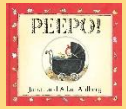
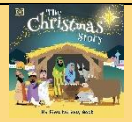
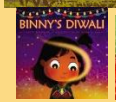
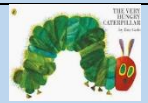
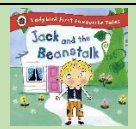
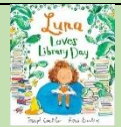
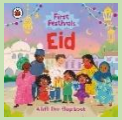
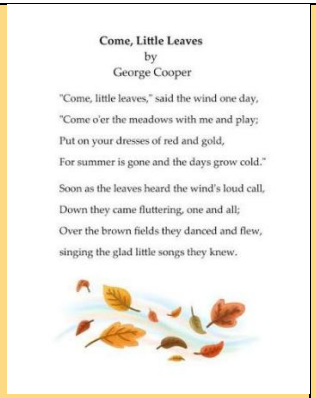
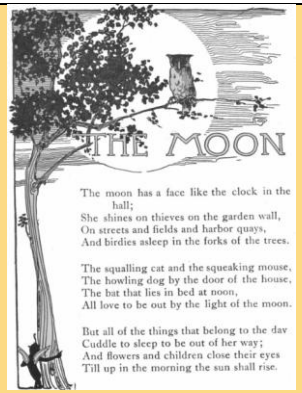
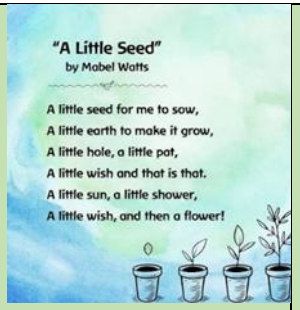
Misterton Primary and Nursery School

Mixed Nursery & Reception Long Term Plan -Cycle 1 2026-2027

Key: Reception Nursery All

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes/ Interests of children	**Marvellous Me** Starting School Autumn / Halloween Family People who help us Teddy bears	**Let's Celebrate** Harvest - Pumpkins Christmas Around the World Celebrations including Diwali	**Wonderful world** Winter Arctic environments Journeys / The world /Maps Chinese New Year Big School's bird watch	**Come Outside** Life cycles Outdoors Gardening and flowers Spring Easter	**Once upon a time** Traditional tales Jack and the Beanstalk Garden Centres. Litter picking	**Under the Sea** Summer Hot environments Rock pools Mermaids / Pirates Seaside, Keeping the Oceans clean
Possible Celebrations & Experiences	Class rules and routines Starting School, Halloween, Autumn, Black History Month, Roald Dahl Day, Fire service visit, Oral health	Diwali , Bonfire Night, Remembrance Day, Road Safety Week, Advent, Christmas, Hannukah, Christmas Nativity	New Year, Lunar New Year / Chinese New Year, Valentines Day, Safer Internet Day, Oral health	World Book Day, Mother's Day, Pancake Day, Easter, Holi, Ramadan,	World bee day, May Day, Earth Day, Eid, Vaisakhi, Oral health.	Father's Day , Sports Day, Water safety, World Ocean Day, Transition, School trip,
British Values *Explored through teaching inputs, story books, social stories and opportunities during play.* 	**Democracy** Rules, routines and boundaries Taking turns in play Voting for class stories, songs, or activities Sharing ideas during carpet time	**Mutual Respect** Learning about different celebrations and traditions Listening to others' experiences and family customs Using kind words and gentle hands	**Rule of Law** Understanding why we have class rules -revisit Following routines and boundaries -re visit Knowing what happens when rules are broken Learning about fairness and consequences	**Tolerance of Those of Different Faiths & Beliefs** Exploring different cultures, languages, and religions Showing curiosity about others' traditions Asking respectful questions	**Individual Liberty** Making independent choices in provision Developing confidence to express preferences Understanding that their feelings and opinions matter	**Community & Responsibility** Caring for the environment and classroom Working together on shared goals Understanding roles within the community

	Understanding that everyone's voice matters Beginning to express choices confidently	Understanding that people may like different things Playing cooperatively and valuing others' ideas		Recognising that families believe different things Celebrating diversity within the class community	Exploring personal interests and strengths Respecting others' choices and differences	Showing responsibility for belongings and resources Demonstrating kindness, empathy, and inclusion
Equality and diversity - preparing children for the wider world 	**Identity & Community** The Same But Different Too – Karl Newson Families, Families, Families! – Suzanne & Max Lang All Are Welcome – Alexandra Penfold My Hair – Hannah Lee You Choose – Pippa Goodhart The Colour Monster – Anna Llenas	**Celebrations** Special Days Around the World – Kate DePalma Binny's Diwali – Thrity Umrigar The Christmas Pine – Julia Donaldson Light the Menorah! – Jacqueline Jules	**Fairness** A Superhero Like You – Dr Ranj Singh What's the Difference? Being Kind – Emma Damon The Girls – Lauren Ace Amazing – Steve Antony Whose Toes Are Those? – Jabari Asim	**Cultures, Languages & Traditions** Hello World! – Kelly Corrigan Hats of Faith – Medeia Cohan We All Belong – Nathalie & Alex Goss Same, Same But Different – Jenny Sue Kostecki-Shaw Handa's Surprise – Eileen Browne	**Growing, Changing & Being Ourselves** Julian Is a Mermaid – Jessica Love Pink Is for Boys – Robb Pearlman It's Okay to Be Different – Todd Parr My Shadow Is Pink – Scott Stuart	**Our Planet & Everyone on It** Here We Are – Oliver Jeffers We're All Wonders – R.J. Palacio One World – Michael Foreman Whoever You Are – Mem Fox The World Made a Rainbow – Michelle Robinson
Suggested Texts – Fiction and Non-Fiction	   Non fiction -babies	    Non fiction -owls 	  Non fiction -homes 	  Non fiction – farm animals	   Non fiction – growing	   Non fiction - seaside

