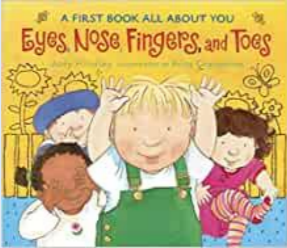
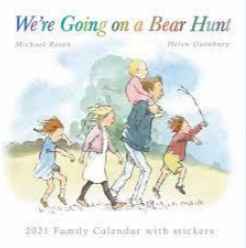
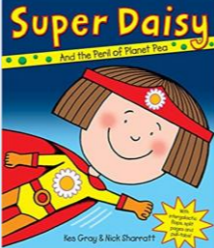

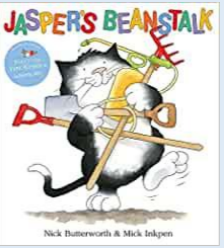
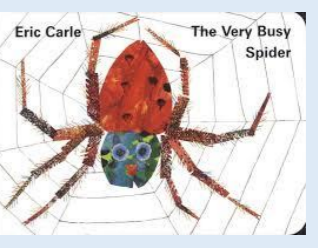


Warley Road Academy BELLS and Whistles curriculum long term plan

Spinners Nursery



	Autumn 1 History Focus	Autumn 2 Science Focus	Spring 1 Gography Focus	Spring 2 Geography Focus	Summer 1 Science Focus	Summer 2
						
Other Texts	From Head to Toe My Mum My Dad Owl Babies Eyes, Nose, Fingers and Toes What I Like About Me Poetry Basket/Songs: PB: Chop, chop Pointy Hat Autumn leaves are falling down	We're going on a bear hunt Meg and Mog Dear Santa Snow bears Jack Frost Bobo and Co Numbers Poetry Basket/Songs: PB: Falling apples 5 Little Christmas trees	Super Kid! Super Daisy Aliens love underpants Mr Wolf's pancakes Alan's Big Scary Teeth! Poetry Basket/ Songs: PB: Mix a pancake PB: I can build a snowman 5 little snowmen Winter Song	Goodnight Moon Zoom to the Moon! Whatever next! 5 Little Men in a Flying Saucer Poetry Basket/ Songs PB: Breezy weather 5 little men in a flying saucer Zoom Zoom we're going to the moon	Each peach, pear, plum Ten seeds Hungry caterpillar Rosie's walk Little mouse, the big red strawberry, and the big hungry bear! Poetry Basket/ Songs: PB: A little seed Caterpillar Song	There was an old lady who swallowed a fly The very busy spider Aghh! Spider! Mad about minibeasts The very quiet cricket Poetry Basket/ Songs: PB: Under a stone There was an old lady who swallowed a fly
Nursery Rhymes	Wind the bobbin up Twinkle, Twinkle little star Incy Wincy Spider The Finger Family	One, two, three, four, five once I caught a fish alive Miss Polly had a dolly I'm a little teapot	5 little speckled frogs Humpty Dumpty Jack and Jill Polly put the kettle on London's burning	Little Miss Muffet I'm a little engine Hickory Dickory Dock Here we go around the Mulberry Bush Row, Row, Row your boat	Old MacDonald had a farm Teddy bear, Teddy bear turn around Pat a cake A sailor went to sea	Tiny Tim One Finger, One Thumb One potato, two potato Sing a song of sixpence
Trips and Visitors		Autumn walk to the park	Winter walk to the park	Tadpoles in class Spring Walk in the park	Growing walk to the park	Butterflies
Topics	Marvellous me and my family	Winter wonderland	Superheroes rule!	Zoom to the moon!	Ready, steady, sow!	Magical minibeasts
Quality early years practice requires skilled practitioners to observe children carefully and identify their unique fascinations. These unique fascinations will inform our curriculum allowing children's innate desire to learn to flourish.						
Communication & language	← Tales Toolkit Weekly story telling sessions Building their understanding of language and stories →					
	Listening and attention Understanding Speaking	Shows interest in play with sounds, songs and rhymes. Listen to simple stories and understand what is happening with the help of props. Joins in with repeated refrains. Identify familiar objects and properties when they are describes e.g. 'Katie's coat,' 'blue car' 'shiny apple'. Understands and act on simple sentences using visual clues or gestures e.g. Throw the ball, find your coat. Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot. Beginning to talk about people and things that are not present.	Shows interest in play with sounds, songs and rhymes. Listen to simple stories and understand what is happening with the help of props. Joins in with repeated refrains. Understands and act on simple sentences without visual clues e.g. Throw the ball, find your coat. Links three/four words together. Beginning to ask simple questions.	Shows interest in play with sounds, songs and rhymes. Listen to simple stories and understand what is happening with the help of props and pictures. Anticipates key events and phrases in rhymes and stories. Understand simple questions about 'who' 'what' and 'where'. Beginning to talk about things that have already happened although tenses may not be accurate. Use a variety of questions e.g. what, where, who. Uses longer sentences of four to six words. Initiate talk with others.	Shows interest in play with sounds, songs and rhymes. Listens to familiar stories with increasing attention and recall. Anticipates key events and phrases in rhymes and stories. Beginning to understand 'why' and 'how' questions. Beginning to talk about things that have already happened although tenses may not be accurate. Use a variety of questions e.g. what, where, who. Use talk to organise themselves and their play.	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door." Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Initiate conversations with others and continue it for many turns.

