



Palace Fields Primary School
Reception & Nursery Long Term Plan
2026/2027

THIS PLAN IS SUBJECT TO CHANGE DEPENDING ON THE NEEDS OF THE CLASS

Term	Autumn 1 All About Me Once Upon A Time	Autumn 2 Sparkle & Shine!	Spring 1 Frozen Planet Dinosaur Discoverers	Spring 2 Amazing Animals Marvellous Minibeasts	Summer 1 Life By The Sea	Summer 2 The Wonderful World of Eric Carle
Theme	All About Me Families Birthdays Homes Senses Autumn Vegetables	Halloween Bonfire Night Diwali Road safety Space Christmas Space	Winter/Seasons Cold places Dinosaurs Valentine's Day Chinese New Year (6th Feb 2027) Recycling People Who Help Us	Spring Animals Minibeasts Mother's Day St Patricks Day Easter Holi	Growing Lifecycles (non-fiction) Seaside Boats Pirates Sea animals Summer Planting/growing	Aspirations Transitions/change Journeys Artists Summer Father's Day School ready
WOW Enhancements	Autumn Walk Make vegetable soup Pumpkin picking/decorating	Halloween Party Winter walk Firework safety Diwali Celebrations Christmas Show	Exploring our school Emergency services visit Chinese Food Tasting	Pancake Making Colour run Minibeast hunt	Planting Chicks/Ducks	Reception graduation Moving up visits
Home Links	Meet the team (welcome) Phonics workshop Reading books Home Learning	Christmas crafts Christmas Show Stay & play Reading books Home Learning	Class showcase Stay & play Parent's evening Reading Books Home Learning	Mother's Day Stay & play Reading books Home Learning	Stay & play Reading books Home Learning	Father's Day Stay & Play Reading books Home Learning Reports
Key Texts	Goldilocks and the Three Bears (R) The Gingerbread Man (R) Not Now Bernard(R) The Three Little Pigs (N) Little Red Riding Hood (N)	Star In A Jar (R) Funnybones (R) Little Glow (R) The Jolly Postman (R) First Festivals: Diwali (N) We're Going on an Elf Hunt (N)	Ruby's Worry (R) Supertato (R) Dinosaurs Love Underpants (R) Lost and Found (R) The Polar Bear and the Snow Cloud (N) The Little Red Hen (N) 1,2,3 Do the Dinosaur (N)	Little Red (R) Superworm (R) The Odd Egg (R) Mad About Minibeasts (N) Rosie's Walk (N) Dear Zoo (N)	The Storm Whale (R) The Snail and the Whale (R) Tiddler (R) The Night Pirates (R) Commotion in the Ocean (N) The Ugly Duckling (N)	Stuck (R) A House for a Hermit Crab (R) The Mixed Up Chameleon (R) The Colour Monster (R) Brown Bear (N) The Very Hungry Caterpillar (N)
Communication and Language						
Curriculum Objectives	Nursery - Listen to familiar songs, rhymes and short stories. - Join in with familiar rhymes and repeated phrases. - Understand simple instructions and questions. - Use talk to communicate needs, interests and ideas. - Begin to use sentences to communicate. - Learn and use the names of familiar objects and actions. - Take part in simple back-and-forth interactions.	Nursery - Listen to familiar stories with increasing attention. - Join in with repeated refrains and anticipate familiar parts of stories. - Follow simple directions. - Understand and use positional language such as under, on top and behind. - Use a growing range of vocabulary. - Talk about something that has happened. - Begin to connect ideas using words such as and.	Nursery - Enjoy listening to longer stories and remember key events. - Maintain attention in a small group when interested. - Follow instructions containing more than one element. - Begin to understand why and how questions. - Use increasingly complex sentences. - Recall a simple past event in the correct order. - Use talk during imaginative and role play.	Nursery - Listen to others in one-to-one and small-group conversations. - Respond appropriately to what others say. - Understand increasingly complex instructions. - Ask and answer a wider range of questions. - Extend vocabulary through stories, experiences and play. - Use talk to explain what they are doing. - Begin to use language to organise their play and ideas.	Nursery - Listen to longer stories with increasing attention and recall. - Shift attention between an activity and an adult when needed. - Understand who, what, where, when and why questions. - Use increasingly varied vocabulary. - Use longer sentences to communicate ideas. - Sequence ideas and events when talking. - Develop storylines within imaginative play. - Take turns in longer conversations.	Nursery - Listen and respond to the ideas of others in conversation. - Follow increasingly complex instructions. - Understand a wide range of questions. - Use newly learned vocabulary confidently in different contexts. - Retell familiar stories and experiences in sequence. - Use talk to organise and clarify thinking, ideas and feelings. - Maintain a conversation for several turns. - Express ideas and points of view.

						• Create narratives and storylines in play.