Poetry			A quiet night thought by Li Bai -Chinese poem Before my bed, the bright moonlight shines. It looks like frost upon the ground. I lift my head and look at the moon. I lower my head and think of home			
Possible Visits/ Visitors and Events	• Family transition days • Autumn treasure walks • School nurse / dental nurse visit • Police officer / PCSO visit • Firefighters visit • Crossing patrol visit • Parents/carers sharing jobs or cultural backgrounds • Local librarian visit	• Diwali day – celebrate with music, dancing, food, special clothing or a Hindu visitor. • Invite parents in to talk about festivals and different celebrations. • Harvest festival • Bonfire Night experience • Nativity performance • Christmas Party • Church visit for Christmas • Winter walk to observe seasonal change	• Journey within the local area e.g. a walk around the local area • Petting zoo in school? • Chinese New Year celebrations	• Spring walk • Easter Egg hunt • Tractor visit to the school. • Gardening day – invite parents/helpers to grow new plants in the setting • Discussion with a local farmer	• Visit the library • Local Author to visit the school or class to read a story to the children. • Beekeeper visit • Environmental educator visit • Local gardener / allotment volunteer • Woodland walk • Garden centre • Pond for pond dipping	• Year 1 teacher visit • Water safety visitor • School trip • Sports Day • Summer fayre • Misterton's Got talent - show

		• Christmas craft parent/carer session				
Key questions *Questions are not limited to these*	I wonder what makes you special I wonder who helps you at school I wonder who is in your family I wonder how families can be the same and different I wonder what you notice on our Autumn walk I wonder what you can hear, see or feel in Autumn I wonder how people in our community help us I wonder what you want to ask our visitor I wonder how we can take turns in our play I wonder what colour your feelings are today I wonder what makes you unique I wonder what you are proud of	I wonder what makes a celebration special I wonder how your family celebrates special days I wonder what you notice about the lights, colours or sounds at Diwali I wonder what you can see, hear or feel on Bonfire Night I wonder why we say thank you at Harvest I wonder what you notice on our winter walk I wonder how people celebrate Christmas in different places I wonder how we can use kind words and gentle hands I wonder how we can listen to each other's ideas I wonder what you want to ask our visitors about their celebrations I wonder why people celebrate in different ways	I wonder what you can see, hear or feel in winter I wonder what animals might live in cold, snowy places I wonder where your journey will take you today I wonder what you notice on our walk around the local area I wonder how we can look after the birds in winter I wonder how your family celebrates the New Year I wonder what you notice about Chinese New Year I wonder why we have rules in our classroom I wonder how we can be fair when we play I wonder how we can help a friend who feels left out I wonder how winter changes the world around us	I wonder what you can see growing outside I wonder what plants need to stay alive I wonder what you notice on our spring walk I wonder how animals change as they grow I wonder how your family celebrates special days I wonder what you notice about the colours and sounds of Holi I wonder what you can smell or taste on Pancake Day I wonder how we can show respect when people believe different things I wonder what you want to ask the farmer when they visit I wonder how we can look after our garden together I wonder how life cycles help living things grow and change	I wonder what might grow if we planted a magic bean I wonder what you can find outside on our woodland walk I wonder how we can look after the bees and the flowers I wonder what you notice at the garden centre I wonder how your family celebrates special days I wonder what you can see, hear or smell in spring I wonder how we can make our own choices in play I wonder how we can look after our teeth I wonder what you want to ask the beekeeper or gardener I wonder how we can help keep our world clean I wonder what Jack could have done differently in the story	I wonder what you can see, hear or feel at the seaside I wonder what might be hiding in the rock pools I wonder how we can help keep the ocean clean I wonder what you notice about summer weather I wonder who helps us stay safe near water I wonder what you would find on a pirate or mermaid adventure I wonder how we can look after our things on a school trip I wonder how we can work together in our classroom I wonder what makes someone a kind friend I wonder what you want to ask our visitor about water safety I wonder how living things survive in hot environments

	I wonder how we can make everyone feel welcome I wonder how families show love in different ways I wonder why our rules help everyone learn I wonder how we can make fair choices together I wonder how people who help us keep our community safe I wonder what would happen if we didn't have these helpers I wonder how the world changes in Autumn I wonder how we can show respect and kindness in our classroom	I wonder what celebrations look like around the world I wonder what is the same and different about Diwali, Christmas and Hanukkah I wonder how light is used in different festivals I wonder why we remember people on Remembrance Day I wonder how we can keep safe on Bonfire Night I wonder how we can show respect when learning about someone else's traditions I wonder how we can make sure everyone's ideas are valued I wonder what makes a celebration meaningful to you I wonder how we can work together to prepare for our Nativity or Christmas events	I wonder how animals survive in Arctic environments I wonder how maps help us understand where things are I wonder what journeys you have been on and what you discovered I wonder why birds visit our school grounds I wonder what traditions people follow at Lunar New Year I wonder how we can keep ourselves safe online I wonder why rules help everyone learn and feel safe I wonder what fairness looks like in our classroom I wonder how we can show kindness when someone needs help	I wonder why spring is an important time for plants and animals I wonder how different cultures celebrate new beginnings I wonder what traditions people follow during Ramadan or Easter I wonder how stories from around the world help us understand others I wonder how we can show curiosity and respect for different beliefs I wonder how we can work together to care for our outdoor space I wonder what we can learn from a farmer about how food grows I wonder how different countries celebrate festivals of colour, light or food I wonder what makes our class community special and diverse	I wonder how plants grow and change over time I wonder how we can care for our environment on Earth Day I wonder what bees need to stay safe and healthy I wonder how different cultures celebrate Eid or Vaisakhi I wonder how we can respect each other's choices and ideas I wonder what interests you most in our outdoor area I wonder how stories help us understand ourselves and others I wonder what we can learn from a gardener or environmental visitor I wonder how we can make independent choices that help our learning	I wonder how the seaside changes in summer I wonder why it is important to protect our oceans I wonder what creatures you might discover in a rock pool I wonder how we can show responsibility on our school trip I wonder how we can keep ourselves and others safe near water I wonder what roles people have in our community and why they matter I wonder how we can show kindness and inclusion during Sports Day I wonder how you feel about moving to your new class I wonder what goals we can work on together as a team
Key vocabulary *Vocabulary is not limited to these*	Nursery special, family, friends, home, school, teacher, help, kind, share, leaf, Autumn, change Reception unique, community, belong, feelings, responsibility, routine, tradition, celebrate, harvest, season, respect, cooperation	Nursery celebrate, festival, light, dark, candle, sparkler, firework, poppy, safe, cross, winter, star Reception tradition, culture, ceremony, symbol, remembrance, silence, menorah, diya, rangoli, Advent, pedestrian, respect	Nursery cold, snow, ice, winter, journey, map, bird, nest, feather, dragon, lantern, footprints Reception Arctic, habitat, migrate, compass, route, explore, climate, tradition, zodiac, celebrate, observe, environment	Nursery grow, seed, plant, soil, rain, sun, spring, egg, colour, flower, chick, blossom Reception life cycle, germinate, stem, roots, pollen, harvest, tradition, fasting, celebration, diversity, nurture, environment	Nursery story, giant, bean, grow, tall, garden, bee, honey, hive, choice, fair, help Reception character, problem, solution, responsibility, environment, pollinate, habitat, independence, preference, opinion, respect, consequences	Nursery sea, sand, shell, wave, fish, hot, sun, rock pool, pirate, boat, clean, safe Reception ocean, coral, tide, creature, habitat, pollution, protect, lifeguard, safety, transition, community, teamwork

