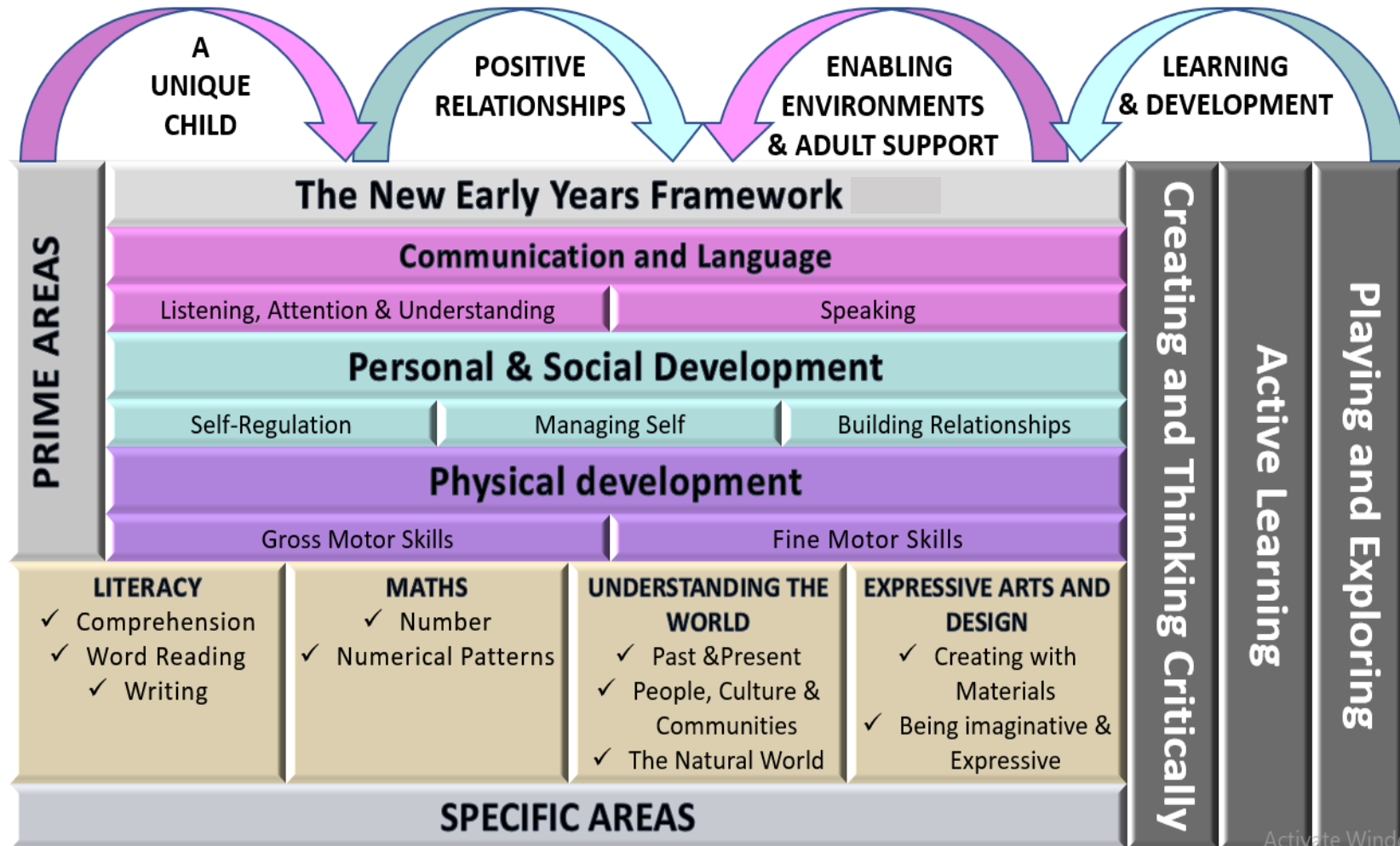


# Nursery Long Term Plan

We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As a Nursery team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 2025 & children’s interests.

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 Quinton Primary School and Nursery, our Nursery provides our children with opportunities to develop their gross motor skills, 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.” Quinton Primary School and nursery’s Nursery Team.