	<u>Reception</u> • Listen attentively during stories, songs, rhymes and discussions. • Follow classroom instructions and routines. • Understand and respond to who, what and where questions. • Learn and use new vocabulary linked to experiences and texts. • Express needs, ideas and feelings using sentences. • Take turns when speaking and listening. • Talk about familiar experiences.	<u>Reception</u> • Listen to and talk about stories, building familiarity and understanding. • Maintain attention during longer interactions. • Follow instructions involving several ideas or actions. • Understand and respond to why questions. • Use new vocabulary in different contexts. • Connect ideas when speaking. • Retell familiar events and stories in sequence. • Ask questions to find out more.	<u>Reception</u> • Listen carefully and respond appropriately to others. • Understand who, what, where, when, why and how questions. • Use talk to organise and clarify thinking. • Use increasingly precise vocabulary. • Describe events in some detail. • Explain ideas using connected sentences. • Retell familiar stories with increasing detail. • Develop narratives in imaginative play.	<u>Reception</u> • Listen attentively while engaged in another activity. • Respond to others' ideas during conversations and discussions. • Follow increasingly complex instructions. • Ask relevant questions to clarify understanding. • Use recently introduced vocabulary confidently. • Explain how and why something happened. • Sequence events and ideas clearly. • Sustain conversations for several turns. • Use language to reason and solve problems.	<u>Reception</u> • Listen to, understand and respond to increasingly complex ideas. • Make relevant contributions during class and small-group discussions. • Ask questions to deepen understanding. • Use a broad and increasingly precise vocabulary. • Express ideas and feelings clearly. • Give reasons for opinions and choices. • Retell stories and experiences using appropriate sequencing and detail. • Use language to negotiate, predict, explain and problem-solve. • Adapt talk to different situations.	<u>Reception</u> • Listen attentively and respond with relevant comments and questions. • Follow detailed instructions involving several ideas or actions. • Hold conversations when engaged in back-and-forth exchanges. • Use new vocabulary independently and appropriately. • Express ideas and feelings using well-formed sentences. • Explain ideas and events clearly and in sequence. • Give reasons and explanations for ideas. • Retell and invent narratives using appropriate vocabulary. • Participate confidently in small-group and whole-class discussion. • Use language independently to organise thinking and learning.
Opportunities, provision & adult interactions	<u>Nursery:</u> • Establish daily singing and rhyme times. • Repeat favourite stories so children can join in with familiar words and phrases. • Adults model simple sentences and extend children's speech. • Use visual prompts and gestures alongside instructions. • Provide small-world and role-play opportunities based on children's experiences. • Adults narrate children's play and introduce vocabulary naturally. • Give children plenty of time to respond to questions. • Model conversational turn-taking.	<u>Nursery:</u> • Introduce and revisit new vocabulary through stories, play and provision. • Use puppets and props to encourage children to join in with stories. • Encourage children to talk about home and familiar experiences. • Play listening and attention games. • Model positional language during construction and physical play. • Encourage children to give simple instructions to others. • Use role play to develop sustained conversations. • Ask children to predict what might happen next in familiar stories.	<u>Nursery:</u> • Read increasingly longer stories and discuss key events afterwards. • Use story props and small world for children to recreate familiar stories. • Model who, what, where, why and how questions. • Introduce interesting vocabulary linked to current texts and experiences. • Encourage children to describe what they are making or doing. • Provide opportunities to recount recent experiences. • Adults extend children's sentences by modelling additional vocabulary and detail. • Play games involving two-part instructions.	<u>Nursery:</u> • Encourage sustained imaginative play through well-resourced role-play areas. • Adults join play sensitively and model richer vocabulary. • Use open-ended questions: “I wonder why...” “How could we...” • Encourage children to explain their ideas rather than giving one-word answers. • Use story maps and sequencing pictures to support retelling. • Provide opportunities for children to talk with a partner before sharing with a group. • Introduce problems into play for children to discuss and solve. • Continue daily rhymes, songs and repeated stories.	<u>Nursery:</u> • Encourage children to retell familiar stories using props, puppets and small world. • Create opportunities for children to invent their own stories during play. • Adults model language for agreeing and disagreeing respectfully. • Ask children to explain how they know or why they think something. • Encourage children to talk about past and future events. • Play listening games requiring children to remember increasingly complex instructions. • Introduce ambitious vocabulary through first-hand experiences. • Encourage longer peer-to-peer conversations.	<u>Nursery:</u> • Encourage children to tell increasingly detailed stories and recount experiences. • Give children opportunities to speak to small groups. • Encourage children to express and explain their opinions. • Use open-ended questions that encourage prediction and reasoning. • Provide collaborative challenges requiring children to talk, plan and negotiate. • Encourage children to independently use new vocabulary in play. • Revisit favourite stories, songs and rhymes from across the year. • Model the listening, conversation and independence skills that will support transition into Reception.

