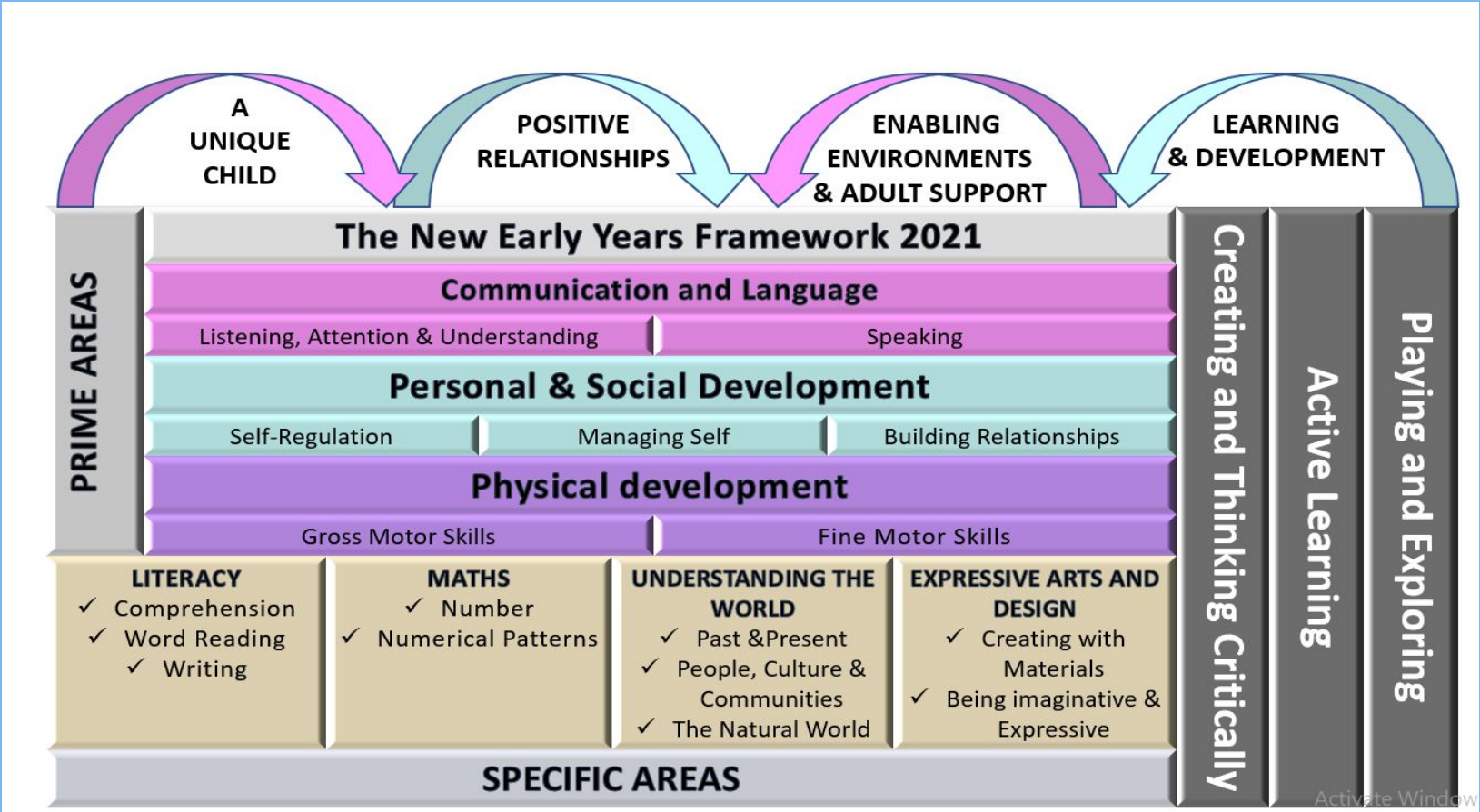
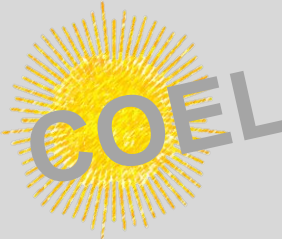
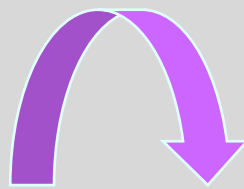