Potential Family Involvement	• All about me – Teddy Bears Picnic - Transition • Parent/ carer story sessions • School library - reading for pleasure books regularly swapped to send home • Share teeth cleaning via Marvellous Me • Share learning via Marvellous Me	• Family celebration photos shared in school. • Parents/carers sharing family celebrations • Christmas craft session for parents/ carers • Christmas Concerts • Share learning via Marvellous Me	• Parents / carers share photos of family journeys or places they have visited • Parents invited to Chinese New Year celebration (food tasting, dancing, crafts) • Home birdwatch activity linked to Big Schools' Birdwatch • Share learning via Marvellous Me	• Families send in photos of spring signs from home • Parents/carers attend Easter craft session • Families share how they celebrate Holi, Ramadan or Easter • Home challenge: observe a plant growing and share photos • Share learning via Marvellous Me	• Parents / carers attend storytelling sessions/ read a favourite tale to the class • Families send in recycled materials for Earth Day projects • Home challenge: grow a bean and share progress • Families share cultural stories or tales from home • Share information about helping the environment. • Share learning via Marvellous Me	• Parents/ carers join seaside-themed craft or water-play afternoon • Families support with ocean-clean-up themed activities (collecting plastic for art) • Parents / carers attend transition meetings • Families join Sports Day and summer events • Families share beach or holiday photos for discussion • Home challenge: create a poster about keeping the oceans clean • Share learning via Marvellous Me

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language: Listening Attention Understanding	**Nursery:** -Beginning to listen to stories and nursery rhymes. -Beginning to listen to instructions given. -Listens during adult guided activities. -Focusing on an activity of my own choice for a short period of time. -Beginning to show attention to the adults in my setting. -Recognises and points to objects that are spoken to me. -Understands 1 key word instructions e.g. stop, drink. **Reception:** -Children are beginning to listen to other children in their setting. -They listen during story time and show an interest in the books being read.	**Nursery:** -Listens to simple stories. -Listens to other people speaking to me. -Focusing more attention on stories being told to them. -Give attention to others who are speaking to me. -Shows an understanding of text being read to them using the pictures. -Understands simple concepts such as 'big/small'. **Reception:** -Children are listening more on the carpet and when being spoke to by their teacher and peers. -Children continue to listen to new stories that are shared with them.	**Nursery:** -Listens to others speaking and continues the conversation following on from what has been said. -Paying attention when listening to longer stories. -Switches attention between listening to others and completing a task. -Recalling what happens in a story I have read. -Understanding a three key word sentence. **Reception:** -Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons.	**Nursery:** -Enjoying listening to longer stories. -Pays more attention to what is happening in the stories being read. -Focusing more attention on a chosen activity. -Sits and listens during quieter or adult led activities when appropriate. -Beginning to understand one step instructions and questions. **Reception:** -Children listen when both in and out of school and pay attention to the person talking. -When out of school they know it is important to listen to	**Nursery:** -Listens more carefully. -Knows why we should listen. -Knows they sometimes have to wait their turn when speaking. -Understanding prepositional language e.g. on, under. -Asking why things are happening. **Reception:** -Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task	**Nursery:** -Listen attentively and respond to what they hear with relevant questions, comments, or actions. -Maintain attention in whole class and small group contexts for a short time. -May find it difficult to pay attention to more than one thing at a time. -Follow 1 step instructions. -Understand 'why' questions. **Reception:** -Children show good listening skills and can listen to one another, adults and new people with great skill. -Children attend to others in play.

	-Children sit on the carpet and show some attention – this may only be for a short time. -Children can pay attention to one thing at a time. -Children following simple 1 step instructions. -Children understanding appropriate 'why' questions.	-Children paying more attention on the carpet and during guided tasks. -Children understanding why they need to pay attention. -Children following clear instructions with 2 parts.	-Children showing a good level of attention and concentration. -Children being attentive during classroom tasks – both guided and independent. -Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said	keep safe – such as cars or Stanger danger. -Children can maintain attention in different contexts. -Children show attention to both peers and adults. -Children asking questions to clarify understanding and confirm knowledge. -Children showing a good understanding of texts that have been read to them through their recall.	while remaining on task. -Children are developing their attention skills to both listen and continue with an activity. -Children following clear instructions with 3 parts. -Children using new knowledge and vocab in conversation and play. -Children showing an understand questions through their talk and actions.	-Children show good levels of attention during learning tasks. -Children can retell a story showing a good understanding. -Children understanding and using a large number of words and new vocabulary in their conversations and during discussions
Communication and Language: Speaking	**Nursery:** -Links words together when speaking. -Developing more speech sounds and pronunciation of sounds. -I can use words to begin to communicate my needs. **Reception:** -Children speaking in simple sentences. Children can say simple	**Nursery:** -Using words to communicate what I want and make myself understood. -Asking 'what' questions. Using the terms 'me, him, her'. **Reception:** -Children using expression to communicate meaning. -Children starting	**Nursery:** -Answering 'who, what, where' questions. - I can a recite Nursery Rhyme from memory. -I am beginning to speak simple sentences. -I am beginning to link sentences with 'and'. **Reception:** -Children using talk to pretend play. -Children explaining things through speech.	**Nursery:** -I can recite or retell a past event in my life to someone else. -Asking 'where' and 'who' questions. **Reception:** -Children using talk to clarify their thinking and ideas.	**Nursery:** -Using a wider range of vocabulary in my play. -Singing some songs independently. **Reception:** -Children explaining how things work, what has happened and why.	**Nursery:** -Use simple sentences. -Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. -Use talk to organise themselves and their play. **Reception:** -Children creating an imaginary story of their own in play.

