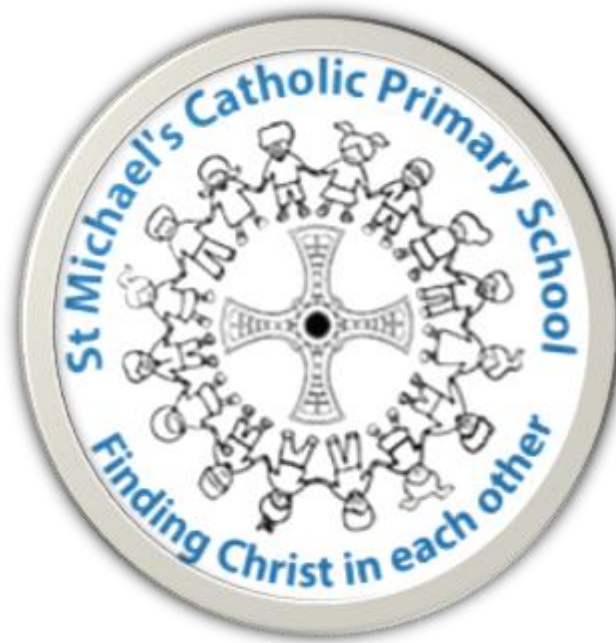




St Michael's Nursery Curriculum Document

Characteristics of Effective Learning

We will ensure that all children learn and develop well and are always kept healthy and safe. Children develop at different rates and with different levels of support – we must be aware of those children who require additional support to meet their full potential.	<u>Playing and exploring</u>: - 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. <u>Active learning</u>: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements, take ownership of their own learning and accept challenges, learning to persevere. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn perseverance. <u>Creating and thinking critically</u>: - 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. We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults. As an EYFS team we will provide high quality interactions to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child- Initiated activities based on the EYFS Framework & our children’s interests.	
Playing and exploring	Active learning	Creating and thinking critically
- I can recognise that my actions have an effect on the world, so I like to repeat them. - I can make choices and explore different resources and materials. - I can plan and think ahead about how I will explore or play with objects.	- I can begin to predict sequences because I know routines. - I can participate in routines. - I can show goal-directed behaviour.	- I can take part in simple pretend play. - I can sort materials. - I can review my progress to achieve a goal. - I can solve real problems. - I can use pretend play to understand another perspective.

- I can guide my own thinking and actions by talking to myself as I play. - I can make independent choices. - I can bring my own interests and fascinations into early years settings. - I can respond to new experiences when they are brought to my attention.	- I can keep on trying when things are difficult. - I can begin to correct my mistakes.	- I feel confident coming up with my own ideas. - I can make more links between my ideas. - I can concentrate on achieving something that is important to me. - I can give my attention to tasks and ignore distractions with increasing control.
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At St Michael's, we believe that every child deserves a rich, ambitious and engaging curriculum that builds the knowledge, skills and vocabulary they need to succeed both now and in the future. Our curriculum has been carefully designed to reflect the needs, interests and experiences of our children while ensuring they gain a broad understanding of the world beyond their immediate environment. Through high-quality interactions, purposeful play, first-hand experiences and carefully planned teaching, we provide children with the foundations for lifelong learning.

Our curriculum is rooted in the Early Years Foundation Stage Framework and is underpinned by the Characteristics of Effective Learning. We recognise that children learn best through a balance of child-initiated exploration and adult-guided experiences. We place communication, language and vocabulary development at the heart of learning, understanding that language is key to accessing the wider curriculum and achieving future success.

The curriculum is organised to build knowledge progressively from Nursery to Reception. Topics such as *People Who Help Us*, *Transport*, *Seasonal Change*, *Castles* and *Animals Around Us* have been carefully chosen to broaden children's experiences, develop their understanding of the local community and the wider world, and lay secure foundations for later learning in history, geography and science. Children revisit and build upon prior learning throughout the year, helping them to make connections, remember more and know more.

High-quality texts, stories and nursery rhymes form the backbone of our curriculum. By exposing children to a wide range of literature and ambitious vocabulary, we develop a love of reading, strengthen communication skills and enrich children's understanding of the world. We ensure that all children, including those who are disadvantaged, have access to experiences and opportunities that prepare them well for the next stage of their education.

Our aim is for every child to leave Reception as a confident, independent and resilient learner who is well prepared for the transition to Key Stage 1 and equipped with the knowledge, skills and attitudes needed to flourish in the next stage of their education.

Our curriculum is carefully designed to ensure that all children, particularly those who are disadvantaged, develop the knowledge, vocabulary and experiences needed to succeed. Through high-quality interactions, ambitious vocabulary, carefully chosen texts, first-hand experiences, enrichment opportunities and targeted support, we aim to close gaps in knowledge and language, broaden children's life experiences and ensure that every child can access and achieve the full curriculum.

We recognise that some children may have fewer opportunities beyond school and therefore deliberately provide rich cultural experiences, educational visits, visitors and high-quality texts that help build cultural capital and prepare children for future learning.

Assessment is ongoing through observation, interactions, retrieval opportunities and focused assessment tasks. Information gathered through assessment is used to adapt teaching, identify next steps and provide timely intervention where necessary.

Nursery Curriculum Document

Contents

- ❖ Communication and language
- ❖ Personal, social and emotional development
- ❖ Physical development
- ❖ Literacy
- ❖ Maths
- ❖ Understanding the world
- ❖ Expressive arts and design

Communication and Language						
Listening, Attention and Understanding Speaking						
C+L	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 1						
			• Listens attentively to short stories and activities. • Understands simple questions such as "What?" and "Where?" • Follows simple instructions containing two pieces of information when supported. • Talks about experiences, interests and play. • Uses longer phrases and simple sentences. • Begins to engage in back-and-forth interactions with adults.	• Understands a wider range of vocabulary and longer sentences. • Maintains attention during familiar activities. • Begins to hold brief conversations, although topics may change quickly. • Uses a wider vocabulary in play. • Retells simple parts of familiar stories, songs and rhymes.	• Shows interest in exploring sounds, rhythm and rhyme. • Understands questions including "Who?", "What?" and "Where?" • Follows simple two-step instructions. • Asks simple questions such as "What?", "Where?" and "Who?" • Speaks in sentences of 4–6 words. • Shares ideas and experiences with increasing confidence.	• Shifts attention from one task to another when prompted. • Listens and responds appropriately during conversations and group times. • Demonstrates understanding of simple concepts such as big/small, in/on and up/down. • Uses longer sentences to explain ideas and experiences. • Begins to use grammatical markers such as plurals and word endings (e.g. cats, going). • Maintains a simple conversation with familiar adults and children.
			Children have daily opportunities through continuous provision to: • Listen to and discuss high-quality texts. • Learn and use ambitious vocabulary.			