Hook Lane Nursery Long Term Plan





Nursery- Create - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrations	Tell Me a Story	Special People	Growing	Journeys
  Overarching Principles	Characteristics of Effective Learning					
	<p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. Children take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates We get to know our children well in order to support and challenge them when and where needed..</p> <p>Diversity is celebrated in everything we do. Through literature, sharing and shared experiences, the environment and curriculum, celebrating special occasions, challenging stereotypes and building strong home school partnerships, we will ensure that children develop positive attitudes to diversity and difference. Children will learn to value diversity in others, develop cultural awareness and learn how to make a positive contribution to society.</p> <p><i>PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. Early Years education should be as practical as possible and therefore, play is integral to how we teach and how children learn in the EYFS at Hook Lane. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults. We will ensure that all children learn and develop well and are kept healthy and safe at all times.</i></p>					

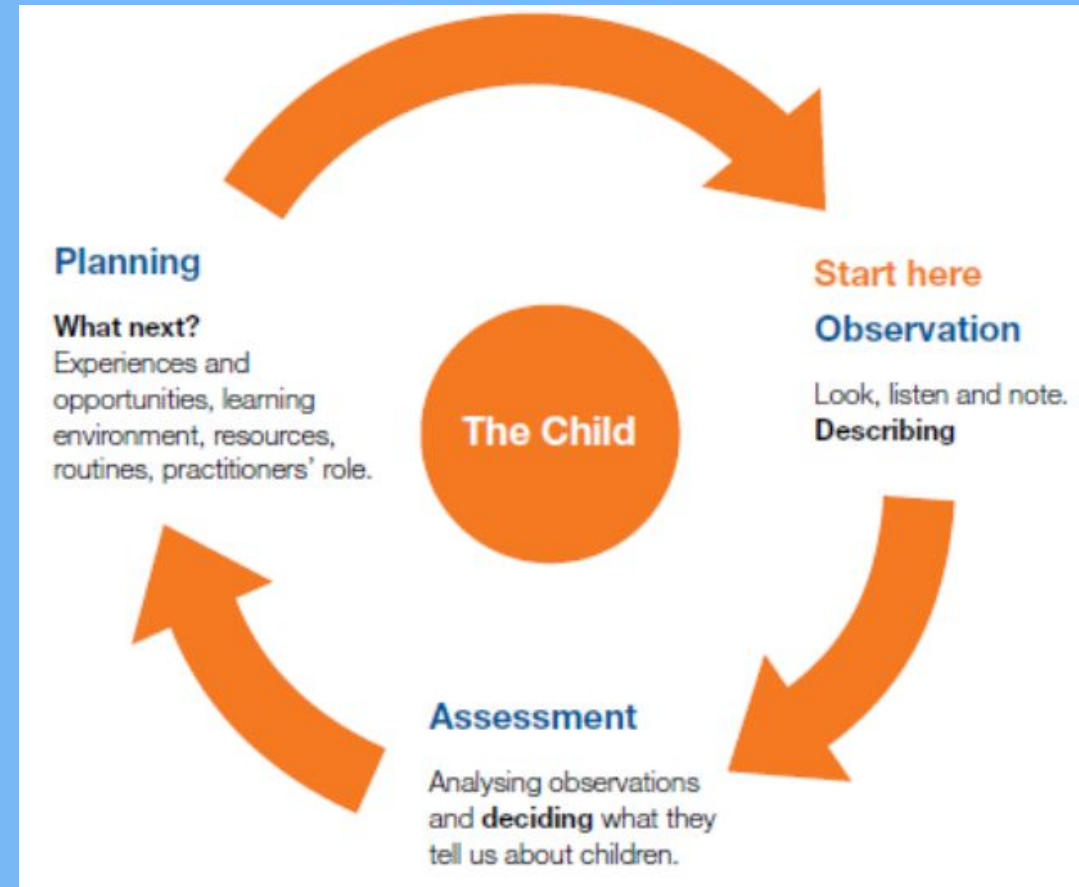


Nursery- Create- Long Term Plan

At the heart of our assessment practice is the child.

