



Nursery LTP Year B

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Possible Themes/Interests /Lines of Enquiry</p>	<p>Helping Hands Oh no! George We're Going on a Bear Hunt</p> <p>Non fiction- Emergency vehicles People who help us Bears Harvest Autumn Halloween Family</p>	<p>Helping Hands Owl Babies My Pet Star</p> <p>Non- Fiction- Light and dark Fire safety Dentist Nocturnal animals Remembrance Day Autumn Halloween Bonfire Night Christmas/Father Christmas story Christmas around the world</p>	<p>Once upon a time Billy and the Dragon Dragon Post</p> <p>Non-fiction- dragons Castles</p>  <p>Seasonal change Melting, freezing</p>	<p>Move it The Naughty Bus</p> <p>Non fiction- types of vehicles</p>	<p>Down on the farm What the ladybird Heard?</p> <p>Non fiction- Life cycles Farm animal information books Farm vehicles</p> <p>Lifecycles- chicks Where food comes from</p>	<p>Secret Garden Bee and me Jasper's Beanstalk</p>  <p>Non- fiction- growing, Minibeasts</p> <p>Life cycles- caterpillars</p> <p>Forces Cars Journeys</p>
<p>Physical Development</p>	<p>To develop shoulder pivot</p> <p>To be able to get on a balance bike and push self forward using feet</p> <p>To be able to take off coats, shoes and socks. To be able to put on a pair of wellington boots independently</p>		<p>To develop elbow pivot</p> <p>To begin to show ability to balance on balance bike by beginning to hold both feet off the floor</p> <p>To put on own coat, shoes and socks with increasing independence</p>		<p>To develop a wrist pivot when using one handed tools</p> <p>To be able to ride a two wheeled balance bike confidently</p> <p>To independently put on own coat, shoes and socks</p>	

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	<p>To know what a toilet is used for and begin to use with support when needed</p> <p>To wash own hands effectively</p>	<p>To be able to use the toilet independently most of the time</p> <p>To be able to blow own nose</p>	<p>To be able to use the toilet independently</p>
	<p>To develop large muscle movements</p> <p>To develop ball skills- throwing and catching</p> <p>To explore moving in a variety of ways including hopping, skipping and jumping</p>		
<p>Personal, Social and Emotional Development</p>	<p>Separates from carer with increasing independence</p> <p>Plays alongside others but becomes more interested with what other children are doing and begins to join in</p> <p>Knows the names of adults in Nursery</p> <p>Begins to understand that some things belong to them and other things are to share whilst at Nursery</p> <p>Has favourite areas of provision which they feel comfortable in</p> <p>Familiarises with new Nursery routines</p> <p>To recognise when I am feeling happy or sad</p>	<p>Begins to play in small groups (with 1 or 2 other children) to develop a narrative</p> <p>Accesses all areas of provision with increasing confidence</p> <p>Follows Nursery routines and rules with independence</p> <p>Knows the names of their peers</p> <p>Develops an understanding of waiting for their turn</p> <p>Knows where objects belong and can seek specific objects with more independence e.g collects scissors from a different area</p>	<p>Plays in small groups where they are able to share ideas and develop a narrative together</p> <p>Accesses all areas of provision with increasing confidence asking for additional resources that they may require e.g the cars if building a garage</p> <p>Identify children that they like to play with</p> <p>Is able to wait for a short period before their turn with adult support when needed</p> <p>Can select and collect the resources needed for a chosen activity which they can then tidy away</p>

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	<p>Begins to understand that each object has a home that it needs returning to</p>	<p>Begins to learn names of other key adults in school</p> <p>To use a range of words to talk about their feelings - "happy", "unhappy", "upset", "excited", "angry", "disappointed"</p>	<p>To be able to use words to effectively express how I am feeling</p> <p>Shows increasing confidence when communicating with unfamiliar people</p> <p>Can recognise rules and can say why rules are important</p>
<p><i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.</i></p>			
<p>Communication and Language</p>	<p>To respond when someone calls my name</p> <p>To listen to a short story with interest within a small group</p> <p>To independently follow a basic instruction</p> <p>To develop an understanding of 'why' through adult modelling</p> <p>To speak in simple sentences with support when needed</p>	<p>To remain engaged in a chosen activity for longer periods of time</p> <p>To listen to a story and answer simple questions</p> <p>To follow a 2 step instruction sometimes with support</p> <p>To develop an understanding of 'why' and answer simple questions with support</p> <p>To speak in simple sentences</p>	<p>To concentrate on a chosen activity for longer periods of time</p> <p>To listen to stories with interest and recall key parts</p> <p>To follow a 2 step instruction</p> <p>To be able to understand and answer a simple 'why' question</p> <p>To speak in sentences of 4 to 6 words</p>

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	<p>To speak to familiar people with confidence conversation about something that interests them (with adult and peer). To continue a conversation when prompted by an adult. communicate their thoughts and feelings. an interest in new words.</p>		<p>To start a To To begin to develop</p>
<p>Understanding the World</p>	<p>To learn the days of the week through daily song</p> <p>To be able to talk about something that I have done within the Nursery session</p> <p>To be able to identify and talk about who I live with</p> <p>To be able to say what is the same</p> <p>To identify a range of weather</p> <p>To develop an understanding of the Christmas story – To visit St James Church</p> <p>Computer Science- Computational Thinking</p>	<p>To identify the day of the week with increasing independence</p> <p>To be familiar with the terms yesterday and tomorrow</p> <p>To be able to talk about something that I have done recently with images to help me</p> <p>To be able to identify and talk about people who are important to me</p> <p>To be able to say what is the same and what is different when comparing 2 objects</p> <p>To be able to talk about forces- pushes and pulls</p>	<p>To be able to confidently name the day of the week and identify yesterday and tomorrow with some support</p> <p>To be able to talk about key historical events in their lives using a variety of media as a stimulus to support memory recall</p> <p>To know how I am similar and different to friends</p> <p>To be able to recognise and talk about similarities and differences when comparing</p> <p>To plant and care for a seed, observing changes that take place</p>

