


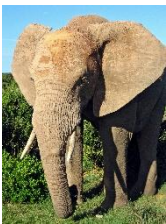





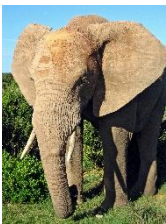
















Indian Queens Nursery and Reception Long Term Planning
Programme A
2024 – 2025

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|--|--|--|
| Main Theme       | Would You Like To Be Friends?  | Why Do The Leaves Fall Off The Trees?  | Will I Need My Coat Today?  | Why Do Animals Have Patterns?  | What's That Creepy Crawly?  | Who Lives In A Rockpool?  |
| Characteristics Of Effective Learning: | <p>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>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>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 theme may be changed or replaced depending on The children's interests). | Learning about your peers. We are all different Names of friends Self portraits All about me My family My home Our community | Autumn Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night Types of trees Leaf rubbings Nocturnal animals | Weather Seasons Rain collectors Clothing for different weathers Materials Valentines day Chinese new year Around the world Pancake day | Africa African animals Handa's Surprise Camouflage Survival Animal classification Easter St Piran's day World book day | Minibeast Bugs that can fly/ not fly. Bee and Ladybird lifecycles How do bees make Honey? Minibeast habitat Spring Earth Day | Sea animals Rock pools Rocks Fishing Beach safety Sun safety Visit to Newquay Aquarium |

Indian Queens Nursery and Reception Long Term Planning
Programme A
2024 – 2025

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| | Relationships and feelings People who help us | | | International women's day Spring / New life Superheroes | Farm May Day World Bee Day | |
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Indian Queens Nursery and Reception Long Term Planning
Programme A
2024 – 2025

| Oracy | <p style="text-align: center;">Oracy</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #d9e1f2;">Progression of skills - EYFS</th> </tr> </thead> <tbody> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Physical</u> </p> <ul style="list-style-type: none"> To speak audibly so they can be heard and understood To use gestures to support meaning in play </td> <td style="width: 50%; vertical-align: top;"> <p><u>Linguistic</u> </p> <ul style="list-style-type: none"> To use talk in play to practice new vocabulary To join phrases with words such as 'if', 'because' 'so' 'could' 'but' </td> </tr> <tr> <td style="vertical-align: top;"> <p><u>Cognitive</u> </p> <ul style="list-style-type: none"> To use 'because' to develop their ideas To make relevant contributions and asks questions To describe events that have happened to them in detail </td> <td style="vertical-align: top;"> <p><u>Social and Emotional</u> </p> <ul style="list-style-type: none"> To look at someone who is speaking to them To take turns to speak when working in a group </td> </tr> <tr> <td colspan="2"> <p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!' Support pupils' understanding of tum-taking in talk by using a physical object such as a toy to signify whose turn it is to speak. Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'. Introduce new language and sentence stems through call and repeat, 'my tum, your tum'. Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 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| Careers link | Teachers People who help us visit | The job of a tree surgeon | Shop assistant visit | Zoo trip | Bee keeper visit | Trip to the aquarium | | | | | | | | | | |