Personal, social and emotional	Self Regulation Managing Self Building relationships	Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. Try new things. Find ways of managing transition, for example from their parent to their key person. Notice differences such as skin colour, types of hair. Learn to use the toilet with help and then independently.	Play with increasing confidence on their own and with other children, because they know their key person is nearby. Feel strong enough to express a range of emotions. Grow in independence., rejecting help. Begin to show 'effortful control' for example, waiting for a turn. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Select and use activities and resources with help when needed.	Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences such as skin colour, types of hair, gender. Talk about their feelings in more elaborated ways: I'm sad because... Develop their sense of responsibility and membership of a community. Becomes more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important.	Play with one or more other children, extending and elaborating play ideas. Remember rules without needing an adult to remind them. Understand gradually how others might be feeling.	Find solutions to conflicts and rivalries. Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Is able to adapt behaviour to changes in familiar routine Can manage self-care and dressing routines with increasing proficiency. Demonstrates a range of emotions and starting to manage these with adult support
	Gross Motor Skills Fine Motor Skills	Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Walk, run, jump and climb – and start to use the stairs independently. Build independently with a range of appropriate resources. Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to draw lines and circles and make marks. Use one-handed tools and equipment, for example, making sips in paper with scissors. Be increasingly independent as they get dressed, for example, putting coats on.	Go up steps and stairs, or climb up apparatus, using alternate feet. Revise and refine the fundamental movement skills they already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Use a comfortable grip when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed, for example, putting coats on and doing up zips	Match their developing skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed, for example, putting coats on and doing up zips.	Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use a comfortable grip with good control when holding pens and pencils.	Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use a comfortable grip with good control when holding pens and pencils.
Literacy	Word reading Comprehension Writing	Listens to and joins in with songs and rhymes using words and gestures. To share books with an adult. To repeat words and phrases from my favourite stories. To begin to make marks and give meaning using a word e.g myself.	Say some of the words in songs and rhymes. Sing songs and rhymes independently. Develop play around favourite rhymes using props. Pay attention and respond to the pictures or words in books. To be able to make recognisable pictures e.g. my family.	Have favourite books and seek them out to share with an adult, with another child, or to look at alone. Ask questions about the book, makes comments and shares their own ideas. Begin to develop phonological awareness, to be able to count or clap syllables in a word. To begin to recognise their name by self-registering for attendance and snack. To draw pictures for different purposes e.g. a shopping list, make cards.	Knows that print carries meaning Knows the name of the different parts of a book e.g. the cover, the author, page number. To begin to spot rhyming words in stories and songs. Begin to develop phonological awareness, to be able to count or clap syllables in a word. Recognise the sound their name begins with. Independently choose to draw for different purposes and talk about it.	To spot and suggest rhyming words. Recognise that words can begin with the same sound. To begin to write the first letter of their name.	Have long conversations about stories and learn new words. Knows how to handle books, how English is read from left to right and top to bottom. Plays with syllables, rhyming words, alliteration and hears and says letter sounds Recognises and writes some letters from their own names. Writes some letters accurately. Engages in making messages for others from their pictures, painting and their play.
	← Phase 1 phonics skills taught daily through a mixture of direct teaching and interactions →						
Mathematics	Numbers Numerical Patterns	Take part in finger rhymes with number. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers. Notice patterns and arrange things in patterns. Compare sizes, weights using gesture and language – bigger/little/smaller, high/low, tall, heavy.	Show 'finger numbers' up to 5. Compare quantities using language: more than, fewer than. Talk about and explore 2D shapes using informal and mathematical language.: (sides, corners, straight, flat, round) Talk about and identify the patterns around them (stripes on clothes, designs on rugs, walls) Use informal language like pointy, spotty, blobs.	Understand position through words alone – for example "the bag is under the table" with no pointing. Make comparisons between objects relating to size, length, weight and capacity. Talk about 3D shapes using informal and mathematical language: (sides, corners, straight, flat, round) Select shapes appropriately: flat surfaces for building (a triangular prism for a roof) Extend and create ABAB patterns (stick, leaf, stick, leaf)	Develop fast recognition of up to 3 objects, without having to count them individually (subitising) Say one number for each item in order. Know that the last number reached when counting a small set of objects tells you how many there are in total. Talk about 3D shapes using informal and mathematical language: (sides, corners, straight, flat, round) Combine shapes to make new ones (an arch, a bigger triangle)	Link numerals and amounts. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Describe a familiar route. Discuss routes and locations, using words like in front of and behind. Notice and correct an error in a repeating pattern.	Counts up to 4 objects and recognise 2 objects without counting. Recognises some numeral personal significance and talks about numbers in the everyday environment Begins to recite numbers in order, with some inconsistencies. Attempts to count beyond 4 objects and explores number in play with growing purpose When combining materials know how to change an amount (size, number) if something is added or taken away.

