

Langford Village CP School - Nursery Progression of Skills - Long Term Plan 2023-2024

	Autumn 1 Who am I?	Autumn 2 What is a celebration?	Spring 1 Where do stars go?	Spring 2 Why is it spring?	Summer 1 When do I look at a map?	Summer 2 How is life changing?
Overarching Principles	<p>Unique Child: every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured</p> <p>Positive Relationships: Children learn to be strong and independent through positive relationships</p> <p>Enabling Environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p>Learning and Development: Importance of learning and development. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).</p> <p>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.</p>					
7 Key Features of Effective Practice	<ul style="list-style-type: none"> • The best for every child • High-quality care • The curriculum: what we want children to learn • Pedagogy: helping children to learn • Assessment: checking what children have learnt • Self-regulation and executive function • Partnership with parents 					
Curriculum Goals To become a/an...	<p style="text-align: center;">Confident Communicator</p> <p>who can listen to adults and peers, take turns when talking and listening. Listen, enjoy, and join in with familiar stories, rhymes and songs. Express own wants and needs. Begin to ask for help when needed.</p>	<p style="text-align: center;">Independent Individual</p> <p>who can understand and follow basic rules and routines. Select their own resources for their play. Meet their own care needs (toileting, washing hands, putting shoes on).</p>	<p style="text-align: center;">Fantastic Friend</p> <p>who can talk about how they are feeling and manage their own emotions with the support of an adult. Accept the needs of others by taking turns and sharing resources. Seek others to share experiences.</p>	<p style="text-align: center;">Amazing Athlete</p> <p>who can display a growing sense of core body strength, coordination and manipulation of large play equipment. Can confidently cross the midline and show awareness of their physicality and personal space.</p>	<p style="text-align: center;">Talented Tool User</p> <p>who can use their dominant hand to effectively manipulate one handed tools and equipment. Use a pincer grip to manipulate resources such as pegs and zips. Start to use a pencil effectively in a tripod grip.</p>	
Characteristics of Effective Teaching and Learning	<p>Playing and Exploring: Children investigate and experience things, and ‘have a go’</p> <p>Active Learning: Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creating and Thinking Critically: Children have and develop their own ideas, make links between ideas, and develop strategies for going things’</p>					
Possible Themes/ Interests/ Lines of Enquiry <i>NB: These themes may be adapted at various points to allow for children’s interests</i>	What do I look like? / Now and then Our Families / Friends / Pets Human Life Cycle Homes – around the world Emotions Looking after ourselves - (pants rule) Healthy choices	Autumn Bonfire Night/fireworks + Keeping safe Christmas/ Christmas story Christmas around the world Festivals around the world Firefighters - Fire Service visit Nursery Rhyme Week	Winter Arctic + Arctic Animals Ice change melting Space Fly me to the moon Who was Neil Armstrong	Planting/Gardening/Spring Life cycles – Frog/butterfly/plant/sunflowers Tadpoles Weather Growing up – babies - generations	Our Local Area – Around Bicester Where in the world have you been? Maps People Who Help Us Jungles / Rainforest / Desert David Attenborough Recycling Machines / Transport Vehicles past and present Design your own transport	Summer holidays Send me a postcard Seaside Journeys Looking after the planet When I’m older / next year / future Embedding the years learning
‘Wow’ moments/ Enrichment	Harvest and Food bank	Halloween Bonfire Night/fireworks Diwali Remembrance Day Making Gingerbread Men Christmas/Santa	Lunar New Year National Storytelling week Pancake Day	Easter Mother’s Day World Book Day International Women’s Day	Farm visit Caterpillars in	Father’s Day Transition

