

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

Our EYFS mission statement is to provide the best possible outcomes for all our children by providing care, learning and play of the highest standards, thereby preparing children for their later stages of education. In our role as Teachers and Early Years Practitioners, we encourage, guide and scaffold each child in all areas of learning and development, thereby creating individuals who are independent, confident and critical thinkers. We work in accordance to the 'Early Years Statutory Framework'. The framework specifies the requirements of learning and development from birth to 5 and provides prime and specific areas, which form the basis of our curriculum. Here at Hey with Zion Primary school, we have chosen to follow 'Development Matters' as we believe this fits well with who we are and the ethos we promote. The seven key features of effective practice have steered and formed our curriculum. There is a clear balance between child-initiated and adult-focused activities to enable the children to learn, consolidate and embed new skills. Children regularly follow their own interests in their learning.

Class: Nursery/Reception Updated August 2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Over Arching Topic	Marvellous Me	Seasons and Celebrations	Terrific Tales	Come Outside	A Ticket to Ride	Our Big Wide World
Curriculum Intent	Children develop a sense of identity, belonging and community through learning about themselves, their families and the people around them.	Children explore seasonal change, traditions and celebrations, developing respect for different beliefs, cultures and communities.	Children develop imagination, language and storytelling skills through traditional tales, role play and cultural celebrations.	Children investigate the natural world, exploring living things, life cycles, growth and seasonal change through first-hand experiences.	Children learn about journeys, transport, significant people and the wider world, developing an understanding of exploration, safety and diversity.	Children develop an understanding of geography, their local area and the wider world, while learning how to care for the environment and become responsible global citizens.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

Themes, celebrations, enrichments and lines of enquiry	1.Staggered intake week/settling in/Send home all about me 2.All about me -Who am I? All About Me Bags 3.All about me – Who is in my family? 4.My Body 5.Where we live – Including the local area 6. Emotions – friends, self-regulation/self-registration 7.People who help us including Mary Seacole 8.Harvest	1.Festivals – Diwali (DT) & Bonfire night/Fire safety 2.Remembrance Day and Visit to Uppermill Memorial via bus 3.Autumn- seasonal changes 4.Autumn - Hibernation/Nocturnal Animals/Migration 5.Birthdays - Class Mascot Birthday 6.Christmas/Hanukkah – Church visit 7.Christmas	1.Winter 2.Let’s Imagine 3.Traditional Tales – Little Red Hen & Jack & the Beanstalk 4.National Storytelling Week 5.Ramadan/Chinese New Year 6.Shrove Tuesday/Lent	1.Minibeasts & Habitats 2.WBD, Mother’s Day and Signs of Spring 3.Life Cycles and Eid 4.Planting Seeds and Science Week 5.Easter	1.Transport with links to Rosa Parks 2.Holidays 3.Adventure week 4.Animal Safari 5.Safety Week – Water, Sun, Strangers etc 6. Seasonal changes – summer and Eid Ul Adha	1.The World Around Us 2.United Kingdom and Father’s Day 3.Maps within the local area 4.Caring for our environment – Recycling and Pollution 5.Transition 6.Transition/ End of Year Activities
Key Questions/Learning	Nursery: Who am I? What makes me special? Who is in my family? What can my body do? Where do I live? How am I feeling today? Who helps us at home, school and in our community? Why do we celebrate	Nursery: What celebrations do you enjoy with your family? How can we stay safe around fireworks and bonfires? Why do people wear poppies? What changes can we see in autumn? Where do some animals go in autumn and winter? What happens when we celebrate a birthday?	Nursery: What is winter like? Where can our imagination take us? Who are the characters in our story? What happened at the beginning, middle and end of the story? What is your favourite traditional tale and why? How do people celebrate Chinese New Year?	Nursery: What minibeasts can we find outside? Where do minibeasts live? What changes can we see in spring? Why is reading stories important? How can we show kindness to people we care about? How do living things grow and change?	Nursery: How do we travel from one place to another? What types of transport have you used? Where have you been on holiday? What adventures would you like to go on? What animals might we see on a safari?	Nursery: What can you see around you in our world? What can you find on a globe? What country do we live in? What places do you know in our local area? How do we get from one place to another? What is a map used for?

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Harvest? Reception: What makes me unique and special? How are families the same and different? Why is each part of my body important? What can I tell others about where I live and my local area? How can I recognise and manage my emotions? How can I be a kind and helpful friend? How did Mary Seacole help people, and why is she remembered today? Why is Harvest important, and how can we help people in our community?	What special things happen at Hanukkah and Christmas? Why do people celebrate different festivals? Reception: How do people celebrate Diwali, and why is it important? Why is fire safety important during Bonfire Night celebrations? Why do we remember people on Remembrance Day? How does autumn change the environment around us? Why do some animals hibernate, migrate or become more active at night? How do birthdays help us celebrate special milestones? How are Hanukkah and Christmas similar and different? How do festivals and celebrations bring communities together?	What happens during Ramadan? Why do people celebrate Shrove Tuesday? Reception: How does winter change the world around us? How can we use our imagination to create stories and adventures? What lessons can we learn from stories such as <i>The Little Red Hen</i> and <i>Jack and the Beanstalk</i>? How can we retell and change parts of a familiar story? Why is storytelling important? How do people celebrate Chinese New Year, and why is it important? Why is Ramadan special for many Muslims? How are Shrove Tuesday and Lent celebrated by different communities?	What do seeds need to grow? Why do people celebrate Eid and Easter? Reception: How are different minibeasts suited to their habitats? Why are habitats important for living things? What are the signs that spring has arrived? How do books and stories help us learn about the world? How can we celebrate and show appreciation for people who care for us? How do life cycles differ between plants, insects and animals? What conditions help seeds and plants grow successfully? How are Eid and Easter celebrated, and why are they important to different communities?	How can we stay safe in the sun, near water and with strangers? What changes can we see in summer? Why do people celebrate Eid ul Adha? Reception: How has transport changed the way people travel and explore? Who was Rosa Parks, and why is she remembered today? How are different forms of transport similar and different? What makes a journey or adventure exciting? How are safari animals adapted to their habitats? Why is it important to make safe choices around water, the sun and unfamiliar people? How does summer affect plants, animals and people? How is Eid ul Adha celebrated, and why is it important to Muslims?	What happens when people drop litter? How can we help look after our world? Reception: How does a globe help us learn about the world? How are places around the world the same and different? What are the four countries of the United Kingdom? What makes our local area special? How can maps help us find places and follow routes? How can we use symbols and landmarks on a map? Why is it important to reduce pollution? How can recycling and our daily choices help protect the environment?
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Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

Core Knowledge	<u>Nursery:</u> I am unique. Families can be different. My body helps me do lots of things. People help us in our community. <u>Reception:</u> Families can be similar and different. Different people have different jobs in the community. Mary Seacole helped care for people when they were ill. Harvest is a time for sharing and helping others.	<u>Nursery:</u> Autumn is one of the four seasons. Leaves change colour in autumn. People celebrate special events in different ways. We wear poppies to remember. <u>Reception:</u> Diwali is known as the Festival of Light. Some animals hibernate or migrate in winter. Remembrance Day helps us remember people from the past. Hanukkah and Christmas are special celebrations for different communities.	<u>Nursery:</u> Stories have a beginning, middle and end. Traditional tales are stories that have been told for a very long time. People celebrate special events such as Chinese New Year and Ramadan. Winter is colder than summer. <u>Reception:</u> Traditional tales often teach us important lessons. Stories can be changed and retold in different ways. Chinese New Year is celebrated by many people around the world. Ramadan is a special month for Muslims.	<u>Nursery:</u> Minibeasts live in different habitats. Plants grow from seeds. Spring brings changes to plants and animals. Living things grow and change. <u>Reception:</u> Living things need food, water and shelter to survive. Different animals and plants have different life cycles. Seeds need water, light and warmth to grow. Eid and Easter are important celebrations for different communities.	<u>Nursery:</u> There are different ways to travel. Holidays can be in different places. We can stay safe in the sun and near water. Summer is one of the four seasons. <u>Reception:</u> Rosa Parks helped bring about change through standing up for equality. Different types of transport help people travel. Animals live in habitats that meet their needs. Safe choices help keep us healthy and protected.	<u>Nursery:</u> We live in England. A globe shows us our world. Maps help us find places. We can help look after our environment. <u>Reception:</u> The United Kingdom is made up of four countries. Globes and maps help us learn about places. Pollution can harm our environment. Reducing, reusing and recycling help protect our world.
Vocabulary	<u>Nursery:</u> me, myself, family, home, house, body, head, eyes, ears, nose, mouth, arms, legs, happy, sad, angry, worried, friend, help, job, community, harvest, share, thank you	<u>Nursery:</u> autumn, leaves, cold, windy, rain, fireworks, bonfire, poppy, remember, celebration, birthday, church, Christmas, Hanukkah, candle, festival, family, winter, season <u>Reception:</u> seasonal change, observe, deciduous, evergreen,	<u>Nursery:</u> story, book, character, beginning, middle, end, winter, pretend, imagine, giant, hen, bread, pancake, festival, lantern, dragon, celebration <u>Reception:</u> author, illustrator, setting, character, problem,	<u>Nursery:</u> minibeast, bug, insect, habitat, home, plant, flower, seed, grow, spring, caterpillar, butterfly, egg, Easter, chick, rabbit, Mother's Day, book <u>Reception:</u> habitat, shelter, environment, lifecycle,	<u>Nursery:</u> car, bus, train, bike, boat, plane, journey, travel, holiday, adventure, safari, animal, sun, water, safe, summer, transport <u>Reception:</u>	<u>Nursery:</u> world, Earth, globe, map, country, town, road, street, home, recycle, rubbish, litter, clean, environment, sea, land, travel, place <u>Reception:</u> globe, atlas, map, route, landmark, location,

