



**Loscoe C of E Primary School**  
**Squirrels Class (Nursery) Long Term Plan 2025-26**

| Themes to Explore     | We're Explorers!   | All About machines  | Long Ago   | Ready Steady... Let's Grow  | Safari Animals  | On The Beach  |  |
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| Core Rhymes and Songs |  |   |  | Twinkle, Twinkle Little Star<br>Mary, Mary Quite Contrary<br>Wind the Bobbin up<br>Jack and Jill, Went up the Hill<br>Incy Wincy Spider<br>12345 Once I caught a Fish Alive<br>Hey Diddle Diddle, the Cat and the Fiddle<br>Humpty Dumpty<br>Mary had a little lamb.  |   |   |  |
| Core Storybook        | Titch – Pat Hutchins<br>   | Goldilocks and the Three Bears – Traditional Tale<br>   | The Gingerbread Man – Traditional Tale<br>   | The Very Hungry Caterpillar – Eric Carle<br>  | We're Walking through the Jungle – Julie Lacome<br>   | Handa's Surprise – Eileen Brown<br>   |  |
| Shared Texts          | 1. Hooray! It's Our First Day - Martha Mumford<br>The Squirrels Who Squabbled - Rachel Bright<br>Starting School – Janet & Allan Ahlberg<br><br>2. My Cat likes to hide in boxes - Eve Sutton<br>Big box Little box - Caryl Hart<br><br>3. The Colour Monster - Anna Llenas , We're Going on a Bear Hunt – Michael Rosen, How are you Peeling? Foods with moods – Saxton Freymann and Joost Elffers<br><br>4. In Every House, on Every Street - Jess Hitchman<br>Where's Spot? – Eric Hill<br><br>5. Mr Gumpy's Outing- John Birmingham, Whatever Next - Jill Murphy, Choo Choo Clickety Clack – Margaret Mayo<br><br>6. The three Little Pigs | 1. Winnie's New Computer - Valerie Thomas & Peppa Pigs Family Computer - Ladybird<br><br>2. Terrific Trains – Tony Mitton Car, Car, Truck, Jeep - Katrina Charman<br><br>3. Harry and The Robots – Ian Whybrow, Nobot, the robot with no bottom - Pat Hendra<br><br>4. Machine Driver -Amanda Askew Patrolling Police Cars – Tony Mitton<br><br>5. Rabbit's Nap- Julia Donaldson, Dear Santa story – Rod Campbell<br><br>6. The Gruffalo - Julia Donaldson, Stickman - Julia Donaldson<br><br>7. Postman Bear – Julia Donaldson Jolly Christmas Postman – Janet and Allan Ahlberg | 1. The Tiger Who Came to Tea – Judith Kerr, Peepo – Janet & Allen Ahberg<br><br>2. Once There Were Giants - Martin Waddell, One Year with Kipper by Mick Inkpen,<br><br>3. My Grandpa is Amazing – Nick Butterworth, My Granny is a Pirate – Val McDermid<br><br>4. Sleeping Beauty, The Princess and The Pea , Puss In Boots – Traditional Tales<br><br>5. The Enormous Turnip, The Little Red Hen – Traditional Tales, Maisy's Chinese New Year – Lucy Cousins<br><br>6. Wriggle and Roar! – Julia Donaldson, Don't put your finger in the Jelly, Nelly – Nick Sharratt<br><br>7. Postman Bear – Julia Donaldson Jolly Christmas Postman – Janet and Allan Ahlberg | 1. The Tiny Seed by Eric Carle<br>The Enormous Turnip – Traditional Tale<br><br>2. The Odd Egg by Emily Gravett, Little ladybird by Autumn Publishing<br><br>3. My Grandpa is Amazing – Nick Butterworth, My Granny is a Pirate – Val McDermid<br><br>4. Sleeping Beauty, The Princess and The Pea , Puss In Boots – Traditional Tales<br><br>5. The Enormous Turnip, The Little Red Hen – Traditional Tales, Maisy's Chinese New Year – Lucy Cousins<br><br>6. Wriggle and Roar! – Julia Donaldson, Don't put your finger in the Jelly, Nelly – Nick Sharratt<br><br>7. Postman Bear – Julia Donaldson Jolly Christmas Postman – Janet and Allan Ahlberg | 1. Rumble in the Jungle – Giles Andreae<br><br>2. The Jungle Run – Tony Mitton, Flip Flap Jungle – Axel Scheffler<br><br>3. We're Roaming in the Rainforest – Laurie Krebs<br><br>4. Oi Aardvark – Kes Gray<br><br>5. Monkey Puzzle -Julia Donaldson<br><br>6. There's a Rang Tan in my Bedroom – James Sellick | 1. Tony Mitton books– Terrific Trains Brilliant Boats Amazing Aeroplanes Tony Mitton books– Terrific Trains Brilliant Boats Amazing Aeroplanes<br><br>2. I Want To Go To The Seaside – Tony Ross<br><br>3. Lucy and Tom at The Seaside – Shirley Hughes<br><br>4. Sharing a Shell – Julia Donaldson Rainbow Fish - Marcus Pfister<br><br>5. Tiny Crab is A Tidy Crab – Paula Bowles, Seaside Poems – Collected by Jill Bennett<br><br>6. Our Beach – Rebecca Smith, Seaside in the past (Non Fiction) | 7. Billy's Bucket -Kes Gray, Winnie the Witch at The Seaside by Valerie Thomas |

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|  | Rapunzel – Traditional Tale, The Wise man and the Foolish Man (Bible Story)<br><br><b>7. We're Going on a Leaf Hunt - Steve Metzger</b><br>Leaf Man - Lois Ehlert<br><br><b>8. Pumpkin Soup – Helen Cooper</b><br>The Little Red Hen – Traditional Tale, Funny Bones – Janet and Allan Ahlberg   |   |  |   |   |   |