- Assessment will be primarily based on practitioner knowledge and gained by observing and interacting with a child in the early years environment.
- This will shape our curriculum, environment and practice and inform next steps for each child.
- Robust assessment systems will include the voice of staff, parents and the child. It will be based on embedded learning, that is learning applied independently and consistently across a range of everyday situations
- The system used will be systematic and cohesive. It will be meaningful for staff and not result in excessive workload.

EYFS formative assessment.





Nursery - Create - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p><i>NB: These themes may be adapted at various points to allow for children's interests</i></p>	<p>Marvellous Me!</p> <p>Starting nursery/ new routines/Making new friends /staying safe. Our local area - walk around the school Using our senses Our feelings</p>	<p>Celebrations</p> <p>Families Halloween/Fireworks Christmas Our local area - walk to the Post Office Performance</p>	<p>Tell Me a Story</p> <p>Places Traditional tales Helicopter stories Lunar New Year Our local area - walk to the Library</p>	<p>Special People</p> <p>People who help us Our Community My family Life cycle - Human Easter</p>	<p>Growing</p> <p>Planting beans/seeds Life cycles - plants & animals Our local area - bus to the Farm</p>	<p>Journeys</p> <p>Places Holidays/travelling Family experiences Life cycles - butterflies Transitions Our local area - the Park</p>
<p>High quality Texts</p> <p><i>We aim to foster a lifelong love of reading</i></p>	<p>Feelings, Nothing can Frighten A Bear Don't Wake Up the Tiger Which Food Would You Choose?, Something Special, Who Are You? What do I Look Like? Toby and The Tricky Things, I Can Do It Lighting a Lamp Pumpkin Soup Neon Leon</p>	<p>Leaf man, Gruffalo I Spy, Look and Say What You See in the Countryside Lionel and the Lion's Share Copycat Big Book of Families Stickman Postman Bear Jolly Christmas Postman The Nativity</p>	<p>Lost and Found The Boy and the Bear The Gingerbread Man Rapunzel Cinderella The Knight Who Said No The Great Race Chopsticks</p>	<p>Who's in My Family You'll grow into them Titch Real Superheroes Stardust Firefly Home Franklin Frog How to look after your Dinosaur The Roly Poly Egg</p>	<p>Jack & The Beanstalk 3 Little Pigs Information Books Oliver's Vegetables What The Ladybird Heard Matisse's Magical Trail Nature Trail</p>	<p>The Very Hungry Caterpillar Oliver's Fruit Salad Gorilla likes Vanilla Ladybird on Holiday Pip and Posy bedtime Frog/ and the New Friend Dinosaur Rocket Splash</p>
<p>'Wow' moments Enrichment</p>	<p>Handy helpers School walk Harvest Festival Vegetables Artist Focus - Arcimboldo, Mondrian, Diwali/Fireworks Halloween pumpkin carving Coffee session</p>	<p>Artist Focus - Klimt (Tree), Goldsworthy Remembrance day Cooking for Christmas Christmas jumper day/performance/party Visit the Post Office</p>	<p>Artist Focus -Brueghel (Winter Landscapes), Van Gogh (Starry Night), Valentines day Lunar New Year Cooking noodles Visit to the Library</p>	<p>Artist Focus - Joan Miro (the Sun) Barbara Hepworth (Family of Man), Morisot Fire engine visit Pancake day, Mother's Day, World Book Day, Holi Easter bonnet parade/egg hunt/cakes Coffee Session</p>	<p>Artist Focus - Matisse (snail), Monet Planting a Garden Visit to Visit to Woodlands Farm Eid -ul-Fitr Cooking</p>	<p>Artist Focus - Seurat Caterpillars in class Cooking - ice cream Father's Day Sports Day Visit to Danson park Transition into Reception Coffee Session</p>



