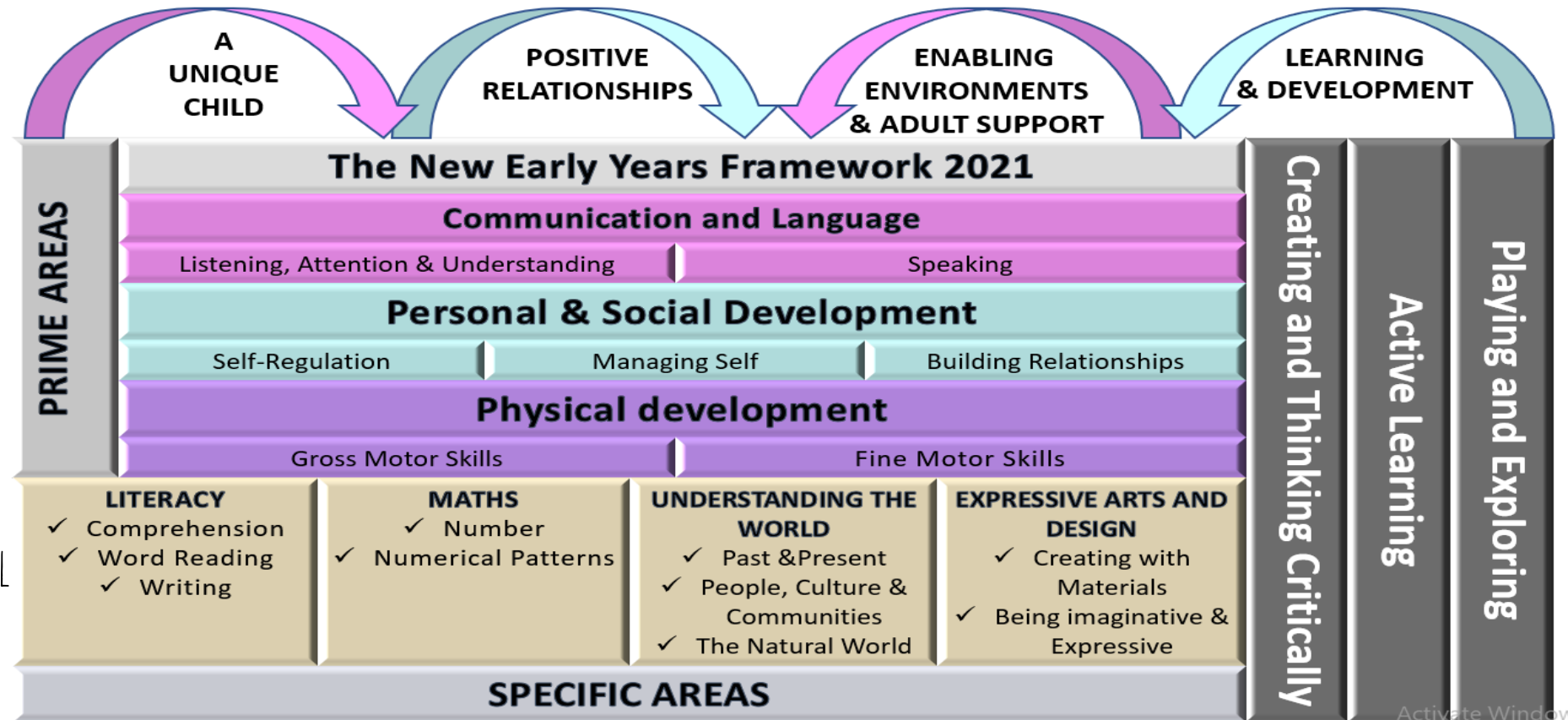
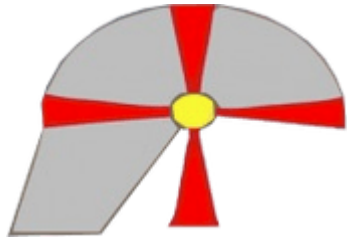


