

Mixed Nursery & Reception Long Term Plan - Westfield Primary School and Nursery

Key: **Reception** **Nursery**

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Communication and Language:	Nursery: -Begins to listen to stories and nursery rhymes. -Begins to listen to instructions given. -Listens during adult guided activities. -Focuses on an activity of my own choice for a short period of time.	Nursery: -Listens to simple stories. -Listens to other people speaking to me. -Focuses more attention on stories being told to them. -Gives attention to others who are speaking to me. -Shows an understanding of text being read to them using the pictures. -Understands simple concepts such as 'big/small'. -Understands that books and stories can help us learn new things	Nursery: -Listens to others speaking and continues the conversation following on from what has been said. -Pays attention when listening to longer stories. -Switches attention between listening to others and completing a task. -Recalls what happens in a story I have read. -Begin to remember key events from familiar stories -Begins to answer questions about familiar stories	Nursery: -Enjoys listening to longer stories. -Pays more attention to what is happening in the stories being read. -Focuses more attention on a chosen activity. -Sits and listens during quieter or adult led activities when appropriate. -Begins to understand one step instructions and questions.	Nursery: -Listens more carefully. -Knows why we should listen. -Knows they sometimes have to wait their turn when speaking. -Understands prepositional language e.g. on, under. -Asks why things are happening. -Begins to ask questions about stories they have heard	Nursery: -Listens attentively and respond to what they hear with relevant questions, comments, or actions. -Maintains attention in whole class and small group contexts for a short time. -May find it difficult to pay attention to more than one thing at a time. -Follows 1 step instructions. -Understands 'why' questions.
Listening						
Attention						
Understanding						

			-Understands a three key word sentence.			
	Reception: -Beginning to listen to other children in their setting. -They listen during story time and show an interest in the books being read. -Sits on the carpet and shows some attention – this may only be for a short time. -Can pay attention to one thing at a time. -Follows simple 1 step instructions. -Understands appropriate 'why' questions.	Reception: -Listens more on the carpet and when being spoke to by their teacher and peers. - Continues to listen to new stories that are shared with them. -Pays more attention on the carpet and during guided tasks. -Understands why they need to pay attention. -Follows clear instructions with 2 parts.	Reception: -Listening skills are continuing to develop, and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons. -Shows a good level of attention and concentration. - Attentive during classroom tasks – both guided and independent. -Taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said	Reception: -Listens when both in and out of school and pay attention to the person talking. -When out of school they know it is important to listen to keep safe – such as cars or Stanger danger. -Can maintain attention in different contexts. -Shows attention to both peers and adults. -Asks questions to clarify understanding and confirm knowledge. -Shows a good understanding of texts that have been read to them through their recall.	Reception: -Children's listening skills continue to develop; they can listen in a range of situation and can listen while taking part in a guided task while remaining on task. -Develops their attention skills to both listen and continue with an activity. -Follows clear instructions with 3 parts. -Uses new knowledge and vocab in conversation and play. -Shows an understanding questions through their talk and actions.	Reception: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Communication and Language:	Nursery:	Nursery: -Uses words to communicate what I	Nursery: -Answers 'who, what, where' questions.	Nursery:	Nursery:	Nursery: -Uses simple sentences.

Speaking	-Links words together when speaking. -Develops more speech sounds and pronunciation of sounds. -Can use words to begin to communicate my needs.	want and make myself understood. -Asking 'what' questions. Using the terms 'me, him, her'.	-Recites Nursery Rhymes from memory. -Beginning to speak in simple sentences. -Begins to link sentences with 'and'.	-Recites or retells a past event in my life to someone else. -Asks 'where' and 'who' questions.	-Using a wider range of vocabulary in my play. -Singing some songs independently.	-Sings a large repertoire of songs e.g. nursery rhymes or numbers songs. -Uses talk to organise themselves and their play.
	Reception: -Speaks in simple sentences. -Can say simple rhymes and sing songs and poems. -Speaks to the adults and children in the class, they talk to other children during their play.	Reception: -Uses expression to communicate meaning. -Describes characters' feelings using the pictures -Starts conversations and speaks to familiar adults. -Take turns and retell past events. -Learn about rhyme and alliteration.	Reception: -Uses talk to pretend play. -Explain things through speech. -Uses connectives such as because, and, then and so when talking -Begins to join sentences using because -Describe things through speech. -Talk in the past tense.	Reception: -Uses talk to clarify their thinking and ideas. -Speaks in well-formed sentences. -Uses speech to reason and problem solve. -Verbally tell stories. -Uses a range of connectives when explaining ideas	Reception: -Explains how things work, what has happened and why. -Uses recently taught vocabulary during conversations throughout the day -Solves problems, reasoning with others and fixing friendship issues through speech. -Adds detail to their sentences. -Describes things that have happened in their life to others.	Reception: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future

