and share resources, sometimes with support.</p>	<p>To know and understand why adults should help to keep us safe.</p> <p>To know what to do if worried and scared.</p> <p>To know how to look after myself.</p> <p>I can tell you how medicines can help a person.</p> <p>I can identify an adult who I can talk to, either at home or at school, if I need help.</p> <p>I know that an adult should be present when on the internet.</p>	<p>To know how to think about the perspectives of others.</p> <p>To form positive attachments to adults and friendships with peers.</p> <p>To know how to say positive things about my friends.</p> <p>To know it is important to remember my manners.</p> <p>To know what it means to be respectful and to be treated with respect.</p>	<p>To know what my body needs to keep healthy including oral hygiene.</p> <p>To know some healthy foods and know the importance of making healthy food choices.</p> <p>To know what is safe to go outside my body know the importance of regular exercise.</p> <p>To know when and why we have bedtime and know the importance of sleep.</p> <p>To know how to show resilience and perseverance</p>	<p>To know and understand some important processes and changes in the natural world around them, including the seasons (science).</p> <p>To know how to talk about some of the things I have observed such as plants, animals, natural and found objects. (Science)</p> <p>To know and understand the key features of the life cycle of an animal. (Science)</p> <p>To know and start to develop an understanding of growth, decay and</p>



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	<p>To know some classroom rules.</p> <p>I know who to go to if I am upset.</p> <p>To know the boundaries set and of behavioural expectations in the class.</p> <p>I can identify an adult who I can talk to, either at home or at school, if I need help.</p> <p>To know that not all families are the same.</p> <p>To know how to hand wash and can articulate why this is important.</p> <p>To know how people are different and are respectful of this.</p> <p>To know others may have differing</p>	<p>To know that praise for what I have done is a positive thing</p> <p>Know how to make my needs, wants, interests known in an acceptable way.</p> <p>To know I can take steps to resolve conflict eg: finding a compromise without adult support</p> <p>To know what I am good at and how to communicate this to others</p> <p>To know how to work and play cooperatively and take turns with others.</p> <p>To know how to initiate play, offering cues to my friends to join me.</p>	<p>I know how to stay safe online.</p> <p>I know what makes a good friend.</p> <p>To know how to look after myself</p> <p>To know ways to stay safe.</p> <p>I know my value as an individual.</p>	<p>To know that my actions affect other people.</p> <p>To know how to build constructive and respectful relationships.</p> <p>To form positive attachments to adults and friendships with peers.</p> <p>To know why its important to keep money safe.</p> <p>To know ways to save money.</p> <p>To know why we save money.</p> <p>To identify the uses of money</p>	<p>in the face of challenge.</p> <p>To know what I am good at and how to communicate this to others.</p> <p>To show resilience and perseverance in the face of challenge.</p> <p>To give focused attention to what the teacher says, respond appropriately even when engaged in an activity and show an ability to follow several instructions involving several ideas or actions.</p> <p>To know how to tolerate delay when my needs are not immediately met and understand they may not always be met.</p>	<p>changes over time. (Science)</p> <p>To know how to look after the environment (science)</p> <p>To know where babies come from (science)</p> <p>To know that some things are private on our own body.</p> <p>To know the names of some body parts which are inside my body and some which are outside.</p> <p>To set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.</p> <p>To be confident to try new activities and show</p>
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	<p>needs and can accept the needs of others.</p> <p>I can take turns and share resources, sometimes with support.</p> <p>I can have sensitivity to their own and other's needs.</p>	<p>To explain the reason for rules, know right from wrong and try to behave accordingly.</p> <p>To know how to start conversations and take account of what others say.</p>			<p>To know how to wait for an adult's attention if they are talking to another child.</p> <p>To manage my own basic hygiene and personal needs including dressing, going to the toilet.</p>	<p>independence, resilience and perseverance in the face of challenge.</p>
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NETTLEWORTH INFANT AND NURSERY SCHOOL



	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</p>	<p>Which people are special and why? Who are we and how do we belong? Which stories are special and why?</p> <p>To show an interest in familiar and other adults from the community.</p> <p>To know special people in their immediate family and be able to talk about them.</p> <p>To know what makes them special.</p> <p>To know which friends are special</p>	<p>What times are special and why? Which stories are special and why?</p> <p>To know which stories are special and why e.g. nativity.</p> <p>To join in with celebrations know and describe special times or events for family or friends respecting difference.</p> <p>To know at a basic level the Christmas story.</p> <p>To know that Chinese New year, Diwali and Christmas are times that people celebrate.</p>	<p>What times are special and why?</p> <p>To know that Chinese New year, Diwali and Christmas are times that people celebrate.</p> <p>To know an example of how people celebrate these festivals.</p> <p>To know that different people celebrate different things.</p> <p>To know that people have different beliefs.</p> <p>To know some traditions that lie behind a</p>	<p>What times are special and why? Which stories are special and why?</p> <p>To know that people have different beliefs.</p> <p>To know which stories are special and why (The Easter Story).</p> <p>Values: link to bible stories, the rich farmer.</p>	<p>What is special about our world?</p> <p>To know which stories are special and why (The Creation Story/Noah's Ark).</p> <p>To know how to care for living Things.</p> <p>Looking after God's planet</p>	<p>What is special about our world? What places are special and why?</p> <p>To know what places are special to me.</p> <p>To know that people may have special places that are different to each other.</p>