# 2 YEAR OLD PROVISION

## OUR CURRICULUM AIMS 22-23

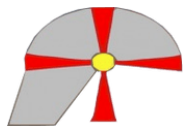
*Children will an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests*



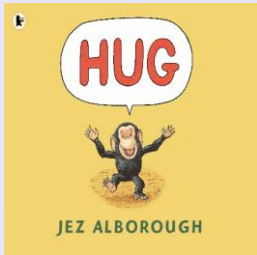
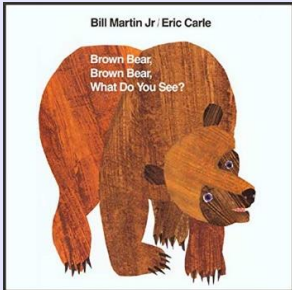
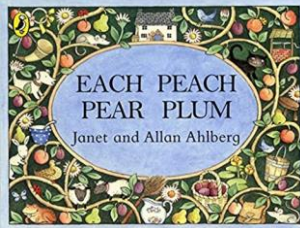
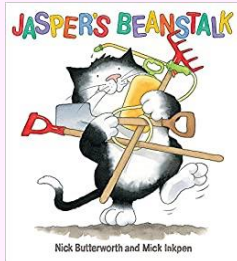
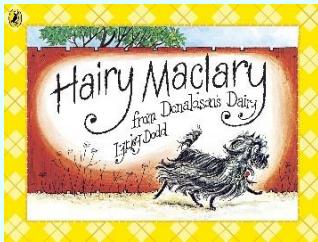
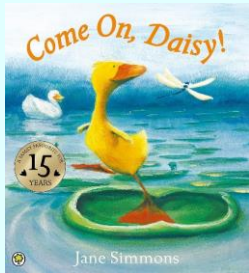
Activate Window

ST ALBAN'S CATHOLIC PRIMARY SCHOOL

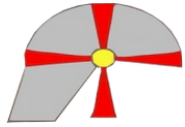
Cycle B





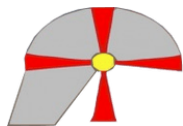
# 2 YEAR OLD LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p><i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i></p>	<p><b>ALL ABOUT ME</b></p> <p>Starting school My new class My family Relationships Feelings My 5 senses What do I like? Homes</p>	<p><b>LET'S GO ON AN ADVENTURE</b></p> <p>Adventures Weather Winter Sensory experiences Bears</p> <p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Remembrance day</p>	<p><b>TERRIFIC TALES</b></p> <p>Traditional tales Nursery rhymes Fairy Tales</p> <p>Chinese New Year Valentine's Day</p>	<p><b>GROWING</b></p> <p>Life cycles Mini Beasts Healthy eating Oral hygiene Plants &amp; Flowers Weather / seasons The great outdoors Planting seeds Spring</p>	<p><b>AMAZING ANIMALS</b></p> <p>Animals around the world Animal Arts and crafts Animal patterns Habitats Pets Caring for animals</p>	<p><b>MY WONDERFUL WORLD</b></p> <p>Transport Where in the world have you been? Where do we live? Maps Vehicle/houses around the world Summer</p>
CORE TEXTS						
ADDITIONAL BOOK IDEAS	<p>Funny bones Lets make faces When jelly had a wobble The Colour monster Feelings</p>	<p>Leaf man The Gruffalo The Jolly Postman Lost and found Not lost</p>	<p>Goldilocks and the 3 bears Jack &amp; Jill Old mother Hubbard Cinderella Little Bo Peep</p>	<p>The growing story Jack &amp; the beanstalk Oliver's vegetables</p>	<p>This Zoo is not for you Animal homes Pets Six dinner Sid</p>	<p>The runaway train The naughty bus The journey If I built a car Things that go!</p>

