
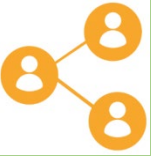








St Peter’s CE Primary School – Nursery Overview (Year A)

Area of Learning	Autumn 1 It’s Good To Be Me	Autumn 2 Blast Off	Spring 1 What Shall I Wear?	Spring 2 Springtime on the Farm/ Our Pets	Summer 1 Look What’s Growing	Summer 2 Let’s Go Wild!
Possible Themes/Interests/Lines of Enquiry	All about me and my family What makes me special? Where do I live? Autumn Autumn Walk	Autumn Space Diwali Night and Day Bonfire Night Aliens (Alien visitor) Christmas/Father Christmas story Christmas around the world	Winter – weather, clothes, seasons Arctic – Contrasting location Gingerbread Man (Traditional Tale) Chinese New Year What is is like to live in China?	Pancake Day Spring and New Life Animals on the farm – lifecycles How to look after our pets Pet Week/Vet Visit Easter Celebrations	Jack and the Beanstalk (Traditional Tale) How did Jack grow his beanstalk? What’s growing in the garden? Park? What can we grow at school? Plants we can eat to keep healthy. How have we grown?	Jungle Animals/At the Zoo Pattern and camouflage Dinosaurs Summer Transition
Quality Texts for Literacy/Topic	<i>The Three Little Pigs (Traditional Tale)</i> So Much Elmer Owl Babies Fletcher and the Falling Leaves	Can’t You Sleep Little Bear? Whatever Next! There’s an Alien in my Book Nativity Dear Santa	<i>The Gingerbread Man (Trad Tale)</i> One Winter’s Day One Snowy Day Kite-Flying Big Bear, Little Bear	<i>The Enormous Turnip (Trad Tale)</i> Farmer Duck Dora’s Eggs Lola gets a Cat Pete the Cat Gets a Pet	<i>Jack and the Beanstalk (Trad Tale)</i> <i>Jasper’s Beanstalk</i> Ten Seeds Oliver’s Fruit Salad The Growing Story	Peely Wally My Mum and Dad make me Laugh Walking through the Jungle Dear Zoo Dinosaur Roar
Communication and Language 	2-3 Year Olds: To enjoy singing, music and toys that make sounds. To listen and respond to a simple instruction To recognise and point to objects if asked about them. To understand simple instructions like “give to mummy” or “stop” To copy your gestures and words. To understand single words in context – ‘cup’, ‘milk’, ‘daddy’. To understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. To use single words during play. 3-4 Year Olds: To understand and act on longer sentences like make teddy jump or find your coat. To understands and uses simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). To listen to simple stories and understand what is happening, with the help of the pictures. To identify familiar objects and properties for practitioners when they are described. For example: ‘Hassan’s coat’, ‘blue car’, ‘shiny apple’.	2-3 Year Olds: To begin to talk about people and things that are not present. To begin to put 2/3 words together To start to say how they are feeling, using words as well as actions (Begin to express themselves) To enjoy laughing and being playful with others. To listen to and enjoy rhythmic patterns in rhymes and stories To begin to ask simple questions To listen with interest to the noises adults make when they read stories. To begin to identify action words by following simple instructions e.g. show me jumping 3-4 Year Olds: To enjoy listening to longer stories and can remember much of what happens. May find it difficult to pay attention to more than one thing at a time. To use a wider range of vocabulary. To start a conversation with adults and friends	2-3 Year Olds: To begin to know many rhymes. To generally, focus on an activity of their own choice and find it difficult to be directed by an adult To start to develop conversation, often jumping from topic to topic. To develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. To confidently put 2/3 words together. To begin frequently asking questions. To begin to understand more complex sentences, e.g. put your toys and sit on the carpet To learn new words rapidly and uses them in communicating. 3-4 Year Olds: To understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. To understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” To sing a large repertoire of songs.	2-3 Year Olds: To begin to talk about familiar book. To have single channelled attention, can shift to a different task if attention is fully obtained To use language to share feelings, experiences and thoughts. To begin to use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 3-4 Year Olds: To know many rhymes, be able to talk about familiar books, and be able to tell a long story. To learn lots of new words and use them in play To focus on a chosen activity for at least ten minutes	2-3 Year Olds: To be able to talk about familiar books. To listen to familiar stories with increasing attention and recall. To develop understanding of simple concepts, fast / slow good/bad To understands the use of objects. – what do we use to cut To use a wider range of vocabulary based on their own experiences. 3-4 Year Olds: To enjoy listening to longer stories and can remember what happens in them. To join in at group time by putting up hand and waiting their turn to talk (if appropriate) To understand a question with two parts like “Can you get your coat and wait by the door please?” To use talk to organise play e.g. “Let’s go on a bus...you sit there... I’ll be the driver” To sit quietly and listen for fifteen minutes	2-3 Year Olds: To understand and act on longer sentences like make teddy jump or find your coat. To understands and uses simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). To listen to simple stories and understand what is happening, with the help of the pictures. To identify familiar objects and properties for practitioners when they are described. For example: ‘Hassan’s coat’, ‘blue car’, ‘shiny apple’. 3-4 Year Olds: To be able to talk about thoughts even when they disagree and can discuss this using words and actions To use longer sentences of four to six words when talking To understand when asked questions like “Why do you want to wear your boots today?” and “How can we mop up the juice?” To be able to move away from distractions when concentrating