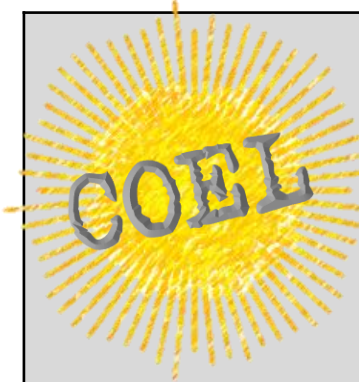
# NURSERY LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEMES	<p>Settling in: <i>Meeting new people, learning names, routines, rules and boundaries, asking for help.</i></p> <p>Families and Special people: <i>Who lives in your house, who is important to you and why.</i></p> <p>Feelings and Emotions: <i>Identifying and recognising them in ourselves and others.</i></p> <p>Colour: <i>Primary and secondary, colour mixing</i></p> <p>Autumn changes: <i>Noticing leaves changing, what is weather and seasons.</i></p>	<p>Diwali: <i>What it is and how is it celebrated?</i></p> <p>Christmas: <i>What it is and how it is celebrated?</i></p> <p>The Nativity: <i>Learning songs and story.</i></p> <p>Songs: <i>Learning and remembering songs to perform.</i></p> <p>Changes in season: <i>Continuing to discuss seasonal changes from Autumn to Winter.</i></p>	<p>Pancake Day: <i>How are pancakes made, what are the ingredients, where do they come from.</i></p> <p>Lunar New Year: <i>What it is and how it is celebrated?</i></p> <p>Shopping lists and recipes: <i>Making a shopping list, where does food come from.</i></p> <p>Preparing and trying foods: <i>Knife skills, basic cooking skills, mixing and measuring.</i></p>	<p>Holi: <i>What it is and how it is celebrated?</i></p> <p>Signs of Spring: <i>Seasonal changes, flowers, leaves and new growth.</i></p> <p>Lifecycles and changes to plants and animals: <i>What are the lifecycles of some plants and animals such as caterpillars, bean plants. Looking at stages and how they change during each one.</i></p>	<p>Maps and directions: <i>What is a map and what does it show us? How can we use it when we visit somewhere new?</i></p> <p>Staying safe out and about: <i>Crossing a road, staying safe on a trip, talking to strangers, staying with the group.</i></p>	<p>Moving on: <i>Saying goodbye and how that feels.</i></p> <p>Starting school: <i>Feelings about starting in a new or different class with different people. Transitions and having a practise in new classrooms.</i></p> <p>Teamwork and exercise: <i>Learning how to work as a team, cheer each other on, stay healthy and try new things.</i></p>
KEY TEXTS	<p>The Colour Monster <i>Anna Llenas</i></p> <p>Owl Babies <i>Martin Waddell</i></p> <p>The Journey Home From Grandpa's <i>Jemima Lumley</i></p> <p>Oh no, George! <i>Chris Haughton</i></p> <p>The Pumpkin Who Was Afraid Of The Dark <i>Michelle Robinson</i></p>	<p>The Nativity</p> <p>Stickman <i>Julia Donaldson</i></p> <p>Diwali</p> <p>The Gingerbread Man <i>Traditional Tale</i></p> <p>The Jolly Christmas Postman <i>Allan Ahlberg and Janet Ahlberg</i></p>	<p>Pancakes, Pancakes <i>Eric Carle</i></p> <p>Winnie and Wilbur at [Chinese]</p> <p>Lunar New Year <i>Valeria Thomas and Korky Paul</i></p> <p>Goldilocks and the Three Bears <i>Traditional Tale</i></p>	<p>Holi Hai <i>Chitra Soundar</i></p> <p>Superworm <i>Julia Donaldson</i></p> <p>The Three Billy Goats Gruff <i>Traditional Tale</i></p> <p>The Very Hungry Caterpillar <i>Eric Carle</i></p> <p>Jasper's Beanstalk <i>Nick Butterworth</i></p>	<p>The Three Little Pigs <i>Traditional Tale</i></p> <p>What the Ladybird Heard <i>Julia Donaldson</i></p> <p>Where The Wild Things Are <i>Maurice Sendak</i></p> <p>Shark in the Park <i>Nick Sharratt</i></p>	<p>The Tiger Who Came to Tea <i>Judith Kerr</i></p> <p>We're Going on a Bear Hunt <i>Michael Rosen</i></p>
EXTRA TEXTS	<p>The Paper Dolls <i>Julia Donaldson</i></p> <p>The Leaf Thief <i>Alice Hemming</i></p>	<p>Maisie's Snowy Christmas Eve <i>Lucy Cousins</i></p> <p>Santa's Suit <i>Kate Lee</i></p>	<p>The Little Red Hen <i>Traditional Tale</i></p>	<p>Jack and the Beanstalk <i>Traditional Tale</i></p> <p>The Enormous Turnip <i>Traditional Tale</i></p>		<p>Handa's Surprise <i>Eileen Browne</i></p> <p>Supertato <i>Paul Linnet and Sue Hendra</i></p>
ACTIVITIES	<p>Mixing coloured paint, water, other materials</p> <p>Exploring pumpkins inside and out.</p> <p>Lola, Magic Egg</p> <p>Ribbon Dance</p>	<p>Nativity Performances</p> <p>Visit to the Post Office, letters to Santa</p> <p>Rangoli art and Diya lamps</p> <p>Christmas cards</p> <p>Christmas decorations</p> <p>Making Gingerbread</p>	<p>January Book Week</p> <p>Learning how to make and prepare foods safely.</p> <p>Making porridge</p> <p>Tasting food for Lunar New Year</p> <p>Making pancakes</p>	<p>Chrysalis delivered—caterpillar to butterfly</p> <p>Planting seeds</p> <p>Holi colour throwing and making colour powders</p>	<p>Trip to the Farm Park</p> <p>Going on a bus</p> <p>Following a map</p> <p>Identifying local animals, wildlife and farm life.</p>	<p>Sports Day</p> <p>Sponsored Walk</p> <p>Food tasting, exploring and preparing.</p> <p>Trying new things.</p>

