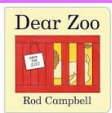
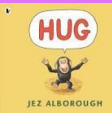
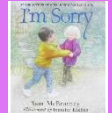
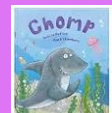


The Meadows Preschool Long-Term Plan — Ducklings Class

	Autumn 1 The Best Me I Can Possibly Be	Autumn 2 Magic in our Eyes During Celebrations	Spring 1 Lincoln investigators	Spring 2 Not All Heroes Wear Capes	Summer 1 What's Happening Outside?	Summer 2 Moving On...	Observation Checkpoint Age 3-4	Early Learning Goals
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 experience 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 solve problems and reach conclusions.							
Overarching Principles	Unique Child Every child is a unique child who is constantly learning and has the potential to be resilient, confident and self-assured. Positive relationships Children flourish with warm, strong and positive partners between all staff and parents/carers. This promotes independence across the EYFS curriculum. 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 build upon their learning over time. Learning and Development: Children develop and learn at different rates. Some children need greater support in order to access the curriculum. Play: At the Meadows, we understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe the correct mix of adult-led, adult-directed and child-initiated play alongside our objective-led approach ensures the best outcomes for our pupils. Warm and positive relationships between our staff and children, consistent routines and strong relationships are key. We recognise the crucial role that the Early Years education has to play in providing firm foundations upon which to build the rest of a child's education.							
Prime and Specific Areas of Learning	Autumn 1 • The best Me I Can Possibly Be	Autumn 2 • Magic in our eyes during celebrations	Spring 1 • Lincoln investigators	Spring 2 Not all heroes wear capes	Summer 1 • What's Happening Outside?	Summer 2 Moving on...	Observation Check point	Age 3-4
Value Focus	September- Positivity October-Friendship	November- Peace December - Compassion	January- Respect February-Kindness	March-Honesty April-Understanding	May- Resilience June- Determination	July- Imagination		
Trips, visits, family fun and moments of magic	Starting Pre-school Harvest festival	Anti-Bullying Week (11-15 November 24) Diwali day (01.11.24) Sunita Patel dance workshop (05.11.24) Nursery Rhyme week (11-15 Nov 24) Story Café Christmas time together event Godly Play Christmas party and staff panto	Writing workshop Safer Internet Day Valentine's Day Chinese New Year (29.01.25 - Snake)	Dentistry day (15.05-15.06) Visits from people who help us World Book Day (06.03.25) Easter Godly Play Comic Relief (03.25) Pancake day (04.03.25)	Dentistry day (15.05-15.06) Animals UK visit (date TBA) Caterpillars turning into Butterflies	Dance with Miss Hannah Visiting our new class Meeting our new teacher Visit from Little City (date TBA) Sports Day		
Nursery Rhymes and Songs	- Twinkle Twinkle - Dingle Dangle Scarecrow - Round & round the garden - This Little Piggy - Finger Family - Happy and you Know it	- Jingle Bells - When Santa Got Stuck up the Chimney - I'm a Little Snowman - London Bridge is Falling Down - Hokey Cokey 5 Fat Sausages	1, 2, 3, 4, 5 - The Grand old Duke of York - The Pirate Song - Sleeping Bunnies - Wind the Bobbin Up	- Chic Chic Chicken - Miss Polly had a Dolly 5 Monkeys jumping on the bed - Old McDonald had a Farm	- Incy Wincy Spider 5 Green Peas 5 Little Men in a Flying Saucer - Little Miss Muffitt 5 Little Ducks - Here we go round the Mulberry Bush	10 Green Bottles - A Sailor Went to Sea 5 Speckled Frogs - Wheels on the bus - Row, row your boat		

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Key Texts (Additional text will be used throughout the year and added to our literacy timeline)	 (RS)  (RS)  (RS)  (Trad)  (RS)  (Trad)  (RS)  (Trad)	 (RS)  (Trad)  (RS)  (Trad)  (RS)  (Trad)  (RS)  (Trad)  (RS)  (Trad)	 (RS)  (Trad)  (RS)  (Trad)  (RS)  (Trad)	 (Trad)  (RS)  (Trad)  (RS)  (Trad)  (RS)	 (RS)  (RS)  (Trad)  (RS)  (Trad)  (RS)  (Trad)  (RS)	Additional text will be added and used throughout the year as we follow the interests and learning styles of the cohort.
Ongoing for Communication and Language	Daily weather song, days of the week and number song, Goodbye song, Collective worship. Daily opportunities for C&L To listen and respond to adults and peers Daily Phase 1 Phonics listening games	Daily weather song, days of the week and number song, Goodbye song, Collective worship. Daily opportunities for C&L To listen and respond to adults and peers Daily Phase 1 Phonics listening games	Daily weather song, days of the week and number song, Goodbye song, Collective worship. Daily opportunities for C&L To listen and respond to adults and peers Daily Phase 1 Phonics listening games	Daily weather song, days of the week and number song, Goodbye song, Collective worship. Daily opportunities for C&L To listen and respond to adults and peers Daily Phase 1 Phonics listening games	Observation Checkpoint • Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? • Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?” • Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver.” • Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? • Can the child answer simple ‘why’ questions?	