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PRIME AREAS						
<p>Communication and Language</p>  <ul style="list-style-type: none"> • Listening, Attention, Understanding • Speaking <p>Talk to parents about what language they speak at home, try, and learn a few key words and celebrate multilingualism in the setting.</p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	<ul style="list-style-type: none"> • Settling in activities • Making friends • Begins to listen to one step instructions • Responds to own name • Listen and respond to adults and peers • Start to understand the routine of the day • Follow simple instructions with visuals • Know many rhymes • Develop communication and pronunciation • Use everyday words to talk about people I know 	<ul style="list-style-type: none"> • Concentrate for slightly longer periods • Remember and join in with stories and rhymes • Be able to talk about familiar books • Begin to follow two step simple instructions • Start to join in with a small group • Sing a large repertoire of songs • Develop their pronunciation of words • Start a conversation with an adult or a friend 	<ul style="list-style-type: none"> • Pays attention to more than one thing at a time • Understand a question or instruction that has two parts. • Understand simple questions and answer appropriately • Continue to focus on irregular tenses and plurals • Use longer sentences of four to six words • Continue a conversation for many turns • Use talk to organise themselves and their play. 	<ul style="list-style-type: none"> • Enjoys listening to longer stories • Can remember much of what happens in longer stories • Begin to understand how questions • Uses a wider range of vocabulary • Be able to express a point of view • Engage in role-play, building stories around objects and toys 	<ul style="list-style-type: none"> • Listen to a story and describe the setting and characters • Understand why questions • Be able to tell a long story • Be able to debate when they disagree with an adult or friend, using words as well as actions • Explain own thinking/ideas 	<ul style="list-style-type: none"> • Listen to, and anticipate, key events in stories • Follow three step simple instructions • Take turns in small groups • Communicate effectively with peers and adults • Ask simple questions and wait for a response
	<p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories, Jane Considine, Jigsaw and Tapestry Time, WellComm</p>					
<p>Personal, Social and Emotional Development Self-regulation</p>  <ul style="list-style-type: none"> • Managing Self • Self-Regulation • Making Relationships 	<p>Children’s personal, social, and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
	<ul style="list-style-type: none"> • Emotion monsters • Increasingly follow rules, understanding why they are important • Select and use activities and resources with help when needed • Separate from main carer with support • Distract when upset • Handwashing • Class rules: Behavioural expectations in the class • Class rules <p>JIGSAW: BEING ME IN MY WORLD</p>	<ul style="list-style-type: none"> • Talk about their feelings using words such as happy, sad, angry, or worried • Remember rules without needing an adult to remind them • Achieve a goal they have chosen or one that is suggested to them • Independence in selecting and putting back own belongings • Express own feelings • Demonstrate friendly behaviour and form good relationships <p>JIGSAW: CELEBRATING DIFFERENCE</p>	<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas • Develop their sense of responsibility and membership of the community • I can use an adult as a secure base • I can begin to accept the needs of others and can take turns and share resources • I can show confidence in asking adults for help <p>JIGSAW: DREAMS AND GOALS</p>	<ul style="list-style-type: none"> • Develop appropriate ways of being assertive • Be increasingly independent in meeting their own care needs • Understand gradually how others might be feeling • Begin to understand that foods are healthy and unhealthy • Express own preferences and interests • Respond to appropriate boundaries <p>JIGSAW: HEALTHY ME</p>	<ul style="list-style-type: none"> • Talk with others to solve conflicts • Make healthy choices about food, drink, activity and toothbrushing • Become more outgoing with unfamiliar people in the safe context of their setting • Show confidence in talking to other children when playing • Tolerate delay when my needs are not immediately met <p>JIGSAW: RELATIONSHIPS</p>	<ul style="list-style-type: none"> • Show more confidence in new social situations • Find solutions to conflicts and rivalries • Enjoys the responsibility of carrying out small tasks • Understand that my wishes may not always be met • Seek out others to share experiences • Transition into Reception <p>JIGSAW: CHANGING ME</p>
	<p>Children develop their personal, social, and emotional skills throughout the year through Jigsaw, circle times, social stories, diversity stories, Spirals, Tapestry Time etc.</p>					

Physical Development



- Fine Motor
- Gross Motor

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control, and confidence**.

- Developing a dominant hand using one handed tools
- Continue to develop their movement, balance, riding, and ball skills
- Use large-muscle movements to wave flags and streamers, paint and make marks
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Hold a pencil (fisted/digital pronate grip) to make marks
- Beginning to do up my own large buttons
- Turn the pages in a book
- Fit the pieces of a puzzle together
- Pick up tiny objects using a fine pincer grass
- Squiggle while you wiggle

- Use one-handed tools and equipment, for example, making snips in paper with scissors and using tweezers
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Go up steps and stairs, or climb up apparatus, using alternate feet
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Use tools effectively in playdough (eg: cutters/rollers)
- Take off and put on my own shoes (not laces)
- Beginning to do up my own zip
- Squiggle / Dough disco

- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Beginning to use scissors effectively to cut straight lines in paper
- Beginning to use 3 fingers (tripod grip) to hold my pencil
- Take part in Sports Day
- Dough disco

Children improve their gross and fine motor skills daily by engaging in Funky Fingers activities, mark making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle.

