		Lee Mou	nt Academy's curric	ulum long term pla	n	
			<b>Bobbins Nu</b>	rsery		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous me	Autumn	Superheroes Winter	Growing and changing Spring	Claws and paws	At the seaside Summer
Topics		Autumn	TOM FLETC'HER Taxes SUPERHERD IN YOUR BOOK	THE VERY HUNGHY CATEPIPULAR Is to cate	Dear Zoo	Wave
Texts	A What I like about me! (Allia Zobel-Nolan) The family book (Todd Parr) Colour me happy (Shen Roberts) B Marvellous me: inside and out (Lisa Bullard) Families (Pat-a-cake) Children like me (Pat-a-cake)	A Autumn (Ailie Busby) The leaf thief (Alice Hemmingway) I'm a little pumpkin (Hannah Eliot) B Little Acorn (Igloo books) That's not my hedgehog (Fiona Watt) Happy Pumpkin (DK)	A There's a superhero in your book (Tom Fletcher) Winter (Ailie Busby) Awesome engines- Emergency! (Margaret Mayo) B Superheroes don't get scared (Kate Thompson) Police officers on patrol (Kersten Hamiliton) Superkid (Claire Freedman)	A The very hungry caterpillar (Eric Carle) Grow it (Georgie Birkett) When Spring comes (Kevin Henkes) B Titch (Pat Hutchins) Jasper's Beanstalk (Nick Butterworth) Spring (Ailie Busby)	A What do the animals say (Books for little ones) Dear Zoo! (Rod Campbell) The star of the zoo (Virginie Zurcher) B On the farm (Jill Macdonald) Who's at the zoo? (Julia Donaldson) Oh dear! (Rod Campbell)	A Commotion in the Ocean (Giles Andreae) Wave (Suzy Lee) Summer (Ailie Busby) B A hole in the bottom of the sea (Jessica Law) Little Kipper's Sandcastle (Mick Inkpen) The wonders of Summer (Kealy Conner Lonning)
Nursery Rhymes	One, two, three, four, five, once I caught a fish alive 1 potato, 2 potato, 3 potato, 4 5 little speckled frogs 5 little ducks went swimming one day 5 currant buns 5 sausages	1 finger, 1 thumb 1,2 buckle my shoe 2 little dickie birds Head, shoulders, knees and toes Zoom, zoom, zoom Christmas songs	Three blind mice Three little kittens 5 Snowmen 4 teddy bears 5 fingers Alice the camel	Sing a song of six pence I'm a little bean 5 cheeky monkey's swinging through the trees When Goldilocks went to the house of the bears	5 little men in a flying saucer Humpty Dumpty sat on a wall One elephant went out to play Ring- a roses London bridge is falling down	One big hippo Sleeping bunnies 5 cheeky monkeys jumping on the bed 5 little apples
Parental Engagement	Stay and Play	Christmas Singing	Chinese New Year	Parents evening Stay and play	Reading Workshop	Stay and play
WOW moment / Trips	Autumn Trail Shroggs park	Christmas Show	Fire fighters/police/ambulance Visit	Chicks / Ducks World Book Day	Library trip	Summer Trail Shroggs park
	tics of effective learning will be prompted continuously throughout the year. These are playing and exploring- children investigate and experience things and "have a go", active learning; children concentrate and keep on trying if they encounter difficulties, and enjoy achievements,					
Communication & language	Creating and thinking critically:       0-3 Years         0-3 Years       0-3 Years         Turn towards familiar sounds. They also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or parent         Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods         Watch someone's face as they talk         Copy what adults do, taking "turns" in conversations (through babbling) and activities. Try to copy adult speech and lip movements         Enjoy singing, music and toys that make sounds         Recognise and are calmed by a familiar and friendly voice         Listen and respond to a simple instruction         Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooling or babbling)         Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooling or babbling)         Babble, sounds like baba or mamama         Use gestures like waving and pointing to communicate         Copy way gestures and words         Constantly babble and use single words during play         Understand single instructions like "give to nanny", "stop"         Understand single instructions like "give to nanny", "stop"         Recognise and point too jects' fasked about them.					

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Process         Understand State and State a		
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O-3 Years         Lift their head while lying on their front         Push their chest up with straight arms         Roll over: from front to back, then back to front         Enjoy moving when outdoors and inside         Sit without support         Begin to crawl in different ways and directions         Pull themselves upright and bouncing in preparation for walking         Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking         Clap and stamp to music         Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them         Enjoy starting to kick, throw and catch balls         Begin to walk independently – choosing appropriate props to support at first		
Physical         development         Clap and stamp to music         Fit themselves into spaces, likk, throw and catch balls         Enjoy starting to kick, throw and catch balls		
Physical       Push their chest up with straight arms         Physical       Roll over: from front to back, then back to front         Enjoy moving when outdoors and inside       Sit without support         Begin to crawl in different ways and directions       Pull themselves upright and bouncing in preparation for walking         Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking         Clap and stamp to music         Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them         Enjoy starting to kick, throw and catch balls         Begin to walk independently – choosing appropriate props to support at first		
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Begin to walk independently – choosing appropriate props to support at first		
Walk, run, jump and climb – and start to use the stairs independently		
		Walk, run, jump and climb – and start to use the stairs independently

## sted to them

oroughly

			Build independently with a	range of appropriate resources					
	Spin, roll and independently use ropes and swings								
	Sit on a push-along wheeled toy, use a scooter or ride a tricycle								
	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks								
	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress Start eating independently and learning how to use a knife and fork								
	Develop manipulation and control								
			Explore differen	t materials and tools					
				1 Years					
		C		ng, riding (scooters, trikes and bikes) and ball ski	ills				
				o up apparatus, using alternate feet					
	Skip, hop, stand on one leg and hold a pose for a game like musical statue								
				flags and streamers, paint and make marks					
		la succeita statistica		which they make up for themselves, or in teams	at a second when when we				
				patterns of movements which are related to mu					
				they decide whether to crawl, walk or run across Iple, choosing a spade to enlarge a small hole th					
				is moving a long plank safely, carrying large hold					
		Collabora		rexample, making snips in paper with scissors	SW BIOCKS.				
				control when holding pens and pencils					
			Show a preference	e for a dominant hand					
		Be increa		Indressed, for example, putting coats on and do	ing up zips				
				<u>3 Years</u>					
				tuning in and paying attention					
				ying sounds, rhythms, tunes and tempo					
				es. Copy finger movements and other gestures					
				ently, for example, singing whilst playing					
				books with an adult					
		Hav		d to the pictures or the words e with an adult, with another child, or to look at	alono				
		Παν		rases from familiar stories	alone				
				s about the book					
				d shares their own ideas					
Literacy				avourite stories using props					
		1		eir name, a bus or door number, or a familiar log	go				
				rawing freely					
		Ad	ld some marks to their drawings, which they g	give meaning to. For example: "That says mumn	ıy."				
			•	ture to stand for their name					
				<u>4 Years</u>					
	Understand the fr	Understand the five key concepts about print: 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							
	Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound Engage in extended conversations about stories, learning new vocabulary								
		Use some of their print and letter kno		riting a pretend shopping list that starts at the to	an of the page, writing 'm' for mummy				
		Use some of their print and letter kno		or all their name	op of the page; writing in for multimy				
				etters accurately					
				Rhythm and Rhyme					
Phonics	Environmental sounds	Instrumental sounds	Body Percussion	Alliteration	Voice sounds	Introduction to RWI			
	Comparison 1 - More than, fewer than, the	Counting 2- Begin to order number names	<u>Subitising 2-</u> Show me 1,2,3,	Counting 4- Take and give 1,2,3,	Pattern 4- lead on own repeats	Pattern 6- My own pattern			
	same	Subitising 1-   see 1,2,3	Counting 3- Move and label 1,2,3,	Shape, space and measure 4- Match, talk,	Shape, space and measure 5- start to	<b><u>Counting 6-</u></b> Stop at 1,2,3,4,5,			
	Shape, Space and measure 1 - Explore and	Pattern 2- Join in with repeats	Shape, space and measure 3- Explore	push and pull	puzzle (could be done as starter activities)	Comparison 2- match, sort and compare			
Mathematics	build with shapes and objects	Shape, space and measure 2- Explore	position and routes	<u>Subitising 3-</u> talk about dots	Patterns 5- Making patterns together				
White Rose	Pattern 1 - Explore repeats	position and space	Pattern 3- Explore patterns	<u>Composition 2-</u> Compare and sort	Subitising 4- Make games and actions				
	Counting 1- Hear and say number names			collections	Counting 5- Show me 5				
				2 Voars					
		<u>0-3 Years</u> Combine objects like stacking blocks and cups							
				ers and take them out again					
				rhymes with numbers					
Mathematics				t in a group of up to three items					
				ying 'lots', 'more' or 'same'					
Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence									
	Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'								
			Climb and squeeze themselv	ves into different types of spaces					

			5 11 U					
	Build with a range of resources							
	Complete inset puzzles							
	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'							
	Notice patterns and arrange things in patterns							
			<u>3-4 Ye</u>					
			Develop fast recognition of up to 3 objects, without					
			Recite numb					
	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: for example, showing the right number of objects to match the numeral, up to 5							
			Experiment with their own symbols					
	Solve real world mathematical problems with numbers up to 5							
			Compare quantities using langua					
		Talk about and explore 2D and	3D shapes (for example, circles, rectangles, triangles and cubo					
			Understand position through words alone – for examp		ing			
			Describe a fan					
			Discuss routes and locations, using w					
			Make comparisons between objects relati					
			Select shapes appropriately: flat surfaces for Combine shapes to make new ones					
			Talk about and identify the patterns around them. For exar					
			Use informal language like 'pointy', 'spotty', 'blobs', etc. E					
			Notice and correct an erro		ck, leal			
			Begin to describe a sequence of events, real or					
	Harvest festival	Halloween	Chinese New Year		id-ul-Fitr Eid-ul-Adha			
		Bonfire night	Shrove Tuesday (pancake day)	-	Fathers Day			
Key Festivals		Remembrance day	Holi		T differs buy			
		Diwali	Mothering Sunday					
		Christmas	Easter					
			0-3 Ye	ars				
			Repeat actions tha					
			Explore materials with					
			Explore natural materials					
			Explore and respond to different natural p					
			Make connections between the feature					
			Notice differences l					
			<u>3-4 Yea</u>					
Understanding								
the world								
	Begin to make sense of their own life-story and family's history Show interest in different occupations Explore how things work Plant seeds and care for growing plants							
			Understand the key features of the l					
			Begin to understand the need to respect and care f					
			Explore and talk about diffe					
			Talk about the differences between n					
	Continue developing positive attitudes about the differences between people							
		к	now that there are different countries in the world and talk ab		en in photos			
			and the shere are an erenered countered in the works and talk ab	the and an or an of an of have experienced of be				

	0-3 Years
	Show attention to sounds and music
	Respond emotionally and physically to music when it changes
	Move and dance to music
	Anticipate phrases and actions in rhymes and songs, like 'Peepo'
	Explore their voices and enjoy making sounds
	Join in with songs and rhymes, making some sounds
	Make rhythmical and repetitive sounds
	Explore a range of soundmakers and instruments and play them in different ways
	Notice patterns with strong contrasts and be attracted by patterns resembling the human face
	Start to make marks intentionally
	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools
	Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make
	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'
	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a
	Explore different materials, using all their senses to investigate them
	Manipulate and play with different materials
	Use their imagination as they consider what they can do with different materials Make simple models which express their ideas
	3-4 Years
Expressive Art	Take part in simple pretend play, using an object to represent something else even though they are not similar
and Design	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 p
	Explore different materials freely, to develop their ideas about how to use them and what to make
	Develop their own ideas and then 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 objects
	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
	Show different emotions in their drawings – happiness, sadness, fear, etc
	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

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