						tenses and making use of conjunctions, with modelling and support from their teacher
Communication and Language Key vocabulary Nursery	hello, bye, name, my, me, please, thank you, yes, no, more	listen, look, quiet, story, rhyme, clap, join in, repeat	talk, tell, show, favourite, because, why, when	ask, say, whisper, shout, wait, turn, take turns	remember, surprise, opinion, it is, I like, I can	listen carefully, instructions, answer clearly, repeat
Communication and Language Key vocabulary Reception	hello, introduce, name, talk about, listen, question, who, what, where	answer, explain, describe, predict, retell, beginning, middle, end	discuss, compare, sequence, instructions, explain why, reason	justify, persuade, negotiate, summarise, imagine, inference	express, debate, present, explain choices, ask questions confidently	present, reflect, comment, suggest, respond, clarify
Personal, Social and Emotional Self-Regulation	Nursery: -Expresses when they feel happy, sad, tired or upset. - Finds out about emotions through stories and discussions.	Nursery: -Sits nicely and keep my feet to myself. -Looks after the toys and equipment at my setting.	Nursery: -Children can talk about their feelings. -Children can wait their turn. -Children tidy up the resources that they have used. -Children follow the behaviour expectations of the Acorns classroom.	Nursery: -Children know what 'right' choices are and they try their best to make the right choice. -Children can talk about their feelings and explore why they might be feeling this way.	Nursery: -Children can calm themselves down using a strategy that works for them. -Children manage their feelings. -Children show control with their emotions. -Children can think about how others feel.	Nursery: -Children show more control over their feelings and behaviours. -Children show more perseverance and resilience when facing a challenge. -Children can talk about the changes as they start school and how they feel. -Remembers classroom routines independently
	Reception:	Reception:	Reception:	Reception:	Reception:	Reception:

	-Children talk about their feelings to trusted adults or special friends. -Children may come into school upset but can be comforted by adults. -Children listen to the rules and expectation and begin to follow them.	-Children are sharing more often or may comfort a friend who is upset. -Children identify their own emotions and name them. -Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class.	-Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. -Children are becoming prouder of themselves for achieving things such as pupil of the week. -Children know and follow the behavioural expectations of the school.	-Children have an adult in school they trust and will talk to. -Children talk about their interests and likes and dislikes at school. -Children are beginning to understand why listening is important to help us learn and keep us safe.	-Children try and share, take turns, reason and look after one another. -They apologise if they hurt someone accidentally or make someone else upset. -Children will without question follow instructions from their teachers or school adults.	• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions -Show more resilience when faced with challenge without adult encouragement
Personal, Social and Emotional Managing Self	Nursery: -Takes turns with other children with adult support.	Nursery: -Will have a go at new things. -Washes hands after using the toilet with	Nursery: -Shows more independence and confidence in the setting and when exploring areas.	Nursery: -Uses the toilet independently. -Can focus on my task for a longer period.	Nursery: -Can manage when routines change. -Talks about why we need to wash our hands.	Nursery: -Talks about achievements in a positive way. -Becoming more independent in

	- Can explore the classroom with adult support. -Uses the toilet with adult support.	some reminders to do so.	-Uses the visual timetable to know what is happening in my day.	-Talks about healthy food choices.	-Can play nicely with others and extend others play.	looking after myself, ready to start school.
	Reception: -Children are developing an awareness of themselves and are forming their own opinions. -Children are beginning to learn the classroom rules and are following these with some reminders. -Children are becoming more independent at coming into school in the morning and getting ready for home at home time. -They are using the toilet independently most of the time at school. -They know it is okay to ask for help and will do so.	Reception: -Children are doing things for themselves – because they want to. -They will say what they are doing and why they are doing it too. -Children are using their preferences to choose what they would like to do at school. -Children can put their coats on and are becoming more confident and skilled in using buttons and zips.	Reception: -Children have a good understanding of the behaviour expectations and guide others to follow. -They are proud of what they can do and their achievements. -Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. -Children independently making healthy food choices such as at dinner time.	Reception: -Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible. -Children looking after themselves at school (personal and hygiene needs). -Children developing resilience and perseverance independently.	Reception: -Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school. -Children are confident to try new things. -They continue to develop their resilience and perseverance independently. -Children can continue to look after and care for themselves.	Reception: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Nursery:	Nursery:	Nursery:	Nursery:	Nursery:	Nursery:

Personal, Social and Emotional Building Relationships	-Can take turns with other children with support from the adults in my setting. -Separate from parent/caregiver with adult support.	-Will play alongside other children in my setting and may need adult support to do this. -Plays simple turn taking games in adult guided groups. -Shows more interest in other children's play.	- Can come into my setting with minimal support from an adult. -Can talk about my family. -Begins to show friendly behaviours to peers.	-Forms friendships with some children in the setting. -Becoming more confident in social situations.	-Helps others who are upset. -Beginning to solve conflicts with others. -Shows more social confidence.	-Can ask new adults questions. -Finds solutions to conflicts I have had. -Can talk about what a friend is and name some of my friends when asked.
	Reception: -Children are building new positive relationships with pupils and staff in their new setting. -They may begin to play alongside other children if ready.	Reception: -Children are building on the relationships started last term. -They are talking to children and adults in their setting and beginning to ask for help if they need it.	Reception: -Children have friendships and may have a special friend. -They play with these children in and out of the classroom and are happy to	Reception: -Children are building relationships through play and talk and converse to many of their peers. - Begins to think about how their behaviour affects others	Reception: -Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.	Reception: • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
Personal, Social and Emotional Key vocab Nursery	happy, sad, tired, scared, smile, friend, share	sorry, please, thank you, gentle, wait	angry, excited, worried, brave, help	rules, tidy, safe, calm, trust	show, join in, say sorry, forgive	moving up, change, new, remember
Personal, Social and Emotional Key vocab Reception	confident, calm, belong, polite, kind, respectful, belong, community, rule, responsibility	apologise, co-operate, take turns, listening to others, difference, unique, kind, respect	manage, responsibility, self-control, perseverance, goal challenge perseverance achievement	negotiate, compromise, leadership, empathy, healthy, safe, exercise, hygiene	independent, choices, self-care, resilience, friendship, cooperate, compromise, relationship	reflect, ready, transition, celebrate, confidence, transition, change, growth, confident