Indian Queens Nursery and Reception Long Term Planning
Programme A
2024 – 2025

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| | Jobs that people in our family do. | | | | | |
| Enrichment Activities | Making family books Black History Month (October) How humans grow and change | Nursery Rhyme Week/ Dress Up Nativity Performance Christmas Jumper/Dinner Day Remembrance Day Bonfire Night (firefighter visit) | Chinese New Year Rain collectors | Community Heroes Day Dress up as your favourite person who helps you Visit from a police/ nurse/ vet/ doctor | Vegetable patch | Favourite sports dress up Hairdresser visit Brighter Smiles visit Sports Day |
| Texts | Key Texts: Elmer – Starting School The Rainbow Fish We Are Family What Makes me Me? | Key Texts: Storm What Can You See In Autumn? Fox's Favourite Autumn Owl Babies Winter Sleep A Stroll Through The Seasons | Key Texts: Meet The Weather Worm Weather The Little Raindrop Winter Is For Snow All About Weather One Snowy Night | Key Texts: Handa's Surprise The Ugly Five Animals Can't Dance We All Went On Safari The Leopards Drum One Day on Our Blue Planet in the Savannah | Key Texts: The Very Greedy Bee The Very Lazy Ladybird Incy Wincy Spider The Very Hungry Caterpillar Meet The Minibeast Mad about Minibeast | Key Texts: Who Rules The Rockpool? Tiddler Barry the Fish with Fingers Sharing a Shell Mister Seahorse Duffy's Lucky Escape |
| Personal, Social and Emotional Development (PSED) Nursery | SCARF: Me and My Relationships: <ul style="list-style-type: none"> • Marvellous Me! | SCARF: Valuing Difference <ul style="list-style-type: none"> • Me and my friends • Friends and family | SCARF: Keeping Safe <ul style="list-style-type: none"> • People who help me and keep me safe | SCARF: Rights and Respect <ul style="list-style-type: none"> • Looking after myself • Looking after others | SCARF: Growing and Changing <ul style="list-style-type: none"> • Growing and changing in nature | SCARF: Being My Best <ul style="list-style-type: none"> • What does my body need? |

Indian Queens Nursery and Reception Long Term Planning
Programme A
2024 – 2025

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| | <ul style="list-style-type: none"> • I'm Special! • People who are special to me | <ul style="list-style-type: none"> • Including everyone | <ul style="list-style-type: none"> • Safety indoors and outdoors • What's safe to go into my body | <ul style="list-style-type: none"> • Looking after my environment | <ul style="list-style-type: none"> • When I was a baby <p>Girls, boys and families</p> | <ul style="list-style-type: none"> • I can keep trying • I can do it! |
| <p>Personal, Social and Emotional Development (PSED)</p> <p>Reception</p> | <p>SCARF: Me and My Relationships:</p> <ul style="list-style-type: none"> • Marvellous Me! • I'm Special! • People who are special to me • Who can help me? • My feelings • My feelings (2) | <p>SCARF: Valuing Difference</p> <ul style="list-style-type: none"> • I'm special, You're special • Same and different • Same and different families • Same and different homes • I am caring • I am a friend | <p>SCARF: Keeping Safe</p> <ul style="list-style-type: none"> • What's safe to go onto my body • Keeping myself safe – what's safe to go into my body (including medicines) • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe | <p>SCARF: Rights and Respect</p> <ul style="list-style-type: none"> • Looking after my special people • Looking after my friends • Being helpful at home and caring for our classroom • Caring for our world • Looking after money | <p>SCARF: Growing and Changing</p> <ul style="list-style-type: none"> • Seasons • Life stages – plants, animals and humans • Life stages: human life stage – who will I be? • Where do babies come from? • Getting bigger • Me and my body – boys and girls. | <p>SCARF: Being My Best</p> <ul style="list-style-type: none"> • Bouncing back when things go wrong • Yes, I can! • Healthy eating • My healthy mind • Move your body • A good night's sleep |
| <p>Communication and Language:</p> | <p>Communication and Language is developed throughout the year through high quality interactions through daily group discussions, circle times, stories, singing and nursery rhymes. It is closely linked with our reading and phonics. We use WellComm in Nursery, and NELI in Reception, to identify all children's needs within their language and understanding and use this to provide both whole setting activities and individual targeted intervention when there is a need identified.</p> <p>Little Wandle Foundations for language:</p> | | | | | |