| <b>Wow Words</b>                                 | <b>1. Nursery, adult, children, song, nursery rhyme, favourite</b><br><b>2. Box, inside, object, describe, sound, guess</b><br><b>3. happy, sad, feeling, emotions, worry, scared</b><br><b>4. House, home, street, village, town, community</b><br><b>5. Journey, travel, air, land, sea, transport</b><br><b>6. Build, tower, construction, foundation, team</b><br><b>7. Spring, Summer, Autumn, Winter, season, change,</b><br><b>8. Soup, pumpkin, Treasure, celebration, Halloween, experience</b> | <b>1. machine, tablet, camera, programme, App, technology</b><br><b>2. television, washing machine, microwave, kettle, laptop, appliance</b><br><b>3. robot, button, move, sound, order, instructions</b><br><b>4. Computer, Oven, walkie talkie, siren, printer, blender</b><br><b>5. pop up, moving, part, push, lift, joint, lever</b><br><b>6. puppet, show, character, voice, traditional tale, audience</b><br><b>7. Christmas, Jesus, present, gift, decoration, tradition</b> | <b>1. Old, long ago, past, photograph, film, digital,</b><br><b>2. baby, toddler, child, teenager, adult, change,</b><br><b>3. elderly, Grandma, Grandad, grandparent, grown up, family,</b><br><b>4. now, then, life, history, artefacts, museum</b><br><b>5. Story, Traditional Tale, Chinese, New Year, Lunar, Dragon</b><br><b>6. Nursery rhyme, rhyming, sound, rainbow, shower, sunshine</b> | <b>1. eat, grow, garden, water, Fruit, Vegetable</b><br><b>2. egg, shell, lay, change, hatch, lifecycle</b><br><b>3. Farm, Sheep, Horse, Goat, Springtime, young</b><br><b>4. flowers, bee, honey, hive, nectar, collect</b><br><b>5. Egg, Easter, Jesus, cross, celebrate, Easter bonnet</b>                     | <b>1. animal, Jungle, Tiger, Rhinoceros, Gorilla, Leopard</b><br><b>2. climb, swing, ground, World, Weather, Climate</b><br><b>3. jump, crawl, slither, Rainforest Tarantula, Millipede</b><br><b>4. growing, trees, creatures, plants, vines, layer,</b><br><b>5. live, house, home, build, same, different</b><br><b>6. cut, chop, wood, Forest, Recycle, Materials</b> | <b>1. car, bus, aeroplane, train, coach, travel,</b><br><b>2. sand, sea, land, seaside, coast, ocean</b><br><b>3. pack, clothes, suitcase, toothpaste, toothbrush, hygiene</b><br><b>4. holiday, beach, British, home, abroad, country</b><br><b>5. shell, boat, fish and chip, ice cream, Pier, Promenade</b><br><b>6. swimsuit, bucket and spade, now, then, olden days, beach hut</b><br><b>7. Sun, safe, sun cream, sunhat, protection, coast guard</b> |
| <b>National Events to consider</b>               | <b>Autumn Equinox - 22.9.25</b><br><b>Grandparents' day- 2.10.25</b><br><b>Diwali- 21.10.25</b>  | <b>Bonfire Night - 5.11.25</b><br><b>Remembrance Day - 11.11.25</b><br><b>AB Week – 10.11.25-14.11.25</b><br><b>Winter Solstice - 21.12.25</b><br><b>Hanukkah- 25.12.25-2.1.26</b>  | <b>National Handwriting Day – 23.1.26</b><br><b>Children's Mental Health Week – w/c 3.2.26-</b><br><b>NSPCC Number Day - 6.2.26</b><br><b>Safer Internet Day – 10.2.26</b><br><b>Valentine's Day - 14.2.25</b><br><b>Chinese New Year- 17.2.26</b>   | <b>Shrove Tuesday - 17.2.26</b><br><b>Ash Wednesday - 18.2.26</b><br><b>Holi – 3.3.26</b><br><b>British Science Week – 6.3.26- 15.3.26</b><br><b>Mother's Day – 15.3.26</b><br><b>Ramadan - 17.2.26-3-18.3.25</b><br><b>Eid – 19.3.26-20.3.26</b><br><b>Spring Equinox - 20.3.26</b><br><b>Red Nose Day - TBC</b> | <b>Easter – 5.4.26</b><br><b>ACES Day - 6.5.26</b><br><b>Walk to School Week – 20.5.26- 25.5.26</b>   | <b>World Oceans Day - 8.6.26</b><br><b>Healthy Eating Week – 8.6.26- 12.6.26</b><br><b>Father's Day - 21.6.26</b><br><b>Summer Solstice – 21.6.26</b>   |
| <b>Loscoe Promise Enrichment and Enhancement</b> | Harvesting crops grown on school grounds and baking with these   | <b>Pinxton Puppets Visit – Traditional Story Puppet Show (Little Red Riding Hood)</b><br><br><b>Post a Letter/Card in the Post</b>  | Librarian Visit/Visit to Library<br>Local Nursing Home Residents visit for songs and snacks  | Observe Lifecycle of a Caterpillar<br>Bee Keeper visit<br>Experience Easter Traditions - Easter Egg Hunt, Egg Rolling and Easter Bonnet parade  | <b>Jungle Jo Visit (Rainforest Creatures)</b>   | <b>Teddy Bears Picnic</b>   |
| <b>Parent Partnership</b>                        | <b>Play and Stay – Autumn Celebrations</b><br>Parent consultations   | <b>Play and Stay – Christmas Crafts</b><br>EYFS Christmas Nativity Concert<br>Christmas Carol Service – St Luke's Church  | <b>Play and Stay Session – Parent consultations</b>  | <b>Play and Stay – Easter Traditions</b><br>Easter Service – St Luke's Church   | <b>Play and Stay Session – Explore The Rainforest (activities)</b>  | <b>Play and Stay Session – Seaside Activities</b><br>End of year written report<br><b>Teddy Bears Picnic &amp; Nursery Rhyme Performance</b>  |

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| <b>Rhyme and Reading Events</b>  | <ul style="list-style-type: none"> <li>*Book and a Biscuit Session</li> <li>*National Poetry Day – 2.10.25</li> </ul>  | <ul style="list-style-type: none"> <li>*Book and a Biscuit Session</li> <li>*World Nursery Rhyme Week – w/c 9/11/25</li> <li>*National Non-Fiction November</li> </ul>   | <ul style="list-style-type: none"> <li>*Book and a Biscuit Session</li> <li>*International Book Giving Day - 14.2.26</li> </ul>  | <ul style="list-style-type: none"> <li>*Book and a Biscuit Session</li> <li>*World Book Day - 5.3.26</li> </ul>   | <ul style="list-style-type: none"> <li>*Book and a Biscuit Session</li> <li>*National Share a Story month (May)</li> </ul>  | Book and a Biscuit Session<br>Librarian to visit from Heanor Library -Summer Reading Challenge (Over the summer holiday)   |
