



Shortlanesend Nursery Long Term Planning 2024-2025



	Autumn 1 7 Weeks	Autumn 2 7 Weeks	Spring 1 5 Weeks	Spring 2 6 Weeks	Summer 1 6 Weeks	Summer 2 7 Weeks
Main Theme	Marvellous me!	Why Do We Celebrate?	Little Feet, Big Adventures!	Spring into Spring!	People Who help us!	I Wonder What's at the Seaside?
Characteristics of effective teaching and learning (CoETL)	<p style="text-align: center;">Playing and Exploring: Exploring Elephant – I explore and plan my ideas Go-For-It Gorilla – I try new activities based on my interests Choosing Chimp - I make independent choices</p> <p style="text-align: center;">Active Learning: Persevering Parrot – I keep trying Proud Peacock – I achieve my goals Analysing Alligator – I am beginning to correct my mistakes by myself</p> <p style="text-align: center;">Creating and Thinking Critically: Slinky-Linky Snake – I can make links between ideas Reflecting Rhino – I can check my progress and see how well I am doing Creative Chameleon – I have my own ideas</p>					
Other Possible Themes and lines of enquiry (These mini ideas within the themes may change or be replaced depending on the children's interests)	<p>Starting nursery (rules, routines and boundaries)</p> <p>All About Me (my family, my home)</p> <p>Relationships and feelings (Colours - feelings/ emotions)</p> <p>Autumn/Harvest 22nd September</p>	<p>Diwali 1st November</p> <p>Bonfire Night 5th November</p> <p>Remembrance Day 11th November</p> <p>Hanukkah 25th December</p> <p>Christmas 25th December</p>	<p>Luna New Year 29th</p> <p>National Storytelling Week 30th January</p> <p>Winter/Ice</p> <p>Valentine's Day 14th February</p>	<p>Pancake Day 4th March</p> <p>St. Piran's Day 5th March</p> <p>World Book Day 6th March</p> <p>Mother's Day 30th March</p> <p>Easter 20th April</p> <p>Seasons and weather</p> <p>Healthy eating Plants and flowers</p>	<p>People who help us (Doctor, Fire fighter, Vet, Police, Teachers, Cleaners)</p> <p>Road Safety 5th – 12th May</p> <p>World Bee Day 20th May</p> <p>Africa Day 25th May</p> <p>Superheroes</p>	<p>Lifeguards (how to stay safe by water)</p> <p>Looking after the ocean</p> <p>Pirates</p> <p>Local beaches River and Estuaries, Lighthouses</p> <p>Father's Day 15th June</p> <p>Starting School</p>



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				Planting seeds		
Enrichment Activities and In and out Days:	<p>Make a family book. (Children to bring in photos)</p> <p>Create a self portrait</p> <p>School listening walk</p> <p>Harvest Festival food shop</p> <p>Hall For Cornwall? (The Very Hungry Caterpillar)</p>	<p>Bubbling magic potions</p> <p>Remembrance Day Making poppies</p> <p>Bonfire Night (Firefighter visit)</p> <p>Fire work paintings</p> <p>Food tasting from different cultures, coconut barfi</p> <p>Make gingerbread</p> <p>Christmas Nativity performance</p>	<p>Make New Year Calendars (Spring, Summer, Autumn, Winter)</p> <p>Luna New Year parade</p> <p>Winter Weather (animals trapped in ice)</p> <p>National Storytelling week (Children's favourite stories)</p> <p>Wellie Walk</p>	<p>Pancake Day pancakes for snack time (different toppings – strawberries, lemon, orange, jam)</p> <p>World Book Day dress up as favourite book character</p> <p>St Piran's Day Make a Cornish pasty</p> <p>Growing Sunflowers</p> <p>Growing Cress</p> <p>Mother's Day</p> <p>Easter Craft</p> <p>Watch Tadpoles grow</p> <p>Visit to Nancarrow Farm</p>	<p>Visit from key workers-police/vet (RSPCA)</p> <p>Plant wildflowers for the bees</p> <p>Caterpillars to butterflies</p> <p>African Dance</p> <p>Sports Day</p>	<p>Lifeguard/Coastguard visit</p> <p>World Music Day 21st June</p> <p>Father's Day</p> <p>Dress like a Pirate day</p> <p>Graduation</p> <p>Beach Trip</p>
Key Stories	<p>Let's Go to Nursery</p> <p>The Family Book</p> <p>Ten Little Finger Ten Little Toes</p> <p>Happy in our Skin</p>	<p>Stickman</p> <p>Little Glow</p> <p>A Day to Remember</p> <p>Dipal's Diwali</p>	<p>Rosie's Hat</p> <p>The Smartest Giant in Town</p> <p>We're going to find the monster</p>	<p>The Sunflower Sword</p> <p>Jack and the Beanstalk</p> <p>The Very Hungry Caterpillar</p>	<p>The Drum</p> <p>Thumbelina</p> <p>A Superhero Like You</p> <p>Handa's Hen</p>	<p>Hooray for Fish!</p> <p>Sharing a Shell</p> <p>Pirates Love Underpants</p>