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Reception: unique, similar, different, family tree, community, local area, emotions, feelings, regulate, calm, healthy, exercise, observe, celebrate, harvest festival, donation, volunteer, nurse, community helper, Mary Seacole, respect	Remembrance Day, memorial, tradition, celebration, festival, unsafe, safety, hibernate, migration, nocturnal, Hanukkah, Christmas, community, symbol, respect	solution, predict, retell, traditional tale, storytelling, imagination, Ramadan, fasting, Chinese New Year, zodiac, Lent, celebration, belief	chrysalis, pollen, roots, stem, leaves, germinate, observe, investigate, change, growth, Eid, celebration, compare, scientific	transport, vehicle, journey, destination, route, airport, railway, adventure, explorer, safari, habitat, adapt, safety, stranger, sunscreen, Rosa Parks, equality, respect, summer	United Kingdom, England, Scotland, Wales, Northern Ireland, environment, pollution, recycle, reduce, reuse, conserve, protect, ocean
Hooks Into Learning	Children to be given an 'All about Me' Bag to share with their class. Children to bring in photographs of their family. Children to dress up as what they aspire to be.	When the children arrive, scatter autumn leaves around the classroom and leave a note from Squirrel: "Help! Someone has stolen my leaves! Can you be leaf detectives and help me solve the mystery?" When the children arrive, dim the lights and place a shining star in a special spot in the classroom. Leave a note from Owl: "I've lost my way in the dark winter night. Can you help me follow the Christmas Star?"	When the children arrive, leave behind giant dragon footprints, a broken sign, and a trail of glitter around the classroom. Act surprised and say: "Oh dear! Someone thinks there's a dragon hiding in our classroom... but this story says there is NO dragon! Can we investigate and find out the truth?" Children receive a basket full of ingredients to make pancakes. What could we make with these ingredients?	When the children arrive, place some flowers around the classroom and leave a trail of bee pictures leading to a small pot labelled "Honey". Read a message from Bee: "Buzz, buzz! I need your help to find flowers and make honey. Can you become busy little bees today?" Children receive a very special delivery – butterflies.	To launch our new topic, children are invited to come dressed as a driver of any mode of transport. When the children arrive, they discover a suitcase in the classroom filled with toy animals from around the world and a selection of tickets (train, bus, boat, plane). There is a note that says: "Help! We are animals who need to get home, but we don't know how to travel there. Can you help us choose the	When the children arrive, they discover a lost toy animal with a simple map and a note: "Hello! I'm lost and can't find my way home. Martha uses maps to help others. Can you use this map to help me?" When the children arrive, they discover a trail of clues leading to a toy crocodile (or picture of Colin) with some bite marks on nearby paper leaves or objects. Read a message: "Oh no! Somebody has crunched Colin! Who could it have been? Can you be detectives and help solve the mystery?"

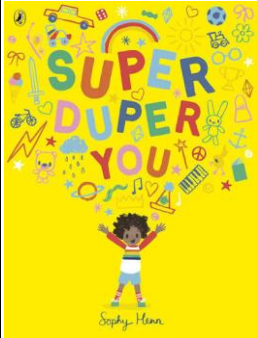
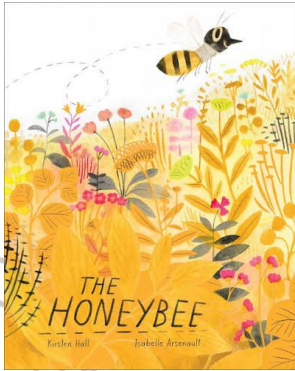
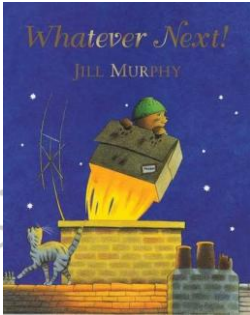
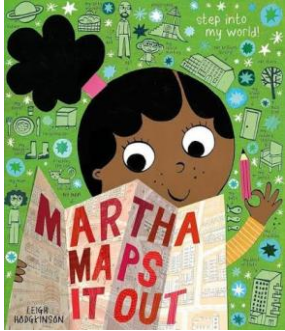
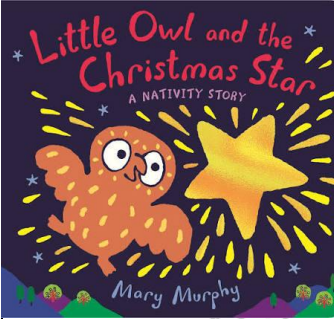
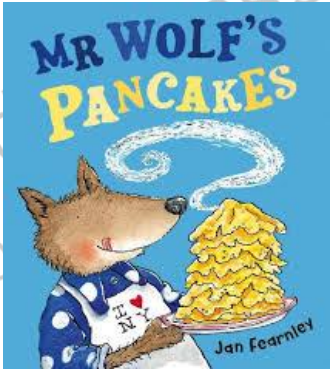
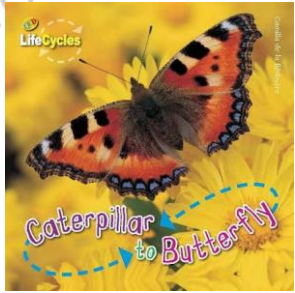
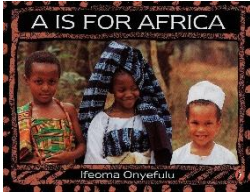
Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

					best ticket to ride?"	
Parental Involvement	Staggered Start Phonics Stay and Play People Who Help Us Reading/Phonics Workshop ClassDojo Invitation	Lees Library Visit Uppermill Memorial Trip Parents Evening Nativity Performance Christmas Stay and Play ClassDojo	Reading Stay and Play ClassDojo	Reports Sent Home Eid Volunteers WBD Volunteers Easter Stay and Play Medlock Valley ClassDojo	Manchester Airport ClassDojo	Reports sent home Sports Day ClassDojo
Cultural Capital, Visits & Visitors	People Who Help Us Learning about Mary Seacole Harvest Celebration	Lees Library Visit Uppermill Memorial St John's Church Diwali, Hanukkah and Christmas Celebrations	Mystery Parent Readers Chinese New Year Ramadan	Medlock Valley World Book Day	Manchester Airport Learning about Rosa Parks Safari animals from around the world	Lees High Street – transport United Kingdom Study Maps & Globes Environmental Awareness
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.					
Over Arching Principles	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. We must be aware of children who need greater support than others. Learning through Play: At Hey with Zion Primary school, 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 of learning. 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.					

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

Assessment Opportunities	RBA Baseline Wellcomm Assessments Teacher Baseline Phonics Assessments	Phonics Assessments End of Term Assessments Pupil Progress Meetings Parents Evening Trust Moderation	Wellcomm Assessments Phonics Assessments	Phonics Assessments End of Term Assessments Pupil Progress Meetings Parents Evening Trust Moderation	Wellcomm Assessments Trust Moderation Phonics Assessments	GLD Data Pupil Progress Meetings Reports Phonics Assessments
Assessment is primarily carried out through high-quality interactions, observations, learning conversations and children's independent application of knowledge and skills.						
HWZ Expectations	Termly Expectations			Environment Expectations		
	Areas enhanced with resources that reflect the topic being taught. Reading area books changed to match the topic. A variety of books selected per half term to be displayed and the books to be read to the children frequently throughout the half term. These books could be displayed in the environment. Displays enhanced to reflect topic and children's learning and progress. Learning wall to be updated every 3 weeks to reflect the English and Maths learning. Outdoor environment to be enhanced with resources to match topic and planned effectively on the Shared Drive. Areas should be planned for and enhanced weekly to develop engagement and skills ensuring children are developing the skill. Role play opportunities to link to learning.			Essential: Home corner, reading area, mark making/Writing area, construction area, small world area, water area, maths area, creative area, investigation area, finger gym area and computing provision must be provided in the classroom and resourced to a high standard. Displays to be neutral where possible to display children's learning. No bright colour backgrounds. -Photographs of independent learning to be displayed in areas. Familiar logos & labels, alphabet, names & numbers are to be display in the classroom and must be accessible to all children. Pictures to accompany labels and words to be displayed in the environment. Key questions must be displayed in areas and updated regularly using acrylic stands. Resources to be stocked daily and enhanced weekly building on the previous skill. Children's interest must be reflected in the environment. Opportunities for marking making and reading in all areas. Opportunity for self-registration, identifying and writing names. Desirable: Malleable area, music area, transient art, wellbeing zone, hygiene station (If these areas cannot be created, resources must be embedded in other areas to support independent learning). Talking points such as unusual pictures to be displayed around the classroom to encourage discussion.		