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<p>individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>to them and articulate what they like about them.</p> <p>To know how to care for living things.</p> <p>To know about people who help us.</p> <p>To know about people around us</p> <p>To know I have to take responsibility for my class objects and actions.</p> <p>To show interest in differences.</p> <p>To know that I have similarities and differences that connect me to and distinguish me from others.</p>	<p>To know an example of how people celebrate these festivals.</p> <p>To know that different people celebrate different things.</p> <p>To know that people have different beliefs.</p> <p>To know what it means to celebrate.</p> <p>To know some traditions that lie behind a celebration e.g. birthday presents, Christmas presents, cards, making Diya lamps.</p>	<p>celebration e.g. birthday presents, Christmas presents, cards, making Diya lamps.</p>			
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NETTLEWORTH INFANT AND NURSERY SCHOOL



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General Themes	Marvellous Me!	Celebrating Everyone	Help, Help!	Ready, Steady, Grow!	Amazing Animals	Oh the Places We'll Go!
Physical Development  <p>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.</p>						
Gross Motor Children will access the treehouse area throughout the week with a focus on gross motor skills. Children will take part in the daily mile.	Multi-Skills Spatial Awareness & Movement	Balance Ability Dance	Multi-Skills Throwing and Catching	Balance Ability Gymnastics	Multi-Skills Large Ball Skills	Athletics
	To know how to adjust speed or change direction to avoid obstacles when playing games with other children. To know how to run in different directions. To know how to jump up into the air and maintain balance.	To know how to move to music. To know how to copy basic actions and movements. To know how to investigate different ways of moving. To know how to have an awareness of space.	To know how to throw, catch and pass a ball. To know how to throw a ball with aim, demonstrating increasing control. To know how to show increasing control over an object in pushing, patting, throwing, or catching.	To know how to copy a simple sequence. To know how to travel with confidence and skill around, under, over and through balancing and climbing equipment. To know how to jump off an object and land on two feet, appropriately	To know how to throw, catch, kick, pass and strike a ball. To know how to throw a ball with aim, demonstrating increasing control. To know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it.	To know how to adjust speed or change direction to avoid obstacles when playing games with other children. To know how to run in different directions. To know how to negotiate space and obstacles safely, with consideration for



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<p>Children will be identified for gross motor focus intervention sessions and begin these from Autumn 2.</p> <p>In the spring, term children will have weekly balance bike sessions.</p>	<p>To know how to follow adult-led instructions about moving safely and the reasons why.</p> <p>To know how to move safely in a space.</p> <p>To negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>To know that our heart beats faster during exercise.</p> <p>To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>To know how to safely perform teacher led warm ups.</p> <p>To know how to create movement in response to music.</p>		<p>using hands, arms and body to stabilise and balance.</p> <p>To know how to move fluently, in a variety of movements, with developing control and grace.</p> <p>To know how to make changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>To now how to combine different movements to make a simple sequence.</p> <p>To demonstrate strength, balance and coordination when playing.</p>	<p>To know how to improve an action such as throwing, catching or striking.</p> <p>To know how to listen and follow two simple instructions in a game.</p> <p>To know how to take turns and share resources when playing games.</p>	<p>themselves and others.</p> <p>To use the skills learnt throughout the year to participate in 4 sports day races; flat race, sack race, egg & spoon and obstacle.</p> <p>Obstacle Race: balancing on the rope, throwing the bean bag into the hoop, balancing the coit on the head and running to the end.</p>
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NETTLEWORTH INFANT AND NURSERY SCHOOL



	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>Physical Development Fine Motor</p>	<p>I am working within 4-6 years of the pencil grip and control progression: I can show a preference for a dominant hand. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. eg: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. I can cut a shape out using scissor. I have developed the foundations of handwriting with most letters formed correctly I can do up my own zip I can take off and put on my own shoes I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can use tools for mark making with control. I can use pincers, tweezers and threading equipment with increasing control and confidence. I can copy shapes, letter and pictures. I can sit on a chair with a straight back and my feet on the floor. I can control finer tools when playing with dough. I can form recognisable letters, some of them correctly. I can use a tripod grasp. Form lower-case and some capital letters correctly.</p>					
Dough Disco Progression	DD- Book 1, moves 1-10	DD- Book 2, moves 1-6	DD- Book 2, moves 7-10	DD- Dinosaurs	DD- Under the Sea	DD- Pirates & Nursery Rhymes
Squiggle Me into a Writer Fine Motor Teachers will continuously check the process of children's handwriting (pencil grip and letter formation,	.Phase 2- Autumn 1 Week 3: s, a, t, p, Week 4: i, n, m, d Week 5: o, c, k Week 6: e, u, r, Tricky words- Week 4: is Week 5: l Week 6: the	Phase 2- Autumn 2 Week 1: h, b, f, l Week 2: ff, ll, ss, j Week 3: v, w, x, y Week 4: z, zz, qu, ch Week 5: sh, th, ng, nk Week 6: Consolidation Tricky words-	Phase 3- Spring 1 Week 1: recap/consolidate Week 2: ai, ee, Week 3: igh, oa Week 4: oo, ar Week 5: CVC/CVCC words with learnt sounds. Tricky words- W2: was, you	Phase 3- Spring 2 Week 1: recap/consolidate Week 2: or, ur Week 3: ow, oi, ear Week 4: air, er Week 5: dictated phrase/ sentence using known GPC. Tricky words- W2: all	Capital Letters- Summer 1 Week 1: A, B, C Week 2: D, E, F Week 3: G, H, I, Week 4: J, K, L, M Tricky words- W1: said, so W2: have, like W3: some, come W4: love, do	Capital Letters- Summer 2 Week 1: N, O, P, Q Week 2: R, S, T, U Week 3: V, W, X, Week 4: Y, Z Tricky words- W2: little, says, W3: there, when W4: what, one W5: out, today