	Reception: • Establish daily opportunities for stories, rhymes, songs and class discussion. • Explicitly teach and revisit vocabulary from core texts and topics. • Model good listening and conversational turn-taking. • Use partner talk before whole-class responses. • Adults model complete sentences and extend children's responses. • Use story props, small world and role play to encourage retelling. • Ask who, what and where questions during stories and play. • Give children time to formulate responses rather than answering for them.	Reception: • Introduce vocabulary before and during story reading and revisit it throughout provision. • Use repeated reading so children become familiar with story language. • Encourage children to retell familiar stories using story maps and props. • Ask children to predict and explain what might happen next. • Model why questions and encourage children to explain their answers. • Give children increasingly complex classroom instructions. • Provide collaborative construction and role-play challenges requiring discussion. • Encourage children to ask questions about unfamiliar words and ideas.	Reception: • Use who, what, where, when, why and how questions regularly. • Encourage children to describe events in sequence and include relevant detail. • Use partner/group discussion before writing activities. • Ask children to explain their thinking during maths, investigations and play. • Introduce subject-specific vocabulary through first-hand experiences. • Provide opportunities to retell and innovate familiar stories. • Adults model thinking aloud: “I think... because...” • Encourage children to ask questions to find out more.	Reception: • Use open-ended questions that require explanation rather than recall. • Encourage children to justify predictions and opinions. • Introduce problems during provision that require collaborative discussion. • Use sustained shared thinking during investigations: “What do you notice?” “Why might that have happened?” • Encourage children to negotiate roles and ideas during imaginative play. • Provide opportunities for children to tell stories to an audience. • Encourage increasingly independent use of recently introduced vocabulary. • Model how to clarify ideas when someone does not understand.	Reception: • Hold regular small-group discussions around texts, experiences and investigations. • Ask children to give reasons for opinions: “Which would you choose and why?” • Encourage children to build on another child's idea. • Use prediction, reasoning and problem-solving throughout the curriculum. • Encourage children to independently retell and invent stories. • Provide opportunities to explain processes, e.g. how we planted a seed or how we made a model. • Encourage children to adapt how they communicate depending on their listener. • Introduce and expect increasingly precise vocabulary.	Reception: • Give children opportunities to lead discussions and explain their ideas to others. • Encourage children to ask their own questions and seek answers. • Use collaborative projects requiring children to plan, negotiate, explain and review. • Encourage detailed recounts of experiences and events. • Invite children to tell and perform their own stories. • Ask children to justify ideas using because, so, if and when. • Encourage independent use of vocabulary accumulated across the year. • Provide opportunities to talk about changes, achievements and moving to Year 1. • Model and practise the listening, questioning and discussion skills needed for Year 1.
Personal, Social and Emotional Development						
Curriculum Objectives	Nursery: • Separate from main carer with increasing confidence. • Develop relationships with familiar adults. • Begin to play alongside/with others. • Express basic feelings and needs. • Become familiar with routines and boundaries. • Begin to select resources independently. Reception: • Build relationships with adults and peers. • Follow class routines and expectations. • Identify and name feelings. • Select activities/resources independently. • Manage basic personal needs. • Begin to see themselves as part of the class community.	Nursery: • Develop friendships with other children. • Begin to take turns and share with support. • Recognise basic emotions in self and others. • Follow familiar routines with increasing independence. • Begin to understand why rules are important. • Seek help when needed. Reception: • Take turns and cooperate with others. • Understand different feelings. • Follow rules and explain why some are needed. • Persevere with familiar challenges. • Develop confidence speaking within a group. • Show increasing independence.	Nursery: • Play with one or more children, extending play ideas. • Begin to find solutions to simple conflicts. • Talk about feelings using appropriate vocabulary. • Show increasing independence in self-care. • Develop confidence when trying new activities. • Begin to understand how actions affect others. Reception: • Consider the feelings of others. • Regulate behaviour with decreasing adult support. • Set simple goals. • Show resilience when encountering difficulty. • Develop positive attitudes towards learning. • Resolve minor conflicts using appropriate language.	Nursery: • Initiate play with others. • Show increasing consideration of others' feelings. • Wait for what they want with increasing control. • Follow rules and understand simple reasons for them. • Make independent choices. • Become increasingly confident in unfamiliar situations. Reception: • Explain feelings and some reasons for them. • Consider another person's perspective. • Work cooperatively towards a shared goal. • Manage frustration more effectively. • Persist when activities are challenging. • Adapt behaviour to different situations.	Nursery: • Develop increasingly secure friendships. • Resolve some conflicts independently. • Express feelings and consider another person's perspective. • Show confidence when attempting challenges. • Manage personal needs with increasing independence. • Show pride in achievements. Reception: • Develop secure, positive relationships. • Negotiate and compromise during collaborative activity. • Show sensitivity towards others. • Manage personal needs independently. • Reflect on strengths and areas for development. • Demonstrate increasing self-regulation.	Nursery: • Cooperate with others during sustained play. • Understand how actions can affect others. • Talk about feelings and regulate behaviour with decreasing adult support. • Show resilience when something is difficult. • Manage familiar routines independently. • Develop confidence about transition to Reception. Reception: • Show confidence, resilience and independence. • Regulate behaviour appropriately in most familiar situations. • Work and play cooperatively. • Explain feelings and consider those of others. • Understand expectations in different contexts. • Approach transition to Year 1 positively.

