



## Long Term Progression Planner Nursery-FS1

|   | Autumn1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
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| <p><b>CONTEXT FOR LEARNING</b></p> <p><u>Topics and Themes</u><br/>(Teacher Directed)</p> | <p>How can I make a new friend?</p> <p>Explore the book 'Little Tiger Goes to School' to support and establish Nursery rules and routines.</p> <p>Explore the book 'Tiger who came to Tea' to support new friendships and to enable children to share home experiences.</p> | <p>What can I celebrate?</p> <p>Learn about the following celebrations: Bonfire Night<br/>Diwali<br/>Christmas<br/>Sophie's Birthday</p> <p>Learn about our community celebrating similarities and differences.</p> <p>Discover the seasonal changes of autumn.</p> | <p>How can I make patterns?</p> <p>Explore pattern using the following books as a stimulus: Gruffalo's Child<br/>The Gruffalo<br/>Pirates and Aliens Love Underpants</p> <p>Chinese and Lunar New Year- explore the patterns of Chinese writing.</p> | <p>What changes can I see?</p> <p>Explore colour mixing with Elmer.<br/>Explore changes to shape and size with the Blue Balloon.<br/>Explore how we change as we grow using the stories 'Ten Little Fingers, Ten Little Toes' and 'Titch'.<br/>Explore changes in the garden in the springtime.</p> <p>Join in with the customs of Easter.</p> | <p>Can I tell you a story?</p> <p>Listening to stories for pleasure.<br/>Learn a variety of traditional stories.<br/>Sequence the events from Jasper's Beanstalk.<br/>Join in with repetitive text whilst exploring 'Jack and the Beanstalk', 'Enormous Turnip', 'Goldilocks' and 'Gingerbread man'.</p>   | <p>Can I be a writer?</p> <p>Explore mark making through the stories of:<br/>Norman the snail<br/>Hungry Caterpillar<br/>Busy Spider<br/>Super worm</p> <p>Explore Non-fiction texts and visit the local Ecology Centre to learn about mini beasts and to record ideas writing for a purpose.</p>   |
| <p><u>Ideas for Extended Provision linked to adult led themes</u></p>                     | <p>Teaching rules through stories:<br/>Elephant-Listening ears<br/>Leopard -Walking legs<br/>Monkey-Look after our toys<br/>Lion-Indoor voices<br/>Parrot- Kind hands<br/>Tea parties<br/>Tea tasting<br/>Tarzan tortoise visit<br/>Role-play cafe</p>                      | <p>Explore others' lives, jobs and people who work in the community.<br/>Similarities and differences<br/>Celebrations and festivals<br/>Birthday party<br/>Make cakes, invitations.<br/>Teachers and children share own celebration photos</p>                     | <p>Chinese restaurant<br/>Winter animals<br/>Exploring ice<br/>Gruffalo visit to Nursery leaves footprints.<br/>Gruffalo cave<br/>Alien spaceship<br/>Patterned underpants<br/>Make own patterns.<br/>Make pirate ships</p>                          | <p>Easter egg hunt<br/>Mother's Day cards<br/>Easter cards<br/>Colour mixing<br/>Baby Clinic<br/>Baby photos<br/>Pin wheels<br/>Compare big and small.<br/>Planting seeds.<br/>Noticing signs of springs.<br/>Growing vegetables.</p>  | <p>Variety of fairy tales and traditional stories.<br/>Planting beans<br/>Jack's house/Giant's castle<br/>Make beanstalks using a variety of media.<br/>Make Gingerbread man biscuits.<br/>Porridge<br/>Goldilocks visit<br/>Puppets and story sequencing<br/>Helicopter stories<br/>Making own books.</p> | <p>Collect snails, observe, make snail patterns.<br/>Caterpillar life cycle<br/>Watch the caterpillars turn into butterflies.<br/>Make butterfly paintings.<br/>Look at symmetry.<br/>Make spider web biscuits.<br/>Variety of counting activities- tallying bugs etc.<br/>Variety of mark making.<br/>Mark making for different purposes.<br/>Using tools with control<br/>Holding mark making tools with a tripod grip<br/>Assign meaning to marks.</p> |
| <p><u>School Ready</u></p>  | <p>Baseline<br/>Settling Notes on Tapestry<br/>Phase 1 phonics – Learning to listen</p>   | <p>Pirate Pete-Colour of the week<br/>Phase 1 phonics – Learning to listen<br/>Environmental and instrumental sounds<br/>Christmas Show</p>   | <p>Pirate Pete- Discriminate environmental/Instrumental/Body<br/>Percussion sounds.</p>  | <p>Pirate Pete-Rhyme<br/>Voice sounds<br/>Spring songs and Easter egg hunt</p>   | <p>Pirate Pete- Alliteration to support hearing initial sounds in words.<br/>Oral blending and segmenting</p>  | <p>Pirate Pete- Alliteration to support children to discriminate initial letter sounds.<br/>Oral blending and segmenting<br/>Sports Day<br/>Nursery Graduation<br/>Talking about growing up and moving on.</p>  |