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

Topics	Marvellous Me 8 Weeks	Seasons and Celebrations 7 Weeks	Terrific Tales 6 Weeks	Come Outside 5 Weeks	A Ticket to Ride 7 Weeks	Our Big Wide World 6 Weeks
Core Texts						
						
Linked Texts	<u>Fiction:</u> Owl Babies – Martin Waddell The Family Book – Todd Parr We're Going on a Bear Hunt –	<u>Fiction:</u> Leaf Man – Lois Ehlert The Squirrels Who Squabbled – Rachel Bright Rama and Sita: The Story of Diwali – Malachy	<u>Fiction:</u> The Little Red Hen – Traditional Tale Jack and the Beanstalk – Traditional Tale Goldilocks and the Three Bears – Traditional Tale	<u>Fiction:</u> The Very Hungry Caterpillar – Eric Carle Mad About Minibeasts – Giles Andreae The Tiny Seed – Eric Carle	<u>Fiction:</u> The Train Ride – June Crebbin Mr Gumpy's Outing – John Burningham Naughty Bus – Jan Oke	<u>Fiction:</u> Here We Are – Oliver Jeffers The Journey Home – Frann Preston-Gannon Me on the Map – Joan Sweeney

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Michael Rosen The Colour Monster – Anna Llenas Ruby's Worry – Tom Percival The Huge Bag of Worries – Virginia Ironside Supertato – Sue Hendra Topsy and Tim Visit the Doctor – Jean Adamson <u>Non-Fiction:</u> All About Me – Pat Thomas My Body – Liz Lennon People Who Help Us – Allan Ahlberg Keeping Healthy – Anna Claybourne Mary Seacole – Maria Isabel Sánchez Vegara (Little People, BIG DREAMS)	Doyle he Best Diwali Ever – Sonali Shah The Christmas Pine – Julia Donaldson The Jolly Christmas Postman – Allan Ahlberg <u>Non-Fiction:</u> Let's Celebrate Diwali – Ajanta Chakraborty Bonfire Night – Nancy Dickmann Remembrance Day – Emma Carlson Berne Autumn – Gerda Muller Hibernation – Margaret Hall Hanukkah – Anita Ganeri Winter – Izzi Howell	The Three Little Pigs – Traditional Tale Not Now, Bernard – David McKee On the Way Home – Jill Murphy A Story Like the Wind – Gill Lewis <u>Non-Fiction:</u> Ramadan Moon – Na'ima B. Robert My First Ramadan – Karen Katz Celebrating Chinese New Year – Diane Hoyt-Goldsmith Chinese New Year – Hannah Eliot Let's Celebrate Chinese New Year – Ajanta Chakraborty Storytelling: A Children's Guide – Anita Ganeri	Jasper's Beanstalk – Nick Butterworth Yucky Worms – Vivian French The Extraordinary Gardener – Sam Boughton The Easter Story – Brian Wildsmith <u>Non-Fiction:</u> National Geographic Little Kids: Caterpillar to Butterfly – Laura Marsh Minibeasts – DK Eyewitness A Seed Grows – Antoinette Portis From Seed to Plant – Gail Gibbons Life Cycles – DK All About Eid – Sarah Shaffi Spring – Ailie Busby	The Hundred Decker Bus – Mike Smith We're Going on a Plane – Mo O'Hara Handa's Surprise – Eileen Browne Rumble in the Jungle – Giles Andreae <u>Non-Fiction:</u> Transport (First Facts Series) – Sally Hewitt Amazing Aeroplanes – Tony Mitton On the Move: A First Book of Transport – Brian Biggs Safari – DK Eyewitness Rosa Parks (Little People, BIG DREAMS) – Lisbeth Kaiser Keeping Safe – Paul Mason	Somebody Swallowed Stanley – Sarah Roberts Clean Up! – Nathan Bryon <u>Non-Fiction:</u> Maps – Aleksandra Mizielińska & Daniel Mizieliński My First Atlas – National Geographic Kids Children Just Like Me – DK The Earth Book – Todd Parr What a Waste – Jess French Recycling – Charlotte Guillain Our World – Sue Lowell Gallion
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Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Families, Families, Families! – Suzanne Lang				Summer – Ailie Busby	
Poetry & Rhymes	Nursery: Focus: Joining in with actions, copying words and enjoying repetition. Twinkle, Twinkle Little Star Wind the Bobbin Up If You're Happy and You Know It Head, Shoulders, Knees and Toes Row, Row, Row Your Boat Tommy Thumb Reception: Focus: Recalling and retelling rhymes independently. Twinkle, Twinkle Little Star Head, Shoulders, Knees and Toes The Wheels on the Bus Five Little Ducks Five Currant Buns	Nursery: Focus: Repetition and seasonal vocabulary. Five Little Leaves Autumn Leaves are Falling Down 1, 2, 3, 4, 5 Once I Caught a Fish Alive Five Little Fireworks Ring-a-Ring o' Roses Pat-a-Cake Reception: Focus: Counting rhymes and performance. Five Little Leaves Remember, Remember (selected child-friendly verses) Bonfire Night Poem Five Little Pumpkins The North Wind Doth Blow Christmas Star (simple Christmas poem)	Nursery: Focus: Story-based rhymes. Humpty Dumpty Hickory Dickory Dock Jack and Jill Hey Diddle Diddle Little Bo Peep Baa Baa Black Sheep Reception: Focus: Retelling and performance. Humpty Dumpty Jack and Jill The Grand Old Duke of York Little Miss Muffet There Was an Old Woman Who Lived in a Shoe A Little House (poem)	Nursery: Focus: Rhythm and rhyme patterns. Miss Polly Had a Dolly Incy Wincy Spider I'm a Little Teapot Polly Put the Kettle On Horsey Horsey To Market, To Market Reception: Focus: Memorising longer verses. Incy Wincy Spider A Little Seed Spring is Here Hungry Birdies	Nursery: Focus: Nature and observation. Five Little Speckled Frogs Here is the Beehive Mary, Mary Quite Contrary Tiny Caterpillar Song Dingle Dangle Scarecrow Reception: Focus: Descriptive language. Caterpillar, Caterpillar The Tiny Seed A Little Seed Poem Busy Bee Spring Wind	Nursery: Focus: Rhythm, movement and participation. The Wheels on the Bus Down at the Station Zoom, Zoom, Zoom Riding in My Car Five Little Men in a Flying Saucer Row, Row, Row Your Boat Reception: Focus: Performance and recitation. The Wheels on the Bus Down at the Station Aeroplane Poem Walking Through the Jungle The Train Ride Poem At the Seaside

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

Phonics This is our half-termly focus however, Phonics is integrated and a central focus of all learning opportunities all the time.	<u>Nursery:</u> Focus - Settling, listening and attention Aspect 1: Environmental Sounds Notice sounds in the environment. Identify and distinguish between different sounds. Talk about sounds they hear. Develop listening and attention skills. Join in with sound walks and listening games, such as: Listening Len activities. <u>Reception</u> Basic 1 Recap Basic 2 Groups 1,2 &3 Tricky Words - I, is, the, to Listen attentively to sounds in the environment. Identify and discriminate between different sounds. Join in with rhymes, songs and chants. Recognise rhyme and	<u>Nursery:</u> Focus – Sound Discrimination Aspect 1: Environmental Sounds Consolidation Aspect 2: Instrumental Sounds Aspect 3: Body Percussion Introduction Explore a range of instruments. Compare sounds (loud, quiet, fast, slow). Copy simple patterns. Identify instruments by sounds. Explore sounds made with their body. Join in with simple rhythmic patterns. <u>Reception:</u> Basic 2 Groups 4,5,6 and Consolidation Tricky Words - go, no, has, his, as, of and into Recognise and recall taught grapheme-phoneme correspondences. Blend phonemes to read simple words. Segment words to support spelling. Read simple CVC words. Identify taught tricky words. Apply phonics knowledge	<u>Nursery:</u> Focus -Rhythm and Rhyme Aspect 3: Body Percussion Consolidation Aspect 4: Rhythm and Rhyme Copy and create simple body percussion sequences. Maintain a simple beat. Join in with familiar nursery rhymes. Recognise rhyming words. Complete repeated phrases. Clap syllables in words and names. Begin to hear patterns in spoken language. <u>Reception:</u> Basics 3 Groups 1,2 & 3 Tricky Words - her, was, you, he, she, we, me, be, they, my and by Rapidly recall taught graphemes. Read words containing adjacent consonants where appropriate. Decode unfamiliar words using phonics knowledge. Read taught tricky words automatically. Blend increasingly fluently and accurately. Re-read familiar texts to improve confidence. Use phonics during writing	<u>Nursery:</u> Focus – Phonological Awareness Aspect 4: Rhythm and Rhyme Consolidation Aspect 5: Alliteration Identify rhyming pairs. Generate simple rhyming words orally. Notice words that begin with the same sound. Join in with alliterate phrases. Sort objects according to their initial sound. Enjoy playing with sound patterns in words. <u>Reception:</u> Basics 3 Groups 4,5 &6 Tricky Words - are, all, some, come, so, do Recognise a wider range of digraphs and trigraphs. Apply taught phonics knowledge consistently when reading. Read with increasing fluency and accuracy. Decode longer words containing taught sounds. Develop understanding of punctuation when reading. Increase automatic recognition of tricky	<u>Nursery:</u> Focus – Speaking and Sound Play Aspect 5 Alliteration Consolidation Aspect 6: Voice Sounds Identify initial sounds more confidently. Experiment with different vocal sounds. Use voices expressively. Explore sounds effects in stories. Develop awareness of mouth movements and articulation. <u>Reception:</u> Basics 3 Groups 6&7 and Consolidation. Tricky Words – little and out Read accurately using taught phonemes and graphemes. Apply blending strategies independently. Read a growing bank of common exception words. Read simple sentences	<u>Nursery:</u> Focus – Preparation for Reception Phonics Review of Aspects 1-6 Aspect 7: Oral Blending and Segmenting Apply listening skills across all aspects. Confidently participate in rhyme, rhythm and sound games. Blend simple spoken sounds together such as hearing c-a-t and saying “cat”. Segment simple words orally such as cat – c-a-t. Follow simple oral blending instructions. Demonstrate strong listening skills and phonological awareness. Be ready to access Phase 2 phonics in Reception. <u>Reception:</u> Basics 4 Groups 1,2&3 Tricky Words – were, what, like, have, there, here, said, one, house, when, our, your Read words automatically using secure phonic knowledge. Read simple books
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Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	alliteration. Hear and identify initial sounds in words. Blend sounds orally. Segment simple words orally. Begin to link phonemes to graphemes. Recognise and say taught letter sounds. Develop correct letter formation alongside phonics learning.	during independent learning. Begin reading short captions. Develop confidence when attempting unfamiliar words.	activities. Begin reading simple sentences.	words. Self-correct when reading does not make sense.	fluently. Develop expression when reading aloud. Use decoding skills confidently when encountering new words. Read books with decreasing adult support.	accurately and fluently. Apply decoding strategies independently. Read tricky words without hesitation. Use expression and phrasing when reading aloud. Demonstrate understanding of what has been read. Apply phonics confidently during reading and writing.
Mathematics	<u>Nursery:</u> <u>Mathematical Readiness</u> (Nursery Rhymes, Nibbles Colours) Finger perception Finger discrimination Fine motor development through rhymes and stories Finger numbers <u>Classification & Sorting</u> (Wow Said the Owl, Brown Bear Brown Bear, All Sorts) Colour recognition Matching Sorting by attributes Re-sorting using different criteria <u>Early Number Sense</u> (Five Little Ghosts, Count to 10 with a Mouse)	<u>Nursery:</u> <u>Counting with Meaning</u> (One Fox) Counting beyond 5 Number order Numbers before and after Finger representations of number Linking numerals and quantities Counting to 10 Beginning 1:1 correspondence <u>Developing Subitising</u> (Pete the Cat and His Four Groovy Buttons) Instant recognition of quantities to 4 Recognising quantities in different arrangements Number composition Explaining how quantities are seen Finger representations Seeing groups within numbers	<u>Nursery:</u> <u>Spatial Reasoning & Positional Language</u> (Where's Spot?, Snail Trail, Inside Outside Upside Down, Me on the Map) Positional language Following and describing routes Spatial awareness Locating objects Giving and following directions Describing locations Understanding maps and familiar environments Using positional vocabulary independently <u>Producing Quantities</u> (Handa's Hen) Producing a given number from a larger group Counting out accurately Applying one-to-one correspondence Cardinality			