Nursery - Create - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrations	Tell Me a Story	Special People	Growing	Journeys

Communication and Language

Whole EYFS Focus – C&L is developed throughout the year through high quality interactions daily, sharing circles, stories, singing, discrete vocabulary planning, display, Helicopter stories, EYFS productions and enhanced learning environments.



Daily story times using high quality texts, songs & rhymes

Engage in a back-and-forth communication with an adult and/or friend for 2 turns or more. Speak in sentences of at least 3 words.

Begin to use talk alongside play. Communicate a like/dislike.

Know words to label familiar common objects such as animals, clothes etc. Learn and use new words and concepts in the context of play, story, rhymes and songs.

Sit and listen to a short story. Engage with storytelling with support (Helicopter stories).

Give responses to simple questions using who, what and where. Ask questions using who, what and where. Follow a simple instruction.

Listen and join in with favourite rhymes and songs using actions and increasingly words.

Engage in a back-and-forth communication with an adult and/or friend for several turns. Speak in sentences of 4 words using present and past tense. Use talk alongside actions in play. Talk about what is happening and give their own ideas.

Use words to make up simple stories based on a theme that interests them. Begin to enjoy a longer story. Give responses that show an understanding of what they have heard.

Shift from one task to another if attention is fully obtained, for example, by using their name. Begin to follow instructions with more than one part. Begin to show understanding and use of higher order words and concepts through stories and activity.

Begin to ask why questions. Begin to give responses to why things might happen in the context of an activity.

Sing words to favourite rhymes and enjoy joining in with new songs and rhymes.

Initiate a conversation with an adult or friend and keep it going for several turns. Speak in longer sentences of four to six words, using future and past tense and some multi-syllabic words. Articulate a wider range of sounds clearly.

Use talk to organise themselves and their play. Express a point of view. Debate when they disagree with something. Use sentences joined up with words like 'because', 'or', 'and'.

Listen to stories and remember much of what happens. Share a book with a friend or adult, talking through the story using the pictures or from memory. Make up a short story with a beginning, middle and end.

Use a range of vocabulary learned to show understanding of higher order words and concepts.

Stop and listen when asked to by an adult. Follow instructions with two parts. Ask and give responses to why questions.


Sing a range of well know songs and rhymes and name favourites.



Nursery - Create - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Celebrations	Tell Me a Story	Special People	Growing	Journeys

