

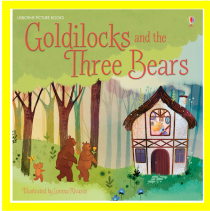
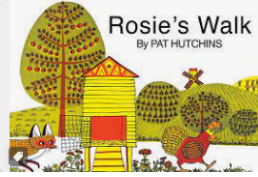
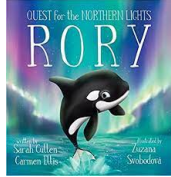
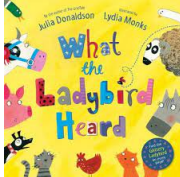
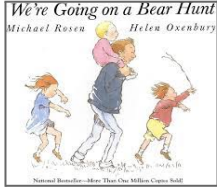
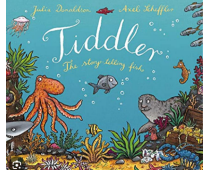
## Nursery (F1) : Portland LTP – Cycle 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	My World and Me	Woodland Walk	Frozen Planet	Fun on the farm	Let's Go on a Journey	Under the Sea
General themes/topics	Starting school My new class New Beginnings Staying healthy Food Human body How have I changed? My family My house/home What am I good at? How do I make others feel?	Season – autumn Halloween Potion making Rhyming spells Room on the Broom The Nativity Christmas Lists Letters to Father Christmas	Season- winter Animals around the world Birds (Birdwatch) Climates / Hibernation Night and day animals Animal patterns David Attenborough	Traditional Tales Science week Farm Easter	Minibeasts Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Fun Science / Materials	To the Sea How do I get there? Where in the world have you been? Where do we live in the UK / world? Vehicles past and Present Design your own transport
'Wow' moments/enrichments				Visit to the farm to see animals and plants		RNLI visitor
Seasonal activities/events	27th September National Teaching Assistants day  15th September - Dot Day  National fitness day 18th September  4th October - World Animal day  British Food Fortnight 20th Sept - 6th Oct  Recycling 20th -26th  Black History Month October  World Mental Health Day	Bonfire Night [5 <sup>th</sup> November]  Remembrance Day [11 <sup>th</sup> November]  World Nursery Rhyme Week 11th - 15th Nov  Road Awareness Week [14th - 18th Nov]  Talk about Crossing the road outside school  Anti-Bullying Week [ 11th - 15th November ]  Children in Need [15th November]	Make your dreams come true day [13th Jan]  RSPB Big Garden Bird Watch [24th Jan]  23rd Jan National Handwriting day  Lunar New Year [29th Jan]  National Storytelling Week [27th Jan– 4th Feb]  Time to talk day [6th Feb]  Valentine's Day [14 <sup>th</sup> February]	Expected Start of Ramadan [1st March]  Shrove Tuesday [4th March]  Fairtrade Fortnight 3rd -16th March  World Book Day [6th March]  International Women's Day [8th March]  Science Week [7th-16th March]  World Poetry Day [21st March]	Easter [20th April]  Earth Day [22nd April]  St George's Day - 23rd April  International Dance Day (29th April)  Sir David Attenborough's Birthday [8th May]  Walk to School Week [19th - 23rd May]	Summer  Pride  World Environment Day [5th June]  Child Safety Week [2nd June]  World Oceans Day [8th June]  King's Birthday (17 <sup>th</sup> June)  Father's Day [15th June]  World Music Day [21st June]


	[10th October] Diwali [31st Oct - 1st Nov] Halloween [31st Oct]	Christmas Jumper Day [12th Dec] Christmas Sing along Father Christmas / Christmas Experience	Random Acts of Kindness [17th February]	Mother's Day [30th March] Eid [30th-31st March] Keep Britain Tidy [15th - 31st March] Living Eggs		Armed Forces Day {28th June} World Chocolate Day [7th July] Wimbledon 30th June - 13th July Transition activities
Assessment Opportunities	Nursery Baseline data completed by 6 <sup>th</sup> October Wellcomm assessments	On going assessments Pupil progress meetings EYFS team meetings In house moderation	On going assessments EYFS team meetings Pupil progress meetings	On going assessments EYFS team meetings Pupil progress meetings	On going assessments EYFS team meetings Pupil progress meetings	On going assessments Pupil progress meetings EYFS team meetings
Parent Engagement	Stay and Play Offer opportunity to volunteer in EYFS <u>Workshop: Bedtime stories, the importance of reading with your child.</u>	<u>Workshop: What is phonics/mark making and how can I support my child?</u>  Parents' evening  Christmas performance	<u>Workshop: Early Maths: what this looks like and ideas.</u>	<u>Workshop: to be planned for needs of parents.</u>  Parents' evening	<u>Workshop: to be planned for need of parents</u>	Celebration Day! Parents to come and celebrate their child's achievements.  Parents' evening/reports
Communication and Language	<p>To support Communication and Language we:</p> <p>Allow for the children to engage in numerous high quality conversations with their peers and with adults each day Provide a language rich environment Build language effectively through noticing, commenting and echoing back to children on what they are interested in Read frequently to children and engage them actively in stories, non-fiction, rhymes and poems and then provide them with opportunities to use and embed new words Promote story telling and role play where children share their ideas with support and modelling from their teacher, children therefore become confident to use a range of vocab and language structures.</p>					
Communication and Language	Model listening and attention and build these skills.  Learn what makes a good listener (using visuals.)	Join in with some repeated refrains from familiar stories.  Use talk to organise themselves and their play.	Sing one nursery rhyme confidently.  Talk about the characters/setting in familiar stories.	Retell a familiar story.  Use a wider range of vocabulary.	Begin to ask 'why' questions.  Show curiosity and asks questions.  Use longer sentences of 4-6 words.	Sing two nursery rhymes confidently.  Enjoys listening to longer stories and can remember much of what happens. Begin to make believe and use narrative.