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SPECIFIC AREAS

Literacy



- Comprehension
- Word Reading
- Writing

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

- Spot and suggest rhymes
- Fill in the missing words to well-known rhymes
- Show a preference for song or rhyme
- Develop listening and speaking skills in a range of contexts.
- Aware that writing communicates meaning.
- Begin to identify own name label with the support of picture for recognition
- Use talk to link ideas, clarify thinking and feelings.
- Understands that thoughts and stories can be written down.
- Draws lines, circles, and squiggles on a page

- Count or clap syllables in a word
- Give meaning to marks they make.
- Joins in with rhymes and stories
- Understand that thoughts can be written down
- Hold a book, turn the pages
- Indicate an understanding of pictures and print
- Confidently identify own name.
- Use talk to link ideas, clarify thinking and feelings.
- Understands that thoughts and stories can be written down.
- Holds a pencil effectively

- Hearing initial sounds in words
- Recognise words with the same initial sound
- Copies adult writing behaviour e.g. writing on a whiteboard, writing messages.
- Make marks and drawings using increasing control
- Write their name tracing it from a name card
- Use talk to link ideas, clarify thinking and feelings.
- Understands that thoughts and stories can be written down.
- Draws lines and circles – extended
- Aware of how stories are structured

- Blending/Segmenting
- Know there is a sound/symbol relationship.
- Use own symbols
- Write own name copying from an adult
- Begin to discuss features of their own mark making/writing
- Know that print carries meaning and in English, is read from left to right and top to bottom.
- Make suggestions about what might happen next in a story
- Beginning to form some letters from their name correctly
- Distinguish between marks made
- Tell an adult what my marks mean

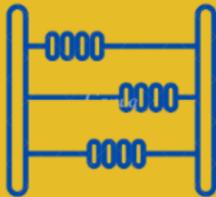
- Phonics phase 2
- Use some recognisable letters and own symbols
- Write some or all of own name
- Begin to identify initial sounds in words, adult modelling formation /chn copy
- Write from left to right and top to bottom.
- Begin to form recognisable letters.
- Talk about events and characters in a book
- Suggest how a story might end
- Starting and finishing in the right place, going the right way round and correctly orientated.

- Phonics phase 2
- Use appropriate letters for initial sounds.
- Use a letter mat to support initial sound (or CVC) identification and formation
- Describe main story settings, events, and characters.
- Tell a story to a friend.
- Uses a pencil confidently to write letters that can be clearly recognised
- use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

Pre-Phonics / Drawing Club.

Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing / Engage in extended conversations about stories, learning new vocabulary.

Mathematics



- Number
- Numerical Patterns

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

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| <ul style="list-style-type: none"> • Show finger numbers up to 5 • Say one number for each item in order 1, 2, 3, 4, 5 • Talk about and explore 2D and 3D shape, using some informal mathematical lang • Select shapes appropriately • Talk about and identifies the patterns around them • Make comparisons between objects relating to size, length, weight, capacity • Recite some number names in sequence • Show interest in and join in with number rhymes • Combine shapes to make new ones • Sort objects using one simple criteria | <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually • Recite numbers in sequence • Know that the last number reached when counting a small set of objects tells you how many there are in total • Link numerals and amounts • Compare quantities using language 'more than' 'fewer than.' • Understand position through words alone • Notice and correct an error in a repeated pattern • Count small quantities accurately • Experiment with symbols, marks and numerals • Identify shape of everyday object | <ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals • Solve real world problems with numbers up to 5 • Begin to describe a sequence of events, real or fictional using words such as first, then • Extend and create ABAB patterns • Describe a familiar route • Discuss routes and locations using words like in front of and behind • Say one number name for each item in order to 5 • Link numerals and amounts • Have a fast recognition of 3 objects • Know that the last number reached when counting objects is how many in total |
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Link the number symbol with its cardinal number value. Subitise. Count beyond ten. Compare numbers
 Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
 Understand the 'one more/one less than' relationship between consecutive numbers.
 Continue, copy, and create repeating patterns. Compare length, weight, and capacity.