Personal, Social and Emotional Development


<p>Managing Self</p> <p>Self regulation</p> <p>Making relationships</p> 	<p>Separate happily from their carer, knowing that they will be safe and looked after at Nursery. Learn new routines and how to join in. Learn the names of key adults and know who to come to for help.</p> <p>Learn the expectations for friendly behaviour and begin to develop the basis of strong relationships with adults and peers. Learn and use the names of friends as they play and join in activities together. Know how to engage others in play by using their names. Learn to enjoy joining in with activities all together.</p> <p>Learn how to select and use activities and resources, with help if needed. Learn to feel confident to explore the wider school setting alongside trusted adults. Learn how to be helpful at school, such as at tidy up time.</p> <p>Learn and use words and symbols linked to emotions and match to show how they are feeling (5-point scale). Learn how to exercise 'effortful control'. For example, being able to wait for a turn, with adult support or using a timer as required.</p> <p>Learn how to notice, comment and ask simple questions related to differences about themselves and others, such as eye/skin/hair colour etc.</p>	<p>Learn how to join in and invite play with a range of other children in the wider EYFS setting. Learn how to extend and elaborate on play ideas.</p> <p>Know how to select and use resources and activities to enhance their own play. Develop responsibility by joining in at tidy up time and by offering help to others. Know some rules and learn to increasingly follow them on their own. Learn why rules are important and be able to tell some to others.</p> <p>Learn to talk routinely about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Safely explore emotions beyond their normal range through play and stories</p> <p>Develop appropriate ways of being assertive, knowing when and who to ask for help. Learn to use talk with others to solve conflicts. Learn to explore different points of view through story and roleplay.</p> <p>Learn to interact with visitors in the setting by joining in and showing friendly behaviour. Know it's ok to sometimes do different things in the day at school, such as on special occasions. Learn to look forward to new experiences, such as trips and visitors.</p>	<p>Know how to play in a group with friends, seeking out others and making up ideas of things to do and games to play.</p> <p>Be confident selecting and using resources to achieve a goal of their own making.</p> <p>Manage own feelings successfully and be able to talk about emotions. Show concern for friends and be able to talk about how others might be feeling. Show appropriate ways of being assertive by talking or asking for help if needed. Begin to find their own solutions to quarrels and rivalries.</p> <p>Independently seek responsibilities and know what to do to help take care of the setting.</p> <p>Routinely follow rules and be able to talk about why they are important. Be confident to join in with new experiences and engage with others in a range of situations.</p>
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Nursery - Create - Long Term Plan

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General Themes	Marvellous Me!	Celebrations	Tell Me a Story	Special People	Growing	Journeys

Physical development

<p>Gross motor</p> 	<p>Begin to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Sit on a trike and move it forward attempting to steer and pedal.</p> <p>Climb the ladder steps of the climbing frame. Lifts crates or large play bricks to put in position. Wash and wipe items in upright position.</p> <p>Roll a ball using underarm with guidance. Throw and catch a large ball randomly. Kick a large ball randomly.</p> <p>Crawl through a tunnel slowly. Practise crawling forward on tummy or on all fours to represent an animal with guidance. Walk and run freely showing a developing awareness of space. Engage with movement and balance activities such as yoga.</p>	<p>Steer and pedal a trike with growing confidence.</p> <p>Climb the ladder steps of the climbing frame independently with a firmer grip and alternate steady foot placement. Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Wash and wipe items in upright position with large sweeping movements.</p> <p>Roll a ball using underarm at a target with a good stance and shoulder position. Stand appropriately and use hands and eye coordination to throw and catch with support.</p> <p>Kick a large ball with more thought and control.</p> <p>Explore and attempt to double step or balance on one leg to try to hop or hold a pose. Follow movement-play activities.</p> <p>Become more confident, competent, creative and adaptive movers. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Continue to develop movement, balancing, riding and ball skills.</p> <p>Steer and pedal a trike confidently and independently and also be able to do this with a passenger on the back. Roll a big ball along a wall at shoulder height. Catch and throw a ball with more accuracy and develop a good stance and hand position. Kick a large ball with more control and some accuracy towards a person or target.</p> <p>Crawl forward on tummy or on all fours to represent an animal with more agility of limbs and speed, including a wheelbarrow walk and avoiding obstacles. Skip, hop and stand on one leg, holding a pose. Change direction or make turns in the process. Match their developing physical skills to tasks and activities in the setting.</p> <p>Climb the ladder steps of the climbing frame skilfully using alternate feet with confidence and more speed. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Wash and wipe items in upright position with large sweeping movements and small quick movements to clean successfully.</p> <p>Build up a rhythm and anticipate a patterned movement. Follow and use instructions and the vocabulary of movement. Choose the right resources to carry out their own plan. Collaborate with others to manage large items. Take part in some group activities which they make up for themselves, or in teams</p>
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Nursery - Create - Long Term Plan

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General Themes	Marvellous Me!	Celebrations	Tell Me a Story	Special People	Growing	Journeys

Physical development

Fine motor



Steady self with support and sit at a table. Make marks on large vertical surfaces to stimulate large shoulder and arm movements and 'cross the midline' of their bodies. Develop hand eye coordination through engaging with activities such as sand, water, malleable, craft and construction.

