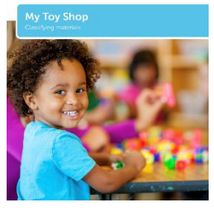
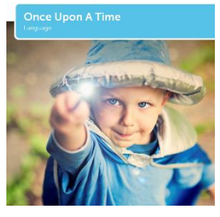
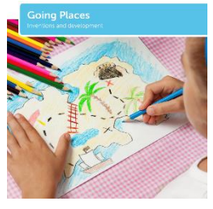
'*Shine like stars in the universe.*' Philipians 2:14-15
love, service, courage, forgiveness, compassion, generosity

Nursery (updated FEB 2024)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Parent Partnership	Parrent Meeting	Nursery Rhyme Week Christmas	**SHINE -** Communication and Language Valentine's day	**SHINE** – Personal, Social and Emotional Easter	Sports Day **SHINE – Physical**	RWI Transition
Cultural Capital	Dentist visit Road safety with Helen	Fire Safety with MFB Trip to the post box/ park, Winter Reindeers Santa Live		*Living eggs*	Growing plants	Olympics Library visit *Caterpillars*
Thematic weeks	Harvest Festival Black History Month	Bonfire night Diwali Anti- Bullying Remembrance Tree decorating Christmas WC	Chinese New Year Shrove Tuesday Valentines' day	Mother's Day World Book Day World Maths Day World Science Day Easter	Eid Earth Day World Ocean Day International Mud Day	Olympics
School Values	**Generosity** (Harvest)	**Compassion** (Christmas)	**Courage** (Canldemas)	**Forgiveness** (Lent and Easter)	**Love** (Pentecost)	**Service** (Trinity)
Personal Learning Goals		**Adaptable, Ethical, Respectful, Empathetic, Communicator, Thinker, Collaborator, Resilient**				
IEYC *Topics Linked to IEYC*	***This Is Me***  *(Reception - Healthy habits)*	**Toy Shop**  (Reception – The dinosaur detectives)	**Once Upon a Time**  *(Reception Talk for Stories and RWI)*		***Going Places***  *(Reception – Ocean treasures*	

<table>
<tr><td>Novels</td><td colspan="2">The colour monsters
Body parts
The three little pigs
Jack and the beanstalk
Peace at last
My family your family
I used to be a baby
Kippers Toy box
Wash your hands
Let's brush our teeth
The little red hen</td><td>Kippers toy box
Dogger
Stanley's stick
Harry and the robots
Robot Rumpus
There was an old lady who swallowed a fly
Too many toys</td><td colspan="2">The Enormous Turnip
The Billy Goats Gruff
The Gingerbread Man
The Hare and the Tortoise

Traditional Tales</td><td colspan="2">Mr Grumpy's Outing
Naughty Bus
Billy's bucket
Toy boat
Pirates love underpants
We are going on a bears hunt
Penguin small
Walking through the jungle
The blue balloon
Sebastian and the balloon</td></tr>
<tr><td>Literacy</td><td colspan="3">WELLCOMM ASSESSMENT
Aspect 1-4

Develop their phonological awareness, so that they can:
- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Dough Disco
Develop manipulation and control.
Explore different materials and tools
Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</td><td colspan="2">WELLCOMM ASSESSMENT
Aspect 5-6

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
- the names of the different parts of a book
- page sequencing

Scribble club
Show a preference for a dominant hand.
Write some or all of their name
Enjoy drawing freely.
Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
Make marks on their picture to stand for their name.</td><td colspan="2">WELLCOMM ASSESSMENT
RWI
Engage in extended conversations about stories, learning new vocabulary.
Recognise Set 1 sounds
m, a, s, d, t, i, n,
p, g, o, c, k, u, b,
f, e, l, h, r, j,
v, w, x, y, z,
Drawing club
Use a comfortable grip with good control when holding pens and pencils.
Show a preference for a dominant hand.
Form some letters correctly
Able to write their name
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</td></tr>
<tr><td>Maths

Power Maths</td><td>Colours
EAD Explore colour and colour-mixing

Sorting

Patterns
Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
Extend and create ABAB patterns – stick, leaf, stick, leaf.
Notice and correct an error in a repeating pattern.
Begin to describe a sequence of events, real or fictional, using words such as 'first','then...'</td><td>Size
Make comparisons between objects relating to size, length, weight and capacity