New vocabulary	Nursery Rhyme, Phonics, Maths, Listening, Hearing Colours Outside pass, Bookbag, Choosing book, Discovery Den, Investigation station, The Workshop, The Meadow, Harvest, Fruit, Vegetable, Assembly. Family	Autumn, Crunchy, Slippery, Cold, Guy Fawkes, Fireworks, Setting, Character, Title Diwali, Diva lamp, Rangoli pattern, Christmas, Advent, Shepherd, Deaf.	Winter, Cold, Snow, Ice, Melting, Chinese New Year, Chopsticks, Ni Hao, Cathedral, Lincoln, Castle, Pancake Day	Forest school, Base camp, Easter, Jesus, Easter egg, Older people. Police Officer, Fire Officer, Head Teacher, Deputy Head Teacher, Caretaker, Nurse	Minibeasts, insects, habitat, Life cycle, Growth, Seeds, Egg, Cocoon, living thing,	Moving, holidays, Reception class, visitors,
Communication and Language Knowledge	To pay attention to one thing at a time. To know that words carry meaning. To begin understand simple instructions. To begin to understand why questions To begin to understand how to listen	To begin to engage in conversations with others To understand simple questions To know to sing words clearly so that they are audible. To know and begin to understand and talk about the rules and routines at school. To begin to talk about familiar books and rhymes To know new vocabulary in relation to different celebrations	To follow simple instructions and directions, sometimes with support. Sing full and familiar songs and rhymes To remember new words when talking to others. To listen to, and follow rules and expectations from our classroom, sometimes with support To join in with singing and our class songs, sometimes with encouragement To listen and repeat new words and act out the meaning to help understand	To follow simple instructions and directions independently To be able to use vocabulary learnt to have a conversation with others. To listen to longer stories To use knowledge of books in play Sing more songs and rhymes independently To begin to hear the initial sound in own name	To know how to ask and answer why, what and where questions. To begin to understand ‘how’ questions To begin start a conversation with an adult or peer Hear the sounds in own name	To understand how use the words they know appropriately to organise themselves and their play. To know how to express opinions using words and actions. To start a conversation with an adult or peer To understand how to respond to how questions

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Communication and Language Skills	To sing rhymes and familiar songs	To listen to stories on celebrations such as birthdays, Diwali, Christmas etc and to begin to understand why they are celebrated.	Stop when we see the red man	Independently follow consistent routine instructions from our classroom	To understand and follow questions or instructions with more than one step	To use correct tenses in conversation.	
	To begin to join conversations with an adult or a peer. To talk about themselves and their families.	To talk about celebrations at home.	Work together to tidy	To join in with singing and our class songs	To be able to use connectives in conversation.	To use sentences / ask questions of 4-6 words.	
	To talk about what they see in books	Independently understand and follow consistent routines	Find own coat and bag	To begin to use a wide range of vocabulary in the correct context.	To use new vocabulary appropriately	Ask questions when unsure	
	To understand and respond to the red man/stop sign	Sing and sign familiar songs	Wash hands for lunch and snack	To talk in short sentences that others can understand.	Beginning to explain experiences or retell stories using connectives like ‘but’ and ‘then’	Hear sounds at the beginning of words	
	To respond to another child/ adult using actions/ simple vocabulary	To listen and concentrate at group learning for 5 minutes	Use our nursery rhyme book to build knowledge of songs	Listen and respond in conversations	Can concentrate for longer periods of time e.g. 6-10 minutes	Recognise the sound in other people’s names	
	To recognise and identify sounds	Enjoy listening to longer stories	Listen to short stories	Initiate conversations with familiar adults and peers	Can recognise the sounds in my name	Using talk to organise my games “I am the mummy and I need to drive the car, you are the kids so sit in the back”	
	Respond to ‘why?’ questions	Begin to understand stories	Beginning to initiate conversations with familiar adults and peers	Clap, jump recognise sounds and syllables in own name	Initiate conversations with adults, sharing news and recalling information and experiences	Engage in conversations with adults and begin to ask simple questions	
	Begin to describe my actions or converse with others as I explore	To listen and respond to their name	Beginning to use talk in play	Use talk in play independently	Explain the meaning of unfamiliar words that we have heard previously	Able sharing my thinking with a group of peers	
	Begin to understand simple instructions	Beginning to follow stories being told with props and puppets but without a book			Use past and present tense when in conversation with others	Respond to open ended questions that are about things I know but are not visible eg “what do you think will happen next?”	