Indian Queens Nursery and Reception Long Term Planning
 Programme A
 2024 – 2025

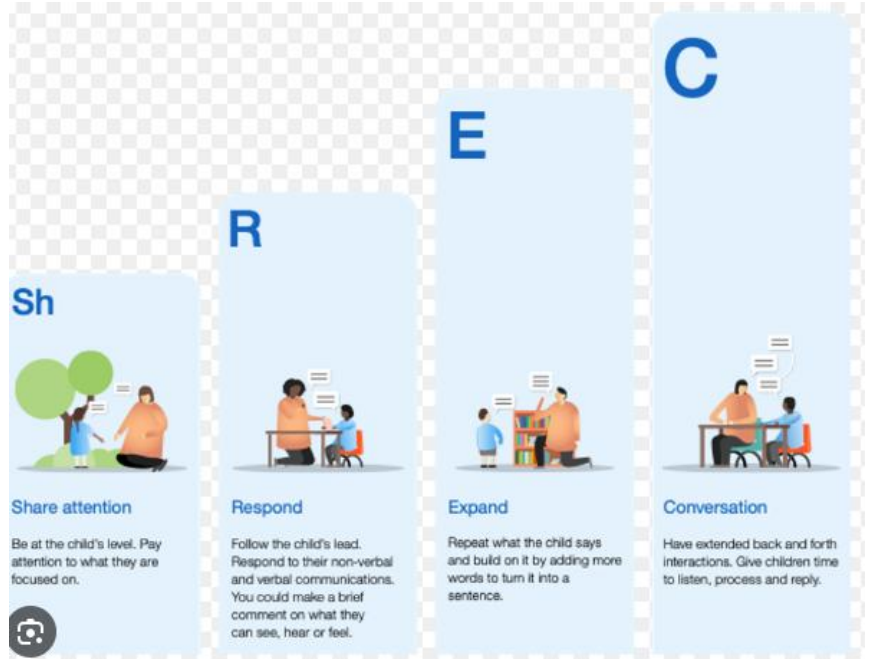
Foundations for Language
 Interaction techniques



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|  Tune in Watch, wait, wonder  |  Pause more Think before you speak  |  Running commentary Narrate the activity  |  Make links Connect to what they know  |  Give choices Model language  |
|  Recast and extend Build on language  |  Name Point and label  |  Ask open questions Find out more  |  Prompt thinking Think, suggest, wonder  |  Comment Tell, don't ask  |

The SHREC Approach:

Indian Queens Nursery and Reception Long Term Planning
 Programme A
 2024 – 2025

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| |  <p>The graphic illustrates four stages of language development, each with an illustration and a description:</p> <ul style="list-style-type: none"> Share attention (Sh): Be at the child's level. Pay attention to what they are focused on. Respond (R): Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel. Expand (E): Repeat what the child says and build on it by adding more words to turn it into a sentence. Conversation (C): Have extended back and forth interactions. Give children time to listen, process and reply. | | | | | |
| <p>Reading/ Phonics Birth - 3</p> | <p>I enjoy sharing books with an adult.</p> <p>I can pay attention and respond to the pictures or words.</p> <p>I enjoy songs and rhymes. I can tune in</p> | <p>I can join in with songs and rhymes, copying sounds, rhythm, tunes and tempo.</p> <p>I can say some of the words in songs and rhymes.</p> | <p>I can copy finger movements and other gestures.</p> <p>I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Little Wandle Rhyme Time.</p> | <p>I can sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>I can repeat words and phrases from familiar stories</p> | <p>I can ask questions about the book.</p> <p>I can make comments and share my own ideas.</p> <p>Little Wandle Rhyme Time.</p> | <p>I can develop play around favourite stories using props.</p> <p>I can use the speech sounds p, b, m, w.</p> <p>I can pronounce l/r/w/y</p> <ul style="list-style-type: none"> f/th |