Rhymes	Hello Song Twinkle, Twinkle Little Star Head, Shoulders, Knees and Toes Wind the Bobbin Up	The Grand Old Duke of York If You're Happy and you know it Humpty Dumpty Two Little Dickie Birds 5 Little Speckled Frogs 5 little snowflakes	Miss Polly Pat-a-Cake Jack and Jill 5 Little Ducks went swimming one day Stomp, chomp, big roars here come the dinosaurs. Flip a pancake	Row, row, row your boat 5 Cheeky Monkeys Jumping on the Bed 5 Little Men in a Flying Saucer Sandy Girl	Incy, Wincy Spider Fuzzy wuzzy creepy crawly Hurt no living thing 5 Current Buns 10 Fat Sausages Hokey Cokey The ants go marching... There was a Princess...	Baa, Baa Black Sheep Sing a Song of Sixpence Alice the Camel 10 Green Bottles
Personal Social and Emotional Development	Transition successfully.  Play alongside others Understanding of simple emotions (happy/sad.)	Follow simple routines.  Begin to initiate interactions with peers.  Begin to follow rules with reminders from an adult.	Expressing a variety of emotions/feelings.  Begin to take turns.  Manage needs with adult support (coat.)	Make a special friend.  Extend and elaborate play ideas.  Do not always need an adult to remind you of rules.	Following a simple two part instruction with visual prompts.  Manage own needs.  Make healthy choices (food/drink.)	Show confidence in new social situations.  Begin to understand how others may be feeling.  Begin to resolve conflicts independently.
	Scarf	Scarf	Scarf	Scarf	Scarf	Scarf
Managing Self Self-Regulation <i>Link to Behaviour for Learning</i>	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.			<i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i>		
Physical Development  Fine Motor  Gross motor	Daily opportunities to practise gross motor skills guided by adults and independently. Multiple daily opportunities to develop fine motor skills in adult led and self-chosen activities Daily opportunities to move and listen to music Have regular access to a range tools fit for activity with support		Begin to learn a sequence of movements to music Consider what tools might be of help to complete a task given Take on self-care more independently Discuss healthy choices about food, drink, activity and toothbrushing	Continue to develop their gross skills using large muscle movements and moving in different ways, choosing appropriate ways to move Use and remember sequences and patterns of movements which are related to music and rhythm. Collaborate with others to manage large items, Comfortably use one-handed tools and equipment with a comfortable grip with good control when holding pens and pencils.		