	Beginning to listen to stories for a short period of time	Listen and respond to sounds around them			Beginning to share my thinking with a group of peers with a little adult prompting	Use unfamiliar words, that we have heard previously, in conversations	
Repeat new vocabulary when it is highlighted To build my vocabulary (See vocabulary list above)	Repeat unfamiliar language from a new story/book				Beginning to articulate my creations, thoughts and views in well-formed sentences		
Beginning to use full sentences with the support of images and props	Beginning to engaged in simple conversations with a familiar adult				Can sing a variety of songs and rhymes independently see above)		
Ongoing for Personal, social and emotional development	Develop skills of turn taking, collaborative play, sharing and conflict resolution through daily adult interactions. Daily feelings check in using happy and sad. Daily circle time and collective worship linking to our school value of the month. Star and raindrop behaviour visuals.		Develop skills of turn taking, collaborative play, sharing and conflict resolution through daily adult interactions. Daily feelings check in using happy, sad, excited, worried. Daily circle time and collective worship linking to our school value of the month. Star and raindrop behaviour visuals.		Develop skills of turn taking, collaborative play, sharing and conflict resolution through daily adult interactions. Daily feelings check in using happy, sad, excited, worried, angry. Daily circle time and collective worship linking to our school value of the month. Star and raindrop behaviour visuals.		Observation Check point Age 3-4 • Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? • Can the child settle to some activities for a while? • Around the age of 4, does the child play alongside others or do they always want to play alone? • Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?) • Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?
Personal, social and emotional Knowledge	To become more outgoing to unfamiliar people	To begin to understand own emotions	Beginning to manage emotions in different situations, e.g. sharing and taking turns	To know and understand our school value, ‘Respect’ ‘Honesty’. To know that different people can help us in different ways	To know and understand our school value, ‘Understanding, Resilience and Determination’	To understand how our school values help to build our school community.	
	Develop a sense of community in our new class	To follow class rules and expectations				To know that we must respect our resources and put them back when we have finished with them	
	To know how to adapt behaviour to suit classroom routines	Begin to play cooperatively with others	To begin to understand the rules and expectations of our classroom	Understand the rules and expectations of our classroom	To know that we must respect our resources and put them back when we have finished with them	Show confidence when meeting visitors from other schools or new children joining our school.	
	To begin to become increasingly independent	Can tell an adult when I feel happy or sad	Begin to understand our school value – Being respectful and kind.	Understand our school value – Being respectful and kind.	To know that we must respect our resources and put them back when we have finished with them	To visit my new classroom with the assurance that I know where to go to find help	
	To begin to know to find adults in our indoor and outdoor class when needed.	Begin to engage with stories about our school values	To begin to understand that I need to share resources when exploring alongside my peers	Showing increasing confidence when meeting people from our school community and wider		Talk about feelings happy, sad, excited and worried	
	Show more confidence in social situations	Independently tidy away any equipment I have used					

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		Independently wash and dry my hands when I need to Beginning to show the skill of a good listener eg: focused during a story, respond to conversations (sometimes with a little support) Wash and dry hands independently Using the toilet independently (sometimes still having support) Explain their feelings of happy or sad at the feeling check in. Use large and small motor skills to independently put coat on and zip it up To know how to interact with peers.	To put my hand up, with support, when I want to speak at carpet times and group learning To know how to manage emotions in different situations. To know that there are boundaries set. To know our school value Beginning to extend my play by knowing where to find additional resources	environment, or visiting specialists To adapt my behaviour when visitors come into our classroom, showing them what to do and explaining our expectations	Understand the expectations of my behaviour at school and usually engage positively. Explain my feelings of happy, sad, excited or worried at the feeling check in Displaying a desire to be increasingly independent by removing our cardigans, socks and shoes independently Understand how others may be feeling in stories Understand the expectations of my behaviour at school and usually engage positively. Explain my feelings of happy, sad, excited or worried at the feeling check in To know how to ask and answer questions.	To understand how our school values help to build our school community.	Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties Observation Check point Age 3-4
Personal, social and emotional Skills	To separate from main carer and learn to adapt to the Pre-school environment. To leave main carer at the garden gate and walk into class with an adult Learn to share using the language “___? first and then ___?” Independently explore our classroom. Begin to follow class rules and expectations Begin to understand my emotions ‘happy’ and sad’ Begin to explore alongside others respectfully To select and use activities and resources, with some support Begin to move safely around the EY environment inside and outside Wash and dry my hands when I need to, with support. Indicate/use the toilet, with support Find my special space independently Beginning use large and small motor skills to independently put	To select and use resources of their choice To respond to wishes and feelings of others Develop appropriate ways to be assertive Wash and dry my hands independently Using the toilet independently (sometimes still having support) Explain their feelings of happy or sad at the feeling check in. Use large and small motor skills to independently put coat on and zip it up To begin to develop friendships with other children. Begin to listen to adults in conversations staying safe and being caring (school values) Begin to play cooperatively with others Beginning to understand own	To take turns whilst playing and waiting to have a go To listen to, and follow rules and expectations To play games using the magic ball, ring games, adult led activities to help me understand that I need to wait for my turn Indicate my emotions happy/sad when asked and begin to discuss why I feel this Showing the skill of a good listener e.g.: focused during a story, respond to conversations Can cope with small changes in the routine (like when new children join our class) Can use large and small motor skills to independently put by coat on and zip it up independently Play cooperatively with one or more children	Independently carry out appropriate and routine tasks in our class independently. Become more outgoing with unfamiliar people, in the safe context of our setting. To engage in conversations and/or display an interest in the role of trusted visitors in our classroom To know that different people can help us in different ways To show an awareness of the importance of oral health. Can use language to explain my wants wishes and needs Can talk about my behaviour choices in simple terms Can enhance my learning by finding additional resources. Can explain my feelings of happy, sad,	To show independence in accessing and exploring the environment, using resources appropriately and with care. To use and return any resources that I have used to enhance my games in the correct space. To keep trying with new challenges remembering that I can do things ‘all by myself’. To understand that when I take part in races I may not win. Displaying a desire to be increasingly independent by removing our cardigans, socks and shoes independently To be able to initiate play with peers and keep play going by giving ideas To offer help to others and be able to ask for help from peers or familiar adults To explore cooperatively with others sharing the same interests as myself To share my thoughts, views and experiences	To show more confidence in new social situations. To develop appropriate ways for being assertive. Use a friendly behaviour to welcome visitors and in new places Make or identify healthy choices about food during activities Ready for my new experiences like starting Reception class or being one of the oldest in our class Can show high levels of engagement in play and enjoy new challenges Can explain my feelings of h happy, sad, excited, worried or at the feeling check in To begin to find solutions to conflicts To explore cooperatively with others sharing resources and being respectful To share ideas and use the ideas of others in my games Play ring games and team games respectfully	Look out for children who appear to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child’s health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical activity.