	rhymes and sing songs and poems. -Children speak to the adults and children in the class, they talk to other children during their play.	conversations and speaking to familiar adults. -Children taking turns and telling past events. -Children learning about rhyme and alliteration.	-Children describing things through speech. -Children talking in the past tense.	-Children speaking in well-formed sentences. -Children using speech to reason and problem solve. -Children verbally telling stories.	-Children solving problems, reasoning with others and fixing friendship issues through speech. -Children adding detail to their sentences. -Children describing things that have happened in their life to others.	-Children speak clearly in well-formed sentences. -Children using new vocabulary in different contexts. -Children use past, present, and future tenses in conversation with peers and adults.
Personal, Social and Emotional Self-Regulation	**Nursery:** -I can express when I feel happy, sad, tired or upset. -I can find out about emotions through stories and discussions. **Reception:** -Children talk about their feelings to trusted adults or special friends. -Children may come into school upset but can be comforted by adults. -Children listen to the rules and expectation and begin to follow them.	**Nursery:** -I can sit nicely and keep my feet to myself. -I can look after the toys and equipment at my setting. **Reception:** -Children are sharing more often or may comfort a friend who is upset. -Children identify their own emotions and name them. -Children begin to take turns and share resources and are developing patience and understanding that	**Nursery:** -I will talk about my feelings. -I can wait my turn. -I tidy up the resources that I have used. -I am following the behaviour expectations of my nursery. **Reception:** -Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. -Children are becoming more proud of themselves for achieving things such as pupil of the week.	**Nursery:** -I know what 'right' choices are and I try my best to make the right choice. -I can talk about my feelings and explore why I might be feeling this way. **Reception:** -Children have an adult in school they trust and will talk to. -Children talk about their interests and likes and dislikes at school. -Children are beginning to understand why listening is important to help us learn and keep us safe.	**Nursery:** -I can calm myself down using a strategy that works for me. -I am managing my feelings. -I show control with my emotions. -I can think about how others feel. **Reception:** -Children try and share, take turns, reason and look after one another. -They apologise if they hurt someone accidently or make someone else upset. -Children will without question follows instructions from their	**Nursery:** -I am showing more control over my feelings and behaviours. -I am showing more perseverance and resilience when facing a challenge. -I can talk about the changes as I start school and how I feel. **Reception:** -Children show emotional maturity ready for the emotional resilience needed for KS1. -Children can use reason and resolutions with other children to keep games and play fair. -Children are developing in

		there is more than just them in the class.	-Children know and follow the behavioural expectations of the school.		teachers or school adults.	independence and can manage their behaviour in a range of situations in school.
Personal, Social and Emotional Managing Self	**Nursery:** -I can take turns with other children with adult support. -I can explore the classroom with adult support. -I can use the toilet with adult support. **Reception:** -Children are developing an awareness of themselves and are forming their own opinions. -Children are beginning to learn the classroom rules and are following these with some reminders. -Children are becoming more independent at coming into school in the morning and getting ready for home at home time. -They are using the toilet independently most of the time at school.	**Nursery:** -I will have a go at new things. -I am washing my hands after using the toilet with some reminders to do so. **Reception:** -Children are doing things for themselves – because they want to. -They will say what they are doing and why they are doing it too. -Children are using their preferences to choose what they would like to do at school. -Children can put their coats on and are becoming more confident and skilled in using buttons and zips.	**Nursery:** -I am showing more independence and confidence in my setting and when exploring areas. -I will use the visual timetable to know what is happening in my day. **Reception:** -Children have a good understanding of the behaviour expectations and guide others to follow. -They are proud of what they can do and their achievements. -Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. -Children independently making healthy food choices such as at dinner time.	**Nursery:** -I can use the toilet independently. -I can focus on my task for a longer period of time. -I can talk about healthy food choices. **Reception:** -Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible. -Children looking after themselves at school (personal and hygiene needs). -Children developing resilience and perseverance independently.	**Nursery:** -I can manage when routines change. -I can talk about why we need to wash our hands. -I can play nicely with others and extend others play. **Reception:** -Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school. -Children are confident to try new things. -They continue to develop their resilience and perseverance independently. -Children can continue to look after and care for themselves.	**Nursery:** -I can talk about my achievements in a positive way. -I am becoming more independent in looking after myself, ready to start school. **Reception:** -Children are proud of who they are and what they can do. -They talk about themselves positively. -Children continue to look after themselves and understand what healthy choices are. -Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey.

	-They know it is okay to ask for help and will do so.					
Personal, Social and Emotional Building Relationships	**Nursery:** -I can take turns with other children with support from the adults in my setting. -I can separate from my parent/caregiver with adult support. **Reception:** -Children are building new positive relationships with pupils and staff in their new setting. -They may begin to play alongside other children if ready.	**Nursery:** -I will play alongside other children in my setting and may need adult support to do this. -I play simple turn taking games in adult guided groups. -I am showing more interest in other children's play. **Reception:** -Children are building on the relationships started last term. -They are talking to children and adults in their setting and beginning to ask for help if they need it.	**Nursery:** -I can come into my setting with minimal support from an adult. -I can talk about my family. -I am beginning to show friendly behaviours to my peers. **Reception:** -Children have friendships and may have a special friend. -They play with these children in and out of the classroom and are happy to	**Nursery:** -I am forming friendships with some children in my setting. -I am becoming more confident in the social situations. **Reception:** -Children are building relationships through play and talk and conserve to many of their peers.	**Nursery:** -I help others who are upset. -I am beginning to solve conflicts with others. -I am showing more social confidence. **Reception:** -Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.	**Nursery:** -I can ask new adults questions. -I find solutions to conflicts I have had. -I can talk about what a friend is and name some of my friends when asked. **Reception:** -Children know if they have hurt someone's feelings and will apologies without being asked. -Children know some children might like or dislike the things they do and that it is okay. -Children look after each other and want to help their friends.
Physical Development Gross Motor Skills	**Nursery:** -Walk and crawl confidently. -Climb using two feet at a time. -Knowing how to scoop and pour e.g. sand, mud.	**Nursery:** -Begin to move slowly on a balance bike. -Begin to use a climbing frame with support from an adult. -Being able to use a swing with some independence.	**Nursery:** -Children putting on their own coat (needing support to do their coat up still), -Children putting on their own shoes. -Going up and down stairs with control and balance.	**Nursery:** -Children can kick a large ball with some control. -Children can throw a ball with some control. To begin to balance on one leg.	**Nursery:** -To use a balance bike more confidently. -To run with more confidence and skill. -To independently use a climbing frame or similar resource,	**Nursery:** -To make up own movements with their body. -To begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table.

