

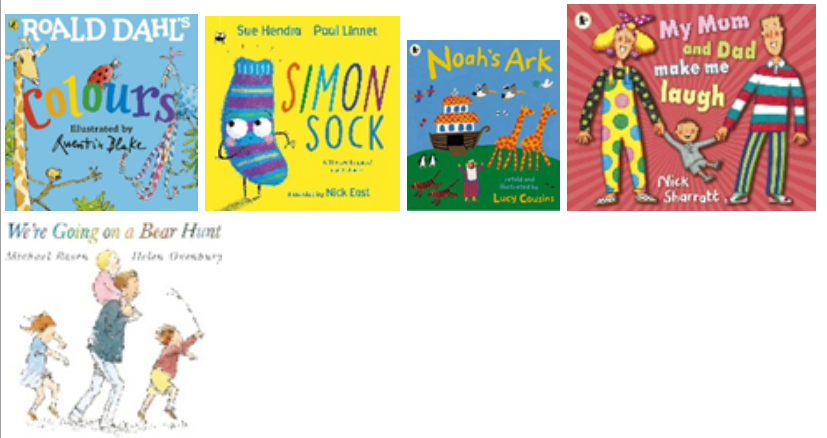
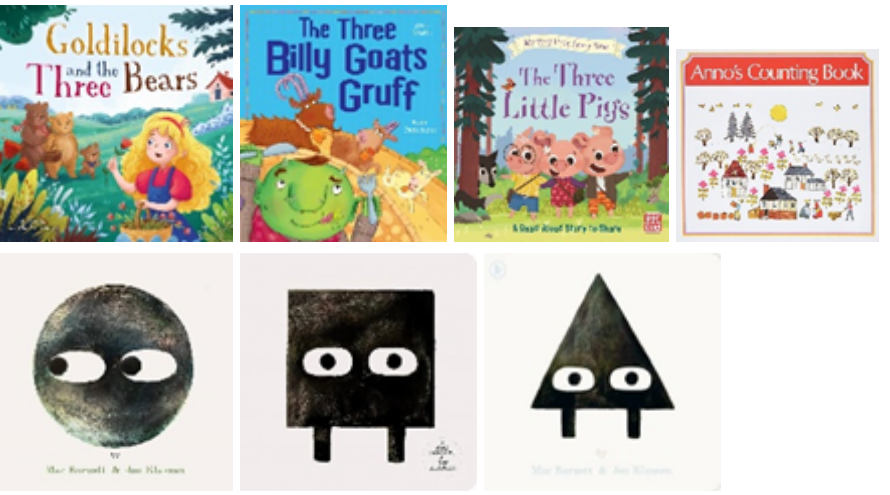

	Au1	Au2	Sp1	Sp2	Su1	Su2
Theme	Me, My Family and My Nursery (Proud to be from my house)	All Creatures Great and Small	Cook me a Story	All Aboard!	In the Garden	When I grow up
Key Questions	Does everyone have the same people in their house? How many birthdays have you had and how did you celebrate? What can I play with in Nursery?	What animals do people keep as pets? How do you care for pets? What noises do the different animals make? Are all animals the same size?	What can we make when we bake? Where do we live?	How does everyone in the class travel to school? How can we get from one place to another?	What do plants need to grow? How do caterpillars change? What minibeasts can we find?	How do people help us? Who has helped me? What could I be when I grow up?
Key Vocabulary	Nursery, Classroom, Chose, Use, Tidy, Rules Share Classroom area names object names staff names peer names	Animals Pet Vet dog- puppy cat- kitten hamster, rabbit, fish, pet carrier, bowl, lead, brush Safari/ Jungle scary, jumpy, fierce, grumpy	Baking Cooking Ingredients Mix Shopping	Transport vehicle bus / mini bus boat, car, train	Caterpillar, butterfly, cocoon/chrysalis plant, seed, minibeast nature, tiny, perfect	doctor, firefighter, police officer, dentist, paramedic help, senses, welcome, different, the same, special Summer
Possible Themes	My nursery, Areas of provision and objects, how to use areas, rules and routines, All about me and my family,	Pets, domestic animals Safari/Jungle animals	Traditional Stories Baking	Transport/Vehicles Journeys	Plants and Minibeasts Caterpillar and Butterfly life cycle	Occupations, Aspirations and People Who help us
Texts	I like when... You hold me up I like Myself 	Oh No, George! Some Pets Dear Zoo 	Little Red Hen Gingerbread Man Goldilocks 	Naughty Bus The Train Ride All Change 	The Very Hungry Caterpillar Ten Seeds Tiny, perfect things 	Real Super Heroes I am Brown A Super Hero Like You 
Non-Fiction texts	Families (different types)	Stories based on festivals and events will also be shared. • Pets • Animals	Five senses Recipe Books	• Vehicles books	• Caterpillar to Butterfly • Life Cycle of a Sunflower	• Fire fighters • In the Doctors Surgery
Experiences	Exploring Nursery Bear hunt around Playground (outdoor topic)	• Introduce class pet • Road Safety walk	Baking bread, gingerbread men Run away gingerbread man Food tasting Visit in groups on the school minibus to ASDA to buy baking ingredients Chinese New Year Pancake Day Bake Sale	• Vehicle spotting from the school grounds • Visit in groups on the school minibus to ASDA • Chinese New Year • Mothers' Day-	• Class caterpillars- • Forest Schools session • Now Press Play: Minibeasts • Fruit tasting	• Visit from a Firefighter • Visit from People Who Help Us (Firefighter/police/nurse) • Mobile
Outdoor Topic	"Let's Play Outside" / "Bears" Introduce outside area- Rules and behavior expectation	We Love to Celebrate - Halloween -Diwali- Hindu and Sikh Festival of lights	Chinese New Year Pirates & Knights	On the Move All Aboard Outdoor Topic Book:	Camping How does your garden grow? Superheroes Outdoor Topic Books:	The Funfair / Water Outdoor Topic Book: - Fun at the Fair

	Outdoor topic books: We're Going on a Bear Hunt. Where's my Teddy? Non fiction books about bears.	-Bonfire Night -11 th Nov Remembrance Day -Hanukkah- Jewish Festival of light -Christmas Outdoor Topic books: Festival books and watch videos -We're going on a Pumpkin Hunt	Outdoor Topic Books: -- The Pirates Next Door	All Change	-Pete the Cat goes Camping -Ten rules of being a Superhero	-Drop: An Adventure through the Water Cycle Noah's Ark
PSED: Self Regulation -Expressing feelings - Managing behaviour	I can look after the toys and equipment at my setting I can begin to sit nicely (for a story or song) and keep my feet to myself. <i>Sit, smart sitting, listening ears, careful, look after, tidy up.</i> Children being supported and reminded to sit nicely on the carpet and keep their feet to themselves. Children having a regular tidy up time where they are supported and encouraged to tidy up.	I can express when I feel happy, sad, tired or upset. I can find out about emotions through stories and discussions. <i>Feelings, emotions, happy, sad, angry, tired, upset, scared,</i> Books read focusing on feelings and emotions. Group discussions on emotions.. Adults asking children to express how they're feeling- adults modeling too.	I will talk about my feelings. I can wait my turn. I tidy up the resources that I have used . I am following the behavior expectations of my nursery. <i>Feel, feelings, wait, turn, patience, tidy, tidy up, behavior, rules, listening.</i> Adults supporting children to talk about their feelings. Children being told when it is tidy up time and told if an area needs to be tidied up, children reminded of the behaviour expectations and supported to follow them.	I know what 'right' choices are and I try my best to make the right choice. I can talk about my feelings and explore why I might be feeling this way. <i>Right, good choice, bad choice, feelings, why.</i> Adults prompting children to explain the choices they have made. Children talking about their feelings with adults at their setting and exploring together why they feel this way – discussions, stories etc.	I can calm myself down using a strategy that works for me. I am managing my feelings. I show control with my emotions. I can think about how others feel. <i>Calm, breathe, quiet space, feel, friends, 'calm down corner'</i> Adults modelling calming techniques, children being supported to manage their feelings and emotions and given tools to do this independently.	I am showing more control over my feelings and behaviors . I am showing more perseverance and resilience when facing a challenge. I can talk about the changes as I start school and how I feel. <i>Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn, nervous, excited, change</i> Adults modelling calming techniques, children being supported to manage their feelings and emotions and given tools to do this independently. Discussions around starting school and transition between nursery and school.