Counting Principles
Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Comparing
Compare quantities using language: 'more than','fewer than</td><td>Exploring and understanding number 1-3
Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
Say one number for each item in order: 1,2,3.
Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
Show 'finger numbers' up to 3.
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3.</td><td>Exploring and understanding number 4-6
Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
Recite numbers past 5.
Say one number for each item in order: 1,2,3,4,5.
Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
Show 'finger numbers' up to 5.
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Solve real world mathematical problems with numbers up to 5</td><td>Shapes
Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
Combine shapes to make new ones – an arch, a bigger triangle etc
Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'

My Day

Length and Height
Make comparisons between objects relating to size, length, weight and capacity</td><td>Weight/ Capacity
Make comparisons between objects relating to size, length, weight and capacity

Positional Language
Describe a familiar route.
Discuss routes and locations, using words like 'in front of' and 'behind'.
Understand position through words alone – for example, "The bag is under the table," – with no pointing.</td></tr>
</table>

PSED Jigsaw	**Being Me in My World** I understand how it feels to belong and that we are similar and different I understand how feeling happy and sad can be expressed I can work together and consider other people's feelings I can use gentle hands and understand that it is good to be kind to people	**Celebrating Differences** I know how it feels to be proud of something I am good at I can tell you one way I am special and unique. I know that all families are different. I know there are lots of different homes I can tell you how I could make new friends.	**Dreams & Goals** I can set a goal and work towards it I can use kind words to encourage people I can say how I feel when I achieve a goal, happy, proud,	**Healthy Me** I understand that I need to exercise I know which foods are healthy and not so healthy I know how to help myself go to sleep I can wash my hands thoroughly	**Relationships** I can tell you about my family I understand how to make friends if I feel lonely I can tell you some of the things I like about my friends I know what to say and do if somebody is mean to me I can use Calm Me time to manage my feelings I can work together and enjoy being with my friends	**Changing Me** I can name parts of my body and show respect for myself I can tell you some things I can do and some food I can eat to be healthy I understand that we all start as babies and grow into children and then adults I know that I grow and change I can talk about how I feel moving to School from Nursery
RE *- Questful RE*	**I am special** To know that they are unique and special. To know they are loved, valued and made by God.	**Christmas** To explore the nativity story	**Stories Jesus Told** Introduce pupils to stories of the Old Testament	**Easter** Explore the events of Easter	**Friendship** To know who our friends are and how to play with others	**Special Places**
PE Get set for PE	**Introduction to PE** I am beginning to demonstrate balance. I am beginning to negotiate space safely. I am beginning to take turns with others. I can explore movement skills. I can make guided choices. I follow instructions with support.	**Ball skills** I am beginning to explore a range of ball skills. I am beginning to negotiate space safely. I am beginning to take turns with others. I can make guided choices. I persevere with support when trying new challenges. I play ball games guided by the rules with support.	**Fundamentals** I am beginning to negotiate space safely. I am beginning to take turns with others. I am building my confidence to try new challenges. I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games. I follow instructions with support. I play games honestly guided by rules with support.	**Gymnastics** I am beginning to negotiate space safely. I am beginning to take turns. I am building my confidence to try new challenges. I can explore movement skills. I can match skills to tasks and apparatus. I can use a range of large and small apparatus with an awareness of safety. I follow instructions with support.	**Dance** I am beginning to negotiate space safely. I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm. I am building my confidence to try new challenges and perform in front of others. I can explore movement skills. I follow instructions with support. I show respect towards others.	**Games** I am beginning to explore a range of ball skills. I am beginning to negotiate space safely. I am beginning to take turns with others. I am beginning to understand how I feel in different situations. I can explore movement skills. I follow instructions with support. I play games honestly guided by the rules with support.
ART	**The Toy shop Window** Introduction to the Art cycle 		**Giuseppe Arcimboldo – Fruit Face** Introduction to the Art cycle 		**Paul Klee – The Castle and the Sun** Introduction to the Art cycle 	

