

Stoke By Nayland Primary School – Long Term Plan – Nursery and Reception Progression 2023-2024

At Stoke by Nayland, we always aim to provide every child with a safe, exciting and happy learning environment. We aim to use our **Indoor classrooms**, our **Early Years Outdoor Classroom** and our **Wild Garden** throughout every season, giving rich opportunities for carefully planned activities, designed to meet every child’s need, as well as lots of opportunities for the children to embed what they know, allow them time to explore and develop as individuals, and actively seek out challenge.

| We deliver a 2 Year Cycle in which we extend the Nursery children's learning through a range of engaging topics | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Cycle 1 | Fire, Fire! | Marvellous Me | Our Local Area and changes over time | We are going on a Bear Hunt - our local area and maps | People Who Help Us | Exploring Our World |
| Cycle 2 | All About Me! | Growing and Gravity, flying, floating and falling | How to be an astronaut | Hot and Cold. Why don't Meerkats live in the North Pole? | Beside the Seaside | Toys |
| Curriculum Enrichment Opportunities | <ul style="list-style-type: none"> • Invite family members in to discuss families and share toys from the past and present. • Fire station visit | | <ul style="list-style-type: none"> • Visits to Gainsborough House • Visit to Rowley Wood • Visit to local park • Boxford Farms visit • Zoo visit | | <ul style="list-style-type: none"> • People from the local community to discuss roles/jobs • Dental nurse visit • Seaside trip • Toy museum visit | |

| EYFS Curriculum Map Knowledge and Skills - The grid below aims to map the development of children through their Nursery and Reception years at Stoke-by-Nayland | | We aim to provide every child with a safe, stimulating and happy learning environment. We build on what children know and are interested in, weaving in a broad range of meaningful experiences whilst carefully scaffolding learning in all areas of the EYFS curriculum. We promote exploration and challenge, ensuring our children develop into confident and independent learners. We value our parents as partners in their children's learning and strive to work together to ensure the best outcomes for all our children. | | |
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| Area of Learning | Aspect | Nursery | Reception | Summative Assessment and Early Learning Goals |
| Personal, Social and Emotional Development | Self-Regulation, | Begin to talk about own needs and feelings Show an awareness of when others are upset and respond appropriately Take turns with support Follow instructions with support to stay focused on task | Talk about own feelings and needs and begin to use strategies to manage feelings Respond kindly to the needs and feelings of others Join in with games with rules and play fairly Wait their turn and use talk to negotiate sharing resources Listen to and follow instructions with two or more steps independently | Have 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. |
| | Managing self | Follow class rules and routines with support Take turns with adult support as needed Use the toilet with increasing independence. Put on coat and wellies with increasing independence. | Follow class rules and explain why this is important Use the toilet independently, know when to wash hands and say why this is important Dress independently for outdoor play and PE. | 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. |

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| | Building Relationships | Play alongside other children with shared interests Engage in conversation with adults and children in the setting Begin to show an awareness of the feelings and needs of others. | Play cooperatively with other children, sharing space and resources Talk to adults and peers, listening to others ideas as well as sharing their own Show an awareness of the feelings and needs of others. | 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. |
| Communication and Language | Listening, attention and Understanding | Listen to stories with increasing attention Join in with short circle time sessions Follow instructions with support Talk about familiar stories showing an awareness of characters and events. | Demonstrate an understanding of how to listen well and why listening is important. Listen to stories and discussions and respond with relevant comments Connect ideas and recent experiences with what they hear Listen to and talk about non-fiction books Follow instructions with two or more parts. | Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. |
| | Speaking | Know how to take turns in conversation Share recent experiences with a familiar adult Join in with rhymes and songs Use talk to organise play | Speak in well-formed sentences. Recount a recent experience using correct tense Give explanations for why things happen using 'and' 'because' Retell a familiar story, some with direct repetition and some in own words. Sing a range of songs and rhymes by heart Use new vocabulary in different contexts Use talk to help work out problems and organise thinking. | Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| Physical Development (Fine Motor) | Gross Motor | Jump, roll, crawl and balance with increasing confidence Climb steps independently Use a scooter or a ride on. Use large muscle movements to paint and make marks. Show an awareness of space. | Combine different movements with ease and fluency. Throw, catch and kick a ball. Know how to move safely within different spaces and over obstacles. Talk about the different factors that support health and wellbeing (exercise, healthy eating, | 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. |

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| Skills and Gross Motor Skills) | | | brushing teeth and sleep) | |
| | Fine Motor | Use a use a spoon and fork to feed themselves Begin to use a dominant hand and make marks on paper with control using a comfortable grip | Use tools such as scissors and cutlery effectively and safely Use a well-developed grip to hold a pencil Form letters accurately and draw with control. | 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 |
| Literacy | Writing | Begin to write letters of own name Give meaning to the marks they make. 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. Write some letters accurately. | Write own name with correct letter formation Hear initial sounds in words Write some letters and give meaning to their writing Recognise most graphemes and know corresponding phoneme Begin to write simple cvc words Write some common exception words from memory Know basic punctuation of a sentence (begin with a capital letter, use finger spaces and end in full stop) Use phonic knowledge to write simple sentences. | Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others. |
| | Reading | Enjoy listening to stories and talk about favourite books. Join in with repeated phrases from familiar stories Understand that print carries meaning Recognise own name and other familiar words Begin to blend sounds orally to make a word Begin to identify initial sounds in words Begin to recognise a few graphemes and know corresponding phoneme. Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother | Continue to develop love of reading by sharing quality texts at school and at home Confidently blend sounds orally Recognise first graphemes and know corresponding phoneme Blend to read CVC words using known graphemes Recognise some common exception words Recognise most graphemes and know corresponding phoneme Read simple sentence independently, sounding out as needed Read with increasing fluency and intonation. Engage in extended conversations about stories, learning new vocabulary. | Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |

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| | Comprehension | Talk about familiar stories showing an awareness of characters and events. | <p>Answer how and why questions about stories they have heard or read Use new vocabulary in different contexts. Understand the five 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 from top to bottom - the names of the different parts of a book - page sequencing | 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. |
| Mathematics | Number | <p>Recognise a set of up to 3 objects without counting them (subitising) Recite number names in order to 5. Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>Know that the last number reached when counting a set tells you the total. Link numerals and amounts - match the correct numeral to a set, up to 5. Compare quantities using language, 'More than', 'Less than'.</p> | <p>Know different compositions of 1,2,3 Represent numbers to 5 with objects/pictures Identify one more and one less than a given number Understand zero and its place in a number line Recall number bonds to 5 Combine two small groups to find a whole Begin to recall number bonds to 10 tens using a frame Show number bonds to 10 using part whole Count on and back from a given number to 10 Count to 20</p> | Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. |
| | Pattern | Talk about 2D shapes using informal and mathematical language i.e. sides, corners, straight etc. Understand positional language such as on top/underneath/behind Compare two objects by size/weight/length Talk about patterns that they see Can create a simple ABAB pattern using objects Talk about a sequence of events using sequential language: first, then, at the end. | <p>Match and Sort objects/pictures and compare amounts Make and copy simple patterns Compare size, mass and capacity of objects Explore and describe patterns they see Know circles and triangles and talk about properties Use positional language such as inside/on top/behind Know shapes with 4 sides and talk about properties Count to 10 and compare groups up to 10 Use language of time in play (morning/tomorrow) Name and explore some 3D shapes Explore more</p> | Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |

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| | | | complex patterns Compare length/height/distance/weight/capacity Use doubling and sharing in play Begin to recognise odds and evens. | |
| Understanding the World See also RE plans Links with National Curriculum subjects: History, Geography, Science and RE and Forest School | Past and Present | Talk about events from recent past that are important to them. Talk about how they have changed since they were a baby. Talk about immediate family Order simple stories using beginning, middle, end. | Use the language of time (before, after, yesterday, last year) Talk about how families change and people grow over time. Begin to understand how people are connected in families ie uncles/grandparents Begin to discuss cause and effect (because, so) Order pictures of familiar stories or events using sequential language first, next, finally. Talk about a an historical figure and say why they are remembered. | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling. |
| | People culture and communities | Talk positively about differences in appearance Show an awareness that there are different countries in the world Talk about differences they have experienced or seen in photos Show an interest in different occupations. | Talk about different environments and say how they are the same or different to the one they live in Talk about the similarities and differences between life in this country and life in other countries. Draw information from a simple map Understand the role of the emergency services. | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. |
| | The Natural World | Use all of their senses to explore the natural world around them Understand what a plant needs to grow Talk about the changes they notice in materials and weather | Describe what they see, hear and feel when outside Know the names of the different seasons and some of the effects they have on the natural world Know the key stages of the life cycle of a butterfly/plant Sort animals according to their habitats Talk about the differences they notice in materials Describe changing states of matter. | Explore the natural world around them, making observations and drawing pictures of animals and plants; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |

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| RE Units Emmanuel Project | Exploring Religions | What does the word God mean? | Why was Jesus such a Special Baby? Nativity Plays | How can we care for our wonderful world? | Why do Christians put a cross in an Easter garden? | How Do Christians celebrate Pentecost? | What does it mean to do a good deed? Judaism |
| Expressive Arts and Design Links with National Curriculum subjects: Design and technology, Art and Design and Music | Creating with Materials | Explore a range of media including pens, pencils, paint, dough, collage and print. Begin to create with a purpose in mind and talk about ideas Use simple tools such as scissors with support Name colours and talk about patterns they notice Use props and materials to represent real-life objects in role play | | Experiment with different mark making tools including pencils, pens, chalk and paint Demonstrate an understanding of how to wash paint brushes between colour changes and begin to mix new colours Explore possibilities of junk-modelling, know how to join using glue, tape, string etc. Safely use simple tools such as scissors or a hammer to create with a purpose in mind Plan and talk about ideas; say what they like about their creations and what they might change | | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. | |
| | Being Imaginative | Join in with singing songs, nursery rhymes and games Use percussion instruments and explore sounds they can make Begin to develop a narrative, on their own or with others through role play or small world play. | | Engage in storytelling, inventing own stories and adapting familiar stories Sing a range of songs and rhymes from memory Use instruments to create a soundscape and know how to look after instruments carefully Respond to music they hear through mark making and dance. | | Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. | |