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	coat on and zip it up (sometimes needing support) Begin to plan alongside peers co-operatively Know where to go and who to find to get help	wellbeing e.g. can tell an adult when things upset them or make them happy Beginning to understand that other people have feelings to (value of compassion)		excited or worried at the feeling check in Displaying a desire to be increasingly independent by removing our cardigans, socks and shoes (sometimes with support)	when discussing our school value To help others to tidy and look after our resources		
Ongoing for Physical development /health and self-care	Continue to develop their movement i.e. balancing, riding, skipping, hopping, holding a pose. Use one handed tools and equipment. To show confidence in dressing up and self-care activities(knowledge) To independently put on own coats, fastening own zip/ buttons. (skill) To take care of toileting needs independently(skill) To know that washing hands is important after using the toilet and before we eat (knowledge)		Continue to develop their gross motor movements – daily time in The Meadow, Forest School, Squiggle and Dough Disco To be able to show independence in self-help skills such dressing/ undressing (knowledge) to manage removing and changing of own footwear/ socks.(skill) To show awareness of healthy choices and their impact on our bodies(skill) To know the importance of oral hygiene(knowledge)		Continue to develop their gross motor movements – daily planning time, forest fun, trim trail time & weekly PE lesson with Miss Hannah Squiggle and Dough Disco To eat independently using a spoon, knife and fork. Hand hygiene built in to daily routines (skill) To understand what healthy choices are with regard to sleeping, eating, hygiene and exercise (knowledge)		Observation Check point Age 3-4 - Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. - Seek medical advice, if necessary, from a health visitor or GP
Physical development Gross motor Knowledge	To match physical skills to tasks and activities	To know how to move in different ways and safely, navigating obstacles and finding space.	To move confidently and safely in a range of ways, avoiding obstacles; running/ jumping hopping/ climbing etc	To successfully take part in group games with support from an adult Develop my independence skills	To understand how to collaborate with others to manage large items such as planks etc Develop my independence skills	To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats. To be able to follow a simple sequence of movements to music and rhythm Develop my independence skills	
Physical development Gross motor Skills	To know to use alternate feet when climbing Can walk and run safely and avoid bumping into obstacles or other children with support.	To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills	To match appropriate physical movements to tasks and activities. Beginning to hop, jump off physical equipment aware of my safety and the safety of others	To run skilfully and be able to negotiate space To kick and catch a large ball Climb up and down the natural environment at Forest School	To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. Run purposely and safely e.g.: in a race	To copy dance moves and to move to different kinds of rhythms. Begin/ have a try to skip with two legs Ask others to help me choose the right equipment that I can add to extend my physical challenges.	