All children develop in different ways and development is not a linear or automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths. All children have agency and curiosity to learn, and will interact with other people and the world around them in different ways. Understanding these different ways of knowing about the world is central to understanding who children are and how best to support their development. Early Years Coalition. (2021). Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage

# NURSERY LONG TERM PLAN

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
----------	----------	----------	----------	----------	----------



## Characteristics of Effective Learning

- Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning
- Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
- Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

- Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.
- Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.
- Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.
- Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.



OVER  
ARCHING  
PRINCIPLES

*PLAY: At Quinton Primary School, in Nursery, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.' EYFS Team*

***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.***

# NURSERY LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>OUR VALUES</b> <i>SHARING CIRCLES</i></p> <p>These will mirror the principles and values of our school</p> <p><b>Be Ready, Be Respectful and Be Safe</b></p>	<p><b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.</p> <p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> <p><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p> <p><b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p> <p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p> <p><b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p> <p style="text-align: center;"><i>We recognise that all children are unique and special.</i></p> <p style="text-align: center;"><i>Weekly whole class assembly's are linked to British Values.</i></p>					
<b>ASSESSMENT OPPORTUNITIES</b>	Baseline data on entry Assessments end of term 1 Provision map	On going assessments Pupil progress meetings Parents evening End of term 2 Assessments	Internal/external moderations Update provision map End of term assessments	Pupil progress meetings Parents evening Update provision map End of term 2 assessments	Update provision map End of term 1 assessments	Pupil progress meetings Children's reports Transition Update provision map Report GLD
<b>PARENTAL INVOLVEMENT</b>	Harvest Assembly Celebration of learning Parents Evening Weekly News Shared	Parents evening Nativity Christmas Crafternoon Weekly News Shared	Celebration of Learning Weekly News Shared	Celebration of Learning Parents Evening Weekly News Shared	Celebration of Learning Weekly News Shared	Whole class assembly Celebration of Learning Weekly News Shared Transition



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>COMMUNICATION AND LANGUAGE</b></p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
<p>Whole Reception Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, talk for writing, talk partners, speech and language interventions, EYFS performances, and weekly interventions.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Begin to listen to simple stories or instructions for short periods. Respond to familiar instructions with support. Show interest in listening to others in small groups.</p> <p><b>Speaking</b> Begin to use words to express needs, feelings, and ideas. Start to join in with familiar songs and rhymes, repeating key phrases. Use gestures alongside words to support communication.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Sustain attention during longer stories or group activities with prompts. Follow simple 2–3 step instructions during structured activities. Begin to listen to peers and respond appropriately.</p> <p><b>Speaking</b> Begin to speak in short sentences (2–4 words) to describe events or objects. Use new vocabulary from stories, songs, and experiences. Begin to take turns speaking in small group activities.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Listen and respond to familiar questions or instructions independently. Begin to understand and use new vocabulary introduced in stories or activities. Begin to recall key points or events from a story.</p> <p><b>Speaking</b> Begin to narrate events in order using short sentences ("First I... then I..."). Use descriptive language to talk about people, places, and objects. Begin to ask questions to find out information.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Listen attentively in small groups and respond with relevant comments. Begin to understand 'why' and 'how' questions related to stories or experiences. Follow 3-step instructions in play or routines.</p> <p><b>Speaking</b> Use longer sentences (4–6 words) to express ideas and experiences. Begin to clarify meaning if someone doesn't understand. Use language to plan or negotiate with peers during play.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Sustain attention and participate in longer group activities with minimal adult support. Demonstrate understanding of new vocabulary and concepts through discussion or play. Listen and respond appropriately to peers' contributions.</p> <p><b>Speaking</b> Speak clearly enough to be understood by adults and peers. Use a wider range of vocabulary for everyday experiences, stories, and imaginative play. Begin to use connectives such as <i>and, because, then</i> to link ideas.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Listen carefully to instructions and explanations in daily routines and activities. Demonstrate understanding by following multi-step instructions independently. Ask relevant questions and contribute ideas in group discussions.</p> <p><b>Speaking</b> Engage in conversation with peers and adults, taking turns and responding appropriately. Retell familiar stories or events using full sentences. Express ideas and feelings using increasingly complex language.</p>