Indian Queens Nursery and Reception Long Term Planning
Programme A
2024 – 2025

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| | <p>and pay attention.</p> <p>Little Wandle Rhyme Time.</p> | <p>I can listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Little Wandle Rhyme Time.</p> | | <p>Little Wandle Rhyme Time.</p> | | <ul style="list-style-type: none"> • s/sh/ch/dz /j • multi-syllabic words such as 'banana' and 'computer'. <p>I can notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.</p> <p>Little Wandle Rhyme Time.</p> |
| <p>Reading/ Phonics 3-4 year olds</p> | <p>Listening and attention: tuning into sounds and auditory discrimination.</p> <p>I can listen with increased attention to sounds.</p> <p>I enjoy listening to longer stories and can remember much of what happens.</p> <p>LW verbs, nouns, actions.</p> | <p>Rhythm and rhyme.</p> <p>I can sing a large repertoire of songs.</p> <p>I can remember and sing familiar songs.</p> <p>I know many rhymes. I can talk about familiar books and I can tell a long story.</p> <p>LW verbs, nouns, actions.</p> | <p>Rhyme, syllables and alliteration.</p> <p>Introducing oral blending.</p> <p>I can understand the 5 key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text from left to right and top to bottom | <p>Oral blending games.</p> <p>I am developing my phonological awareness so that I can:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound. <p>LW verbs, nouns, actions.</p> | <p>Oral blending games.</p> <p>Letter phonemes – phase 2 sounds (not graphemes).</p> <p>LW verbs, nouns, actions.</p> | <p>Oral blending games.</p> <p>Letter phonemes – phase 2 sounds (not graphemes).</p> <p>I can engage in extended conversations about stories, learning and new vocabulary.</p> <p>LW verbs, nouns, actions.</p> |

Indian Queens Nursery and Reception Long Term Planning
Programme A
2024 – 2025

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| | | | <ul style="list-style-type: none"> The names of the different parts of a book <p>LW verbs, nouns, actions.</p> | | | |
| <p>Reading/ Phonics 3-4 year olds</p> <p>Developing a love for reading texts:</p> | | | | | | |
| <p>Reading / Phonics Reception</p> | <p>S,a,t,p,I,n,m,d,g,o, c,k,ck,e,u,r,h,b,f,l</p> <p>Tricky words: is, I, the</p> | <p>Ff,ll,ss,j,v,w,x,y Z,zz,qu, words with s/s/ added at the end (hats, sits),ch,sh,th,ng,nk Words ending in s /z/ (his) and with s /z/ added at the end (bags).</p> <p>Tricky words:</p> | <p>Ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, words with double letters: dd,mm,tt,bb,rr,gg,pp,ff, longer words.</p> <p>Tricky words: Was, you, they, my, by, all, are, sure, pure.</p> | <p>Review phase 3: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear.</p> <p>Review words with double letters.</p> <p>Words with two or more diagraphs.</p> <p>Words ending in – ing</p> | <p>Short vowels CVCC/ CCVC, CCVCC, CCCVC, CCCVCC, compound words, root words ending in -ing – ed /t/ - ed / id/ -est</p> <p>Tricky words: said, so, have, like, some, come, love do, were, here, little, says, there, when, what, one, out, today.</p> | <p>Long vowel sounds CVCC, CCVC, CCCVC, CCVCC. Phase 4 words ending -s /s/ Ending – s /z/ Ending – es Longer words Root words ending in: ing, ed /t/, ed /id/ /ed/ /d/.</p> |

Indian Queens Nursery and Reception Long Term Planning
Programme A
2024 – 2025

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| | | Put, pull, full. As, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be. | | Words with s in the middle /z/ s Words ending -s Words with -es at the end /z/. | | Review all tricky words – secure spelling. |
| Writing Birth - 3 | My coordination is developing. I can pass things from one hand to the other. | I can use large and small motor skills to do things independently e.g buttons, zips and pour drinks. | I am developing manipulation and control as I explore different materials and tools. | I enjoy drawing freely. I can express idea and feeling through making marks and sometimes give a meaning to the marks I make. | I can add some marks to my drawings, which I give meaning to e.g “that says mummy”. | I can make marks on my pictures to stand for my name. |
| Writing 3-4 Years | I can use large muscle movements to wave flags and streamers, paint and make marks. | I can use one-handed tools and equipment e.g making snips in paper with scissors. | I can use a comfortable grip with good control when holding pens and pencils. | I can draw with increasing complexity and detail, e.g representing a face with a circle and including details. | I can use some of my print and letter knowledge in my early writing e.g I can write a pretend shopping list tha starts at the top of the page. | I can write some letters accurately. I can write my name. |