	Can take part in group activities, taking turns e.g.: parachute/lycra Use streamers, large chalks and flags to develop large muscles Use pens to make large marks on the white board and sometime cross the mid-line Beginning to negotiate space safely on a trike, scooter, balance bike and cosy coupe car Follow movements for Squiggle while we Wiggle with support and encouragement Begin to put own coat on	Climb on to the pallet and off again safely Balance on the balance beam and the pallets, sometimes with support Walk and run safely Begin to negotiate space safely on a trike, scooter, balance bike Beginning to stop and stand still when asked/when the music stops Follow movements for Squiggle while we Wiggle independently Beginning to move my body in different directions eg: side step, walk backwards Use pens to make large marks on the white board and cross the mid-line	Move my body in different directions e.g.: side step, walk backwards Beginning to understand what equipment that I can add to extend my physical challenges with support Beginning to move my body in a range of dance and yoga activities (Cosmic Yoga) Kick a ball that has rolled near my feet	Beginning to choose the right equipment that I can add to extend my physical challenges I can move my body in a range of dance and yoga activities (Cosmic Yoga) Remove and put on my shoes and socks	Freeze my position when dancing or moving Choose the right equipment that I can add to extend my physical challenges Use large balls to throw through a low net ball hoop	Use large balls to throw through a higher net ball hoop Remove and put on my jumper or cardigan	

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		Make large marks on the smart board and cross the mid-line					
Physical development Fine motor Knowledge	To know how to use mark making resources effectively To develop independence skills	To know how to use one-handed tools	To know what the different tools in the setting are and how to use them safely, e.g. scissors, tweezers, pegs, pens and pencils. To know that they need to use tools with a dominant hand	To know that the pencil needs to be held comfortably and with one hand to make marks	To know how to feed paper/materials through hand when cutting around objects.	To know how to use a range of one-handed tools safely, confidently and competently	
Physical development Fine motor Skills	Use a pencils, crayons and chalks to make marks on paper To begin to make circles and lines as we create Follow instructions for dough disco and squiggle while we wiggle Explore funky finger challenges To begin to develop the ability to zip and button clothing	To use a palmar/ four finger grasp. To use tongs and tweezers to pick up items. Use a pencils, crayons, chalks and pens to make marks on paper Can hold writing equipment with increasing control, sometime in a fist grip Take coat off independently, unzipping independently and hang it on peg	To use mark making resources with increasing independence To mark make using a comfortable grip when using pencils and pens Use scissors to snip paper Use tweezers, small spoons, threading beads, elastic bands for purpose and correctly (sometimes with support)	To begin to form numbers and familiar letters, e.g. letters in their name. To look at books independently whilst turning pages one at a time. Use mark making resources to create recognisable marks and copy some numbers Use the number book correctly as a visual aid to help me form numbers Displaying a desire to be increasingly independent by removing my socks and shoes (sometimes with support)	To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. Use scissors to cut paper meaningfully Cut my pre-drawn shapes using scissors Cut along pre -drawn straight lines and simple zig zag lines Begin to form recognisable letters in name	Use a comfortable grip with good control when holding pens and pencils. Use hammers and screwdrivers safely in my games Use mark making tools correctly and with the correct grip to create Form recognisable letters in name	
Ongoing Literacy	To join in with repetition within stories and rhymes. Singing a range of Nursery Rhymes. Daily book share time & story time. Phase 1 Phonics – Aspects: 1. Environmental sounds and sound discrimination. 2. Instrumental sounds						
Literacy Knowledge	To be able to talk about different parts of the story. To know that text is read from left to right and top to bottom in English. To know that symbols and letters carry meaning To hear and recognise environmental sounds and sound discrimination.	To learn a range of Nursery Rhymes. To understand that print can have different purposes. To fill in missing words from well -known rhymes To recognise own planning card with picture reference Introduce Scribble Club000	Understand that print has meaning, identifying the front and the back of a book Explore the syllables/rhythm in my name and the names of others To know that text is read from left to right and top to bottom in English. Explore patterns of movements and sequences of movements Begin to explore 'Writing Ready' to develop my pencil grip.	To know that words that rhyme have the same sound at the end of a word. To understand that stories have a sequence; beginning, middle and end Recognise the sounds of the syllables in my name and the names of others by clapping, stamping or jumping Recognise the rhyming sounds in silly words and can make new silly words like 'apple, wapple, fapple'	To know that each letter makes a sound – focussing on sounds in their names. To talk about events and characters in books. Look at a familiar book, holding it the correct way up and use the pictures to retell the story Recognise my name without the use of a sticker on my name card To know that each letter makes a sound – focussing on sounds in their names. To talk about events and characters in books. Beginning to recognise that people have the same initial sound as mine in	To know that each letter makes a sound and that sounds together make words. To be able to orally segment sounds in CVC words e.g. c-a-t cat. To be able to tell a story to others To make predictions about a story using the relevant vocabulary with independence To engage in extended conversations about stories. Identify when it is time to turn the page in a familiar story Predict the end of a story, beginning to think of alternative ending To write own name, forming letters correctly.	