# NURSERY LONG TERM PLAN

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
----------	----------	----------	----------	----------	----------

**PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

**SELF - REGULATION  
MANAGING SELF  
BUILDING RELATIONSHIPS**

Begin to manage own needs with adult support (e.g., putting on coat, washing hands).  
Show emerging awareness of classroom routines.  
Begin to wait briefly for attention or turn.  
Begin to develop independence in basic self-care routines (e.g., washing hands, putting on coat with help).  
Begin to manage personal needs during snack and play times.  
Begin to form positive relationships with key adults and familiar peers.  
Show interest in others' play and activities.  
Use simple greetings and polite words (*hello, please, thank you*).

Begin to notice and regulate own emotions with adult support.  
Follow simple instructions with 1–2 steps.  
Begin to inhibit impulses in familiar routines (e.g., not grabbing toys).  
  
Attempt to put on shoes, coats, or aprons independently, with some help if needed.  
Begin to recognise the need for rest, snack, or comfort when tired or hungry.  
  
Start to cooperate with peers in simple activities and games.  
Begin to share and take turns with adult support.  
Show awareness of others' feelings (e.g., notice if a peer is upset).

Use strategies to manage feelings in familiar situations (e.g., deep breaths, asking for help).  
Follow longer instructions (2–3 steps) with some support.  
Begin to plan simple actions and anticipate consequences ("If I spill, I will clean it up").  
  
Develop independence in daily routines, e.g., putting away belongings, tidying up, and preparing for activities.  
Begin to select resources and tools to complete tasks.  
  
Develop friendships by choosing specific peers to play with.  
Begin to negotiate roles or rules during play.  
Communicate needs and ideas effectively to peers.

Begin to wait longer for a turn or reward with minimal adult support.  
Recognise and label own feelings and simple feelings of others.  
Follow classroom routines consistently.  
  
Recognise and respond to own physical needs (thirst, hunger, tiredness) and seek help appropriately.  
Begin to manage clothing and belongings with minimal adult support.  
  
Resolve simple conflicts with guidance.  
Recognise when someone is happy, sad, or frustrated and respond appropriately.  
Work together on shared tasks for a short period.


Sustain attention and focus for short group activities.  
Begin to solve simple conflicts independently or with minimal support.  
Adjust behaviour to different contexts (e.g., indoor vs outdoor play).  
  
Independently complete self-care routines consistently (handwashing, toileting, dressing).  
Begin to plan and organise own actions in play and tasks (e.g., preparing materials before starting).  
  
Sustain cooperative play for longer periods.  
Show empathy and concern for friends.  
Begin to follow social rules without adult reminders.

Demonstrate emerging ability to control impulses in play and routine tasks.  
Anticipate consequences and plan simple actions.  
Consistently follow familiar routines and classroom expectations with minimal adult guidance.  
  
Confidently manage personal needs and routines without adult support.  
Begin to demonstrate self-discipline and take responsibility for belongings and actions.  
Show confidence to try new activities independently.  
  
Form positive friendships with multiple peers.  
Work collaboratively in group projects.  
Negotiate, share, and problem-solve independently during play.

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.

- ✓ **Controlling own feelings and behaviours**
- ✓ **Applying personalised strategies to return to a state of calm**
- ✓ **Being able to curb impulsive behaviours**
- ✓ **Being able to concentrate on a task**
- ✓ **Being able to ignore distractions**
- ✓ **Behaving in ways that are pro-social**
  - ✓ **Planning**
  - ✓ **Thinking before acting**
  - ✓ **Delaying gratification**
- ✓ **Persisting in the face of difficulty.**