Physical Development Gross Motor Skills	Nursery: -Walk and crawl confidently. -Climb using two feet at a time. -Knowing how to scoop and pour e.g. sand, mud. -To run around the setting with some control and direction. -Clapping and stamping to music.	Nursery: -Begin to move slowly on a balance bike. -Begin to use a climbing frame with support from an adult. -Being able to use a swing with some independence.	Nursery: -Puts on their own coat (needing support to do their coat up still), -Puts on their own shoes. -Going up and down stairs with control and balance.	Nursery: -Can kick a large ball with some control. -Can throw a ball with some control. To begin to balance on one leg. -To dance with control using different parts of their body. -To use the available equipment to create an obstacle course to navigate.	Nursery: -To use a balance bike more confidently. -To run with more confidence and skill. -To independently use a climbing frame or similar resource, -To begin to show good posture when sitting on the carpet.	Nursery: -To make up own movements with their body. -To begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. -To be able to climb safely. -Choose the right equipment to move safely.
	Reception: -Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. -Begin to safely use tools and equipment. -Begin to develop overall body; strength, balance, co-ordination, balance and agility.	Reception: -Continue to develop overall body; strength, balance, co-ordination, balance and agility. -Experiment moving in different ways. -Developing in ability when dancing to music.	Reception: -Continue to develop overall body strength, balance and coordination. -Showing increasing control with a ball. -Talks about healthy food choices	Reception: -Negotiates space successfully and can adjust speed and direction. -Talk about why sleep helps our bodies grow	Reception: -Using equipment safely with consideration to others. -Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. - Knows why we brush our teeth	Reception: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. -Understands how to stay safe near roads -Knows why too much screen time isn't healthy

Physical Development Fine Motor Skills	Nursery: -Uses a palm grip when using mark making tools. -Uses a spoon to feed themselves correctly. -Uses spring loaded scissors to make snips into paper with adult support.	Nursery: - Mark making by scribbling and colouring. -Explore a range of mine motor activities and implements, -Uses a spoon and a fork to feed themselves.	Nursery: -Beginning to use an effective grip to use mark making tools. -Uses construction equipment correctly to build -To develop more independence when using spring loaded scissors.	Nursery: -Making more controlled marks when drawing and mark making. -Manipulates dough through rolling, squeezing, balling and patting.	Nursery: -Uses a two finger and a thumb grip. -Draws and paints clearer shapes and pictures when drawing and painting. -Shows some threading skills.	Nursery: -Uses pencils and other equipment comfortably for them. -Begins to make snips in paper either using one hand or two independently. -Turns pages in a book one at a time. -May form some letters in their name.
	Reception: -Children using pencils and other equipment comfortably for them. -Children making snips in paper either using one hand or two.	Reception: -Children continue to develop their fine motor skills. -Children begin to learn correct letter formations and use these in their writing. -Forms most letters in their name correctly	Reception: -Holds a pencil using a tripod grip consistently -Develop skill when using tools including scissors.	Reception: -Children forming recognisable letters with an effective pencil grip. -Controls letter size with increasing consistency	Reception: -Confidently using scissors and small tools. -Beginning to use a tripod grip to draw and write accurately. - Children form letters with increasing accuracy in formation	Reception: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing -Holds paper with one hand whilst writing with the other
Physical Key Vocab Nursery	head, shoulders, knees, toes, sit, stand, stop, go	run, jump, skip, hop, climb, slide	throw, catch, kick, roll, push, pull	fast, slow, under, over, forwards, backwards	ride, pedal, swing, climb safely, space	healthy, exercise, rest, wash, brush teeth

Physical	balance, stretch, bend, steady, hold, grip	hop, skip, jump, land, control, travel, agility	throw, catch, aim, target, coordination, accuracy	pace, rhythm, sequence, combine movements	negotiate space, trajectory, partner work, team	stamina, strength, fitness, warm-up, cool-down
Key Vocab Reception						
Literacy Comprehension	Nursery: -Beginning to join in with familiar rhymes and stories. -Singing some parts or certain Nursery Rhymes. -Hears new vocabulary from stories, rhymes, poems and non-fiction books. -Have a favourite book and seeking it/them out to share with an adult or look at alone.	Nursery: -To understand that we should turn one page at a time in a book. -To begin to understand that print has meaning. -To talk about the pictures in a book with support.	Nursery: -To enjoy singing a range of rhymes and songs. -To enjoy listening to longer stories. -To join in with some simple repeated refrains in well know stories/ rhymes.	Nursery: -To begin to understand we read from left to right and top to bottom. -To begin to name the parts of a book e.g., front cover, title, and author.	Nursery: -To enjoy listening to longer stories and remember much of what happens. -To talk about a story, turning one page at a time. -To answer simple questions about stories. -Beginning to predict what might happen in a story.	Nursery: -To engage in extended conversations about stories. -To know and say how the story might end. -To tell a longer story. -To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.
	Reception: -Children joining in with rhyme, songs and poems. -Children are encouraged to hold a book correctly and carefully turn pages. -Children understand books have a beginning and an end. -Children listen and enjoy sharing a range	Reception: -Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. -Children discussing and hearing a range of books – non-fiction and fiction. -Children being asked questions liked to the books read to them.	Reception: -Children having favourite books and rhymes – they may know these books from memory. -Say what they liked or disliked about a story. When listening to a story children use the images to help them read. -Children are becoming increasingly more	Reception: -When children are playing they are adapting, roleplaying or using vocabulary from stories they’ve read or heard. -When reading a well-known or repeated story children will join in. -Showing an increasing confidence in sequencing a story.	Reception: -Use events in a story to suggest what might happen next (with reasonable suggestions being made). -Know what non-fiction and fiction means and can talk about the two text types. -Correctly sequence a story.	Reception: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories.