Scissor cutting with support: Use scissors with two hands to cut a piece of paper. Begin to make snips in paper, possibly with pronated grasp of scissors and palmer grasp of paper. Tear materials to make them the desired size/shape. *Fixing and Joining:*

Explore fastening resources together using available resources. *Sticking/Collage:* Use glue to attempt to stick. Use glue to fasten paper/ thin resources together. Stick objects randomly onto paper/card.

Learn to be independent as they get dressed and undressed, changing shoes with support, putting their own coats on and attempting zips.

Make marks on large vertical surfaces to stimulate large shoulder and arm movements and 'cross the midline' of their bodies. Develop hand eye coordination to successfully engage with a range of fine motor activities. Develop a comfortable hold, preferably a tripod grip. Sit at a table with better posture.

Scissor cutting independently: Some control over scissors to cut materials. Hold scissors with supinated grasp or wrist upwards, may still hold paper with palmer grip. *Fixing and Joining:* Fasten paper and card together with success. Beginning to explore techniques to join thicker materials (e.g. boxes/tubes). *Sticking/Collage:* Use glue/tape to fasten thicker materials together. Stick carefully selected items together to achieve desired purpose. Use sticking resources to explore creating different textures.

Be increasingly independent as they get dressed and undressed, changing shoes independently, putting coats on and doing up zips.

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. Show a preference for a dominant hand. Sit at a table with sturdy upright posture.

Scissor cutting with skill: Use scissors with supinated grasp with increased control to cut out a desired shape. Hold paper with supinated grasp. Use scissors to cut thicker materials such as card. *Fixing and Joining:* Plan how they will fasten things together. Check that fastening is secure. Select media to achieve desired effect. *Sticking/Collage:* Make decisions about what they will use to stick – which will be the most effective way to stick? Control a brush or glue spatula to spread glue. Make decisions about what the correct amount of tape/glue to use is.


Be independent as they get dressed and undressed, putting coats, doing up zips and helping others.



Nursery - Create - Long Term Plan

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Literacy

<p>Comprehension Word Reading & Writing</p> <p><i>Daily shared and guided reading and writing linked to themes. Children will have opportunities to use and develop the skills they learn alongside their peers and supportive adults in play throughout the day</i></p> <p>Daily story times using high quality texts, poems, songs and rhymes</p> 	<p>Engage with stories and books. Join in with repeated refrains in rhymes and stories. Talk about familiar stories, songs and rhymes</p> <p>Show an interest in print and illustrations in books. Begin to recognise their name</p> <p>Learn and use a wider range of vocabulary linked to books and stories read.</p> <p>Phonics focus: Environmental and instrumental sounds and body percussion –</p> <p>How to listen. Identifying, exploring and talking about sounds. Distinguishing sounds, loud and quiet, stopping on a signal. Singing and joining in with the actions to songs and rhymes. Copy a pattern of sounds.</p> <p>Engage with activities to promote large and small muscle coordination. Imitate writing by making marks and continuous lines.</p>	<p>Show an interest in environmental print. Recognise familiar signs. Understand the concept of a word. Recognise their own name and show an interest in others.</p> <p>Share ideas and give responses to discussion about books and illustrations. Talk about principal characters and events in stories. Learn and use a wider range of vocabulary linked to books and stories read. Play with rhyming words.</p> <p>Phonics focus: Rhythm, rhyme and alliteration – clapping syllables in names, exploring rhyme in stories, continuing a rhyming string. Use the correct mouth movements to say sounds, play with words with the same initial sound. Learn to listen for and identify the initial sounds in some words.</p> <p>Engage in purposeful writing opportunities, such as in role play or helicopter stories.</p> <p>Attempt to write their name or some letters of it.</p>	<p>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.</p> <p>Engage in extended conversations about stories, learning and using new vocabulary.</p> <p>Develop their phonological awareness, so that they can -spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</p> <p>Phonics focus: Alliteration and voice sounds – clapping syllables in words, matching rhymes, hear and say initial sounds in words and match to objects, begin to link sounds to letters, join in with and copy sounds in games involving oral blending and segmenting.</p> <p>Use some of their print and letter knowledge in their early writing. Write some letters accurately.</p> <p>Write some or all of their name</p>
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Mathematics

Our mastery approach will ensure that children develop positive attitudes and interests in mathematics, be able to look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes!