On-going throughout the year	<i>Learn and use new vocabulary through the day Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding</i>					
Personal, Social and Emotional Development 	2-3 Year Olds: To find ways of managing transitions, for example from their parent to their key person. To show an increasing desire to be independent. To be aware of rules and boundaries. 3-4 Year Olds: To play with increasing confidence on their own and with other children. To feel strong enough to express a range of emotions. To feel confident when taken out around the local neighbourhood, and enjoy exploring new places. To be able to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front (starting to show effortful control – and be aware of rules/boundaries) To notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.	2-3 Year Olds: To begin to express preferences and decisions. They also try new things and start establishing their autonomy. To begin to feel confident and enjoy exploring new places with their key person. To play with increasing confidence on their own and with other children, because they know their key person is nearby and available. To feel strong enough to express a range of emotions. 3-4 Year Olds: To be increasingly able to talk about and manage their emotions To develop friendships with other children To safely explore emotions beyond their normal range through play and stories. To select and use activities and resources, with help when needed. To talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	2-3 Year Olds: To develop play with other children To begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. To begin to recognise that some actions can hurt or harm others and begins to stop themselves from doing something they shouldn’t do. To show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. 3-4 Year Olds: To develop their sense of responsibility and membership of a community. To become more outgoing with unfamiliar people, in the safe context of their setting. To show more confidence in new social situations. To play with one or more other children, extending and elaborating play ideas. To start to eat independently and learning how to use a knife and fork.	2-3 Year Olds: To notice differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. To safely explore emotions beyond their normal range through play and stories. To be increasingly able to talk about and manage their emotions. To show a sense of autonomy through asserting their ideas and preferences and making choices and decisions. 3-4 Year Olds: To be increasingly able to follow rules, understanding why they are important. To not always need an adult to remind them of a rule. To develop appropriate ways of being assertive. To talk with others to solve conflicts. To begin to understand how others might be feeling. To begin to be increasingly independent in meeting their own care needs, e.g. brushing	2-3 Year Olds: To be able to talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. To develop independence and will try to do things by themselves. Will say no to help- but will sometimes be upset when unsuccessful. To be more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others feelings. 3-4 Year Olds: To be able to play in a group with friends, and make up ideas of things to do and games to play To begin to manage feelings and talk about emotions To understand how others might be feeling To be independent in meeting my own care needs, such as brushing my teeth, using the toilet, and wiping my bottom washing and drying my own hands	2-3 Year Olds: To play with increasing confidence on their own and with other children- because they know their key person is nearby and available. To feel strong enough to express a range of emotions. To feel confident when taken out around the local neighbourhood, and enjoy exploring new places. To be able to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front (starting to show effortful control – and be aware of rules/boundaries) 3-4 Year Olds: To be responsible and be confident to be part of my community To be ready for new experiences like starting school To learn how to be assertive *o be able to follow rules and know why

				teeth, using the toilet, washing and drying their hands thoroughly. To make healthy choices about food, drink, activity.		they are important To begin to find solutions to quarrels and rivalries To be able to follow the rules without an adult reminding me
	HEARTSMART – Get HeartSmart (meet Boris)	HEARTSMART – Don't forget to let love in! (I am special)	HEARTSMART – Too much selfie isn't healthy! (I love others)	HEARTSMART – Don't hold on to what's wrong (I am a good friend)	HEARTSMART – Fake is a mistake! (I tell the truth)	HEARTSMART – No way through isn't true! (I can do it)
