FS1- LTP 2023-24- Banks Road Infant and Nursery school

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|   | Baseline  | Autumn- Dec  | Spring-April  | Summer term end of year expectations  |
| TOPIC  | Getting to know me, starting school Harvest/ little red hen  | Diwali/bonfire night-light and dark Remembrance day National nursery rhyme week Julia Donaldson Christmas  | Pirates Superhero’s Dinosaurs Chinese new year Animals Bear hunt/ Michael Rosen Easter Science week  | Global Week Journeys Growing/ oral health Traditional tales Growing –plants & life cycles Mini beasts  Farm Changes/Transition Cammo week  |
| COEL  | Playing and exploring -Make choices -find toys that they are familiar with -Will play alongside other children.  | -Explore different resources and materials. -Are more willing to ‘have a go’ when supported by a familiar adult. -Respond to new experiences that you bring to their attention  | -Guide their own thinking and actions by talking to themselves while playing -Make independent choices -do things independently that have been previously been taught. -Will invite others to play with them  | -Bring their own interests and fascinations into the early years settings. - Will negotiate during play using talk to resolve disputes -Use self-talk to try and problem solve. -Will investigate to find out more. -Will play co-operatively -Observe what other children are doing and adapt their play based on their observation.  |
| Active learning -Settle into the new routine quickly   | -Begin to correct their mistakes themselves.  -Show goal-directed behaviour  | -Keep trying when things are difficult.  | -Can concentrate for longer periods of time when faced with a challenge. -Use a range of strategies to reach a goal they have set themselves.  |
| Creating and thinking critically -Sort materials with prompts - If faced with a problem know to seek help.  | - Know to ‘try harder, a different way, ask for help when faced with a problem.  | * Solve real problems e.g. sharing resources.

-Comes up with their own ideas * Know to ‘try harder, try a different tool or way, ask for help when faced with a problem.

  | -use play to understand another perspective -Able to focus own attention and begin to ignore distractions -Have their own ideas and explore different strategies.  |
| *NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the nursery year.*  |
| COMMUNICATION & LANGUAGE  | Listening, attention & understanding -Listen to and join in with familiar nursery rhymes. Can identify familiar objects and properties, for example: Can you show me the big boat? Can understand simple instructions like ‘Where’s your hat?’ or ‘What’s the boy in the picture doing? Can understand action words by pointing to the right picture in the book. For example: ‘Who’s jumping?’ - Listen to other people’s talk with interest but can be easily distracted by other things  | --Engage in story times -Can find it difficult to pay attention to more than one thing. -Follow one step instructions-‘get your coat’ Identify familiar objects  | - Listen to and talk about stories -Can pay attention to more than one thing at a time. -Follow two step instructions. Identify properties when described by an adult. - Enjoy listening to longer stories -Can understand simple questions about ‘who’, ‘what’ and ‘where’.   | Listening, attention & understanding -Listen to and talk about stories to build familiarity and understanding. -Engage in story times. -Listen carefully to rhymes and songs -Understand more complex sentences e.g. *Put your toys away & then sit down on the carpet.* -Enjoy listening to longer stories and remember much of what happens. - Knows many rhymes, is able to talk about familiar books, and be able to tell a long story. -Understand ‘why’ questions  |
| Speaking -Uses new vocabulary that has been taught -Will talk to key worker and chosen friends -Speak using simple sentences sometimes using the connective ‘and’. -Talk about their family. Start to develop a conversation, jumping form topic to topic. Start to say how they are feeling, using words as well as actions. - Can link 4 words together.  | -Sing familiar songs with background music. -Know many rhymes. -talk about who’s in their favourite books. -Will speak to the whole group -Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. -May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’  | -Sing a larger repertoire of songs -Talk about familiar books including who’s in it, where is it set. -Speak to new adults or children in own environment. -Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.” -Use longer sentences of four to six words. -Ask simple questions (e.g. Where is Mummy?)  | Speaking -Ask questions to find out more -Use new vocabulary in different contexts. -Develop social phrases. -Using some past/future tense -Can understand why questions Sings a large repertoire of songs. - Converse with teachers and peers using new vocabulary.  -Use talk to draw conclusions: ‘The sky has gone dark? It must be going to rain’. Explain effect: ‘It fell over because it was too tall.’ Make Predictions: ‘It might not grow in there if it is too dark.’ Speculate: ‘What if the bridge falls down?  |

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|  |  | - Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one).  | -Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.    | -Can tell a longer story -Uses vocabulary focussing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers). -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.   |
| PERSONAL, EMOTIONAL & SOCIAL  | Self-regulation -Begin to show effortful control e.g. waiting for a turn instead of snatching. -Use resources with help when needed.      | -select resources that are needed to achieve a chosen goal with support - Increasingly follow rules, understanding why they are important.   | -select and use activities and resources that helps them to achieve a goal they have chosen or one which is suggested to them. - Increasingly follow rules, understanding why they are important. -Do not always need an adult to remind them of a rule.  | Self-Regulation: * 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.