| <b>Communication and Language</b>  | <ul style="list-style-type: none"> <li>Identify and name a range of familiar objects and people (around 300 words).</li> <li>Make self-understood by unfamiliar adults by using a range of speech sounds and starting to pronounce multisyllabic words.</li> <li>Use pronouns and plurals and start to use prepositions.</li> <li>Start to join in with familiar stories, songs and rhymes.</li> <li>Shift attention when someone uses name and then follow an instruction.</li> <li>Start to develop conversational skills by listening before responding.</li> <li>Engage in pretend play</li> </ul> | <ul style="list-style-type: none"> <li>Use familiar vocabulary in play.</li> <li>Join in when singing familiar songs.</li> <li>Name familiar objects.</li> <li>Communicate needs.</li> <li>Enjoy simple stories.</li> <li>Listen and respond to a simple instruction and question with adult support.</li> <li>Start to develop pretend play.</li> </ul>   | <ul style="list-style-type: none"> <li>Speak in short phrases.</li> <li>Join in with repetitive phrases during story time.</li> <li>Confidently talk to a familiar adult.</li> <li>Enjoy a range of stories, songs, and rhymes.</li> <li>Listen to others in one to one or small groups, when conversation interests.</li> <li>Take part in pretend play using an object to represent something else.</li> </ul>   | <ul style="list-style-type: none"> <li>Speak in simple sentences.</li> <li>Join in with conversation with friends engaged in the same activity.</li> <li>Sing a familiar song or rhyme.</li> <li>Use new words learned through play and exploration.</li> <li>Start to listen to longer stories with interest and join in with familiar or repeating parts e.g. Bear Hunt.</li> <li>Respond to a simple instruction and question.</li> <li>Begin to develop stories using small world equipment and during pretend play.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to use sentences to link thoughts (e.g. using and, because).</li> <li>Build up a repertoire of simple songs and rhymes.</li> <li>Initiate a conversation with friends or a grown up while playing.</li> <li>Follow directions (if not intently focused on own choice of activity).</li> <li>Begin to develop more complex storylines in pretend play.</li> </ul>           | <ul style="list-style-type: none"> <li>Begin to use new topic vocabulary in play.</li> <li>Know a range of songs, rhymes and rhythms and use while playing.</li> <li>Speak in a full sentence of 3-6 words.</li> <li>Start a conversation and continue it with an adult or a friend.</li> <li>Talk about things that are happening now (present day).</li> <li>Initiate a conversation with friends or a grown up while playing.</li> <li>Talk about a story heard.</li> <li>Join in a conversation.</li> <li>Follow a simple 2 step instruction and answer questions.</li> <li>Express a point of view.</li> <li>Begin to develop more complex storylines in pretend play with peers</li> </ul> |
| <b>Personal, Social and Emotional Development</b>  | <ul style="list-style-type: none"> <li>Express a range of emotions.</li> <li>Safely explore emotions through play and stories.</li> <li>Begin to take turns.</li> <li>Establish sense of self.</li> <li>Develop friendships with others.</li> <li>Play with others, sharing and taking turns.</li> </ul> <p>*Colour Monster – to introduce how am I feeling and why?<br/>*Self help skills – good hygiene when visiting the toilet</p>   | <ul style="list-style-type: none"> <li>Manage transition from parent to key person.</li> <li>Talk about their feelings.</li> <li>Learn to use the toilet independently.</li> <li>Grow in independence, rejecting help.</li> <li>Play with increasing confidence.</li> </ul> <p>*Healthy eating -naming fruit and vegetables , 5 a day (link to Harvest).<br/>*Staying safe – Bonfire Night, using sources of technology and batteries, not touching medicines. (Linked to visit from Nurse).</p> | <ul style="list-style-type: none"> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Begin to understand gradually how others might be feeling.</li> <li>Increasingly follow values/ rules.</li> <li>Develop sense of responsibility.</li> <li>Become more outgoing with familiar people in nursery.</li> <li>Begin to play with one or more children.</li> </ul> <p>*Staying Healthy – good oral hygiene and other ways to stay clean and healthy.</p> | <ul style="list-style-type: none"> <li>Talk and manage their emotions.</li> <li>Begin to show more confidence in new situations.</li> <li>Follow values/ rules and understand why they are important.</li> <li>Be increasingly independent in meeting own needs.</li> <li>Notice and ask questions about differences.</li> <li>Play cooperatively with others.</li> </ul>   | <ul style="list-style-type: none"> <li>Increasingly able to moderate their feelings.</li> <li>Show an awareness of basic routines and boundaries.</li> <li>Remember values/ rules with less adult support.</li> <li>Select and use resources with help when needed.</li> <li>Play with others, beginning to resolve conflict, with support.</li> <li>Play with others, extending and elaborating play ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Talk about their feelings and the feelings of others.</li> <li>Increasingly remember values/ rules without being reminded.</li> <li>Manage own needs, using the toilet, washing and drying hands (with some reminders).</li> <li>Develop sense of responsibility and membership of a community.</li> <li>Talk with others to solve conflicts, with support.</li> <li>Think about the perspectives of Others, with support.</li> </ul> <p>*Staying safe in the sun – slip, slap, slop and stay hydrated<br/>*Stranger Danger – when out and about in summer holidays.</p>  |