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<p>including directionality). Providing extra help and guidance when needed.</p> <p>Children will participate in daily handwriting sessions through various practical and written activities</p> <p>Daily opportunities for fine motor activities within continuous provision- mark making, message centre and scissor skills.</p>	<p>Explicitly taught name writing- written in handwriting books</p>	<p>W2: as, and W3: has, his, her, W4: go, no, into W5: she, he, of W6: we, me, be</p> <p>Children to write dictated CVC words with learnt sounds.</p>	<p>W3: they W4: my, by</p> <p>Children to begin to learn the reception 45 high frequency words.</p> <p>Children to begin to write dictated phrases/captions- eg. a cat, a hat, the pig</p>	<p>W3: are W4: sure W5: pure</p> <p>Children to practise spelling the matched set of high frequency words.</p> <p>Begin explicit teaching of full name writing.</p>	<p>W5: were, here</p> <p>Full name writing.</p> <p>Weekly dictated sentences including correct punctuation (capital letter, finger spaces and full stops).</p> <p>Children to practise spelling the matched set of high frequency words.</p>	<p>Full name writing.</p> <p>Weekly dictated sentences including correct punctuation (capital letter, finger spaces and full stops).</p> <p>Children to practise spelling the matched set of high frequency words.</p>
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NETTLEWORTH INFANT AND NURSERY SCHOOL



	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>Reading and Phonics</p> <p>We follow the Little Wandle Phonics and reading scheme.</p> <p>Assessments are carried out half-termly and children are matched to the appropriate book band.</p>	<p>Phase 2 Set 1</p> <p>I know these Phase 2 graphemes in words: s a t p i n and can read these sounds in words.</p> <p>I begin to blend and segment in order to read vc and cvc words e.g. as, at, in, is, it and.</p> <p>I know how to handle books correctly, find the title, turn the pages properly and know that print goes from left to right.</p> <p>I start to match spoken words to printed words (one to one correspondence).</p>	<p>Phase 2 Set 2</p> <p>I know these Phase 2 graphemes in words: s a t p i n m d and can read these sounds in words e.g. am, dad, an, man, mum, had, sat, has.</p> <p>I know how to match spoken to printed word (one to one correspondence) across 2-3 lines of print.</p> <p>I know how to blend some letters together, with meaning, to read the text, including CVC words</p>	<p>Phase 2 Set 4</p> <p>I know these Phase 2 graphemes in words e u r h b f ff l ll ss and can read these sounds in words: e.g. him, get, up.</p> <p>I know these key words – I put pull full as has his her go no.</p> <p>I know how to read each word as I point to it (one-to-one correspondence) across 2-3 lines of print.</p> <p>I continue to know how to read simple words more confidently by</p>	<p>Phase 3 Set 1</p> <p>I know these Phase 3 graphemes in words ai (snail) ee (see) igh (night) oa (goat) oo (zoo) oo (look) ar (car) or (fork) ur (nurse) ow (cow) oi (spoil) ear (hear) air (chair) er (better) and am blending in my head more words.</p> <p>I know these key words automatically - was you they my by all are sure pure.</p> <p>I know how to make sure my reading makes sense.</p> <p>I know how to re-read a sentence to</p>	<p>Phase 3 Set 2</p> <p>I know these Phase 3 graphemes in longer words: ai (snail) ee (see) igh (night) oa (goat) oo (zoo) oo (look) ar (car) or (fork) ur (nurse) ow (cow) oi (spoil) ear (hear) air (chair) er (better) e.g. popcorn, waiting, torches.</p> <p>I am blending in my head confidently and automatically.</p> <p>I know these key words automatically - was you they my by all are sure pure.</p> <p>I know how to make sure my</p>	<p>Phase 4 Set 1</p> <p>I know these Phase 3 graphemes in words: ai (snail) ee (see) igh (night) oa (goat) oo (zoo) oo (look) ar (car) or (fork) ur (nurse) ow (cow) oi (spoil) ear (hear) air (chair) er (better).</p> <p>I can read words with adjacent consonants and short vowels e.g. went, fact, bring, munch, stamp, sprint, forest, started, smashed, melted, strongest, blossom, crowds, storm, brighter, greenest.</p> <p>I know these key words: said so have</p>