*"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.*



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>PHYSICAL DEVELOPMENT</b>	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
<b>FINE MOTOR</b> Continuously check the process of children's mark making Provide extra help and guidance when needed.	Explore different tools and materials (e.g., crayons, paintbrushes, playdough) with increasing control. Begin to use one hand consistently for tasks (hand dominance). Pick up small objects using thumb and forefinger (pincer grip).	Use simple tools with increasing precision (e.g., scissors, brushes, spoons). Begin to copy lines, shapes, or simple patterns. Practice opening and closing containers independently.	Begin to draw recognisable shapes and forms. Start to manipulate small objects in play (e.g., construction bricks, threading, pegs). Hold a pencil correctly and make marks intentionally.	Begin to copy letters and numerals with support. Use two hands together effectively (one stabilising, one manipulating). Begin to perform more complex movements (e.g., cutting along a line).	Draw or write with increasing control and accuracy. Manipulate small objects and tools with confidence (beads, tweezers, pegs, small construction sets). Begin to use scissors, pencils, and brushes independently.	Begin to form letters and numbers correctly with guidance. <ul style="list-style-type: none"> <li>• Combine fine motor skills to complete more complex tasks (e.g., fastening clothes, completing puzzles, building models).</li> <li>• Show confidence and independence in using a range of tools.</li> </ul>
<b>GROSS MOTOR</b> DAILY OPPORTUNITIES FOR FINE AND GROSS MOTOR ACTIVITIES	Begin to walk, run, and climb confidently in familiar spaces. Explore different ways of moving (e.g., tiptoe, jump, crawl). Show awareness of space and others while moving.	Develop balance while standing, walking, or sitting on equipment. Begin to negotiate space when moving around indoors and outdoors. Start to use equipment safely (e.g., ride-on toys, stepping stones).	Jump forward with both feet together. Climb up and down stairs independently, alternating feet. Begin to run with changes of direction and speed.	Begin to catch, throw, and kick balls with some accuracy. Coordinate movements in simple games and obstacle courses. Move in rhythm to music, showing control and timing.	Run, jump, and climb confidently, adjusting speed and direction in response to others. Begin to balance on one foot for short periods. Participate in simple team games requiring gross motor coordination.	Refine gross motor skills and movements for increasing precision. Show coordination and control in more complex activities. Combine movements to perform a sequence or complete a challenge.
	From Development Matters 20': Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>It is crucial for children to develop <b>a life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
<p><b>WORD READING COMPREHENSION</b> - DEVELOPING A PASSION FOR READING</p> <p>Children will have a selection of library books to choose and share with their parents at home, books in areas of the provision will be linked to topic and the children's interests, many shared stories read as a class in groups and 1:1 throughout the week</p> <p><b>PHONICS</b></p> <p>Any children seen to be struggling will receive daily intervention and we will work closely with parents in order to close the gap</p>	<p>Listen to short stories or rhymes and respond with simple actions or sounds. Begin to recognise familiar objects and people in books and pictures. Show curiosity about stories and pictures.</p>	<p>Begin to understand and follow simple instructions (1–2 steps). Begin to answer simple “who”, “what”, “where” questions about stories or activities. Show understanding of familiar events and routines.</p>	<p>Begin to recall key events or information from stories or familiar experiences. Understand new vocabulary introduced in stories or activities. Begin to predict what might happen next in a familiar story.</p>	<p>Understand simple concepts such as size, position, and sequence through stories and activities. Begin to answer “why” and “how” questions about familiar events. Follow 2–3 step instructions independently.</p>	<p>Listen attentively to longer stories and recall main events with support. Begin to make simple inferences about characters' feelings or actions. Understand and use more complex vocabulary in context.</p>	<p>Demonstrate understanding of stories, events, and instructions independently. Predict outcomes and explain reasoning in simple terms. Respond appropriately to questions about past experiences, stories, or routines.</p>
	<p>Shows interest in books and stories. Listens to stories and rhymes attentively.</p> <p><b>Phase 1: environmental sounds (DM 3–4 yrs)</b></p>	<p>Recognises familiar words and signs (name, classroom labels). Begins to notice print in the environment.</p> <p><b>Phase 1: rhyme/rhythm (DM 3–4 yrs)</b></p>	<p>Begins to describe main story events, characters, and settings. Shows interest in illustrations and print.</p> <p><b>Phase 1: alliteration (DM 3–4 yrs)</b></p>	<p>Understands that print carries meaning. Follows text from left to right and top to bottom.</p> <p><b>Phase 1: Initial sounds, oral blending (DM 3–4 yrs)</b></p>	<p>Begins to attempt reading simple words in context with support. Recognises some familiar signs or environmental print independently.</p> <p><b>Phase 1: segment sounds (DM 3–4 yrs)</b></p>	<p>Uses phonics knowledge to identify and blend sounds to read simple words. Demonstrates understanding of words read.</p> <p><b>Consolidate Phase 1 (DM 3–4 yrs)</b></p>












