

Nursery LTP 2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me / Transport	If you go down to the woods today...	Food Glorious Food	Who is at the zoo?	Once upon a time...	Seaside
Texts	 <p>Owl Babies</p>  <p>The Train Ride</p>	 <p>The Gruffalo</p>  <p>Where's my Teddy</p>  <p>We're going on a Bear Hunt</p>	 <p>I will not ever eat a tomato.</p>  <p>The Runaway Chapati</p>	 <p>Elmer</p>  <p>Dear Zoo</p>	 <p>Robin Hood</p>  <p>Cinderella</p>	 <p>Sharing a Shell</p>  <p>Winnie at the seaside</p>  <p>Lighthouse Keepers Lunch</p>

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Christ Church Early Values</b>	<p><b>Values: Kindness &amp; Self-belief</b></p> <p><u>Books - Kindness:</u> Dogger Room on the broom The Giving Tree Lost and Found</p> <p><u>Books - Self-belief:</u> Gruffalo How to Catch a Star</p>	<p><b>Values: Honesty &amp; Independence</b></p> <p><u>Books - Honesty:</u> Do unto otters</p> <p><u>Books - Independence:</u> Iggy Peck architect Lost and found The missing Piece The Way back Home</p>	<p><b>Values: Respect &amp; Resilience</b></p> <p><u>Books - Respect:</u> Bog Baby Little Rabbit Foo Foo The Great Kapok Tree Tusk Tusk</p> <p><u>Books - Resilience:</u> Peace at last After the Storm Peter and the wolf Up and Down Monkey Puzzle The Way Back Home</p>	<p><b>Values: Responsibility &amp; Curiosity</b></p> <p><u>Books - Responsibility:</u> One world Bog baby The great kapok Tree</p> <p><u>Books - Curiosity:</u> The mole who knew it was non on his business</p>	<b>Values: Re-cap on all 6</b>	<b>Values: Re-cap on all 6</b>
<b>Christian Values</b>	<p><b>Reconciliation</b></p> <p>The children learn and understand that adversity, reconciliation and forgiveness are the first steps to putting things right.</p>	<p><b>Wisdom</b></p> <p>The children understand that they can grow and learn through their mistakes and in turn, they will acquire wisdom.</p>	<p><b>Endurance</b></p> <p>The children will learn that sustained effort with good grace will bring it's own reward.</p>	<p><b>Community</b></p> <p>The children will understand that if they contribute to their community then everyone is taken care of.</p>	<p><b>Creation</b></p> <p>The children can reflect that God created everything that they enjoy.</p>	<p><b>Thankfulness</b></p> <p>The children can reflect on what they are thankful for within their lives and within their learning.</p>
<b>British Values</b>	<p><b>Mutual respect</b></p> <p>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></p> <p>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. Done through celebrations</p>	<p><b>Rule of law</b></p> <p>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></p> <p>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></p> <p>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></p> <p>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>

## Communication and Language

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Listening Skills</b>	Beginning to listen to stories and nursery rhymes. Beginning to listen to instructions given. Listens during adult guided activities.	Listens to simple stories. Listens to other people speaking to me.	Listens to others speaking and continues the conversation following on from what has been said.	Enjoying listening to longer stories. Pays more attention to what is happening in the stories being read.	Listens more carefully. Knows why we should listen.	Listen attentively and respond to what they hear with relevant questions, comments, or actions.
<b>Attention Skills</b>	Focusing on an activity of my own choice for a short period of time. Beginning to show attention to the adults in the classroom.	Focusing more attention on stories being told to them. Give attention to others who are speaking to me.	Paying attention when listening to longer stories. Switches attention between listening to others and completing a task.	Focusing more attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate.	Knows they sometimes have to wait their turn when speaking.	Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.
<b>Responding Skills</b>	Points to objects upon request. Beginning to join in with adult guided activities with support from an adult. Follows one key word instructions.	Responds to adults and children that are trying to converse with me.	Answering 'who, what, where' questions. Follow a three key word sentence or instruction. Talks and responds to other children during play.	I am responding during conversations and reasoning using the word 'because'.	Responds to simple questions.	Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'smart sitting on the carpet'.
<b>Understanding Skills</b>	Recognises and points to objects that are spoken to me. Understands 1 key word instructions e.g. stop, drink.	Shows an understanding of text being read to them using the pictures. Understands simple concepts such as 'big/small'.	Recalling what happens in a story I have read. Understanding a three key word sentence.	Beginning to understand one step instructions and questions.	Understanding prepositional language e.g. on, under. Asking why things are happening.	Follow 1 step instructions Understand 'why' questions.
<b>Speaking Skills</b>	Links words together when speaking. Developing more speech sounds and pronunciation of sounds. I can use words to begin to communicate my needs.	Using words to communicate what I want and make myself understood. Asking 'what' questions. Using the terms 'me, him, her'.	Answering 'who, what, where' questions. I can recite Nursery Rhyme from memory. I am beginning to speak simple sentences. I am beginning to link sentences with 'and'.	I can recite or retell a past event in my life to someone else. Asking 'where' and 'who' questions.	Using a wider range of vocabulary in my play. Singing some songs independently.	Use simple sentences. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play.