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	<p>I know how to confirm this matching by pointing to some key words and known letters.</p>	<p>Phase 2 Set 3</p> <p>I know these Phase 2 graphemes in words: g o c k ck and can read these sounds in words e.g. back, can, got, on, not.</p> <p>I know these key words - the is and.</p> <p>I know how to sound out and blend sat man hug red.</p> <p>I can segment and blend words orally.</p>	<p>blending sounds together.</p> <p>I have some awareness of mismatches between reading attempts and texts.</p> <p>Phase 2 Set 5</p> <p>I know these Phase 3 graphemes in words j v w x y z zz qu ch sh th ng nk.</p> <p>I know these key words – she push he of we me be to into.</p> <p>I know how to read simple words by blending phonemes from left to right and check for meaning- does it make sense and sound right.</p> <p>I know how to consolidate secure control of one to-</p>	<p>make it sound like talking.</p> <p>I know how to solve simple words by blending phonemes from left to right and check for meaning, correct syntax- does it make sense and sound right?</p>	<p>reading makes sense.</p>	<p>like some come love do were here little says there when what one out today.</p> <p>I begin to know how to follow print with my eyes, finger pointing at points of difficulty.</p> <p>I take more note of punctuation for grammar.</p> <p>I know how to cross-check all sources of information, while reading, and sometimes self-correct.</p> <p>I note familiar words and phonemes and use these to get to unknown words</p>



NETTLEWORTH INFANT AND NURSERY SCHOOL




			<p>one matching on a wide range of texts.</p> <p>I begin to notice own errors.</p> <p>I know how to start to read in a more phrased manner while maintaining track of the print.</p>			
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NETTLEWORTH INFANT AND NURSERY SCHOOL



	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 – Writing</p> <p>A creative and immersive hook is paired with each focus text.</p> <p>Each book snuggle includes 6 carefully selected words to develop children’s ambitious vocabulary. The words are taught in a practical way- get up, stand up! Every word is paired with an action.</p>	<p>I know how to say a clause to complete a sentence that is said aloud e.g. ‘When we went to the beach today...we ate ice-cream, it was hot.</p> <p>I know how to write from left to right across the page.</p> <p>My writing will usually need mediation.</p> <p>I know how to write initial sounds in words.</p>	<p>I know how to say a clause to complete a sentence that is said aloud e.g. ‘When we went to the beach today...we ate ice-cream, it was hot.</p> <p>I know how to write from left to right across the page.</p> <p>My writing will usually need mediation.</p> <p>I know how to write initial sounds in words I know how to identify or write 10+ graphemes on hearing corresponding phonemes.</p>	<p>I know how to make up my own phrase or short sentence to express my thoughts aloud about stories, my paintings or drawings, or my own experiences.</p> <p>I know how to attempt to write short sentences, captions, lists and labels.</p> <p>My writing may still need mediation.</p> <p>I am beginning to know how to use finger spaces to separate words.</p>	<p>I know how to make up my own phrase or short sentence to express my thoughts aloud about stories, my paintings or drawings, or my own experiences.</p> <p>I know how to attempt to write short sentences, captions, lists and labels.</p> <p>My writing may still need Mediation.</p> <p>I am beginning to know how to use finger spaces to separate words.</p>	<p>I know how to retain and write down a simple sentence that I have orally rehearsed.</p> <p>I know how to write simple phrases and sentences that can be read by others (ELG).</p> <p>My writing can be understood without mediation.</p> <p>I am beginning to know how to use full stops in the right places.</p> <p>I am beginning to know how to use capital letters in the right places.</p>	<p>I know how to retain and write down a simple sentence that I have orally rehearsed.</p> <p>I know how to write simple phrases and sentences that can be read by others (ELG).</p> <p>My writing can be understood without mediation.</p> <p>I am beginning to know how to use full stops in the right places.</p> <p>I am beginning to know how to use capital letters in the right places.</p>



NETTLEWORTH INFANT AND NURSERY SCHOOL



<p>Children all have their own writing target starting autumn term 2.</p>	<p>I know how to identify or write 10+ graphemes on hearing corresponding phonemes.</p> <p>I know how to hear and say the initial sounds in words.</p> <p>I know how to blend and segment words orally.</p> <p>I am beginning to know how to write some phase 2 tricky words (eg: I the to).</p> <p>I know how to make a good attempt to write my first name.</p> <p>I know to make marks that look like writing.</p> <p>I know how to form correctly most of the 10+ lower case letters.</p>	<p>I know how to hear and say the initial sounds in words.</p> <p>I know how to blend and segment words orally.</p> <p>I am beginning to know how to write some phase 2 tricky words (eg: I the to).</p> <p>I know how to make a good attempt to write my first name.</p> <p>I know to make marks that look like writing.</p> <p>I know how to form correctly most of the 10+ lower case letters.</p>	<p>I know how to write 15/20 graphemes on hearing the corresponding phonemes.</p> <p>I know how to segment and make plausible attempts at spelling some CVC words.</p> <p>I know how to use phonic knowledge to write simple regular words.</p> <p>I know how to write some phase 2 tricky words.</p> <p>I know how to write my first name.</p> <p>I know how to form correctly about 15/20 lower case letters.</p>	<p>I know how to write 15/20 graphemes on hearing the corresponding phonemes.</p> <p>I know how to segment and make plausible attempts at spelling CVC and high frequency words.</p> <p>I know how to use phonic knowledge to write simple regular words.</p> <p>I know how to write most phase 2 and some phase 3 tricky words.</p> <p>I know how to write my first name.</p> <p>I know how to form correctly about 15/20 lower case letters.</p>	<p>I mostly know how to use finger spaces to separate words.</p> <p>I know how to identify or write most graphemes on hearing the corresponding phonemes.</p> <p>I know how to spell words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash).</p> <p>I know how to spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)</p>	<p>I mostly know how to use finger spaces to separate words.</p> <p>I know how to identify or write most graphemes on hearing the corresponding phonemes.</p> <p>I know how to spell words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash).</p> <p>I know how to spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)</p> <p>I know how to write some irregular common words from phase 2, 3 and 4.</p>
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NETTLEWORTH INFANT AND NURSERY SCHOOL