	-To run around the setting with some control and direction. -Clapping and stamping to music. **Reception:** -Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. -Begin to safely use tools and equipment.	**Reception:** -Begin to develop overall body; strength, balance, co-ordination, balance and agility. -Experiment moving in different ways.	**Reception:** -Continue to develop overall body strength, balance and coordination. -Developing in ability when dancing to music.	-To dance with control using different parts of their body. -To use the available equipment to create an obstacle course to navigate. **Reception:** -Negotiates space successfully and can adjust speed and direction. -Showing increasing control with a ball.	-To begin to show good posture when sitting on the carpet. **Reception:** -Using equipment safely with consideration to others. -Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.	-To be able to climb safely. -Children choosing the right equipment to move safely. **Reception:** -Negotiate space and obstacles safely. -Show strength, balance and coordination when playing. -Move energetically in a range of different ways.
Physical development **PE Scheme – Reception**	Kapow PE Scheme – see planning					
Physical Development Fine Motor Skills	**Nursery:** -Children using a palm grip when using mark making tools. -Children using a spoon to feed themselves correctly. -Children using spring loaded scissors to make snips into paper with adult support.	**Nursery:** -Children mark making by scribbling and colouring. -Children exploring a range of mine motor activities and implements, -Children using a spoon and a fork to feed themselves.	**Nursery:** -Beginning to use a four finger grip to use mark making tools. -Using construction equipment correctly to build e.g. Duplo, Magnitiles. -To develop more independence when using spring loaded scissors.	**Nursery:** -Children making more controlled marks when drawing and mark making. -Children manipulating dough through rolling, squeezing, balling and patting.	**Nursery:** -Children using a two finger and a thumb grip. -I can draw and paint clearer shapes and pictures when drawing and painting. -Children showing some threading skills.	**Nursery:** -Children using pencils and other equipment comfortably for them. -Children beginning to make snips in paper either using one hand or two independently. -Children turning pages in a book one at a time.

	Reception: -Children using pencils and other equipment comfortably for them. -Children making snips in paper either using one hand or two.	**Reception:** -Children continuing to develop their fine motor skills. -Children beginning to learn correct letter formations and use these in their writing.	**Reception:** -Developing an effective pencil grip. -Developing skill when using tools including scissors.	**Reception:** -Children forming recognisable letters with an effective pencil grip.	**Reception:** -Confidently using scissors and small tools. -Beginning to use a tripod grip to draw and write accurately.	-Children may form some letters in their name. **Reception:** -Children using the tripod grip. -Using a range of small tools. -Showing accuracy when drawing.
Literacy Comprehension	**Nursery:** -Beginning to join in with familiar rhymes and stories. -Singing some parts or certain Nursery Rhymes. -Hears new vocabulary from stories, rhymes, poems and non-fiction books. -Have a favourite book and seeking it/them out to share with an adult or look at alone. **Reception:** -Children joining in with rhyme, songs and poems. -Children are encouraged to hold a book correctly and carefully turn pages.	**Nursery:** -To understand that we should turn one page at a time in a book. -To begin to understand that print has meaning. -To talk about the pictures in a book with support. **Reception:** -Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. -Children discussing and hearing a range of	**Nursery:** -To enjoy singing a range of rhymes and songs. -To enjoy listening to longer stories. -To join in with some simple repeated refrains in well know stories/ rhymes. **Reception:** -Children having favourite books and rhymes – they may know these books from memory. -Say what they liked or disliked about a story. When listening to a	**Nursery:** -To begin to understand we read from left to right and top to bottom. -To begin to name the parts of a book e.g., front cover, title, and author. **Reception:** -When children are playing they are adapting, roleplaying or using vocabulary from stories they've read or heard. -When reading a well-known or repeated	**Nursery:** -To enjoy listening to longer stories and remember much of what happens. -To talk about a story, turning one page at a time. -To answer simple questions about stories. -Beginning to predict what might happen in a story. **Reception:** -Use events in a story to suggest what might happen next (with reasonable suggestions being made). -Know what non-fiction and fiction means and can talk	**Nursery:** -To engage in extended conversations about stories. -To know and say how the story might end. -To tell a longer story. -To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt. **Reception:** -Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way.

	-Children understand books have a beginning and an end. -Children listen and enjoy sharing a range of books both fiction and non-fiction. -Children know that text in English is read top to bottom and left to right. -Children can recognise pictures and illustrations in a text Vs the writing. -Children spotting familiar words in books	books – non-fiction and fiction. -Children being asked questions liked to the books read to them. -Children using texts and images to answer simple questions.	story children use the images to help them read. -Children are becoming increasingly more confident with their understanding of new words in stories. -Children can use a books front cover or blurb to make a prediction.	story children will join in. -Showing an increasing confidence in sequencing a story. -Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.	about the two text types. -Correctly sequence a story. -Use 'because' to give reason when answering 'why' questions about a text. -Rehearse and recall rhymes and stories and remembering actions to well-known rhymes.	-Knows key vocabulary used in a range of books. -Continue to develop their roleplay to involve the storylines of the books read to them. -Recalls many parts of a text with accuracy.
Literacy Word Reading	**Nursery:** -Hear different environmental sounds around me. -Begin to recognise some environmental print such as supermarket logos. **Reception:** -Children can discriminate sounds (Phase 1 Phonics) such as instruments and cars. -Children are beginning to be able to orally	**Nursery:** -Discriminate between different instrument sounds. -To sing and perform actions to a familiar nursery rhyme. -Say the rhyming word at the end of a familiar rhyme **Reception:** -Phonics lessons/ First sound reading books introduced and children read graphemes (letter sounds) -Begin to blend some simple words	**Nursery:** -To begin to recognise my own name with support. -Recognise rhythm in spoken words by clapping syllables. **Reception:** -Continue to read individual graphemes (letters sounds). -Blend simple sounds into VC or CVC words. -Children read a few common exception	**Nursery:** -To identify signs and symbols in the environment and recall what they mean. -Spot or suggest rhymes. **Reception:** -Continue to read graphemes as well as some digraphs. -Children reading simple phrases and sentences with known graphemes / phonemes	**Nursery:** -To begin recognising some words that start with the same initial sound. -To begin to recognise some individual letter sounds with support **Reception:** -Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few	**Nursery:** -To recognise my own name independently. -To begin to recognise some individual letter sounds with support. -Recognise some words with the same initial sound e.g. m for mummy and milk. -Orally blend a simple word. **Reception:** -Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. -Children can re-read what they have