Physical Development Gross Motor Skills 	Hall Time: Sticky Kids Get Set 4 PE: Fundamentals Unit 1 To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel. Outdoor: To begin to sit on a push-along wheeled toy, use a scooter or ride a tricycle.	Hall Time: Sticky Kids Get Set 4 PE: Dance Unit 1 To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. To move with control and co-ordination, linking, copying and repeating actions. Outdoor: To develop their movement, balancing, riding (scooters, trikes and bikes) With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Hall Time: Sticky Kids Get Set 4 PE: Intro to PE Unit 1 To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly. To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner. Outdoor: To develop their movement, balancing, riding (scooters, trikes and bikes) With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Hall Time: Sticky Kids Get Set 4 PE: Gymnastics Unit 1 To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences by linking actions together. Outdoor: To continue to develop their movement, balancing, riding (scooters, trikes and bikes) With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Hall Time: Sticky Kids Get Set 4 PE: Ball Skills Unit 1 To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball. Outdoor: To have an awareness of safety and manage own risks To matches developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank, depending on its length and width. To work with others to manage large items, like moving a long plank safely and carrying large hollow blocks.	Hall Time: Sticky Kids Get Set 4 PE: Games Unit 1 To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games. Outdoor: To continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills To develop level of fitness, speed and agility in a variety of sports/activities. To participate in Sports Day
Physical Development Fine Motor Skills 	2-3 Year Olds: To begin to develop manipulation and control. (through play dough, threading, puzzles etc.) When holding crayons, chalks etc, To make connections between their movement and the marks they make. To build independently with a range of appropriate resources. 3-4 Year Olds: To begin to use one-handed tools and equipment, for example, making snips in paper with scissors.	2-3 Year Olds: To explore different materials and tools. (Play dough, real tools, hammers) To develop manipulation and control (one handed tools). 3-4 Year Olds: To use a comfortable grip with good control when holding pens and pencils.	2-3 Year Olds: To holds mark making tools with thumb and all fingers. (fist grip) To use large and small motor skills to do things independently, for example attempts to do zips, and pour drinks. 3-4 Year Olds: To show a preference for a dominant hand	2-3 Year Olds: To be able to build independently with a range of appropriate resources (Both large or small scale structures with loose parts). To be able to copy horizontal lines, vertical lines and circular lines. 3-4 Year Olds: To begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. To be able to copy zigzag lines, crossed lines and simple representations of people.	2-3 Year Olds: To begin to use one-handed tools and equipment, for example, making snips in paper with scissors or a knife to spread jam. 3-4 Year Olds: To be able to eat independently and use a knife and fork To uses a comfortable grip with good control when holding pens and pencils To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	2-3 Year Olds: To begin to show a preference for a dominant hand 3-4 Year Olds: To be independent and helps to get dressed and undressed To effectively uses one-handed tools and equipment, for example, uses screwdrivers and hammers cuts along a line To beginning to write letters or marks that can be recognised
On-going activities on a daily basis	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility through various daily activities and Yoga To use large muscle movements to wave flags and streamers, paint and make marks. (Including Squiqqle While You Wiggle) To have the opportunities to develop fine motor skills through a variety of activities eg. Dough disco, playdough, mark-making, funky fingers, construction					
Literacy Comprehension 	2-3Year Olds /3-4 Year Olds To listen and respond to a simple instruction. To begin to pay attention and responds to the pictures or the words. To repeat words and phrases from familiar stories. To have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.	2-3Year Olds /3-4 Year Olds To enjoy sharing books with an adult. To pay attention and responds to the pictures or the words. To listen to simple stories and understand what is happening, with the help of the pictures. To engage in extended conversations about stories, learning new vocabulary	2-3Year Olds /3-4 Year Olds To have favourite books and seeks them out, to share with an adult. To repeat words and phrases from familiar stories. To understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). To be able to re-tell/act out a familiar story To understand 'why' questions like 'Why do you think the caterpillar got so fat?'	2-3Year Olds /3-4 Year Olds To begin to ask questions about the book. Makes comments and shares their own ideas. To be able to re-tell/act out a familiar story To talk about characters/settings in a story To have conversations about stories and learn new vocabulary	2-3Year Olds /3-4 Year Olds To begin to join in with conversations about stories and learn new vocabulary To enjoy listening to longer stories and can remember much of what happens. To be able to 'map' out a familiar story through drawing To know that stories have beginnings and endings and sometimes guess how the story will end To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	2-3Year Olds /3-4 Year Olds To repeat words and phrases from familiar stories. To have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. To use