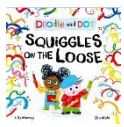
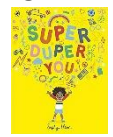
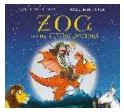






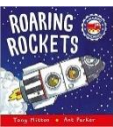

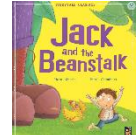
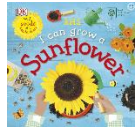

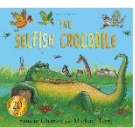
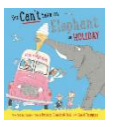

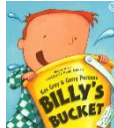



			<p>I am beginning to know how to use a tripod grasp to write letters/ words.</p>	<p>I use a tripod grasp most of the time to write letters/ words.</p>	<p>I know how to write some irregular common words from phase 2 and 3 (e.g. I, the, he, said, of, love).</p> <p>I am beginning to know how to write my full name with a capital letter at the start of each name.</p> <p>I know how to write recognisable letters, most of which are correctly formed (ELG).</p> <p>I know how to form some capital letters correctly.</p> <p>I know how to hold a pencil comfortably and correctly using a tripod grasp.</p>	<p>I know how to write my full name with a capital letter at the start of each.</p> <p>I know how to write recognisable letters, most of which are correctly formed (ELG).</p> <p>I know how to form some capital letters correctly.</p> <p>I know how to hold a pencil comfortably and correctly using a tripod grip.</p>
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NETTLEWORTH INFANT AND NURSERY SCHOOL

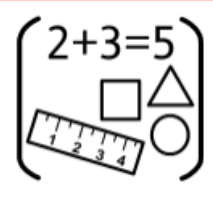


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrating Everyone	Help, Help!	Ready, Steady, Grow!	Amazing Animals	Oh the Places We'll Go!
 <p>Literacy – Focus Texts</p> <p>A creative and immersive hook is paired with each focus text.</p> <p>Texts may change due children's interests.</p>	 <p>The introduction of Doodle and the Message Centre</p>  <p>Puzzle Pieces of the children and teachers in class.</p>  <p>A doctors bag and dragon scales to appear in the classroom.</p>  <p>Wedding Clothing to be hung in the role play area.</p>	 <p>Gingerbread recipe and ingredients.</p>  <p>A witches hat, broom, and hair bow to appear on the playground- children to hear a witches giggle.</p>  <p>A message from the ladybird asking for our help!</p>  <p>Morfo Video of Santa and his reindeers.</p>	 <p>Morfo video of Evil Pea & Supertato- a set of superhero challenges to complete!</p>  <p>Space food delivery and an immersive rocket ride!</p>  <p>Pretend Bus Ride- tickets and waiting at the bus stop.</p>	 <p>The discovery of some magic beans and a giant golden egg!</p>  <p>Nettleworth in Bloom – let's plant some seeds!</p>  <p>Peas all over the classroom! Some words written with peas around the room.</p>	 <p>Lots of objects from the story dotted around school!</p>  <p>A poo discovery! And some different animal footprints.</p>  <p>Crocodile Teeth and teeth marks in items around the room.</p>	 <p>An elephant asking for help to pack his holiday suitcase.</p>  <p>A message in a bottle from the Pirates!</p>  <p>A large bucket filled with sand, sea creatures and water wrapped up birthday wrapping paper.</p>  <p>Pirate dress up day and a treasure hunt.</p>
Poetry Basket	Breezy Weather	Pointy Hat	Shoes	Five Little Peas	Monkey Babies	If I were so small



NETTLEWORTH INFANT AND NURSERY SCHOOL



	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 part in 'daily dollop' maths sessions. These will be practical, active and engaging. Children will participate in daily focus group sessions to build on their learning from the adult inputs.</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 recognise and learn to form numbers 0-3.</p> <p>To count by rote to 10.</p> <p>To know how to count with 1:1 correspondence to 3.</p> <p>To subitise up to 3.</p>	<p>To recognise and learn to form numbers 4 and 5.</p> <p>To develop number recognition and be able to order numbers to 5.</p> <p>To count by rote to 10+.</p> <p>To count with 1:1 correspondence up to the amount of 5.</p> <p>To subitise amounts to 5.</p>	<p>To recognise and learn to form numbers 6, 7, 8.</p> <p>To develop number recognition and be able to order to numbers up to 8.</p> <p>To count by rote to 15.</p>	<p>To recognise and learn to form numbers 9 and 10.</p> <p>To recognise numbers from 0-10.</p> <p>To order numerals from 0-10.</p> <p>To count by rote to 20.</p>	<p>To recognise and learn to form numbers 11, 12, 13, 14, 15, 16.</p> <p>To recognise number from 0 to 16.</p> <p>To order numerals from 0 to 16.</p>	<p>To recognise and learn to form numbers 16, 17, 18, 19, 20.</p> <p>To recognise numbers from 0-20.</p> <p>To order numerals from 0 to 20.</p> <p>To count in rote beyond 20.</p>