PSED: Managing Self Self-awareness -Keeping healthy -Independence -Collaboration	I can take turns with other children with adult support. I can explore the classroom with adult support. I can use the toilet with adult support. <i>Turn taking, children, friends, classroom, explore, areas, toilet, wipe, flush, wash hands.</i> Adults supporting children to turn take, children encouraged to explore their setting and the available resources, children supported to use the toilet in their setting.	I will have a go at new things. I am washing my hands after using the toilet with some reminders to do so. <i>Try, have a go, washing hands, soap, water, dry.</i> Children encouraged to try new things in their setting and regular activities available for children to choose from, children encouraged verbally to use the toilet.	I am showing more independence and confidence in my setting and when exploring areas. I will use the visual timetable to know what is happening in my day. <i>On my own, by myself, independently, confident, explore, have a go, try, timetable, next.</i> Children encouraged to independently do things by the staff, children having access to the visual timetable that is changed daily.	I can use the toilet independently. I can focus on my task for a longer period of time. I can talk about healthy food choices. <i>Toilet, wipe, flush, wash hands, focus, attention, listen, healthy, treat food, fruit and vegetables.</i> Children encouraged to use the toilet independently, children working in guided groups to complete activities, children learning about food choices and what a healthy food choice is.	I can manage when routines change. I can talk about why we need to wash our hands. I can play nicely with others and extend others play. <i>Routine, happens next, change, wash hands, healthy, health, play, nice, friends, turn taking, sharing, joining in.</i> Children learning about germs and then importance of washing our hands and bodies to keep safe and clean, children encouraged and supported to play nicely with other children.	I can talk about my achievements in a positive way. I am becoming more independent in looking after myself, ready to start school. <i>Proud, pride, positive, happy, independent, on my own, by myself, school.</i> Discussions about the year and the progress the children have made, children encouraged to be independence in their care and learning and linking this to discussions around school readiness.
PSED: Building Relationships -Social Skills -Communication	I can take turns with other children with support from the adults in my setting. I can separate from my parent/caregiver with adult support. <i>Turn taking, sharing, friends, help, listening, later, worry, parent names.</i> Children supported to separate from care giver – transition settling in sessions to take place before full time nursery is possible, children	I will play alongside other children in my setting and may need adult support to do this. I play simple turn taking games in adult guided groups. I am showing more interest in other children's play. <i>Play, nicely, share, turn take, adult, help, nicely, join in, friends.</i>	I can come into my setting with minimal support from an adult. I can talk about my family. I am beginning to show friendly behaviours to my peers. <i>Happy, proud, come in, family, family names, friends, friendly.</i> Children praised for coming into their setting well, adults prompting children to discuss their families and	I am forming friendships with some children in my setting. I am becoming more confident in the social situations. <i>Friends, special friend, best friend, confident, talking.</i> Adults modelling social situations and back and forth conversation, children having time to play with	I help others who are upset. I am beginning to solve conflicts with others. I am showing more social confidence. <i>Sad, help, upset, tissue, problem, solve, together, friends, turn taking, confident, outgoing, talking.</i> Adults modelling supporting upset children for children to copy themselves e.g. giving hugs, giving	I can ask new adults questions. I find solutions to conflicts I have had. I can talk about what a friend is and name some of my friends when asked. <i>Questions, why, where, what, when, solution, fix, turn take, adult help, friend, friend names.</i> Children encouraged to ask questions to people, children

	supported to turn take in a guided group session.	Adults modelling play and verbally supporting play, children playing turn taking games in the adults.	who lives with them – guided and independent tasks based around this, children encouraged to be friendly to the other children in their setting.	who they want in the area of their choosing.	issues or a favourite teddy, children given methods to resolve conflicts such as using a sand timer when sharing a toy.	encouraged to resolve conflict using the techniques learnt at school children discussing who they are going to school with next year.
PD General yearly Physical Development t progression	<ul style="list-style-type: none"> Supporting children to pick up heavier items with two hands and handling heavier objects carefully – or asking for support, Balancing on one foot for short periods of time – still or hopping, Learning to climb with care, Learning to navigate simple obstacles e.g. walking across planks, jumping off small steps, Learning how to co-ordinate a large ball e.g. rolling, throwing, catching, playing games, Learning to ride a balance bike by 'scooting' along and using feet as brakes. 					