Understanding the World



- Past and Present
- People, Culture and Communities
- The Natural World

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

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| <ul style="list-style-type: none"> • Exploring 'who I am' and 'what it means to be me' • Key language to define myself (body parts) • Key language for family members • Who is in my family • Begin to make sense of their own life-story • Begin to talk about their family • Use all their senses in hands-on exploration of natural materials. <p>Special Event:</p> <ul style="list-style-type: none"> • Meet different generations of family. <p>Food:</p> <ul style="list-style-type: none"> • Marmalade sandwiches (fine motor focus) | <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties • Autumn walk and exploration • Talk about what they see, using a wide vocabulary • Remember and talk about significant events in own experiences • Make observations about the immediate environment. <p>Special Event:</p> <ul style="list-style-type: none"> • Christmas singing - performance to parents. <p>Food:</p> <ul style="list-style-type: none"> • Gingerbread men (using tools) | <ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice - shadows • Show interest in different occupations. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Life cycles - pond visit, tadpoles in class • Butterfly life cycle <p>Special Event:</p> <ul style="list-style-type: none"> • Lunar/Chinese New Year <p>Food:</p> <ul style="list-style-type: none"> • Pancakes (change of consistency) | <ul style="list-style-type: none"> • Explore how things work. • Explore and talk about different forces they can feel. • Know that there are similarities and differences that connect and distinguish each other • Talk about places in and around school <p>Special Event:</p> <ul style="list-style-type: none"> • Farm visit <p>Food:</p> <ul style="list-style-type: none"> • Fruit kebabs (safety) | <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Use simple positional language • Talk about and describe changes in my environment <p>Special Event:</p> <ul style="list-style-type: none"> • Sports day <p>Food:</p> <ul style="list-style-type: none"> • Sandwich making for EPY picnic |
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Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them.
 Describe what they see, hear, and feel outside.
 Explore the natural world around them by taking part in fortnightly Forest School sessions and making observations and drawing pictures of animals and plants.
 Understand the need to respect and care for the natural environment and all living things.

<p>Expressive Arts and Design</p>  <ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive 	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Listen with increased attention to sounds. • Remember and sing entire songs. 		<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Explore colour and colour-mixing. • Respond to what they have heard, expressing their thoughts and feelings. • Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. • Play instruments with increasing control to express their feelings and ideas. 		<ul style="list-style-type: none"> • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Join different materials and explore different textures. • Sing the pitch of a tone sung by another person (‘pitch match’). • Create their own songs or improvise a song around one they know. 	
	<p>Artist study:</p> <ul style="list-style-type: none"> • Giuseppe Arcimboldo - Fruit faces. • Seurat – People <p>Charanga Songs:</p> <ul style="list-style-type: none"> • Pat-a-cake • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • This Old Man • Five Little Ducks • Name Song • Things for Fingers 	<p>Artist study:</p> <ul style="list-style-type: none"> • Yayoi Kusama, Piet Mondrian, Kandinsky - circles, dots + square art. <p>Charanga Songs:</p> <ul style="list-style-type: none"> • I’m A Little Teapot • The Grand Old Duke of York • Ring O’ Roses • Hickory Dickory Dock • Not Too Difficult • The ABC Song 	<p>Artist study:</p> <ul style="list-style-type: none"> • Van Gogh - Starry night <p>Charanga Songs:</p> <ul style="list-style-type: none"> • Wind the Bobbin Up • Rock-a-bye Baby • Five Little Monkeys Jumping on The Bed • Twinkle, Twinkle • If You’re Happy and You Know It • Head, Shoulders, Knees and Toes 	<p>Artist study:</p> <ul style="list-style-type: none"> • Jo Saxton - Snail trail • Georgia O’Keefe - flowers and landscape <p>Charanga Songs:</p> <ul style="list-style-type: none"> • Old Macdonald • Incy Wincy Spider • Baa, Baa Black Sheep • Row, Row, Row Your Boat • The Wheels on The Bus • The Hokey Cokey 	<p>Artist study:</p> <ul style="list-style-type: none"> • Shozo Shimamoto / Jackson Pollock - collaborative art <p>Charanga Songs:</p> <ul style="list-style-type: none"> • Big Bear Funk 	<p>Artist study:</p> <ul style="list-style-type: none"> • Andy Goldsworthy • Alma Woodsey Thomas <p>Charanga Songs Reflect, Rewind, and Replay:</p> <ul style="list-style-type: none"> • Big Bear Funk • Baa, Baa Black Sheep • Twinkle, Twinkle • Incy Wincy Spider • Rock-a-bye Baby • Row, Row, Row Your Boat
<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</p> <p>Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs, and chants.</p> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p>						

It is important to recognise learning does not always fit into boxes. This document shows the progression of knowledge and skills we plan to teach in collaboration with the medium-term plans which provide more specific detail of our planned for experiences. This is in addition to following children’s interests and their curiosity about their world. Our play-based and child-centred approaches encourage learning to follow where the child’s interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children’s own learning within an enabling environment the children will thrive within as it supports their individual and diverse development needs. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own learning. They will have the opportunities to allow for movement and action, creativity and imagination, independence, and collaboration. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them.

	BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
<p>Diversity texts to be read throughout the year during story time sessions</p>	<p>So much Astro Girl Lulu’s first day Baby goes to market Mommy saying Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books</p>	<p>The big book of families Maisie’s scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns</p>	<p>We’re all wonders Perfectly norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The unbudgable curmudgeon</p>	<p>Its ok to be different When Charlie met Emma Only one you Don’t call me special Happy to be me Millie gets her super ears</p>	<p>My pirate mums Mt two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies</p>