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	<p>Media- Paint Programs</p>	<p>To develop an understanding of the Easter story</p> <p>Computing- Data Handling- Sorting</p> <p>Information Literacy-</p> <ul style="list-style-type: none"> • To identify devices we could use to access information on the internet. • To recognise some ways that the internet can be used to communicate • That the work that I create belongs to me- Copyright 	<p>To observe first hand changes to a lifecycles- caterpillars, chicks</p> <p>To be able to identify and name farm animals</p> <p>Computer Science- Computational Thinking</p> <p>Media- Taking pictures</p>
	<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>		
<p>Expressive Arts and Design</p>	<p>To explore how to mix powder paint and use it to make a variety of marks</p> <p>To explore how to change the colour of my paint</p> <p>To be able to use PVA Glue, masking tape, sellotape to stick resources to my models</p> <p>To draw a face with features</p> <p>To be able to recall key phrases/ repeated refrains in familiar stories</p>	<p>To be able to select a colour that I need and use simple colour mixing visual aids to support me</p> <p>To be able to add a body to my person with support</p> <p>To begin to use shapes to represent objects</p> <p>To be able to use construction materials to make simple enclosures</p> <p>To retell key parts of familiar stories using key phrases and vocabulary</p>	<p>To be able to mix powder paint to a suitable consistency</p> <p>To be able to select and mix colours with increasing independence</p> <p>To be able to draw a person with a head, body, arms, legs, hair and facial features</p> <p>To be able to build a model using a variety of construction materials</p> <p>To be able to retell their own simple story</p>

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	To be able to confidently sing at least 5 Nursery rhymes		To be able to fill in missing words in familiar Nursery rhymes	
	<p>To sing a range of nursery rhymes from memory. To copy the pitch of a tone sung by another person. To experiment with a range of musical instruments and know how to play them effectively. To dance/ respond to a piece of music.</p>			
Literacy	<p>Mark Making Able to give meaning to the marks that have been made Explore making marks using a variety of resources Able to make a variety of lines and shapes- circle, zigzag, diagonal</p>	<p>Mark Making Able to give meaning to the marks that they have made Able to build simple pictures using a variety of marks- is able to select shape for purpose e.g uses a circle for a face</p>	<p>Mark Making Understand that 'writing; is different from drawing a picture Able to communicate using a variety of letter like shapes and symbols Able to write initial sound of name and is beginning to copy some sounds</p> <p>Reading Can recognise own name</p>	<p>Mark Making Is able to write for a variety of purposes Able to write recognisable marks for name Able to hear and write some initial sounds using the sounds that they know</p> <p>Reading Can confidently recognise own name Can discuss characters, settings and main events in a story Can make a simple prediction</p>

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	<p>Beginning to use shapes to build a picture</p> <p>Reading Develop an awareness of the shape of my name Enjoys listening to stories Looks at books independently Knows how to handle books with care Holds books the correct way and is able to turn pages Able to talk about illustrations Develops an awareness that print carries meaning</p>	<p>Develops understanding that shapes can be connected/ drawn inside e.f facial features inside a circle.</p> <p>Reading Beginning to recognise my own name using the shape of the initial sound. Is aware of print in the environment and understands that it carries meaning Understands that in English we read from left to right Can talk about a story that we have read Can tell a story using pictures</p>	<p>Is aware of print in the environment and understands that it carries meaning Understands that in English we read from left to right Can talk about what happens in the beginning, middle and end of a story Can identify and discuss key characters Can answer questions about the story using the pictures in infer Begin to predict what might happen next Can order the events in a familiar story- beginning, middle and end</p>		<p>Understands keywords- title, author, page, beginning, middle and end Is able to recognise some letter sounds Can confidently orally blend and segment the sounds in words Can sequence the pages/pictures from a familiar story</p>	
	RWI- Nursery scheme	RWI- Nursery scheme	RWI- Nursery scheme	RWI- Nursery scheme	RWI- Nursery scheme	RWI- Nursery scheme
Mathematics	<p>To orally count to 5 To join in with number rhymes and games To understand that objects, claps, jumps etc can be counted To be able to say when a quantity has more To be able to complete a simple jigsaw (up to</p>		<p>To orally count to 10 To develop understanding of how many altogether when counting 2 groups with support To understand how to count with 1-1 correspondence</p>		<p>To orally count to 20 To count and count out up to 5; To recognise numbers to 10; To subitise up to 3; To recognise numicon pieces up to 5;</p>	

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	<p>6 pieces) To become familiar with Numicon and explore shapes To be able to name and identify familiar 2D shapes (circle, triangle, rectangle, square etc)</p>	<p>To be able to complete a simple jigsaw (9-12 pieces) To know that each Numicon shape represents a value and begins to recognise some of the pieces by sight To be able to count 1 or 2 objects from a larger group To be able to recognise and identify 2D shapes and use language of sides and corners when talking about their properties</p>	<p>To count how many objects are in 2 groups and remember the total; To compare quantities up to 5; To name and describe 2 and 3D shapes using familiar language; To complete a simple jigsaw (16 piece);</p>
<p>To join in with number rhymes and games; To use their fingers to show a number up to 5; To copy a repeating pattern; To describe objects by their weight, length or capacity; To use positional language; To begin to use language of sequencing - 'first' 'then' 'next' etc</p>			