

Cadmore End C of E School - Nursery - Long term plan & Curriculum progression 2021/2022



Topic/ Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Loosing planned with flexibility to engage children's interests wherever possible	<u>All about me</u>	<u>All about me</u>	<u>Kings and Queens</u>	<u>Kings and Queens</u>	<u>Animals</u>	<u>Animals</u>
	My School	Seasons	Chinese New Year	Acts of kindness	Life Cycles (butterflies)	Under the Sea
	My home	Nursery rhyme week	Winter	Science week	Growing (beans and sunflowers)	Looking after our world
	My family	Bonfire night	Bird watch	Book week	Sun safety	Recycling and environment
	My town	Road safety	Valentines Day	Easter		Eid
		Diwali	Pancake Day			
		Remembrance				
		Christmas				

Key

Blue are Learning objectives from birth to 3 years (Pre-nursery expectations)

Black are Learning objectives from 3-4 years (Nursery expectations)

Green are Learning objectives for Reception age children (Extensions - not required)

Prime Areas

Communication and language		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Enjoy singing, music and toys that make sounds. • Listen and respond to a simple instruction. • Use intonation, pitch and changing volume when 'talking'. • Understand single words in context - 'cup', 'milk', 'daddy'. • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Understand simple instructions like "give to nanny" or "stop" <p>Listen to other people's talk with interest, but can easily be distracted by other things.</p> <ul style="list-style-type: none"> • Start to develop conversation, often jumping from topic to topic. • Start to say how they are feeling, using words as well as actions. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Use the speech sounds p, b, m, w. • Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j- multisyllabic words such as 'banana' and 'computer' • <p>Listen to simple stories and understand what is happening, with the help of the pictures</p> <p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p>	<ul style="list-style-type: none"> • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Use longer sentences of four to six words. <p>Engage in story times.</p> <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Use new vocabulary in different contexts. 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Use new vocabulary through the day.</p> <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Develop social phrases. (i.e. Good morning, how are you?) • Engage in non-fiction books.

<p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <ul style="list-style-type: none"> • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). • Sing a large repertoire of songs. • Develop their communication, but may continue to have problems with irregular senses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 		
--	--	--

Personal, Social and Emotional Development		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Find ways to calm themselves, through being calmed and comforted by their key person. • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Find ways of managing transitions, for example from their parent to their key person. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. <p>Develop friendships with other children.</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. 	<ul style="list-style-type: none"> • Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Be increasingly able to talk about and manage their emotions. • Safely explore emotions beyond their normal range through play and stories. • Thrive as they develop self-assurance. • Feel strong enough to express a range of emotions. • Develop their sense of responsibility and membership of a community. • Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Manage their own needs. 	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <ul style="list-style-type: none"> • Show more confidence in new social situations. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Understand gradually how others might be feeling. • See themselves as a valuable individual. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others.

Physical Development		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music. <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <ul style="list-style-type: none"> • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. # • Learn to use the toilet with help, and then independently. • Walk, run, jump and climb – and start to use the stairs independently. • Go up steps and stairs, or climb up apparatus, using alternate feet • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Start eating independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Develop manipulation and control. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Make healthy choices about food, drink, activity and toothbrushing. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Start taking part in some group activities which they make up for themselves, or in teams. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

<ul style="list-style-type: none"> • Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. 	<ul style="list-style-type: none"> • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p>	
---	---	--

Specific Areas

Literacy		
Autumn	Spring	Summer

<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. #• Pay attention and respond to the pictures or the words Repeat words and phrases from familiar stories. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing •Tuning into sounds (auditory discrimination) 	<ul style="list-style-type: none"> •Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Ask questions about the book. Make comments and shares their own ideas. • Develop play around favourite stories using props • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Write some or all of their name • Write some letters accurately. 	<ul style="list-style-type: none"> •Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.
--	--	---

Mathematics		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. 	<ul style="list-style-type: none"> •Compare amounts, saying 'lots', 'more' or 'same'. • Notice patterns and arrange things in patterns. •Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. 	<ul style="list-style-type: none"> Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Solve real world mathematical problems with numbers up to 5. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids)

<ul style="list-style-type: none"> • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Complete inset puzzles. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Talk about and explore 2D shapes (for example, circles, rectangles, triangles, squares and ovals) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' • Count objects, actions and sounds. 	<ul style="list-style-type: none"> • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Compare quantities using language: 'more than', 'fewer than'. • Understand position through words alone - for example, "The bag is under the table," - with no pointing • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns - stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern • Subitise. (knowing the number without counting) • Link the number symbol (numeral) with its cardinal number value. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Continue, copy and create repeating patterns. 	<p>using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p> <ul style="list-style-type: none"> • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones - an arch, a bigger triangle etc • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. • Count beyond ten. • Compare length, weight and capacity.
---	--	--

Understanding the World		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people. • Explore materials with different properties. • Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using a wide vocabulary. • Show interest in different occupations <p>Explore how things work</p> <ul style="list-style-type: none"> • Explore and talk about different forces they can feel. • Recognise that people have different beliefs and celebrate special times in different ways. • Explore 	<ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about the differences between materials and changes they notice. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal • Begin to understand the need to respect and care for the natural environment and all living things

<ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Talk about members of their immediate family and community. • Recognise that people have different beliefs and celebrate special times in different ways • Explore the natural world around them. • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> the natural world around them. • Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. • Explore the natural world around them.
--	---	---

Expressive Arts and Design		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Move and dance to music. • Explore a range of sound-makers and instruments and play them in different ways. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone • Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials. 	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Join different materials and explore different textures. <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> • Remember and sing entire songs. • Create their own songs, or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas. • Develop their own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

<ul style="list-style-type: none"> • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. • Explore colour and colour-mixing <p>Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings.</p>		<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play.
--	--	--