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| Managing self - Beginning to manage their emotions. -Beginning to talk about their emotions e.g. ‘sad’, ‘happy’ or ‘upset’. -When prompted will use the toilet and wash their hands- will need support  | -Learning to use the toilet independently. - Can wash their hands independently. - Develop their sense of responsibility and membership as part of our class community -Talk with others to solve conflicts with some support.   | -Develop their sense of responsibility and membership as part of the whole school community - Develop appropriate ways of being assertive. -Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Can put their coat on independently. -Begin to talk about the importance of oral health. Talks about how their body feels after exercise and knows that this activity is positive for our health  | Managing Self: * 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.
* Develop appropriate ways of being assertive.
* Talk with others to solve conflicts.

-Begin to understand how others might be feeling. -Can talk about the importance of oral health.   |
| Building relationships -Build constructive and respectful relationships.- Play observation -Develop friendships with other children -Play with increasing confidence on their own, and with other children. - Feel confident to explore the environment with a familiar adult.  | -Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations.   | -Play with one or more other children, extending and elaborating play ideas. -Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas  | Building Relationships: * 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.
* Play alongside new peers and ‘with’ familiar peers.

Show interest in their new peers.  |
| PHYSICAL DEVELOPMENT  | Gross motor skills -Can climb steps- 2 feet to 2 feet -Can push themselves when on a trike -Can dress and undress for the toilet with support. - Can jump with both feet off the ground at the same time.   | -collaborate with others to manage large items such as carrying the large wooden blocks -Can catch a large ball -Continue to develop their movement, balancing, riding (scooters and trikes) -Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. -Use large-muscle movements to wave flags and streamers, paint and make marks  | - Start taking part in some group activities which they make up for themselves, or in teams. -Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. -Develop Throwing underarm and overarm skills -Match their developing physical skills to tasks e.g. decide whether to crawl, walk or run over a plank based on the size. -Choose the right resource to carry out their plan. -Climb large structures understanding their limitations and keeping themselves safe e.g climbing the apple tree.  | Gross Motor Skills : * 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.
* 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.

-Show confidence on the scooters and trikes and developing balance and control on the balance bikes. * show strength and co-ordination when using large muscle movements in activities.

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| Fine motor skills - Explores different materials and tools. -Develop manipulation and control, for example tearing paper.   | - Use one-handed tools and equipment -Will hold scissors sometimes with two hands to make snips in the paper.-Use a comfortable grip with good control when holding pens and pencils. -Show a preference for a dominant hand.  | -Start to eat independently and learning how to use a knife and fork. -Show greater control - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.   | Fine Motor Skills: * 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, paint brushes and cutlery;
* Begin to show accuracy and care when drawing
* Shows control with different materials and tools such as sewing, hole punch etc
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| -LITERACY  | Comprehension - Enjoys sharing books with an adult. -Repeats words and phrases from familiar stories. -Asks questions about a book. -Beginning to develop a narrative about a book they have read using props in play.  | -Showing awareness of the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom -Name the characters from a familiar story.  | -Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom -Listen to a story and comment on the events.   | Comprehension: * 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;
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
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| Word reading - Notices some print, such as the first letter of their name, a bus or door number or a familiar logo.   | -Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word, discriminate between different sounds that are familiar -Develop my phonological awareness- Listen & join in with stories, songs & games. Make sounds as they join in with stories and songs. Match the sounds that they have heard with a picture. Copy the sounds they have heard. Name some animals/Objects & make their sounds.   | -Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. -Identify an object when given the initial sound. -Say the initial sound in a given word. Clap the syllables in a word.  | Word Reading: * Say a sound for some letters in the alphabet
* With support read words consistent with their phonic knowledge by sound-blending;

 -Orally segment and blend words when show an object confidently  |
| Writing - Enjoys drawing freely. -Add some marks to their drawings, which they give meaning to. For example: ‘That’s my mummy.’ -Beginning to make marks to represent their name  | - Enjoys drawing freely. -Add some marks to their drawings, which they give meaning to. For example: ‘That’s my mummy.’ -Beginning to make marks to represent their name  | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some or all of their name.  | Writing: * Attempt to write their name in a way that they or others can recognise. -Discuss the marks they make, e.g. “this is a car” these will contain a mixture of patterns and letters
* Attempt to write initial sounds when labelling.
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| MATHEMATICS  | Number -Take part in finger rhymes changing the amount of fingers they hold up (not always correct) - React to changes of amount in a group of up to 3 items. -Count in every day contexts, sometimes skipping numbers.   | * Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).