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	Owl Babies So Much A Bit Lost	Meg and Mog The Gingerbread Man The Christmas Nativity	Lost and Found Lunar New Year Around the World	Planting a Rainbow The Tale of Three Trees The Teeny Weeny Tadpole	Glorias Porridge What the Ladybird Heard	What the Ladybird Heard at the Seaside Somebody swallowed Stanley Coral & the Cornish Heart
Key Nursery Rhymes	Hey, Diddle, Diddle Ring-a-ring-a-roses 2 Little Dickie Birds Wind the Bobbin Up Heads, Sholders, Knees, and Toes Big Red Combine Harvester 2 Cheeky Monkeys Swinging in a Tree	1 Finger, 1 Thumb Jack and Jill Twinkle, Twinkle, Little Star When Santa got Suck up the Chimney I'm a Little Snow Man Christmas Pudding We wish you a merry Christmas	Incy Wincy Spider One, Two, Buckle My Shoe The Grand Old Duke of York Mary, Mary Quite Contrary Little Peter Rabbit	Baa, Baa, Black Sheep Driving Along in a Big Green Tractor Dingle Dangle Scarecrow When Golidlocks When to the House of the Bears Old McDonald 5 Little Specked Frogs	Down at the Station Hickory, Dickory, Dock Miss Polly Had a Dolly Humpty Dumpty 5 Little Men in a Flying Saucer The Wheels of the Bus	1,2,3,4,5 Once I Caught a Fish Alive A Sailor Went to Sea Row, Row, Row, Your Boat I had a little Turtle 5 Little Ducks Went Swimming One Day The Big Ship Sails One Big Hippo
Key Maths Books	Mixed A Pair of Socks: Matching Sorting at the Market	123 to the Zoo One Duck Stuck A Book of Pattern Play	Goldilocks and the Three Bears Anno's Counting Book Pete the Cat and is 4 groovy buttons	The Spots and the Dots Jack and the Bean Stalk How Much Does a Ladybird Weigh?	We're going on a bear hunt Bear in a Square When I Build with Blocks	Nibbles Numbers Doggies My Granny Went to Market