Indian Queens Nursery and Reception Long Term Planning
Programme A
2024 – 2025

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| | | | I am beginning to show a preference for a dominant hand. | | I can write some or all of my name. | |
| Physical Development | <p>Children develop their physical development through access to the outdoor provision for gross motor skills such as balancing, riding and ball skills, going up steps and apparatus using alternate feet, hop and stand on one leg and hold a pose.</p> <p>Children have daily adult led sessions to develop their gross motor skills which includes yoga, big movement songs, dough disco, adult-led movement to music (supporting children to remember sequences and patterns of movement to music), Squiggle while you Wiggle.</p> <p>During continuous provision children have access to a range of resources to support their gross and fine motor skills including funky finger activities (Cutting, weaving, threading, manipulating tweezers, pinching etc), playdough, mark making and construction.</p> <p>According to their individual needs children are supported to become increasingly independent with their own selfcare needs such as toileting and dressing. Children become confident in using a knife and fork having school dinners within the hall.</p> <p style="text-align: center;"><u>Children are supported to identify and make healthy choices with their food and drink choices during our daily snack times.</u></p> | | | | | |
| PE Reception (Complete PE scheme) | Walking and special awareness. | Hands | Moving | Movement to Nursery Rhymes. | Jumping and landing. | Multiskills. |
| Maths Birth - 3 | 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, | 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 compare sizes, weights, etc, using gesture and language - 'bigger / little / smaller', 'high / low', 'tall', 'heavy'. |

Indian Queens Nursery and Reception Long Term Planning
Programme A
2024 – 2025

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| | | | pointing or saying some numbers in sequence | | I can complete inset puzzles. | I can notice and arrange things in patterns. |
| Maths 3 and 4 Years | I can categorise and make comparisons of objects by colour, shape, and size. I can talk about pattern around me. For example: stripes on clothing, designs on rugs and wallpapers. I can use informal language such as 'pointy', 'spotty' and 'blobs' | I am developing fast recognition of up to three objects without having to count them individually. (subitising) I can say one number for each object in order: 1,2,3,4,5. I can extend an ABAB pattern. I can notice and correct an error in a repeating pattern | I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) I can show finger numbers up to five I can link numerals and amounts: for example, I can show the right number of objects to match the numeral up to five. I can experiment with my own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to five. | I can recite numbers past 5 I can make comparisons between objects relating to their size, weight, length, and capacity. | I can compare quantities using the language 'more than' and 'fewer than' I can talk about 2D and 3D shapes (squares, rectangles, circles, triangles and cuboids) using informal mathematical language. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof. I can combine shapes to make new ones. | I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then' I can understand position through word alone – for example 'the bag is under the table' with no pointing. I can describe as familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind' |
| Maths Reception: | In Reception we used NCETM materials to develop a deeper understanding of number by focusing on the 4 mathematical principles; subitising, Cardinality, Composition and Comparison, through short activities. | | | | | |
| Maths – | Match, sort and compare. | | Alive in 5 | | To 20 and beyond | |

Indian Queens Nursery and Reception Long Term Planning
Programme A
2024 – 2025

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| Reception (White Rose) | Talk about measure and patterns. It's me 1,2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides. | Mass and capacity Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3D shapes | How many now? Sharing and grouping Visualise, build and map Make connections | | | |
| Understanding the Word Birth - 3 | I repeat actions that have an effect, for example rolling a ball down a pipe or dropping a stone into water and observing the splash | I can explore materials with different properties. | I can make connections between the features of my family and other families. | I can explore different materials, indoors and outdoors. | I can respond to and explore natural phenomena within the setting. | I can notice differences between people. |
| Understanding the Word 3-4 Years History Geography Science | I am beginning to make sense of my own life-story and my family history. I use all of my senses in hands-on exploration of natural materials. I can talk about my special people. | I can explore collections of materials with similar and different properties. | I can talk about the difference between materials and changes I notice. | I can show an interest in different occupations. I am developing positive attitudes about the difference between people. I know there are different countries in the world and talk about differences they have seen in pictures. | I can plant seeds and care for growing plants. I can understand key features of a plant lifecycle. I can describe the life cycle of an animal. | I can talk about different forces and how they feel. |
| Nursery History | All About Me boxes Autumn Hunt in the Nursery garden Observe seasonal changes | Begin to make sense of their own life-story and family history. | To begin to understand that each day is different. Welly Walks Sensory walks in the Nursery garden | Have you ever been on holiday? Discussion about where we have been before and what you saw/ did. | The Lifecycle of a frog. | Weekend news / talking about days at the seaside. |