						<p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed and meeting their own care needs</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>
Squiggle Early Writing Programme	Wiggle me into a squiggle 1 move per week ( <i>weeks 1-6</i> )	Wiggle me into a squiggle 1 move per week ( <i>weeks 7-10</i> )	Squiggle while you wiggle 2.0 - Move 2 ( <i>3 weeks</i> )	Squiggle while you wiggle 2.0 - Move 4 ( <i>3 weeks</i> )	Squiggle while you wiggle 2.0 - Move 6 ( <i>3 weeks</i> )	Squiggle while you wiggle 2.0 - Move 8 ( <i>3 weeks</i> )
		Squiggle while you wiggle 2.0 - Move 1 ( <i>3 weeks</i> )	Squiggle while you wiggle 2.0 - Move 3 ( <i>3 weeks</i> )	Squiggle while you wiggle 2.0 - Move 5 ( <i>3 weeks</i> )	Squiggle while you wiggle 2.0 - Move 7 ( <i>3 weeks</i> )	Squiggle while you wiggle 2.0 - Move 9 ( <i>3 weeks</i> )
Dough Disco	Daily dough disco sessions- fine motor development	Daily dough disco sessions- fine motor development	Daily dough disco sessions- fine motor development	Daily dough disco sessions- fine motor development	Daily dough disco sessions- fine motor development	Daily dough disco sessions- fine motor development
Literacy	<p>Have multiple daily opportunities to listen to stories and have chance to discuss them.</p> <p>Ensure mark making opportunities are plentiful and inviting</p>	<p>Encourage children to engage with multiple daily opportunities to listen to stories and have chance to discuss them, introducing the key concepts of print.</p> <p>Ensure mark making opportunities are plentiful and inviting and encourage fine manipulative movements</p>	<p>Discuss shared stories and new vocabulary, play with initial sounds in words and begin to join in clapping/counting syllables.</p> <p>Direct staff with holding books correctly and following direction of text.</p> <p>Give meaning to the different marks they are making</p>	<p>Talk about books shared in school and at home and begin to note differences between books.</p> <p>Note beginning and ending of stories</p> <p>Begin to use terms for different parts of a book.</p> <p>Notice staff discussing rhyming words</p> <p>Form different shapes and investigate mark making patterns while drawing.</p> <p>When supported begin real life 'writing' in play situations</p>	<p>Discuss the sounds they are familiar with when listening to stories</p> <p>Make own comments about stories, characters etc. and begin to sequence events</p> <p>Begin to recognise rhyming words and initial sounds</p> <p>Experiment with letter sounds in mark making</p> <p>Become familiar with the letters in their name</p>	<p>Understand the five key concepts about print</p> <p>-Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>

<p>Key text focus <b>Traditional tales</b></p> <p>See <a href="#">Literacy overview</a> for 'again, again' books and additional texts</p>						
<p>Read Write Inc. Phonics</p>	<p>Nursery rhymes- tuning in</p>	<p>Rhymes and familiar stories</p>	<p>Introducing building sentences orally using pictures</p>	<p>Make up stories</p>	<p>Set 1 sounds RWI</p>	<p>Set 1 sounds RWI</p>
<p>Author Spotlight</p>	<p>Bethan Woolvin</p>	<p>Eric Carle</p>	<p>Allan Ahlberg</p>	<p>Oliver Jeffers</p>	<p>Trish Cooke</p>	<p>Julia Donaldson</p>
<p>Maths Adapted Learning trajectories</p>	<p>Number 1 Subitise, match amounts, show fingers, link number to amounts, represent 1, real world problems</p>	<p>Number 1, 2 Subitise, match amounts, show fingers, link number to amounts, represent 1, real world problems</p>	<p>Number 1, 2, 3 Subitise, match amounts, show fingers, link number to amounts, represent 1, real world problems</p>	<p>Number 1, 2, 3, 4 Subitise, match amounts, show fingers, link number to amounts, represent 1, real world problems</p>	<p>Number 1, 2, 3, 4, 5 Subitise, match amounts, show fingers, link number to amounts, represent 1, real world problems Talk about patterns around them</p>	<p>Consolidate understanding of concepts previously taught through working in a variety of context and with different numbers</p>
<p><b>Understanding of the World (UTW)</b> <i>Includes the foundational skills in science, geography, history and RE</i></p>	<p>Begin to explore the effect of actions with adults. With support explore different materials in and outdoors. Notice different phenomena in the setting and out. Recognise their families and who is and isn't part of it.</p>	<p>Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena. Discuss their family. Notice differences between people</p>	<p>Explore materials with more than just hands and tools. Listen and respond to vocabulary used by adults about the things they experience. Talk about recent events with family and friends. Plant seeds and talk about the process. Begin to talk about where they live and their home environment. Respond to exposure to different occupations. Engage in activities that explore forces</p>	<p>Discuss differences and similarities between materials. Begin to use new words they have been introduced to in adult discussion while exploring. Look at how their plants are growing and care for them. Show interest in the life cycle of different animals. Explore forces and how materials/objects can change with support. Discuss experiences</p>	<p>Sort materials and objects by their properties and discuss vocabulary. Recognise their home. Begin to discuss their local area. Discuss how plants and animals change. Begin to discuss forces and how materials and objects change. Talk about their school and home. Begin to discuss other special times and places.</p>	<p>Talk about members of their immediate family. Name people who are familiar to them. Recognise that people celebrate special times. Talk about their place in this country. Recognise their own environment. Recognise places that are special to them. Explore the natural world around them. Look at a simple map.</p>