	of books both fiction and non-fiction. -Children know that text in English is read top to bottom and left to right. -Children can recognise pictures and illustrations in a text Vs the writing. -Children spotting familiar words in books	-Children using texts and images to answer simple questions.	confident with their understanding of new words in stories. -Children can use a books front cover or blurb to make a prediction.	-Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.	-Use 'because' to give reason when answering 'why' questions about a text. -Rehearse and recall rhymes and stories and remembering actions to well-known rhymes.	• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
Literacy Word Reading	Nursery: -Discriminate between different instrument sounds. -To sing and perform actions to a familiar nursery rhyme. -Say the rhyming word at the end of a familiar rhyme -Notices environmental print around the classroom -Recognises familiar logos and signs	Nursery: -Hear different environmental sounds around me. -Begin to recognise some environmental print such as supermarket logos. - Understands that print carries meaning -Knows that books are read from left to right	Nursery: -To begin to recognise my own name with support. -Recognise rhythm in spoken words by clapping syllables. -Begins to recognise words with the same initial sound	Nursery: -To identify signs and symbols in the environment and recall what they mean. -Spot or suggest rhymes. - Claps syllables in familiar words	Nursery: -To begin recognising some words that start with the same initial sound. -To begin to recognise some individual letter sounds with support -Understands that print can have different purposes	Nursery: -To recognise my own name independently. -To begin to recognise some individual letter sounds with support. -Recognise some words with the same initial sound e.g. m for mummy and milk. -Orally blend a simple word. -Talks confidently about favourite books -Learns new vocabulary through stories
	Reception: -Children can discriminate sounds (Phase 1 Phonics)	Reception: -Phonics lessons/ First sound reading books introduced and children	Reception: -Continue to read individual graphemes (letters sounds).	Reception: -Continue to read graphemes as well as some digraphs.	Reception: -Children read some graphemes, digraphs, simple phrases and	Reception: • Say a sound for each letter in the alphabet

	such as instruments and cars. -Children are beginning to be able to orally blend and segment. (Phase 1 Phonics). - Shares opinions about familiar stories - Begins to predict what might happen next	read graphemes (letter sounds) s,a,t, p, i... -Begin to blend some simple words -Children read a few common exception words matched to the phonic programme. -Makes simple inferences about characters using pictures	-Blend simple sounds into VC or CVC words. - - Children read a few common exception words matched to the school's phonic programme. -Notices unfamiliar words in stories - Begins to discuss their meaning	-Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. - Retells stories using story maps and pictures -Answers questions about what has been read	sentences with known graphemes / phonemes and a few exception words from memory. - Re-reads familiar books to improve fluency	and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Literacy Writing	Nursery: -Develop an interest in making marks. -I am beginning to distinguish between marks and pictures/drawings.	Nursery: -Draws marks that are not always distinguishable. -Follows large pattern templates available.	Nursery: -Adds some marks to drawings. -Adds marks that to them symbolises their name.	Nursery: -Beginning to give meaning to the marks I make.	Nursery: -Understands that a written word conveys meaning. -Name writes with the first letter of their name to 'sign' their mark making.	Nursery: -Gives meanings to the marks made. -Can pretend to write in a range of contexts. -Becoming more confident with name writing (writes some or all of their name)
	Reception: -Writes their name - copying it from a name card or trying to write it from memory. -Develop an awareness that writing communicates meaning.	Reception: -Continuing to develop a phoneme / grapheme relationship. -Now has increasing control when making marks and drawing. -Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages.	Reception: -Children recording letters for initial sounds and end sounds. -Children building and recording simple CVC words.	Reception: -Children build CVC, CVCC words using known graphemes. -Children recording these. -Use writing in their play. -Some children moving onto caption writing if ready.	Reception: -All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. -Continue to build on knowledge of letter sounds in writing.	Reception: • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and

	-Gives meaning to marks they make.	-Uses some recognisable letters and own symbols such as their name or some initial sounds.				sentences that can be read by others.
Phonics	Nursery: Phase 1 Hear environmental sounds (Aspect 1)	Nursery: Phase 1: Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2)	Nursery: Phase 1: Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2) Hear Body percussion (Aspect 3)	Nursery: Phase 1: Revise Aspects 1-3. Hear voice sounds (Aspect 6). Oral blending and segmenting (Aspect 7)	Nursery: Phase 1: Revise Aspects 6-7. Hears rhythm and rhyme (Aspect 4). Hears alliteration (Aspect 5)	Nursery: Phase 1/2: Revise Aspects 4 – 7. Possible introduction to Phase 2 if children are ready for the first set of sounds.
	Reception: Level 1/2: Hear general sound discrimination, identify rhythm, rhyme, and alliteration and be able to orally blend and segment simple words.	Reception: Level 2: Know grapheme phoneme correspondence. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words First tricky words (the, to, no, go)	Reception: Level 2/3: Consolidate learning. Recognise digraphs -ck + ff, ll, ss. Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC.	Reception: Level 3: Consolidate Phase 2. Begin Phase 3. Know the grapheme - phoneme correspondence for j, v, w, x, z, zz, qu. Know the consonant digraphs – sh, th, ch, ng. Know digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi, ee Know trigraph igh. Know tricky words, the, to, he, she, we, me, be, was, my. Write graphemes and digraphs.	Reception: Phase 3: Consolidate Phase 2 and 3 skills. Know trigraphs ear, air. Read tricky words they, her, all, are. Continue to apply knowledge of blending and segmenting to reading and spelling for words and captions. Write graphemes from memory and write a simple sentence using phonic knowledge.	Reception: Phase 4: Consolidate Phase 2 and 3 skills. Beginning to learn Phase 4 Phonics if ready. Read tricky words do, when, out what, said, have, like, so. Represent each phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Read sentences using phonic knowledge, write digraphs and trigraphs.