a wider range of vocabulary. To talk about the places and people in stories and the important things that are happening To predict what might happen next using deduction To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Literacy	To begin to recognize certain books by their coversTo notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)	To begin to handle books carefully. To hold books the correct way up and turns pages	To hold books the correct way up and turn pages To begin to understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom -page sequencing - the names of the different parts of a book	To name some objects in a book To hold books the correct way up and turn pages To begin to understand the five key concepts about print: - print has meaning -print can have different purposes - we read English text from left to right and from top to bottom -page sequencing - the names of the different parts of a book	To name some objects in a book To hold books the correct way up and turn pages To begin to say what the marks, shapes, letters and pictures that they make mean To recognise my own first name with no visual clue	To notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me) To have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word To understand that different words and print have different purposes
On Going	Reading will be an integral part of provision: Children can enjoy sharing books in ‘The Book Nook’, We will have ‘Book of the Week’ and new vocabulary . Children will choose a library book each week to take home and share with parents					
Phonics Phase 1 Supersonic Phonic Friends	To enjoys songs and rhymes tuning in and paying attention. To begin to join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phonic phase 1 activities) To sing songs and say rhymes independently, for example, singing whilst playing.	To enjoys rhythmic and musical activity with percussion, songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes To join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	To begin to join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phonic phase 1 activities) To join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	To begin to join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phonic phase 1 activities) To develop their phonological awareness, so that they can: - spot and suggest rhymes To clap out syllables in a word	To begin to join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phonic phase 1 activities) To hear and says the first sound in a word when you say the word and be able to point to the letter To recognise words with the same initial sound orally	To begin to join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phonic phase 1 activities) To sing songs and say rhymes independently, for example, singing whilst playing. To be able to say lots of words that rhyme with a word like ‘cat’ To be able to Orally segment and Blend CVC words To use some of their letter sound knowledge in their early writing.
Literacy Writing and Composition	To watch someone’s face as they talk. To copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. To try to copy adult speech and lip movements. To develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’ To enjoy drawing freely. To use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” To make marks on their picture to stand for their name (recognise important prints to me) To copy finger movements and other gestures. To develop manipulation and control.	To enjoy drawing freely. To develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’ To make marks on their picture to stand for their name. To add some marks to their drawings, which they give meaning to. For example: “That says mummy.” To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	To enjoy drawing freely. To develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’ To add some marks to their drawings, which they give meaning to. For example: “That says mummy.” To add increasing detail to drawings	To develop play around favourite stories using props. To add some marks to their drawings, which they give meaning to. For example: “That says mummy.” To begin to make up own stories, with characters, a beginning, middle and an end	To develop play around favourite stories using props. To talk about what they are drawing. To begin to use some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy To be able to make up own stories, with characters, a beginning, middle and an end To mark make for a purpose e.g. to note my ideas, to ‘write’ a recipe/instructions	To make marks on their picture to stand for their name (recognise important prints to me) To add some marks to their drawings, which they give meaning to. For example: “That says mummy.” To use some of their letter sound knowledge in their early writing.
Handwriting		To enjoy drawing freely. To explore different materials and tools.	To enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	To enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	To enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. To write some letter sounds accurately	To enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. To write some or all of my name To write some letters accurately
The Message Centre	The Message Centre is the hub of the classroom – easily accessible both indoors and outside. It is a place where children can learn that mark-making in any form has meaning and is valued and exciting. Through messaging we show children that mark makig is for their purpose and can be a positive experience.					