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Makaton Sign of the Week Stage 1 & 2	Hello Drink To Eat Home Toilet Mummy Daddy	Chair Table Car Bus Cold Where? What?	Here There To Look To Stand Up To Sit	Book To Wash More Good Bad Please	Thank You Dog Cat Bird Tree Flower	Ice Cream Spoon Plate Teddy Hot Fish
Communication and Language (C&L)						
Birth – 3 Listening and Attention	I enjoy laughing and being playful with others.	I concentrate intently on an object or activity of my own choosing for short periods	I pay attention to dominant stimulus – easily distracted by noises or other people talking	I enjoy rhymes and demonstrate listening by trying to join in with actions or vocalisations	I Pay attention to my own choice of activity, may move quickly from activity to activity	I Listen with interest to the noises adults make when they read stories
Birth – 3 Understanding	I am developing the ability to follow others' body language, including pointing and gesture.	I am understanding single words in context and I am developing, e.g. cup, milk, daddy	I understand different situations - able to follow routine events and activities using nonverbal cues	I select familiar objects by name and will go and find objects when asked, or identify objects from a group	<ul style="list-style-type: none"> • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group 	<ul style="list-style-type: none"> • Identifies action words by following simple instructions, e.g. Show me jumping
Birth – 3 Speaking	I use single words. I frequently imitate words and sounds. I enjoy babbling and increasingly experiment with using sounds.	I use words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye)	I use different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot)	I am beginning to put two words together (e.g. Want ball, More juice)	<ul style="list-style-type: none"> • Beginning to ask simple questions • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it 	<ul style="list-style-type: none"> • Uses language to share feelings, experiences and thoughts
3 – 4 Listening and Attention	I recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.	I shows interest in playing with sounds, songs and rhymes	I have a single channelled attention; can shift to a different task if attention fully obtained – using my name helps focus	I listen to others in one-to-one or small groups, when conversation interests them	Listens to familiar stories with increasing attention and recall	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
3 – 4 Understanding	I am beginning to understand more complex sentences,	I understands who, what, where in simple questions (e.g. Who's	I am developing an understanding of	I understand the use of objects (e.g.	Shows understanding of prepositions such as under, on top,	Responds to instructions with more elements, e.g. Give



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	e.g. Put your toys away and then sit on the carpet.	that? Who can? What's that? Where is?)	simple concepts (e.g. fast/slow, good/bad)	Which one do we cut with?)	behind by carrying out an action or selecting correct picture	the big ball to me; collect up all the blocks and put them in the box
3 – 4 Speaking	I can hold a conversation, jumping from topic to topic.	I am learning new words very rapidly and I can use them when communicating	I use a variety of questions (e.g. what, where, who)	I uses longer sentences (e.g. Mummy gonna work) beginning to use word endings (e.g. going, cats)	Beginning to use more complex sentences to link thoughts (e.g. using and, because)	Able to use language in recalling past experiences
Personal, Social and Emotional Development (PSED)						
Birth – 3 Making Relationships	I draw others into social interaction through calling, crying and babbling, smiling, laughing and moving my body and limbs.	I can engage with another person to help achieve a goal, e.g. to get an object out of reach	I explore confidently when I feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations	I enjoy playing alone and alongside others and is also interested in being together and playing with other children	<ul style="list-style-type: none"> Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy 	Asserts their own ideas and preferences and takes notice of other people's responses
Birth – 3 Sense of Self	I respond to my own name and enjoys finding my own nose, eyes or tummy as part of interactive games.	I am showing an emerging autonomy through asserting choices and preferences such as different tastes and rejects things that I do not want, for example by pushing them away	I understands that my voice and actions causes an effect on others, e.g. clapping hands starts a game	I am aware of and interested in my own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes	Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs	Knows their own name, their preferences and interests and is becoming aware of their unique abilities
Birth – 3 Understanding Emotions	I explore the boundaries of behaviours that are accepted by adults and become aware of basic rules as I use	I use a comfort object, familiar others, routines or spaces to soothe myself, particularly when separated from my close carer	I use a familiar adult to share feelings such as excitement and for "emotional refuelling" when feeling tired or anxious	I can express positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through	Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or	Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling



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	my emerging agency and autonomy.			actions, behaviours and a few words	sharing in another child's excitement	
3 – 4 Making Relationships	I am becoming more able to separate from my close carers and explore new situations with support and encouragement from another familiar adult.	I am showing some understanding that other people have perspectives, ideas and needs that are different to mine, e.g. may turn a book to face you so you can see it	I seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests	I show empathy and concern for people who are special to them by partially matching others' feelings with my own, e.g. may offer a child a toy they know they like	seeks out companionship with adults and other children, sharing experiences and play ideas	<ul style="list-style-type: none"> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
3 – 4 Sense of Self	I show a sense of autonomy through asserting my ideas and preferences and making choices and decisions.	I am gradually learning that actions have consequences but not always the consequences that I hope for	I experiment with my own and other people's views of who I am through their play, through trying out different behaviours, and the way I talk about myself	I am becoming more aware of the similarities and differences between myself and others in more detailed ways and identifies myself in relation to social groups and to my peers	Enjoys a sense of belonging through being involved in daily tasks	<ul style="list-style-type: none"> Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
3 – 4 Understanding Emotions	I seek comfort from familiar adults when needed and distracts myself with a comfort object when upset.	I respond to the feelings of others, showing concern and offering comfort	I may recognise that some actions can hurt or harm others and begin to stop myself from doing something I should not do, in favourable conditions	I participate more in collective cooperation as their experience of routines and understanding of some boundaries grows	Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants	Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings
SCARF:						