Literacy and Phonics Key Vocab Nursery	book, story, page, cover, picture, rhyme, song	read, listen, rhyme, letter, name, mark-make	sound, clap syllables, favourite story, predict	make marks, label, list, name letters	tell story, sequence pictures, read again	favourite words, repeat lines, sing rhymes
Literacy and Phonics Key Vocab Reception	title, author, illustrator, character, beginning	phoneme, grapheme, digraph, blend, segment, caption	sentence, capital letter, full stop, question, label	compose, write, caption, instructions, sequence	paragraph, organise, revise, describe setting, character	edit, improve, perform, match writing to audience
Mathematics Number Numerical Patterns	Nursery: -To recognise, name and match colours. -To begin to show an interest in counting aloud verbally to 5. -To be able to 'give 1' when asked.	Nursery: -To be able to verbally count to 5 with developing accuracy. -To develop an understanding of '2' e.g. giving 2 items or noticing 2 in the environment.	Nursery: -To begin to be able to verbally count to 10 with developing accuracy. -To develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment. -To begin to compare quantities that are significantly more than and less/ fewer than visually without counting them.	Nursery: -To verbally count to 10 with developing accuracy. -To develop an understanding of '4' e.g. giving 4 items or noticing 4 in the environment. -To compare quantities that are significantly more and less visually without counting them.	Nursery: -To accurately count to 10. -To develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment. -To play simple dice and track games developing Subitising skills.	Nursery: -To begin to understand that 5 can be shown in different ways. -To begin to subitise to 5. To count to 10 and beyond.
Reception – following HfL Maths scheme	Reception: -To match and sort objects and pictures -To subitise to 3 -To identify differences in an amount (e.g. more or less)	Reception: -To order objects by an attribute -To understand rules and to sort objects following rules -To compare amounts	Reception: -To use directional and positional language -To practice counting from zero and practice 1 more and 1 less	Reception: -To identify parts within a whole when subitising -To recall number bonds to 5 and some bonds to 10 -To practise counting on from a number	Reception: -To make 10 and some more -To name 10 and some more -To write using digits -To identify equal and unequal groups	Reception: Number • Have a deep understanding of number to 10, including the composition of each number.

	-To use number names to count an amount in a group (moveable objects and ones that can't be moved)	-To compare size, mass, capacity -To explore and create patterns -To use numbers to compare value -To understand that counting identifies a quantity	-To estimate position in relation to benchmark numbers	-To find the whole and missing part	-To identify doubles and halves	• Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
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Maths Key vocab Nursery	one, two, three, more, less, lots, add	in, on, under, big, small, long, short	four, five, up to five, shape, circle, square, triangle	more/less, heavy/light, full/empty, measure	sort, group, same, different, size	first, next, last, before, after
Maths Key vocab Reception	zero, one, two, three, count, how many, altogether	compare, greater, fewer, equal, pair, match	count reliably to 10, odd, even, pattern, repeat	add, take away, total, difference, measure, length	share, halve, double, equal groups, simple fractions	first, second, third, ordinal, estimate, problem-solve
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	Nursery: -Recognises colours and chooses them for a purpose. -Uses thick paint brushes. -Uses playdough to roll, cut, ball, sausage. -Builds towers with large construction equipment. -Children dancing to music. -Exploring moving to music in different ways -Shows an interest in the small world and roleplay areas, children roleplaying their first-hand experiences. -Explores sounds using simple percussion instruments.	Nursery: -Uses a glue stick to join materials together. - Creates an independent craft using available materials e.g. An independent Christmas Card. - Develops storylines in their play -Uses familiar props in their play -Joins in singing to familiar songs and nursery rhymes they have learnt or are learning. -Uses voices to make different sounds. -Explores fast and slow movements to music. -Begins to recognise changes in music. -Uses instruments in imaginative play.	Nursery: -Becoming more confident when drawing e.g. potato people, -Names what they have drawn and draws from memory -Adding more to their pictures and creations e.g. pom-poms, glitter. -Includes their experiences in their roleplay - Talks about music (their favourite songs or songs they do not like) -Knows and sings along to more nursery rhymes -Listens to songs from different cultures. -Creates sounds to match feelings or stories.	Nursery: -Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes -Continues to develop their drawing skill. -Explores a range of musical instruments and learning to hold a beat -Links real life and stories into the small world -Uses props in their play. -Plays instruments alongside others. -Stops and starts with music. -Takes turns making musical sounds. -Explores making up rhythms.	Nursery: -Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function. -Experiments and mixing colours together -Children may create with a friend. -Joins in with the actions to songs -Engages in roleplay in and out of the home-corner and becoming more immersed in their play. -Uses vocals and instruments to make music either together or separately -Keeps a simple beat with support.	Nursery: -Cuts with more confidence, children independently creating and making using the ideas they have seen and come up with -Builds for a purpose using a range of construction equipment. -Uses a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, and glue stick. -Makes up stories verbally while playing -Acts out stories with the small world or in their play -Performs songs either vocally or with an instrument.