# NURSERY LONG TERM PLAN 22-23

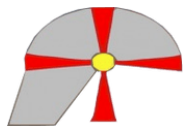


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS!	MY WONDERFUL WORLD
  	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate 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><b>Active learning:</b> - 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.</p> <p><b>Creating and thinking critically:</b> - 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><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> 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><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>PLAY: At St Alban's 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. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. 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.'. EYFS Team</i></p> <p style="text-align: center;"><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					



# NURSERY LONG TERM PLAN 22-23

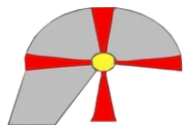
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING!	AMAZING ANIMALS!	MY WONDERFUL WORLD
ASSESSMENT OPPORTUNITIES  2 YEAR OLD CHECKS – TO BE COMPLETED ONCE THE CHILD HAS ATTENDED NURSERY FOR 1 FULL TERM	In-house - Baseline data on entry On going assessments/observations EYFS team/staff meetings	On going assessments/observations Parents evening End of term Assessments EYFS team/staff meetings	On going assessments /observations Projections for EOY EYFS team/staff meetings	On going assessments /observations Parents evening End of term Assessments RWI assessments EYFS team/staff meetings	On going assessments /observations EYFS team/staff meetings	On going assessments /observations Reports RWI assessments EYFS team/staff meetings EOY data
PARENTAL INVOLVEMENT  DROP OFF AND PICK UPS EVERY DAY	Welcome meeting Class Dojo involvement	Class Dojo involvement Nativity Parents Evening	Class Dojo involvement	Class Dojo involvement Parents Evening	Class Dojo involvement	Class Dojo involvement Reports




# NURSERY LONG TERM PLAN 22-23

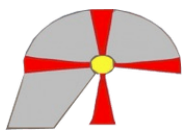
	WORD ORDER, LISTS, COMPARISON, YEAR 22-23					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET’S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD
COMMUNICATION AND LANGUAGE	The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions,  TWITTER TIME- ENCOURAGE CHILDREN TO DISCUSS WEEKLY EVENTS.  DAILY STORY TIME USING HIGH QUALITY TEXTS  TALK VALUES- SENTENCE STEMS	Listening, Attention and Understanding					
	<ul style="list-style-type: none"><li>• Enjoy singing, music and toys that make sounds.</li><li>• Listen and respond to a simple instruction</li><li>• Recognise and point to objects if asked about them.</li><li>• Understand simple instructions like “give to mummy” or “stop”</li><li>• Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.</li><li>• Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.</li></ul>	<ul style="list-style-type: none"><li>• Enjoys laughing and being playful with others.</li><li>• Listens to and enjoys rhythmic patterns in rhymes and stories</li></ul>	<ul style="list-style-type: none"><li>• Beginning to know many rhymes.</li><li>• Generally, focus on an activity of their own choice and find it difficult to be directed by an adult</li><li>• Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.</li><li>• Listens with interest to the noises adults make when they read stories.</li><li>• Identifies action words by following simple instructions e.g. show me jumping</li><li>• Begin to understand more complex sentences, e.g. put your toys and sit on the carpet</li><li>• Single channelled attention, can shift to a different task if attention is fully obtained – using child’s name to fully focus child.</li></ul>	<ul style="list-style-type: none"><li>• Listens to familiar stories with increasing attention and recall.</li><li>• Develop understanding of simple concepts, fast / slow good/bad</li><li>• Understands the use of objects. – what do we use to cut</li><li>• Understand and act on longer sentences like make teddy jump or find your coat.</li><li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li><li>• Identify familiar objects and properties for practitioners when they are described. For example: ‘Hassan’s coat’, ‘blue car’, ‘shiny apple’.</li></ul>		