PD: Gross	<p>Walk and crawl confidently. Climb using two feet at a time. Knowing how to scoop and pour e.g. sand, mud. To run around the setting with some control and direction. Clapping and stamping to music.</p> <p>Walk, crawl, skill, carefully, safe, safely, scoop, use, pour, dig, tools, sand, mud, water, run, careful, clapping, stamping.</p> <p>Children playing games that involve walking and crawling, adults modelling good posture when walking and crawling, children supported on a climbing frame physically and verbally, children having access to mud, sand, water, children dancing and clapping during a guided singing time.</p>	<p>Begin to move slowly on a balance bike. Begin to use a climbing frame with support from an adult. Being able to use a swing with some independence.</p> <p>Balance, careful, bike, safe, safely, climb, high, feet, watch, hands, help, swing, kick, move, jump.</p> <p>Children using balance bikes with guidance from adults in the provision, children having access to a climbing frame and supported to use them, children using a swing and verbally supported or modelled to – how to use.</p>	<p>Children putting on their own coat (needing support to do their coat up still), Children putting on their own shoes. Going up and down stairs with control and balance.</p> <p>Coat, independently, by yourself, help, ask, shoes, up, down, watch, careful, safely, control, balance.</p> <p>Children encouraged to put on their coat and shown how to do this step by step, children encouraged to put on their shoes and shown how to do this step by step, children going up and down stairs to develop confidence and independence to do so.</p>	<p>Children can kick a large ball with some control. Children can throw a ball with some control. To begin to balance on one leg. To dance with control using different parts of their body. To use the available equipment to create an obstacle course to navigate.</p> <p>Kick, large, ball, hands, feet, fast, slow, watch, control, balance, leg, hop, jump, still, dance, obstacle, move, jump.</p> <p>Children having a range of different sized balls to play with independently, children supported to balance on one leg and playing games where they balance on one leg, children provided with music to dance to and adults to model dances for children to follow.</p>	<p>To use a balance bike more confidently. To run with more confidence and skill. To independently use a climbing frame or similar resource, To begin to show good posture when sitting on the carpet.</p> <p>Balance, bike, look, watch, careful, skill, navigate, independently, climb, frame, careful, safe, straight, cross legs, cross arms, smart sitting.</p> <p>Children having access to balance bikes to use independently, Children having access to a climbing frame and obstacle like equipment, children given time to sit and listen on the carpet and supported to sit correctly during this time.</p>	<p>To make up own movements with their body. To begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table.</p> <p>To be able to climb safely. Children choosing the right equipment to move safely.</p> <p>Dance, Move, Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone.</p> <p>Children having music to dance to and move to, Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.</p>
PD: Fine Motor	<p>Children using a palm grip when using mark making tools. Children using a spoon to feed themselves correctly. Children using spring loaded scissors to make snips into paper with adult support.</p> <p>Pencils, tools, spoon, food, feed, safely, hand, scissors, snips.</p> <p>Pencils available for children at all times, spring loaded scissors available for children to use, children supported to feed themselves.</p>	<p>Children mark making by scribbling and colouring. Children exploring a range of fine motor activities and implements, Children using a spoon and a fork to feed themselves.</p> <p>Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, colouring, spoon, fork.</p> <p>Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing ect. Children having access to mark making materials at all times, children encouraged to feed themselves with spoons and forks.</p>	<p>Beginning to use a four finger grip to use mark making tools, Using construction equipment correctly to build e.g. Duplo, Magnitiles. To develop more independence when using spring loaded scissors.</p> <p>Pencil, grip, hand, fingers, skill, scissors, snips, control, build, independence.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, construction kits available for the children to use.</p>	<p>Children making more controlled marks when drawing and mark making. Children manipulating dough through rolling, squeezing, balling and patting.</p> <p>Mark making, pencils, pens, colours, dough, dough disco, rolling, squeezing, balling, patting, poking.</p> <p>Children having access to mark making materials to use independently, children having dough to use and manipulate, adults modelling the use of dough and how to draw with skill.</p>	<p>Children using a two finger and a thumb grip. I can draw and paint clearer shapes and pictures when drawing and painting. Children showing some threading skills.</p> <p>Thumb and fingers, pencil, grip, draw, pencil, shape, drawing, care, time, threading.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Threading activities and independent activities too e.g. leaves and string, children being able to draw freely.</p>	<p>Children using pencils and other equipment comfortably for them. Children beginning to make snips in paper either using one hand or two independently. Children turning pages in a book one at a time. Children may form some letters in their name.</p> <p>Pencils, tools, equipment, safely, hand, scissors, snips, letters, letter shapes.</p> <p>Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.</p>
C&I	<p>Communication and Language is developed throughout the year through; High quality interactions, Daily group discussions, Learning new vocabulary and its meaning, Using new vocabulary in a range of contexts, Using new vocabulary in conversations and discussions – with teachers and peers, Learning new rhymes, poems and songs and repeating these, Speech and Language interventions when needed. More detail about each aspect below:</p>					

<p>C&L: Listening Skills</p>	<p>Beginning to listen to stories and nursery rhymes. Beginning to listen to instructions given. Listens during adult guided activities. Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</p>	<p>Listens to simple stories. Listens to other people speaking to me. Listen, reading, wait, turn, story, caret time, join in, hand up, song, rhyme, poem. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared, Adults modelling listening to others speaking.</p>	<p>Listens to others speaking and continues the conversation following on from what has been said. Listen, looking, wait, turn, story, caret time, join in, question. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared, Adults modelling listening to others speaking.</p>	<p>Enjoying listening to longer stories. Pays more attention to what is happening in the stories being read. Listen, wait, turn, story. Daily story time and discussions around the stories read – what has happened, what might happen, what is happening in the pictures.</p>	<p>Listens more carefully. Knows why we should listen. Listen, wait, turn, instruction, patient, patience, join in, why, safe. Carpet time, group work, encouraging children to listen and explaining how to keep safe and why we should listen at different times.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments, or actions. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, assembly time, asking children questions and modelling questions.</p>
<p>C&L: Attention skills</p>	<p>Focusing on an activity of my own choice for a short period of time. Beginning to show attention to the adults in my setting. Choosing, playing, area, want, my turn, your turn, listening. A range of activities for the children to choose from, adults conversing with children.</p>	<p>Focusing more attention on stories being told to them. Give attention to others who are speaking to me. Listening, story, looking, friends, turn taking, my turn, your turn. Daily story time and text sharing time. Adults modelling turn taking, adults supporting children to converse.</p>	<p>Paying attention when listening to longer stories. Switches attention between listening to others and completing a task. Carpet, sitting, listening, joining in, stories, group. Carpet time, daily story time, adults modelling completing tasks and conversing and listening and supporting children to do this.</p>	<p>Focusing more attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate. Carpet, sitting, listening, joining in, hand up, group, listen. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Knows they sometimes have to wait their turn when speaking. Sitting, listening, and joining in, turn taking, my turn, your turn. Adults reminding children to take turns and supporting them to do this. Group activities set up for children to access.</p>	<p>Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time. Carpet, sitting, listening, joining in, hand up, group. Carpet time, assembly time, visual and verbal reminders to sit and listen.</p>
<p>C&L: Responding skills</p>	<p>Points to objects upon request. Beginning to join in with adult guided activities with support from an adult. Follows one key word instructions. Listen, join in, come, instruction, sit, drink, Story time, discussions with adults in nursery, adults given children instructions with increasing complexity.</p>	<p>Responds to adults and children that are trying to converse with me. Chat, discuss, my turn, your turn, turn taking. Discussions with adults in nursery, adults given children instructions with increasing complexity.</p>	<p>Answering 'who, what, where' questions. Follow a three key word sentence or instruction. Talks and responds to other children during play. Questions, who, what, where, chat, discuss, my turn, your turn, turn taking. Discussions with adults in nursery, adults given children instructions with increasing complexity.</p>	<p>I am responding during conversations and reasoning using the word 'because'. Reply, respond, because, converse, conversation, talking, my turn, your turn, turn taking. Children conversing during group work and play times – adults to model and support. Children being asked the reason things and encouraged to use the word 'because'.</p>	<p>Responds to simple questions. Why, when, where, because, tell me, questions. Children conversing during group work and play times – adults to model and support. Children being asked the reason things and encouraged to use the word 'because'.</p>	<p>Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'smart sitting on the carpet'. Carpet, sitting, listening, joining in, hand up, story time, book, reading, Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening.</p>
<p>C&L: Understanding skills</p>	<p>Recognises and points to objects that are spoken to me. Understands 1 key word instructions e.g. stop, drink. Instruction, telling, listen, follow, question, explain, because. Asking and encouraging children to answer questions either verbally or physically, giving children simple clear instructions, conversations with children.</p>	<p>Shows an understanding of text being read to them using the pictures. Understands simple concepts such as 'big/small'. Pictures, stories, listening, book, big, small, open, shut. Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'.</p>	<p>Recalling what happens in a story I have read. Understanding a three key word sentence. Pictures, stories, listening, book, listening, understanding. Modelling conversations with children and staff, giving children opportunities to talk about stories that have been read and shared together.</p>	<p>Beginning to understand one step instructions and questions. Instructions, listening, questions, get, move. Modelling asking and answering questions, asking children questions in a variety of situations.</p>	<p>Understanding prepositional language e.g. on, under. Asking why things are happening. On, under, in, inside, outside, forwards, backwards, why, explain, questions. Modelling the use of prepositional language, activities based around prepositional language, encouraging children to ask questions and answering the questions children have.</p>	<p>Follow 1 step instructions Understand 'why' questions. Instruction, telling, listen, follow, why, question, explain, because. Asking and encouraging children to answer why questions, giving children simple clear instructions.</p>
<p>C&L: Speaking skills</p>	<p>Links words together when speaking. Developing more speech sounds and pronunciation of sounds. I can use words to begin to communicate my needs. Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get, want, needs. Giving children lots of opportunities to talk during carpet time, group</p>	<p>Using words to communicate what I want and make myself understood. Asking 'what' questions. Using the terms 'me, him, her'. Conversation, turn taking, why, because, and, what, me, him, her. Adults modelling conversations and supporting children to converse. Giving children lots of opportunities to talk during carpet time, group</p>	<p>Answering 'who, what, where' questions. I can a recite Nursery Rhyme from memory. I am beginning to speak simple sentences. I am beginning to link sentences with 'and'. Who, what, where, rhymes, speak, talk, sentence, and. Giving children lots of opportunities to talk during carpet time, group</p>	<p>I can recite or retell a past event in my life to someone else. Asking 'where' and 'who' questions. Birthday, weekend, holidays, where, when. Adults modelling and supporting children to recount their weekends or special events in their life, adults asking children where and who</p>	<p>Using a wider range of vocabulary in my play. Singing some songs independently. Vocabulary related to topics children have learnt throughout the year, sing, songs. Adults planning in topic specific vocabulary across the year, children learning a range of songs.</p>	<p>Use simple sentences. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play. Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general</p>

	tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, encourage more reluctant children to talk.	tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, modelling the use of 'me, him, her'.	tasks, playing, and general discussions, asking children questions and modelling and supporting children to ask questions and answering them. Daily rhymes.	questions and supporting children to ask these questions too.		discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.