Sing counting songs and number rhymes and engage with stories that involve counting
 Play games which involve counting
 Begin to develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Use fingers to join in counting songs. Compare collections and begin to talk about which group has more things. Subitise
 Explore the properties of shape by moving, matching and fitting together. Use positional language in play. Make comparisons between objects relating to size. Make comparisons between objects relating to capacity.
 Notice and talk about the patterns around them. Notice what is the same and what is different. Begin to talk about patterns of events through routines, activities such as cooking, gardening, sewing, and getting dressed, as well as through story and song.

Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Count aloud in order backwards and forwards. Learn that the last number of the count indicates the total number of the group. Count out a smaller number from a larger group. Compare collections when counting and talk about which group has more things. Count objects, actions and sounds. Experiment with own maths mark making. Show an interest in numerals. Subitise 3. Show finger numbers to 3.

Learn and use mathematical names for common 2D and 3D. Explore combining shapes to build and make. Make comparisons between objects relating to size length and height. Talk about the sequence of events in stories. Use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'. Extend ABAB patterns. Verbalise and make predictions. Use positional language in play and routines to describe and give instructions to others.
 Countdown to forthcoming events on the calendar in terms of number of days or sleeps.

Recite numbers in order past 5. Know that the last number reached when counting a small set of objects tells you how many there are in it. Count objects actions and sounds, saying 1 number for each item in order to 5. Compare quantities using language: 'more than', 'fewer than'. 'Solve real world mathematical problems with numbers up to 5. Link numerals and amounts. Experiment with own symbols and marks as well as numerals. Subitise 3, explore subitising 4 and 5. Show 'finger numbers' up to 5.


Talk about 2D and 3D shape using informal and mathematical language. Select shapes appropriately and combine shapes to make new ones. Make comparisons between objects relating to weight. Correct a mistake in a repeating pattern. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Understand position through words alone. Describe patterns of events using words such as - 'First', 'then', 'after', 'before', "Every day we...", "Every evening we..."
 Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'.



Nursery - Create - Long Term Plan

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Understanding the world

<p>Past and Present</p> <p>People, Culture & Communities</p> <p>The Natural World</p> 	<p>Past & Present - Talk about their own past with photo prompts. Comment on figures in the past from stories</p> <p>People, Culture and communities - Explore the learning environments freely. Develop their awareness of the school and local environment, noticing common features. Show an interest in maps. Know they belong to their family, who is in their family. Roleplay familiar experiences and occupations. Engage in learning about different celebrations.</p> <p>The Natural world - Learn about how to take care of themselves. Learn about their senses. Explore the surrounding natural environment. Explore natural objects from the surrounding environment. Explore a range of materials. Explore how things work such as wind-up toys, pulleys, sets of cogs and pegs with boards. Shape and join materials. Combine and mix ingredients. Explore changing materials, including cooking. Listen to sounds. Make sounds. Learn and use new vocabulary.</p>	<p>Past & Present - Begin to use time words linked to personal events. Sequence members of their family by age and show an awareness of change over time linked to their family and personal history.</p> <p>People, Culture and communities - Celebrate and value cultural, religious and community events and experiences. Show interest in different occupations. Know that there are different countries in the world. Engage with maps.</p> <p>The Natural world - Learn about the life cycles of humans. Explore a range of materials. Talk about similarities and differences between materials and the changes that they notice. Engage with and investigate a range of resources with moveable parts. Shape and join materials. Combine and mix ingredients. Change materials by heating and cooling, including cooking. Explore and talk about different forces they can feel. Explore how objects/materials are affected by forces. Listen to sounds. Make sounds. Explore with curiosity using their senses, making comments and beginning to ask questions. Learn and use new vocabulary.</p>	<p>Past & Present - Begin to make sense of their own life-story and family's history – discuss and ask questions about people and events that may have taken place in their own memory. Comment on artefacts from the past.</p> <p>Culture and communities - 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.</p> <p>The Natural world - Explore how things work. Explore light sources. Shine light on or through different materials. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Learn about the life cycles of animals. Compare adult animals to their babies. Observe how baby animals change over time. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide vocabulary.</p>
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Expressive Arts and Design