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					their name when working in a small group Begin to recognise the sounds that sounds the same at the end of words To know how to write some letters accurately	Can ask an adult to add a caption to my artwork	
Literacy Skills	To engage in conversations about books, learning new vocabulary. To recognise familiar logos and labels within the environment. Recognise the sticker on their name card To hold a book the correct way up and turn the pages one at a time when I independently look through a book Beginning to join in with repetitive parts of a story Begin to recognise sounds in the environment, musical instruments and music genre Begin to identify the front and back of a book and point to the writing in the book Beginning to talk about my shared learning book with a familiar adult Beginning to recognise the sticker on my name Make marks on paper Can make marks on a list and explain that it is writing Can make marks to create posters Can make marks to represent own name	I can use my words to describe how a book is held I can sing and recognise a range of nursery rhymes from our nursery rhyme Can find their name on my peg and duckling and recognise it when we use it at planning time To understand that print can have different purposes. To fill in missing words from well -known rhymes To know that letters are used to make up words. To use a palmar grip. Beginning ascribe meaning to marks made Beginning to make marks and describe their meaning. Beginning to make individual marks to represent the letters in my name	To join in with repetition within stories and rhymes Develop phonological awareness, to: count or clap syllables in a word I am beginning to recall and retell familiar stories Explore the syllables in my name and the names of others by clapping, stamping or jumping To recognise familiar logos as well as own name Use body to create patterns of movements and sequences of movements Independently choose to look at a book, hold it the correct way and turn the pages one at a time Explore 'Writing Ready' to develop my pencil grip. Copy the letters of own name while using a visual aid Begin to make connections with familiar logos and letters e.g. 'McDonalds has a M like me'	Develop phonological awareness, to: spot and suggest rhymes To find and identify familiar letters, e.g. letters in their names. Beginning to notice that other children have the same sound at the beginning of their name and me during listening games, when we are starting our planning time and when I work with an adult and a small group To know that words that rhyme have the same sound at the end of a word. To understand that stories have a sequence; beginning, middle and end. Develop phonological awareness, to: spot and suggest rhymes; to find and identify familiar letters, e.g. letters in their names. To ascribe meaning to marks on own pictures E.g. - I wrote my name. Use some print and letter knowledge in early writing such as a pretend shopping list Independently make marks for my name on my artwork. Make marks to represent the names of others on my work	Develop phonological awareness, to: recognise words with the same initial sound To recognise own name in print; to recognise when words have the same initial sound. Develop phonological awareness; to recognise words with the same initial sound To recognise own name in print; to recognise when words have the same initial sound. To begin to form some letters correctly e.g. letters in own name. Can copy some letters that others have written	To know that each letter makes a sound and that sounds together make words. To engage in extended conversations about stories. To be able to orally segment sounds in CVC words e.g. c-a-t cat; to be able to tell a story to others To make predictions about a story using the relevant vocabulary with independence Recognise that my name has different sounds in it. Recognise sounds in words when our adults pretend to be a robot. Can write my name in a line, from left to right and in the right order. To begin know how to add captions to pictures	
Ongoing Mathematics	To use relevant mathematical vocabulary when talking about learning. Singing a range of number songs.						
Mathematics Knowledge	Recite numbers to 5, sometimes with support To copy simple patterns To talk about patterns	Recite numbers to 5 Categorise objects by their properties To copy simple patterns	To recite numbers 1-10 with support To know that a group of objects can also be represented by a number.	To recite numbers 1-10 To know that each object should only be	To know mathematical vocabulary for shape, length, height and time. To remember the order in which things happen	To understand and use vocabulary related to positional language, weight and capacity. To be able to demonstrate through games and role play an	

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	To sort and classify items by colour To explore and recognise the numeral 1 and the value of 1. To match a circle, triangle, square. To begin to follow positional language instructions Recognising, naming and matching colours	Experiment with marks to represent numbers Sorting by various attributes To explore and recognise the numeral 1 and 2 and the value of 1 and 2 To recognise and name a circle, triangle, square. Use physical resources from continuous provision to match shapes Use positional language at carpet time, snack time, end of the day Match shapes in the natural and classroom environment	Number and Place Value: 1, 2, 3 Make patterns of 2 or more using physical movements Use our number book to help us recognise numbers 0-9 Use our number book to help us write numbers 0-9 Explore and recognise numeral 3 value of 3 Recite our number rhymes when we are writing To know that circles have 1 side and triangles have 3 sides, squares have 4 and a rectangle looks like a stretched square	counted once. To subitise to 3. Number and Place Value: 1-4 Recognise numbers 1-4 Record the total number of children and adults in our class today Use a dice to dictate how many actions we can do Explore and recognise numeral 4 and value of 4 To show an awareness and name some 2D shapes in the environment	Properties of shapes Ordering events of the day Length and Height Recognise numeral 5 value of 5 Use our words to describe the properties of shapes Recognise size big, bigger biggest and small, smaller smallest	understanding of positional language. Review numbers 1-5 Review formation of numbers 1-5 Explore and investigate heavy and light with natural resources with our hands Negotiate with peers how to move objects Use our words to describe the position of objects To explore capacity (full and empty) in the water and when baking To begin to make sensible comparisons between objects relating to weight and capacity. To show an awareness of positional language such as under/behind/ next to/over/ on top of. To use relevant mathematical vocabulary when talking about learning	