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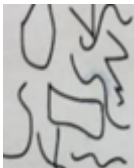
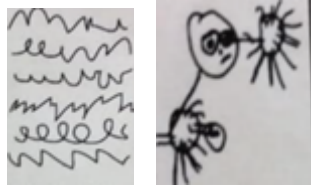
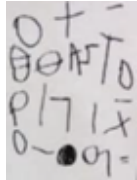
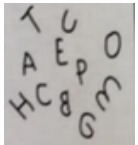
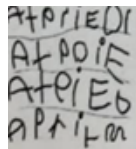
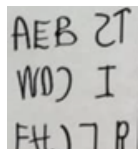
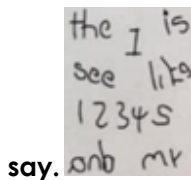
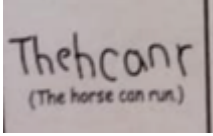
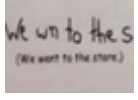
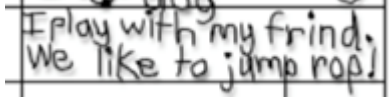
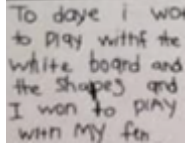
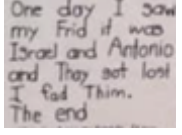
Maths	<p>Objectives covered:</p> <ul style="list-style-type: none"> -Exploring colours -Matching colours - Naming colours -Finding a matching pair - Exploring same and different - Sort objects by colour, shape and size -Identifying sorting rules - Explaining what they notice - Identifying the numeral 1 and 2 - Subitising 1 and 2 - Counting 1 and 2 - Developing 1-1 correspondence - Developing counting skill and technique - Exploring and extending AB colour patterns - Copying and creating AB movement patterns - Fixing patterns <p>Mathematical Vocabulary:</p> <p>Colour names, pair, same, match, matching pair, same, different, similar, colour, shape, size, big, small, smooth, shape names, rule, one, two, count, subitise, one at a time, patterns.</p> <p>Texts linked to Maths:</p> 	<p>Objectives covered:</p> <ul style="list-style-type: none"> - Identifying the numeral 3, 4, 5, 6 - Subitising 3, 4, 5, 6 - Counting 123456 -Developing 1-1 correspondence - Developing counting skill and technique - Introduction to length and height - Introduction to measurement related vocabulary - Introduction to weight - Learn about 2D shapes - Introduction to mass related vocabulary - Introduction to capacity - Introduction to capacity related vocabulary <p>Mathematical Vocabulary:</p> <p>Number, numeral, count, find, spot, subitise, 1 by 1, touch count, length, height, long, taller, shorter, big, small, measure, weight, weigh, heavy, light, capacity, full, empty, fill, circle, square, triangle, sides.</p> 	<p>Objectives covered:</p> <ul style="list-style-type: none"> - Learning the days of the week - Learning the routine -Sequencing the day and activities - Learning and understanding positional language. -Adding one more -Taking one away -Ordering numerals to 5 -Estimating -Exploring and naming 2D shapes - Using shapes to build pictures -Exploring and naming 3D shapes -Comparing more and less - Counting amounts - Building and splitting numbers in different ways - Developing an in-depth understanding of which number comes next 1-5 and before 0-5. - Getting ready for Reception <p>Mathematical Vocabulary:</p> <p>Days of the week names, daily activity names, first, now, next, today, tomorrow, behind, in front of, next to, beside, under, on top, shape names, one more, one less, before, split, partition, number names.</p> 
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Mathematics Number and Numerical patterns	<p>To recognise, name and match colours. To begin to show an interest in counting aloud verbally to 5. To be able to 'give 1' when asked.</p> <p>Count, number, one, colour, colour names, number songs.</p> <p>Adults providing colour matching activities and modelling naming colours, adults to model counting</p>	<p>To be able to verbally count to 5 with developing accuracy. To develop an understanding of '2' e.g. giving 2 items or noticing 2 in the environment.</p> <p>Count, number, one, two, number songs.</p> <p>Adults to model counting out during various activities and daily routines,</p>	<p>To begin to be able to verbally count to 10 with developing accuracy. To develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment. To begin to compare quantities that are significantly more than and less/ fewer than visually without counting them.</p>	<p>To verbally count to 10 with developing accuracy. To develop an understanding of '4' e.g. giving 4 items or noticing 4 in the environment. To compare quantities that are significantly more and less visually without counting them.</p> <p>Count, number, one, two, three, four, number songs, more, less.</p>	<p>To accurately count to 10. To develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment. To play simple dice and track games developing Subitising skills.</p> <p>Count, number, one, two, three, four, five, number songs, dice, die,</p>	<p>To begin to understand that 5 can be shown in different ways, To begin to subitise to 5. To count to 10 and beyond.</p> <p>Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting, number bonds, different.</p>
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	<p>out during various activities and daily routines, adults to ask children for one of something and support children who are still learning to do this.</p>	<p>adults to ask children for two of something and support children who are still learning to do this.</p>	<p>Count, number, one, two, three, number songs, more, less.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for three of something and support children who are still learning to do this, activities based on more than and fewer than.</p>	<p>Adults to model counting out during various activities and daily routines, adults to ask children for four of something and support children who are still learning to do this, activities based on more than and fewer than.</p>	<p>track, counting on, subitise, without counting.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for five of something and support children who are still learning to do this, dice and track guided activities and within the nursery provision.</p>	<p>Children showing 5 on their fingers in different ways e.g. how many fingers are up and how many are down, children Subitising using dice, numicon or dot cards, children counting to 10 and beyond during games, in adult guided groups or independently in play.</p>
<p>Mathematics : Shape, Space and measure</p>	<p>To be able to play with shapes and begin to make pictures with these. To build a simple jigsaw.</p> <p>Shape, shape names, together, new shape, pictures and images, jigsaw, missing, turn, tessellate.</p> <p>Children to have access to shapes to play with and build pictures with, children to have access to puzzles to complete.</p>	<p>To begin to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'.</p> <p>Compare, big, small, tall, short, different.</p> <p>Adults modelling the use of vocabulary, children completing activities based on height and size comparison.</p>	<p>To use positional language 'in', 'out', 'on'. To find shapes in the environment. To use 3D shapes to build models.</p> <p>In, out, on, shape, shape names, 3d shape, shape names, build, model, flat surface, smooth surface, curved surface.</p> <p>Adults modelling the use of positional language. 3D Shapes available in provision for children to build with – adults modelling this and modelling the use of curves shapes Vs flat shapes.</p>	<p>To use the terms 'long' and 'short' when describing height and size. To understand and follow the instructions 'forwards' and 'backwards'.</p> <p>Long, short, describe, compare, height, size, forwards, backwards.</p> <p>Adults modelling the use of language, modelling forwards and backwards and playing games involving the skill.</p>	<p>To begin to understand what a pattern is and follow a 2 part simple pattern. To begin to describe and name some simple shapes – circle, square, triangle.</p> <p>Pattern, repeat, colour names, follow, copy, name, describe, shape, shape names, circle, square, triangle.</p> <p>Adults explaining what a pattern is and the rules of a repeating pattern, patterns in provision and activities, shapes for children to play with and use.</p>	<p>To describe weight using 'heavy, light. To copy or create a 2 part pattern. To understand and use a range of prepositional language.</p> <p>Heavy, light, weight, heavier, lighter, pattern, colour, repeat, up, down, under, on top, near, next to, across</p> <p>Children taking part in weight exploration tasks, children completing pattern tasks in guided activities, adults modelling prepositional language and supporting children to use these terms too.</p>