	-Moves body in response to music. -Begins to copy simple clapping patterns. -Explores loud and quiet sounds. -Joins in with repeated musical phrases.		-Chooses instruments for a purpose. -Responds to music through movement and expression.		-Explores high and low sounds.	-Creates simple musical patterns using instruments or body percussion.
	Reception: -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -Follow drawings and curved and straight lines to create line drawings of different buildings -Detailed self-portraits using a choice of materials -Know a range of songs related to myself and my community -Sing in a group or on my own, following the melody and	Reception: -Sing a range of well-known nursery rhymes and songs -Explore colour mixing using primary colours -Explore warm and cool colours looking at Autumn and Winter -Print or collage to create a pattern or image -Select colours appropriately for tasks -Learn about arts and crafts from different countries - Diwali lamps, Christmas cards, Hanukah cards, Rangoli -Listen to and explore the beats of different music from around the world -Know that different	Reception: -Start to create my own storylines that include peers -Know different songs and dances from around the world -Join in simple songs remembering some of the words -Participate in action songs which call for movement -Move to musical stimuli in a variety of ways, e.g., hopping, marching, skipping and jumping -Explore and engage in music making and have a simple understanding of a beat -Share creative ideas with peers and begin to	Reception: -Design with a purpose in mind and explain the process I have used -Make 3D models, ensuring that they have the different features -Draw an object from careful observation talking about the features that I have included -Make props to use in role play and small world play -Know a repertoire of songs – nursery, topical, seasonal, interdenominational and multi-cultural -Imitate and create movement in response to music -Tap out simple	Reception: -Create collaboratively sharing ideas, resources and skills -Change the tempo and dynamics whilst playing music -Know how to use a wide variety of instruments -Begin to understand emotion through music and can describe music in simple terms -Draw with details -Problem solve and reflect on my designs and creations -Construct with a purpose -Independently use tools and techniques	Reception: Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories Being Imaginative and Expressive

	increasingly matching the pitch -Copy-clap the rhythm of names-- Explore high sounds and low sounds using voices -Begin to move in response to music -Begin to use observation skills to draw things with increasing details -Keeps a steady beat using body percussion or instruments. -Explores high and low sounds with voices. Joins in with call-and-response songs. -Uses instruments to accompany songs.	music is played for different celebration -Learn to play percussion instruments and listen to the sounds they make -Know that sounds can be changed by altering the way they are made -Move to musical stimuli and keep in time to the music. -Changes voice to match characters or animals. -Moves in time with music. -Recognises when music changes speed.	work together, sharing skills -Continue to draw and paint pictures with increasing complexity -Construct with a purpose in mind, using a variety of resources -Safely construct with a purpose and evaluate my designs -Select tools and techniques needed to shape, assemble and join materials I am using and explain the process I have used -Make observations and draw pictures -Return to and build on their previous learning, refining ideas and developing the ability to represent them -Know that different materials can be used to create art -Explore art from different places around the world -Follows the shape of a melody using movement. -Explores tuned instruments.	repeated rhythms and make some up showing interest in the way musical instruments sound -Explore high pitch and low pitch in the context of songs -Create collaboratively sharing ideas, resources and skills -Use tools and techniques with increased care and precision -Mix a range of colours needed for a purpose -Execute a sequence of instructions on a programming toy or app to guide a robot -Creates musical sounds for stories and characters. -Changes voice and tempo during songs.	with increased care and precision -Experiment with colour, design, texture, form and function -Creates simple soundscapes using instruments. -Follows a conductor or visual signal. -Uses instruments with increasing control. -Creates musical patterns with others	• Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. - perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music
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			-Identifies changes in music.			
Expressive Art and Design Key Vocab Nursery	sing, rhyme, clap, beat, paint, colour, handprint, loud, quiet, beat, tap, shake, bang, music, instrument	loud, quiet, pulse, echo, mix, dab, texture, glitter, stick, fast slow sound animal sound rhythm percussion	pretend, role play, costume, hat, character, toy, act, puppet, happy sad calm exciting feelings soundscape	cut, glue, fold, join, tear, build, box, stack, stop start together repeat copy rhythm pulse	move, jump, freeze, follow, copy, listen, rhythm, repeat, high low steady beat	show, audience, quiet, bravo, costume, practise, share, clap, pattern repeat Perform
Expressive Art and Design Key Vocab Reception	rhythm, pulse, beat, tempo, primary colour, secondary colour, mix, pulse beat rhythm high low louder quieter percussion	dynamics, loud, quiet, steady, shade, tint, pattern, texture, brushstroke, tempo voice pitch movement steady	sketch, observe, detail, describe, model, sculpt, form, join, melody tune rising falling glockenspiel chime bar	design, plan, evaluate, improve, purpose, resource, secure, construct, buzz echo tempo perform	choreography, expression, improvisation, partner, sequence, rehearse, compose conductor orchestra soundscape louder quieter crescendo	character, narration, script, stage, rehearsal, props, Performance, body percussion, Pattern, Clap, stamp , Tap,
Understanding the World	Nursery: -Uses words 'now' and 'next'.	Nursery:	Nursery: -Understands the terms 'old' and 'new' and	Nursery:	Nursery: -Confidently talk about who they are	Nursery:

Past and Present	-Talks about their family, who they live with and any pets.	-Talks about their past life experiences e.g. birthdays, Christmas. -Uses the words 'then' 'now' 'next' 'before'.	recognising old and new objects e.g. cars, shops, photos	-Comments on their own past experiences e.g. Easter. -Show curiosity about objects from the past.	and who they live with, -Ask questions to family members about when they were young.	-Begin to understand how to sequence two events. -Sequence family members e.g. baby, mum, grandma
	Reception: -Begin to talk about my life story and how I have change -Guess baby pictures – how I have grown -Look at similarities and differences between the natural world around me in the past and present -Talk about how homes have changed -Comment on images showing homes in the past	Reception: -Talk about past family holidays -Begin to look closely at pictures in books and notice similarities and differences between now and the past -Know and talk about influential figures from the past - Guy Fawkes -Talk about the soldiers, poppies, two minutes silence -Know some historical facts and stories from different religions and celebrations – Bonfire night, Guy Fawkes, Poppy Day	Reception: -Know about influential figures from the past and discuss historical events that have happened in the past -Use vocabulary such as in the past, a long time ago -Recognise some similarities and differences between life in this country and life in other countries -Comment on images of familiar situations in the past -Compare characters from stories, including figures from the past	Reception: -Talk about members of my immediate family and community -Know and talk about influential figures from the past	Reception: -Understand the past through settings, characters and events encountered in books read in class and storytelling make comparisons of settings and fictional settings	Reception: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. read in class and through storytelling
Understanding the World People, Culture and Communities	Nursery: -Children talk about their families. -Children talk about who is special to them and why.	Nursery: -Children talking about how we look after our friends and families. -Children talking about their homes and what	Nursery: -Children recognising familiar signs, shops in the local environment.	Nursery: -Children speaking positively about differences between people and ways of life. -Children showing an	Nursery: -Children developing an idea of 'belonging'. -Children beginning to understand what the 'wider world' is and	Nursery: -Children using the correct vocabulary to name different features of their community.

	-Children name their family members.	they have inside their homes. -Children talk about the celebration of Christmas.	-I can talk about the transport used in my community. -I can talk about the similarities and differences between celebrations	interest in people with a range of occupations.	how we all play a part and get along with one another.	-Children know there are other countries than England and that they look different to ours.
	Reception: -Talk about members of my immediate family and community -Name and describe people who are familiar to me -Recognise the differences between myself and my friends (appearance, likes/dislikes, families) -Talk about what makes me feel special -Know what groups I belong to -Understand how we show people they are welcome -Know that I have a right to learn and play, safely and happily -Know that hands can be used kindly	Reception: -Talk about the features of different celebrations for different faiths -Know why different people celebrate different things -Talk about special past times -Know about the Jewish celebration Hanukkah -To know what happens at Diwali and why -Advent/Christmas around the world -To know what happens at Christmas, and why -To know what being unique means -To know the names of some emotions such as happy, sad, frightened, angry	Reception: -Learns about different cultures in other places in the world -Finds out how the lives of people in different countries are the same and different to mine -Talks about safer internet day -Talks about who is special to me and why? -Understands why some people are special -Talks about what a good friend is like -Understands the similarities and differences between different people's special stories -Knows what a challenge is -Knows that it is important to keep trying -Knows what a goal is	Reception: -Know that some children live in poverty -Understand how to care for nature -Know that some places are special to people in my community	Reception: -Understand why some people say the world is special -Talk about what I think is special about the world -Describe my local habitat and compare with a contrasting country	Reception: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

	and unkindly -Know special things about myself -Know how happiness and sadness can be expressed -Know that being kind is good -To be able to draw information from a simple map		- Create 3D or drawn maps of my local environment -Knows how to set goals and work towards them -Knows when I have achieved a goal -Knows which words are kind -Know some jobs I might like to do when I am older -Know that I must work hard now in order to be able to achieve the job I want when I am older			
Understanding the World The Natural World	Nursery: -Show respect and care for their environment. -Talk about their home environment and school environment. -Explore their world and environment through their senses.	Nursery: -Explore the changing weather and seasons -Continue to explore using their senses. -Name parts of the body. -Show more of an interest in the world.	Nursery: -Understand how and why we respect and care for animals. -Explore a range of materials and natural objects.	Nursery: -Explore the changing weather and seasons (Spring), -Learn about new life and plants based around Spring time	Nursery: -Grow plants from seeds and caring for them -Explore how these plants grow and change over time.	Nursery: -Explore the changing weather and seasons (Summer), -Notice changes such as ice melting in the sun and offering a reason why.
	Reception: -Explore the natural world and describe what I see, hear and feel when outside -Understand the	Reception: -Begin to describe what I see, smell and feel in the natural world -Talk about recycling – linked to recycling week	Reception: -Talk about why something melts or freezes and the changes that happen	Reception: -Talk about signs of spring / changes from winter to spring – spring walk.	Reception: -Know some similarities and differences between the natural world around me and	Reception: • Explore the natural world around them, making observations and drawing pictures of animals and plants.

	effects of the changing seasons around me – autumn -Talk about harvest	-Begin to understand the negative impact that humans can have on the environment	-Make observations of the animals that live in the arctic/ Antarctic/ desert and talk about what makes them special -Compare the weather in winter to the weather in autumn -Recognise the similarities and differences between hotter and colder regions and where we live	-Understand the effect of changing seasons on the natural world around me -Explore the natural world around me, making observations and drawing pictures of animals and plants	contrasting environments, drawing on my experiences and what I have read	• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
Understanding the World Key vocab Nursery	me, family, home, school, friend, same, different, look	cold, warm, rainy, sunny, clothes, season, leaf, outside	seed, plant, soil, water, grow, root, shoot, flower	map, road, house, park, shop, near, far, journey	bug, worm, pond, nest, bird, crawl, small, hide	old, new, then, now, yesterday, today, change, remember
Understanding the World Key vocab Reception	school, friend, same, different, look, family, community, neighbour, culture, tradition, belong, role, investigate	season, weather, temperature, forecast, deciduous, evergreen, change, observe	seed, germinate, shoot, root, leaf, lifecycle, growth, observe	map, route, compass, local, landmark, environment, human feature, physical feature	habitat, minibeast, microhabitat, pond, shelter, adapt, predator, prey	past, present, timeline, artefact, chronology, memory, historical, compare
STEM vocabulary Nursery	explore, look, touch, build, make	explore, look, touch, build, make	what, why, same, different	grow, water, plant, alive	fix, join, strong, tall, balance	Build, make, strong, safe, try