Opportunities, provision & adult interactions	<u>Nursery:</u> • Use visual routines/timetables. • Establish key-person relationships. • Model emotion vocabulary. • Provide familiar home-role play. • Model choosing and returning resources. • Use songs for routines/transitions. <u>Reception:</u> • Establish clear, consistent routines and expectations. • Model emotional vocabulary. • Use stories to discuss feelings and relationships. • Encourage independent management of belongings. • Provide cooperative games and activities.	<u>Nursery:</u> • Play turn-taking games. • Use stories about feelings/friendship. • Model sharing language. • Give children classroom responsibilities. • Praise effort and kindness. • Support children to solve minor disagreements. <u>Reception:</u> • Model negotiation and conflict-resolution language. • Discuss characters' feelings and motivations in stories. • Give children meaningful classroom responsibilities. • Encourage children to solve minor conflicts independently. • Praise effort, strategies and perseverance.	<u>Nursery:</u> • Introduce collaborative tasks. • Use puppets to explore social problems. • Encourage children to identify emotions and causes. • Provide achievable challenges. • Encourage independent dressing/toileting/handwashing. • Model language for entering play. <u>Reception:</u> • Model self-regulation strategies. • Encourage children to identify achievable goals. • Use social dilemmas from stories for discussion. • Allow time for independent problem-solving. • Model language for compromise.	<u>Nursery:</u> • Allow children to negotiate roles in role play. • Discuss consequences through stories and real situations. • Use calming/self-regulation strategies. • Encourage children to solve problems before adults intervene. • Offer genuine choices. • Celebrate perseverance. <u>Reception:</u> • Ask children to consider alternative viewpoints. • Provide collaborative projects and challenges. • Model how to respond when something goes wrong. • Encourage reflection after conflicts. • Give children increasing responsibility.	<u>Nursery:</u> • Provide collaborative construction/projects. • Discuss different viewpoints. • Encourage children to help younger/less confident peers. • Give responsibility for aspects of provision. • Model conflict-resolution language. • Reflect on achievements. <u>Reception:</u> • Provide sustained collaborative projects. • Encourage peer support and teamwork. • Ask children to reflect on successful strategies. • Reduce adult intervention in manageable problems. • Encourage independence throughout the school day.	<u>Nursery:</u> • Visit Reception environments/staff where appropriate. • Discuss similarities and changes. • Encourage children to manage belongings independently. • Use stories about change/new experiences. • Celebrate individual progress. • Practise routines that support Reception readiness. <u>Reception:</u> • Discuss similarities and differences between Reception and Year 1. • Provide opportunities to visit Year 1. • Encourage children to identify achievements and future goals. • Increase responsibility for belongings and routines. • Use stories to explore growth and change.
	‘Being Me In My World’	‘Celebrating Difference’	‘Dreams and Goals’	‘Healthy Me’	‘Relationships’	‘Changing Me’
Physical Development						
Curriculum Objectives	<u>Nursery:</u> • Move confidently in different ways. • Develop awareness of space. • Climb and balance with support. • Manipulate playdough and malleable materials. • Begin to use one-handed tools. <u>Reception:</u> • Negotiate space safely. • Develop balance and coordination. • Develop core strength and stable posture. • Develop pencil control and effective grip. • Manage personal needs increasingly independently.	<u>Nursery:</u> • Run, jump and climb with increasing control. • Begin to catch a large ball. • Develop confidence using wheeled toys. • Develop hand-eye coordination. • Use mark-making tools with increasing control. • Use cutlery with increasing independence. <u>Reception:</u> • Combine movements with increasing fluency. • Develop throwing and catching skills. • Develop strength and coordination. • Form taught letters with increasing control. • Use scissors and tools accurately. • Develop increasing independence in self-care.	<u>Nursery:</u> • Balance and move across apparatus. • Throw towards a target. • Catch a large ball with increasing success. • Use scissors with increasing control. • Develop preference for a dominant hand. • Make increasingly controlled marks. <u>Reception:</u> • Develop agility and balance. • Develop ball skills using hands and feet. • Move energetically for sustained periods. • Form letters with increasing accuracy. • Use cutlery and tools confidently. • Understand some effects of exercise on the body.	<u>Nursery:</u> • Combine different movements. • Adjust speed and direction to avoid obstacles. • Develop ball skills using hands and feet. • Use tools safely and confidently. • Become increasingly independent when dressing. • Draw increasingly recognisable forms. <u>Reception:</u> • Demonstrate increasingly fluent movement. • Throw, catch and kick with increasing accuracy. • Participate cooperatively in physical games. • Develop handwriting fluency. • Use tools with increasing precision. • Make healthy choices increasingly independently.	<u>Nursery:</u> • Move confidently over, under and through spaces. • Balance on increasingly challenging equipment. • Throw, catch and kick with increasing accuracy. • Cut around simple shapes. • Develop increasing control when drawing. • Understand some ways to keep healthy. <u>Reception:</u> • Demonstrate strength, balance and coordination. • Negotiate obstacles safely at speed. • Develop increasingly accurate ball skills. • Form letters correctly and efficiently. • Complete detailed fine-motor tasks. • Understand factors that contribute to health.	<u>Nursery:</u> • Demonstrate increasing control, balance and coordination. • Participate in group physical activities. • Use balls with increasing accuracy. • Use pencils and tools effectively. • Show increasing precision in fine-motor tasks. • Manage personal care with increasing independence. <u>Reception:</u> • Move energetically and confidently. • Demonstrate coordination during games and activities. • Use equipment safely and independently. • Use an effective pencil grip and form letters accurately. • Demonstrate independence in self-care. • Show readiness for increased Year 1 physical demands.