LEARNING PROGRESSION

C and L  
(Communication,  
Language and  
Literacy)

**Ongoing**

Develop attention span by paying attention to more than one thing at a time.  
Support pupils to develop new vocabulary linked to interests, songs, and stories.  
Develop children's communication skills using the correct tense.  
Develop children's pronunciation in everyday talk. (Pay attention to: r, j, th, ch, sh,)  
Encourage children to extend their sentences in their speech of four to six words.

**Enabling Environment**

Provide opportunities to learn a wide variety of stories and know well known rhymes and songs.  
The enabling environment should provide a variety of activities that promote language development.

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| <b><u>Listening</u></b>     | Show by their body language and responses that they are listening to a child or adult.   | Listens to stories, songs and rhymes and indicates favourites by actions or words  | Listen and respond to a peer in conversation.   | Look, listen and respond in a discussion with 3 or more children.   | Listen to stories and talk about the main events with adult questioning.  | Listen to and joins in with longer stories with words.<br><br>Enjoys listening to a range of stories and can remember much of what happens.   |
| <b><u>Attention</u></b>     | Can shift attention when conversation interests them by looking, listening, or moving towards an adult or child who are talking.   | Change focus and attention to begin work on their line of enquiry and interest.  | Shift own attention from one task to another by using their name.   | Maintain attention whilst listening to a simple verbal instruction.<br><br>Maintain attention to complete a simple task.  | Follow a simple instruction.<br><br>Show by their actions and/or words that they know what is coming next in familiar rhymes and stories.   | Pay attention to more than one thing at a time.<br><br>Understand and follow a two-part instruction. For example, 'Get your coat and bag and then line up.'   |
| <b><u>Understanding</u></b> | Indicate a preference when given a choice between two objects or pictures or words.  | Show an understanding of an event from their own experiences.  | Talk about what they are doing as they play, using present tense.   | Respond to questions, giving information about their likes and interests.   | Sequence events and talk about their understanding using past tense.  | Understand and explain answers to simple 'why' questions.   |
| <b><u>Speaking</u></b>      | Links actions and words to communicate immediate needs and wants.<br><br>Join in with simple songs that support rules and routines.<br><br>Name everyday items in Nursery. | Verbally ask other children or adults to pass or obtain resources they want to use.<br><br>Join in and sing along to simple songs and rhymes.<br><br>Describe objects by colour. | Tell others which activity they would like to be involved in.<br><br>Join in and take a keen interest in singing an increasing variety of songs and nursery rhymes.<br><br>Describe objects by shape. | Use talk to organise themselves in their play.<br><br>Have a back-and-forth conversation with a peer.<br><br>Joining in with rhyming stories.<br><br>Describe objects by size.<br><br>Begin to sing favourite songs and nursery rhymes. | Talk to others clearly about their intentions, using words and actions to enable others to see their point of view.<br><br>Talk in a sentence using past and present tense. (With 4-6 words.)<br><br>Build a repertoire of favourite songs and rhymes.<br><br>Begin to group and categorise objects by name | In talk use joining words to connect their ideas, for example, using 'and' and 'because'.<br><br>Sing many well-known songs.<br><br>Sing and know many rhymes.<br><br>Be able to tell a long story and talk about familiar books.<br><br>Use verbs to talk about tools, e.g scissors cut. |