Mathematics NUMBER /NUMERICAL PATTERNS 	<u>2-3Year Olds /3-4 Year Olds</u> To develop an awareness of number names through action rhymes and play. To begin to understand that things exist even when out of sight. To begin to join in with counting rhymes and songs. To begin to use gestures and number names to count objects and actions. To begin to sort objects by colour/size/shape etc To begin to know when two sets are ‘the same’. To understand the concept of 1. To be able to subitize 1 To be aware of numbers in the environment. To begin to represent numbers using fingers or marks. To begin to notice repeating ABAB patterns.	<u>2-3Year Olds /3-4 Year Olds</u> To combine objects like stacking blocks and cups. To make counting-like behaviours, pointing and saying some numbers. To begin to subitize to 2. To begin to use 5 frames to understand numbers. To develop an understanding of ‘how many?’ (cardinal principle) To be aware of numbers in the environment. To begin to represent numbers using fingers or marks. To begin to develop an awareness of ‘more’. To begin to talk about patterns around them eg. Spotty, stripy, etc.	<u>2-3Year Olds /3-4 Year Olds</u> To react to changes of amount in a group of up to 3 items. To count in everyday contexts sometimes skipping numbers. To recite numbers to 5. To continue to learn counting rhymes and songs. To understand the threeness of 3. To count up to 3 objects with one to one correspondence. To begin to subitize to 3. To show finger numbers up to 3. To be able to link numerals to amounts up to 3 using a 5 frame. (As above – with the number 4) To begin to identify familiar numbers in the environment.	<u>2-3Year Olds /3-4 Year Olds</u> To put objects inside others then take them out again. To notice simple patterns and arrange things in patterns. To understand the concepts of numbers 5 and 6 using subitizing and 5/10 frames. To begin to understand the language of ‘more than’ and ‘fewer than’. To experiment with their own symbols and marks. To talk about patterns around them eg. Spotty, stripy, etc. To be able to extend and create ABAB patterns. To notice and correct an error in a repeating pattern.	<u>2-3Year Olds /3-4 Year Olds</u> To be aware of number names through action rhymes and play. To make counting-like behaviours, pointing and saying some numbers in sequence. To recite numbers to 10. To continue to learn counting rhymes and songs. To count up to 5 objects with one to one correspondence. To continue to subitize up to 5 To show finger numbers to 5 and above. To be able to link numerals to amounts up to 5. To understand ‘more than’/ ‘fewer than’ To be able to say ‘one more’/‘one less’	<u>2-3Year Olds /3-4 Year Olds</u> To be aware of number names through action rhymes and play. To be able to select a small number of objects from a group of objects (eg: please can you give me 2 teddies?) To begin to compare quantities using ‘more than’ and ‘fewer than’. To say when two groups have the same amount of objects. (up to 5) To understand simple number composition up to 5. To begin to solve real world problems using numbers up to 5. To identify numerals in the environment. To represent numbers using marks, fingers or digits.
MEASURE, SHAPE AND SPATIAL THINKING	To recognise big things and small things in meaningful contexts. To begin to be aware of daily routines. (eg nappy time) To talk about and identify patterns around them. To be able to fit shapes into simple inset puzzles and shape sorters. To build simple constructions with blocks. To begin to compare objects in relation to size. To fill and empty containers. To explore and talk about 2D shapes in the environment.	To be able to climb and squeeze into different types of spaces. To build with a range of resources. To explore and talk about 2D shapes in the environment. To make patterns and pictures using 2D shapes. To understand some positional language: ‘on’ ‘in’. To develop an awareness of the days of the week. To be aware of simple routines of the day eg. Day and night/ Lunchtime/Hometime. To begin to ask questions about the routine and	To begin to compare sizes/weights using gesture and language (bigger/smaller, tall, heavy) To begin to complete more complex jigsaw puzzles. To name some 2D shapes (circle and square) To use 2D shapes in their own creations and talk about the shapes they have used. To select shapes appropriately for building. To talk about shapes using some	To fill and empty containers. To make comparisons between objects relating to size, length, weight and capacity. To begin to use propositions ‘in’ ‘on’ and ‘under’. To begin describe a simple route/location. To begin to understand ‘now’ and ‘next’.	To continue to build with a range of resources. To complete inset puzzles with increasing independence. To begin to use language such as ‘longer’, ‘shorter’, ‘the same’. To begin to identify shapes in the environment including 3D shapes. To begin to make meaningful pictures and arrangements with shapes. To combine shapes to make new ones (including 3D shapes)	To begin to understand that things might happen ‘now’. To have a secure awareness of daily routines. To begin to ask questions about differences and similarities they have observed. To talk about the routine of the day using language like ‘before’ and ‘after’. To understand position ‘in’ ‘on’ ‘under’ through words alone.