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	<p>Marvellous me!</p> <p>I'm special</p> <p>People who are special to me</p>	<p>Me and my friends</p> <p>Friends and family</p> <p>Including everyone</p>	<p>People who help me and keep me safe</p> <p>Safety Indoors and Outdoors</p> <p>What's safe to go into my body</p>	<p>Looking after myself</p> <p>Looking after others</p> <p>Looking after my environment</p>	<p>What does my body need?</p> <p>I can keep trying</p> <p>I can do it!</p>	<p>Growing and changing in nature</p> <p>When I was a baby</p> <p>Girls, boys and families</p>
Physical Development (PD)						
Birth – 3 Moving and Handling	I enjoy the sensory experience of making marks in food, damp sand, water, mud, paste or paint.	I can push, pull, lift and carry objects, moving them around and placing with intent	I climb inside, underneath, into corners and between objects	I participate in finger and action rhymes, songs and games, imitating the movements and anticipating actions	When holding crayons, chalks etc, makes connections between their movement and the marks they make	Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands
Birth – 3 Health and Self-Care	I can feed myself with increasing need to be in control and holds cup with both hands, drinking without much spilling.	I can actively cooperate with nappy changing, dressing/undressing	I develop my own likes and dislikes in food and drink, willing to try new food textures and tastes	I enjoy hugs and cuddles and seeks comfort from attachment figure when I feel the need	<ul style="list-style-type: none"> • Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling 	Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support
3 – 4 Moving and Handling	I move in response to music, or rhythms played on instruments such as drums or shakers.	I am beginning to understand and choose different ways of moving	I can kick a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and my chest to trap it	I turns pages in a book, sometimes several at once	Walks down steps or slopes whilst carrying a small object, maintaining balance and stability	Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
3 – 4 Health and Self-Care	I can feed myself competently. I can hold a cup with two	I am beginning to recognise danger and seek the support and	I am able to help with and increasingly independently put on	I develop increasing understanding of and control of the bowel	Observes and can describe in words or actions the effects of	<ul style="list-style-type: none"> • Can wash and can dry hands effectively



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	hands and drink well without spilling. I am developing some independence in self-care and I show an awareness of routines such as handwashing or teeth cleaning but still often needs adult support.	comfort of significant adults	and take off simple clothing items such as hats, unzipped jackets, wellington boots	and bladder urges and starts to communicate my need for the preferred choice of potty or toilet	physical activity on their bodies	and understands why this is important
Get Set 4 PE?						
	Introduction to PE : Unit 1	Ball Skills: Unit 1				
Healthy Movers						
	Whatever the Weather Hide and Seek	Wiggle, Weave and Watch Choo Choo	Steering Birds in Trees	Aiming High Pop the Bubbles	Pick up Packets Jungle Journey	Deep Blue Sea Hot Hot Hot Treasure
Squiggle Whilst you Wiggle						
	Move 1 - Up and Down Move 2 – The Wiggle	Move 3 – The Circles	Move 4 – The Hump (& under the hump)	Move 5 – The Hook	Move 6 – Precursive Move 7- A Gentle Wave	Move 8 – laid down 8, the stand it up straight Move 9 – straight line
Literacy						
Birth – 3 Reading	I handle books, printed and digital reading material with interest.	I am interested in and explore the sounds made by banging and tapping familiar objects and simple instruments	I am interested in and anticipate books and rhymes and may have favourites	I notice pictures and symbols and beginning to recognise what they stand for in my familiar experiences	Begins to join in with actions and sounds in	Repeats and uses actions, words or phrases from familiar stories
Birth – 3 Writing	I enjoy the sensory experience of making marks in food, damp sand, water, mud, paste or paint.	I am manipulating objects using my hands singly and together, such as squeezing water out of a sponge	I push, pull, lift and carry objects, moving them around and placing with intent	I begin to understand the cause and effect of my action in mark making	Knows that the marks they make are of value	Enjoys the sensory experience of making marks