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Finger numbers to 5 Counting sequences Stable order principle Number rhymes <u>Numerals Recognition</u> <i>(I Spy Numbers, One is a Snail, Ten is a Crab)</i> Recognising numerals Matching numerals to quantities Multiple representations of number <u>Subitising</u> <i>(How Many Snails?, Anno's Counting Book)</i> Recognising quantities without counting Quantities to 3 and beyond Finger representations <u>Pattern</u> <i>(Pattern Bugs)</i> Recognise AB Patterns Fix Patterns Copy Patterns Extend Patterns <u>Consolidation and Assessment</u> <i>(The Christmas Bear)</i> Revisiting all trajectories Observation and assessment <u>Reception</u> <u>Baseline Assessment</u> Demonstrate existing mathematical knowledge. Count objects accurately. Recognise and use mathematical language. Identify shapes and patterns. Apply mathematical understanding in play.	<u>Comparing Quantities</u> (Number Farm) Comparing groups by sight More Fewer Same Equal Matching quantities Comparing sets using subitising <u>One to One Correspondence</u> (Mouse Count) Counting objects accurately Touch counting Matching one number word to one object Producing groups of a given amount Checking counts Counting sets to 5 and beyond <u>Cardinality</u> (Fish Eyes, The Very Hungry Caterpillar) Understanding "How many altogether?" Recognising the final number counted as the total Counting and checking collections Producing quantities from numerals Comparing quantities Exploring one more <u>Shape & Spatial Reasoning</u> (The Big Box of Shapes) Recognising 2D shapes Exploring 3D shapes Sides and corners Shape properties Recognising shapes in different orientations	Matching numerals and quantities Counting to 10 with increasing accuracy Checking and correcting quantities <u>Growing Patterns</u> <i>(Mr Gumpy's Outing, A Squash and a Squeeze)</i> Identifying growing patterns One more One less Sequencing events Extending patterns Spotting errors in patterns Predicting what comes next Linking pattern and number <u>Compare Weight & Balance</u> <i>(Balancing Act)</i> Comparing weight Heavier and lighter More and less Balancing objects Exploring equality Comparing quantities Making predictions Solving practical mathematical problems <u>Sequencing & Time</u> <i>(A Busy Day for Birds)</i> Sequencing events First, next, then and last Daily routines Story sequencing Ordering events Understanding the passage of time Predicting what happens next
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Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	<u>Matching, Sorting and Comparing</u> Match identical objects and pictures. Identify similarities and differences. Sort objects using different criteria. Create and explain sorting rules. Compare quantities and groups. Use language such as <i>same, different, more, fewer and equal</i>. <u>Measure and Patterns</u> Compare size, mass and capacity. Identify objects as bigger, smaller, heavier and lighter. Recognise repeating patterns. Continue repeating patterns. Create simple repeating patterns independently. <u>1, 2 and 3</u> Recognise numbers 1, 2 and 3. Subitise quantities to 3. Represent numbers using objects, pictures and marks. Identify one more and one less. Explore the composition of 1, 2 and 3 <u>Circles and Triangles</u> Identify and name circles and triangles. Recognise shapes in the environment. Use positional language. Describe the location of objects. Follow and describe simple routes. <u>1 to 5</u> Recognise and represent numbers 4 and 5. Subitise to 5.	Identifying 2D faces on 3D shapes Constructing shapes from parts <u>Measures & Comparison</u> (A New House for Mouse) Comparing size Bigger and smaller Long and short Tall and short Capacity Ordering by size Comparing real-life objects Non-standard measurement <u>Growing Patterns</u> (The Enormous Turnip) Ordering by size Sequencing objects Recognising increasing patterns Comparing larger and smaller Identifying what comes next Non-standard measuring <u>AB Patterns</u> (My Mum and Dad Make Me Laugh) Identifying AB patterns Fixing patterns Copying patterns Extending patterns Creating patterns Patterns in music, movement and art <u>Consolidation & Assessment</u> Revisiting counting principles Revisiting cardinality Revisiting subitising	<u>Subitising to 5</u> (Splash!) Perceptual subitising to 5 Conceptual subitising to 5 Recognising quantities without counting Grouping quantities Finger representations Matching numerals and quantities Composition of number <u>Consolidating Counting Principles</u> (Poppy & Sam's Animal Hide and Seek) One-to-one correspondence Stable order principle Cardinality Producing quantities Order irrelevance Counting mixed groups Problem solving with numbers Counting beyond 5 <u>Measures: Capacity & Volume</u> (Who Sank the Boat?) Full and empty Capacity Volume Comparing containers More and less Estimating Weight and size comparisons Exploring measurement through play <u>Consolidation & Transition to Reception</u> Secure counting principles Secure subitising to 5 Applying positional language
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Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Count accurately to 5. Find one more and one less. Explore the composition of numbers to 5. <u>Four-Sided Shapes</u> Identify squares and rectangles. Compare four-sided shapes. Combine shapes to make new shapes. Explore day and night. Discuss sequences of events.	Revisiting comparison Revisiting shape and measure Revisiting pattern Observation and assessment against learning trajectories <u>Reception:</u> <u>Zero to Five</u> Recognise zero and understand its meaning. Match numerals to quantities. Represent numbers 0–5. Subitise to 5. Explore one more and one less. Investigate number composition to 5. <u>Mass and Capacity</u> Compare mass. Explore balancing. Investigate capacity. Compare containers and quantities. Use mathematical language to explain findings. <u>6, 7 and 8</u> Recognise and represent numbers 6, 7 and 8. Explore one more and one less. Investigate number composition. Identify odd and even numbers. Find and make doubles. Combine groups. Conceptually subitise larger quantities. <u>Length, Height and Time</u> Compare length and height. Order objects by size. Use vocabulary related to measuring. Discuss and sequence daily events. Begin to understand time.	Comparing quantities confidently Exploring measure and capacity Recognising and creating patterns Problem solving in meaningful contexts Assessment of learning trajectories Preparing for Reception mathematics <u>Reception:</u> <u>Numbers to 20 and Beyond</u> Build numbers 10–20. Count beyond 20. Recognise counting patterns. Develop fluency in verbal counting. Understand the structure of the number system. <u>Adding and Subtracting</u> Add quantities together. Find out how many have been added. Take quantities away. Find how many remain. Use practical resources to solve problems. Explain mathematical thinking. <u>Manipulating, Composing and Decomposing Shapes</u> Rotate and manipulate shapes. Compose shapes to make pictures and models. Decompose shapes into smaller parts. Identify 2D shapes within 3D shapes. Develop spatial reasoning skills. <u>Sharing and Grouping Equally</u> Share objects fairly. Group objects equally. Explore early division concepts. Explain whether groups are equal or unequal.
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Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