		<p>what is happening next.</p>	<p>mathematical language eg. Flat, pointy, corner, straight, round. To be able to compare two objects in relation to size using ‘long’ and ‘short’. To explore capacity by filling and emptying containers and using the vocabulary ‘full’ /‘empty’</p>			<p>To discuss routes and locations using words like ‘in front of’ and ‘behind’.</p>
<p>Ongoing throughout the year</p>	<p>Mathematics will be an integral part of play and continuous provision in nursery, both indoors and outdoors. Although this shows progression of skills each half term, it might not necessarily be a linear process. All children will be encouraged to develop their next steps based on their conceptual mathematical understanding and special awareness.</p>					
<p>Understanding the World</p> 	<p>History Focus: -To talk about what they were like as a baby. -To begin to make sense of their own life-story and family’s history. -To talk about members of their own family and the relationship to them. -To name and describe people who are familiar to them. -To remember and talk about significant events in their own experience. -To be interested in photographs of themselves and familiar people and objects. Book: ‘Peepo’ by J Ahlberg</p>	<p>History Focus: -To begin to understand the routine of the day using a visual timetable. -To begin to understand the concept of ‘day’ and ‘night’ -To remember and talk about significant events in their own experience. (Birthdays, Christmas, Diwali/Eid)</p>	<p>History Focus: -To begin to understand the routine of the day using a visual timetable. -To be curious about people and show an interest in stories about themselves and their family and other people’s family (Chinese Celebrations)</p>	<p>History Focus: -To begin to understand the routine of the day using a visual timetable. -To be interested in photographs of themselves and familiar people and objects and family pets. -To remember and talk about significant events in their own experience (eg trip to a farm)</p>	<p>History Focus: -To begin to see that some things from the past look different to things today. Jack and the Beanstalk – Castle) -To talk about what I was like when I was a baby (how have I grown?)</p>	<p>History Focus: -To begin to make sense of their own life-story and recall what they have done through the school year using photographs/videos/floorbooksetc (Transition activities)</p>
	<p>ELG: To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG: To talk about the lives of the people around them and their roles in society ELG: To understand the past through settings, characters and events encountered in books read in class and story-telling.</p>					
	<p>Geography Focus: -To make observations about their immediate environment. -To describe routes and location (in front/behind) -To describe a familiar route (how do you get to school) -To use all their senses in hands-on exploration of natural materials. -To identify where things belong in their environment (eg. Coat, bottle) -To comment and ask questions about the natural world and the place they live. -To imitate everyday actions and events from own family and cultural background (eg. Making tea in home corner) -To begin to develop an understanding of seasonal changes in the environment (Autumn)</p>	<p>Geography Focus: -To comment and ask questions about the natural world and the place they live (Earth , sky, the sun, moon and stars) -To develop an understanding of jobs and roles through play and small world (astronauts)</p>	<p>Geography Focus: -To use all their senses in hands-on exploration of natural materials (snow, ice) -To understand position (eg polar bear, polar bear where are you?) -To comment and ask questions about the natural world and the place they live (outside in winter) -To begin to develop an understanding of seasonal changes in the environment (winter) -To understand that my friends have similarities and differences that connect them to and distinguish them from others.</p>	<p>Geography Focus: To make observations about my immediate environment (and the farm) -To describe routes and location (Rosie’s Walk/What the Ladybird Heard/Farmer Duck) -To talk about places I have visited eg. The farm, vets, pet shop -To begin to develop an understanding of seasonal changes in the environment (Spring) -To begin to understand the effect their behaviour can have on the environment (litter in the fields) -To develop an understanding of jobs and roles through play and small world (Farmer)</p>	<p>Geography Focus: -To use all their senses in hands-on exploration of natural materials (seeds, plants, flowers) -To talk about places I have visited (the park) -To begin to develop an understanding of seasonal changes in the environment (Summer) -To begin to understand the effect their behaviour can have on the environment (The Tiny Seed) -To understand that my friends have similarities and differences that connect them to, and distinguish them from others. (comparing size, how they have grown)</p>	<p>Geography Focus: To understand position (Dear Zoo (in the box) -To talk about places I have visited (eg. The zoo) -To begin to understand the effect their behaviour can have on the environment (cutting down trees for paper – encourage recycling) -To develop an understanding of jobs and roles (zookeeper, explorer)</p>