	blend and segment. (Phase 1 Phonics).	-Children read a few common exception words matched to the phonic programme.	words matched to the school's phonic programme.	and a few exception words from memory.	exception words from memory.	written to check that it makes sense
Literacy Writing	**Nursery:** -Develop an interest in making marks. -I am beginning to distinguish between marks and pictures/drawings. **Reception:** -Writes their name - copying it from a name card or trying to write it from memory. -Develop an awareness that writing communicates meaning. -Gives meaning to marks they make.	**Nursery:** -Draws marks that are not always distinguishable. -Follows large pattern templates available. **Reception:** -Continuing to develop a phoneme / grapheme relationship. -Now has increasing control when making marks and drawing. -Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. -Uses some recognisable letters and own symbols such as their name or some initial sounds.	**Nursery:** -Adds some marks to drawings. -Adds marks that to them symbolises their name. **Reception:** -Children recording letters for initial sounds and end sounds. -Children building and recording simple CVC words.	**Nursery:** -Beginning to give meaning to the marks I make. **Reception:** -Children build CVC, CVCC words using known graphemes. -Children recording these. -Use writing in their play. -Some children moving onto caption writing if ready.	**Nursery:** -Understands that a written word conveys meaning. -Name writes with the first letter of their name to 'sign' their mark making. **Reception:** -All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. -Continue to build on knowledge of letter sounds in writing.	**Nursery:** -Gives meanings to the marks made. -Can pretend to write in a range of contexts. -Becoming more confident with name writing (writes some or all of their name) **Reception:** -Children writing for a range of purposes e.g. non-fiction and fiction writing. -Write short sentences sometimes using finger spaces, capital letters and full stops.
Phonics -follow RWI planning including RWI Nursery handbook	**Nursery:** **Early Phonological Awareness** Teach stop signal (pg9)	**Nursery:** **Oral Blending & Sound Play** Teach my turn /your turn (pg10)	**Nursery:** **Oral Blending & Sound Play** Introduce Fred character	**Nursery:** **Set 1 Sounds** Begin to teach sounds when children are ready	**Nursery:** **Set 1 Sounds** Teach sounds	**Nursery:** **Set 1 Sounds** Teach sounds Teaching blending when children are ready – pg55

This phonics planning shows typical progression. However, each child is unique and develops from their own starting points. *Children will be regularly assessed and working at the correct RWI level for them.*	Introduction to teacher stories on the carpet. Stock well ordered, quiet, comfortable book corner – children's interests, imagination library books, theme (pg17) Enjoy favourite rhymes and songs Enjoy repetitive stories and poetry (pg13) Planned time to talk using open questions- pg19 Environmental sounds **Reception:** **Set 1 Speed Sounds + Blending** Teach full Set 1 sounds (m → nk)	Role play around stories (pg20) Begin to grow vocabulary at any opportunity (pg22) Planned time to talk using open questions- pg19 Library visit Favourite books Instrumental sounds **Reception:** **Set 1 Consolidation + Ditty Books** Revisit all Set 1 sounds Blending fluency (CVC → CVCC/CCVC) Begin Ditty sheets / Ditty books Introduce simple sentences	Build sentences orally focusing on an object or photograph (pg23) Make up stories around a photograph or object (pg24) Begin to use Fred talk with the children (pg30) Planned time to talk using open questions- pg19 Count or clap syllables in a word Body percussion Nursery Rhyme / Story time Fred Pg 68/69	Build sentences orally focusing on an object or photograph (pg23) Make up stories around a photograph or object (pg24) Continue to use Fred talk with the children (pg30) Planned time to talk using open questions- pg19 Spot and suggest rhymes Library visit Rhythm and rhyme	Teaching blending when children are ready –pg55 Build sentences orally focusing on an object or photograph (pg23) Continue to use Fred talk with the children (pg30) Planned time to talk using open questions- pg19 Alliteration **Reception:** **Green → Purple Books** **Move into Purple Storybooks**	Teach alphabet song – names for letters Continue to use Fred talk with the children (pg30) Planned time to talk using open questions- pg19 Recognise words with the same initial sound, such as money and mother Alliteration and blending when children are ready RWI phonics Nursery assessment –pg63

	Daily Speed Sounds sessions Fred Talk for blending CVC words Introduce blending books (word time) Begin letter formation for all Set 1 sounds Green words (CVC) introduced Red words (I, the, my) introduced	Red words expanded Hold a sentence (oral → written) Daily handwriting linked to Set 1			More complex green words (CCVC, CVCC, longer words) Red words expanded Hold a sentence with increased independence Introduce question marks Develop fluency and expression	
Mathematics **White Rose Maths**	**Nursery:** **Getting to Know Numbers / Early Maths** Counting songs and rhymes Reciting numbers to 3, then 5 Matching and sorting objects Comparing objects (big/small, more/less) Exploring patterns in the environment Positional language (in, on, under)	**Nursery:** **Exploring Pattern & Early Counting** Copying and creating AB patterns Counting objects with 1:1 correspondence (to 3, then 5) Subitising small quantities (1–2) Comparing groups (more, fewer, same) Exploring 2D shapes (circles, triangles)	**Nursery:** **Counting, Cardinality & Shape** Counting to 5 with accuracy Subitising to 3 Representing numbers with marks, fingers, objects Comparing quantities using more/less Exploring 2D shapes in the environment Building with blocks (tall/short, long/short)	**Nursery:** **Comparing, Sorting & Early Composition** Sorting by size, colour, type Comparing lengths and heights Exploring composition of 2 and 3 Counting actions and sounds Creating and continuing repeating patterns Using shapes to build pictures and models	**Nursery:** **Deepening Number Sense to 5** Counting reliably to 5 Subitising to 3–4 Composition of 4 and 5 Ordering numbers to 5 Matching numerals to quantities (1–5) Exploring 3D shapes in play	**Nursery:** **Numbers to 10 & Problem Solving** Counting to 10 Subitising to 5 Composition of numbers to 5 Beginning composition of 6–10 Simple addition through combining sets Simple subtraction through taking away