C&L: Listening, Attention & Understanding			<u>Building 9 and 10</u> Recognise and represent 9 and 10. Compare numbers within 10. Explore number bonds to 10. Find doubles to 10. Identify odd and even numbers. Understand the composition of numbers to 10. <u>3D Shapes</u> Recognise and name 3D shapes. Identify 2D shapes within 3D shapes. Explore and build with 3D shapes. Identify shapes in the environment. Recognise and continue more complex patterns.		<u>Sharing and Grouping Equally (Extension)</u> Investigate odd and even numbers. Use sharing to identify odd and even numbers. Explore and create doubles. Apply understanding of equal groups. <u>Shape, Position and Direction</u> Identify pattern rules. Create and continue patterns. Build and copy structures. Describe positions. Follow and give directions. Explore maps and routes. Create simple maps of familiar places. <u>Making Connections</u> Apply mathematical knowledge independently. Investigate patterns and relationships. Reason and problem solve. Explain mathematical thinking. Identify connections across different areas of mathematics. <u>Consolidation</u> Secure key number concepts. Apply learning across the curriculum. Demonstrate confidence in mathematical reasoning. Prepare for transition to Year 1.	
	<u>Nursery:</u> Listen to familiar adults during short interactions. Respond to their name being called.	<u>Nursery:</u> Listen for longer periods in small groups. Follow simple instructions within routines. Recognise key events in	<u>Nursery:</u> Attend to activities without frequent reminders. Follow instructions involving two key pieces of information.	<u>Nursery:</u> Listen to stories and discussions with increasing attention. Understand a growing range of topic vocabulary.	<u>Nursery:</u> Sustain attention during whole-group activities.	<u>Nursery:</u> Listen attentively in a variety of situations. Follow familiar instructions independently.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Join in with familiar rhymes, songs and repetitive phrases. Pay attention to an activity for a short period. Follow simple one-step instructions. Begin to understand and answer simple questions. Reception: Listen attentively during carpet sessions and group activities. Follow one-step instructions independently. Understand and respond appropriately to simple questions. Maintain attention during stories and discussions. Listen to peers as well as adults. Begin to take turns in conversations.	familiar stories. Respond to comments and questions from adults. Understand simple positional and descriptive language. Reception: Follow two-part instructions. Listen carefully to stories and recall key events. Answer who, what and where questions. Listen and respond appropriately to peers. Understand a wider range of vocabulary linked to topics. Begin to ask relevant questions.	Listen to and identify familiar sounds. Recall simple information from stories and discussions. Understand simple questions involving why and how. Reception: Maintain attention during longer whole-class inputs. Respond to a wider range of questions. Listen to information and carry out tasks accordingly. Retell simple events from stories. Show understanding of new vocabulary introduced through topics. Engage in back-and-forth conversations.	Follow instructions with fewer prompts. Talk about what they have heard. Respond appropriately to questions and comments. Reception: Follow instructions containing several steps. Listen carefully when learning new information. Recall and discuss key details from stories and experiences. Understand and use recently introduced vocabulary. Listen to different viewpoints and ideas. Respond thoughtfully during discussions.	Listen and respond during conversations with peers. Anticipate repeated parts of stories and rhymes. Understand and follow classroom routines independently. Recall information from recent experiences. Reception: Sustain attention during extended teaching sessions. Listen carefully in a range of situations. Understand increasingly complex instructions. Recall information accurately and explain understanding. Use vocabulary from stories and topic learning appropriately. Ask and answer questions to deepen understanding.	Show understanding through actions, responses and talk. Remember and recall key information from stories. Participate confidently in discussions and group activities. Reception: Listen attentively and respond appropriately in a range of contexts. Follow multi-step instructions independently. Demonstrate understanding of complex vocabulary and concepts. Engage fully in conversations with adults and peers. Explain ideas, experiences and understanding clearly. Respond thoughtfully to questions and comments, building on what others have said.
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Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