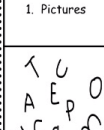

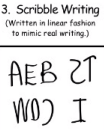
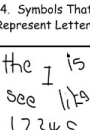
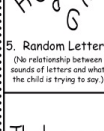
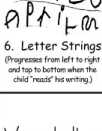
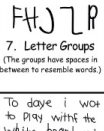
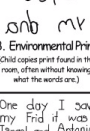
# NURSERY LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LITERACY - WRITING  TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS	Explore mark-making using different media (crayons, pencils, paint, chalk).  Begin to make lines, circles, and shapes intentionally.  Start to show preference for dominant hand.	Begin to copy shapes with support.  Attempt to write own name with some letter recognition.  Make marks to represent words or ideas.	Begin to form recognisable letters when writing name.  Draw pictures and add marks that represent words or ideas.	Begin to combine pictures and writing to convey meaning.	Begins to form some recognisable letters, often starting with own name.  Draws pictures and adds marks or letters to represent words.	Use a pencil with increasing control for writing tasks.  Begin to write for a purpose using marks e.g., cards, lists, or stories.

## PENCIL GRIP & CONTROL Progression Map

1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS	6-7 YEARS
<b>FISTED GRIP</b>	<b>DIGITAL PRONATE GRIP</b>	<b>HIGH INDEX 4 FINGER GRIP</b>	<b>HOOKEO WRIST OR EXTENDED WRIST</b>	<b>DYNAMIC TRIPOD GRIP</b>
				
Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder, the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes smoothly from the elbow and the shoulder is now stabilised. Horizontal lines, vertical lines and circular lines are able to be copied.	Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist, the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.	A three-finger grip, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grip. A static tripod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.	Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.

 1. Pictures	 2. Random Scribbling	 3. Scribble Writing (Written in linear fashion to mimic real writing.)	 4. Symbols That Represent Letters
 5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)	 6. Letter Strings (Progresses from left to right and top to bottom when the child 'reads' his writing.)	 7. Letter Groups (The groups have spaces in between to resemble words.)	 8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)
 9. Beginning Sounds (Child begins to write simple sentences using eight words and just the beginning sounds of words.)	 10. Early Inventive Spelling (Includes the same elements as the previous level but with more consonant sounds represented and some conventional spelling patterns may appear.)	 11. Invertive Spelling (Uses the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)	 12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)



# NURSERY LONG TERM PLAN



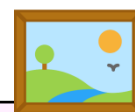
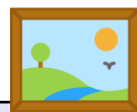
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>MATHS</p>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes. (development Matters 2020)</p>					
	<p><b>Number</b> Count to 3 in play Subitise to 2 Use number songs</p> <p><b>Numerical Patterns</b> Notice simple patterns in the environment, e.g., spots on a ladybird, stripes on clothing, tiles on the floor. Use simple vocabulary: <i>same, different, repeat</i>. Begin to copy a simple AB pattern using materials such as coloured blocks or shape cards.</p>	<p><b>Number</b> Count reliably to 5 Compare groups: more/fewer Match small quantities to numerals</p> <p><b>Numerical Patterns</b> Confidently copy AB patterns (e.g., red-blue-red-blue). Extend a simple AB pattern when prompted. Begin to compare two patterns and explain if they are the same or different.</p>	<p><b>Number</b> Recognise numerals to 3 Subitise to 3 Show finger numbers to 5</p> <p><b>Numerical Patterns</b> Recognise and describe both AB and simple ABC patterns (e.g., red-yellow-blue, red-yellow-blue). Begin to create own AB patterns independently using chosen resources. Use language such as <i>repeat, pattern, next</i>.</p>	<p><b>Number</b> Count to 10 with support Understand cardinality Talk about simple patterns</p> <p><b>Numerical Patterns</b> Identify when a simple repeating pattern has an error (e.g., AB, AB, <b>AC</b>). Explore patterns through movement, sound, and rhythm (e.g., clap, stomp, clap, stomp). Predict what comes next in a given pattern.</p>	<p><b>Number</b> Subitise to 4 Match numerals to 5 Solve simple problems in play</p> <p><b>Numerical Patterns</b> Independently create a variety of repeating patterns (AB, ABC) using different materials. Compare two patterns and describe which is longer, shorter, or more complex. Identify patterns in daily routines, such as snack time, story time, tidy-up time.</p>	<p><b>Number</b> Count to 10 confidently Solve practical problems Use positional language</p> <p><b>Numerical Patterns</b> Spot and correct errors in more complex patterns (e.g., ABC, ABC). Combine two repeating patterns to form a longer sequence. Use understanding of patterns to solve simple problems in play, such as completing a missing part of a pattern puzzle.</p>