Indian Queens Nursery and Reception Long Term Planning
Programme A
2024 – 2025

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| | | | Weather chart recording each week. | | | |
| Nursery Geography | Where do I live? | How our local environment changes during Autumn. Welly Walks around the school grounds. | Exploring how the weather changes dependent on season. Weather charts. | Have you ever been on holiday? Discussion about where we have been before and what you saw/ did. | The Lifecycle of a frog – where do frogs live? Are there different types of frogs? | Have you been to the seaside? What did you see and where did you go? |
| Understanding the World Reception History Geography RE Science | <p>I can Talk about members of my immediate family and community.</p> <p>I can name and describe people who are familiar to them.</p> <p>I can recognise some environments that are different from the one I live in.</p> | <p>I can comment on images of familiar situations in the past.</p> <p>Understand that some places are special to members of their community.</p> <p>I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I can find objects that float and objects that sink.</p> | <p>I can compare and contrast characters from stories, including figures from the past.</p> <p>I can describe what they see, hear and feel whilst outside.</p> <p>I can talk about what is 'special' to me and how we are all different.</p> | <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>I can talk about who has helped me in the past and who helps me now.</p> <p>I can talk about how people grow and change. I can talk about when I am older.</p> <p>I can talk about why the Bible is important to Christians.</p> <p>I can talk about Christian beliefs at Easter.</p> <p>I can talk about materials of uniforms for people who help</p> | <p>I can explore the natural world around me.</p> <p>I understand the effect of changing seasons on the natural world around them.</p> <p>I can talk about why a Church is important to Christians.</p> <p>I can compare and contrast life cycles of animals and plants.</p> | <p>I can draw information from a simple map.</p> <p>I can talk in different tenses.</p> <p>I can measure forces.</p> |

Indian Queens Nursery and Reception Long Term Planning
Programme A
2024 – 2025

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| | | | | us and why they need uniform. I can create with different materials. | | |
| Reception History | <p>Birthday Board / how the day and month changes at time passes.</p> <p>Class discussion on how they have changed since they were a baby.</p> <p>Family trees.</p> | <p>Changes in seasons.</p> <p>Guy Fawkes – firework pictures.</p> <p>Diwali – Rama and Sita</p> <p>Poppy/ Remembrance Day – why do we wear a poppy/ poppy making.</p> <p>Hibernation</p> <p>Nocturnal animals.</p> | <p>Daily weather chart recording and monthly tally's.</p> <p>Learning language of; yesterday, today and tomorrow'.</p> <p>Weather diaries.</p> | <p>Animals around the world. Identify where animals live. What type of environment do they live in. Why do they have / need different habitats.</p> | <p>Lifecycle of a ladybird</p> <p>How do bees make honey? (Understanding time and process)</p> | <p>Understanding how animals change and grow over time – food chains.</p> <p>Beaches in our local area compared to beaches in the past – how the coast changes over time.</p> |
| Reception Geography | <p>What is in Indian Queens?</p> <p>Where is Cornwall?</p> | <p>What is a woods?</p> <p>Explore animals that live in the woods/ animals that hibernate. Where will they hibernate?</p> <p>Walks around the school grounds for signs of Autumn.</p> <p>Places in our local area – discussion and Google Maps tour.</p> | <p>Daily weather chart recording and monthly tally's.</p> <p>Weather diaries.</p> <p>Is it raining everywhere in the world? Read Handa's Surprise and compare features of Africa compared to Cornwall. Why is it hot there?</p> | <p>Animals around the world. Identify where animals live. What type of environment do they live in. Why do they have / need different habitats.</p> <p>How have animals adapted to suit the environment?</p> | <p>Explore habitats of different insects – above the ground and in the ground sorting/ wings and no wings.</p> | <p>Beaches in our local area compared to beaches in the past – how the coast changes over time.</p> <p>Features of a beach; cliff, rocks and rockpools. What are our local beaches?</p> |
| Expressive Arts and Design Birth - 3 | <p>I can show attention to sounds and music.</p> <p>I can respond emotionally and</p> | <p>I can join in with songs and rhymes, making some sounds.</p> <p>I can make rhythmical and repetitive sounds.</p> | <p>I notice patterns with strong contrasts, and I am attracted by patterns resembling the human face.</p> | <p>I enjoy and take part in actions songs.</p> | <p>I am starting to develop pretend play, pretending that one object represents another.</p> | <p>I can explore different materials, using all my senses to investigate and play with different materials.</p> |