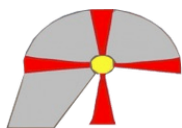
# NURSERY LONG TERM PLAN 22-23

	TALK VALUES- SENTENCE STEMS					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD
COMMUNICATION AND LANGUAGE	The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions,  TWITTER TIME- ENCOURAGE CHILDREN TO DISCUSS WEEKLY EVENTS.  DAILY STORY TIME USING HIGH QUALITY TEXTS  TALK VALUES- SENTENCE STEMS	Speaking					
	<ul style="list-style-type: none"><li>Copy your gestures and words.</li><li>Uses single words during play.</li></ul>	<ul style="list-style-type: none"><li>Beginning to talk about people and things that are not present.</li><li>Beginning to put 2/3 words together</li><li>Start to say how they are feeling, using words as well as actions (Begin to express themselves)</li><li>Beginning to ask simple questions</li></ul>	<ul style="list-style-type: none"><li>Start to develop conversation, often jumping from topic to topic.</li><li>Confidently put 2/3 words together.</li><li>Frequently asking simple questions related to their interests and play.</li><li>Learns new words rapidly and uses them in communicating.</li><li>Begin to talk about a familiar book.</li><li>Uses language to share feelings, experiences and thoughts.</li></ul>		<ul style="list-style-type: none"><li>Be able to talk about familiar books.</li><li>Use a wider range of vocabulary based on their own experiences.</li><li>Understands and uses some simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</li></ul>	
	Talk values will be displayed in classroom all year and referred to throughout. Sentence stems introduced and displayed during the year and used across the whole curriculum.					



# NURSERY LONG TERM PLAN 22-23

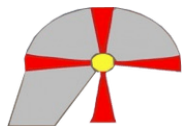
	AUTUMN 1	AUTUMN 2	SPRING 1	SUMMER 1
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	AMAZING ANIMALS!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .			
SELF REGULATION	<ul style="list-style-type: none"><li>Find ways of managing transitions, for example from their parent to their key person.</li></ul>	<ul style="list-style-type: none"><li>Beginning to express preferences and decisions. They also try new things and start establishing their autonomy.</li><li>Begins to feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li><li>Feel strong enough to express a range of emotions.</li></ul>	<ul style="list-style-type: none"><li>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.</li><li>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they shouldn't do.</li><li>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li><li>Safely explore emotions beyond their normal range through play and stories.</li><li>Be increasingly able to talk about and manage their emotions.</li></ul>	<ul style="list-style-type: none"><li>Develop independence and will try to do things by themselves. Will say no to help- but will sometimes be upset when unsuccessful.</li><li>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others feelings.</li><li>Feels strong enough to express a range of emotions.</li><li>Is able to show 'effortful control'.</li><li>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li></ul>
MANAGING SELF	<ul style="list-style-type: none"><li>Increasing desire to be independent.</li></ul>	<ul style="list-style-type: none"><li>Beginning to express preferences and decisions. They also try new things and start establishing their autonomy.</li></ul>	<ul style="list-style-type: none"><li>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.</li><li>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li><li>Be increasingly able to talk about and manage their emotions.</li><li>Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions.</li></ul>	<ul style="list-style-type: none"><li>Develop independence and will try to do things by themselves. Will say no to help- but will sometimes be upset when unsuccessful.</li><li>Find ways of managing transitions.</li><li>Feels strong enough to express a range of emotions.</li><li>Is able 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 (starting to show effortful control – and be aware of rules/boundaries)</li></ul>




# NURSERY LONG TERM PLAN 22-23

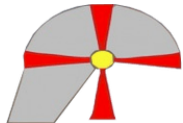
	AUTUMN 1	AUTUMN 2	SPRING 1	SUMMER 1
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	AMAZING ANIMALS!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .			
BUILDING RELATIONSHIPS	<ul style="list-style-type: none"> <li>To be aware of rules and boundaries.</li> <li>Beginning to learn about the golden rules: for example 'kind hands', 'walking feet'.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> </ul>	<ul style="list-style-type: none"> <li>Develop play with other children</li> <li>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they shouldn't do.</li> <li>Notice differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> </ul>	<ul style="list-style-type: none"> <li>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others feelings.</li> <li>Play with increasing confidence on their own and with other children- because they know their key person is nearby and available.</li> <li>Is able 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 (starting to show effortful control – and be aware of rules/boundaries)</li> </ul>