Opportunities, provision & adult interactions	<u>Nursery:</u> • Provide daily running, climbing and balancing opportunities. • Use action songs and movement games. • Provide dough, threading, tweezers and peg activities. • Encourage large-scale mark-making. • Model safe use of tools. • Support children to manage coats, shoes and toileting. <u>Reception:</u> • Provide daily gross-motor opportunities. • Use obstacle courses and balancing equipment. • Provide finger-strengthening and fine-motor activities. • Model effective pencil grip and posture. • Encourage independence with coats, shoes and belongings. • Model safe use of a range of tools.	<u>Nursery:</u> • Create simple obstacle courses. • Provide balls, beanbags and hoops. • Provide bikes and scooters outdoors. • Use pouring, scooping and transferring activities. • Provide vertical painting and drawing. • Encourage independence at mealtimes. <u>Reception:</u> • Provide throwing and catching games. • Introduce simple gymnastics and movement sequences. • Provide cutting, threading and modelling activities. • Reinforce correct letter formation. • Provide large construction outdoors. • Encourage children to manage clothing independently	<u>Nursery:</u> • Provide progressively challenging balancing equipment. • Introduce throwing games and targets. • Model scissor skills. • Provide cutting, threading and construction activities. • Encourage controlled drawing and painting. • Offer activities that strengthen hand dominance. <u>Reception:</u> • Introduce team and ball games. • Provide energetic dance and movement sessions. • Discuss breathing, heart rate and tiredness after exercise. • Provide frequent meaningful writing opportunities. • Use fine-motor challenges requiring precision. • Encourage confident use of cutlery and tools.	<u>Nursery:</u> • Create movement sequences and obstacle courses. • Introduce kicking, rolling and catching games. • Provide dressing-up clothes with different fastenings. • Include digging, gardening and large construction. • Model correct use of increasingly varied tools. • Encourage observational drawing. <u>Reception:</u> • Introduce simple team games and rules. • Develop aiming and target games. • Provide detailed cutting and model-making activities. • Reinforce letter formation within meaningful writing. • Discuss healthy choices in real contexts. • Encourage children to evaluate physical strategies.	<u>Nursery:</u> • Create outdoor physical challenges. • Play simple ball games. • Provide cutting and craft challenges. • Encourage observational drawing. • Provide fine-motor activities requiring increasing precision. • Talk about exercise, food, sleep and hygiene. <u>Reception:</u> • Provide increasingly complex physical challenges. • Introduce races and cooperative team games. • Provide independent handwriting opportunities. • Discuss exercise, food, sleep and hygiene. • Encourage children to set physical challenges. • Provide precision tool activities.	<u>Nursery:</u> • Play simple team and relay games. • Provide increasingly challenging physical circuits. • Encourage independent dressing and management of belongings. • Provide detailed drawing, modelling and construction opportunities. • Continue fine-motor strengthening activities. • Prepare children for Reception physical routines. <u>Reception:</u> • Provide Year 1-style team games and physical challenges. • Encourage children to organise simple games themselves. • Maintain daily fine-motor and handwriting practice. • Encourage complete independence with personal belongings. • Provide opportunities to reflect on physical progress. • Maintain regular energetic outdoor activity.
	 <u>Introduction to PE:</u> Skills: To move safely in space; stop safely; run, jump, throw, catch, roll and skip; use and share equipment safely; work independently and with others; begin to follow simple rules					
Literacy						
Curriculum Objectives	<u>Nursery:</u> • Enjoy sharing books with adults. • Join in with repeated phrases. • Handle books appropriately. • Enjoy songs and rhymes. • Make marks and give meaning to them. • Notice print in familiar contexts. <u>Reception:</u> • Read taught graphemes. • Blend sounds into simple words. • Begin to read simple words. • Form taught letters. • Orally compose simple sentences. • Retell familiar stories.	<u>Nursery:</u> • Talk about familiar stories. • Recognise and join in with rhymes. • Anticipate repeated refrains. • Notice print in the environment. • Begin to recognise own name. • Make marks for different purposes. <u>Reception:</u> • Read words using taught phonics. • Read simple phrases and sentences. • Spell words using known graphemes. • Write labels and captions. • Sequence and retell stories. • Discuss characters and events.	<u>Nursery:</u> • Recall key events from stories. • Hear some initial sounds. • Clap or count syllables. • Recognise own name. • Give meaning to drawings and writing. • Begin to make letter-like forms. <u>Reception:</u> • Read increasingly complex words. • Develop fluency with familiar texts. • Write simple sentences. • Re-read writing to check the meaning. • Retell stories with increasing detail. • Use vocabulary from texts.	<u>Nursery:</u> • Retell familiar stories through play. • Identify some rhyming words. • Hear initial sounds in words. • Understand that print carries meaning. • Attempt to write own name. • Use marks during role play. <u>Reception:</u> • Read sentences with increasing fluency. • Demonstrate understanding through discussion. • Write sentences increasingly independently. • Use phonics to spell unfamiliar words. • Innovate familiar narratives. • Begin to use simple punctuation.	<u>Nursery:</u> • Tell increasingly detailed stories. • Recognise words beginning with the same sound. • Develop phonological awareness. • Write some recognisable letters. • Attempt purposeful independent writing. • Talk about what their writing means. <u>Reception:</u> • Read phonically appropriate books with increasing fluency. • Anticipate key events. • Discuss vocabulary and meaning. • Write increasingly detailed sentences. • Compose and rehearse before writing. • Write independently for different purposes.	<u>Nursery:</u> • Retell and invent simple narratives. • Develop oral blending and segmenting skills. • Recognise familiar print and names. • Write own name with increasing accuracy. • Use recognisable letters in independent writing. • Develop confidence as a reader and writer. <u>Reception:</u> • Read aloud with increasing fluency and understanding. • Retell stories and narratives confidently. • Use vocabulary encountered in books. • Spell words using phonics knowledge. • Write independently for a range of purposes. • Re-read writing to check it makes sense.