	Filling and emptying containers **Reception:** **Just Like Me / It's Me 1, 2, 3** Matching and sorting objects Comparing amounts (more, fewer, same) Comparing size, mass, capacity Exploring and creating patterns Representing 1, 2, 3 Subitising 1–3 Composition of 1, 2, 3 Exploring circles and triangles Positional language	Using positional language in play Representing numbers with fingers, marks, or objects **Reception:** **Light & Dark / Alive in 5** **Representing numbers to 5** Subitising to 5 One more / one less within 5 Comparing groups to 5 Introducing zero Composition of 4 and 5 Time (day/night, sequencing events) Mass and capacity (full/empty, heavier/lighter)	Exploring capacity (full/empty/half-full) **Reception:** **Growing 6, 7, 8 / Building 9 & 10** **Representing 6, 7, 8** Subitising 6–8 Composition of 6, 7, 8 Combining two groups Making pairs Comparing length and height Ordering and measuring time Representing 9 and 10 Composition of 9 and 10 Comparing numbers to 10	Talking about time (now/next/later) **Reception:** **Consolidation & Early Calculation** **Deepening number sense to 10** Subitising Addition through combining and counting on Subtraction through taking away and counting back Number bonds to 5 and 10 Spatial reasoning (maps, routes, building) Exploring shape through construction	Comparing weight (heavy/light) **Reception:** **To 20 and Beyond / First, Then, Now** **Counting beyond 10** Building numbers beyond 10 using tens and ones Counting patterns to 20 Adding more / taking away Doubling Sharing and grouping Even and odd numbers Spatial reasoning (rotation, symmetry)	Exploring time (days, routines, sequencing) Consolidating pattern, shape, and measure **Reception:** **Find My Pattern / On the Move** Doubling, halving, sharing Odd and even numbers Deepening understanding of patterns Problem solving with addition and subtraction Consolidation of number to 20 Positional language and movement Mapping and directional language Transition readiness: fluency with number facts

			3D shapes (cube, cuboid, sphere, cylinder) Pattern (AB, ABB, ABC)			
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	**Nursery:** -Recognises colours and chooses them for a purpose. -Uses thick paint brushes. -Uses playdough to roll, cut, ball, sausage. -Builds towers with large construction equipment. -Children dancing to music. -Children exploring moving to music in different ways -Children showing an interest in the small world and roleplay areas, children roleplaying their first-hand experiences. **Reception:** -Safely use and explore a variety of materials, tools and techniques, experimenting with	**Nursery:** -Uses a glue stick to join materials together. -Creates an independent craft using available materials e.g. An independent Christmas Card. -Children developing storylines in their play, children using familiar props in their play -Children singing to familiar songs and nursery rhymes they have learnt or are learning. **Reception:** -Sing a range of well-known nursery rhymes and songs -Explore colour mixing using primary colours	**Nursery:** -Becoming more confident when drawing e.g. potato people, -Names what they have drawn and draws from memory -Adding more to their pictures and creations e.g. pom-poms, glitter. -Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like) -Children knowing and singing along to more nursery rhymes -Children listening to songs from different cultures. **Reception:** -Start to create my own storylines that include peers	**Nursery:** -Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes -Continues to develop their drawing skill. -Children exploring a range of musical instruments and learning to hold a beat -Children using vocals and instruments to make music either together or separately -Children linking real life and stories into the small world -Children using props in their play. **Reception:** -Design with a purpose in mind and explain the process I have used -Make 3D models of my favourite bugs,	**Nursery:** -Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function. -Children experimenting and mixing colours together -Children may create with a friend. -Children joining in with the actions to songs -Children engaging in roleplay in and out of the home-corner and becoming more immersed in their play. **Reception:** -Create collaboratively sharing ideas, resources and skills	**Nursery:** -Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with -Children building for a purpose using a range of construction equipment. -Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, and glue stick. -Children making up stories verbally while playing -Children acting out stories with the small world or in their play -Children performing songs either vocally or with an instrument, **Reception:** **ELG: Creating with Materials** I can…..

	colour, design, texture, form and function -Follow drawings and curved and straight lines to create line drawings of different buildings -Detailed self-portraits using a choice of materials -Know a range of songs related to myself and my community -Sing in a group or on my own, following the melody and increasingly matching the pitch -Copy-clap the rhythm of names--Explore high sounds and low sounds using voices -Begin to move in response to music -Begin to use observation skills to draw things with increasing details	-Explore warm and cool colours looking at Autumn and Winter -Print or collage to create a pattern or image -Select colours appropriately for tasks -Learn about arts and crafts from different countries - Diwali lamps, Christmas cards, Hanukah cards, Rangoli -Listen to and explore the beats of different music from around the world -Know that different music is played for different celebration -Learn to play percussion instruments and listen to the sounds they make -Know that sounds can be changed by altering the way they are made -Move to musical stimuli and keep in time to the music.	-Know different songs and dances from around the world -Join in simple songs remembering some of the words -Participate in action songs which call for movement -Move to musical stimuli in a variety of ways, e.g., hopping, marching, skipping and jumping -Explore and engage in music making and have a simple understanding of a beat -Share creative ideas with peers and begin to work together, sharing skills -Continue to draw and paint pictures with increasing complexity -Construct with a purpose in mind, using a variety of resources -Safely construct with a purpose and evaluate my designs -Select tools and techniques needed to shape, assemble and join materials I am using and explain the process I have used	ensuring that they have the different features -Draw an object from careful observation talking about the features that I have included -Make props to use in role play and small world play -Know a repertoire of songs – nursery, topical, seasonal, interdenominational and multi-cultural -Imitate and create movement in response to music -Tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound -Explore high pitch and low pitch in the context of songs -Create collaboratively sharing ideas, resources and skills -Use tools and techniques with increased care and precision -Mix a range of colours needed for a purpose -Execute a sequence of instructions on a	-Change the tempo and dynamics whilst playing music -Know how to use a wide variety of instruments -Begin to understand emotion through music and can describe music in simple terms -Draw with details -Problem solve and reflect on my designs and creations -Construct with a purpose -Independently use tools and techniques with increased care and precision -Experiment with colour, design, texture, form and function	-safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -share my creations, explaining the process I have used -make use of props and materials when role playing characters in narratives and stories **ELG: Being Imaginative and Expressive** I can….. -invent, adapt and recount narratives and stories -sing a range of well-known nursery rhymes and songs perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music