STEM vocabulary Reception	observe, investigate, compare, sort, choose	test, change, effect, material, property	question, explain, predict, pattern, evidence	observe, lifecycle, habitat, measure, record	design, construct, stable, solution, improve	Design, predict, test, improve, evaluate
Enrichment Blue= Termly baking opportunity	Visit to the church for Harvest festival Harvest fruit salad making	Visit to the church for the Christmas service Celebration Flatbreads	Lunar new year celebration- cultural food Pancake making Vegetable Soup	Bread Rolls	Trip out to Farm? Mayday celebrations Garden Pizzas	Library visit? Visit to local shop to buy baking ingredients and make scones
Parental Engagement	Phonics workshop New to EYFS meeting	EYFS Christmas sing along Parents Day	Spring EYFS meeting	Parents Day Open learning session- reading	Summer EYFS meeting	New to Reception meeting (Nursery parents only) Open Learning Session

Baking progression – Year B

Autumn 1

Nursery: wash fruit, pull grapes from stalks, peel bananas, use a spoon to transfer ingredients and mix. Introduce safe use of a child-safe knife for very soft fruit.

Reception: chop soft fruit with increasing control, count pieces, compare quantities and follow a simple pictorial sequence.

Vocabulary: wash, peel, chop, cut, mix, fruit, half, whole, more, less.

The important skill here is learning how we cook safely rather than producing something complicated.

Autumn 2

Nursery: scoop flour, pour water, mix with a spoon, squeeze and pat dough.

Reception: measure ingredients, follow the recipe in sequence, notice what happens when ingredients combine and divide dough into portions.

Vocabulary: ingredient, flour, dough, scoop, pour, mix, knead, roll, shape.

STEM question: What happens to the ingredients when we mix them together?

Spring 1

Nursery: wash vegetables, explore them using their senses, tear leafy vegetables, transfer ingredients and stir.

Reception: use child-safe knives to chop suitable vegetables, compare pieces, measure liquids and follow several steps in sequence.

What happens to the vegetables when we cook them?

Vocabulary: vegetable, raw, cooked, chop, slice, hard, soft, heat, change.

Spring 2

Nursery: pour pre-measured ingredients, mix, knead, roll and shape.

Reception: help weigh ingredients, follow a pictorial/written recipe, measure, knead, divide the mixture into equal portions and observe the dough before and after proving/baking.

Why did our dough get bigger?

Vocabulary: weigh, measure, knead, dough, divide, equal, rise, change.

Summer 1 – grow something for these such as basil or other herbs

Nursery: spread tomato sauce, tear herbs, choose toppings and arrange them.

Reception: cut suitable toppings independently, decide quantities, design their pizza first and explain their choices.

Where did the ingredients on our pizza come from?

Vocabulary: spread, slice, topping, ingredient, herb, grow, healthy, design, choice

Westfield Long term Mixed EYFS plan

Adapted from Early Years staffroom mixed plan

Summer 2

Plan → shopping trip → buy ingredients → follow recipe → make → eat → evaluate.

Nursery children can follow a 3–4 step pictorial recipe with adult support.

Reception children can take considerably more responsibility:

- identify ingredients needed;
- measure/weigh;
- follow the recipe in order;
- mix;
- use cutters;
- count how many have been made;
- explain the process afterwards;
- evaluate the finished scone.

STEM challenge: How can we make sure all our scones are approximately the same size?

Term	Year A Topic	Possible Learning Links	Year B Topic	Possible Learning Links
Autumn 1	All About Me What makes me unique?	Families, routines, feelings, body, senses, friendships, school environment	Marvellous Me and My Community What makes us special and connected?	Identity, families, friendships, homes, local community, belonging
Autumn 2	Lights, Celebrations and Traditions What do people celebrate around the world?	Diwali, Bonfire Night, Remembrance, Christmas, festivals of light, seasonal change	Sparkles, Sounds and Celebrations What happens at special times?	Fireworks, celebrations, music, traditions, Christmas, winter
Spring 1	People Who Help Us Who helps us in our community?	Police, firefighters, doctors, dentists, builders, real-life roles, safety	Once Upon a Time What can stories teach us?	Traditional tales, castles, dragons, storytelling, role play, imagination
Spring 2	Growing and Changing What changes can we notice?	Plants, seeds, life cycles, baby animals, Easter, caring for living things	Amazing Animals What lives in our world?	Farm animals, pets, jungle animals, habitats, animal care, similarities and differences
Summer 1	Our Wonderful World What can we discover about our world?	Minibeasts, habitats, weather, maps, nature, caring for the environment	Little Explorers What can we discover when we explore?	Dinosaurs, investigations, science exploration, outdoor discovery, fossils
Summer 2	Adventures and Journeys What happens when we go on an adventure?	Transport, pirates, holidays, transition, journeys, seaside	Under the Sun What happens in the world around us?	Seaside, water play, sports, holidays, summer, transition to Year 1, Space