NETTLEWORTH INFANT AND NURSERY SCHOOL



<p>Counting is included into everyday routines such as register time, tidying up, lining up and counting out pieces of fruit at snack time.</p> <p>Children will sing counting songs and 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>To know how to count out from a group.</p> <p>To comparing groups using the language more/greater and less/fewer.</p> <p>To sort objects into groups.</p> <p>To say 1 more/less to amounts up to 3.</p> <p>Time- My day To know and begin to use positional language.</p>	<p>To match numerals to quantities.</p> <p>To count out given amounts from a group. To compare amounts in groups (more/greater/fewer/less)</p> <p>To say 1 more/less of amounts and numbers up to 5.</p> <p>To know and recall number bonds to 5.</p> <p>2D Shape- link to number of sides and corners</p> <p>Pictures & patterns- Kandinsky</p>	<p>To use 1:1 correspondence to count amounts up to 8.</p> <p>To match numerals to quantities up to eight.</p> <p>To say 1 more/less of numbers and amounts up to 8.</p> <p>To add 2 groups together and find the total.</p> <p>To subtract with objects.</p> <p>To know and recall number bonds to 5.</p> <p>Patterns- AB, ABB and ABBC To create simple repeating patterns.</p>	<p>To use 1:1 correspondence to count amounts up to 10.</p> <p>To match numeral to quantity of numbers up to 10.</p> <p>To say 1 more/less of numbers and amounts to 10.</p> <p>To add 2 groups and find the total.</p> <p>To subtract with objects and explore number sentences.</p> <p>To develop an understanding of umber bonds to 10 and be able to recall some.</p> <p>To recap 2D shapes- names and description.</p>	<p>To count by rote to 20 and Beyond.</p> <p>Place value- To understand the composition of numbers greater than 10.</p> <p>To use first, then and now stories to complete addition and subtraction number sentences.</p> <p>To find doubles and halves of amounts and numbers.</p> <p>To automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>To explore numbers and amounts being odd or even.</p>	<p>Place value- To solve simple real-world mathematical problems involving numbers up to 10.</p> <p>To use number tracks and manipulatives (like counters or cubes) to support addition and subtraction number sentences.</p> <p>To find doubles and halves of amounts and numbers.</p> <p>To automatically recall number bonds for numbers 0–5 and some to 10.</p>
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NETTLEWORTH INFANT AND NURSERY SCHOOL




<p>Within the classroom and school environment number tracks, calendars and hundred squares will be visible. Ensuring that children become familiar with two-digit numbers and can start to spot patterns within them.</p>			<p>Money- To understand its value and use in everyday contexts.</p>	<p>To introduce 3D shapes.</p> <p>Estimation- to make more accurate guesses of amounts up to 10 using conceptual subitising.</p>	<p>To use comparative language using 'than' For example: "This is heavier than that."</p> <p>To make and test predictions. "What if we pour the jugful into the teapot? Which holds more?"</p>	<p>To explore numbers and amounts being odd or even.</p> <p>To use comparative language using 'than' For example: "This is heavier than that."</p> <p>To make and test predictions. "What if we pour the jugful into the teapot? Which holds more?"</p>
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NETTLEWORTH INFANT AND NURSERY SCHOOL




	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</p> <p>SMART RULES: to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true.</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 the basic functions of an iPad (home button, lock button and volume buttons, camera).</p> <p>To begin to take photos of their own learning within continuous provision using the camera on the iPads.</p> <p>To know that information can be retrieved from technological devices and the internet.</p>	<p>To know how to access, understand and interact with a range of technologies, developing literacy skills.</p> <p>To know about how everyday technology is controlled.</p>	<p>To know how to navigate their way around an iPad and operate a few apps e.g. drawing on screen.</p> <p>To know how to use the internet, with adult supervision, to find and retrieve relevant information.</p>	<p>To know that information can be retrieved from technological devices and the internet: Finding facts about plants.</p> <p>To know how to use the internet, with adult supervision, to find and retrieve relevant information.</p>	<p>To know how to complete a simple program on an electronic device e.g. BeeBot, Pad etc. independently.</p>	<p>To know how to access, understand and interact with a range of technologies, developing literacy skills.</p>



NETTLEWORTH INFANT AND NURSERY SCHOOL



	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>Know that seasons change and the differences between them e.g. cold in winter, warmer in summer (every season).</p> <p>Know why things occur in their immediate environment.</p> <p>Know how to use everyday language to talk about position and distance.</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 past events in their own life and/or in the lives of family members.</p> <p>To know how they have changed since they were born know the names of people who are familiar to them and can describe their role.</p>	<p>To know some facts about events or people from the past that they recall from stories they have read/heard (Guy Fawkes).</p> <p>To know how to compare and comment on images of familiar situations in the past, particularly in the books they have read (Guy Fawkes).</p> <p>To know about characters from</p>	<p>To know about and discuss past events in their own life and/or in the lives of family members.</p> <p>To know and talk about significant events, from their own experience with increased vocabulary.</p> <p>To Know when an image represents a familiar</p>	<p>To know that answers to simple questions can be found from photos, pictures, and objects.</p> <p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>To know and discuss their local environment.</p> <p>To know why things occur in</p>	<p>To know how they have changed since they were born.</p> <p>To know about some of the experiences they have had at different points in the school year.</p> <p>To know some similarities and differences between things in the past and now,</p>