C&L: Speaking	Nursery: Begin to use words and short phrases to communicate needs and wants. Name familiar people, objects and experiences. Join in with songs, rhymes and repetitive phrases. Respond verbally to familiar adults. Use simple vocabulary linked to current topics. Begin to take turns in conversations. Reception: Speak in complete sentences when communicating needs and ideas. Use newly introduced vocabulary during play and learning. Retell simple experiences and events. Answer questions clearly. Join in discussions with adults and peers.	Nursery: Use simple sentences to share thoughts and experiences. Talk about familiar stories and events. Ask simple questions. Describe familiar objects and people. Use a growing range of vocabulary. Reception: Use longer sentences to explain ideas. Retell familiar stories with some detail. Ask questions to find out more. Describe events in sequence. Use topic vocabulary in conversations. Take turns and respond to others during discussions.	Nursery: Talk about things that interest them. Recall and talk about recent experiences. Use language during pretend play. Begin to explain what they are doing. Use a wider range of vocabulary linked to stories and topics. Reception: Explain what they are thinking and doing. Use talk to organise play and activities. Share ideas with peers. Retell stories using key vocabulary. Describe similarities and differences. Extend conversations through back-and-forth exchanges.	Nursery: Talk confidently in familiar groups. Describe events and experiences using simple sentences. Begin to connect ideas together. Use topic-specific vocabulary in play and discussion. Respond appropriately to questions. Reception: Use a range of vocabulary to explain ideas and experiences. Describe events using clear sequencing language. Share opinions and preferences. Use language to solve problems collaboratively. Begin to explain reasons for their thinking. Build on the ideas of others during conversations.	Nursery: Speak audibly to familiar adults and peers. Talk about stories and information they have learned. Use language to negotiate and cooperate in play. Explain simple ideas and choices. Continue to develop a broad vocabulary. Reception: Use well-formed sentences in a range of situations. Explain events and ideas in greater detail. Use vocabulary from stories, topics and experiences accurately. Ask and answer questions confidently. Use talk to clarify thinking and solve problems. Discuss stories, information and experiences with increasing depth.	Nursery: Participate confidently in conversations and group discussions. Talk about past experiences and future events. Express feelings, ideas and preferences clearly. Use an increasingly wide vocabulary. Engage in sustained interactions with others. Reception: Engage in extended conversations with adults and peers. Explain ideas, opinions and understanding clearly. Use a broad and varied vocabulary across the curriculum. Speak confidently in front of groups. Justify ideas and answers using appropriate language. Use language effectively to think, reason and reflect.
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Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Express ideas with increasing confidence.					
PSED: Self-Regulation	Nursery: Begin to separate from familiar adults with support. Express basic feelings and emotions. Begin to understand simple classroom expectations. Participate in familiar routines. Seek support from adults when needed. Begin to wait for short periods of time. Reception: Follow classroom rules and routines with support. Recognise and name a range of emotions. Understand what is expected in different situations. Begin to manage feelings appropriately. Show increasing independence within the classroom.	Nursery: Begin to recognise the feelings of others. Use simple strategies to calm themselves with adult support. Follow familiar boundaries and routines. Begin to manage transitions between activities. Show increasing confidence in new situations. Reception: Identify emotions in themselves and others. Use simple self-regulation strategies when upset or frustrated. Follow routines independently. Adapt to changes in routines with support. Persevere with activities of interest. Begin to reflect on behaviour and choices.	Nursery: Talk about how they are feeling. Begin to understand that actions affect others. Show awareness of classroom expectations. Manage simple tasks independently. Demonstrate increasing confidence when trying new activities. Reception: Recognise triggers that affect their emotions. Use agreed strategies to manage feelings and behaviour. Show resilience when faced with challenge. Remain engaged with an activity despite difficulties. Understand that actions have consequences. Begin to set simple personal goals.	Nursery: Manage emotions with decreasing adult support. Cope with small disappointments. Show confidence when making choices. Demonstrate increasing independence in daily routines. Begin to persist with unfamiliar tasks. Reception: Regulate behaviour in a variety of situations. Manage disappointment appropriately. Show persistence when solving problems. Demonstrate confidence in making choices and decisions. Explain how their behaviour affects others. Take increasing responsibility for their own actions.	Nursery: Follow established routines independently. Show increasing independence when completing tasks. Begin to recognise what helps them feel calm and happy. Try new experiences with confidence. Show pride in their achievements. Reception: Maintain attention and concentration for longer periods. Use self-regulation strategies independently. Demonstrate resilience when facing challenges. Reflect on successes and areas for improvement. Take responsibility for personal belongings and learning.	Nursery: Manage feelings and behaviour with minimal support. Adapt to changes in routine. Show confidence when facing new experiences. Demonstrate growing independence throughout the day. Persevere when tasks become difficult. Reception: Regulate emotions and behaviour independently in a range of situations. Show confidence in new environments and transitions. Demonstrate resilience and perseverance when faced with challenge. Reflect on learning and personal achievements. Understand and manage their feelings effectively. Show readiness for transition into Year 1.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Focus attention during short adult-led activities.				Manage emotions effectively in different situations.	
PSED: Managing Self	Nursery: Begin to follow simple daily routines. Access resources with adult support. Attempt to put on and remove coats independently. Begin to manage own toileting needs. Develop confidence in a new environment. Make simple choices during play. Reception: Follow classroom routines independently. Select and use resources appropriately. Manage personal care with increasing independence. Understand expectations for learning and behaviour.	Nursery: Begin to tidy away resources with support. Show awareness of hygiene routines. Attempt to dress independently. Follow simple instructions linked to routines. Begin to take responsibility for own belongings. Reception: Independently follow hygiene routines. Dress and undress for outdoor learning and PE with minimal support. Tidy resources appropriately after use. Organise belongings independently. Show confidence when trying new activities.	Nursery: Carry out familiar routines with less adult support. Make choices during play and learning. Begin to talk about healthy foods. Show growing confidence in self-care tasks. Persevere with activities of interest. Reception: Understand the importance of healthy eating and exercise. Manage self-care needs independently. Demonstrate increasing perseverance when faced with challenge. Make sensible choices during learning activities. Begin to take responsibility for completing tasks.	Nursery: Complete simple tasks independently. Understand basic safety expectations. Develop confidence in unfamiliar situations. Begin to recognise when they need help. Show pride in achievements. Reception: Explain ways to stay healthy and safe. Manage routines and transitions independently. Show determination when learning becomes challenging. Seek support appropriately when needed. Demonstrate confidence when tackling new experiences.	Nursery: Manage most personal care routines independently. Follow expectations during different parts of the day. Use resources safely and responsibly. Take increasing responsibility for belongings. Show confidence in daily routines. Reception: Independently manage personal hygiene and self-care needs. Take responsibility for belongings and learning resources. Demonstrate resilience when completing activities. Make positive choices regarding health and wellbeing. Complete tasks with increasing independence.	Nursery: Independently follow familiar routines. Demonstrate confidence when completing self-care tasks. Show responsibility for resources and belongings. Persevere when things are difficult. Prepare for transition to the next stage of learning. Reception: Manage personal needs confidently and independently. Understand and explain how to keep healthy and safe. Show responsibility and initiative within the classroom. Persevere with challenges and celebrate achievements. Demonstrate independence and readiness for Year 1.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Show confidence when choosing activities. Take responsibility for personal belongings.					
PSED: Building Relationships	Nursery: Build positive relationships with familiar adults. Begin to play alongside other children. Show interest in the activities of others. Learn and respond to children's names. Take turns with adult support. Begin to share resources. Reception: Develop positive relationships with adults and peers. Join in cooperative play activities. Take turns and share with increasing independence. Learn classroom expectations for working together.	Nursery: Begin to engage in simple play with others. Share toys and resources with support. Join small group activities. Show affection and concern for familiar people. Begin to understand kindness. Reception: Form and maintain friendships. Work cooperatively in pairs and small groups. Show kindness and consideration towards others. Understand the importance of sharing and taking turns. Include others in play and learning. Begin to resolve minor disagreements with support.	Nursery: Participate in play with one or two other children. Begin to understand simple social rules. Show awareness of others' feelings. Respond positively to praise and encouragement. Develop confidence in group situations. Reception: Build stronger friendships through shared interests and experiences. Demonstrate empathy towards others. Work collaboratively towards shared goals. Recognise how others may be feeling. Listen to and value the ideas of others. Begin to negotiate during play.	Nursery: Cooperate with others during play and routines. Show concern when others are upset. Follow simple rules within games. Begin to solve minor disagreements with support. Enjoy working with familiar peers. Reception: Cooperate effectively during group activities. Negotiate and compromise when conflicts occur. Recognise how actions affect others. Show increasing empathy and understanding. Demonstrate respect for different views and ideas. Develop confidence when working with a range of peers.	Nursery: Initiate play with other children. Develop friendships with familiar peers. Take turns more independently. Show kindness through words and actions. Participate positively in group activities. Reception: Sustain positive friendships over time. Work successfully as part of a team. Support and encourage others during activities. Show understanding of fairness and cooperation. Resolve simple conflicts through discussion.	Nursery: Play cooperatively with others for longer periods. Show consideration for the needs of others. Develop confidence in larger groups. Use simple language to solve disagreements. Prepare for transition by building relationships with new adults and peers. Reception: Build and maintain respectful relationships with adults and peers. Work collaboratively across a variety of situations. Show empathy, kindness and respect consistently. Resolve disagreements independently using appropriate strategies. Demonstrate confidence when interacting with new people.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Begin to form friendships. Show awareness of the feelings of others.				Demonstrate respect for others' feelings and perspectives.	Show readiness for Year 1 through secure social relationships and teamwork.
PD: Gross Motor Skills	Nursery: Move confidently around the indoor and outdoor environment. Walk, run and stop safely. Climb with support and supervision. Begin to develop balance when moving. Explore different ways of moving. Use wheeled toys with increasing control. Reception: Move safely and confidently in a variety of ways. Negotiate space successfully when running and playing. Travel using different movements such as running, hopping and crawling. Begin to balance with greater control.	Nursery: Develop increasing control when running and stopping. Climb, crawl and balance on large equipment. Join in movement games and action songs. Begin to throw and roll larger balls. Develop body awareness during movement. Reception: Balance on different body parts and apparatus. Travel in a variety of ways showing improving coordination. Throw, roll and kick with increased control. Follow simple movement sequences. Adjust movements in response to instructions.	Nursery: Move in different directions with increasing confidence. Use large-muscle movements during outdoor play. Jump with two feet leaving the ground. Begin to catch large balls. Develop coordination through movement activities. Reception: Demonstrate increasing coordination when moving. Jump, hop and skip with growing control. Catch and throw objects with greater accuracy. Combine movements when negotiating space. Participate confidently in gross motor activities.	Nursery: Move with increasing control and coordination. Balance for short periods. Ride scooters or bikes with increasing confidence. Follow movement instructions within games. Begin to change speed and direction when moving. Reception: Show good balance and coordination in a range of activities. Adjust speed, direction and movement successfully. Develop control when using large equipment. Participate in team games and group activities. Link movements together with increasing fluency.	Nursery: Climb, balance and travel with growing independence. Show confidence during physical challenges. Throw and kick objects towards targets. Develop stamina during active play. Move safely while avoiding obstacles. Reception: Demonstrate strength, balance and coordination during movement activities. Move confidently around obstacles and equipment. Throw, catch, kick and target objects with increasing accuracy. Show stamina during sustained physical activity. Develop confidence in complex movement tasks.	Nursery: Use large movements with confidence and control. Demonstrate improved balance and coordination. Participate enthusiastically in physical activities. Follow routines and instructions during games. Prepare for transition with increasing independence in physical tasks. Reception: Move energetically and confidently in a range of ways. Demonstrate control, coordination and balance consistently. Combine movements fluently during games and activities. Work collaboratively in team activities.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Show awareness of personal space. Follow simple movement instructions.					Show readiness for Year 1 through secure gross motor development.
PD: Fine Motor Skills	Nursery: Explore a range of tools and materials. Use whole-hand grasp when making marks. Develop hand strength through squeezing, pushing and pulling activities. Begin to manipulate malleable materials such as playdough. Pick up small objects using fingers and thumbs. Show interest in mark making. Reception: Develop hand strength and finger control through a range of activities. Use one-handed tools safely and purposefully. Manipulate small objects with increasing control.	Nursery: Use large and small movements when mark making. Begin to use simple tools independently. Thread large objects onto strings. Stack and build using construction materials. Show increasing control when using mark-making equipment. Reception: Use scissors to make simple cuts. Develop control when drawing lines and shapes. Use tweezers, tongs and small tools effectively. Begin to use a comfortable pencil grip. Develop hand-eye coordination through practical activities. Show increased precision during creative activities.	Nursery: Use fingers independently during play. Manipulate dough, clay and other malleable materials. Snip paper with support. Complete simple puzzles and construction tasks. Develop coordination between hands. Reception: Use scissors with increasing accuracy. Draw recognisable shapes and patterns. Develop greater pencil control when forming marks. Use small tools confidently during continuous provision. Begin to form some letters correctly. Demonstrate increasing finger strength and dexterity.	Nursery: Use tools with increasing confidence. Copy simple lines and marks. Thread smaller objects. Use hand strength to complete practical tasks. Develop increasing precision during play. Reception: Form recognisable letters with increasing accuracy. Use an effective pencil grip most of the time. Manipulate objects using precise finger movements. Cut along simple lines. Show increasing control when drawing pictures and details. Develop fluency when using classroom tools.	Nursery: Show improved control when using mark-making tools. Manipulate smaller objects independently. Begin to form simple shapes and patterns. Use scissors with support. Complete activities requiring greater precision. Reception: Hold a pencil effectively for writing. Use scissors accurately to cut shapes and lines. Draw detailed pictures with increasing control. Form letters correctly and consistently. Use a range of tools with confidence and precision.	Nursery: Use a range of tools independently. Demonstrate increasing control and coordination. Show preference for a dominant hand. Create detailed marks and representations. Prepare for transition through increasing independence. Reception: Consistently use an effective tripod grip. Show accuracy and care when drawing and writing. Use scissors, paint brushes and other tools confidently. Maintain control and precision during extended tasks. Demonstrate fluent hand movements for writing. Show readiness for Year 1 through secure fine motor control.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Begin to use a dominant hand. Develop control when making marks. Hold pencils and mark-making tools with increasing accuracy.				Demonstrate stamina during writing and drawing activities.	
Literacy: Comprehension	Nursery: Listen to short stories and rhymes. Show interest in books and illustrations. Join in with repeated words and phrases. Recognise familiar characters. Respond to simple questions about stories. Talk about pictures in books. Reception: Listen attentively to stories. Recall key characters and events. Answer simple questions about story content. Join in with repeated refrains and story language.	Nursery: Begin to remember key events from familiar stories. Talk about favourite characters. Anticipate repeated phrases. Respond to simple "who" and "what" questions. Make links between stories and their own experiences. Reception: Retell familiar stories using pictures and prompts. Discuss characters and events. Predict what might happen next in a familiar story. Answer who, what and where questions. Talk about similarities between stories they know. Use newly introduced vocabulary during discussions.	Nursery: Recall simple events from stories. Identify key characters. Join in with storytelling language. Begin to comment on story events. Develop interest in a wider range of books. Reception: Retell stories in the correct sequence. Recall key events and details. Begin to explain why events happened. Predict story outcomes. Make connections between different stories. Discuss the meaning of new vocabulary.	Nursery: Talk about story events with support. Comment on favourite parts of a story. Answer simple questions about books. Recognise familiar stories from pictures and props. Begin to understand simple non-fiction texts. Reception: Discuss characters, settings and events. Explain preferences about stories and books. Answer why and how questions. Compare stories and information texts. Understand and use topic vocabulary from texts. Identify important information in non-fiction books.	Nursery: Recall and discuss familiar stories. Use some story language during play. Recognise features of favourite books. Begin to understand simple factual information. Talk about books independently. Reception: Retell stories using recently introduced vocabulary. Discuss story structure including beginning, middle and end. Make predictions and justify ideas. Explain key events and characters' actions. Recall facts from non-fiction texts.	Nursery: Retell simple stories using pictures and prompts. Discuss favourite characters and events. Answer questions about stories and information texts. Use familiar vocabulary from books. Show enjoyment and understanding of a range of texts. Reception: Retell stories and narratives confidently in their own words. Demonstrate a secure understanding of stories, poems and non-fiction texts. Anticipate key events within stories. Explain characters' feelings, actions and motivations.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Begin to discuss what has happened in a story. Learn and use new vocabulary from stories.				Use vocabulary learned through reading and topic work.	Use recently introduced vocabulary accurately in discussion. Make connections between texts, experiences and wider learning.