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

*Work will be displayed in the classroom
lots of links to Fine Motor Skills. Children to explain their work to others.
Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.*



Roleplay familiar experiences. Begin to narrate their own play. Freely explore resources to enhance their own play.

Engage with and perform a variety of songs. Join in with action songs. Begin to match movement to music. Explore a range of musical instruments.

Use drawing to represent ideas like movement or loud noises. Begin to draw lines and shapes. Explore colour and make observations. Explore different materials and textures freely. Begin to show an interest in the work of Artists.

Develop the skills to join and stick materials successfully.

Roleplay experiences and stories with others. Use a range of self-chosen props to support play. Tell stories alongside play.

Play, share and perform a wide variety of music and songs. Play with songs and begin to create own. Play sound-matching games. Join in with clapping or tapping to the pulse of songs or music. Join in with exploring pitch in songs with and without words. Experiment with different ways of playing instrument.

Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore different materials freely and begin to develop their own ideas. Take an interest in observing the work of Artists. Develop and begin to talk about their own creative ideas. Explore colour and colour mixing, making observations and choices. Use tools to join and stick with increasing confidence.

Take part in simple pretend play, using an object to represent something else even though they are not similar. Make own props. 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.








Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. 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. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.

Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Select and make colours to suit their designs. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.



Nursery - Create - Long Term Plan

Nursery Curriculum Goals

Communication and Language 	Personal, social, emotional development 	Physical Development 	Literacy 	Mathematics 	Understanding the World 	Expressive arts and design 
<p>Articulate the words in a range of familiar songs</p> <p>Speak using clear sounds and sentences of 4-6 words.</p> <p>Tell a story.</p> <p>Express views and ideas to peers and adults.</p> <p>Start and sustain a simple back and forth conversation.</p> <p>Use a range of new vocabulary</p>	<p>Develop independence and confidence.</p> <p>Say please and thank you.</p> <p>Join in with other children's play.</p> <p>Talk about how they feel.</p> <p>Find solutions to conflict using talk.</p>	<p>Pedal a tricycle.</p> <p>Hold a balance.</p> <p>Hold and control a pencil using a tripod grip.</p> <p>Put on and take off shoes and fasten a coat.</p> <p>Catch a large ball.</p> <p>Begin to make up group activities.</p> <p>Use scissors and small hand tools.</p>	<p>Recognise their own name and attempt to write.</p> <p>Repeat familiar phrases from stories</p> <p>Hear and say the initial sounds in words. Hear and say simple regular words they hear orally blended.</p> <p>Begin to link sounds to a few letters</p> <p>Make marks that are meaningful.</p>	<p>Understand in depth numbers to 5 and subitise numbers to 3.</p> <p>Be able to find more or fewer.</p> <p>Describe an object by size, shape and colour.</p> <p>Complete a jigsaw puzzle.</p>	<p>Show curiosity about their environment.</p> <p>Talk about their family and experiences.</p> <p>Understand that people celebrate in lots of different ways.</p> <p>Show an interest in how things work.</p> <p>Know and use all of their senses.</p>	<p>Use resources as props for stories and in play</p> <p>Take part in a performance in front of an audience.</p> <p>Make choices of which materials and techniques to use when creating</p> <p>Sing a range of familiar songs and enjoy moving to music.</p>