<p>Literacy</p> <p>Phonics</p>	<p>Daily Little Wandle Rhyme time session every day from the start of Autumn 1.</p> <p>1x new Rhyme every one or two weeks. Rhyme time games covering: • Listening • Syllables • Rhyming • Alliteration • Sound knowledge.</p> <p>No sounds – focus on Rhyme time and settling children into your setting's routines.</p>	<p>Continue Rhymetime Daily</p> <p>Begin LW Foundations For Phonics Tuning in to sounds 1 sound per week:</p> <p>s a t p i n m</p> <p>Sound Games • What's in the box? (Learn the sound) • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound).</p> <p>Oral Blending Games</p> <p>Blend from the box (Blend with the sound)</p> <p>Oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending)</p>	<p>Continue Rhymetime Daily</p> <p>Begin LW Foundations For Phonics Tuning in to sounds 1 sound per week:</p> <p>d g o c k e</p> <p>Sound Games • What's in the box? (Learn the sound) • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound).</p> <p>Oral Blending Games</p> <p>Blend from the box (Blend with the sound)</p> <p>Oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending)</p>	<p>Continue Rhymetime Daily</p> <p>Begin LW Foundations For Phonics Tuning in to sounds 1 sound per week:</p> <p>u r h b f l</p> <p>Sound Games • What's in the box? (Learn the sound) • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound).</p> <p>Oral Blending Games</p> <p>Blend from the box (Blend with the sound)</p> <p>Oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending)</p>	<p>Continue Rhymetime Daily</p> <p>Begin LW Foundations For Phonics Tuning in to sounds 1 sound per week:</p> <p>j v w y z qu ch</p> <p>Sound Games • What's in the box? (Learn the sound) • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound).</p> <p>Oral Blending Games</p> <p>Blend from the box (Blend with the sound)</p> <p>Oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending)</p>	<p>Continue Rhymetime Daily</p> <p>Begin LW Foundations For Phonics Tuning in to sounds 1 sound per week:</p> <p>ck x sh th ng nk</p> <p>Sound Games • What's in the box? (Learn the sound) • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound).</p> <p>Oral Blending Games</p> <p>Blend from the box (Blend with the sound)</p> <p>Oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending)</p>
<p>Literacy: Reading Comprehension</p>	<p>Beginning to join in with familiar rhymes and stories. Singing some parts or certain Nursery Rhymes. Hears new vocabulary from stories, rhymes, poems and non-fiction books. Have a favourite book and seeking it/them out to share with an adult or look at alone.</p>	<p>To understand that we should turn one page at a time in a book. To begin to understand that print has meaning. To talk about the pictures in a book with support.</p> <p>Texts, books, story, careful, print, words, says, pictures, happening.</p>	<p>To enjoy singing a range of rhymes and songs. To enjoy listening to longer stories. To join in with some simple repeated refrains in well know stories/ rhymes.</p> <p>Rhymes, songs, listen, join in, actions, story, repeat.</p>	<p>To begin to understand we read from left to right and top to bottom. To begin to name the parts of a book e.g., front cover, title, author.</p> <p>Story, words, direction, top, bottom, front, cover, title, author.</p> <p>Stories shared daily with the children, adults to model reading</p>	<p>To enjoy listening to longer stories and remember much of what happens. To talk about a story, turning one page at a time. To answer simple questions about stories. Beginning to predict what might happen in a story.</p>	<p>To engage in extended conversations about stories. To know and say how the story might end. To tell a longer story. To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.</p> <p>Discuss, questions, why, end, guess, predict, tell, retell, words.</p>

	<p>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, favourite.</p> <p>Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. Children having access to a variety of texts. (link to themes and books suggested above)</p>	<p>Reading together, exploring a wide range of books and discussing them together, Asking questions about books and modelling to the children how to talk about the pictures.</p>	<p>Daily songs and nursery rhymes, children having story time with increasingly longer stories being told, stories with repetition in them to be shared with the class more than once so children can learn the phrases used.</p>	<p>the story using their finger along the words they read. Adult to tell the children the parts of the book and book title and author when sharing the story with the class.</p>	<p>Story, discuss, talk, questions, predict, guess, happen next.</p> <p>Children having story time with increasingly longer stories being told, Adults asking children what happens in a story they have already read, or what they think might happen in a story, children having access to stories to read independently</p>	<p>Daily story time, adults prompting children to discuss the stories they have read, children making predictions about what might happen at the end of a story, a variety of books on offer in nursery.</p>
Literacy: Word reading	<p>Hear different environmental sounds around me. Begin to recognise some environmental print such as supermarket logos.</p> <p>Hearing, listening, sound, recognise, logo.</p> <p>Support and modelling of listening to environmental sounds. Logos in the environment and in role play areas for children to discuss.</p>	<p>Discriminate between different instrument sounds. To sing and perform actions to a familiar nursery rhyme. Say the rhyming word at the end of a familiar rhyme</p> <p>Instruments, hear, listen, sing, perform, actions, nursery rhymes, rhyme, join in.</p> <p>Children listening to instruments as we as having access to using instruments too. Children learning new nursery rhymes and accompanying actions. Children being prompted to say the missing words in known nursery rhymes.</p>	<p>To begin to recognise my own name with support. Recognise rhythm in spoken words by clapping syllables.</p> <p>Name, rhythm, clapping, syllables.</p> <p>Children clapping out the syllables in their name as supported by the adults e.g. after dinner before going outside children clapping their name as the outdoor 'password'.</p>	<p>To identify signs and symbols in the environment and recall what they mean. Spot or suggest rhymes.</p> <p>Meaning, sign, symbol, logo, rhyme, rhyming words.</p> <p>Adults to provide a variety of print around the nursery e.g. fire exit, logos, labels for items and areas. Children signing songs and rhymes, playing rhyming games verbally.</p>	<p>To begin recognising some words that start with the same initial sound.</p> <p>To begin to recognise some individual letter sounds with support</p> <p>Sound, letters, meaning.</p> <p>Children having access to text in the environment and in books. Letters and sounds around in the nursery for children to have access to and see/speak to adults about.</p>	<p>To recognise my own name independently. To begin to recognise some individual letter sounds with support. Recognise some words with the same initial sound e.g. m for mummy and milk.</p> <p>Orally blend a simple word.</p> <p>Name, letters, words, same.</p> <p>Children seeing their name written in a variety of places e.g. peg, bottle, hats, placemats, letters being in the environment, discussions with adults about words with similar sounds, adults supporting children to orally blend words.</p>