The characteristics of effective teaching and learning

Playing and Exploring	Active Learning	Creating and thinking critically
Children investigate and experience things, and 'have a go'	**Children concentrate and keep on trying if they encounter and keep on trying if they encounter difficulties, and enjoy achievement**	**Children have and develop their own ideas, make links between ideas, and develop strategies or doing things.**
I can recognise that my actions have an effect on the world, so i like to repeat them. I can make choices and explore different resources and materials. I can plan and think ahead about how I will explore or play with an object - I can guide my own thinking and actions by talking to myself as i play. I can make independent choices. I can bring my own interests and fascinations into early years settings. I can respond to new experiences when they are brought to my attention.	I can begin to predict sequences because i know routines. I can participate in routines. I can show goal-direction behaviour. I can keep on trying when things are difficult. I can begin to correct my mistakes.	I can take part in simple pretend play. I can sort materials. I can review my progress as i try to achieve a goal and check how well i am doing. I can solve read problems. I can use pretend play to think beyond the 'here and now' and to understand another perspective. I can feel confident about coming up with my own ideas. I can make more links between my ideas. I can concentrate on achieving something that is important to me. I can give my attention to tasks and ignore distractions with increasing control.

Prime area of development

Communication and Language - Development Matters				
Baseline **STAGE 1**	**Autumn** **STAGE 2**	**Spring** **STAGE 3**	**Summer** **STAGE 4**	**End of Summer term** **STAGE 5**
Can shift from one task to another if you get their attention. Using the child's name can help: "Jason, please can you stop now? We're tidying up". Can use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). Can link up to 5 words together? Can follow instructions with three key words like: "Can you wash dolly's face?" Can show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"	**WELLCOMM ASSESSMENT** Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying:- some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words **Nursery rhyme** 2/3-word sentences/ slower paced rhymes Humpty dumpty, Baa baa black sheep, Twinkle, twinkle, little star Row, row, row your boat Rain, rain go away, Pat a cake, Little Miss muffet, Jack and Jill, Polly put the kettle on **Quality conversations** To be able to recall personal past events, for example, what happened earlier that day. Begin a timeline of children's work displayed in 'our learning journey' display.	**WELLCOMM ASSESSMENT** Enjoy listening to longer stories Know many rhymes, be able to talk about familiar books, and be able to tell a long story Use longer sentences of four to six words Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Start a conversation with an adult or a friend and continue it for many turns. *Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver.* **Nursery rhyme** Action songs Brush your teeth, head, Shoulders knees and toes, If you're happy and you know it, Sleeping bunnies, wind the bobbin up Rhymes containing longer sentences the grand old, This little piggy went to market, The bear went over the mountain, Down in the jungle, Incy wincy spider, I'm a little teapot, Old McDonald had a farm, Miss Polly had a dolly **Quality conversations** To be able to recall personal past events, for example, what happened earlier that day and over the weekend. Continue a timeline of children's work displayed on 'our learning journey' display, make reference to this when creating with the children.	**WELLCOMM ASSESSMENT** Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Sing a large repertoire of songs. Use a wider range of vocabulary. Understand 'why' questions, like: "Why do you think the caterpillar got so fat? Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver. **Nursery rhyme** Counting songs 5 little speckled frogs, 5 little ducks, 5 little men in a flying saucer 1,2,3,4,5 once I caught fish alive, Two little dickie birds, Three blind mice, Five current buns, 5 little monkeys jumping on the bed, One finger, one thumb **Quality conversations** To be able to recall personal past events, for example, what happened earlier that day over the weekend and holidays Continue a timeline of children's work displayed on 'our learning journey' display, refer to this with the children.	**WELLCOMM ASSESSMENT** Can use sentences of 4-6 words e.g. I want to play with cars Can uses sentences joined up with words e.g. 'because' 'and' 'i like ice cream because it makes my tongue shiver; Can use future and past tense- 'I am going to the park' Can answer simple why questions – Why is the caterpillar so fat' **Nursery Rhyme** Counting songs 5 little speckled frogs, Action songs – twinkle twinkle, Polly put the kettle on, Rain rain go away, head, shoulders knees and toes Rhyming containing longer words – incy wincey spider, the bear went over the mountain

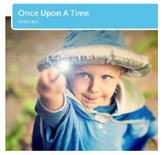
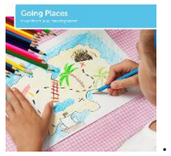
Personal, Social and Emotional - Development Matters

Baseline **STAGE 1**	**Autumn** **STAGE 2**	**Spring** **STAGE 3**	**Summer** **STAGE 4**	**End of Summer term** **STAGE 5**
Can play with increasing confidence on their own and with other children, because they know their key person is nearby and available Is starting to enjoy the company of other children and want to play with them? Can 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.	*Become more outgoing with unfamiliar people, in the safe context of their setting.* *Show more confidence in new social situations.* *Play with one or more other children, extending and elaborating play ideas.* *Increasingly follow rules, understanding why they are important.* *Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.* *Develop their sense of responsibility and membership of a community*	*Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.* *Understand gradually how others might be feeling.* *Be independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.*	*Remember rules without needing an adult to remind them.* *Develop appropriate ways of being assertive.* *Talk with others to solve conflicts.* *Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.* *Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.* *Make healthy choices about food, drink, activity and toothbrushing* *Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.*	*Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?* *Can the child settle to some activities for a while?* *Can the child play alongside others or do they always want to play alone?* *Can the child take part in pretend play (for example, being 'mummy' or 'daddy'?)* *Can the child take part in other pretend play with different roles – being the Gruffalo, for example?* *Can the child generally negotiate solutions to conflicts in their play?* *Toilet trained*

Physical – Development Matters

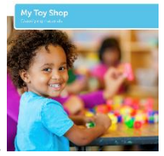
Baseline STAGE 1	Autumn STAGE 2	Spring STAGE 3	Summer STAGE 4	End of Summer term STAGE 5
Can the child climb confidently, catch a large ball and pedal a tricycle? Can run well, kick a ball, and jump with both feet off the ground at the same time Can clap and stamp to music	Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Be increasingly independent as they get dressed and undressed, for example, putting coats on. ***Fine motor*** **Drawing** Begin to develop large scale gross motor movements that begin to become progressively smaller to manipulate wrists How? large nuts and bolds, Tweezers- cotton wool balls, large pompoms, Threading- cotton reels- thick and thin laces, large scale weaving outside, plant pots and pipe cleaners Children develop their core strength by engaging in mark making by using large scale gross motor movements, including messy play. Messy play Mark making on their tummy- floor activities **Painting** Sensory, messy play, large rollers, finger painting, sensory paints (mixed with sand/porridge etc) large scale printing, large rolls of paper, tuff spots. Painting- rollers, thick handled brushes, hands/fingers, with objects, stamps, vehicles. **Sculpture** Weaving on garden structures. Deconstruction- soft play bricks, Megablocks, Sticklebricks Wooden blocks- small and large. Small world enhancements- train track. Cars Dough gym- physical, gross strength in arms, to hands. Using hands and fingers to manipulate- baking/imaginative, potato mashers,	Start taking part in some group activities which they make up for themselves, or in teams. Use one-handed tools and equipment, for example, making snips in paper with scissors Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width ***Fine motor*** **Drawing** Children have many opportunities to mark make inside and outside –with a variety of tools on a very large scale. Make marks and experiment with chalk eggs/pencil and crayons (when developmentally ready) to make marks. Development of gross motor skills and arm/finger muscles ready for drawing. Mark making with tools and fingers still large scale. Developing movements into lines, circles. **Painting** Investigate with chunky brushes, natural brushes. **Printing** Print using body parts (hands,feet ,fingers) to create a continuous flow of printing. **Sculpture** Use pincer scissors to snip. Threading cotton reels, cards. Threading cards, large objects, large beads. threading on to chopsticks, wooden rings onto kitchen roll holder. Progress to using simple tools to manipulate- rolling pins, stamps, large cutters when using playdough. Explore Stickle bricks, Duplo, people and animals.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm How to do up my coat independently Use a comfortable grip with good control when holding pens and pencils. Have a dominant hand. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. ***Fine motor*** **Drawing** Children develop their mark making and begin to add meaning to their marks e.g portraits…this is my face, messy mark making tray Use a range of chalks/pencil crayons/pencils thick and thin. **Painting** Explore using different sized brushes and rollers with poster paint, messy mark making tray. **Printing** Print using everyday objects, vegetables and sponges to forma scene & repeat pattern. Each print precise and clear. **Sculpture** Use smaller finger movements beginning to develop and use the pincer grip for emergent drawing, tweezers- different sized objects of differing shape, size, texture, pasta of different shapes, gears. Progressing to use knifes, numbers and letter cutters in playdough area. Explore via role play: Duplo, wooden blocks +extra shapes, wooden vehicles ,people & animals to build for purpose. Attempt to cut with scissors, join with glue to create a collage or junk model using: paper plates straws, lolly sticks, big and small paper.	Can use alternating feet to climb stairs and apparatus Can use large-muscle movements to wave flags and streamers, paint and make marks, Can use scissors to make snips in paper Can use a comfortable grip with good control when holding pens and pencils Show a preference for a dominate hand Can independently put on coats and do up zips and buttons