				• Participate in sustained shared thinking with adults. • Engage in role-play and storytelling. • Retell and act out familiar stories. • Sing songs, recite rhymes and perform poems. • Participate in partner, small-group and whole-class discussions. • Ask and answer questions across all areas of learning.		
	Nursery 2					
C+L	We listen with interest during stories, songs and rhymes. We understand and follow familiar two-step instructions. We listen to others in small groups and respond appropriately. We understand a growing range of vocabulary linked to our play and experiences. We use sentences to communicate our ideas, needs and experiences. We talk about people and things that are important to us. We join in with familiar stories, songs and rhymes. We use names to gain the attention of others.	We listen carefully during small-group activities for increasing periods of time. We understand and respond to simple questions about our experiences and play. We understand a wider range of vocabulary from stories, books and rhymes. We begin to understand simple positional language such as in, on, under and behind. We confidently talk about what we are doing and what interests us. We use a growing vocabulary learnt through stories, songs and play. We begin to ask questions to find out more. We speak in longer	We can listen to longer stories and remember some important events and information. We understand and follow two-step instructions with increasing independence. We understand who, what and where questions consistently. We listen and respond appropriately when others are speaking. We take part in back-and-forth conversations with adults and friends. We take turns when talking and listening. We use vocabulary from stories and topics in our play. We can talk about recent events and experiences.	We enjoy listening to longer stories and can remember key characters and events. We understand a wider range of concepts and vocabulary. We maintain attention during adult-led activities for longer periods. We understand why listening is important. We maintain conversations for several turns. We talk about what is happening and share our own ideas. We use a wider range of vocabulary influenced by stories and themes. We use some grammatical features, including plurals and -ing endings.	We anticipate key events and repeated phrases in familiar stories. We listen and respond during conversations and group discussions. We understand simple explanations and descriptions. We follow instructions containing two parts independently. We begin to talk in front of familiar groups. We use talk to organise and develop our play. We sing familiar songs and recite rhymes independently. We use props to retell familiar stories and experiences.	We listen attentively in a range of situations. We demonstrate understanding by responding appropriately to what we hear. We understand and answer who, what and where questions confidently. We focus our attention and shift attention when needed. We listen attentively in a range of situations. We demonstrate understanding by responding appropriately to what we hear. We understand and answer who, what and where questions confidently. We focus our attention

		sentences to share our ideas.				and shift attention when needed.
	• Children have daily opportunities through continuous provision to: • Listen attentively to longer stories, conversations and group discussions. • Learn, understand and use a widening range of ambitious vocabulary linked to stories, themes and experiences. • Participate in sustained shared thinking, extending ideas and solving problems alongside adults and peers. • Engage in imaginative role-play, using language to organise and develop play. • Retell familiar stories and experiences using props, small world resources and puppets. • Anticipate repeated phrases and key events in stories and join in confidently. • Sing familiar songs, recite rhymes and participate in action songs independently. • Participate in partner, small-group and whole-class discussions, listening and responding appropriately to others. • Follow two- and three-step instructions during play and adult-led activities. • Ask and answer who, what, where and why questions about stories, experiences and learning. • Develop conversations for several turns, taking turns when speaking and listening. • Talk about recent events, interests and experiences using increasingly detailed sentences. • Use language from stories, rhymes and topics within their play. • Explain their ideas, choices and actions to others. • Focus attention and listen appropriately across a range of situations throughout the nursery day.					
Personal, Social and Emotional Development						
Self-regulation Managing self Building relationships						
PSED	Autumn 1	Autmn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Nursery 1					
	Self-regulation		We seek comfort from familiar adults when needed. We begin to express our feelings through words, gestures and behaviour. We are learning that different situations can	We are beginning to recognise and name some familiar feelings, such as happy, sad, excited and worried. We are learning that our actions can affect others. We begin to recover from	We are beginning to think about and talk about our feelings. We respond to the feelings of others by offering comfort and kindness. We begin to understand	We recognise that others may think, feel and like different things from us. We are beginning to manage emotions with less adult support. We show increasing confidence when faced

		make us feel different emotions.	challenges with support from adults.	simple consequences for our actions.	with new experiences and challenges.
	Managing self	We are beginning to separate from our families and settle with support from familiar adults. We explore the nursery environment and routines with growing confidence. We begin to make simple choices during play.	We participate in familiar nursery routines. We show confidence in selecting activities and resources. We are beginning to understand simple expectations and boundaries.	We enjoy making choices and decisions during play. We show increasing independence when accessing resources and carrying out routines. We begin to persevere when faced with small challenges.	We cooperate with familiar routines and expectations. We demonstrate increasing independence throughout the nursery day. We show pride in our achievements and efforts.
	Building relationships	We are developing relationships with familiar adults and children. We play alongside others and show interest in what they are doing. We respond to greetings and familiar social interactions.	We are beginning to engage in turn-taking activities. We show interest in other children and their play. We are developing friendships with familiar peers.	We enjoy sharing experiences, ideas and play with others. We are beginning to cooperate during play. We show care and concern for people who are special to us	We seek out others to share experiences and play. We are beginning to recognise that other people have different ideas and viewpoints. We cooperate with others and are beginning to build friendships based on shared interests.
		Children have daily opportunities through continuous provision to: • Recognise and talk about their feelings, emotions and experiences. • Develop strategies to manage emotions and adapt their behaviour with support. • Build resilience by persevering with challenges and trying new experiences. • Make independent choices and develop confidence in following nursery routines and expectations. • Take increasing responsibility for resources, self-care and daily tasks. • Develop positive relationships with adults and peers through shared play and learning.			

			• Practise turn-taking, sharing and cooperation during activities and play. • Show kindness, care and consideration towards others. • Understand that other people may have different feelings, ideas and viewpoints. • Build friendships based on shared interests and experiences. • Develop confidence, independence and pride in their achievements throughout the nursery day.			
	Nursery 2					
PSED Self – regulation	We recognise and name a range of emotions, including happy, sad, excited and worried. We are learning to take turns with support from an adult. We respond when our name is called and follow familiar expectations.	We seek support from adults when needed. We understand and follow classroom rules and routines with increasing independence. We begin to understand that rules help to keep us safe and happy.	We begin to wait for our turn during play and conversations. We seek comfort and reassurance when experiencing strong emotions. We are learning that our behaviour can affect others.	We can manage short periods of waiting and can tolerate delay when supported. We begin to respond appropriately to questions and discussions in groups. We remember and follow familiar rules without reminders.	We show increasing perseverance when faced with challenges. We take responsibility for simple classroom jobs and routines. We begin to recognise how other people may be feeling.	We increasingly regulate our emotions using taught strategies. We understand that different situations may lead to different feelings and responses. We show resilience when faced with difficulties and changes.
Managing self	We confidently separate from our main carer and settle into nursery routines. We explore the environment independently. We are developing independence in personal care routines.	We become more confident when accessing resources independently. We understand and follow hygiene routines. We are beginning to take responsibility for our belongings.	We understand that our actions can help or hurt others. We talk about our preferences and interests. We confidently access familiar areas of provision.	We can stop ourselves from hurting or upsetting others with adult support. We identify similarities and differences between ourselves and others. We use utensils such as forks and spoons independently.	We recognise our own strengths and achievements. We persevere when faced with challenges. We share resources with others when reminded.	We have a positive sense of self and are proud of our achievements. We understand how to keep ourselves safe and healthy. We use resources, tools and equipment with confidence and increasing independence.
	We develop positive relationships with adults	We begin to form friendships with familiar	We can play cooperatively with	We show consideration for the needs and feelings of others.	We compromise and negotiate with adult support.	We seek out friends to share experiences and