# NURSERY LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET’S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD
<div>PHYSICAL DEVELOPMENT</div> <div>FINE MOTOR</div> <div>Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</div> <div>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</div> <div>GROSS MOTOR</div> <div>WEEKLY COSMIC KIDS YOGA LESSON</div>	Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
	<ul style="list-style-type: none"><li>Explore different materials and tools.</li></ul>	<ul style="list-style-type: none"><li>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li></ul>	<ul style="list-style-type: none"><li>Start eating independently and learning how to use a knife and fork.</li><li>Develop manipulation and control.</li></ul>		<ul style="list-style-type: none"><li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks</li></ul>	
	<ul style="list-style-type: none"><li>Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.</li></ul>	<ul style="list-style-type: none"><li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li><li>Enjoy starting to kick, throw and catch balls.</li></ul>	<ul style="list-style-type: none"><li>Walk, run, jump and climb – and start to use the stairs independently.</li><li>As soon as children are able, encourage ‘active travel’ to and from the setting – for example, walking, scooter or bike.</li><li>Build independently with a range of appropriate resources.</li></ul>		<ul style="list-style-type: none"><li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li><li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li></ul>	
	<p><b>CONTINUOUS PROVISION;</b> Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play-climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options</p> <p><b>From Development Matters 20’:</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					

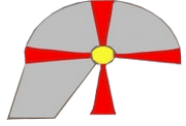


# NURSERY LONG TERM PLAN 22-23

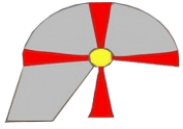
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD
<b>LITERACY</b>  COMPREHENSION - DEVELOPING A PASSION FOR READING  WORD READING  Children will be working on phase 1 phonics and when ready will start RWI and focus on set 1 sounds and Ditty sheets.  Weekly 1:1 reading, phonetic and picture books sent home.	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	<ul style="list-style-type: none"><li>• Pay attention and responds to the pictures or the words.</li></ul>	<ul style="list-style-type: none"><li>• Enjoys sharing books with an adult.</li><li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li><li>• Pay attention and responds to the pictures or the words.</li></ul>	<ul style="list-style-type: none"><li>• Have favourite books and seeks them out, to share with an adult.</li><li>• Repeat words and phrases from familiar stories.</li><li>• Say some of the words in songs and rhymes</li><li>• Develop play around favourite stories using props.</li><li>• Ask questions about the book. Makes comments and shares their own ideas.</li><li>• To join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments.</li></ul>	<ul style="list-style-type: none"><li>• Develop play around favourite stories using props.</li><li>• Beginning to join in with conversations about stories and learn new vocabulary</li><li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li><li>• Repeat words and phrases from familiar stories.</li><li>• Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li></ul>		
	<ul style="list-style-type: none"><li>• Enjoys songs and rhymes tuning in and paying attention.</li><li>• Pay attention and responds to the pictures or the words.</li><li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phonic phase 1 activities)</li></ul>	<ul style="list-style-type: none"><li>• Enjoys sharing books with an adult.</li><li>• Enjoys rhythmic and musical activity with percussion, songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li><li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li></ul>	<ul style="list-style-type: none"><li>• Have favourite books and seeks them out, to share with an adult.</li><li>• Repeat words and phrases from familiar stories.</li><li>• Say some of the words in songs and rhymes</li><li>• Ask questions about the book. Makes comments and shares their own ideas.</li><li>• To join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments.</li></ul>	<ul style="list-style-type: none"><li>• Beginning to join in with conversations about stories and learn new vocabulary</li><li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)</li><li>• Repeat words and phrases from familiar stories.</li><li>• Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li></ul>		