| <b>Zones of Regulation introduced and children encouraged and supported to identify feelings and ways to respond to own feelings – Focus on Blue, Green and Red feelings</b> |  |  |  |   |   |  |
| <b>Physical Development</b><br><b>Gross Motor</b>  | <ul style="list-style-type: none"> <li>Begin to enjoy gross motor activities (kicking, throwing, catching).</li> <li>Build independently with a range of appropriate resources.</li> </ul>   | <ul style="list-style-type: none"> <li>Climb, jump and start to use the stairs independently.</li> <li>Start to kick, throw and catch balls.</li> <li>Begin to move in time to music.</li> </ul>   | <ul style="list-style-type: none"> <li>Increasingly independent with dressing.</li> <li>Revise and refine fundamental movement skills.</li> <li>Choose the right resources to carry out own plan.</li> </ul>   | <ul style="list-style-type: none"> <li>Skip, hop and stand on one leg.</li> <li>Increasingly able to use and remember sequences.</li> <li>Start taking part in some group activities which are made up by self or in teams.</li> </ul>  | <ul style="list-style-type: none"> <li>Climb up apparatus using alternate feet.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, Carry large hollow blocks.</li> </ul>   | <ul style="list-style-type: none"> <li>Begin to use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Use and remember sequences and patterns of movement related to music.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>Walk, run, jump, climb and use the stairs independently</li> </ul>  | <ul style="list-style-type: none"> <li>Match developing physical skills to tasks.</li> </ul>   | <ul style="list-style-type: none"> <li>Use core muscle strength to achieve good posture.</li> </ul>   |   |  | <ul style="list-style-type: none"> <li>Continue to develop movement, balancing, riding and ball skills.</li> <li>Hold a pose for a game like musical statues.</li> <li>Use a scooter or ride a tricycle.</li> </ul>   |
| <b>Fine Motor</b>   | <ul style="list-style-type: none"> <li>Develop manipulation and control.</li> <li>Explore different tools.</li> <li>Start eating independently and learn how to use a knife and fork.</li> </ul>   | <ul style="list-style-type: none"> <li>Use two hands to open and close scissors.</li> <li>Clump dough together.</li> </ul>   | <ul style="list-style-type: none"> <li>Show preference for dominant hand.</li> <li>Use a comfortable grip.</li> <li>Chop scraps of paper into smaller bits.</li> <li>Squish and poke dough.</li> </ul>  | <ul style="list-style-type: none"> <li>Use thumb and 4 finger scissors to make snips into paper.</li> <li>Eat independently using a knife and fork.</li> <li>Use a comfortable grip with good control when holding pencil and crayons.</li> </ul>   | <ul style="list-style-type: none"> <li>Manipulate and control scissors with increasing control.</li> <li>Begin to use a range of tools competently.</li> <li>Squash, pinch and squeeze dough in hands.</li> </ul>  | <ul style="list-style-type: none"> <li>Develop small motor skills to use a range of tools confidently.</li> <li>Begin to develop 4 finger grips.</li> </ul>   |
| Dough Disco and Busy Fingers activities incorporated in to daily routines     |  |  |   |   |  |   |
| <b>Squiggle Wiggle Time</b>   | Large movements made to songs/music linked to each weekly theme. Initially starting with single one arm movements, then double doodles and then using movement in opposite directions. Movements then transferred to mark making on a large scale. Moving to the music.  |  |   |   |  |   |
| <b>Story Dough Session</b>  | <ul style="list-style-type: none"> <li>Introduction to movements with the dough – roll, ball, sausage, flattening, pinch</li> <li>Story Dough sessions planned to incorporate events and ideas from Core Story 'Goldilocks and The Three Bears'.</li> <li>-Forming shapes to represent people</li> </ul>   | <ul style="list-style-type: none"> <li>Isolation of individual fingers – Finger Family</li> <li>Story Dough sessions planned to incorporate events and ideas from Core Story 'Goldilocks and The Three Bears'.</li> <li>-Forming a clear head and body to represent a person</li> </ul>  | <ul style="list-style-type: none"> <li>Focus on using one hand and then the other – strengthening non-dominant hand.</li> <li>Story Dough sessions planned to incorporate events and ideas from Core Story 'The Gingerbread Man'.</li> <li>-Forming a clear head, body arms and legs to represent a person</li> </ul> | <ul style="list-style-type: none"> <li>Story Dough sessions planned to incorporate events and ideas from Core Story 'The Very Hungry Caterpillar'.</li> <li>-Forming a clear head, body arms, legs to represent a person and adding dough pieces with control to represent face</li> </ul>      | <ul style="list-style-type: none"> <li>Story Dough sessions planned to incorporate events and ideas from Core Story 'Walking Through The Jungle'.</li> <li>-Forming a clear head, body arms, legs to represent a person and adding dough pieces with control to represent face</li> </ul>                              | <ul style="list-style-type: none"> <li>Extend Story Dough session to incorporate 'Drawing Club' mark making after dough input.</li> <li>Story Dough sessions planned to incorporate events and ideas from Core Story 'Handa's Surprise'.</li> <li>Drawing a clear picture of a person with head, body, arms, legs, facial features and adding detail for clothing.</li> </ul> |