Opportunities, provision & adult interactions	<u>Nursery:</u> • Read high-quality stories every day. • Re-read favourites frequently. • Sing nursery rhymes daily. • Provide story sacks and puppets. • Model meaningful writing during play. • Provide mark-making materials throughout provision <u>Reception:</u> • Teach daily systematic phonics. (Read Write Inc) • Provide fully decodable reading books. • Model blending throughout the day. • Provide frequent letter-formation practice. • Use oral rehearsal before writing. • Re-read and retell core texts.	<u>Nursery:</u> • Pause during familiar stories for children to complete phrases. • Play rhyme games. • Display meaningful environmental print. • Use children's name cards routinely. • Encourage children to make lists, cards and messages in play. • Model marks with a clear purpose. <u>Reception:</u> • Continue daily phonics and matched reading. (Read Write Inc) • Model segmenting for spelling. • Provide captions, labels and lists in provision. • Use story maps and sequencing. • Ask children to discuss characters and events. • Encourage oral rehearsal before writing.	<u>Nursery:</u> • Sequence stories using pictures and props. • Play initial-sound games. • Clap names and familiar words into syllables. • Provide name-writing opportunities. • Model story retelling using small world and puppets. • Scribe children's ideas and read them back. <u>Reception:</u> • Provide repeated reading opportunities. • Model sentence composition and oral rehearsal. • Encourage children to re-read their own writing. • Provide meaningful independent writing opportunities. • Explore vocabulary from core texts. • Model how to add detail to retellings.	<u>Nursery:</u> • Use story maps and repeated storytelling. • Provide small-world versions of familiar stories. • Play oral sound games. • Model writing labels, signs and messages. • Encourage name writing for meaningful purposes. • Provide clipboards and writing materials in role play. <u>Reception:</u> • Discuss texts beyond simple recall. • Model story innovation. • Encourage independent application of phonics. • Provide book-making and storytelling opportunities. • Model basic sentence punctuation. • Encourage children to explain what they have written.	<u>Nursery:</u> • Encourage children to invent stories. • Scribe children's stories and read them back. • Play sound-sorting and oral-blending games. • Provide writing opportunities across all provision. • Encourage children to explain what their writing says. • Model recognisable letter forms. <u>Reception:</u> • Encourage expressive repeated reading. • Ask prediction and inference questions. • Teach and revisit interesting vocabulary. • Provide authentic writing opportunities across provision. • Encourage children to compose, write and re-read independently. • Model how to extend sentences.	<u>Nursery:</u> • Create books with children. • Perform children's stories through storytelling or Helicopter Stories. • Continue oral blending games. • Provide purposeful writing such as invitations, lists and labels. • Celebrate children's development as readers and writers. • Prepare children for Reception literacy routines. <u>Reception:</u> • Provide opportunities to read to different audiences. • Create independent books and stories. • Encourage extended independent writing. • Revisit favourite texts and vocabulary. • Prepare children for increased reading and writing independence in Year 1. • Encourage children to edit simple mistakes independently
Writing  	<u>Reception: Grammarsaurus</u> All About Me The Three Little Pigs The Gingerbread Man Early Writing Foundations: -Develop pencil control and letter formation - Orally compose and rehearse ideas -Hear and represent sounds in words -Write labels and captions using known phonemes - Begin to write simple phrases/sentences as phonics knowledge develops	<u>Reception: Star in the Jar by Sam Hay</u> Outcome: Finding story sentences Purpose: To retell • Segment words using known GPCs. • Write simple sentences. • Use taught common exception words. • Retell using repeated/own language. • Sequence sentences into short narratives. • Develop spacing and use of I.	<u>Reception: Ruby’s Worry by Tom Percival</u> Outcome: Worry story sentences Purpose: To retell • Apply increasing phonics knowledge. • Orally rehearse and write sentences. • Connect ideas using simple connectives. • Re-read writing for meaning. • Retell and sequence short narratives. • Develop capitals and full stops.	<u>Reception: Little Red by Bethan Woollvin</u> Outcome: Instruction sentences Purpose: To instruct • Apply phonics independently. • Orally plan and write short sentences. • Join ideas using and. • Retell and sequence a traditional tale. • Re-read writing for meaning. • Use capitals, spaces and full stops.	<u>Reception: Stuck by Oliver Jeffers</u> Outcome: Stuck story sentences Purpose: To retell • Write increasingly independently. • Use vocabulary from texts. • Retell using known and own language. • Sequence sentences into a short narrative. • Re-read for meaning. • Use punctuation with increasing accuracy	<u>Reception: The Storm Whale by Benji Davies</u> Outcome: Whale poem sentences Purpose: To describe • Apply phonics and common exception words. • Write short sentences independently. • Join ideas using simple connectives. • Use recently introduced vocabulary. • Retell/write a clearly sequenced narrative. • Re-read and punctuate accurately.
Phonics 	<u>RWI Phonics – Set 1 Speed Sounds</u> To learn and recall Set 1 single-letter Speed Sounds. To form letters correctly using RWI handwriting phrases. To orally blend sounds using Fred Talk. To blend sounds to read simple CVC words. To begin to segment words into sounds for spelling. To read simple Green Words using known sounds.					

Mathematics						
Curriculum Objectives	<u>Nursery:</u> - Recite number names in sequence. - Develop one-to-one correspondence. - Recognise very small quantities without counting. - Match and sort objects. - Compare size. - Notice simple patterns. <u>Reception:</u> - Match, sort and compare. - Subitise small quantities. - Develop understanding of numbers to 5. - Compare size, mass and capacity. - Explore pattern. - Develop spatial vocabulary.	<u>Nursery:</u> - Develop understanding of numbers to 3. - Subitise very small quantities. - Compare groups using more and fewer. - Explore simple AB patterns. - Explore shape through construction. - Use positional language. <u>Reception:</u> - Explore composition to 5. - Represent numbers in different ways. - Compare quantities. - Identify one more and one less. - Explore shapes and their properties. - Continue and create patterns.	<u>Nursery:</u> - Develop understanding of numbers to 5. - Count objects accurately. - Recognise numerals in meaningful contexts. - Compare length and height. - Explore capacity. - Extend simple patterns. <u>Reception:</u> - Develop understanding of numbers 6–10. - Explore number bonds within 5. - Compare and order numbers. - Explore length, mass and capacity. - Explore 3D shape. - Develop spatial reasoning.	<u>Nursery:</u> - Develop composition of numbers to 5. - Subitise quantities to 5. - Compare quantities. - Explore 2D and 3D shapes. - Use spatial language. - Sequence familiar events. <u>Reception:</u> - Develop composition to 10. - Recall some number bonds. - Explore addition and subtraction practically. - Explore doubles. - Compare quantities. - Identify mathematical relationships and patterns.	<u>Nursery:</u> - Solve practical number problems to 5 and beyond. - Explore one more and one fewer. - Compare mass, capacity and length. - Create repeating patterns. - Describe routes and positions. - Notice numerals in the environment. <u>Reception:</u> - Develop understanding of numbers beyond 10. - Recognise patterns in the counting system. - Develop automatic recall within 5. - Explore sharing and grouping. - Explore odd and even structures. - Manipulate and compose shapes.	<u>Nursery:</u> - Secure counting principles to 5 and increasingly beyond. - Subitise small quantities confidently. - Explore number composition. - Solve practical addition and removal problems. - Select shapes for a purpose. - Use mathematical language confidently in play. <u>Reception:</u> - Consolidate deep understanding of numbers to 10. - Subitise confidently. - Recall number bonds within 5 and some to 10. - Reason about number and quantity. - Explore doubling, sharing and grouping. - Apply mathematics independently to problems.
Opportunities, provision & adult interactions	<u>Nursery:</u> - Sing counting songs daily. - Count children and real objects. - Use dice and dot patterns. - Provide sorting collections and loose parts. - Model big, small, more and less. - Create simple repeating patterns. <u>Reception:</u> - Use daily subitising activities. - Sort and compare meaningful collections. - Use five frames and manipulatives. - Explore measures through practical provision. - Ask children to explain what they notice. - Use spatial language during construction and play.	<u>Nursery:</u> - Play subitising games with 1–3 objects. - Compare groups at snack and playtime. - Use blocks and construction to explore shape. - Make repeating patterns with objects and actions. - Model positional language during play. - Use number stories involving 1–3. <u>Reception:</u> - Use five frames, fingers, dice and counters. - Ask children to show numbers in different ways. - Play one-more and one-less games. - Investigate shapes through construction. - Create and explain patterns. - Compare quantities in meaningful contexts.	<u>Nursery:</u> - Count objects in meaningful situations. - Use numeral hunts and number games. - Measure children and models using non-standard units. - Explore full and empty through water and sand. - Create pattern challenges. - Encourage children to check their counting. <u>Reception:</u> - Use ten frames and manipulatives. - Explore parts and wholes practically. - Order quantities and numerals. - Provide real measuring problems. - Use construction and puzzles for spatial reasoning. - Explore 3D shape through model-making.	<u>Nursery:</u> - Explore different ways of making numbers with objects. - Use dice, dominoes and dot cards. - Build with 3D shapes. - Create routes and obstacle courses. - Sequence daily routines and stories. - Ask children to explain how they made a number. <u>Reception:</u> - Use manipulatives to partition numbers. - Play number-bond games. - Tell practical addition and subtraction stories. - Explore doubles using mirrors and objects. - Ask “How do you know?” - Compare different calculation strategies.	<u>Nursery:</u> - Introduce number problems into role play. - Add and remove objects and discuss what changed. - Use scales, water and measuring equipment. - Create increasingly complex patterns. - Use treasure maps and positional games. - Draw attention to numerals in meaningful contexts. <u>Reception:</u> - Build and compare teen numbers. - Explore number patterns on tracks. - Play fluency games within 5. - Share real objects between groups. - Investigate pairs and odd ones out. - Use shape puzzles and construction challenges.	<u>Nursery:</u> - Provide daily number games. - Ask “How many did you see? How did you know?” - Explore different ways of making numbers. - Provide practical addition and removal stories. - Set construction challenges requiring shape selection. - Encourage children to explain mathematical thinking. <u>Reception:</u> - Provide daily mathematical reasoning problems. - Ask children to prove or explain answers. - Use games to develop automatic recall. - Embed maths in construction, cooking and role play. - Encourage children to choose their own strategies. - Revisit key concepts before Year 1.
 NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS	Counting - practise counting sequences through routines	Baseline & counting – To hear and join in with the counting sequence; explore quantities through play and everyday routines.	Subitising - To recognise small quantities without counting and represent them using fingers	Cardinality & counting – To develop 1:1 correspondence and understand that the final number counted tells us how many altogether.	Comparison - To compare sets by matching and use language such as more than and fewer than.	Number relationships – To deepen understanding of small numbers through subitising, composition and recognising one more relationships.