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| <p><b>PSED</b><br/>(<u>Personal, Social and Emotional Development</u>)</p>   | <p style="text-align: center;"><b>Ongoing</b></p> <p style="text-align: center;">Develop a sense of responsibility and membership by giving children tasks to complete.<br/>Become more outgoing with unfamiliar people in the setting.<br/>Support children to develop their confidence and be assertive in their wants and needs.<br/>Support children to take turns, share and solve problems that arise in their play.<br/>Understand that good choices are rewarded, and poor choices have negative consequences (Prefer to behaviour policy.)<br/>Select and use activities and resources, with help when needed.</p> |  |  |   |   |  |
| <p style="text-align: center;"><b>Enabling Environment</b></p> <p style="text-align: center;">Support pupils to undertake activities that encourage them to talk about their feelings.<br/>Encourage children to try new activities.<br/>Encourage children to make and develop new friendships.<br/>Use the Feelings Board to express emotions.</p> |   |  |  |   |   |  |
| <p><b>Self-Regulation</b></p>  | <p>Make and communicate choices and express their needs through actions or words.</p> <p>Use their own coping strategy to settle into Nursery.</p>  | <p>Initiate an interaction to indicate when they want to join in play through actions or words, with adult reassurance.</p> <p>Understand that we smile when we are happy, link to facial expressions. Talk about events that make them happy.</p> | <p>Join in with new areas of learning or activities across the setting with adult support.</p> <p>Seek to comfort another child by asking for adult help, using verbal or non-verbal communication.</p> <p>Understand that we frown/cry when we feel sad, link to facial expressions. Talk about events that make them sad. (Link to re-settling.)</p> | <p>Wait their turn when seeking help.</p> <p>Show empathy towards other people, animals or objects through their actions or words.</p> <p>Understand that we can feel worried, link to facial expressions. Talk about events that can make them feel worried.</p> | <p>Express needs to another adult or child in the setting.</p> <p>Begin to show an understanding of how others are feeling.</p> <p>Use 'green' and 'red' zones of regulations linking to happy and sad.</p> | <p>Be able to use words or actions to ask for help and/or solve conflicts.</p> <p>Show an understanding of how others might be feeling.</p> <p>Use the Feelings Board to express emotions.</p>   |
| <p><b>Managing Self</b></p>  | <p>Separates from carer with support and reassurance.</p> <p>Accepts boundaries which seek to keep them and others safe and follow the flow of the session.</p> <p>Explore new activities with adult support.</p>   | <p>Play in familiar areas of the classroom, selecting activities through their interests.</p>  | <p>Look after the equipment, hang up aprons, pick up toys from the floor etc.</p> <p>Be inquisitive and approach new activities.</p>   | <p>Talk about the 5 Nursery rules and what happens if they are broken. (Without reminders.)</p>   | <p>Confidently use all areas of continuous provision.</p>   | <p>Follow the Nursery rules and be aware of consequences of behaviour, without adult reminders.</p> <p>Be confident to make choices in the environment and explain why choices were made.</p> <p>Show confidence in new social situations.</p> |
| <p><b>Building Relationships</b></p>   | <p>Watch other children at play before joining in.</p> <p>Will approach familiar adults when upset, excited, or wants to play.</p>  | <p>Accept adult reasoning when a request is turned down.</p> <p>Indicate when they want to join in play through actions or words or are happy to play alone.</p>   | <p>Engage in turn taking in play or conversation.</p>  | <p>Initiate play with others.</p> <p>Solve problems in play with adult support.</p>   | <p>Begin to solve conflicts in play using learnt strategies.</p>  | <p>Be able to approach one or more children to initiate or join in with play.</p> <p>Play with one another, extending and elaborating on their ideas in play.</p> <p>Find solutions to resolve conflicts in play.</p>                          |