| <b>Literacy Writing</b>   | <ul style="list-style-type: none"> <li>Make marks on their picture.</li> <li>Enjoy drawing freely.</li> </ul>  | <ul style="list-style-type: none"> <li>Make marks on their picture that stand for their name.</li> <li>Enjoy drawing freely, in the outdoor area with chalk and brushes.</li> </ul>  | <ul style="list-style-type: none"> <li>Make marks on their picture that stand for their name.</li> <li>Begin to give meaning to their marks.</li> <li>Show evidence of circles and straight lines within their drawings.</li> </ul>   | <ul style="list-style-type: none"> <li>Make marks on their picture that stand for their name.</li> <li>Begin to give meaning to their marks.</li> <li>Show evidence of circles and straight lines within their drawings.</li> </ul>   | <ul style="list-style-type: none"> <li>Write some or all their name.</li> <li>Write some letter shapes accurately.</li> </ul>  | <ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing.</li> <li>Begin to write their name with recognisable letters.</li> </ul>  |
| 'Mark Making Journey' activities every two weeks linked to theme of the week. |  |  |   |   |  |   |
| <b>Reading</b>  | <ul style="list-style-type: none"> <li>Enjoy singing rhymes, tuning in and paying attention.</li> <li>Join in with songs and rhymes, copying sounds, rhymes, tune and tempo.</li> <li>Say some of the words in songs and rhymes.</li> <li>Pay attention and respond to the pictures or the words.</li> <li>Enjoy sharing books with adults.</li> <li>Have favourite books and seek them out, to share with an adult, another child, or to look at alone</li> </ul> | <ul style="list-style-type: none"> <li>Enjoy singing rhymes, tuning in and paying attention.</li> <li>Say some of the words in songs and rhymes.</li> <li>Copy finger movements and other gestures.</li> <li>Pay attention and respond to the pictures or the words.</li> <li>Enjoy sharing books with adults.</li> <li>Have favourite books and seek them out, to share with an adult, another child, or to look at alone.</li> </ul> | <ul style="list-style-type: none"> <li>Sing rhymes whilst playing.</li> <li>Start to engage in conversation about stories.</li> <li>Notice some prints, such as the letters in their name.</li> <li>Ask questions about a book.</li> <li>Begin to understand we read from left to right and top to bottom.</li> </ul> | <ul style="list-style-type: none"> <li>Sing songs and say rhymes independently.</li> <li>Engage in conversation about stories, beginning to learn new vocabulary.</li> <li>Develop play around their favourite familiar stories.</li> <li>Begin to count or clap syllables in words.</li> </ul> | <ul style="list-style-type: none"> <li>Confidently sing songs and rhymes to adults.</li> <li>Demonstrate understanding of what has been read.</li> <li>Repeat words and phrases from stories using props.</li> <li>Spot words with the same initial sound.</li> <li>Use some vocabulary from books in play.</li> </ul> | <ul style="list-style-type: none"> <li>Re-read to make sure what they have read makes sense.</li> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>  |

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| <b>Phonics<br/>(Little Wandle Letters and Sounds)</b> | Little Wandle Phonics: Foundations Tuning into sounds: environmental sounds and rhymes   | Little Wandle Phonics: Foundations Tuning into sounds: s a t p i n   | Little Wandle Phonics: Foundations Tuning into sounds: m g d o c k e   | Little Wandle Phonics: Foundations Tuning into sounds: u r h b f l j  | Little Wandle Phonics: Foundations Tuning into sounds: v w y z qu ch   | Little Wandle Phonics: Foundations Tuning into sounds: ck x sh th ng nk  |
| <b>Little Wandle Rhyme Time (Focus Rhymes)</b>        | Week 1& 2– Twinkle Twinkle & Children's favourite Nursery Rhymes at home<br><br>Week 3 & 4 – 1,2,3,4,5 Once I caught a Fish Alive<br><br>Week 5 & 6 – The Wheels on the Bus<br><br>Week 7 & 8 – 1,2 Buckle My Shoe   | Week 1& 2– Wind The Bobbin Up<br><br>Week 3 & 4 – Jack and Jill<br><br>Week 5 & 6 – Incy Wincy Spider<br><br>Week 7 – Pat a Cake   | Week 1 – Pat A Cake<br><br>Week 2 & 3 – Hickory Dickory Dock<br><br>Week 4 & 5 – Baa Baa Black Sheep<br><br>Week 6 – Humpty Dumpty   | Week 1 – Humpty Dumpty<br><br>Week 2 & 3 – Mary, Mary Quite Contrary<br><br>Week 4 & 5 – Ring A Ring Of Roses   | Week 1& 2– Hey Diddle, Diddle<br><br>Week 3 & 4 – Miss Polly Had a Dolly<br><br>Week 5 & 6 – Down at The Station   | Week 1& 2– A Sailor Went To Sea<br><br>Week 3 & 4 – Row, Row, Row your Boat<br><br>Week 5 & 6 – Grand Old Duke of York<br><br>Week 7 & 8 – Round and Round The Garden<br><br><b>End of Year Performance of Nursery Rhymes for Parents</b>                        |