PD	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 1						
Gross motor			We are able to sit up and stand up from different starting positions. We can sit comfortably on a chair with both feet on the ground. We can walk, run and climb safely on different levels and surfaces. We are beginning to understand and choose different ways of moving. We are able to climb up and down stairs by placing both feet on each step while holding a handrail for support.	We enjoy moving in response to music, rhythm and percussion instruments. We can jump with both feet leaving the floor and can jump forward a small distance. We can balance for short periods whilst standing on one foot. We can climb up and down stairs using alternate feet.	We can kick a stationary ball with either foot, throw a ball with increasing force and accuracy and catch a large ball by using two hands and our chest to trap it. We use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. We are beginning to show a preference for a dominant hand or foot. We can move around obstacles with increasing awareness and control.	We can manage a range of gross motor movements with increasing control and coordination. We can use large-muscle movements to wave flags, streamers, scarves and make marks. We can confidently negotiate space and obstacles when moving. We can throw, catch, kick and roll a ball with increasing control and accuracy.
Fine motor			We hold mark-making tools with all fingers, but our wrist is turned so that our palm is facing down. We explore making marks using a range of materials. We use our hands to squeeze, roll, pinch and mould materials.	We use one-handed tools and equipment, such as paintbrushes, scissors, trowels and hammers. We can turn pages in a book, sometimes several at once. We can manipulate small objects and complete simple puzzles.	We are beginning to use mark-making tools with fingers held opposite the thumb, beginning to form the arc between the thumb and index finger. We are beginning to move from the wrist when mark making, with the pencil/pens moving from hand and fingers rather than as a whole unit.	We use mark-making tools with increasing control, strength and precision. We show increasing control when manipulating and using tools and equipment We demonstrate increasing hand strength and

				We can thread, join and manipulate small objects with increasing accuracy.	coordination needed for early writing.	
		Children have daily opportunities through continuous provision to: - Develop their gross motor skills through climbing, balancing, running, jumping, riding and negotiating space safely. - Build core strength, coordination and control through a range of indoor and outdoor physical activities. - Use large-muscle movements when lifting, pushing, pulling, throwing, catching and kicking. - Develop increasing control and accuracy when using wheeled toys, balls and large outdoor equipment. - Respond to music and rhythm through movement, dance and action games. - Develop hand strength and fine motor control through mark-making, malleable materials, threading, puzzles and construction activities. - Use one-handed tools and equipment safely and with increasing confidence. - Develop a comfortable pencil grip and increasing control when drawing, painting and mark-making. - Manipulate small objects with increasing precision and coordination. - Build the strength, dexterity and control needed for early writing and self-care tasks.				
	Nursery 2					
Gross Motor	We can balance using our whole body and maintain a stable position for short periods. We can walk upstairs using alternate feet without support. We are exploring large-muscle movements through painting,	We can stop, start and change direction when moving. We can skip, hop and stand on one foot for increasing lengths of time. We can create large circular movements using our whole arms.	We can combine movements when negotiating space, such as running and avoiding obstacles. We can link movements together when running, jumping, climbing and balancing.	We can travel with control around people and objects, showing increased spatial awareness. We can walk along a balance beam with increasing stability. We are learning to walk on a balance bike We can balance on one foot with increasing control and stability.	We can move confidently across a range of outdoor equipment and surfaces. We can move equipment safely and work cooperatively during physical activities. We can adapt our speed and direction when moving in different situations.	We can confidently and safely negotiate space, obstacles and changes in level. We can demonstrate good balance, coordination and control during large motor activities.

	construction and outdoor play.		We can use large body movements to negotiate space and follow routes. We can jump with control when leaving and landing on two feet.		We can climb across and through larger apparatus safely and confidently.	We can throw, catch, kick and roll balls with increasing accuracy and control. We can begin to anticipate and respond to the movement of balls and other equipment.
Fine Motor	We are strengthening our hand and finger muscles through painting, mark making and construction activities. We can manipulate and explore a range of tools and resources. We are developing hand-eye coordination through puzzles, construction and small world play.	We are developing finger strength through activities such as threading, tweezers, peg boards and manipulating dough. We are developing greater control when using tools and small equipment. We can join, fasten and connect objects using a range of resources.	We can create marks including vertical lines, horizontal lines, circles and simple shapes. We can use tools for a purpose during creative and practical activities. We can put on our own coat when fastenings have already been undone.	We can use one-handed tools safely and with increasing control, including scissors, paintbrushes and mark-making tools. We are beginning to use a preferred hand more consistently. We can put on waterproof clothing with adult support. We are beginning to hold pencils using a comfortable grip with increasing control.	We can draw closed shapes and begin to add details to our drawings. We can use tools to complete tasks independently. We are becoming increasingly independent with dressing skills and simple fastenings.	We can use a comfortable grip when holding pencils and other mark-making tools. We can show increasing precision when drawing, cutting and manipulating objects. We can manage some fastenings independently, such as zips, large buttons and velcro. We can use small tools with confidence and accuracy in a range of contexts.
	Children have daily opportunities through continuous provision to: • Develop their gross motor skills through climbing, balancing, running, jumping, riding and negotiating space safely. • Build core strength, coordination and control through a range of indoor and outdoor physical activities. • Use large-muscle movements when lifting, pushing, pulling, throwing, catching and kicking. • Develop increasing control and accuracy when using wheeled toys, balls and large outdoor equipment. • Respond to music and rhythm through movement, dance and action games. • Develop hand strength and fine motor control through mark-making, malleable materials, threading, puzzles and construction activities. • Use one-handed tools and equipment safely and with increasing confidence.					

	• Develop a comfortable pencil grip and increasing control when drawing, painting and mark-making. • Manipulate small objects with increasing precision and coordination. • Build the strength, dexterity and control needed for early writing and self-care tasks.					
Literacy Comprehension Word Reading Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 1						
Nursery 1 children are not required to take part in literacy canon input			Through a range of mark-making opportunities children will learn to: • Explore a range of mark-making tools and materials. • Make random marks using large arm movements. • Create vertical, horizontal and circular marks. • Show interest in the marks they make.	Through a range of mark-making opportunities children will learn to: • Begin to give meaning to marks they make. • Draw simple shapes and patterns. • Use a range of tools with increasing control. • Talk about their pictures and creations.	Through a range of mark-making opportunities children will learn to: • Draw simple representations of familiar people and objects. • Use marks to communicate ideas. • Recognise that marks and print carry meaning. • Develop fine motor control through a variety of activities.	Through a range of mark-making opportunities children will learn to: • Make marks with clear intention. • Create recognisable pictures with increasing detail. • Experiment with letter-like shapes. • Understand that writing is used to communicate meaning.
			Whole class discussions and family life conversations. The children will learn to: • Respond to their name. • Listen to short stories and rhymes.	The children will learn to: • Talk about familiar people and experiences. • Answer simple questions about stories and pictures. • Take turns in conversations and play.	The children will learn to: • Discuss illustrations and events in stories. • Share opinions and preferences. • Engage in longer back-and-forth conversations.	The children will learn to: • Retell familiar experiences. • Recall simple events from stories. • Participate in small-group discussions.