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| <u>Physical Development (PD)</u>  | <p style="text-align: center;"><b>Ongoing</b></p> <p style="text-align: center;">Participate in group activities which they make up themselves, or in teams.<br/> Start eating independently and learning how to use a knife and fork.<br/> Be increasingly independent to get dressed and undressed.<br/> Be increasingly independent in meeting their own care needs.<br/> Work as part of a team to move large items.<br/> Make gross motor top to bottom and anti-clockwise movements.<br/> Develop upper arm and shoulder strength.</p> <p style="text-align: center;">Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> |  |  |   |  |  |
| <p style="text-align: center;"><b>Enabling Environment</b></p> <p style="text-align: center;">To develop movement, balance, and riding ability (scooters, trikes, bikes, and ball skills).<br/> Matching the development of physical movement skills to an appropriate activity (e.g., whether to walk or crawl).<br/> Choose the right resources for their own plan.<br/> Use a range of tools within the setting.</p> |   |  |  |   |  |  |
| <u>Fundamental Movement Skills</u><br><br><b>Gross Motor</b>  | Climb using hands and feet.<br><br>Climbs up and down stairs by placing both feet on each step while holding a handrail for support.<br><br>Able to use equipment that requires pushing and pulling.<br><br>Begin to use large-muscle movements to wave flags and streamers, paint and make marks.  | Walk up steps, or climb up apparatus, using alternating feet (one foot to each step).<br><br>Use large-muscle movements to wave flags and streamers, paint and make marks. | Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise.<br><br>Use cross lateral movement to move forwards and negotiate space moving through tunnels, dens or when on a wheeled vehicle.<br><br>Creates lines and circles pivoting from the shoulder and elbow. | Explore different ways of moving: stand on one leg and hold a pose.         | Explore different ways of moving.<br><br>Walks down steps or slopes whilst carrying a small object.<br><br>Be able to remember sequences and patterns of movements with adult support. | Move safely between objects and other people.<br><br>Explore different ways of moving.<br><br>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability.<br><br>Increasingly be able to remember sequences and patterns of movements. |
| <u>Ball Skills</u><br><br><b>Gross Motor</b>  | Kicks a stationary ball with either foot.<br><br>Throws a ball in a desired direction.  | Kicks a stationary ball with a dominant foot.<br><br>Throws a ball with increasing force.  | Throws a ball with increasing force and accuracy.  | Starts to catch a large ball by using two hands and their chest to trap it. | Can grasp and release with two hands to throw and catch a large ball, beanbag, or an object.   | Can grasp and release with two hands to throw and catch a large ball, beanbag, or an object.   |
| <b>Fine Motor Skills</b>  | Use a pincer grip to pick up small objects.   | Able to use resources that require twisting, turning, and rotating.<br><br>Use a range of tools and equipment such as tweezers, threading, and rolling pins with control.  | Able to turn the pages in a book.  | Able to use one handed equipment such as a paintbrush.                      | Begin to use one handed equipment such as making snips with scissors.  | Use one handed equipment.  |

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| <p><u>Handwriting</u><br/><u>Fine Motor</u></p>       | <p>Use mark making equipment with a comfortable grip for them.</p>  | <p>Holds mark-making tools with thumb and all fingers.</p>  | <p>May be beginning to show preference for dominant hand.</p>   | <p>Comfortably use a variety of mark making tools to record ideas with some control.</p> | <p>Begin to use a low tripod grip with all mark making tools.</p> <p>Usually picks a dominant hand for most writing activities.</p> | <p>Begin to form a variety of marks and letter like shapes.</p> <p>Show a preference for a dominant hand.</p>   |
| <p><u>Supporting Overall Health and Wellbeing</u></p> | <p>Indicate when they need to go to the toilet, wash hands, put on coat, wellington boots and is willing to 'have a go' with adult support.</p> | <p>Attempts to dress self independently with lessening adult support.</p> <p>Indicate when they need to go to the toilet.</p> | <p>Attempts to dress self independently with following adult instructions.</p> <p>Is aware of own safety and manages risk with support.</p> | <p>Is dry and clean during the day.</p>  | <p>Manages own basic hygiene and self-care needs.</p>   | <p>Make healthy choices about food, drink, activity, and tooth brushing.</p> <p>Be able to use words or actions to ask for fruit, milk or to go to the toilet- to get needs met.</p> <p>Use the toilet independently.</p> <p>Put on own coat.</p> |