Mathematics Skills	Use a dice to roll number 1 to undertake 1 action Daily count the days of the week Count the children and the adults in our class daily Use 8 passes to understand how many people can go outdoors Make patterns of 2 using physical movements Use physical resources from continuous provision to match shapes and colours Use positional language at carpet time, snack time, end of the day Match shapes in the natural and classroom environment	Sort and categories objects by colour, shape, similarities To copy simple patterns Use fingers to represent numbers up to 3 Use 8 paces to understand how many people can go outdoors Record the number 1 or 2 when we write the total number of children in school Use a dice to follow instructions for numbers 1 and 2 To follow positional language instructions	To show an awareness of how numerals are formed and to experiment with own mathematical mark making. To identify, describe and compare groups of objects. Solve number problems with numbers up to 3 To be able to sort shapes according to number of sides (circles and triangles) Describe and sort shapes according to their properties; a circle as a shape going 'round and round with no straight bits.' A square a shape 'with 4 pointy bits, and 4 straight lines the same size. A rectangle as a shape with '4 pointy bits and 2 long sides and 2 shorter sides.' And a triangle as a shape with '3 pointy bits and 3 sides.' I am using a range of vocabulary to describe size (S, M, L), movement (fast, slow, jumping, climbing)	To match number of objects to numeral. Solve number problems with numbers up to 4. To name and describe 2D shapes (circles, triangles, squares, rectangles) Can correctly identify circles, triangles, squares and rectangles describe them to others correctly. Can find circles, squares, rectangles and triangles in my environment with only verbal instructions	Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners. To begin to describe a sequence of events accurately. To begin to make sensible comparisons between objects relating to size, length and height. To know mathematical vocabulary for shape, length, height and time. To remember the order in which things happen Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners. To begin to describe a sequence of events accurately. To begin to make sensible comparisons between objects relating to size, length and height. Make our own beanstalk on the floor making it bigger every day	To begin to make sensible comparisons between objects relating to weight and capacity. To use positional language such as under/behind/ next to/over/ on top of. To use relevant mathematical vocabulary when talking about learning To understand and use vocabulary related to weight and capacity. To be able to demonstrate through games and role play an understanding of positional language. To use our large outdoor scales to weigh mud and resources at the discovery zone. To use my knowledge of positional language to give an adult instructions in a game To make a judgement of an objects weight or size on our visual perspective only	

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					Measure each other to discover who is the biggest/smallest. Can we guess and were we right? Use the visual timetable independently to identify what time it is in our day		
Ongoing Understanding the world	Exploring seasonal change Using all senses in hands-on exploration of materials Celebrate differences during special days and events Use of scientific equipment within provision.						- History - Geography - RE - Science - Computing
UW -Knowledge Past and Present (link with history) People and Communities (link with Geography and RE) The World (link with science)	To know about family structures and be able to talk about who is part of their family. To begin to make sense of their own life story and family's history To understand that people come from different countries and we are all different To know names for facial features and be able to describe their own Use our hands to explore different materials	To talk about their immediate and extended families. (using the smart board) To understand that some celebrations are specific to some cultures. To know that this season is Autumn To explore the effects of autumn around us	To make sense of my own life story and family history. (using the smart board) To know similarities and differences between Autumn and Winter/ Night and Day. To know what happens when water freezes/ ice melts. To know that this season is Winter To explore our city, the cathedral and the castle To explore and understand the weather in our country	To know about who celebrates Easter and its significance (using the smartboard) To know that this season is Spring Use their senses to describe what they can see, hear and smell (baking, forest school)	To understand the need to respect and care for the natural environment and all living things. To know that every living being has a life cycle and they change in shape and size as they grow (using the smart board) To know that this season is Summer To understand that plants need sunshine and water to nurture them to help them grow	To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. To know that this season is summer (using the smart board)	
UW -Skills Past and Present (link with history) People and Communities (link with Geography and RE) The World (link with science)	Use our family photographs to promote discussions about our families (using the photographs or using them on the smart board) Do we all have the same amount of people in our family or living in our house? Do all families live in the same house To discuss our families, our siblings, grandparents during snack time conversations To be able to identify similarities and differences between themselves and peers. To develop positive attitudes about the differences between people. To work with Mr Wade in our harvest assembly, focusing on how it is important to help others who do not have as much as us Use mirrors to help us describe what I look like, do I have similar features to others To explore the names for facial features and be able to describe their own	To display an understanding of their immediate and extended families. To learn about the different stories related to the festivals of Diwali and Christmas To notice seasonal change in the environment Discuss recent birthdays, marriages using the photographs we have of our families Explore the festival of Diwali, using videos, and stories. Work with Sunita Patel to help us explore different cultures (Diwali) Explore Autumn and how it affects the environment Go out on an autumnal walk looking for evidence of Autumn.	To learn about different types of animals in the local area and natural environment. To talk about differences between materials and changes noticed. To explore Lincoln Cathedral and what it looks like. Does it look like our house or our school? Can we build a cathedral? Explore the weather with streamers in the wind or wellies in the rain Freeze balloons and freeze objects in a balloon. How did they freeze? How do we get the animals out	To continue to develop positive attitudes about the differences between people. Think about the difference in the world from when Jesus until today. Does it look the same? Explore the weather with streamers in the wind or wellies in the rain To think about buildings and structures and how they have changed.	To understand key features in the life cycle of a plant/ animal. To use senses to explore the environment. To make own habitats using a range of resources To continue to develop positive attitudes about the differences between people. To grow our own fruit and vegetables (tomatoes, carrots and potatoes) To name the parts of a flower To be able to detect the signs of summer through exploring for mini beasts. To plant sunflower seeds and nurture them until they grow. Who has the biggest? Create a bug hotel to watch small creatures up closely	To explore natural materials and talk about differences. To recognise features of Summer. To remember and talk about own significant experiences. Use books and discussions to talk about holidays and changes as we prepare to change our classroom when children move to Reception class Begin to notice that the weather changes in the four seasons Cook and taste the different fruits and vegetables we have grown	

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	Explore materials such as play dough, cornflour, shaving foam, slime Explore the effects of Autumn in the outdoor environment				Work with Animals UK to hold small insects and small mammals Watch our caterpillars grow and change into butterflies Can we find resources on a scavenger hunt to create a purposeful structure for the fairies in the forest after they were attacked by the Fat Bottomed Dragon Forest School).		