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<p>3 – 4 Reading</p>	<p>I have some favourite stories, rhymes, songs, poems or jingles.</p>	<p>I can fill in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps</p>	<p>I enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</p>	<p>I listen to and join in with stories and poems, when reading one-to-one and in small groups</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p>	<p>Looks at and enjoys print and digital books independently</p>
<p>3 – 4 Writing</p>	<p>I distinguish between the different marks I make.</p>	<p>I enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>	<p>I make up stories, play scenarios, and drawings in response to experiences, such as outings</p>	<p>I include mark making and early writing in my play</p>	<p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<ul style="list-style-type: none"> Begins to make letter-type shapes to represent the initial sound of their name and other familiar words
<p>Phonics</p>						
<p>Cohort 2026: <i>“If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales” - Albert Einstein</i> Library Time. Throughout the day stories will be read, songs will be sung, to give the children a love of reading and words.</p>						
<p>Phonics Cohort 2025 -Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes</p>	<p>Phonological Awareness: Stage One Speech Detection</p>	<p>Phonological Awareness: Stage Two Syllable Awareness</p>	<p>Phonological Awareness: Stage Three & Four Onset Rime Rhyme Detection</p>	<p>Phonological Awareness: Stage Five Initial Sounds & Stage Six Rhyme Production</p>	<p>RWInc Nursery: Speed Sounds – Set 1 Sounds m a, a d, t i, n p, g o, c k</p>	<p>RWInc Nursery: Speed Sounds – Set 1 Sounds u b, f e, l h, r j, v y, w z, q x</p>

<p>- Claps or taps the syllables in words during sound play - Hears and says the initial sound in words</p>						
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STORY DOUGH! is a simple yet powerful way to add the skills of language, fine motor, mark making and imagination to a child's day. These will be weekly sessions

Maths

<p>Birth – 3 Maths</p>	<p>I can combine objects like stacking blocks and cups. I can put objects inside others and take them out again. I can take part in finger rhymes with numbers. I can react to changes of amount in a group of up to three items. I can compare amounts, saying 'lots', 'more' or 'same'. I am developing counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. I can count in everyday contexts, sometimes skipping numbers - '1-2-3-5'. I can climb and squeeze myself into different types of spaces. I can build with a range of resources. I can complete inset puzzles. I can compare sizes, weights, etc, using gesture and language - 'bigger / little / smaller', 'high / low', 'tall', 'heavy'. I can notice patterns and arrange things in patterns.</p>					
<p>3 – 4 Maths</p>	<p>I enjoy and respond to playing with colour in a variety of ways, for example combining colours. I continue to explore colours and how colours can be changed. I recognise that two objects have the same shape. I show awareness of shape similarities and differences between objects. I recognise</p>	<p>I point or touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. I begin to recognise numerals 0 to 10 I can subitise one, two and three objects (without counting) I can count up to five items, recognising that the last number said represents the total counted so far (cardinal principle) I</p>	<p>Subitises one, two and three objects (without counting) Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Begin to recognise numerals 0 to 10 Counts up to five items, recognising that the last number said represents the total counted so far</p>	<p>May enjoy counting verbally as far as they can go. Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers. Begin to recognise numerals 0 to 10. Counts up to</p>	<p>Recalls a sequence of events in everyday life and stories. Responds to and uses language of position and direction. Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Responds to both informal language</p>	<p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Beginning to use understanding of number to solve practical problems in play and meaningful activities Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</p>