| <b>Mathematics (White Rose Maths)</b>                 | White Rose Maths – Nursery Units 1-4<br><br>Unit 1 Comparison 1 'More than, fewer than, same'<br><br>Unit 2 Shape, Space and Measures 1<br><br>Unit 3 Pattern 1<br><br>Unit 4 Counting 1   | White Rose Maths – Nursery Units 5-8<br><br>Unit 5 Counting 2<br><br>Unit 6 Subitising 1<br><br>Unit 7 Patterns 2<br><br>Unit 8 Shape, Space and Measures 2  | White Rose Maths – Nursery Units 9-11<br><br>Unit 9 Subitising 2<br><br>Unit 10 Counting 3<br><br>Unit 11 Shape, Space and Measures 3  | White Rose Maths – Nursery Units 12 – 15<br><br>Unit 12 Pattern 3<br><br>Unit 13 Counting 4<br><br>Unit 14 Shape, Space and Measures 4<br><br>Unit 15 Subitising 3  | White Rose Maths – Nursery Units 16 - 19<br><br>Unit 16 Comparison 2<br><br>Unit 17 Pattern 4<br><br>Unit 18 Shape, Space and Measures 5<br><br>Unit 19 Pattern 5  | White Rose Maths – Nursery Units 20 – 24<br><br>Unit 20 Subitising 4<br><br>Unit 21 Counting 5<br><br>Unit 22 Pattern 6<br><br>Unit 23 Counting 6<br><br>Unit 24 Comparison 3  |
| <b>Mathematics Vocabulary</b>                         | count, number, collection, set, more, less, fewer, same 1,2,3,4,5,6,7,8,9,10, order, sequence, big, bigger, small, smaller, shape, straight, flat, round, curved, stack, routine, repeat, pattern, line, first, roll<br><br>Pattern, repeat, repeating, next                           | count, number, 1,2,3,4,5,order, sequence, forwards, backwards, more, less, fewer, how many, subitise, fast eyes, set, group, amount, action, order, sequence, pattern, day, next,<br><br>Position, move, in, out, up, down, in front, behind, next to, beside, on top, below, under, size, small, smaller, smallest, big, bigger, biggest<br><br>Shape, box, block, compare, sort pointy, curvy, round, flat | 1,2,3, count, number, amount, how many, label, subitise, fast eyes, shape, piece, fit, move, rotate, Circle, Square, Triangle, Rectangle, round, curved, straight, on, under, next to, beside, in between,   | shape, solid shape block, flat, straight round, curved face, Cube, Cuboid Cylinder, Sphere, Pyramid, Cone, stack fit, roll<br><br>number, amount, count, group, set 1,2,3,4,5 forwards more, backwards, less, fewer, numeral, order, dot, spot pattern, how many check, copy, repeat sequence                                   | left, right, in, out, inside, fit, size, big, bigger, biggest, small, smaller, smallest, Collection, compare, count, more, fewer, less, same, 1,2,3,4,5, amount, how many, Fast eyes/fingers, subitise<br><br>shape, sort, 'sharp', 'pointy', 'curvy', 'round' and 'flat' pattern, sequence, repeat, next, shape, line match, fit, puzzle, piece, path, shape, shadow, position, line, straight, curve | shape, piece, fit, move, rotate, Circle, Square, Triangle, Rectangle, round, curved, straight, on, under, next to, beside, in between<br><br>subitise, fast eyes. Spot, dot, how many, number, numeral, amount, count, match, 1,2,3,4,5 (extend to 10), compare, |
| <b>Understanding the World</b>                        | <ul style="list-style-type: none"> <li>To recognise and name members of their family.</li> <li>Name and describe people who are familiar to them.</li> <li>Talk about people around them.</li> <li>Make connections between the features of their family and other families</li> </ul> | <ul style="list-style-type: none"> <li>Name familiar sources of technology (a laptop, tablet and keyboard)</li> <li>Begin to show an understanding how 'machines'/technology supports us in daily life to carry out tasks</li> </ul>   | <ul style="list-style-type: none"> <li>Begin to make sense of their own life story.</li> <li>Begin to show an understanding of the past and present time.</li> <li>Talk about what they see, using a wide vocabulary, naming body parts, changes from themselves as a baby.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things</li> <li>Talk about what they see using a wide vocabulary.</li> <li>Understand the key features of the life cycle of a plant and an minibeast (Caterpillar to Butterfly) .</li> </ul> | <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Understand the need to respect and care for the natural environment and all living things.</li> <li>Begin to understand that</li> </ul>   | <ul style="list-style-type: none"> <li>Discuss experiences of visiting different places.</li> <li>Begin to understand some places are special to members of their community.</li> <li>Talk about what they see using a wide vocabulary.</li> </ul>               |

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|  | <ul style="list-style-type: none"> <li>Notice difference between people, their likes and dislikes (linked to new classroom areas)</li> <li>Identify and name people who help them at home, in the family and wider community</li> <li>Begin to identify people who can help in school</li> <li>Begin to identify feelings linked to exploring areas of provision. 'What makes me happy?'</li> <li>Explore how our homes are different and attempt to describe where our house is.</li> <li>Create simple maps</li> <li>Explore and name ways to travel on a journey near and far.</li> <li>Explore and respond to different natural phenomena in the nursery setting.</li> <li>Observe changes to the weather and environment. Spotting signs of autumn.</li> </ul> | <ul style="list-style-type: none"> <li>Explore new sources of technology with adult support- Beebot, talking tins, remote control toys.</li> <li>Repeat actions that have an effect.</li> <li>Show interest in different occupations and how they use machines in their jobs.</li> <li>Begin to understand that machines are powered by electricity or stored energy such as batteries.