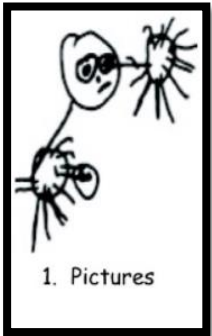
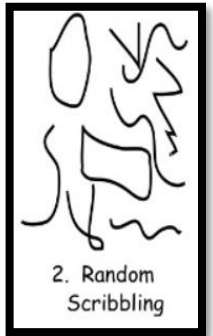
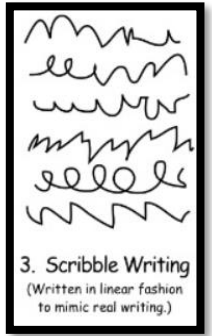
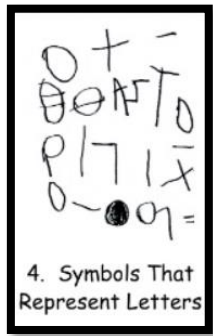


## Personal, Social and Emotional Development

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Self-Regulation</b> - Expressing Feelings - Managing Behaviour</p>	I can express when I feel happy, sad, tired or upset. I can find out about emotions through stories and discussions.	I can sit nicely and keep my feet to myself. I can look after the toys and equipment in the classroom..	I will talk about my feelings. I can wait my turn. I tidy up the resources that I have used. I am following the behaviour expectations of nursery.	I know what 'right' choices are and I try my best to make the right choice. I can talk about my feelings and explore why I might be feeling this way.	I can calm myself down using a strategy that works for me. I am managing my feelings. I show control with my emotions. I can think about how others feel.	I am showing more control over my feelings and behaviours. I am showing more perseverance and resilience when facing a challenge. I can talk about the changes as I start school and how I feel.
<p><b>Managing Self</b> - Self Awareness - Keeping Healthy - Independence - Collaboration</p>	I can take turns with other children with adult support. I can explore the classroom with adult support. I can use the toilet with adult support.	I will have a go at new things. I am washing my hands after using the toilet with some reminders to do so.	I am showing more independence and confidence in the classroom and when exploring areas. I will use the visual timetable to know what is happening in my day.	I can use the toilet independently. I can focus on my task for a longer period of time. I can talk about healthy food choices.	I can manage when routines change. I can talk about why we need to wash our hands. I can play nicely with others and extend others play.	I can talk about my achievements in a positive way. I am becoming more independent in looking after myself, ready to start reception.
<p><b>Building Relationships</b> - Social Skills - Communication</p>	I can take turns with other children with support from the adults in nursery. I can separate from my parent/caregiver with adult support.	I will play alongside other children in my class and may need adult support to do this. I play simple turn taking games in adult guided groups. I am showing more interest in other children's play.	I can come into nursery with minimal support from an adult. I can talk about my family. I am beginning to show friendly behaviours to my peers.	I am forming friendships with some children in nursery. I am becoming more confident in the social situations.	I help others who are upset. I am beginning to solve conflicts with others. I am showing more social confidence.	I can ask new adults questions. I find solutions to conflicts I have had. I can talk about what a friend is and name some of my friends when asked.

## Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General yearly Physical Development progression</b>	<ul style="list-style-type: none"> <li>- Supporting children to pick up heavier items with two hands and handling heavier objects carefully - or asking for support.</li> <li>- Balancing on one foot for short periods of time - still or hopping.</li> <li>- Learning to climb with care.</li> <li>- Learning to navigate simple obstacles e.g. walking across planks, jumping off small steps.</li> <li>- Learning how to co-ordinate a large ball e.g. rolling, throwing, catching, playing games.</li> <li>- Learning to ride a balance bike by 'scooting' along and using feet as brakes.</li> </ul>					
<b>Gross Motor</b>	<p>Walk and crawl confidently. Climb using two feet at a time.</p> <p>Knowing how to scoop and pour e.g. sand, mud.</p> <p>To run around with some control and direction.</p> <p>Clapping and stamping to music.</p>	<p>Begin to move slowly on a balance bike. Begin to use a climbing frame with support from an adult.</p>	<p>Children putting on their own coat (needing support to do their coat up still), Children putting on their own shoes. Going up and down stairs with control and balance.</p>	<p>Children can kick a large ball with some control. Children can throw a ball with some control. To begin to balance on one leg. To dance with control using different parts of their body. To use the available equipment to create an obstacle course to navigate.</p>	<p>To use a balance bike more confidently. To run with more confidence and skill. To independently use a climbing frame or similar resource, To begin to show good posture when sitting on the carpet.</p>	<p>To make up own movements with their body. To begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table.</p> <p>To be able to climb safely. Children choosing the right equipment to move safely.</p>
<b>Fine Motor</b>	<p>Children using a palm grip when using mark making tools. Children using a spoon to feed themselves correctly. Children using spring loaded scissors to make snips into paper with adult support.</p>	<p>Children mark making by scribbling and colouring. Children exploring a range of fine motor activities and implements, Children using a spoon and a fork to feed themselves.</p>	<p>Beginning to use a four finger grip to use mark making tools, Using construction equipment correctly to build e.g. Duplo, Magnitiles. To develop more independence when using spring loaded scissors.</p>	<p>Children making more controlled marks when drawing and mark making, Children manipulating dough through rolling, squeezing, balling and patting.</p>	<p>Children using a two finger and a thumb grip. I can draw and paint clearer shapes and pictures when drawing and painting. Children showing some threading skills.</p>	<p>Children using pencils and other equipment comfortably for them. Children beginning to make snips in paper either using one hand or two independently. Children turning pages in a book one at a time. Children may form some letters in their name.</p>

## Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Comprehension</b>	Beginning to join in with familiar rhymes and stories. Singing some parts or certain Nursery Rhymes. Hears new vocabulary from stories, rhymes, poems and non-fiction books. Have a favourite book and seeking it/them out to share with an adult or look at alone.	To understand that we should turn one page at a time in a book. To begin to understand that print has meaning. To talk about the pictures in a book with support.	To enjoy singing a range of rhymes and songs. To enjoy listening to longer stories. To join in with some simple repeated refrains in well know stories/ rhymes.	To begin to understand we read from left to right and top to bottom. To begin to name the parts of a book e.g., front cover, title, author.	To enjoy listening to longer stories and remember much of what happens. To talk about a story, turning one page at a time. To answer simple questions about stories. Beginning to predict what might happen in a story.	To engage in extended conversations about stories. To know and say how the story might end. To tell a longer story. To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.
<b>Word Reading</b>	Hear different environmental sounds around me. Begin to recognise some environmental print such as supermarket logos.	Discriminate between different instrument sounds. To sing and perform actions to a familiar nursery rhyme. Say the rhyming word at the end of a familiar rhyme	To begin to recognise my own name with support. Recognise rhythm in spoken words by clapping syllables.	To identify signs and symbols in the environment and recall what they mean. Spot or suggest rhymes.	To begin recognising some words that start with the same initial sound. To begin to recognise some individual letter sounds with support	To recognise my own name independently. To begin to recognise some individual letter sounds with support. Recognise some words with the same initial sound e.g. m for mummy and milk. Orally blend a simple word.
<b>Writing</b>	Develop an interest in making marks. I am beginning to distinguish between marks and pictures/drawings.	Draws marks that are not always distinguishable. Follows large pattern templates available.	Adds some marks to drawings. Adds marks that to them symbolises their name.	Beginning to give meaning to the marks I make.	Understands that a written word conveys meaning. Name writes with the first letter of their name to 'sign' their mark making.	Gives meanings to the marks made. Can pretend to write in a range of contexts. Becoming more confident with name writing - I can write some or all of my name.
	 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>	 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>

## Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Number and Numerical Patterns</b>	To recognise, name and match colours. To begin to show an interest in counting aloud verbally to 5. To be able to 'give 1' when asked.	To be able to verbally count to 5 with developing accuracy. To develop an understanding of '2' e.g. giving 2 items or noticing 2 in the environment.	To begin to be able to verbally count to 10 with developing accuracy. To develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment. To begin to compare quantities that are significantly more than and less/ fewer than visually without counting them.	To verbally count to 10 with developing accuracy. To develop an understanding of '4' e.g. giving 4 items or noticing 4 in the environment. To compare quantities that are significantly more and less visually without counting them.	To accurately count to 10. To develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment. To play simple dice and track games developing Subitising skills.	To begin to understand that 5 can be shown in different ways, To begin to subitise to 5. To count to 10 and beyond.
<b>Shape Space and Measure</b>	To be able to play with shapes and begin to make pictures with these. To build a simple jigsaw.	To begin to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'.	To use positional language 'in', 'out', 'on'. To find shapes in the environment. To use 3D shapes to build models.	To use the terms 'long' and 'short' when describing height and size. To understand and follow the instructions 'forwards' and 'backwards'.	To begin to understand what a pattern is and follow a 2 part simple pattern. To begin to describe and name some simple shapes - circle, square, triangle.	To describe weight using 'heavy, light. To copy or create a 2 part pattern. To understand and use a range of prepositional language.

**Understanding the World**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Past and Present</b>	Children using words 'now' and 'next'. Children talking about their family, who they live with and any pets.	Children talking about their past life experiences e.g. birthdays, Christmas. Children using the words 'then' 'now' 'next' 'before'.	Children understanding the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos	Children commenting on their own past experiences e.g. Easter. Children showing curiosity about objects from the past.	Children confidently talking about who they are and who they live with, Children asking questions to family members about when they were young.	Children beginning to understand how to sequence two events. Children sequencing family members e.g. baby, mum, grandma.
<b>People, Cultures and Communities</b>	Children talking about their families. Children talking about who is special to them and why. Children naming their family members.	Children talking about how we look after our friends and families. Children talking about their homes and what they have inside their homes. Children talking about the celebration of Christmas.	Children recognising familiar signs, shops in my environment and local environment. I can talk about the transport used in my community. I can talk about the similarities and differences between celebrations I know and celebrations in other countries e.g. Christmas and CNY.	Children speaking positively about differences between people and ways of life. Children showing an interest in people with a range of occupations.	Children developing an idea of 'belonging'. Children beginning to understand what the 'wider world' is and how we all play a part and get along with one another.	Children using the correct vocabulary to name different features of their community. Children know there are other countries than England and that they look different to ours.
<b>The Natural World</b>	Children showing respect and care for their environment. Children talking about their home environment and school environment. Children exploring their world and environment through their senses.	Children exploring the changing weather and seasons, Children continuing to explore using their senses. Children naming parts of the body. Children showing more of an interest in the world.	Children understanding how and why we respect and care for animals. Children exploring a range of materials and natural objects.	Children exploring the changing weather and seasons (Spring), Children learning about new life and plants based around Spring time	Children growing plants from seeds and caring for them, Children exploring how these plants grow and change over time.	Children exploring the changing weather and seasons (Summer), Children noticing changes such as ice melting in the sun and offering a reason why.



**Expressive Arts and Design**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Creating with Materials</b>	Recognises colours and chooses them for a purpose. Uses thick paint brushes. Uses playdough to roll, cut, ball, sausage. Builds towers with large construction equipment.	Uses a glue stick to join materials together. Creates an independent craft using available materials e.g. An independent Christmas Card.	Becoming more confident when drawing e.g. potato people, Names what they have drawn and draws from memory, Adding more to their pictures and creations e.g. pom-poms, glitter.	Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes, Continues to develop their drawing skill.	Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function, children experimenting and mixing colours together, Children may create with a friend.	Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with, Children building for a purpose using a range of construction equipment. Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick.
<b>Being Imaginative</b>	Children dancing to music, Children exploring moving to music in different ways, Children showing an interest in the small world and roleplay areas, children roleplaying their first-hand experiences.	Children developing storylines in their play, children using familiar props in their play, children singing to familiar songs and nursery rhymes they have learnt or are learning.	Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like), children knowing and singing along to more nursery rhymes, children listening to songs from different cultures.	Children exploring a range of musical instruments and learning to hold a beat, children using vocals and instruments to make music either together or separately, children linking real life and stories into the small world, children using props in their play.	Children joining in with the actions to songs, children engaging in roleplay in and out of the home-corner and becoming more immersed in their play.	Children making up stories verbally while playing, children acting out stories with the small world or in their play, children performing songs either vocally or with an instrument,