# NURSERY LONG TERM PLAN 22-23



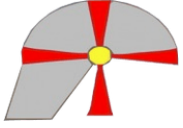
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS!	MY WONDERFUL WORLD
<b>WRITING</b>  TFW USED AS STIMULUS ACROSS THE YEAR  ADDITIONAL TEXTS MAY DUE CHILDREN'S INTERESTS	<ul style="list-style-type: none"><li>• Copy finger movements and other gestures.</li><li>• Enjoy drawing freely.</li></ul>	<ul style="list-style-type: none"><li>• Enjoys drawing freely.</li><li>• Pay attention and responds to the pictures or the words.</li></ul>	<ul style="list-style-type: none"><li>• Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</li><li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li></ul>	<ul style="list-style-type: none"><li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)</li><li>• Make marks on their picture to stand for their name (recognise important prints to me)</li></ul>		



# NURSERY LONG TERM PLAN 22-23

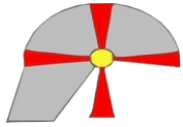
	FOUNDATION CURRICULAR OBJECTIVES YEAR 1					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD
MATHS	Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , <b>'have a go'</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.					
NUMBER <i>White Rose and NCETM ( Number Blocks) See more detailed Plan.</i>	<ul style="list-style-type: none"><li>React to changes of amount in a group of up to three items.</li><li>Beginning to recite number names in sequence.</li><li>Take part in finger rhymes with numbers.</li><li>Say some number names randomly</li></ul>	<ul style="list-style-type: none"><li>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li><li>Build with a range of resources.</li><li>Complete inset puzzles.</li><li>Beginning to categorise objects according to properties such as shape or size</li></ul>	<ul style="list-style-type: none"><li>React to changes of amount in a group of up to three items.</li><li>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li><li>Recites some number names in sequence</li><li>Beginning to recite numbers past 5.</li><li>Beginning to show finger numbers up to 5.</li><li>Beginning to recognise numerals of personal significance.</li></ul>	<ul style="list-style-type: none"><li>Recites numbers in order to 10.</li><li>Counts up to three or four objects by saying one number name for each item.</li><li>Recognise some numerals of personal significance.</li><li>Recite numbers past 5.</li><li>Say one number for each item in order: 1,2,3,4,5.</li><li>Selects a small number of objects from a group when asked.</li></ul>		
NUMERICAL PATTERNS	<ul style="list-style-type: none"><li>Interested in number songs and rhymes.</li></ul>	<ul style="list-style-type: none"><li>Climb and squeezing selves into different types of spaces</li><li>Beginning to categorise objects according to properties such as shape or size.</li><li>Notices patterns and arrange things in patterns.</li></ul>	<ul style="list-style-type: none"><li>Beginning to use simple positional language e.g. there, here, etc.</li><li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li><li>Compare amounts, saying 'lots', 'more' or 'same'</li></ul>		<ul style="list-style-type: none"><li>Make comparisons between objects relating to size, length, weight and capacity</li><li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li><li>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li></ul>	

# NURSERY LONG TERM PLAN 22-23



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING	AMAZING ANIMALS	MY WONDERFUL WORLD
<p><b>RE</b></p> <p>RE is taught using the Come and See curriculum.</p> <p><b>Mission Statement</b></p> <p>Let God's love shine in our lives as we grow and learn together through living out the Gospel Values:</p> <ul style="list-style-type: none"> <li>• Being honest</li> <li>• Being fair</li> <li>• Being forgiving</li> <li>• Being respectful</li> <li>• Aiming high and doing our very best...and valuing the world around us</li> </ul>	<p>Myself: God knows and loves each one.</p> <p>Judaism: Hanukkah</p>	<p>Welcome: Baptism: a welcome to God's family.</p> <p>Birthday: Looking forward to Jesus' birthday.</p>	<p>Celebrating: People celebrate in Church.</p> <p>Islam: Prayer Mats</p>	<p>Gathering: Parish family gathers to celebrate Eucharist.</p> <p>Growing: Looking forward to Easter.</p>	<p>Good News: Passing on the good news of Jesus.</p> <p>Friends: Friends of Jesus</p>	<p>Our World: God's wonderful world</p>





# RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING!	AMAZING ANIMALS!	MY WONDERFUL WORLD
UNDERSTANDING THE WORLD	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
PAST & PRESENT	<ul style="list-style-type: none"><li>• Repeat actions that have an effect. (Exploring how things work)</li></ul>	<ul style="list-style-type: none"><li>• Notice differences and changes in photos of themselves and their families.</li></ul>	<ul style="list-style-type: none"><li>• Notice differences between people. (culture wheels, family days/ photos)</li></ul>	<ul style="list-style-type: none"><li>• Show interest in different occupations i.e. doctors, postman, refuse collectors.</li><li>• Explore how things work. (problem solving &amp; science experiments)</li><li>• Able to talk about what they see, using a wide vocabulary.</li><li>• Make connections between the features of their family and other families.</li><li>• Notice differences between people.</li></ul>		
PEOPLE, CULTURES & COMMUNITIES	<ul style="list-style-type: none"><li>• Notice similarities between books and their own lives and familiar people.</li><li>• Notice familiar people in photos.</li></ul>	<ul style="list-style-type: none"><li>• Explore different celebrations and take part in traditions of different cultures.</li></ul>	<ul style="list-style-type: none"><li>• Notice differences between people.</li></ul>	<ul style="list-style-type: none"><li>• Show interest in different occupations i.e. doctors, postman, refuse collectors.</li><li>• Able to talk about what they see, using a wide vocabulary.</li><li>• Make connections between the features of their family and other families.</li></ul>		
THE NATURAL WORLD	<ul style="list-style-type: none"><li>• Beginning to explore natural materials, indoors and outside. (curiosity, loose parts natural thinkers)</li></ul>	<ul style="list-style-type: none"><li>• Explore and respond to different natural phenomena in their setting and on trips. (standing in the rain with wellies and umbrellas, jumping in puddles, bugs, local walks etc)</li></ul>	<ul style="list-style-type: none"><li>• Talk about the differences between materials and changes they notice. (Snow, Ice melting)</li><li>• Beginning to plant seeds and care for growing plants.</li><li>• Explore collections of materials with similar and/or different properties.</li></ul>	<ul style="list-style-type: none"><li>• Plant seeds and care for growing plants. (showing respect for the natural world)</li><li>• Beginning to use all their senses in hands-on exploration of natural materials (curious to explore and make own choices).</li><li>• Explore and respond to different natural phenomena in their setting and on trips.</li></ul>		

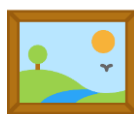
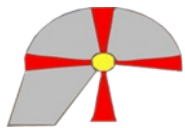
ICT to be used throughout the whole curriculum- pictures, videos, websites, movable/ programmable toys, safe on the internet

PEOPLE, CULTURES & COMMUNITIES

Forest school weekly- examining the seasons through the year. Changes in weather, clothing, leaves, environment around them.


THE NATURAL WORLD

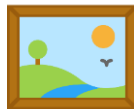
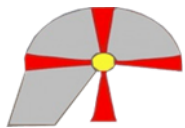
Further Investigation activities added throughout the year depending on children's interests.



# NURSERY LONG TERM PLAN 22-23



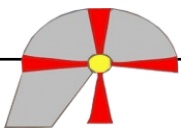
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING!	AMAZING ANIMALS!	MY WONDERFUL WORLD
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	Creating with Materials					
	<p><i>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.</i></p> <p><i>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.</i></p> <p>Children to learn different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> 	<ul style="list-style-type: none"><li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li></ul>	<ul style="list-style-type: none"><li>• Explore different materials, using all their senses to investigate them. (cornflour, shaving foam for example)</li><li>• Beginning to make marks intentionally.</li></ul>	<ul style="list-style-type: none"><li>• Begin to use their imagination as they consider what they can do with different materials.</li><li>• Manipulate and play with different materials using various tools like scissors, cutters, hammers.</li><li>• Beginning to make simple models which express their ideas.</li><li>• Makes marks intentionally. (in flour, sand, pens, crayons, paint etc)</li><li>• Explore different materials, using all their senses to investigate them.</li></ul>	<ul style="list-style-type: none"><li>• Able to make simple models which express their ideas. i.e. junk modelling, loose parts.</li><li>• Beginning to develop their own ideas and then decide which materials to use to express them.</li><li>• Use their imagination as they consider what they can do with different materials.</li><li>• Make simple models which express their ideas</li></ul>	
MUSIC LINKS	Pop	Western/Classical/traditional and Film	Traditional Music	Western/Classical/traditional and Film	Pop	Traditional Music