</li> <li>Begin to understand that machines work by giving instructions, pressing a button.</li> <li>Explore using a tablet to video own clips (using puppet show after Pinxton Puppets visit)</li> <li>Make connections between the features of their family and other families.</li> <li>Discuss experiences of visiting different places e.g. celebrations, places of worship.</li> <li>Develop positive attitudes towards others.</li> <li>Notice difference between people- different faiths and festivals</li> <li>Talk about the differences between materials and changes they notice- cooking festival food/treats.</li> <li>Explore traditions linked to the festival of Christmas.</li> <li>Begin to show an understanding of the story of The First Christmas</li> </ul> | <ul style="list-style-type: none"> <li>Begin to talk about members of their family and community.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Explore toys from the past and try to describe how these are different to own toys</li> <li>Ask simple questions to find out what the past was like as a child (Grandparent to be invited in to nursery)</li> <li>Explore and enjoy traditional stories and nursery rhymes which have been shared for many years.</li> <li>Explore seasonal changes in winter using some of the senses.</li> <li>Talk about what they see, using a wide vocabulary- link to winter e.g. snow and ice.</li> <li>Explore natural materials, inside and outside- exploring the cold e.g. ice.</li> <li>Talk about the differences between materials and changes they notice e.g. water and ice.</li> </ul> | <ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Begin to understand that seeds and plants need water and sunlight to stay alive and grow healthily.</li> <li>Name a range of common fruit and vegetables available in the local supermarket</li> <li>Begin to name plants which can be found in their natural environment.</li> <li>Begin to understand that a baby creature can grow and change inside the egg if it is kept safe.</li> </ul> |   | <ul style="list-style-type: none"> <li>Use all their senses in hands on exploration of natural and man made materials. (sort recycling)</li> <li>Explore collections of materials with similar/different properties rockpools, pebbles, shells, sand etc.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Explore and talk about different forces they can feelwater pushing up a plastic boat (concept of floating), push/ pull.</li> <li>To know how to keep teeth healthy, brushing twice a day, less sugary foods and drinks (linked to packing for a holiday/picnic)</li> <li>Explore seasonal changes and attempt to name three features of the season of Summer</li> <li>Begin to show an understanding that the World is made up of land and water.</li> <li>Know that we live in a country. (England), and a town called Loscoe</li> <li>Begin to understand why it is called the Seaside when sharing a map/globe with an adult.</li> <li>Begin to make simple comparisons between holiday in this country and the wider world</li> <li>Show understanding that there is a past and a present and begin to use vocabulary to describe time.</li> <li>Begin to identify differences between Seaside in the past to now a days</li> <li></li> </ul> |
| <b>Religious Education</b><br>(Integrated into topic Teacher led sessions, provision and the celebration of festivals as they occur) | <b>Topic Link:</b> Awe and Wonder of the change of season - Autumn<br>Celebration/Festival: Harvest   | <b>Topic Link:</b> Story of The First Christmas and traditions linked to Christian beliefs. The Church as a special place for Christians at Christmas.<br>Celebration/Festival: Christmas   | <b>Topic Links:</b> Awe and Wonder of the change of season – Winter. Special People in our families.<br>Celebration/Festival: Chinese New Year, Shrove Tuesday   | <b>Topic Link:</b> Awe and Wonder of the change of season – Spring, new life and observing living things growing<br>Celebration/Festival: Easter  | <b>Topic Link:</b> Awe and wonder of nature/the natural world, exploring Jungle/Rainforest and the creatures which live there. Experience of holding creatures and taking care of them. | <b>Topic Link:</b> Awe and Wonder of the change of season – Summer, taking care of the environment and world around us  |
| <b>Expressive Arts and Design</b>  | <b>COLLAGE</b><br>Introduction to 'Making it Area' as part of continuous provision.   | <b>3D/ SCULPTURE</b><br>Introduction of Clay continuous provision within 'Making it Area'<br><ul style="list-style-type: none"> <li>Make simple models.</li> </ul>  | <b>PAINTING</b><br>Introduction of block paints on the Artist Easel<br><ul style="list-style-type: none"> <li>Explore paint using brushes and other tools.</li> </ul>  | <b>PRINTING</b><br>Incorporate stamps, shapes and paint colour pads within Art Area   | <b>DRAWING</b><br>Incorporate new mark making materials within Art Area, such as pastels and charcoal   | <b>TEXTILES</b><br>Introduce mini mannequin, fabric, ribbon and lace to create own outfits.   |