Literacy Writing: Mark Making	<p>Develop an interest in making marks. I am beginning to distinguish between marks and pictures/drawings.</p> <p>Marks, pencils, pens, paper, drawing, writing.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time.</p>	<p>Draws marks that are not always distinguishable. Follows large pattern templates available.</p> <p>Marks, pencils, pens, paper, drawing, writing, trace, copy.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time.</p>	<p>Adds some marks to drawings. Adds marks that to them symbolises their name.</p> <p>Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time. Adults to provide children with access to their written name.</p>	<p>Beginning to give meaning to the marks I make.</p> <p>Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time.</p>	<p>Understands that a written word conveys meaning. Name writes with the first letter of their name to 'sign' their mark making.</p> <p>Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time. Adults to provide children with access to their written name.</p>	<p>Gives meanings to the marks made. Can pretend to write in a range of contexts. Becoming more confident with name writing – I can write some or all of my name.</p> <p>Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning, letters, sounds.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time. Adults to provide children with access to their written name.</p>
Literacy Writing: Handwriting	<p>Sits in a balanced position. Can pretend to write. Can make controlled marks using tools or their finger in sand, glitter etc.</p> <p>Balance, comfortable, straight, pencil, marks, sand, glitter. .</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time. Activities set up for children to write in a range of materials e.g. glitter, sand, mud.</p>	<p>Makes controlled marks e.g. dots, circles, scribbles. Copies shapes and patterns with developing accuracy.</p> <p>Writing, mark making, pencils, pens, copy, trace.</p> <p>Tracing materials available to children, writing materials always available to children.</p>	<p>Makes smaller controlled lines. Beginning to use a two finger and a thumb grip when writing.</p> <p>Writing, mark making, pencils, pens, copy, trace, pencil grip.</p> <p>Tracing materials available to children, writing materials always available to children. Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on.</p>	<p>Holds a pencil or tool with a preferred hand.</p> <p>Writing, mark making, pencils, pens, copy, trace, pencil grip, hand. Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on..</p>	<p>Uses a two finger and a thumb grip when appropriate.</p> <p>Writing, mark making, pencils, pens, copy, trace, pencil grip, hand. Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on.</p>	<p>Can use the basis of a three finger pencil grip. Use a pencil or writing tool more confidently to write some letters (e.g. the letter in my name).</p> <p>Writing, mark making, pencils, pens, copy, trace, pencil grip, hand, letter writing.</p> <p>Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on. Writing provision available at all times for the children to access.</p>

Typical Writing Development from YN- YR and beyond

Early Steps	Typical Writing Development from YN- YR and beyond							
	1. Pre writing		2. Letter Strings			3. Early Developmental spelling		
<p>POS for writing</p>	<p>I explore making marks, but I do not communicate meaning.</p> <p>Random scribbling.</p> 	<p>I draw pictures.</p> <p>I use lines to look like writing.</p> <p>Scribble writing</p> <p>Left to right direction</p> <p>I begin to assign meaning.</p> 	<p>I write symbols and shapes that look like writing.</p> <p>I assign meaning to the marks</p> <p>Attempts to write name</p> 	<p>I write random letters with no connection between letters and sounds. I talk about my writing.</p> <p>Writes name from memory</p> 	<p>I use letter strings which travel from left to right and top to bottom.</p> <p>I attempt to 'read' my writing.</p> 	<p>I write letters with spaces between them to resemble the idea of words.</p> 	<p>I copy words that I see in the environment around me.</p> <p>I often do not know what the words say.</p> 	<p>I explore making marks, but I do not communicate meaning.</p> <p>Random scribbling.</p>
<p>Developing writing: words</p>	<p>I am beginning to hear initial sounds and attempt to write these down.</p> <p>m - mum</p> <p>letter for name</p>	<p>I can hear initial sounds in words and write the letters down to match.</p> <p>c - cat</p> <p>d- dog</p> <p>p - pig</p>	<p>I can write short strings of letters to represent words.</p> <p>Two or three letters in sequence.</p> <p>Hearing /writing final sounds first and then medial.</p> <p>Left to right.</p> <p>muy - mummy</p> <p>sbr - strawberry</p>	<p>I can spell out and write down vc cvc words by matching letters and sounds.</p> <p>at in up</p> <p>cat</p> <p>dog</p> <p>pig</p>	<p>I can write High Frequency decodable and tricky words from memory.</p> <p>mum dad. and can</p> <p>I go to the no into</p>	<p>I can spell out words with consonant clusters, vowel digraphs and trigraphs.</p> <p>buzz fill. mess</p> <p>ship. chip thing rush</p> <p>boat sheep now soil</p> <p>chair night. Pure.</p>	<p>I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Plausible attempts</p> <p>Phase 2, 3 and 4 HF words</p> <p>Adjacent consonants</p>	
<p>Developing writing: sentences (reception)</p>	<p>I can formulate and say a simple sentence for writing.</p>	<p>I can orally compose a sentence and hold it in my memory before I start to write it.</p> <p>Repeats & recalls</p>	<p>I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words.</p> <p>Begins to be readable to others.</p> 	<p>I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence.</p> 	<p>I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.</p> 	<p>I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings.</p> 	<p>I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation.</p> 	
<p>Progression fo text forms and purposes</p>	<p>I can write simple labels</p>	<p>I can write simple lists.</p>	<p>I can write short captions and messages.</p>	<p>I can write captions</p> <p>I can write instructions.</p>	<p>I can write simple stories with a beginning, middle and end.</p> <p>I can write a letter.</p>	<p>I can write stories with narratives and storytelling language.</p> <p>I can write at length.</p>		

			I can write lists, greeting cards and menus.	I can write postcards.		
Writing opportunities in Nursery	phone messages in home corner, memo pads for orders in the dough area.	lists in provision- for vets, shopping list for home corner.	whole class writing: Posters/ Invitation to class bake stay and play	Design models / draw models made in provision <ul style="list-style-type: none"> Whole class writing: The Naughty Bus in Nursery 	Oral storytelling and scribing stories. <ul style="list-style-type: none"> whole class writing: Tiny Perfect Things 	Whole class writing What can we be?