	<p>ELG: To describe the immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps. ELG: To explain similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. ELG: To recognise some similiarites and differences between different religions and cultural communities in this country, drawing on what has been read in class.</p>					
	<p>Science Focus: -To start to develop an understanding of growth (ourselves) -To start to understand about growth, decay and changes over time (Autumn) -To begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Science Focus: -To be able to talk about natural and found objects. -To play with small-world models eg. Moon/rockets. -To explore and talk about different forces that they can feel.</p>	<p>Science Focus: -To notice features of objects in the environment. -To be able to talk about natural and found objects (snow/ice) -To know that there are different countries in the world and talk about the differences they have seen in photos (The Arctic) -To talk about the differences between materials and the changes they notice (ice melting etc) - Seasonal change (Winter)</p>	<p>Science Focus: -To understand the key features of the life-cycle of an animal (chick) -To begin to understand the need to respect and care for the natural environment and all living things (pets/farm) -To be able to talk about animals they have observed. -To play with small world models (farm) -To begin to notice seasonal change (Spring)</p>	<p>Science Focus: -To plant seeds and care for growing plants. -To understand the key features of the life-cycle of a plant. -To be able to talk about plants they have observed. -To start to develop an understanding of growth, decay and changes over time. -To begin to notice seasonal change (Summer)</p>	<p>Science Focus: -To begin to understand the need to respect and care for the natural environment and all living things. -To be able to talk about animals they have observed. -To play with small-world models (Jungle/Zoo) -To know that there are different countries in the world and talk about the differences they have experiences or seen in photos (Rainforest/Desert/Jungle)</p>
	<p>Working Scientifically: To use all their senses in hands-on exploration of natural materials. To talk about what they see, using a wide vocabulary. To ask questions about aspects of their familiar world such as the place where they live or the natural world.</p>			<p>ELG: To explore the natural world, making observations and drawing pictures of plants and animals. ELG: To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ELG: To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		
<p>Expressive Arts and Design</p>	<p>Singing: To begin to join in with songs and rhymes making some sounds. Songs: Head, Shoulders, Knees and Toes Happy and you know it Nicky, Nacky, Nocky, Noo</p>	<p>Singing: To listen with increased interest to sounds. To remember and sing entire songs. Songs: Spaceman Sid Space – if I had a rocket</p>	<p>Singing: To sing songs and match the pitch of another Songs: Bop Wop a Doo Wake up Shake up</p>	<p>Singing: To sing the melodic shape of familiar songs Songs: Old MacDonald had a farm My dog Sam</p>	<p>Singing: To request a favourite song/rhyme. Songs: A tiny seed is growing You are my sunshine</p>	<p>Singing: To create own songs or improvise a song they know. To perform songs or made up rhythms to others. Songs: Down in the Jungle</p>

<div>  </div>	The Monster Song Harvest songs Nursery Rhymes	Nativity Songs Nursery Rhymes	‘There’s A Bear in the fridge’ Dragon Dance (Chinese New Year) Nursery Rhymes	Spring Chicken It’s a beautiful day in springtime Nursery Rhymes	Wiggly Woo Put on a smile Nursery Rhymes	I Once saw an elephant We’re going to the zoo The Brontosaurus Stomp Nursery Rhymes
	Charanga ‘Me’	Charanga ‘My Stories’	Charanga ‘Everyone’	Charanga ‘Our World’	Charanga ‘Big Bear Funk’	Charanga ‘Reflect, Rewind and Replay’
	Music/Instruments: To explore a range of instruments and play them in different ways.	Music/Instruments: To explore a range of instruments and play them in different ways.	Music/Instruments: To use instruments to accompany songs/singing during play	Music/Instruments: To use instruments to accompany songs/singing during play	Music/Instruments: To play instruments with increasing control to express feelings and ideas.	Music/Instruments: To play instruments with increasing control to express feelings and ideas.