NETTLEWORTH INFANT AND NURSERY SCHOOL



<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>To know about similarities and differences between themselves and others.</p> <p>To talk about the lives of the people around them and their roles in society.</p> <p>To know about places in and around school (home/school).</p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>To know that a simple map can give me information.</p>	<p>stories, including figures from the past (e.g. Robin Hood/Guy Fawkes).</p> <p>To know about the features of their own immediate environment at a simple level.</p> <p>To know that we live in Mansfield Woodhouse a part of Mansfield/Nottingham.</p> <p>To know how familiar environments might vary from one another (Mansfield and Nottingham).</p> <p>To know that we live in England- London. Explore the different landmarks.</p> <p>To know and discuss their local environment.</p>	<p>situation in the past.</p> <p>To know there are lots of countries in the world that are all different (link to Night Monkey, Day monkey, hot countries).</p> <p>To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps</p> <p>To know some similarities and differences between the natural world around them and contrasting</p>	<p>To know and discuss their local environment (farm links).</p> <p>To know that a simple map can give me information (map of Whitepost farm before the trip).</p> <p>To know how to use everyday language to talk about position and distance.</p>	<p>their immediate environment.</p> <p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>drawing on their experiences and what has been read in class.</p> <p>To know there are lots of countries in the world that are all different.</p> <p>To know that information can be drawn from a simple map.</p> <p>To know that a simple map can give me information.</p> <p>To know that Google Earth can be used to explore and have looked for familiar landmarks learnt about through the year.</p>
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NETTLEWORTH INFANT AND NURSERY SCHOOL




		<p>To know that Google Earth can be used to explore and have looked for familiar landmarks (London comparison).</p>	<p>environments, drawing on their experiences and what has been read in class.</p> <p>To know that Google Earth/digimaps can be used to explore and have looked for familiar landmarks.</p> <p>To know other countries might be different from each other.</p> <p>To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.</p>			
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NETTLEWORTH INFANT AND NURSERY SCHOOL



	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>Science links- To know and understand some important processes and changes in the natural world around them including the seasons: covered every term.</p>	Science Links					
	<p>To explore the natural world around them, making observations.</p> <p>To draw pictures of animals.</p> <p>To know how to show care and concern for living things and the environment.</p> <p>To know how to describe what I see, hear and feel whilst outside.</p> <p>To know and name body parts.</p>	<p>To know and understand some important processes and changes in the natural world around them, including changing states of matter:</p> <p>Baking bread: Linked to Harvest and The Little Red Hen story</p> <p>Melting ice linked to Winter</p> <p>To know and understand some important processes and changes in the natural world around them, including the seasons: Winter.</p>	<p>To know how to recognise some environments that are different to the one in which I live.</p> <p>To know how to explore different materials and talk about what they are made from.</p> <p>To know and understand some important processes and changes in the natural world around them, including the seasons: Spring</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 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 talk about why things happen and how things work.</p>	<p>To know how to show care and concern for living things and the environment.</p> <p>To know and describe similarities and differences in relation to living things.</p> <p>To know and describe the habitat of familiar animals.</p> <p>To know and understand the key features of the life cycle of a minibeast or animal.</p>	<p>To know how to talk about ways in which I can look after my environment.</p> <p>To know and name body parts (SCARF).</p> <p>To know where babies come from (SCARF).</p> <p>To know how human actions impact on the environment.</p>



NETTLEWORTH INFANT AND NURSERY SCHOOL




	<p>To know and understand some important processes and changes in the natural world around them, including the seasons: Autumn</p>		<p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction.</p>	<p>To Know how to explore the natural world around me (Ongoing)</p> <p>To know what a plant needs to grow (Grow our own plants linked to Jack and the Beanstalk)</p> <p>To draw pictures of plants Know and start to develop an understanding of growth, decay and changes over time.</p> <p>To know how to show care and concern for living things and the environment</p> <p>To know and understand the key features of the life cycle of an animal.</p>	<p>To explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>To know how to explore different materials and talk about what they are made from Bridges linked to Billy Goats Gruff.</p>	<p>To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>To know and understand some important processes and changes in the natural world around them, including the seasons: +Summer</p>
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NETTLEWORTH INFANT AND NURSERY SCHOOL



	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, patterns, texture, line, form, space and shape)</p> <p>To know how to draw a picture of a person with definite, clear features and body parts (self-portrait).</p> <p>To know how to hold a pencil using the tripod grip.</p>	<p>Painting</p> <p>To know how to produce a piece of artwork using an artists style as a stimulus (Cai Guo Qiang) Firework paintings.</p> <p>To know how to select colour for a purpose (firework paintings).</p> <p>To begin to know how mixing colours can change a colour</p>	<p>The work of artists/designers</p> <p>To know how to produce a piece of artwork using an artists style as a stimulus (Jackson Pollock).</p> <p>To know about a famous artists and my likes and dislikes (Jackson Pollock).</p> <p>To know how to explore, use and refine a variety of</p>	<p>Printing</p> <p>To know how to experiment with print using paint and objects (natural objects).</p> <p>To know different effects can be made from the way which you use the medium, (e.g. wax crayon for rubbing).</p> <p>To know how to safely use and explore a variety</p>	<p>Sculpture/3D form</p> <p>To now how to produce a piece of artwork using an artists style as a stimulus (Anna-Collette Hunt).</p> <p>To know how to effectively and safely use simple tools to change materials.</p> <p>To know how to manipulate materials to create</p>	<p>Collage</p> <p>To know how to combine media to make a collage (sea scene).</p> <p>To know how to select, cut, assemble, tear, stick and collage different materials.</p> <p>Design Technology</p> <p>To begin to know how to build on my previous</p>