<b>Science:</b> <b>What an EYFS Scientist needs to understand</b>	<p>That there are changes in the natural world through the seasons;  That there are similarities and differences in the natural world.  That there are key words/vocabulary associated with science;  That the world is made up of different animals and plants;  There are important processes and changes that happen;  Use a range of scientific equipment to help them develop their lines of enquiry.  How science is used to help us.</p>					
	Seasonal Change Summer - Autumn  Living things in their Habitats	Seasonal Change - Autumn - Winter  Changes in Matter (Harvest - bread, Winter- melting/freezing)	Seasonal Change Winter - Spring  Animals including Humans & Plants  Changes in Matter (Winter- melting/freezing)	Seasonal Change Spring	Seasonal Change Spring-Summer	Seasonal Change Summer  Animals including Humans & Living things in their Habitats (sea creatures)
<b>Geography:</b> <b>What an EYFS Geographer needs to understand</b>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Begin to understand the need to respect and care for the natural environment and all living things.  Draw information from a simple map.  Understand that some places are special to members of their community.  Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them.</p>					
	Locality (Field work) Explore the local environment (Simple maps)		The world (Contrasting Localities)	Locality (Field work) Local Farms	Locality (Field work) Explore changes to/quality of environments. How we care for the environment.	Caring for the World (Contrasting environments)
<b>History:</b> <b>What an EYFS Historian needs to understand</b>	<p>Develop a sense of now and in the past  That there are key words/vocabulary associated with the passage of time;  That the passage of time changes us all;  That the passage of time changes the world around us;  We need to change what we do/wear in response to the passage of time;  That events/celebrations take place at specific points of the year.</p>					
	Our families (Past and present)	My experiences (past and present)		Farming (Past and present)	My Life and My family (Chronology)	Seasides (Past and Present)

<b>RE</b> (Discovery RE)	<p>Theme: Special people</p> <p>Key Question: What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: What is Christmas?</p> <p>Religions: Christianity</p>	<p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religions: Hinduism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: What is Easter?</p> <p>Religions: Christianity</p>	<p>Theme: Stories</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam Judaism</p>
<b>EAD</b> Workshop in provision supports independent application of skills	<p>Drawing</p> <p>Junk modelling</p> <p>Joining techniques</p> <p>Colour Mixing</p> <p>Collage</p>	<p>Malleable Materials</p> <p>Loose part art</p>	<p>Constructing with a purpose</p> <p>Observational Drawing</p> <p>Role Play</p>	<p>Role play</p> <p>Building a narrative</p> <p>Construct with a purpose</p> <p>Printing</p>	<p>Plan, reflect and review</p> <p>Joining techniques</p>	<p>Evaluate and revisit their own work.</p>
<b>D&amp;T</b>			<p>F1: Purpose: Create a small world structure for play based learning (Research, design, make, evaluate)</p>			<p>F1: Make a moving pictures (design, make and evaluate)</p>
<b>Art and design</b>	<p>F1: Portraits - pencil, paint and charcoal (Explore a range of media)</p>	<p>F1: Festive creations - Dough, salt dough, Clay (3D modelling)</p>		<p>F1: Farm Scene (printing and painting)</p>	<p>F1: Plants (painting and drawing techniques)</p>	
<b>Music</b> (Charanga)	<p>Charanga Me!</p> <p>Songs linked to topic</p>	<p>Charanga My Stories</p> <p>Christmas Songs</p> <p>Songs linked to topic</p>	<p>Charanga Everyone!</p> <p>Music linked to Trad Tales</p> <p>There was a Princess Long Ago</p> <p>Goldilocks went to the house of the bears</p> <p>Music Circle – Peter and the Wolf</p>	<p>Charanga Our World</p> <p>Musical instruments to represent insects</p> <p>Ugly Bug Ball</p> <p>Begin to look at composers, musicians and singers</p>	<p>Charanga Big Bear Funk</p> <p>Songs and dances linked to topic</p> <p>Musical instruments to match different wild animals</p>	<p>Charanga Reflect Rewind and Replay</p> <p>Music dance and role play focus of topic</p> <p>Performing for an audience</p> <p>Talent Show</p>
<b>British Values</b> 	<p>Share class rules.</p> <p>What does respect mean?</p> <p>Introduce voting in activities (which book to read etc.)</p>	<p>Litter picking across the school grounds</p>	<p>Random Acts of Kindness, leave gratitude notes across school.</p>	<p>Show concern for living things, (chicks.)</p>	<p>Show concern for living things in our local area, make bird feeders, bug hotels etc.</p>	<p>Remarkably You</p> <p>Read the story to the children and discuss what each child is good at and celebrate this.</p>