	Drama/Dance/Narrative: To use objects as representations in pretend play (eg: a wooden block as a phone) To move and dance to music	Drama/Dance/Narrative: To take part in pretend play based on familiar experiences (eg: making tea in the home)	Drama/Dance/Narrative: To begin to develop simple storylines through small world or role play.	Drama/Dance/Narrative: To begin to develop more complex stories using small world or role play.	Drama/Dance/Narrative: To know and join in with favourite rhymes/poems. To act out well-known stories with puppets and props.	Drama/Dance/Narrative: To make imaginative and complex small worlds with blocks, construction kits, small parts etc. To be able to make up stories when playing, like superheroes rescuing people from a building
	ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.					
<div> Creating with Materials  </div>	Art Focus: Drawing/Sketching Portrait and drawing a person Draw ‘Owl Babies’ Art Focus: Painting ARTIST – Jackson Pollack – splash painting Painting self portraits	Art Focus: Drawing/Sketching Free choice drawing/mark making Draw a space rocket/alien Art Focus: Painting Splatter painting fireworks Exploring hot colours for bonfire paintings	Art Focus:-Drawing/Sketching Free choice drawing/mark making Draw Elsa or other characters from stories Art Focus: Painting Explore cold colours and colour mixing Explore painting ice	Art Focus:-Drawing/Sketching Draw different farm animals Observational drawings of spring flowers Art Focus: Painting Art Week: ARTIST – Andy Warhol Create paintings of pets for art exhibition	Art Focus:-Drawing/Sketching Free choice drawing/mark making Drawing flowers and plants Art Focus: Painting Artist: Vincent Van Gogh (Sunflowers) Paint their own version of sunflowers	Art Focus:-Drawing/Sketching Draw jungle animals and dinosaurs Art Focus: Painting Blow paint – Peely Wally pictures Paint dinosaurs and jungle animals
	Art Focus: 3D Sculpture Explore junk modelling Dough Disco skills	Art Focus: 3D Sculpture Making Diwa pots out of salt dough (Diwali) Making an alien/space rocket using junk modelling Crayola model magic – Christmas tree decoration	Art Focus: 3D Sculpture Making playdough Gingerbread Man (learn how to roll flat and use cutters)	Art Focus: 3D Sculpture Create pets using playdough – pinching to make ears and tails.	Art Focus: 3D Sculpture Design and make a fairy garden	Art Focus: 3D Sculpture DT week: Create a large scale junk model dinosaur – collaborative sculpture Use playdough to make animals and dinosaurs
	Art Focus: Printing and I.T. Portraits using 2paint Printing using hands Autumn leaf prints	Art Focus: Printing and I.T.	Art Focus: Printing and I.T. Explore printing – free choice Provide a range of printing tools for children to experiment with.	Art Focus: Printing and I.T.	Art Focus: Printing and I.T. Take photos of flowers and use to create art	Art Focus: Printing and I.T. Use 2paint to create pictures of dinosaurs
	Art Focus: Collage and Textiles Create the 3 pigs houses using different collage materials.	Art Focus: Collage and Textiles Explore collage materials (free choice at creation station)	Art Focus: Collage and Textiles DT week: Design and make kites (inspired by Chinese new year and the book ‘Kite-flying’ Tissue paper collage Elsa palace Cutting skills – making snowflakes	Art Focus: Collage and Textiles Collage farm animals Weaving with wool	Art Focus: Collage and Textiles Collage pictures of the beanstalk with the castle at the top DT: cut fruit to make a fruit salad Use different seeds to make collage/transient art	Art Focus: Collage and Textiles Explore patterns – jungle animals/camouflage Use jungle pattern paper to create own animals.
	ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories					