








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

Area of Learning	Autumn 1 Ready, Steady, Go!	Autumn 2 Are We Nearly There Yet?	Spring 1 Jolly Jobs	Spring 2 Into The Woods	Summer 1 It’s A Bug’s Life	Summer 2 All At Sea
Possible Themes/Interests/Lines of Enquiry	All about me and my family Who lives in my house My feelings How can I keep healthy? My favourite food Healthy eating and toothbrushing What signs of Autumn can we see? Autumn/Autumn Nature Walk	Transport and Journeys How did the Billy Goats get across the river? Constructing bridges Different modes of transport Which is the best way to travel to... Transport in the past Celebrations: Bonfire Night, Diwali , Eid Christmas	Winter/Seasonal Change Heroes in an emergency Doctors, Police, Fire etc. What other jobs do people do? Superheroes Helping others	Where does Red Riding Hood’s Grandmother live? What would she see in the woods Which animals live in the Wood? Woodland Adventures – Bear Hunt, Bog Baby, Gruffalo Easter Celebrations	What are minibeasts? Where can we find them? How do they move? Do they all have wings? Summer	Pirates and boats What animals live in the sea? Have you been to the seaside? Recall holidays Summer Transition
Quality Texts for Literacy/Topic	Peace at Last Goldilocks and the Three Bears (Trad.Tale) Whiffy Wilson the wolf who wouldn’t wash Whiffy Wilson the wolf who wouldn’t go to bed Owl Babies Autumn stories	Bonfire Night (poem) The Three Billy Goats (Traditional Tale) Mr Gumpy’s Motor Car The Train Ride Mr Gumpy’s Outing The Nativity Story Dear Santa	Winter Books Emergency – Margaret Mayo Busy People set – fire/police/doctor Supertato There’s a superhero in your book Little Red Hen (Traditional Tale)	We’re Going on a Bear Hunt Little Red Riding Hood (Traditional Tale) Stanley’s Stick Bog Baby The Gruffalo The Easter Story	The Very Hungry Caterpillar Mad About Minibeasts (poems) Superworm The Bad-Tempered Ladybird Arghhhh Spider Snail Trail	Pirate Pete Hurray for Fish Shark in the Park Sharing a Shell Kipper’s Sandcastle Lola builds a sandcastle
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
	<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,	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	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

			<p>extending and elaborating play ideas. To start to eat independently and learning how to use a knife and fork.</p>	<p>feeling. To begin to be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. To make healthy choices about food, drink, activity.</p>		<p>starting school To learn how to be assertive *o be able to follow rules and know why they are important To begin to find solutions to quarrels and rivalries To be able to follow the rules without an adult reminding me</p>
	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)
<p>Physical Development Gross Motor Skills</p> 	<p>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.</p> <p>Outdoor: To begin to sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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 to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball.</p> <p>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.</p>	<p>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</p>
<p>Physical Development Fine Motor Skills</p> 	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>2-3 Year Olds: To begin to show a preference for a dominant hand</p> <p>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</p>
<p>On-going activities on a daily basis</p>	<p>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 Squiggly 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</p>					
<p>Literacy Comprehension</p> 	<p>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.</p>	<p>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</p>	<p>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?’</p>	<p>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</p>	<p>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.</p>	<p>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.</p>

<p>Literacy</p> <p>Word Reading</p>	<p>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)</p>	<p>To begin to handle books carefully. To hold books the correct way up and turns pages</p>	<p>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</p>	<p>To name some objects in a bookTo 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</p>	<p>To name some objects in a bookTo 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</p>	<p>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</p>
<p>On-going</p>	<p><i>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</i></p>					
<p>Phonics</p> <p>Phase 1</p> <p>Supersonic Phonic Friends</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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</p>	<p>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.</p>
<p>Literacy</p> <p>Writing and Composition</p>	<p>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)</p>	<p>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 animalsets, dolls and dolls houses, etc.</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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.</p>
<p>Handwriting</p>	<p>To copy finger movements and other gestures. To develop manipulation and control.</p>	<p>To enjoy drawing freely. To explore different materials and tools.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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</p>
<p>The Message Centre</p>	<p><i>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.</i></p>					
<p>Mathematics</p> <p>NUMBER /NUMERICAL PATTERNS</p> 	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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’</p>	<p><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.</p>
<p>MEASURE, SHAPE AND SPATIAL THINKING</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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</p>

<div>Expressive Arts and Design</div> 	<p>Singing:</p> <p>To begin to join in with songs and rhymes making some sounds.</p> <p>Songs:</p> <p>Head, Shoulders, Knees and Toes Happy and you know it Nicky, Nacky, Nocky, Noo The Monster Song You are my sunshine Harvest songs Nursery Rhymes</p>	<p>Singing:</p> <p>To listen with increased interest to sounds. To remember and sing entire songs.</p> <p>Songs:</p> <p>Transport songs The Wheels on the Bus On the way home from Grandpa’s 10 Little Elves Nativity Songs Nursery Rhymes</p>	<p>Singing:</p> <p>To sing songs and match the pitch of another</p> <p>Songs:</p> <p>Bop Wop a Doo Wake up Shake up Dr Knickerbocker I Want to be a superhero when I grow up Dragon Dance (Chinese New Year) Nursery Rhymes</p>	<p>Singing:</p> <p>To sing the melodic shape of familiar songs</p> <p>Songs:</p> <p>In a cottage in a wood If you go down in the woods today Red Riding Hood Rap Spring Chicken It’s a beautiful day in springtime Nursery Rhymes</p>	<p>Singing:</p> <p>To request a favourite song/rhyme.</p> <p>Songs:</p> <p>If I were a minibeast Please don’t squish me Follow follow the silver trail Wiggly Woo Put on a smile Nursery Rhymes</p>	<p>Singing:</p> <p>To create own songs or improvise a song they know. To perform songs or made up rhythms to others.</p> <p>Songs:</p> <p>The day I went to sea I do like to be beside the seaside Under the sea songs Nursery Rhymes</p>
	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
	<p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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> 	<p>Art Focus: Drawing/Sketching</p> <p>Portrait and drawing a person Draw ‘My Family’</p> <p>Art Focus: Painting</p> <p>ARTIST – Jackson Pollack – splash painting Painting self portraits</p> <p>Art Focus: 3D Sculpture</p> <p>Explore junk modelling Dough Disco skills</p> <p>Art Focus: Printing and I.T.</p> <p>Portraits using 2paint Printing using hands Autumn leaf prints</p> <p>Art Focus: Collage and Textiles</p> <p>Create Goldilocks and the Three Bears using different collage materials.</p>	<p>Art Focus: Drawing/Sketching</p> <p>Free choice drawing/mark making Draw The Billy Goats Draw different types of transport (drawing club)</p> <p>Art Focus: Painting</p> <p>Splatter painting fireworks Exploring hot colours for bonfire paintings</p> <p>Art Focus: 3D Sculpture</p> <p>Making Diwa pots our of salt dough (Diwali) Making an cars/trains using junk modelling Crayola model magic – Christmas tree decoration</p> <p>Art Focus: Printing and I.T.</p> <p>Use 2Simple to draw a car/boat/plane etc</p> <p>Art Focus: Collage and Textiles</p> <p>Explore collage materials (free choice at creation station) Bonfire/firework pictures Christmas Crafts</p>	<p>Art Focus:-Drawing/Sketching</p> <p>Free choice drawing/mark making Draw themselves or characters from stories Draw superheros</p> <p>Art Focus: Painting</p> <p>Explore cold colours and colour mixing Explore painting ice</p> <p>Art Focus: 3D Sculpture</p> <p>Junk modelling fire-engines/police cars Make supertato out of a potato.</p> <p>Art Focus: Printing and I.T.</p> <p>Explore printing – free choice Provide a range of printing tools for children to experiment with.</p> <p>Art Focus: Collage and Textiles</p> <p>DT week: Design and make a new jumper for Benji the dog or a scarf for a snowman. Cutting skills – making snowflakes Make a superhero cape</p>	<p>Art Focus:-Drawing/Sketching</p> <p>Draw different woodland animals Observational drawings of spring flowers</p> <p>Art Focus: Painting</p> <p>Art Week: ARTIST – Helen Oxenbury – illustrator of ‘We’re Going on a Bear Hunt’ Create paintings of the different scenes for art exhibition</p> <p>Art Focus: 3D Sculpture</p> <p>Create a Gruffalo out of playdough.</p> <p>Art Focus: Printing and I.T.</p> <p>Explore printing – free choice Provide a range of printing tools for children to experiment with.</p> <p>Art Focus: Collage and Textiles</p> <p>Explore ‘Going on a bear hunt’ using different textiles to present it. (Display) Weaving with wool Collage woodland pictures.</p>	<p>Art Focus:-Drawing/Sketching</p> <p>Free choice drawing/mark making Drawing different minibeasts.</p> <p>Art Focus: Painting</p> <p>Artist: Eric Carle Paint their own version of the hungry caterpillar</p> <p>Art Focus: 3D Sculpture</p> <p>Design and make a minibeast out of clay/model magic or junk modelling.</p> <p>Art Focus: Printing and I.T.</p> <p>Use 2 simple to make symmetrical butterflies. Print minibeasts</p> <p>Art Focus: Collage and Textiles</p> <p>Collage pictures of minibeasts. Use loose parts to make collage/transient art linked to minibeasts.</p>	<p>Art Focus:-Drawing/Sketching</p> <p>Draw sea animals. Draw pirate ships</p> <p>Art Focus: Painting</p> <p>Paint seaside pictures. Paint sea animals</p> <p>Art Focus: 3D Sculpture</p> <p>Create boats out of junk.</p> <p>Art Focus: Printing and I.T.</p> <p>Use 2paint to create pictures of pirate ships.</p> <p>Art Focus: Collage and Textiles</p> <p>Explore patterns and textile – The Rainbow fish Make own fish using different media.</p>
	<p>ELG: Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 					