Indian Queens Nursery and Reception Long Term Planning
Programme A
2024 – 2025

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| | <p>physically to music when it changes.</p> <p>I can move and dance to music.</p> <p>I can anticipate phrases and actions in rhymes and songs.</p> <p>I can explore my voice and enjoy making sounds.</p> | <p>I can explore a range of sound-makers and instruments and play them in different ways.</p> | <p>I am starting to make marks intentionally. I can explore paint, using my fingers and other parts of my body, as well as brushes and other tools.</p> | | | <p>I can use my imagination as I consider what I can do with different materials.</p> <p>I can express my ideas.</p> |
| <p>Expressive Arts and Design 3 to 4 Years</p> | <p>I can take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>I am beginning to develop complex stories using small world equipment.</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction, e.g a city with different buildings.</p> | <p>I can explore different materials freely to develop my ideas about how to use them and what to make.</p> <p>I am developing my own ideas and deciding which materials to use to express them.</p> <p>I can join different materials and explore different textures.</p> | <p>I can create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>I can draw with increasing complexity and detail such as representing a face with a circle.</p> <p>I can use drawing to represent ideas like movement and loud noises.</p> <p>I can show different emotions in my drawings and paintings.</p> | <p>I can explore colour and colour mixing.</p> <p>I can listen with increased attention to sounds.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p> | <p>I can remember and sing entire songs.</p> <p>I can sing the pitch of a tone sung by another (pitch match).</p> <p>I can sing the melodic shape (moving melody such as up and down) or familiar songs.</p> <p>I can create my own songs or improvise a song around one that I know.</p> | <p>I can play instruments with increasing control to express my feelings and ideas.</p> |

Indian Queens Nursery and Reception Long Term Planning
Programme A
2024 – 2025

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| Expressive Arts and Design Reception | I can explore, use and refine a variety of artistic effects to express their ideas and feelings. I can return to and build on my previous learning, refining ideas and developing their ability to represent them. | I can create collaboratively, sharing ideas, resources and skills | I can listen attentively, move to and talk about music, expressing my feelings and responses. | I can watch and talk about dance and performance art, expressing my feelings and responses | I can sing in a group or on my own, increasingly matching the pitch and following the melody. | I can develop storylines in my pretend play. |
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“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Indian Queens, we provide our children with opportunities to develop their independence and physical development to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.” Indian Queens Early Years Team.

Continuous Provision at Indian Queens Nursery is where children have access to high quality, well organised resources which allows the time, space and opportunity to practise skills that have been taught. Continuous provision time, which we call “Busy Learning”, allows children to problem solve, develop communication skills and learn to build strong relationships to make their own choices and become independent learners.

Enhancements and provocations for learning are added to the environment to support the teaching of topic-based learning and to follow the interests of individual children

Indian Queens Nursery and Reception Long Term Planning
Programme A
2024 – 2025