-Recite numbers to 5. -Developing key principles of counting: oneto-one correspondence * Explore practically number bonds to 3 using a part, part , whole model
 | -Subitise up to 4 objects -Say one number for each item in order: 1,2,3,4,5. -Developing key principles of counting: one-toone correspondence; cardinality; stable order -Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). -Show ‘finger numbers’ up to 4. -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4.  | Number: * Have a deep understanding of number to 5, including the composition of each number;
* Subitise (recognise quantities without counting) up to 5;

 -Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’. Represent 1 - 3 on fingers, on a tens frame and with objects.   |
| Numerical patterns -Verbally count to 5  | -Verbally count beyond 5 -Beginning to explore quantities to 4 recognising when one quantity is greater than, less than or the same as the other quantity.   | -Verbally count to 10 -Explore simple double facts and how to share resources. -Use and understand the term “more” in practical contexts  | Numerical Patterns: * Compare quantities up to 5 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
* Explore some patterns within numbers up to 5, such as some double facts and how quantities can be distributed equally.

-Can verbally count to 10 almost consistently correct. -Knows how old they are and how old they will be on their next birthday.  |
|  | Shape, space and measure -Compare sizes, weights etc. using gesture and simple language – bigger/little/smaller, high/low, tall, heavy. -Notice patterns, for example, spots and stripes and arrange things in patterns. -Complete inset puzzles.  | Sort groups of objects according to different criteria Explore 2D shapes (for example, circles, rectangles, triangles) using language such as big and little, small and large. Show some understanding of tall, short or long. Can make comparisons relating to size. Can talk about ‘My day’ Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. -Explores simple measuring resources such as balance scales, rulers, measuring cubes   | -Copy and continue a simple ABAB pattern – stone, leaf, stone, leaf -Describe a familiar route. -Discuss routes and locations, using words like ‘in front of’ and ‘behind’. -Make comparisons between objects relating to length and weight. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. -Able to follow instructions including simple positional language e.g. move back, put the cars under the table. -Confident using a variety of basic measuring tools such as balance scales, measuring jugs, measuring tape etc.   | Shape, space and measure Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. *big/small, round/straight.* Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that. Shape - Know some common 2D and 3D shapes, will use a mixture of informal and mathematical language to describe. Time - understand *first/next,* will say some days of the week and showing an awareness of the order, use time related vocabulary.   |
| UNDERSTANDING THE WORLD  | Past and present - Begin to make sense of their own life-story  | Begin to make sense of their own life-story  | Begin to make sense of their own life-story and family’s history Show interest in different occupations.  | Past and Present: - Begin to make sense of their own life-story and family’s history by being able to discuss who is in their family and show some sense of their own history, e.g. “*I was born first and then the twin*s” or “*before I was born, Mummy lived in Spain but now we live in London*”.  |
| People, culture & communities Notice differences between people.  | -Show interest in different occupations. -Celebrate and value cultural, religious and community events ad experiences  | -Show interest in different occupations -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos -Celebrate and value cultural, religious and community events ad experiences  | People, Culture and Communities: -Notice similarities and differences between people, reflecting on differences positively. -Know that they may come from a different country from other children and understand that these are different places. -Show interests in different occupations, e.g. role-playing police or doctors.  |
| The natural world -Explore materials with different properties. -Explore natural materials, inside and out. -Repeat actions that have an effect.   | -Use all their senses in hands-on exploration of natural materials. --Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary. -Plant some seeds and clear weeds in the vegetable plot. -Children to begin to take responsibility of some aspects of caring for the class pet.  | -Explore how things work. -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.    | The Natural World : * Explore how things work.
* 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.

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| EXPRESSIVE ARTS & DESIGN  | Creating with materials -Explore paint using their fingers as well as other body parts as well as brushes and other tools. - Make marks intentionally. -Explore different materials, using all their senses to investigate them. -Manipulate and play with different materials. -Make simple models which express their ideas.   | - Explore different materials freely, in order to develop their ideas about how to use them and what to make. -Develop their own ideas and then with support decide which materials to use to express them. -Join different materials and explore different textures.  | - 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  -Use drawing to represent ideas like movement or loud noises.  | Creating with Materials: -Enjoy mark-making opportunities. -Create closed shapes with continuous lines and begin to use these shapes to represent objects. -Use blocks/construction toys to build “small worlds” e.g. a pen on a farm. -Develop confidence using a wider range of materials to create with  |
| Being imaginative and expressive - Join in with songs and rhymes, making some sounds. -Explores a range of instruments and play them in different ways. -Use objects as representations in pretend play, e.g. a child holds a wooden block to their ear and pretends it is a telephone.   | -Remember and sing entire songs. -Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. -Take part in simple pretend play, using an object to represent something else even though they are not similar.  | -Develop storylines through small-world or role-play. . -Sing the pitch of a tone sung by another person (‘pitch match’). -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. -Request a favourite song/rhyme.   | Being Imaginative and Expressive:  -Know and join in with some nursery rhymes or favourite songs and poems. -Create their own songs, or improvise a song around one they know. -Play instruments with increasing control to express their feelings and ideas -Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. - Respond to music with movement.   |