	• Join in with actions, songs and repeated refrains. • Express needs and interests.	• Use talk in imaginative play	• Ask simple questions.	• Use talk to organise play and solve simple problems
	Through adult modelling children will learn to identify and use: • Single words and short phrases. • Vocabulary linked to play and familiar experiences. • Language from songs and rhymes.	Through adult modelling children will learn to identify and use: • Two- and three-word phrases. • Common nouns and action words. • New vocabulary introduced through stories.	Through adult modelling children will learn to identify and use: • Longer sentences when communicating. • Pronouns such as I, me and my. • Descriptive words in play and discussion.	Through adult modelling children will learn to identify and use: • Sentences of increasing length. • Simple connectives such as and. • Language to explain ideas and experiences.
	The key themes are familiar experiences and enjoyment of books. The children will learn to: • Share books with an adult. • Handle books correctly. • Look at and discuss pictures. • Join in with familiar rhymes and songs.	The key themes are repetition and familiar stories. The children will learn to: • Listen attentively to short stories. • Join in with repeated words and phrases. • Recognise favourite books. • Begin to notice print in the environment.	The key themes are story enjoyment and recall. The children will learn to: • Anticipate familiar events in stories. • Talk about characters and events. • Recall parts of a familiar story. • Recognise logos and familiar environmental print.	The key themes are storytelling and prediction. The children will learn to: • Retell parts of familiar stories using pictures. • Talk about favourite books and characters. • Predict what might happen next in a familiar story. • Engage in sustained shared reading experiences.

Nursery 2 Literary Canon

Key Texts	I Love Me by Marvyn Harrison Sometimes by Emma Dodd, Who are you? by Smriti Halls My Body by Jill Macdonald,	We're Going on a Leaf Hunt by Steve Metzger Leaf Man by Lois Ehlert Autumn is Here by Heidi Pross Gra y Can't You Sleep Little Bear by Martin Waddell Dear Santa by Rod Campbell Room for a Little One by Martin Waddell	Once There Were Giants by Martin Waddell -Jasper's Beanstalk by Nick Butterworth -The Tiny Seed by Eric Carle -Oliver's Vegetables by Vivian French -Tad by Benji Davies	-Goodnight Moon by Margaret Wise Brown -The Gruffalo by Julia Donaldson -Hairly Maclary by Lynley Dodd -The Tiger Who Came to Tea by Judith Kerr -Elmer by David McKee -Peace at Last by Jill Murphy	The Very Busy Spider by Eric Carle What the Ladybird Heard by Julia Donaldson Mia Makes a Meadow by Rachel Lawston Puffin Peter by Petr Horacek	We're going on a Bear hunt by Michael Rosen Mr Grumpy's Outing by John Burningham, The Train Ride by June Crebbin, Blown Away by Rob Biddulph,
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	From Head to Toe by Eric Carle, I hear a pickle by Rachel Isadora	Busy Nativity by Emily Bolam	-The Very Hungry Caterpillar by Eric Carle			We all went on a Safari by Laurie Krebs, Whatever Next by Jill Murphy
Literary Canon						
Reading	The key themes are family, similarities and differences. The children will learn to: · Join in with familiar rhymes and stories · Listen to and say new vocabulary from stories · Share favourite stories with an adult and talk about book choices · Begin to recognise some environmental print	The key themes are seasonal change and the environment. The children will learn to: · Understand that when reading we turn one page at a time in books · Understand that print carries meaning · Talk about the illustrations in books · Recognise and say rhyming words at the end of rhymes · Use role-play opportunities to retell stories orally	The key themes are preference and characterisation. The children will learn to: · Listen to longer stories · Anticipate key events in rhymes and stories · Join in with repeated refrains in new stories · Begin to copy how an adult models intonation when reading aloud	The key themes are growth and changes. The children will learn to: · Understand that we read from left to write and top to bottom · Name the parts of a book (front cover, title, author) · Identify signs and symbols in the environment and recall what they mean · Begin to suggest new rhyming words	The key themes are nature and its beauty. The children will learn to: · Listen to longer stories and remember and talk about what happens · Talk through a story, turning one page at a time · Answer simple questions about a story · Begin to predict what might happen next in a story	The themes are journey and exploration. The children will learn to: · Engage in extended conversations about stories · Confidently talk about the events and principal characters of a story and suggest how a story might end. · Retell a longer story · Share books and discuss vocabulary that has been learned
Writing	Through a range of mark making opportunities the children will learn to: · Confidently make marks manipulating a range of tools and equipment · Draw vertical, horizontal and circular marks in	Through a range of mark making opportunities the children will learn to: · Draw vertical, horizontal and circular marks in small scale crossing the midline · Start to give meaning to the marks that they make · Give meaning to symbols and words in the environment · Recognise own name in print	Through a range of mark making opportunities the children will learn to: · Form initial letter of name correctly (which could be traced) · Attempt to write name · Write symbols and shapes that look like writing · Assign meaning to the marks that they make	Through a range of mark making opportunities the children will learn to: Form initial letter of name correctly (which could be traced) · Be able to write pre writing shapes with support · Talk about their writing and give meaning	Through a range of mark making opportunities the children will learn to: · Be able to write pre writing shapes · Use letter strings which move from left to write and top to bottom. · Attempt to 'read' their own writing	Through a range of mark making opportunities the children will learn to: · Write letters with spaces between them to resemble the idea of words · Copy words that they see in the environment around them

	large scale crossing the midline · Understand that text shown to them carries meaning					
Grammar	The children will learn to identify and use: · Pronouns to refer to themselves in the first-person singular 'I'	The children will learn to identify and use: · Pronouns to refer to others as he and she replacing nouns	The children will learn to identify and use: · Action words within a sentence	The children will learn to identify and use: · The correct form of the verb in the past tense	The children will learn to identify and use: · Pronouns and verbs correctly within a sentence	The children will learn to: · Extend sentences beyond subject and verb maintaining grammatical accuracy
Oracy	Whole class discussion around family life The children will learn to: · Respond to adult prompts · Use pronoun in response to adult	Discuss illustrations within the text. The children will learn to: · Understand simple who, what and where questions when looking at the illustration · Use simple sentences (with he or she) to share thoughts about what is happening in the illustration	Share their favourite story with a small group. The children will learn to: · Use language to share feeling and thoughts about a text · Use the pronoun 'I' to talk about their own thoughts and opinions	Retell a story or an experience The children will learn to: · Sequence pictures to help order a story or an experience · Listen to an adult modelling grammatical accuracy · Give a simple sentence for each of the pictures maintaining grammatical accuracy	Inspired by curiosity, children will discuss what they wonder about the world. The children will learn to: · Use question words in a sentence · Listen to and copy an adult intonation when asking a question	Retell a longer story including the key events The children will learn to: · Use picture prompts or the text to help retell a story · Maintain grammatical accuracy
Phonics and decoding	Develop children's listening skills and awareness of sounds in the environment. · Experience and develop awareness of sounds made with instruments and noise makers. · Develop awareness of sounds and rhythms. · Experience and appreciate rhythm and rhyme. · Develop an awareness of rhythm and rhyme in speech. · Hear and say the initial sound in words. · Develop an understanding of alliteration. · Clap or tap the syllables in words					
RWI Phonics					Read, write, inc Set 1 sounds	Read, write, inc Set 1 sounds
Key Vocabulary	big, tall, grumpy, perfect, jumpy, Brave, smart, strong, kind, happy, loving, beautiful and powerful,	Wonderful, over, under, dark, through, past, above, drifting, following, rustle, peeping, sniff, gently, gathered, silent, light, bright, dark, tiny, scared.	Quiet, whisper, kittens, mittens, everywhere, terrible, favourite, stroll, astounding, feast, wonder, swallowed, stripey, furry, supper, except, normal,	Crawled, annoyed, chased, upset, scolded, found, waited, planted, dug, picked, tiny, blows, gently, taller, grows, proudly, hiding, crinkly, tangle, delicious, true, wiggle, nasty,	Crept, splosh, handsome, planning, cheered, early, busy, roll, chase, nap, scruffy, promised, suggest, scattered, glorious, noisy, far, large, overjoyed, drifted.	Narrow, oozy, stumble, tremble, wailed, may, squabble, tease, join, own, journey, perfectly, staring,