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|   | <ul style="list-style-type: none"> <li>• Talk about their creations and name the tools they have used.</li> <li>• Develop own ideas and decide which materials to use to express them.</li> <li>• Manipulate and play with different materials.</li> <li>• Develop own ideas and decide which materials to use to express them.</li> <li>• Explore different materials freely, to develop ideas.</li> <li>• Think about how to use different materials to create.</li> </ul>  | <ul style="list-style-type: none"> <li>• Use imagination to consider what they can do with different materials.</li> <li>• Explore different materials freely, to develop ideas.</li> <li>• Think about how to use different materials to create.</li> <li>• Develop own ideas and decide which materials to use to express them.</li> </ul>  | <ul style="list-style-type: none"> <li>• Draw with paint using details such as representing a face with a circle.</li> <li>• Explore colour and colour mixing.</li> <li>• Explore, use and refine a variety of artistic effects using colour.</li> </ul>   | <ul style="list-style-type: none"> <li>• Express ideas and feelings through making marks.</li> <li>• Manipulate and play with different materials.</li> <li>• Explore, use and refine a variety of artistic effects using colour.</li> </ul>   | <ul style="list-style-type: none"> <li>• Know about size, shape and making different marks.</li> <li>• Create closed shapes with continuous lines and begin to represent objects.</li> <li>• Draw with increasing complexity and detail such as representing a face with a circle and including details.</li> <li>• Explore how lines can be changed through experimenting. Vocabulary: pencil, line, draw, mar</li> </ul>  | <ul style="list-style-type: none"> <li>• Join different materials and explore different textures.</li> <li>• Explore different materials freely, to develop ideas.</li> <li>• Think about how to use different materials to create.</li> <li>• Explore creating own artwork, in the style of Van Gogh's painting (Boats)</li> <li>• Explore recyclable materials to design and make a Bug Hotel</li> </ul>  |
| <b>Musical Exchanges</b><br><small>(Focus on building confidence to perform within a group, independently exploring voice, body percussion and instruments)</small> | <ul style="list-style-type: none"> <li>• Remember and join in with singing a few familiar songs and rhymes</li> <li>• Begin to sing the melodic shape of familiar songs.</li> <li>• Introduced to a steady 'heartbeat' in a rhyme. (Modelled by adult and begin to join in)</li> <li>• Move in time to a modelled rhythm. (Coffee Tea, train activity)</li> <li>• Introduced to pitch using voice (Mouse/elephant) to high and low as a signal to sit down or stand up</li> <li>• Begin to explore instruments to make different sounds. (Egg shaker/Maracas, Claves and Castanets)</li> </ul>  | <ul style="list-style-type: none"> <li>• Sing a range of familiar songs and nursery rhymes from memory.</li> <li>• Sing in a group or on my own and am beginning to match the pitch and follow the melody.</li> <li>• Introduced to pitch using instrument to high and low as a signal to sit down or stand up</li> <li>• Use body percussion to begin to tap a steady heartbeat within a known nursery rhyme.</li> <li>• Begin to move rhythmically to music.</li> </ul> | <ul style="list-style-type: none"> <li>• Sing an increased repertoire of songs and nursery rhymes from memory.</li> <li>• Explore playing set percussion instruments correctly. (Claves, Egg Shaker/Maracas, Castanets)</li> <li>• Explore heartbeat of a rhyme independently.</li> <li>• Begin to change tempo of a 'heartbeat' within song/rhyme, changing between fast/slow. Sing appropriately to match.</li> <li>• Explore listening music, identifying whether to move fast/slow.</li> </ul> | <ul style="list-style-type: none"> <li>• Sing in a group or on my own, increasingly matching the pitch and following the melody.</li> <li>• Move in time with a rhythm.</li> <li>• Play percussion instruments correctly. (Claves, Egg Shaker/Maracas, Castanets)</li> <li>• Explore dynamics of music, identifying when an instrument is played loud/quiet</li> </ul> | <ul style="list-style-type: none"> <li>• Sing a wide range of well-known nursery rhymes and songs.</li> <li>• Select an instrument for the sound it makes for a selected purpose. (Match to animals)</li> <li>• Play percussion instruments correctly and confidently to match given dynamics. (Claves, Egg Shaker/Maracas, Castanets)</li> <li>• Explore copying simple rhythms using body percussion and instruments</li> <li>• Move to music to show own interpretation (Carnival of The Animals)</li> </ul> | <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</li> <li>• Explore creating their own songs based on known rhymes eg This is the way we..... (Using Here we go around the Mulberry Bush tune)</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> <li>• Begin to explore simple symbols to compose own pieces of music.</li> <li>• Attempt to respond appropriately and independently with acknowledgement of Pulse/Beat, Tempo, Pitch, Dynamics and Rhythm</li> </ul> |
| <b>Characteristics of Effective Learning</b>  | <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between staff and parents/carers.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><b>Learning through play:</b> At Loscoe C of E Primary School and Nursery , we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults. We ensure that all children learn and develop well and are kept healthy and safe.</p> |   |  |  |   |   |