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| <p><u>Literacy</u></p>                              | <p style="text-align: center;"><b>Ongoing</b></p> <p style="text-align: center;">Understand print has meaning.<br/> Understand print can be used for different purposes.<br/> Understand that we read from left to right and top to bottom.<br/> Understand that we give names to different parts of a book for example, 'front cover', 'the author', 'page number'.<br/> Understand that the pages come in a sequence one after the other.<br/> Sing a variety of songs and rhymes.<br/> Share a variety of stories and books, promoting discussions of children's ideas<br/> Actively join in with a range of phase 1 phonic games to begin to distinguish between environmental and instrumental sounds. to develop their early enjoyment and understanding of books.<br/> Develop a love of Reading through stories with props, puppets, reading for enjoyment</p> <p style="text-align: center;"><b>Enabling Environment</b></p> <p style="text-align: center;">To engage in extended conversations about stories, learning new vocabulary.<br/> Provide children with a wide range of ways to write for example, clipboards and note pads.<br/> Reading Area centre focus of the room. (Include books to reflect diversity.)<br/> Create own books linked to themes and topics.</p> |  |   |   |   |  |
| <p><b>Reading</b></p> <p><b>Phase 1 Phonics</b></p> | <p>Begin to discriminate between sounds.<br/>(Learning to Listen)</p>   | <p>Discriminate between sounds.</p> <p>Actively join in with a range of phase 1 phonic games to distinguish between environmental and instrumental sounds.</p> | <p>Discriminate between sounds.</p> <p>Actively join in with a range of phase 1 phonic games including body percussion sounds.</p>                            | <p>Discriminate between sounds.</p> <p>Actively join in with a range of phase 1 phonic games to distinguish between voice sounds.</p> <p>Spot and suggest rhymes.</p> | <p>Actively join in with a range of phase 1 phonic games to distinguish between voice sounds.</p> <p>To begin to orally segment and blend words. For example, find the 'c-u-p'. Can the children pick an object and sound the word out?</p> | <p>Hear and say initial sounds in words and spot when words begin with the same sounds.</p> <p>To begin to orally segment and blend words. For example, find the 'c-u-p'. Can the children pick an object and sound the word out?</p> <p>Count and clap syllables in a word.</p> |
| <p><b>Awareness of Print in the Environment</b></p> | <p>Recognise and match picture labels and silhouettes to objects in the environment.</p>  | <p>Recognise first letter of their name.</p>   | <p>Begin to read own name.</p>  | <p>Read own name.</p>   | <p>Recognise Logos in the environment.</p>  | <p>Recognise print in the environment and apply meaning.</p>   |
| <p><b>Writing</b></p>                               | <p>Makes marks in different media.</p>  | <p>Mark making shows variation in shape and form.</p>  | <p>Engage in emergent writing in their play using circle, lines, and marks to represent letters, words, or numbers. For example, a pretend shopping list.</p> | <p>Begin to explore making letter shapes, using a range of movements.</p>   | <p>Engage in emergent writing in their play using circles, lines and marks to represent letters, words or numbers.</p> <p>Begin to write some letters from their name.</p>  | <p>Mark make for a range of purposes (have fun with paper) and apply meaning.</p> <p>Use groups of letters or a variety of letter shapes to show meaning.</p> <p>Write some letters accurately from their name.</p>  |

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| <u>(Mathematics)</u>  | <p style="text-align: center;"><b>Ongoing</b></p> <p style="text-align: center;">Count aloud to 5 and beyond, forwards, and backwards.<br/>         Make numbers with real life objects for a purpose.<br/>         Begin to describe a sequence of events, real or fictional using words such as 'first', 'then', 'after', 'before'<br/>         Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'.<br/>         Compare quantities using the language of 'more than' and 'fewer than'.</p> |  |  |  |  |   |
| <p style="text-align: center;"><b>Enabling Environment</b></p> <p style="text-align: center;">Solve a range of real-world mathematical problems.<br/>         Compare amounts of quantities in everyday situations.<br/>         Use talk to describe and make comparisons between objects.<br/>         Select shapes appropriately in play.<br/>         Combine shapes to make new ones.<br/>         Provide a range of opportunities for children to explore patterns.</p> |   |  |  |  |  |   |
| <b>Number Counting</b>  | Uses number names in play.  | Count alongside actions in games, rhymes and songs.  | Recite numbers to 5 and beyond.  | Count in order from 0-5, saying one number name for each object.                                     | Count in order from 0-10.  | Confidently count to 10 by rote.  |
| <b>Develop Numerosity</b>   | Show number one on fingers.   | Make sets of numbers and subitise to 1.  | <p>Make sets of numbers and subitise to 2.<br/>         Count on fingers to represent numbers up to 2.</p> <p>Know that the last number reached when counting tells you how many there are in total.</p> | <p>Make sets of numbers and subitise to 3.</p> <p>Count on fingers to represent numbers up to 3.</p> | <p>Make sets of numbers and subitise to 4.</p> <p>Count on fingers to represent numbers up to 4.</p>     | <p>Show 'finger numbers' up to 5.</p> <p>Match numeral and quantity to 5.</p> <p>Be able to solve problems with numbers up to 5.</p> <p>Make sets of numbers and subitise to 5.</p> |
| <b>Numbers in the Environment/Writing Numbers/Recording ideas</b>   | Show by actions, role play, mark making or words that they are aware of numbers in the environment e.g. door numbers, bus numbers, birthday cards etc.  | Begin to make marks and experiment with their own symbols and marks.   | Recognise (not read) numbers of personal significance (more than 4 numbers).   | Make marks to record their own mathematical ideas.   | Recognise numbers to 5.  | Match numeral to quantity up to 5.  |
| <b>Numerical Patterns</b>   | <p>Joins in and anticipates repeated sound and action patterns.</p> <p>Is interested in what happens next using the pattern of everyday routines.</p>   | Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.    | Notice and talk about patterns in the environment and everyday objects.  | Explore making patterns in the environment led by an adult.  | <p>Copy an ABAB pattern.</p> <p>Continue an ABAB pattern.</p> <p>Notice an error in an ABAB pattern.</p> | <p>Create an ABAB pattern.</p> <p>Notice and correct an error in a repeating pattern.</p>   |
| <b>Compare Quantities / Shapes</b>  | <p>Recognises that two objects have the same shape.</p> <p>Compare big/small.</p>   | Understand position through words. For example, 'how to move the leaves off the path' or 'sweep water down the drain'. | Describe a familiar route. (Use spatial words in play such as 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'.)   | Discuss routes and locations using words like 'in front of' and 'behind'.                            | <p>Compare tall/short.</p> <p>Recognise and talk about rectangles.</p>                                   | <p>Use shapes in play purposefully.</p> <p>Name 4 shapes.</p> <p>Compare full/empty.</p>  |



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|  |  | Recognise and talk about circles.  | Recognise and talk about squares.<br><br>Use vocabulary to talk about what patterns they are seeing, for example size, shape and detail of repetitions. | Exchanges objects which may be real or imaginary; this could be 'shopping' role play, a card game or number rhymes.<br><br>Compare heavy/light.<br><br>Recognise and talk about triangles. | Explore 3D shapes such as 'cuboid'.  | Compare size, shape, weight, height etc. in play.<br><br>Talk about and explore 2D and 3D shapes, using informal and mathematical language. |
| <u>UW</u><br>(Understanding the World) | <b>Ongoing</b><br>Model key vocabulary to broaden knowledge.<br>Ask key questions such as "I wonder if...?" to encourage discussion and sharing ideas.<br>Develop positive attitudes about the differences between people.   |  |   |  |  |   |
|  | <b>Enabling Environment</b><br>Use hands on experiences to explore the natural world using their senses.<br>Provide a variety of opportunities to notice the difference between materials, such as cooking, melting, floating, and sinking.<br>Explore and talk about a variety of forces they can feel such as pushing and pulling.<br>Explore how things work. |  |   |  |  |   |
| <b>Past and Present</b>                | Share an event that they have been part of like getting ready for Nursery.   | Share a special time in their lives.<br><br>Show an understand that people have different roles at work. | Know there are different countries in the world and talk about the differences they have experienced or seen in photos.                                 | Talk about what they have seen using a wide vocabulary.  | Begin to use new vocabulary to talk about the past.                                    | Be able to talk about things that are the same and different.   |
| <b>People Culture and Communities</b>  | Has a sense of own family and immediate relations.   | Talk about one way to celebrate that is the same as a friend.  | Show an awareness that people eat different foods and dress according to their culture.   | Begin to talk about experiences with their family.   | Share traditional stories.   | Be able to talk about themselves, their family and home life.   |
| <b>The Natural World</b>               | Talk about what they see using an increasing vocabulary.   | Notice changes that happen in the autumn.  | Explore collections of materials and talk about the similarities and differences.   | Notice changes that happen in the springtime.<br><br>Talk about differences between materials and changes they notice such as cooking and ice melting.                                     | Plants seeds and care for growing plants.<br><br>Talk about the life cycle of a plant. | Begin to understand the need to respect and care for natural environment and living things.   |



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| <p><b>EAD</b><br/>(Expressive Arts and Design)</p> | <p style="text-align: center;"><b>Ongoing</b></p> <p style="text-align: center;">Listen with increased attention through a range of listening activities whilst painting, drawing, or moving.<br/>Listen to what they have heard, expressing their thoughts and feelings.<br/>Children should sing a range of well-known nursery rhymes and songs, encouraging children to use their singing voice (pitch) and understand the melody.<br/>Play instruments with increasing control to express feelings and ideas.</p> <p style="text-align: center;"><b>Enabling Environment</b></p> <p style="text-align: center;">Encourage children to mark make and draw a variety of pictures to express their ideas and feelings.<br/>Explore colour and colour mixing.<br/>Provide opportunities for children to play instruments with increasing control to express their own feelings and ideas.<br/>Use props and illustrations to re-tell a story.)</p> |  |   |  |   |  |
| <p><b>Creating with Materials</b></p>              | <p>Engage in sensory exploration and show by their response that they can effect change.</p> <p>Explore different textures.</p>  | <p>Use media and materials to represent and express an idea.</p> <p>Create closed shapes with continuous lines.</p> <p>Use drawing to represent movement or loud noises.</p> | <p>Use a variety of materials to construct for a purpose.</p> <p>Begin to use shapes to represent objects.</p>  | <p>Explore a variety of media to create.</p> <p>Develop own ideas and decide which materials to use for a purpose.</p>         | <p>Freely explore a range of different materials to develop own ideas.</p>                          | <p>Use tools and techniques to enhance and add detail to their representations.</p> <p>Join different materials.</p> <p>Draw with increasing complexity and detail such as a face. (Including showing emotions.)</p>                             |
| <p><b>Being Imaginative and Expressive</b></p>     | <p>The child engages in parallel 'pretend' play in role play, small world or when outdoors.</p> <p>Begins to make believe by pretending using sounds, movements, words, objects.</p>   | <p>Creates or builds new 'worlds', stories or scenarios.</p> <p>Beginning to describe sounds and music imaginatively, e.g., scary music.</p>                                 | <p>Place, change or manipulate a material or resource to fulfil a purpose.</p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences.</p> | <p>Listen to other's ideas to build on play.</p> <p>Take part in pretend play and use objects to represent something else.</p> | <p>Suggest ideas for play.</p> <p>Begin to develop complex stories using small world equipment.</p> | <p>Join in with dance, songs, actions, and music.</p> <p>Work and play imaginatively.</p> <p>Make own complex imaginative small world using a variety of different media.</p> <p>Create own song (or improvise a song around one they know).</p> |