UTW: Past and Present	Children using words 'now' and 'next'. Children talking about themselves, their family, who they live with <i>Now, next, family, family members names, mum, dad, brother, sister,</i> Children playing discussion games where they take it in turns to talk about their family e.g. roll a ball and then whoever has the ball says who is in their house, adults promoting children to talk about their home and home life.	Children talking about their past life experiences e.g. birthdays, Christmas. before they came to the Nursery. Children talk about events on the timeline so far. Children using the words 'then' 'now' 'next' 'before'. <i>Past, before, events, now, then, before, next.</i> Adults modelling these terms correctly and rephrasing children's words so they are too using them correctly. Adults discussing with children their past experiences when celebrating them in nursery (e.g. Christmas time).	Children understanding the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos <i>New, old, past, present, now, different, same, rusty, black and white, modern.</i> Children going on a local walk and looking at old a new – houses, shops, cars, statues or memorials. Children looking at photos and objects or books from the past.	Children commenting on their own past experiences e.g. Easter. Children showing curiosity about objects from the past. <i>Past, happens, events, experiences, Easter, egg hunt, Eid, Mehndi patterns, same, different, old, new.</i> Children discussing how they have celebrated Easter/Eid in the past. Children looking at photos and objects or books from the past	Children confidently talking about who they are and who they live with, Children asking questions to family members about when they were young. <i>Family, live with, family tree, old, new, past, questions, happened.</i> Children discussing with adults during activities who they live with and who the adults are to them. Children exploring a family tree. Children having the opportunity to ask parents and grandparents about their lives in the past.	Children beginning to understand how to sequence two events. Children sequencing family members e.g. baby, mum, grandma. <i>Sequence, first, last, then, before, family, names, family tree.</i> Children being taught how to 'sequence' using two familiar events – either in the present day or from across the year. Children continuing with their work around families and family trees.
UTW: People Cultures and Communities	Children talking about their families. Children talking about who is special to them and why. Children naming their family members. <i>Family, family names, special.</i> Adults prompting children to talk about their families and homes. Adults asking children at drop off and pick up times who it was/will be today. RE: Who and what are special to us?	Children talking about how we look after our friends and families. Children talking about their homes and what they have inside their homes. Children talking about the celebration of Christmas. <i>Friends, family, care, look after, home, bedroom, kitchen, living room, bathroom, Christmas.</i> Adults encouraging children to look after their friends and family if they want to e.g. get them a tissue, adults discussing with children their homes and what is inside their homes, children exploring a range of celebrations at nursery including Christmas. RE: What do we celebrate?	Children recognise familiar signs, shops in my environment and local environment. I can talk about the transport used in my community. I can talk about the similarities and differences between celebrations I know and celebrations in other countries e.g. Christmas and CNY. <i>Shop, memorial, stop sign, traffic light, transport, community, local areas, same, different, celebrate, Chinese new year, Christmas.</i> Adults promoting the celebration of a range of festivals around the world, children exploring the local environment and looking at familiar shops/signs etc. RE: Where do we live and who lives there?	Children speaking positively about differences between people and ways of life. Children showing an interest in people with a range of occupations. <i>Names of the features in the environment, countries, same, different, hot, cold.</i> Children having visits from a range of occupations and reading stories on a range of occupations too, children listening to stories that celebrate diversity and equality and encouraged and supported to do so in nursery too. RE: What makes a good helper?	Children developing an idea of 'belonging'. Children beginning to understand what the 'wider world' is and how we all play a part and get along with one another. <i>Belonging, groups, own ideas, the world, other countries, other people. Getting along, patience, tolerance.</i> Adults introducing the idea of British Values through activities, discussions and stories. Children discussing patience and tolerance and adults supporting children to be tolerant and patient. RE: What can we see in our wonderful world?	Children using the correct vocabulary to name different features of their community. Children know there are other countries than England and that they look different to ours. <i>Differences, same, similar, jobs, firefighter, police officer, shop worker, postal worker, driver, doctor, nurse</i> Children exploring the local enirment, drawing maps, creating small worlds versions of their local area, children learning about other countries around the world and comparing them to the country we live in. RE: What can we see in our wonderful world?
UTW: the Natural world	My Body (Humans) Children showing respect and care for their environment. Children talking about their home environment and school environment. Children exploring	Animals, Habitats Children understanding how and why we respect and care for animals. Children exploring a range of materials and natural objects.	Exploring materials Mixing and separating Children exploring the changing weather and seasons, Children continuing to explore using their senses. Children naming parts of the	Exploring materials Floating and sinking Children exploring the changing weather and seasons (Spring), Children learning about new life	Plants and minibeasts Children growing plants from seeds and caring for them, Children exploring how these plants grow and change over time.	Plants Children exploring the changing weather and seasons (Summer), Children noticing changes such as ice melting in the sun and offering a reason why.

	<p>their world and environment through their senses.</p> <p>Fruits names vocabulary- Science</p> <p>Respect care, look after, home, school, nursery, touch, see, feel, smell, hear, taste.</p> <p>Adults modelling respect and care and encouraging children to do this too, Adults talking to children about their home environment and school environment, adults setting up activities for children to explore.</p>	<p>-Pets names vocabulary, Respect, care, look after, materials, man-made, natural, nature.</p> <p>Adults teaching children about nature, the world and animals and how and why we care for them, Adults setting up activities to explore materials and their functions.</p>	<p>body. Children showing more of an interest in the world.</p> <p>Food vocabulary (linked to Bakery) healthy, unhealthy, Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, explore.</p> <p>Stories, discussions and activities based on the weather and seasons, adults setting up activities for children to explore, books on the body, discussions on the world, adults basing activities on children's interests.</p>	<p>and plants based around Spring time</p> <p>Sea Creatures names vocabulary- Science (Pirate's outdoor theme) float, sink,</p> <p>Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, Stories, discussions and activities based on the weather and seasons, adults setting up activities for children to explore, spring based stories, activities, looking at lambs, chicks, tadpoles,</p>	<p>Mini-beast names- vocabulary- -plants changing vocabulary -caterpillar life-cycle vocabularySeeds, soil, water, care, look after, grow,</p> <p>Adults supporting children to plant their own seeds and grow them, Children re-visiting their plants to see how they have grown.</p>	<p>vegetables name vocabulary Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, changes, why</p> <p>Stories, discussions and activities based on the weather and seasons, Adults setting up activities where 'changes' and 'processes' are involves such as ice melting or colour changing experiments.</p>
