

LTP - Nursery

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions 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 language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Skills	Autumn	Spring	Summer
C&L - Listening, Attention and Understanding	<p>Listens to short stories</p> <p>Understand a question or instruction that has one part, such as "get your coat on"</p> <p>Understand 'what' and 'who' questions</p> <p>Sing a large repertoire of songs</p>	<p>Listens to and enjoys stories</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"</p> <p>Pay attention to more than one thing at a time</p> <p>Know many rhymes, be able to talk about familiar books</p> <p>Sing a large repertoire of songs</p>	<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to tell a long story</p> <p>Sing a large repertoire of songs</p>
C&L - Speaking	<p>Start a conversation with an adult or a friend</p>	<p>Use a wider range of vocabulary</p> <p>Use longer sentences of four to six words</p> <p>Continue a conversation with an adult or a friend</p> <p>Develop pronunciation</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, 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 children can achieve at school and in later life.

Skills	Autumn	Spring	Summer
PSED - Self-Regulation	Begin to select and use activities and resources (with help when needed) to achieve a goal they have chosen or has been suggested to them	<p>Select and uses activities and resources to achieve a goal they have chosen or has been suggested to them</p> <p>Develop their sense of responsibility and membership of a community (by giving children appropriate tasks to carry out)</p> <p>Talk with others to solve conflicts</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p>	Understand gradually how others might be feeling
PSED - Managing Self	Be increasingly independent in meeting their own care needs, e.g., using the toilet, washing and drying their hands thoroughly	<p>Show more confidence in new social situations</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Develop appropriate ways of being assertive</p>	<p>Remember rules without needing an adult to remind them</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p>
PSED - Building Relationships	<p>Beginning to show interest in others play</p> <p>Seeks out others to share experiences</p> <p>Enjoys a sense of belonging in the nursery</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Play with one or more other children, extending and elaborating play ideas</p>	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness 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 core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. 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 proficiency, control and confidence.

Skills	Autumn	Spring	Summer
PD - Gross Motor Skills	<p>Go up steps and stairs, or climb up apparatus, using alternate feet</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams</p>
PD - Fine Motor Skills	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for a dominant hand</p>
Handwriting (Letter Join) Gross motor movements before fine motor	<p>Children in nursery will be encouraged to access both child initiated and adult directed mark making activities that are cross-curricular. The children will have access to multi-sensory activities, including dough disco and outdoor writing opportunities, to also develop a positive attitude towards mark making and the development of early handwriting skills. As part of this provision, children will be encouraged to make the following patterns to support the development of letter formation skills.</p> <div style="text-align: center;"> </div>		

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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 enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Skills	Autumn	Spring	Summer
L - Comprehension	Engage in extended conversations about stories, learning new vocabulary		
L - Word Reading	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> ● print has meaning ● print can have different purposes ● we read English text from left to right and from top to bottom ● the names of the different parts of a book ● page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> ● spot and suggest rhymes ● count or clap syllables in a word ● recognise words with the same initial sound, such as money and mother 		
L - Writing		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; writing 'm' for mummy	Write some or all of their name. Write some letters accurately

Maths


Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Comparison 1 More than, fewer than, same</p> <p>Shape, space and measure 1 Explore and build with shapes and objects</p> <p>Pattern 1 Explore repeats</p>	<p>Counting 1 Hear and say number names</p> <p>Counting 2 Begin to order number names</p> <p>Subitising 1 I see 1, 2, 3</p> <p>Pattern 2 Join in with repeats</p>	<p>Shape, space and measure 2 Explore position and space</p> <p>Subitising 2 Show me 1, 2, 3</p> <p>Counting 3 Move and label 1, 2, 3</p> <p>Shape, space and measure 3 Explore position and routes</p>	<p>Pattern 3 Explore patterns</p> <p>Counting 4 Take and give 1, 2, 3</p> <p>Shape, space and measure 4 Match, talk, push and pull</p> <p>Subitising 3 Talk about dots</p>	<p>Comparison 2 Compare and sort collections</p> <p>Pattern 4 Lead on own repeats</p> <p>Shape, space and measure 5 Start to puzzle</p> <p>Pattern 5 Making patterns together</p>	<p>Subitising 4 Make games and actions</p> <p>Counting 5 Show me 5</p> <p>Pattern 6 My own pattern</p> <p>Counting 6 Stop at 1, 2, 3, 4, 5</p> <p>Comparison 3 Match, sort, compare</p>

<https://assets.whiteroseeducation.com/Resources/nursery/Maths%20Yearly%20Overview.pdf>

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. 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.

Skills	Autumn	Spring	Summer
UTW - Past and Present	Talk about when I was a baby and what I can do now / what I want to be when they grow up	Compare their own lives to lives of parents and grandparents (what do our adults do? Compare photos of them now and when they were little)	Begin to make sense of their own life-story and family's history
UTW - People, Culture and Communities	Begin to make sense of their own life-story and family's history	Show interest in different occupations Continue developing positive attitudes about the differences between people	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
UTW - The Natural World	Use all their senses in hands-on exploration of natural materials Explore collections of materials with similar and/or different properties	Talk about what they see, using a wide vocabulary Plant seeds and care for growing plants Explore and talk about different forces they can feel	Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things Talk about the differences between materials and changes they notice
Non-negotiable science themes  PLAN Summar...	Explore how things work Autumn walk - signs of autumn Changing states (cooking - liquid to solid, dissolving, melting, exploding) Candle burning / fire safety	Winter walk - signs of winter Spring walk - signs of spring Freezing & melting (Do all liquids freeze?) Everyday materials	Minibeasts hunt Life-cycles Growing Animals / habitats

Expressive Art and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Skills	Autumn	Spring	Summer
EAD - Create with Materials	<p>Take part in simple pretend play</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make</p>	<p>Plays using an object to represent something else in pretend play even though they are not similar</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Join different materials and explore different textures</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park</p>
EAD - Being imaginative	<p>Listen with increased attention to sounds</p>	<p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Remember and sing entire songs</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	<p>Sing the pitch of a tone sung by another person (‘pitch match’)</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Create their own songs or improvise a song around one they know</p>

Topic ideas: <https://pstt.org.uk/resources/curriculum-materials/eyfs-science>

<https://cirrus-barrowhed.s3.amazonaws.com/uploads/document/Long-Term-Curriculum-Plan-Nursery-2021-22.238002726-1.pdf?t=1733324956>