	Sometimes, sad, good, scared, behave, body, curly, straight, shoulder, elbow, wrist, turn, stomp, wiggle, bend, arch, Hear, smell, touch, see, taste.		surprised, decorate, celebrate, covered, skinny, low, suddenly, toughest, Pretending, snuffle, uncomfortable, rubbed, snoring	stretching, fewer, lay, hungry, started, still, full.		strutting, welcoming, spies, gang, swoop, gust, solid, before, through, under, over, around, smart, roared, millions, boring, state.
Rhymes	· Humpty dumpty · Baa, baa black sheep · Twinkle, twinkle, little star · Row, row, row your boat · Rain, rain go away · Pat a cake · Little Miss Muffet · Star light star bright · Jack and Jill · Polly put the kettle on		· Brush your teeth · Head, shoulders, knees and toes · If you're happy and you know it · Sleeping bunnies · Dingle, dangle scarecrow · Wind the bobbin up · The farmer's in his den · The grand old Duke of York · This little piggy went to market · The bear went over the mountain · Down in the jungle · Incy wincy spider · I'm a little teapot · The wheels on the bus · Old McDonald had a farm · Miss Polly had a dolly · Mary had a little lamb		5 little speckled frogs · 5 little ducks · 5 little men in a flying saucer · 1,2,3,4,5 once I caught fish alive · Two little dickie birds · Three blind mice · Five current buns · 5 little monkeys jumping on the bed · One finger, one thumb	
Traditional tales	Little Red Hen	Three little pigs	Goldilocks	Jack and the Beanstalk	Three Billy Goats Gruff	Gingerbread man
Mathematics						
Nursery 1						
			We are beginning to compare and recognise changes in quantity - more, lots, same	We can say numbers in order, some of which are in the right order- 1,2,3,4,5 We can move our bodies and toys around objects	We can compare and recognise changes in quantity We can say numbers in order-1,2,3,4,5	We begin to say numbers to 10, some of which are in the right order

			We are beginning to say numbers in order-1,2,3 We are starting to remember our way around familiar environments. We can explore how things look from different viewpoints including things that are near or far away. We can select puzzle pieces and attempt to fit them in the correct place. We explore differences in size -big, small We are beginning to anticipate times of the day such as mealtimes or home time.	and explore fitting into spaces. We recognise two objects have the same shape. We explore the pattern of everyday routines and are interested in what happens next. We explore differences in length- long, short	We can take or give two or three objects from a group We are beginning to respond to some spatial and positional language- on, under, in, out We can make simple constructions We can join in and anticipate repeated action patterns We can explore differences in weight- heavy, light	We are beginning to notice numerals in the environment We are beginning to count on our fingers We are beginning to respond to some spatial and positional language in front, behind Shape We can make simple Constructions We can join in and anticipate repeated sound patterns We can explore differences in capacity full, empty We are beginning to understand about immediate past and future
White Rose	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Block 1 – Comparison 1 More than, fewer then, the same -Children will collect objects to compare amounts. -Children will make simple comparisons of amounts.	Block 5 – Counting 2 Begin to order number names -Model saying 1,2,3 in play -Children copy the sequence of 1,2,3 in play -Children will copy fingers to represent 1,2,3 -Children will begin to count actions	Block 9 – Subitising 2 Show me 1,2,3 -copy fingers to show 1 -Copy fingers to show 2 -Copy fingers to show 3 -Show 1 finger when seeing 1 thing in stories -Show two or three fingers when seeing two or three things in stories	Block 13 – Counting 4 Take and give 1,2,3 -Choose a group to count -Take out two from a group -Take out three from a group -Give others 2 items -Give others 3 items	Block 17 – Pattern 4 Lead on own repeats -Join in fully with sequences and songs -Sing rhymes independently -Lead sequences and songs -Read on in familiar repeating stories -Copy art-based simple patterns	Block 21 – Counting 5 Show me 5 -Sing rhymes to 5 and join in with movements -Move props to 5 -Move probs back from 5 -Show fingers to 5 -Begin to count 5 objects with 1:1 correspondence

	-Children will look for collections of large and small amounts. -Children will compare and talk about large and small amounts. -Children will make large and small collections. -Children will make collections the same.	-Children will say number names in order. -Children will begin to recognise anything that can be counted.	-show 1,2 and 3 on fingers when asked. -	-Count 3 objects with 1:1 correspondence	-Explore own line and repeating patterns in art	-Match numerals to quantities when acting out songs
	Block 2 – Shape, space and measure 1 Explore and build with shapes and objects. -Children will explore and play with shapes. -Children will show interest in simple differences between shapes. -Children will put shapes and blocks into position. -Children will select shapes for reason. -Children will begin to explore and describe natural shapes and objects. -Children will find and collect objects for purpose.	Block 6 – subitising 1 I see 1,2,3 -Children will notice images in books -Children respond to “I see 1,2,3,” by taking interest in noticing 1, 2 or 3 in books. -Children will recognise “I see 1,2,3” -Children will copy “I see 1,2,3” after an adult or another child. -Children will point to 1, 2, 3 in books, images and the world around them. -Children will recognise 1, 2, 3 in well-known tales.	Block 10 – counting 3 Move and label 1,2,3 -Make actions when saying counting words -Move fingers when saying counting words -Count up to 3 objects from rhymes -Notice number symbols as labels -Label amounts as 1 and not 1 -Label amounts as 1,2 or 3	Block 14- Shape, space and measure 4 Match, talk, push and pull -Match simple shapes -push some shapes and blocks together -Make simple arrangements -Talk about arrangements -Follow simple routes outside -Follow toys around a simple route	Block 18 – Shape, space and measure 5 Starting to puzzle -Complete shape match puzzles -Complete simple jigsaws -Match objects to pictures -Match objects to shadows -Explore objects and small world from different positions -Make simple routes in small world with lines and curves.	Block 22 – Pattern 6 My own pattern -continue AB patterns -Create their own AB patterns -Notice an error in a pattern -Build constructions with simple enclosures -Copy simple repeated constructions -Begin to sequence some events

	Block 3 – Pattern 1 Explore repeats -Children will listen to repeats in songs and stories. -Children will start to join in songs with repeats. -Children will start to join in with repeats from stories. -Children will clap along to songs. -Children will make line patterns with own sequences. -Children will choose blocks to build roads and towers.	Block 7 – Pattern 2 Join in with repeats -Children will join in with repeated actions in songs. -Children will join in with repeats in songs and stories. -Children will sing some refrains independently. -Children will have a sense of daily routines -Children will say what happens next. -Children build on previous learning of making line patterns and will make arrangements in art.	Block 11- Space, shape and measure 3 Explore position and routes -Explore shape resources -Explore more complex inset jigsaws -Talk about simple positions -Move into simple positions -Move through positions -Follow simple small-world routes.	Block 15 – Subitising 3 Talk about dots -Become familiar with dot patterns -Say when there is one dot -Say when there are two dots -Recognise one and two in different arrangements -Say when there are 3 dots -Recognise one, two and three in different arrangements.	Block 19 – Pattern 5 Making patterns together -Sing their own songs independently -Clap in time to a beat -Make and talk about movement patterns -Talk about objects in patterns and arrangements -Copy AB patterns with support -Continue AB patterns with support.	Block 23 – Counting 6 Stop at 1,2,3,4,5 -Count up to 5 objects from a larger group -Explore counting to 5 in different ways -Verbally count to a given number -Label objects with numerals -Independently show fingers to 5 -Begin to make marks to represent quantities.
	Block 4 - Counting 1 Hear and say numbers -Children will hear some number names. -Children join in saying number names. -Model saying number names in order -Children will practise saying number names in order. -Children will join in stable order counting forwards. (1,2,3,4,5) -Children will join in stable order counting backwards. (1,2,3,4,5)	Block 8 – Shape, space and measure 2 Explore position and space -Children will respond to simple language of position. -Children will arrange blocks in a chosen position. -Children will select shapes for a space. -Children will recognise when 2 objects are the same shape. -Children will explore and describe shapes and objects. -Children will sort shapes and objects into simple categories.	Block 12 – Pattern 3 Explore own first patterns -Explain simple pattern arrangements -Make roads and bridges with intent -Choose blocks to copy simple creations -Make simple line patterns with objects -Make simple pattern arrangements -Show an interest in patterns and shapes.	Block 16 – Comparison 2 Compare and sort collections -Notice when two collections are the same -Make collections of small objects the same -Make collections of large objects the same -Recognise two collections are the same using small and large objects -Make collections the same using small and large objects -Sort and talk about their own collections	Block 20 – subitising 4 Make games and actions -Match dot patterns -Be introduced to subitising games -Play subitising games -Copy sets of sounds -Listen to and represent sounds with fingers -Listen to and represent sounds with resources	Block 24 -Comparison 3 Match, sort, compare -Compare up to five different objects -Compare by matching -Match by type -Recognise attributes of objects -Begin to sort some objects to a type.

Key Vocabulary	Collections, more, fewer, the same, large, small, shape, different, sequence, repeat, number names	One, two, three, action, the same	Pattern, shape,	The same, large, small	Beat, copy, shape, match position	Sort, compare
Understanding the world People, culture and communities Past and Present The Natural world						
Nursery 1						
	Signs of winter		Signs of Spring	Once upon a castle	Sunny seaside/	
	Transport			Animals around us	Signs of summer	
	Knowledge		Knowledge	Knowledge	Knowledge	
	- It is cold in winter. - People wear warm clothes. - Winter weather can include snow and ice.		- Spring is a season. - The weather gets warmer in spring. - Flowers and plants begin to grow. - Baby animals are often born in spring.	- Castles are big buildings. - Kings, queens and knights lived in castles. - Castles were built a long time ago. - Castles are made from strong materials such as stone.	- Summer is a warm season. - People like to visit the seaside. - The seaside has sand and water. - Some animals live at the seaside.	
	Skills		Skills	Skills	Skills	
	- Notices winter weather. - Talks about what they can see and feel. - Uses words such as <i>cold</i>, <i>snow</i> and <i>ice</i>. - Enjoys exploring the outdoors in winter.		- Notices signs of spring. - Talks about changes they can see outdoors. - Uses words such as <i>spring</i>, <i>flower</i>, <i>baby</i> and <i>warm</i>. - Explores plants, animals and weather through play and first-hand experiences.	- Talks about castles and the people who lived in them. - Uses castle vocabulary such as <i>castle</i>, <i>king</i>, <i>queen</i> and <i>knight</i>. - Enjoys castle-themed role play. - Recognises that castles are from the past.	- Notices signs of summer. - Talks about visits to the seaside. - Uses words such as <i>summer</i>, <i>sun</i>, <i>sand</i> and <i>sea</i>. - Explores natural materials such as sand, shells and water.	

			Shares their own experiences of spring.	Explores and builds castles using different materials.	Talks about things they see at the seaside.
		Knowledge - People use transport to travel. - There are different types of transport. - Some jobs use special vehicles. Skills - Talks about how they travel to places. - Recognises familiar vehicles. - Names some types of transport. - Uses transport words in play and conversation. - Notices vehicles in the local environment.		Knowledge - Farms have different animals. - Farmers look after animals. - Animals need food and water. - Baby animals grow into adults. Skills - Names familiar farm animals. - Talks about animals they have seen in books, stories or real life. - Uses animal names and sounds in play. - Recognises baby and adult animals. - Talks about what animals need to live.	
Nursery 2					
Autumn 1 Key texts: My Mum and dad make me laugh by Nick Sharrat The family book by Todd Parr	Autumn 2 Key texts: <i>The Very Helpful Hedgehog: A Changing Forest</i> by Rosie Wellesley <i>Goodbye Summer, Hello Autumn</i> by Kenard Pak	Spring 1 Key texts: <i>Winter - Gerda Muller</i> <i>The Snowman - Raymond Briggs</i>	Spring 2 Key Texts: <i>Spring by Gerda Muller</i> <i>Jasper's Beanstalk by Nick Butterworth and Mick Inkpen</i>	Summer 1 Key Texts: <i>Peep Inside a Castle by Anna Milbourne</i> <i>The Princess and the Pea (traditional tale)</i>	Summer 2 Key Texts: <i>Sharing a Shell by Julia Donaldson</i> <i>Summer by Gerda Muller</i>

Super duper you by Sophy Henn People who help us by Allan Ahlberg Busy People: Doctor by Lucy M. George Busy people: Teacher by Lucy M George Charlie the Firefighter by Carole Stephens	<i>Pumpkin Soup</i> by Helen Cooper <i>Tree: Seasons Come, Seasons Go</i> by Patricia Hegarty <i>Maisy's Christmas</i> by Lucy Cousins <i>Binny's Diwali</i> by Thrity Umrigar	<i>One Snowy Night - Nick Butterworth</i> <i>Fox's Socks - Julia Donaldson</i> <i>Bear Snores On - Karma Wilson</i> <i>The Train Ride</i> by June Crebbin <i>Mr Gumpy's Outing</i> by John Burningham <i>Naughty Bus</i> by Jan Oke <i>Duck in the Truck</i> by Jez Alborough <i>The Hundred Decker Bus</i> by Mike Smith	<i>The Tiny Seed</i> by Eric Carle <i>We're Going on an Egg Hunt</i> by Martha Mumford <i>Titch</i> by Pat Hutchins	<i>The King's Pants</i> by Nicholas Allan <i>Jack and the Beanstalk</i> (traditional tale) <i>What the Ladybird Heard</i> by Julia Donaldson <i>Cock-a-Doodle-Do!</i> <i>Farmyard Hullabaloo</i> by Giles Andreae <i>Big Red Barn</i> by Margaret Wise Brown <i>The Busy Little Squirrel</i> by Nancy Tafuri	<i>Lucy and Tom at the Seaside</i> by Shirley Hughes <i>Commotion in the Ocean</i> by Giles Andreae <i>Maisy Goes on Holiday</i> by Lucy Cousins <i>The Sandcastle that Lola Built</i> by Megan Maynor
<u>All about me</u> People, Culture and Communities Knowledge - Families can be different. - People have different appearances, interests and backgrounds.	<u>Signs of Autumn</u> People, Culture and Communities Knowledge - People notice and talk about changes in the seasons. - Families and communities may have different autumn traditions and celebrations.	<u>Signs of Winter</u> People, Culture and Communities Knowledge - People wear different clothes in winter to keep warm. - Families may do different activities in winter. Skills	<u>Signs of Spring</u> People, Culture and Communities Knowledge - People enjoy spending more time outdoors in spring. - Families may visit parks, gardens and outdoor spaces during spring. - Some families celebrate special	<u>Once upon a castle</u> People, Culture and Communities Knowledge - People lived together in castles as part of a community. - Kings and queens had important roles.	<u>Sunny seaside/ Signs of summer</u> People, Culture and Communities Knowledge Families often enjoy spending time outdoors in summer.

- I belong to my nursery community. Skills - Describes self using simple vocabulary. - Talks about family members and special people. - Identifies similarities and differences between themselves and others. - Asks questions about other people's experiences.	- People wear different clothes when the weather changes. Skills - Talks about how their family experiences autumn. - Shares observations and ideas with others. - Discusses clothing and activities that are suitable for autumn weather. - Listens to and responds to others' experiences of seasonal change.	- Talks about what they wear in cold weather. - Shares experiences of winter with family and friends. Past and Present Knowledge - Winter happens every year. - Winter is different from other seasons. - Things can change from autumn to winter. Skills - Talks about what winter is like now. - Makes simple comparisons between winter and other seasons. - Notices changes over time, such as leaves falling or weather becoming colder. - Uses words such as <i>before</i>, <i>now</i>, <i>cold</i>, and <i>winter</i>.	events and festivals during spring. - People notice and enjoy the changes that spring brings. Skills - Talks about spring experiences with family and friends. - Shares experiences of places visited during spring. - Listens to and discusses the experiences of others. - Uses vocabulary linked to spring experiences and celebrations. Past and Present Knowledge - Spring follows winter each year. - The weather changes from winter to spring. - Trees, plants and outdoor spaces look different in spring compared to winter.	- Some castles are important places in the local area. Past and Present - Castles were homes for kings and queens in the past. - Life in castles was different from life today. - Knights helped protect castles. The Natural World - Castles were built from stone and other materials. - Castles were often surrounded by natural features such as hills, rivers or moats. - Materials are chosen because they have different properties. Skills	- The seaside is a special place for many people. - People work in seaside communities in different jobs. - People visit the coast for holidays and recreation. Past and Present - Summer follows spring each year. - Holidays are special events people remember. - Seaside holidays were enjoyed by people in the past as well as today. - Some aspects of seaside holidays have changed over time. The Natural World - Summer brings warmer weather and longer days.
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- Talks about things they observe in their environment. - Uses simple vocabulary to describe what they see, hear, feel and notice. - Identifies similarities and differences in the natural world.	- Animals may prepare for winter during autumn. Skills - Observes and comments on seasonal change. - Uses seasonal vocabulary such as <i>leaf, autumn, windy, rain</i> and <i>colder</i>. - Sorts and compares natural materials. - Asks questions about changes they notice. - Identifies signs of autumn in the local environment.	The Natural World Knowledge - Winter is one of the four seasons. - Winter weather can include frost, ice, snow, wind and rain. - Animals and plants can change during winter. Skills - Identifies signs of winter in the environment. - Uses simple winter vocabulary such as <i>cold, frosty, icy</i>, and <i>snowy</i>. - Observes changes in trees, plants and animals. - Asks questions about what happens in nature during winter.	- Things change over time as a new season begins. Skills - Observes and talks about changes over time. - Makes simple comparisons with winter. - Uses language such as <i>before, after, now, then</i> and <i>change</i>. - Describes similarities and differences between winter and spring. The Natural World Knowledge - Days become longer and temperatures become warmer. - Plants begin to grow and blossom. - Many animals have babies during spring. - Spring brings changes to the	People, Culture and Communities - Talks about people who lived in castles. - Uses role play to explore castle life. - Shares ideas about communities past and present. Past and Present - Recognises that castles belong to the past. - Describes simple differences between castle life and modern life. - Uses vocabulary such as <i>old, long ago, before</i> and <i>now</i>. The Natural World - Explores materials used to build castles.	- Beaches, dunes, rock pools and the sea are different seaside habitats. - Seaside animals need suitable habitats to survive. - Plants and animals need water and shelter during hot weather. Skills People, Culture and Communities - Talks about places they have visited. - Describes favourite seaside activities. - Shares experiences with others. - Talks about people who help at the seaside. Past and Present - Talks about events that have
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Begins to sequence simple events using words such as <i>before</i>, <i>then</i> and <i>now</i>.	at different times of the year. Skills - Talks about how things have changed since summer. - Uses photographs and observations to compare seasons. - Recalls previous experiences of autumn. - Describes simple changes they notice over time.		weather and environment. Skills - Describes signs of spring using appropriate vocabulary. - Observes changes in plants, animals and weather. - Asks questions about plants and animals. - Uses their senses to explore the natural environment. - Identifies features of spring during outdoor learning.	- Observes features such as stone walls and moats. - Investigates how structures can be made strong.	happened in the past. - Uses simple words such as <i>before</i>, <i>now</i> and <i>then</i>. - Notices differences between photographs from the past and present. The Natural World - Identifies signs of summer. - Observes and describes seaside habitats. - Uses seasonal vocabulary appropriately. - Asks questions about animals at the seaside
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<u>People who help us</u> People, Culture and Communities Knowledge • People have different jobs. • Different jobs help people in different ways. • A teacher helps children to learn. • A doctor and nurse help people when they are ill or injured. • The police help to keep people safe. • A firefighter helps people in emergencies. • Some people wear uniforms and use equipment that help us identify their job. Skills • Talks about familiar occupations. • Identifies a teacher, doctor, nurse, police	<u>Celebrations</u> People, Culture and Communities Knowledge • People celebrate different religious and cultural festivals. • Celebrations often have special traditions. • Families may celebrate the same event in different ways. • Celebrations help people feel part of a community. Skills • Describes their own celebrations. • Talks about similarities and differences between celebrations. • Asks questions about unfamiliar traditions. • Uses new vocabulary linked to celebrations.	<u>Transport</u> People, Culture and Communities Knowledge • People use transport to travel to different places. • Different people use different types of transport. • Some people drive vehicles as part of their jobs. • Emergency service workers use special vehicles to help people. Skills • Talks about how they travel to nursery, home or other places. • Recognises vehicles used by people in the community. • Identifies emergency vehicles and talks about who uses them. • Uses transport vocabulary in role play and conversations.	<u>Animals around us (Who is on the farm)</u> Knowledge People, Culture and Communities • Farmers look after animals and work on farms. • Farms are important places in communities. • Different farms may keep different animals. Past and Present • Some farms have changed over time. • Farmers use different tools and machines today than in the past. • Families may have visited farms when they were younger. The Natural World	Cultural experiences TBC
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- officer and firefighter. - Describes ways people help others in the community. - Asks questions about different jobs. - Talks about people who help them at home and school.	Shows interest in how other people celebrate special occasions.	Past and Present Knowledge Transport has changed over time.		Farm animals have names and offspring.	
Past and Present Knowledge - The jobs of a teacher, doctor, nurse, police officer and firefighter may have looked different in the past. - Uniforms, vehicles and equipment can change over time. Skills - Talks about jobs seen in stories and photographs. - Notices differences between old and	The Natural World Knowledge - Seasonal changes can be linked to some celebrations. - People may use natural materials, foods and plants during celebrations. - Different times of the year can have different festivals and events. Skills - Observes natural objects linked to celebrations, such as leaves, flowers, trees or seasonal foods. - Identifies features of the season in which a celebration takes place. - Sorts and describes objects	Past and Present Knowledge - People used different types of transport in the past. - Some older vehicles look different from vehicles today. Skills - Notices similarities and differences between old and new vehicles. - Talks about transport they have seen in books, photographs or stories. - Makes simple comparisons between transport from the past and present. - Uses words such as <i>old</i>, <i>new</i>, <i>before</i> and <i>now</i>. The Natural World Knowledge		- Animals need food, water and shelter to survive. - Different animals live in different places on a farm. - Animals grow and change. Skills People, Culture and Communities - Talks about the role of a farmer. - Describes experiences of visiting farms. - Talks about how people care for animals. Past and Present - Notices simple differences between farms in the past and farms today.	