				Extend and create ABAB patterns (stick, leaf, stick, leaf). Begin to describe a sequence of events (real or fictional) using words such as first, then.		Is able to anticipate which amount will be next in the context of one more and one less number songs/ rhymes With a purpose in mind, recognises and selects simple geometric shapes in their construction and block play. Uses everyday vocab to describe and compare measures	
Understanding the world	Key festivals	Harvest festival	Halloween Bonfire night Remembrance day Diwali Christmas	Chinese New Year Shrove Tuesday (pancake day) Holi Mothering Sunday Easter	St George's day Ramadan	Eid-ul-Fitr	Eid-ul-Adha
	Past and present People, culture and communities The Natural world Science Geography History	<p>Begin to make sense of their own life-story. Know it is important to keep the environment tidy (including nursery)</p> <p>Know they live in a house.</p> <p>Know our key routines (e.g we sleep at night)</p> <p>Know the name of their school/ class (toffee town)</p> <p>Know the different areas of the provision (toilets, coats, snack table, exit, entrance)</p> <p>Notice differences between people.</p> <p>Talk about what they see, using a wide vocabulary (e.g. park, shop, road, bus stop)</p> <p>Introduce basic, everyday concepts and language of timelines: days of the week, today, tomorrow, yesterday.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things (looking after our pet fish and planting area outside)</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Use the terms past and present to describe events in their own lives, in the lives of family members and stories</p> <p>Begin to ask questions about daily life.</p> <p>Make connections between the features of their family and other families.</p> <p>Order and sequence familiar events.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and /or different properties (different leaves, bark, twigs)</p> <p>Talk about the differences between materials and change they notice. (make chocolate breadstick sparklers).</p> <p>Begin to understand the need to respect and care for the natural environment (outside and park)</p>	<p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Answering 'how' and 'why' questions.</p> <p>Explore and talk about different forces and how they feel.</p> <p>Explore collections of materials with similar and /or different properties.</p> <p>Talk about the differences between materials and change they notice (make biscuits for Mother's Day).</p>	<p>Talk about the differences between materials and change they notice (make pancakes/playdough).</p> <p>Know that there are different countries in the world and talk about the differences they have experiences or seen in photos. (Link to song 'Five Little Men in a Flying Saucer,' where do the children think the aliens would like to go?)</p> <p>Understand the key features of the life cycle of an animal (watch frogspawn grow).</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant.</p>	<p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.</p> <p>Understand the key features of the life cycle of an animal (butterfly).</p>
Expressive Art and Design	Creating with materials Being imaginative and expressive	<p>Joins in with songs and rhymes, making some sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>	<p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Enjoy and take part in action songs.</p> <p>Start to develop pretend play, pretending that one object represents another.</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p>	<p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the melodic shape of familiar songs.</p>	<p>Begin to develop complex stories using small world equipment like animals sets, dolls.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle including details.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Show different emotions in their drawings-happiness, sadness, fear.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Demonstrates creativity and imagination, constructs with a purpose in mind using a variety of resources to create models props and simple stories. Creations are used in independent play</p>
Whistles	i-challenge	Dress yourself	Take the nursery rhyme challenge (World nursery rhyme week 15 th November)	Snow fun experience	Watch frogspawn hatch and grow	Water fun Teddy Bear's picnic	Watch butterflies hatch Go barefoot in the grass and sand

4 Rs

Talk, read, write

BELs and
Whistles
Curriculum

Aim high

i-challenge

WARLEY
ROAD
Academy