Ongoing Expressive arts and design	Sing familiar Nursery Rhymes. Daily singing opportunities Construction, Role Play, Small World, Creative, Malleable, Music opportunities						- Art - Design and Technology - Music - Imagination
Expressive arts and design Knowledge Creating and Materials Being Imaginative	To explore different musical instruments Children to be able to construct and build To explore different materials freely, in order to develop my ideas about how to use them and what to make. Sing some familiar songs Listen to sounds around us Make marks using different resources Explore painting resources Explore in the role play (resourced with real resources) enabling the child to make connections with their life experiences Make a choice from a selection of natural and plastic construction resources that are available to access at any time.	Children to build with construction resources, sometimes with a purpose in mind Explore painting resources using different brushes and tools To know how to engage in imaginative play Use different instruments and to make sounds (drum, bells, shaking instruments) Recognise sounds around us	To know how to create recognisable representations of objects. Create a dragon's head Create a cathedral from boxes To know that different construction toys can be used to make new things that can be used in pretend play.	To know about the different materials and what can be created with them To know how to use props appropriately for particular stories	To show confidence in choice of media when creating a model or picture. To learn about art and crafts from different cultures and understand their meaning. Link to science: Can I use my hands and senses when exploring? Herb crushing and herbs in playdough. Can use building materials (from our continuous provision) and mark making materials (pens, pencils, chalks, crayons, paint and water) to create enclosed shapes and begin to use these shapes to represent objects Use instruments and CD player to promote learning.	To show a preference for forms of expression.	
Expressive arts and design Skills Creating and Materials Being Imaginative	To listen to and join in with Nursery rhymes Use musical instruments Use the easel with opportunities to paint using brushes or fingers Move to the music during Dough Disco and Squiggle while we Wiggle To take part in simple pretend play Build and construct using different media	To construct with a plan of their end goal To create sounds by banging, shaking and tapping To remember and sing familiar songs Use life experiences to enhance our play Explore with cornflour, shaving foam, paint and slime to make patterns with fingers and hands as well as using tools	To explore different materials freely, using them with a purpose. To join different materials and explore different textures. To create stories using different small world resources. To work collaboratively to make a model. Use different boxes and containers to create a cathedral	To make props for role play. To work collaboratively to create a shared product (collage) Use music to create dances Use resources to create recognisable pictures, like a potato man. To begin to act out different scenarios	To create closed shapes with continuous lines, and use shapes to represent objects To engage in imaginative role play/ small world play based on real life experiences Eg Visit to the farm Can replay my life experiences as I explore the environment (such as a new baby in the family, relatives visiting etc)	To add details to drawings, including emotions. To construct with purpose and balance, stacking vertically & horizontally To create own songs and improvise a song around one they know. To play instruments with increasing control and express feelings and ideas. Can use tools such as masking tape, scissors, glue sticky tape, hole punch, stapler and string to create models	

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		like forks, palette knives and rollers Explore with chalks to create Rangoli patterns and with paint and clay to make a diva pot Use to explore the sounds of instruments, shake or bang (bells, shakers, drums)	Create a dragon head for our Chinese Dragon Dance Use tools such as masking tape, scissors, glue and sticky tape to create models Choose resources from our continuous provision to enhance my games	using props to enhance imaginative play. To create stories using small world equipment Use puppets and dolls to retell familiar stories (story sacks) Use dressing up clothes to enhance my play and promote links with home and with stories		Can add details to my artwork independently such as eyes, eye brows, ears, hair, eye lashes, shoes and fingers Can sing familiar song independently and think of funny ending to nursery rhymes	
Music	Composer- Kerry Andrew	Composer- Kerry Andrew	Composer- Antonio Vivaldi	Composer- Antonio Vivaldi	Composer- Saint Saens- carnival of the animals	Composer- Jean Sibelius	
Science assessments (assessment folder)	Cup case dropping	Pipes rolling	Explore sand castles	Bicarbonate of soda	Herbs and senses	Forest exploration	
School focus	Discover Term (Geography)		Explore Term (History)		Create term (DT)		
DT assessment	Basic resources (one handed tools – handling tools (pencils, pens, crayons, paint brushes) Introduction of scissors, hammers, glitter, sequence, glue sticks/spatulas and pritt sticks Clay diva lamps		Joining reclaimed resources using glue, masking tape and Sellotape (cathedral and dragon head)		Make a fruit salad (tools for cutting/knife skills) Make a fruit squash with real fruit (squeezing and squashing)		
Artists	Barbara Hepworth Jaxson Pollok		Mark Rothko Andrew Goldsworthy		Henri Matisse Kifin Williams		