# NURSERY LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<h2>UNDERSTANDING THE WORLD FESTIVALS</h2> <p>Children will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<p><b>UTW: Past and Present</b> Begin to recognise and name members of their family and people who are important to them (e.g., friends, carers). Talk about special times in their life, such as a birthday or family event. Use simple temporal words: <i>now, before, after</i>.</p> <p><b>UTW: People, Culture and Communities</b> Begin to develop a sense of belonging within their immediate community (e.g., nursery, home, local area). Recognise familiar places such as home, nursery, or local park. Talk about special people who help and care for them (e.g., parents, carers).</p> <p><b>The Natural World</b> Explore and notice features of the natural environment. Show curiosity about plants, animals, and weather. Begin to talk about what they see using simple vocabulary.</p>	<p><b>UTW: Past and Present</b> Comment on old and new images of familiar events (e.g., photos of themselves as babies vs now). Begin to understand that they were younger in the past and have grown and changed. Recognise that things like toys, clothes, and homes can change over time.</p> <p><b>UTW: People, Culture and Communities</b> Identify and talk about people in their community who help them (e.g., shopkeepers, post workers, firefighters). Recognise some similarities between their family and others (e.g., everyone eats meals, celebrates birthdays). Begin to understand that families can look different.</p> <p><b>The Natural World</b> Begin to notice changes in the environment, such as seasons or weather. Explore natural materials through play (e.g., sand, water, soil). Ask questions about living things.</p>	<p><b>UTW: Past and Present</b> Listen to simple stories or information books that show what life was like in the past. Begin to use words such as <i>"long ago"</i>, <i>"when I was a baby"</i>, <i>"used to"</i>. Talk about past events they have experienced in simple terms.</p> <p><b>UTW: People, Culture and Communities</b> Learn about celebrations and festivals that are meaningful to them and their friends (e.g., birthdays, Christmas, Lunar New Year). Begin to notice that people have different traditions and ways of celebrating. Use words such as <i>"celebrate"</i>, <i>"special"</i>, <i>"different"</i>.</p> <p><b>The Natural World</b> Observe and describe similarities and differences in plants, animals, or natural materials. Begin to understand simple life cycles (plants growing from seeds). Explore textures, shapes, and properties of natural materials.</p>	<p><b>UTW: Past and Present</b> Compare simple similarities and differences between the past and present in familiar contexts. Notice changes in their own life, such as moving rooms at nursery, getting new clothes, or growing taller. Begin to show curiosity about how people lived before they were born.</p> <p><b>UTW: People, Culture and Communities</b> Compare similarities and differences between their own experiences and those of others. Begin to understand that there are many places and people in the world beyond their own experience. Show curiosity about different countries and cultures.</p> <p><b>The Natural World</b> Begin to group and classify objects from nature (e.g., leaves, rocks, shells). Describe simple cause-and-effect in natural phenomena (e.g., melting ice). Explore changes over time in plants or animals.</p>	<p><b>UTW: Past and Present</b> Recall and sequence a recent event, talking about what happened first, next, and last. Talk about how they have changed since starting nursery (skills, height, friendships). Use temporal language like <i>"yesterday"</i>, <i>"last week"</i>, <i>"a long time ago"</i>.</p> <p><b>UTW: People, Culture and Communities</b> Explore key features of their local community (e.g., post office, park, shop). Recognise that people have different roles and jobs in the local area. Begin to use simple vocabulary to describe places and people, e.g., <i>"busy"</i>, <i>"quiet"</i>, <i>"far"</i>, <i>"near"</i>.</p> <p><b>The Natural World</b> Make observations and predictions about natural processes. Explore how living things grow and change. Begin to use simple scientific vocabulary.</p>	<p><b>UTW: Past and Present</b> Talk confidently about special events in their lives and the lives of their family. Show a growing understanding that some things happened before they were born. Use past tense words in speech when talking about events.</p> <p><b>UTW: People, Culture and Communities</b> Talk confidently about their own culture and traditions, and listen to others sharing theirs. Understand that there are many different ways of living and celebrating. Show respect and curiosity for different communities.</p> <p><b>The Natural World</b> Demonstrate understanding of the natural world by explaining observations or patterns. Show curiosity and ask questions to extend learning. Explore natural environments and notice patterns, similarities, and differences.</p>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
----------	----------	----------	----------	----------	----------

## EXPRESSIVE ARTS AND DESIGN

*Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.*








*Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.*



<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><b>Creating with Materials</b> Explore a variety of materials (paint, clay, paper, fabric) freely. Enjoy experimenting with colour, texture, and shape. Begin to make marks intentionally.</p> <p><b>Being Imaginative</b> Begin to use imagination in play, exploring roles and scenarios. Engage with familiar stories, songs, and rhymes imaginatively. Begin to represent experiences through gestures or simple role-play.</p>	<p><b>Creating with Materials</b> Begin to join materials together using glue, tape, or simple fasteners. Make simple models or constructions from natural or everyday objects. Use different tools to achieve effects in drawing or painting.</p> <p><b>Being Imaginative</b> Extend role-play using props and materials. Begin to take on different roles or characters in play. Combine actions and sounds to represent ideas.</p>	<p><b>Creating with Materials</b> Begin to create representations of real or imaginary experiences. Explore combining materials to create texture, pattern, or effect. Begin to plan or decide what to make and which materials to use.</p> <p><b>Being Imaginative</b> Begin to plan and sequence imaginative play. Use props and materials to enhance imaginative scenarios. Integrate learned vocabulary and ideas into play.</p>	<p><b>Creating with Materials</b> Begin to make more detailed constructions or pictures. Talk about their creations and describe the process or purpose. Experiment with different techniques (e.g., stamping, printing, folding).</p> <p><b>Being Imaginative</b> Engage in more complex role-play with peers, negotiating roles and storylines. Represent ideas, feelings, or events through movement, music, or drawing. Begin to combine real and imaginary elements in play.</p>	<p><b>Creating with Materials</b> Combine materials and techniques to create more complex works. Show imagination and creativity in art, craft, and model-making. Begin to refine control of tools to achieve desired effects.</p> <p><b>Being Imaginative</b> Sustain imaginative play over longer periods. Incorporate problem-solving or storylines into play. Explore different outcomes or endings in imaginative scenarios.</p>	<p><b>Creating with Materials</b> Express ideas, experiences, or stories through art, craft, or construction. Evaluate own work and explain choices made. Use a range of tools and materials confidently to achieve desired effects.</p> <p><b>Being Imaginative</b> how creativity and originality in imaginative play and storytelling. Combine multiple media to express ideas (art, movement, music, role-play). Reflect on and describe imaginative ideas and experiences.</p>



## OUR NURSERY GOALS – AGE 3-4 DEVELOPMENT MATTERS – FOR THE **END OF THE YEAR** – HOLISTIC / BEST FIT JUDGEMENT!

 <b>COMMUNICATION AND LANGUAGE</b>	 <b>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b>	 <b>PHYSICAL DEVELOPMENT</b>	 <b>LITERACY</b>	 <b>MATHS</b>	 <b>UNDERSTANDING THE WORLD</b>	 <b>EXPRESSIVE ARTS AND DESIGN</b>
<p><b>Listening, Attention and Understanding</b></p> <p>Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. 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". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p><b>Speaking</b></p> <p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books and be able to tell a long story. 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 and multisyllabic words such as 'pterodactyl' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with and adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p><b>Self-Regulation</b></p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of community.</p> <p><b>Managing Self</b></p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing. Be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.</p> <p><b>Building Relationships</b></p> <p>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 Spiderman in the game, and suggesting other ideas. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.</p>	<p><b>Gross Motor Skills</b></p> <p>Continue to develop their movement, balancing and riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold and 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 movement which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><b>Fine Motor Skills</b></p> <p>Use a comfortable grip with good control when holding pens and pencils. Use one handed tools and equipment, for example, making snips in paper and scissors. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on a doing up zips.</p>	<p><b>Comprehension</b></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- Print has meaning</li> <li>- Print can have different purposes</li> <li>- We read English text from left to right and from top to bottom.</li> <li>- The names of the different parts of a book</li> <li>- Page sequencing</li> </ul> <p><b>Word Reading</b></p> <p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> <li>- Spot and suggest rhymes</li> <li>- Count or clap syllables in a word</li> <li>- Recognise words with the same initial sound, such as money and mother.</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Writing</b></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list. Write some or all of their name.</p>	<p><b>Number</b></p> <p>Fast recognition of up to 3 objects, without having to count them individually (subitising). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. 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 5. Link numerals and amounts. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</p> <p><b>Numerical Patterns</b></p> <p>Compare quantities using language 'more than' 'fewer than'. Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round. Understand position through words alone with no pointing. Describe a familiar route. Discuss routes and locations, using words like in front of and behind. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately (flat surfaces for building, a triangular prism for a roof) Combine shapes to make new ones. Talk about and identify the patterns around them. For example, stripes on clothes. Use informal language like 'pointy', 'spotty', and 'blobs'. Begin to describe a sequence of events, real or fictional, using words such as first, then.</p>	<p><b>Past and Present</b></p> <p>Begin to make sense of their own life-story and their families' history.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>The Natural World</b></p> <p>Use all their senses when exploring natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p>	<p><b>Creating with Materials</b></p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and the 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 others.</p> <p><b>Being Imaginative and Expressive</b></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. 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. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>