Curriculum Objectives	<u>Nursery:</u> • Explore colour and different materials. • Make marks using different media. • Join in with familiar songs. • Explore instruments and sounds. • Engage in simple pretend play. <u>Reception:</u> • Explore a variety of materials and techniques. • Develop observational drawing skills. • Mix colours purposefully. • Sing familiar songs. • Develop narratives through play.	<u>Nursery:</u> • Explore colour mixing. • Manipulate and join materials. • Remember familiar songs. • Move in response to music. • Develop imaginative role play. <u>Reception:</u> • Select materials for particular purposes. • Explore different joining techniques. • Represent ideas through art and design. • Explore rhythm and pitch. • Develop increasingly complex imaginative play.	<u>Nursery:</u> • Draw with increasing complexity. • Explore texture and collage. • Create simple models. • Explore rhythm. • Develop stories through small-world play. <u>Reception:</u> • Create increasingly detailed observational drawings. • Explore texture, pattern and form. • Plan simple models. • Listen and respond to contrasting music. • Create narratives collaboratively.	<u>Nursery:</u> • Select materials for a purpose. • Explore joining techniques. • Create representations of experiences. • Sing familiar songs independently. • Sustain pretend play for longer periods. <u>Reception:</u> • Develop and refine creative techniques. • Explain choices of materials and techniques. • Create rhythms and simple music. • Perform songs and movement sequences. • Develop detailed storylines in play.	<u>Nursery:</u> • Develop own creative ideas. • Add detail to drawings and models. • Respond to artists, music and dance. • Create rhythms and sound patterns. • Develop collaborative imaginative play. <u>Reception:</u> • Explore the work of artists, designers and musicians. • Adapt techniques to create original work. • Return to and improve creations. • Compose simple musical patterns. • Perform narratives and stories collaboratively.	<u>Nursery:</u> • Plan and create own artwork and models. • Explain creative choices. • Refine ideas and creations. • Perform familiar songs and rhymes. • Invent stories and imaginative scenarios. • Work collaboratively on creative projects. <u>Reception:</u> • Safely use and explore varied materials and techniques. • Share creations and explain processes used. • Refine work following reflection. • Invent and adapt narratives. • Sing and perform confidently. • Express ideas and feelings through art, music, movement and imaginative play
Opportunities, provision & adult interactions	<u>Nursery:</u> • Provide open-ended paint, chalk and collage. • Allow children to explore materials freely. • Sing daily. • Provide accessible percussion instruments. • Model simple pretend play without controlling it. • Display and value individual creations. <u>Reception:</u> • Establish an independently accessible creative workshop. • Model drawing what we observe rather than symbols. • Investigate colour mixing. • Sing daily. • Provide rich role-play and small-world resources. • Encourage children to talk about creative choices	<u>Nursery:</u> • Provide colour-mixing investigations. • Introduce tape, glue and simple joining techniques. • Sing familiar songs repeatedly. • Provide scarves and ribbons for movement. • Enhance role play based on children's experiences. • Model language for texture, colour and sound. <u>Reception:</u> • Model joining using glue, tape, tabs and fasteners. • Set open-ended design challenges. • Explore high, low, fast and slow music. • Provide percussion instruments. • Join children's play to extend narratives when appropriate. • Encourage purposeful material selection.	<u>Nursery:</u> • Provide observational drawing experiences. • Offer varied textures and materials. • Model simple construction techniques. • Copy and create rhythms. • Provide open-ended small-world resources. • Encourage children to describe what they have made. <u>Reception:</u> • Provide interesting objects and nature for drawing. • Explore sculpture and 3D materials. • Encourage children to sketch or design before making. • Listen and respond through movement and art. • Provide collaborative storytelling opportunities. • Ask children to explain their design ideas.	<u>Nursery:</u> • Ask children which materials they need and why. • Introduce different joining methods. • Provide photographs and objects for observational work. • Encourage children to perform familiar songs. • Allow role-play themes to develop over time. • Encourage children to revisit unfinished creations. <u>Reception:</u> • Teach techniques such as printing, collage and modelling. • Ask children to explain creative decisions. • Create simple compositions using instruments. • Provide performance opportunities. • Encourage sustained imaginative play. • Allow children to revisit and refine work.	<u>Nursery:</u> • Introduce selected artists and musicians. • Encourage children to notice rather than copy artwork. • Provide opportunities to revisit creations. • Create simple musical patterns. • Support collaborative storytelling and role play. • Encourage children to explain what they like about their work. <u>Reception:</u> • Introduce carefully chosen artists and designers rather than templates to copy. • Discuss what children notice about artworks. • Encourage experimentation with learned techniques. • Allow creations to remain available for improvement. • Develop group performances and storytelling. • Encourage children to compare and evaluate their own work.	<u>Nursery:</u> • Ask children to plan what they intend to make. • Encourage independent selection of materials. • Give time to change and improve creations. • Provide performance opportunities. • Create collaborative end-of-year art or storytelling projects. • Celebrate individual creative development. <u>Reception:</u> • Give children increased independence within the creative workshop. • Encourage planning, creating, evaluating and improving. • Invite children to present and explain finished work. • Provide independent storytelling and performance opportunities. • Revisit favourite songs, music, artists and techniques from Reception. • Encourage children to reflect on how their creative skills have developed.
	<u>Structures:</u> <u>Junk Modelling</u>	<u>Drawing:</u> <u>Marvellous Marks</u>	<u>Textiles:</u> <u>Bookmarks</u>	<u>Painting and Mixed media:</u> <u>Paint my world</u>	<u>Structures:</u> <u>Boats</u>	<u>Sculpture and 3D:</u> <u>Creation Station</u>