Literacy: Word Reading	Nursery: Enjoy sharing books with adults. Develop listening skills through songs, rhymes and stories. Notice environmental sounds. Recognise familiar sounds in the environment. Join in with rhymes and repeated phrases. Develop awareness of rhyme. Reception: Recognise taught grapheme-phoneme correspondences. Hear and identify initial sounds in words. Blend simple sounds orally.	Nursery: Recognise and enjoy rhyming words. Join in with repeated refrains in stories. Identify initial sounds in familiar words. Participate in sound discrimination activities. Begin oral blending games. Reception: Recognise an increasing number of graphemes. Blend sounds to read simple words. Segment words into sounds with support. Read simple captions. Read words containing taught sounds. Develop fluency with previously taught sounds.	Nursery: Recognise words that rhyme. Begin to identify alliteration. Blend simple words orally during games and activities. Listen carefully for sounds in words. Develop awareness that print carries meaning. Reception: Read CVC words confidently. Blend sounds automatically when reading. Recognise a growing number of common exception words. Read simple phrases and captions. Use phonics knowledge to decode unfamiliar words. Begin to self-correct when reading.	Nursery: Continue developing oral blending and segmenting skills. Identify initial sounds in a range of words. Join in with familiar stories and rhymes. Demonstrate increasing interest in books and print. Recognise some familiar logos, symbols and environmental print. Reception: Apply taught phonics to read a wider range of words. Read words containing digraphs and trigraphs. Recognise taught common exception words automatically. Read simple sentences with increasing confidence. Re-read familiar texts to build fluency.	Nursery: Listen to and talk about stories, songs and rhymes. Recognise familiar sounds in words. Continue oral blending and sound discrimination activities. Understand that words are made up of sounds. Show enjoyment of books and reading experiences. Reception: Read simple books matched to phonic knowledge. Read sentences containing known graphemes and common exception words. Blend independently and accurately.	Nursery: Demonstrate strong awareness of rhyme and rhythm. Identify beginning sounds in familiar words. Blend simple words orally. Develop confidence when discussing books. Show readiness for systematic phonics teaching in Reception. Reception: Read words consistent with phonic knowledge automatically. Read simple sentences and books fluently. Recognise and read common exception words. Decode unfamiliar words using taught phonics. Read aloud with confidence and expression.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Recognise some taught common exception words. Begin reading simple VC and CVC words. Develop confidence in handling books independently.			Begin to read with expression.	Develop reading fluency through repeated practice. Apply phonics skills confidently across the curriculum. Begin reading with greater understanding and expression.	Demonstrate readiness for Year 1 reading expectations.
Literacy: Writing	Nursery: Explore mark making using a variety of tools and materials. Make large movements when drawing and painting. Develop control when creating marks. Give meaning to marks they make. Show interest in drawing and writing. Begin to recognise that marks carry meaning. Reception: Develop correct letter formation alongside phonics teaching. Form taught graphemes accurately.	Nursery: Use a range of mark-making tools independently. Create marks with increasing control. Draw simple representations of people and objects. Begin to talk about the marks they have made. Develop hand strength and coordination needed for writing. Reception: Form taught letters correctly. Write some taught graphemes independently. Begin to write labels using known sounds. Hear and record initial sounds in words. Use writing opportunities during continuous provision.	Nursery: Draw with increasing detail. Use marks to communicate ideas. Begin to make marks that resemble letters. Show increasing interest in writing activities. Develop confidence when explaining drawings and marks. Reception: Write labels and simple words using phonics knowledge. Hear and record initial and final sounds in words. Form most taught letters correctly. Begin to write simple captions. Use finger spaces with support. Re-read own writing with an adult.	Nursery: Create controlled marks with increasing precision. Draw recognisable pictures and representations. Begin to recognise some letters in their name. Use mark making during imaginative play. Show increasing independence when accessing writing materials. Reception: Write words by identifying and recording sounds. Write simple captions independently. Use taught phonemes when attempting unfamiliar words. Form letters with increasing consistency. Begin to write short phrases.	Nursery: Draw people and objects with increasing detail. Use marks and symbols to represent meaning. Attempt to write familiar letters. Develop confidence when discussing their creations. Use writing materials independently. Reception: Write simple phrases using known sounds. Spell phonetically plausible words. Form recognisable letters correctly. Begin to write simple sentences. Use capital letters and full stops with support.	Nursery: Create meaningful marks independently. Show increased control and precision in drawing and mark making. Recognise and attempt familiar letters, including those in their name. Use writing resources purposefully during play. Demonstrate readiness for Reception writing experiences. Reception: Write simple sentences independently. Use phonics knowledge to spell words. Form most letters correctly and consistently. Write in a way that can be read by others.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Use a comfortable pencil grip with support. Give meaning to marks and drawings. Begin to write recognisable letters. Experiment with writing during play.	Begin to apply phonics knowledge when writing.		Apply writing skills across different areas of learning.	Re-read writing to check it makes sense.	Record ideas, experiences and stories through writing. Demonstrate stamina and confidence when writing.
EAD: Creating with Materials	Nursery: Explore a variety of creative materials. Investigate different textures, colours and shapes. Make marks using a range of tools. Join materials together with support. Use senses to explore materials. Talk about what they have created. Reception: Safely explore a wide range of materials and tools. Experiment with colour, texture and form. Create simple representations of	Nursery: Use paint, collage and malleable materials to create simple models. Explore how materials can be changed. Begin to combine materials. Use colour purposefully. Develop confidence when creating independently. Reception: Combine media and materials to create outcomes. Explore how colours can be changed and mixed. Develop increasing control when using tools. Create work linked to stories, celebrations and experiences. Talk about their creations using simple artistic vocabulary.	Nursery: Create simple representations from observation and imagination. Explore printing and pattern making. Manipulate playdough, clay and other malleable materials. Experiment with joining and assembling materials. Discuss their own creations. Reception: Plan and create purposeful models and artwork. Experiment with different artistic techniques. Choose materials that match their intended outcome. Use tools with increasing accuracy and control. Develop confidence when adapting creations. Explain what they are making and why.	Nursery: Select resources independently. Develop control when using creative tools. Create pictures and models with increasing detail. Begin to represent experiences through art and design. Explore different ways of joining materials. Reception: Design and create with a clear purpose in mind. Experiment with texture, pattern and colour. Use a range of joining techniques. Create detailed representations from stories and experiences.	Nursery: Create more detailed pictures and models. Use imagination during creative activities. Combine materials independently. Talk about colours, shapes and textures used. Show pride in completed creations. Reception: Use a variety of techniques to achieve planned outcomes. Select tools and materials independently. Refine and improve artwork and models. Create representations based	Nursery: Create independently using a range of materials. Represent ideas, experiences and interests through creative work. Use tools safely and confidently. Explain what they have created. Demonstrate increasing creativity and confidence. Reception: Safely and independently use a range of materials, tools and techniques. Create detailed artwork, models and representations. Combine materials creatively and purposefully. Adapt work to achieve a desired outcome.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	people, places and objects. Select materials for a purpose. Begin to discuss choices made during creative activities. Use drawing to represent ideas and experiences.	Use creative materials during imaginative play.		Make choices about materials and explain decisions. Review and improve creative work.	on observations and imagination. Use props and materials during role play and storytelling. Explain the process used to create their work.	Share and discuss creations confidently. Explain the process, choices and techniques used.
EAD: & Being Imaginative and Expressive	Nursery: Join in with familiar songs, rhymes and action games. Engage in simple pretend play. Explore role play based on familiar experiences. Move to music in different ways. Copy actions, sounds and expressions. Begin to express ideas through play. Reception: Sing familiar songs and rhymes confidently. Engage in imaginative role play with others. Use props to support play and storytelling.	Nursery: Re-enact familiar experiences through play. Use toys and objects to represent real-life situations. Join in with performances linked to celebrations and festivals. Explore making different sounds with voices and instruments. Develop confidence when performing with others. Reception: Act out familiar stories and experiences. Use language and props to develop imaginative play. Perform songs and rhymes to an audience. Explore how sounds can represent ideas and emotions.	Nursery: Take on simple roles during play. Use imagination to represent experiences and ideas. Join in with storytelling sessions. Remember and repeat familiar songs and rhymes. Use movement to respond to music and stories. Reception: Develop storylines during imaginative play. Retell familiar stories through performance. Create characters and scenarios independently. Use voices, actions and expressions for effect. Explore how music can create different moods. Perform confidently within a small group.	Nursery: Extend pretend play with support. Use resources creatively during imaginative play. Participate in group performances. Develop confidence when expressing ideas. Explore different ways to move and communicate. Reception: Invent and adapt stories during play. Work collaboratively to create imaginative scenarios. Use movement, music and props to represent ideas. Perform songs, rhymes and stories with growing confidence. Express emotions through role play and performance.	Nursery: Create simple storylines in play. Use imagination to explore different roles and experiences. Join in with group storytelling. Use actions and sounds to communicate ideas. Perform familiar songs and rhymes confidently. Reception: Create original narratives linked to stories and experiences. Adapt familiar stories with new ideas. Use expressive language during role play.	Nursery: Sustain imaginative play for longer periods. Work alongside others to develop shared play ideas. Express feelings and experiences through role play. Perform familiar songs and rhymes independently. Demonstrate growing confidence and creativity. Reception: Invent, adapt and recount stories independently. Develop imaginative play with clear characters, settings and plots. Perform stories, songs and rhymes to an audience.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Respond to music through movement. Express ideas through small world and role-play activities. Begin to create simple narratives during play.	Create simple storylines collaboratively. Express thoughts and feelings through role play.		Discuss ideas during shared creative activities.	Perform confidently for peers and adults. Make choices about characters, settings and events. Use music and movement to communicate ideas.	Express ideas and feelings through music, movement and role play. Collaborate effectively with others during performances. Demonstrate confidence and creativity across a range of expressive activities.
UTW: Past and Present	Nursery: Talk about themselves and their immediate experiences. Recall recent events and experiences. Identify members of their family. Talk about things they have done with family members. Use simple language to describe what happened. Begin to understand that events happen in a sequence. Reception: Talk about themselves and their families. Describe events they have experienced.	Nursery: Talk about familiar celebrations and events. Recall experiences linked to festivals. Notice changes over time such as seasonal change. Begin to discuss special family traditions. Use simple vocabulary related to the past. Reception: Compare celebrations they experience now with those from the past. Discuss traditions within families and communities. Talk about Remembrance Day and why people remember. Use photographs and artefacts to discuss past events.	Nursery: Recall familiar stories and events. Talk about what happened first and next. Begin to recognise that stories may be set in different times. Discuss characters and events from stories. Reception: Retell stories using sequencing language. Compare characters and settings from different times. Recognise differences between the present day and story settings from the past. Use vocabulary such as <i>past, present, old and new</i>. Begin to discuss how things have changed over time. Understand that stories can help us learn about the past.	Nursery: Talk about recent experiences and events. Recall key events in stories and celebrations. Notice changes in themselves and others. Begin to understand the concept of growing and changing. Reception: Discuss changes in their own lives over time. Compare themselves now with when they were younger. Sequence events from their own lives. Talk about family memories and experiences. Understand that people change as they grow.	Nursery: Talk about changes they observe in living things. Discuss experiences they remember. Recall events and talk about what happened. Begin to understand that things change over time. Reception: Describe changes over time in people, animals and plants. Compare past and present experiences. Discuss similarities and differences between then and now. Use photographs and books to explore the past.	Nursery: Recall and discuss significant events from the year. Talk confidently about personal experiences. Use simple sequencing language. Recognise that people and things change over time. Prepare for transition by reflecting on their year. Reception: Talk about significant people from the past and their contributions. Compare aspects of life in the past with today. Discuss how things have changed over time. Use historical vocabulary such as <i>past, present, old, new, before and after</i>.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Use language such as <i>before, after, yesterday and today</i>. Recall and discuss significant events in their lives. Begin to sequence familiar routines and experiences. Recognise that they have changed since they were babies.	Begin to understand that some events happened before they were born. Discuss changes that occur over time.		Use simple historical vocabulary appropriately.	Begin to understand how life may have been different in the past. Make links between personal experiences and historical learning.	Explain similarities and differences between past and present. Reflect on their own journey through Reception and prepare for Year 1.
UTW: People, Culture and Communities	<u>Nursery:</u> Recognise familiar people in their lives. Talk about members of their family. Describe their home and immediate environment. Develop a sense of belonging within their setting. Learn the names of familiar adults and children. Begin to understand that people may live in different homes. <u>Reception:</u> Talk about themselves, their family and their community.	<u>Nursery:</u> Talk about family traditions and celebrations. Participate in cultural and religious celebrations. Notice similarities and differences between people. Show interest in the experiences of others. Develop respect for differences. <u>Reception:</u> Learn about a range of celebrations including Diwali, Hanukkah and Christmas. Talk about traditions within their own family. Understand that people celebrate special occasions in different ways.	<u>Nursery:</u> Explore stories from different cultures. Recognise familiar customs and celebrations. Talk about experiences shared with family and friends. Begin to understand that people may have different beliefs. <u>Reception:</u> Learn about celebrations such as Chinese New Year and Ramadan. Explore stories from different cultures and traditions. Understand that different communities may have different beliefs and customs. Talk about similarities and differences between traditions.	<u>Nursery:</u> Participate in events and celebrations within the setting. Talk about people who help them. Show curiosity about the lives of others. Begin to recognise differences between communities. <u>Reception:</u> Explore the roles of people within the local community. Understand how communities work together. Learn about significant individuals from different backgrounds.	<u>Nursery:</u> Talk about places that are important to them. Recognise familiar features of their local area. Show interest in different lifestyles and experiences. Develop confidence when discussing their own experiences. <u>Reception:</u> Describe their local area and community. Compare aspects of their lives with those of others. Explore how people live in different places. Learn about life in	<u>Nursery:</u> Talk about people, places and experiences that are familiar to them. Show respect for others. Recognise that people may do things differently. Reflect on the experiences they have shared throughout the year. Prepare for transition by developing confidence within a wider community. <u>Reception:</u> Discuss similarities and differences between life in the UK and other countries.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Describe features of their immediate environment. Understand that families can be similar and different. Recognise their role within the classroom community. Discuss people who are important to them. Begin to understand that communities consist of different people.	Recognise similarities and differences between celebrations. Show respect for different beliefs and traditions. Use vocabulary linked to festivals and communities.	Develop awareness of diversity within society. Respect the views and beliefs of others.	Discuss similarities and differences between people's experiences. Recognise that communities can be diverse. Develop an understanding of belonging and inclusion.	other countries through stories and non-fiction texts. Identify similarities and differences between communities. Develop awareness of the wider world.	Describe features of different cultures and communities. Compare traditions, celebrations and ways of life. Explain what makes their own community special. Show understanding, respect and appreciation for diversity. Demonstrate readiness for Year 1 through a secure understanding of people, culture and communities.
UTW: The Natural World	Nursery: Explore the outdoor environment using their senses. Notice natural objects such as leaves, sticks and stones. Talk about things they can see, hear and feel outdoors. Show curiosity about the natural world. Begin to notice weather changes. Identify familiar animals and plants. Reception:	Nursery: Observe changes in the weather. Explore natural materials and their properties. Notice how environments change over time. Talk about animals they know. Develop curiosity about living things. Reception: Observe and describe seasonal changes. Learn about hibernation, migration and nocturnal animals. Compare different habitats.	Nursery: Explore ice, water and natural materials. Notice differences between objects and materials. Identify some features of winter. Talk about animals and where they live. Develop an interest in change and growth. Reception: Compare winter with other seasons. Explore changes in materials such as ice melting. Identify features of different environments.	Nursery: Observe signs of spring. Notice growth and change in plants and animals. Explore natural materials through play. Talk about what they see happening in nature. Begin to understand that living things grow. Reception: Identify signs of spring. Observe life cycles of plants and animals. Compare different living things. Learn what plants need to grow.	Nursery: Explore minibeasts and their habitats. Observe growing plants. Talk about changes they notice. Develop understanding that living things need care. Show interest in nature and wildlife. Reception: Investigate habitats and micro-habitats. Observe and discuss life cycles.	Nursery: Talk about summer and seasonal changes. Explore the outdoor environment confidently. Identify familiar plants, animals and insects. Discuss things they have learned about nature. Show care and respect for living things. Reception: Describe seasonal changes across the year. Compare different environments and habitats.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