NETTLEWORTH INFANT AND NURSERY SCHOOL



<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>Know how to make use of props and materials when role-playing characters in narratives and stories.</p>	<p>To know that I can use lines to enclose a space and then begin to use these shapes to represent objects (pet sketching).</p> <p>To know how to explore, use and refine a variety of artistic effects to express my ideas and feelings.</p> <p>To know how to draw to communicate and express ideas and feelings.</p> <p>To know and securely demonstrate a range of gross motor movements which underpin the mechanics of drawing.</p> <p>Design Technology To safely use and explore a variety</p>	<p>(fireworks/night sky colours).</p> <p>To now how to use a variety of tools when painting eg: brush, sponges, fingers, hands, sticks, rollers.</p> <p>Design Technology To know how to follow a recipe with support (Making bread-linked to harvest and 'The Little Red Hen').</p> <p>To know how to use a rolling pin to alter the appearance of malleable materials.</p> <p>To know how to follow simple hygiene rules.</p>	<p>artistic effects to express my ideas and feelings.</p> <p>Design Technology</p> <p>To begin to know how a product moves (rolling, sliding etc).</p> <p>To know how to choose the right resources to carry out a task/plan.</p>	<p>of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To create a canvas to sell at our art exhibition in the style of Andy Warhol.</p>	<p>a desired outcome (clay Minibeasts).</p> <p>To use simple tools and techniques competently and appropriately.</p> <p>Design Technology</p> <p>To know that some food is healthy and some is not (SCARF).</p> <p>To know how to follow simple hygiene rules (SCARF).</p> <p>To know the different techniques for joining materials, such as using tape, glue (making a minibeast with moving parts).</p>	<p>learning, refining ideas and developing my ability to represent them.</p> <p>To know how to explore, use and refine a variety of different artistic effects to express my ideas and feelings.</p> <p>To share their creations, explaining the process they have used.</p>
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NETTLEWORTH INFANT AND NURSERY SCHOOL



	<p>of materials, tools and techniques, experimenting with colour, design, texture, form and function. Modelling the use of attachment methods in the creative area. To know how to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p>					
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Music

The children will sing nursery rhymes through the week linking to maths and the progression document.

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.

	Charanga Music – Me	Charanga Music - My Stories EYFS Christmas Nativity	Charanga Music – Everyone!	Charanga Music – Our World	Charanga Music – Big Bear Funk	Charanga Music – Reflect, Rewind & Replay
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NETTLEWORTH INFANT AND NURSERY SCHOOL







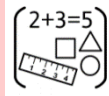


Each morning the children will sing songs linking to days of the week and the seasons.	Our Nursery Rhyme Progression – There is a mixture of action songs, other cultures, complex language and counting rhymes.					
	<ul style="list-style-type: none"> - This Old Man - Head, shoulders, knees and toes - Rock a Bye Baby - Twinkle Twinkle Chocolate Bar - Big Fish, Little Fish 	<ul style="list-style-type: none"> - Dingle Dangle Scarecrow - If you're happy and you know it! - Three Blind Mice - It's raining, it's pouring - Teddy Bear, Teddy Bear 	<ul style="list-style-type: none"> - I can see a rainbow - One finger, one thumb - When Goldilocks went to the house of bears - Five Little Monkeys - The animals went to two by two 	<ul style="list-style-type: none"> - Little Bo Peep - The Big Ship Sails - Hot Cross Buns - Ten Currant Buns - Days of the Week 	<ul style="list-style-type: none"> - Down in the Jungle - 5/10 Little Ducks - 5/10 Speckled Frogs - This is the way we brush our teeth - Incy Wincy Spider limbed up a Tree 	<ul style="list-style-type: none"> - ABC song - 5/10 Little Men in a Flying Saucer - Ten in a Bed - Ten Green Bottles - There's a Hole in My Bucket - Frere Jacques



NETTLEWORTH INFANT AND NURSERY SCHOOL



Early Learning Goals – for the end of the year - Holistic and best fit judgement!

Communication & Language 	Personal, Social, Emotional Development 	Physical Development 	Literacy 	Maths 	Understanding the World 	Expressive Arts & Design 
<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions 	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>ELG: Number</p> <ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, 	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with



NETTLEWORTH INFANT AND NURSERY SCHOOL



<p>ELG: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>involving several ideas or actions.</p> <p>ELG: Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and 	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. 	<p>ELG: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<p>ELG: Numerical Patterns</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world 	<p>peers and their teacher.</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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NETTLEWORTH INFANT AND NURSERY SCHOOL



	<p>friendships with peers.</p> <ul style="list-style-type: none">• Show sensitivity to their own and to others' needs.				<p>around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none">• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
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