# NURSERY LONG TERM PLAN 22-23



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S GO ON AN ADVENTURE	TERRIFIC TALES	GROWING!	AMAZING ANIMALS!	MY WONDERFUL WORLD
EXPRESSIVE ARTS AND DESIGN  <i>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.</i>  <i>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.</i>  <i>Children to learn different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</i>	The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.  Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Being Imaginative and Expressive					
	<ul style="list-style-type: none"><li>• Explore their voices and enjoy making sounds.</li><li>• Move and dance to music</li></ul>	<ul style="list-style-type: none"><li>• Show attention to sounds and music. (when you play different cultural/genre music etc.)</li></ul>	<ul style="list-style-type: none"><li>• Explore their voices and enjoy making sounds. (loud, quiet, fast, slow)</li><li>• Join in with songs and rhymes, making some sounds.</li><li>• Freely explores paint, using fingers and other parts of their bodies as well as brushes and other tools.</li></ul>	<ul style="list-style-type: none"><li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li><li>• Explore colour and colour-mixing</li><li>• Respond emotionally and physically to music when it changes.</li><li>• Make rhythmical and repetitive sounds.</li><li>• Explore a range of sound-makers and instruments and play them in different ways.</li><li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li><li>• 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.</li></ul>		
OUR ARTISTS	Jackson Pollock	Louise Bourgeois	David Hockney	Eric Carle	Jeff Koons	Alma Woodesey Thomas
MUSIC LINKS	Pop	Western/Classical/traditional and Film	Traditional Music	Western/Classical/traditional and Film	Pop	Traditional Music



# NURSERY LONG TERM PLAN 22-23

## EYFS AMBITIOUS CURRICULUM AIMS

Ambitious Curriculum Aim	Reasoning
All children will be able to ride a balance bike safely.	Riding a bike is a life-long skill that not all of our children have access to in their home lives. It is also a way of keeping healthy as well as a social task.
All children have a secure understanding of healthy food and where it comes from	<p>The EY reforms have a new emphasis on the importance of oral health and diet, there is now a requirement to promote the good oral health of children. This is due to the UK obesity epidemic and national decline of children's oral health.</p> <p>At St. Albans we believe that these are life skills that every child should be taught in order to lead healthy and happy lives. Our children also come to school with limited food experiences so we hope to widen their horizons and provide more experiences of varied foods.</p>
All children will be able to understand how to respect and care for the world around them.	Children arrive at St. Albans with low starting points in Understanding the World. This is largely due to limited real life experiences being offered at home. The pandemic has also further restricted opportunities for families to experience many of the things available in their local community.
All children will have the independence, confidence and resilience to make choice and decisions.	Children arrive at St. Albans with often lacking the skills and confidence to be able to carry out daily tasks for themselves. We find that parents need support to empower their children to have a 'can do' attitude. We believe this ambitious aim is essential for every child to become life-long learners.
To perform a story, rhyme, or poem to an audience	Children arrive at St. Albans with low starting points in Communication and Language. We want to upskill and develop confidence in this area for all children. Learning and performing a range of stories, poems and rhymes supports C&L, Literacy, and Phonics, all of which are school development areas.
All children will be able to write and post a letter.	Children arrive at St. Albans with low starting points in Communication and Language. We want to upskill and develop confidence in this area for all children.