	Explore and observe the natural environment. Talk about seasonal changes in autumn. Identify and name common plants and animals. Use simple observational language. Ask questions about the natural world. Begin to record observations through drawing and discussion.	Discuss how animals survive in different environments. Use simple scientific vocabulary. Make observations about living things.	Describe habitats and the animals that live within them. Begin to compare living things. Use observations to answer simple questions.	Record observations through drawings and discussion. Ask questions and make simple predictions.	Explore planting and growing. Learn about the needs of living things. Make detailed observations of plants and animals. Begin to explain processes such as growth and change.	Explain how living things grow and change. Discuss similarities and differences in the natural world. Use observations to make simple comparisons. Show understanding of how to care for living things and the environment.
Through carefully sequenced knowledge, skills and vocabulary, children are supported to achieve the Early Learning Goals and develop the independence, resilience, communication, literacy and mathematical understanding required for a successful transition into Year 1.						

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

At the end of Reception, each child will be assessed to achieve a 'good level of development (GLD). GLD stands for 'good level of development'. This refers to a summative assessment judgement which is made for each child at the end of the Reception year. It is a measure of attainment, not progress. Achieving a good level of development will help a child to make a good start in Year 1. A good level of development can be defined as a child reaching the 'expected' level of development at the end of their Reception year. It is an outcome of a summative assessment based on learning outcomes in regard to the prime areas of learning (PSED, PD & C&L) including Literacy and Mathematics.

Communication & Language	
Attention and Understanding:	Children at the expected level of development will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking:	Children at the expected level of development will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

Personal, Social and Emotional Development	
Self-Regulation:	Children at the expected level of development will: • 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.
Managing Self:	Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
Building Relationships:	Children at the expected level of development will: • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs.

Physical Development	
Gross-Motor Skills:	Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

Fine-Motor Skills:	Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.
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Literacy Development	
Comprehension:	Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.
Word Reading:	Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing:	Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.

Hey with Zion Primary School – Long Term Plan; Steps in Learning – Nursery & Reception Cycle B

Mathematics Development	
Number:	Children at the expected level of development will: • Have a deep understanding of numbers to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns:	Children at the expected level of development will: • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.