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	that two objects have the same shape I show awareness of shape similarities and differences between objects.	can link numerals with amounts up to 5 and maybe beyond Through play and exploration, I am beginning to learn that numbers are made up (composed) of smaller numbers I create my own spatial patterns showing some organisation or regularity. I explore and add to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) I join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next	(cardinal principle) Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same Responds to both informal language and common shape names	five items, recognising that the last number said represents the total counted so far (cardinal principle). Links numerals with amounts up to 5 and maybe beyond Explores differences in size, length, weight and capacity. In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.	and common shape names. Shows awareness of shape similarities and differences between objects	May enjoy counting verbally as far as they can go. Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond.
Master The Curriculum (See MT Plan)						
	Colours Matching Sorting	Number 1 Number 2 Patterns	Number 3 Number 4 Number 5	Number 6 Hight & Length Mass Capacity	Sequencing Positional Language More than/Fewer 2D Shape 3D Shape	Number Composition What Comes After? What Comes Before? Numbers to 5
Understanding the world:						
Birth – 3 People and Communities	I am starting to realise I influence	I am curious about people and I show an	I am interested in photographs of	I enjoy stories about people and nature	Has a sense of own immediate family	Beginning to have their own friends



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	people, e.g. as I laugh and smile so do the people I am are with.	interest in stories about people, animals or objects that I am familiar with, or which fascinate me	myself and other familiar people and objects	(birds, bees, snails, cats, dogs, etc) and I am interested in photographs of myself with these	and relations and pets	
Birth – 3 The World	I closely observe what animals, people and vehicles do.	I become absorbed in combining objects, e.g. banging two objects or placing objects into containers	I know things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing	I am curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life	Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking	<ul style="list-style-type: none"> Remembers where objects belong
Birth – 3 Technology	I am exploring and making sense of objects and how they behave.		I anticipate repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times	I am showing interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them	Seeks to acquire basic skills in turning on and operating some digital equipment	Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car
3 – 4 People and Communities	In pretend play, I imitate everyday actions and events from my own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.	I am learning that I have similarities and differences that connect me to, and distinguish me from, others	I remember and talk about significant events in my own experience	I recognise and describe special times or events for family or friends	shows interest in different occupations and ways of life indoors and outdoors	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
3 – 4 The World	I notice detailed features of objects in my environment.	I can talk about some of the things they have observed such as plants, animals, natural and found objects	I enjoy playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks,	I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world	<ul style="list-style-type: none"> Talks about why things happen and how things work Developing an understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Shows care and concern for living things and the environment



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			walking by river or lake			
3 – 4 Technology	I play with water to investigate “low technology” such as washing and cleaning.	I can uses pipes, funnels and other tools to carry/ transport water from one place to another	I know how to operate simple equipment, e.g. turns on CD player, use a remote control, can navigate touch-capable technology with support	I am showing an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets	<ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	Knows that information can be retrieved from digital devices and the internet
Expressive arts and design						
Birth – 3 Creating with materials	I experiment with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration.	I continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression	I can move while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments	Mirrors and improvises actions I have observed, e.g. clapping or waving	<ul style="list-style-type: none"> Sings/vocalises whilst listening to music or playing with instruments/sound makers 	Notices and becomes interested in the transformative effect of their action on materials and resources
Birth – 3 Being imaginative and expressive	I respond to and engages with the world that surrounds me, e.g. sounds, movement, people, objects, sensations, emotions (myself own and others.	I can express myself through physical actions and sound	I pretend that one object represents another, especially when objects have characteristics in common	I create sound effects and movements, e.g. creates the sound of a car, animals	<ul style="list-style-type: none"> Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations 	Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music
3 – 4 Creating with materials	I join in singing songs.	I can create sounds by rubbing, shaking, tapping, striking or blowing	I experiment with ways to enclose a space, create shapes and represent actions, sounds and objects	I use 3D and 2D structures to explore materials and/or to express ideas	<ul style="list-style-type: none"> Explores and learns how sounds and movements can be changed 	<ul style="list-style-type: none"> Uses tools for a purpose
3 – 4 Being imaginative and expressive	I show an interest in the way sound makers and	I create rhythmic sounds and movements	I use movement and sounds to express experiences,	Experiments and creates movement in	Sings to self and makes up simple songs	Creates sounds, movements, drawings to accompany stories



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	instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow.		expertise, ideas and feelings	response to music, stories and ideas		
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