			-Make observations and draw pictures of Arctic/Antarctic animals -Return to and build on their previous learning, refining ideas and developing the ability to represent them -Know that different materials can be used to create art -Explore art from different places around the world	programming toy or app to guide a robot		
Understanding the World Past and Present	**Nursery:** -Children using words 'now' and 'next'. -Children talking about their family, who they live with and any pets. **Reception:** -Begin to talk about my life story and how I have change -Guess baby pictures – how I have grown -Look at similarities and differences between the natural world around me in the past and present	**Nursery:** -Children talking about their past life experiences e.g. birthdays, Christmas. -Children using the words 'then' 'now' 'next' 'before'. **Reception:** -Talk about past family holidays -Begin to look closely at pictures in books and notice similarities and differences between now and the past -Know and talk about influential figures from the past - Guy Fawkes -Talk about the soldiers, poppies, two minutes silence	**Nursery:** -Children understanding the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos **Reception:** -Know about influential figures from the past and discuss historical events that have happened in the past -Use vocabulary such as in the past, a long time ago -Recognise some similarities and differences between	**Nursery:** -Children commenting on their own past experiences e.g. Easter. -Children showing curiosity about objects from the past. **Reception:** -Talk confidently about my personal experiences of weddings using language of past and present -Talk about members of my immediate family and community -Know and talk about influential figures from the past	**Nursery:** -Children confidently talking about who they are and who they live with, -Children asking questions to family members about when they were young. **Reception:** -Understand the past through settings, characters and events encountered in books read in class and storytelling make comparisons of settings and fictional settings	**Nursery:** -Children beginning to understand how to sequence two events. -Children sequencing family members e.g. baby, mum, grandma **Reception:** **ELG: Past and Present:** I can…… -talk about the lives of the people around me and their roles in society -know some similarities and differences between things in the past and now, drawing on my

		-Know some historical facts and stories from different religions and celebrations – Bonfire night, Guy Fawkes, Poppy Day	life in this country and life in other countries -Comment on images of familiar situations in the past -Compare characters from stories, including figures from the past -Talk about how homes have changed -Comment on images showing homes in the past			experiences and what has been read in class understand the past through settings, characters and events encountered in books read in class and through storytelling
Understanding the World People, Culture and Communities	**Nursery:** -Children talking about their families. -Children talking about who is special to them and why. -Children naming their family members. **Reception:** -Talk about members of my immediate family and community -Name and describe people who are familiar to me -Recognise the differences between myself and my friends (appearance, likes/dislikes, families) -Talk about what makes me feel special	**Nursery:** -Children talking about how we look after our friends and families. -Children talking about their homes and what they have inside their homes. -Children talking about the celebration of Christmas. **Reception:** -To be able to draw information from a simple map -Talk about the features of different celebrations for different faiths -Know why different people celebrate different things -Talk about special past times -Know about the Jewish	**Nursery:** -Children recognising familiar signs, shops in the local environment. -I can talk about the transport used in my community. -I can talk about the similarities and differences between celebrations **Reception:** -Learn about different cultures in other places in the world -Find out how the lives of people in different countries are the same and different to mine -Talk about safer internet day -Talk about who is special to me and why? -Understand why some people are special	**Nursery:** -Children speaking positively about differences between people and ways of life. -Children showing an interest in people with a range of occupations. **Reception:** -Know that some children live in poverty -Understand how to care for nature -Know that people celebrate getting married in different ways -Know that some places are special to people in my community	**Nursery:** -Children developing an idea of 'belonging'. -Children beginning to understand what the 'wider world' is and how we all play a part and get along with one another. **Reception:** -Understand why some people say the world is special -Talk about what I think is special about the world -Describe my local habitat and compare with a contrasting country	**Nursery:** -Children using the correct vocabulary to name different features of their community. -Children know there are other countries than England and that they look different to ours. **Reception:** **ELG: people, culture and communities:** I can….. Describe my immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps Know some similarities and

	-Know what groups I belong to -Understand how we show people they are welcome -Know that I have a right to learn and play, safely and happily -Know that hands can be used kindly and unkindly -Know special things about myself -Know how happiness and sadness can be expressed -Know that being kind is good	celebration Hanukkah -To know what happens at Diwali and why -Advent/Christmas around the world -To know what happens at Christmas, and why -To know what being unique means -To know the names of some emotions such as happy, sad, frightened, angry	-Talk about what a good friend is like -Understand the similarities and differences between different people's special stories -Know what a challenge is -Know that it is important to keep trying -Know what a goal is -Know how to set goals and work towards them -Know when I have achieved a goal -Know which words are kind -Know some jobs I might like to do when I am older -Know that I must work hard now in order to be able to achieve the job I want when I am older			differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps
Understanding the World The Natural World	**Nursery:** -Children showing respect and care for their environment. -Children talking about their home environment and school environment. -Children exploring their world and environment through their senses.	**Nursery:** -Children exploring the changing weather and seasons -Children continuing to explore using their senses. -Children naming parts of the body. -Children showing more of an interest in the world.	**Nursery:** -Children understanding how and why we respect and care for animals. -Children exploring a range of materials and natural objects.	**Nursery:** -Children exploring the changing weather and seasons (Spring), -Children learning about new life and plants based around Spring time	**Nursery:** -Children growing plants from seeds and caring for them -Children exploring how these plants grow and change over time.	**Nursery:** -Children exploring the changing weather and seasons (Summer), -Children noticing changes such as ice melting in the sun and offering a reason why.

	Reception: -Explore the natural world and describe what I see, hear and feel when outside -Understand the effects of the changing seasons around me – autumn -Talk about harvest	**Reception:** -Begin to describe what I see, smell and feel in the natural world -Talk about recycling – linked to recycling week -Begin to understand the negative impact that humans can have on the environment	**Reception:** -Know the name of the road, and the name of the village where my school is located -Find and name the arctic and Antarctic on a globe/map -Talk about why something melts or freezes and the changes that happen -Make observations of the animals that live in the arctic/Antarctic/desert and talk about what makes them special -Compare the weather in winter to the weather in autumn -Recognise the similarities and differences between hotter and colder regions and where we live Talk about endangered and vulnerable animals -To begin to understand the negative impact that humans can have on the environment	**Reception:** -Talk about signs of spring / changes from winter to spring – spring walk. -Understand the effect of changing seasons on the natural world around me -Explore the natural world around me, making observations and drawing pictures of animals and plants -Explore non-contact forces (gravity and magnetism)	**Reception:** -Know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what I have read	**Reception:** **ELG: The Natural World:** I can….. -Explore the natural world around me, making observations and drawing pictures of animals and plants -Know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class -Understand some important processes and changes in the natural world around me, including the seasons and changing states of matter