new uniforms or equipment. • Shares experiences of people they know and the jobs they do. The Natural World Knowledge • Some jobs help people and some jobs help the environment. • People use tools and equipment to work indoors and outdoors. Skills • Asks questions about how people help to keep places safe and cared for.	used during celebrations. • Uses their senses to explore materials associated with celebrations. Past and Present Knowledge • Celebrations often happen every year. • Some celebrations have been enjoyed by families and communities for a long time. • People remember and share past celebrations. Skills • Talks about celebrations they have experienced in the past. • Uses photographs, objects or stories to discuss special events. • Recalls and describes memorable	• Transport can travel on land, water or in the air. • Different vehicles are designed for different jobs. • People depend on transport every day to move around. Skills • Sorts vehicles into groups (land, water and air). • Describes similarities and differences between vehicles. • Explains how and why different vehicles are used. • Observes vehicles in the local environment and talks about their features.		• Talks about changes over time. • Uses language such as <i>old</i>, <i>new</i>, <i>before</i> and <i>now</i>. The Natural World • Identifies common farm animals and their young. • Describes what animals need to live. • Observes similarities and differences between animals. • Asks questions about animals and habitats.	
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	experiences from celebrations. • Compares a recent celebration with one they remember from before.				
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Expressive Arts and Design						
Creating with materials Being imaginative and expressive						
	Nursery 1					
		Creating with Materials We are beginning to join in singing familiar songs . We can create sounds by rubbing, shaking, tapping, striking or blowing instruments. Being Imaginative and Expressive We are beginning to use everyday materials to explore, understand and represent the world around us. We enjoy following our creative ideas, interests and fascinations.	Creating with Materials We show curiosity in the way sound makers and instruments sound , and can experiment with ways of playing them. Being Imaginative and Expressive We are beginning to ‘make believe’ by pretending with sounds, movements, words and objects	Creating with Materials We enjoy experimenting with ways to enclose a space, create shapes and represent actions, sounds and objects. Being Imaginative and Expressive We are starting to describe sounds and music imaginatively- happy, funny, scary	Creating with Materials We enjoy using 3D and 2D structures to explore materials and to express ideas. Being imaginative and expressive We create rhythmic sounds and movements.	
	Nursery 2					
	Creating with Materials - Explore a wide range of materials using all the senses. - Investigate and talk about textures,	Creating with Materials - Explore colour mixing and notice changes. - Experiment with paint using brushes, fingers, sponges	Creating with Materials - Select materials independently to create models and pictures. - Join materials together using	Creating with Materials - Add detail to drawings and models. - Begin to include recognisable features when drawing people.	Creating with Materials - Creating with Materials - Create pictures, models and constructions from their own ideas.	Creating with Materials - Creating with Materials - Use a range of media to represent experiences, stories,

	colours, sounds and how materials feel. - Manipulate different materials including blocks, clay, dough, natural materials, fabric and paper. - Make marks using large and small tools. - Begin to develop hand strength through squeezing, rolling, pinching and pressing materials. - Explore opening and closing scissors safely with adult support.	and printing tools. - Begin to talk about what they have created. - Develop control when using one-handed tools. - Make simple snips in paper using child-safe scissors with support. - Holds scissors with increasing control. - Makes single snips into paper.	a range of techniques. - Begin to create with a purpose in mind. - Represent familiar objects and experiences through junk modelling. - Make consecutive snips along the edge of paper.	- Describe what they are creating and discuss their ideas. - Explore different ways of joining and adapting materials. - Cut along straight lines with growing accuracy.	- Give meaning to marks, drawings and creations. - Combine materials for a chosen purpose. - Talk about the process as well as the finished product. - Cut along curved and simple zigzag lines with support.	emotions and imagination. - Choose resources independently to achieve a desired effect. - Create more detailed representations through drawing, painting, collage and modelling. - Evaluate and talk about their creations. - Cut simple shapes with increasing independence.
	Being imaginative and expressive Explore sounds, songs and musical instruments.	Being imaginative and expressive Remember and sing familiar songs.	Being imaginative and expressive Join in with repeated refrains in	Being imaginative and expressive Learn a variety of action songs and rhymes.	Being imaginative and expressive Create simple songs, movements and	Being imaginative and expressive Perform familiar songs for an audience.

	• Join in with familiar nursery rhymes and action songs. • Engage in imaginative play based on first-hand experiences. • Listen and respond to music through movement.	• Explore different ways of using percussion instruments. • Move rhythmically to music. • Use props and materials in pretend play	songs and stories. • Explore changing the speed and volume of instruments. • Copy rhythms and simple movement patterns. • Take part in cultural celebrations through music, dance and performance. • Begin to use small-world resources to tell stories.	• Explore pitch by singing higher and lower sounds. • Respond creatively to different types of music. • Act out experiences and stories using role play and small world resources.	storylines during play. • Take on and sustain roles in imaginative play. • Collaborate with others to develop narratives. • Use props and materials symbolically.	• Use instruments to create sound effects and represent events. • Retell and act out stories independently and collaboratively. • Express ideas, feelings and experiences through music, movement, dance and role play. • Create and develop their own imaginative narratives.