<p>EA&D: Creating with Materials</p>	<p>Recognises colours and chooses them for a purpose. Uses thick paint brushes. Uses playdough to roll, cut, ball, sausage. Builds towers with large construction equipment.</p> <ul style="list-style-type: none"> Observe colour, Name some colours Explore the use of glue to stick 2 materials together Drawing: Make pencil marks Painting: Explore paint in different forms Sculpture: Explore playdough Printing: Explore printmaking with hands and fingers <p>Colour, colour names, paint brush, paint, thick, paper, create, make, ideas, landscape, portrait, dough, roll, squeeze, shape, ball, cut, tower, build, up</p> <p>Children painting and colouring pictures using crayons and pencils, children having access to paint and thick paintbrushes to use, children having a malleable area with dough and tools to use, children having larger constructions equipment available</p> <p>Artist inspiration: Mick Manning- illustrates children's books</p>	<p>Uses a glue stick to join materials together. Creates an independent craft using available materials e.g. An independent Christmas Card.</p> <ul style="list-style-type: none"> Name colours when prompted Sort colours Attach materials together using glue with support Drawing: Draw lines and shapes Painting: Explore colour mixing Painting: Explore paint in different forms and on different surfaces Painting: Paint with a brush to create lines and shapes Sculpture: Explore playdough moving through as sequence of skills: Pressing, Pinching, Cutting, Rolling, Balling Printing: Explore printmaking with objects (eg sponge shapes) <p>Glue, glue stick, join, lid, wind up, craft, glitter, design, ideas.</p> <p>Children having glue sticks modelled to them by the adults in the setting, glue sticks available for children to use at all times, children being shown ideas e.g. for a Christmas card and then given the free choice to make the card.</p> <p>Artist- Inspiration : Mark Rothko- colour field paintings</p>	<p>Becoming more confident when drawing e.g. potato people, Names what they have drawn and draws from memory, Adding more to their pictures and creations e.g. pom-poms, glitter.</p> <ul style="list-style-type: none"> Identify colour Attach materials together using glue independently Drawing: Draw lines and closed shapes giving meaning to marks Painting: Paint lines and closed shapes giving meaning to marks Sculpture: Explore playdough moving through as sequence of skills: Pressing, Pinching, , Rolling Balling Sculpture: Create shapes with dough using cutters <p>Drawing, pencils, paper, colouring pencils and pens, what, where, why, pom-poms, glitter, feathers, pasta, sequins.</p> <p>Children having free access to paper and pencils to draw with, adults modelling drawing while at the drawing table, adults talking to children about their artwork and process, adults 'stocking up' the creative area with a range of resources for children to freely access.</p> <p>Artist Inspiration: Wassily Kandinsky- circles</p>	<p>Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes, Continues to develop their drawing skill.</p> <ul style="list-style-type: none"> identify colour Attach materials together using glue independently Drawing: Draw lines and closed shapes giving meaning to marks Painting: Paint lines and closed shapes giving meaning to marks Sculpture: Explore playdough moving through as sequence of skills: Pressing, Pinching, , Rolling, Balling Sculpture: Create shapes with dough using cutters Printing: Explore printmaking with wider variety of objects (e.g sponge shapes, vegetables) <p>Scissors, careful, snip, print, paint, colour, clear, sponge, shapes, shape names, drawing, pencils, copy, ideas.</p> <p>Children having access to spring loaded scissors. Children having scissor based activities to develop their scissor skills, adults modelling scissor safety, adults guiding children to print clearly and name the tools and then these to be available in the</p>	<p>Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function, children experimenting and mixing colours together, Children may create with a friend.</p> <ul style="list-style-type: none"> Identify a wider range of colours Drawing: Describe sketches Painting: Paint with more than one colour Painting: Describe paintings Sculpture: To attach junk modelling items together Sculpture: Use a given skill to manipulate playdough to make a given shape Collage: Create a collage with prepared paper collage materials by gluing Printing: Print with deliberate placement <p>Construction, build, ideas, paint, print, why, what, colour, mixing, new, create, collaborate, friend, together.</p> <p>Children having a range of construction kits available – starting large in Autumn and getting smaller by Summer. Children having access to printing materials and tools.</p> <p>Artist Inspiration: Hungry Caterpillar illustrations inspired by Eric Carle- Artist</p>	<p>Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with, Children building for a purpose using a range of construction equipment. Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick. Identify a wider range of colours</p> <ul style="list-style-type: none"> Drawing: Describe sketches Painting: Paint with more than one colour Painting: Describe paintings Sculpture: To attach junk modelling items together Sculpture: Use a given skill to manipulate playdough to make a given shape Collage: Create a collage with prepared paper collage materials by gluing Printing: Print with deliberate placement <p>Scissors, cutting, safe, independently, creating, making, ideas, construct, build, stick, glue, sellotape, making tape, PVA glue, spreader.</p> <p>Children having scissor skill based tasks and access to the scissors at all times, children having a range of glue types to explore, children building for a range of purposes and supported to do this using a range of materials – not just one 'kit'.</p>

		-exploring colour - Painting ourselves, drawing our family and friends		provision for children to use themselves. Artist Inspiration: Van Gogh- Sunflowers painting	Collage	Artist Inspiration- Claude Monet -Water Lilies painting
EA&D: Being Imaginative and Expressive	Children dancing to music, Children exploring moving to music in different ways, Children showing an interest in the small world and roleplay areas, children roleplaying their first-hand experiences. Dance, music, move, arms, legs, high, low, small world, roleplay, act out, play Listening to music and songs together, learning new nursery rhymes, adults modelling dancing to music, small world area set up for children based on their interests and more resources available for children to create their own small world, roleplay area and dressing up clothes or materials. Music: Let's be Friends Nursery Rhymes and Songs: Head, Shoulders, Knees and Toes	Children developing storylines in their play, children using familiar props in their play, children singing to familiar songs and nursery rhymes they have learnt or are learning. Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting Roleplay area and clothes for children to try on, props for children to use, adults modelling roleplaying and joining in as well as singing song and nursery rhymes with the children daily Music: This is Me Nursery Rhymes and songs: Down in The Jungle,	Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like), children knowing and singing along to more nursery rhymes, children listening to songs from different cultures. Roleplay, talk, music, feel, like, dislike, sing, join in, nursery rhymes, culture, around the world, same, different, instruments. Adults supporting children to roleplay if needed, adults setting up roleplay areas with props following children's interests, children working in guided sessions to listen to different music from around the world and compare it. Music:Animal Tea Party Nursery Rhymes and songs: Pat a Cake, Pata a Cake Bakers man, 5 Currant buns in a bakers shop	Children exploring a range of musical instruments and learning to hold a beat, children using vocals and instruments to make music either together or separately, children linking real life and stories into the small world, children using props in their play. Instruments, music, listen, play, bang, hit, play, sing, story, join in, play, dress up. Children exploring a range of musical instruments together with an adults and then having them in the class. Children having access to small world and roleplay materials. Music:Travel and Movement Nursery Rhymes and Songs; The Wheels on the bus, Row,row,row your boat	Children joining in with the actions to songs, children engaging in roleplay in and out of the home-corner and becoming more immersed in their play. Actions, songs, words, join in, singing, roleplay, friends, props, home, local area, holiday, weekend, family. Daily singing of a range of songs and learnt rhymes where children join in and follow the actions too, children having access to a roleplay and small world resources / area to play in. Music: I've got Feelings Nursery Rhymes and Songs: Incy Wincy Spider, Ladybird Ladybird,	Children making up stories verbally while playing, children acting out stories with the small world or in their play, children performing songs either vocally or with an instrument, Stories, small world, imagination, imaginary, ideas, songs, games, sing, instrument. Children encouraged to sing and perform to one another or in front of a small group, children encouraged to act out stories and roleplay and having the available resources to do this, children listening to a range of stories to base their roleplaying on. Music: Let's Jam Nursery Rhymes and Songs: Miss Polly had a Dolly, London Bridge is Falling Down,

Artists - Alma Thomas