Specific areas of development

Understanding the World - Development Matters				
Baseline	**Autumn**  	**Spring** 	**Summer** 	**End of Summer term**
Can explore and respond to different natural phenomena in their setting and on trips. Can make connections between the features of their family and other families. Can notice differences between people.	*Use all their senses in hands-on exploration of natural materials.* *Begin to make sense of their own life-story and family's history.* *Show interest in different occupations.* Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Understand the key features of the life cycle of a plant and an animal. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things	Talk about what they see, using a wide vocabulary Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Understand the key features of the life cycle of a plant and an animal.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel. Show interest in different occupations. Begin to make sense of their own life-story and family's history. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary
Knowledge, Skills and Understanding IEYC and Thematic Weeks				
Can make connections between the features of their family and other families. Can notice differences between people.	**Lolly pop lady** – To know that we stop at a crossing and only cross a road with an adult. To understand that Helen our lolly pop lady helps us to cross the road **Dentist –** To know that we must clean out teeth morning and night to keep them clean. To know that a dentist will check our teeth to make sure they are healthy **Fire engine visit –** To understand that fire can be dangerous. To know that fire people put out fires and can help us. **Christmas** –To be able to talk about their own experiences of Christmas and listen to others talk about Christmas	**Quality conversations** To be able to recall personal past events, for example, what happened earlier that day and over the weekend. Continue a timeline of children's work displayed on 'our learning journey' display, make reference to this when creating with the children.	To be able to talk about my life in Openshaw and places I visit. **Quality conversations** To be able to recall personal past events, for example, what happened earlier that day over the weekend and holidays Continue a timeline of children's work displayed on 'our learning journey' display, refer to this with the children.	**Past and Present** Show interest in different occupations. Begin to make sense of their own life-story and family's history.

	Winter walk – To be able to talk about winter recognising that it is colder and what clothes we need to wear ie, hat, scarf, boots. To be able to talk about winter walks they have done at the weekend. **Quality conversations** To be able to recall personal past events, for example, what happened earlier that day. Begin a timeline of children's work displayed in 'our learning journey' display.			
	To understand that not all houses are the same To know that my house is similar to my friends' houses To know who lives in my house To understand that the toys that we play with today are different to the toys that children in the past used to play with. To understand that babies play with different types of toys compared to older children. To understand that they toys we play with are different from the toys that children play with from other countries.		To be able to use new words to describe what is the same and different about *Openshaw, Manchester* and London. To know that where I live in Openshaw is the same and different from other places. To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. To be able to name different countries they have visited on holiday. To be able to use new words to discuss different countries and places to visit.	**People, Culture and Communities** Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Can explore and respond to different natural phenomena in their setting and on trips.	To know the names of my different body parts and that boys and girls are different. To understand that my hands and feet might be the same size as my friend To understand that I am growing and that I my needs have changed as I grow To understand that toys are made from different materials today compared to older toys. To understand what forces are used to make toys move and that different sized cars will move at different speeds. To understand what will happen when salt is added to the ice eggs.	**Watching ducks grow** – to know that a duckling is born from an egg and will become a duck. To be able to use my senses to compare seeds and discuss how these are same/different. To know how some bridges will be better than others due to the construction kits used to build them. To understand what materials to use to make a boat and can then test it to see whether if floats or sinks. To understand the changing state of materials when making my GBM and that the appearance will change forever when it is baked. To be able to use my new words to talk about what I have seen and done.	**Watching caterpillars become butterflies** – to know the life cycle of a butterfly from caterpillar to butterfly. To know that materials can have similar and/ or different properties.	**The Natural world** Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary

Expressive Arts and Design – Development Matters

Baseline	Autumn	Spring	Summer	End of Summer term
Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Make simple models which express their ideas	  Take part in simple pretend play, using an object to represent something else even though they are not similar. Create closed shapes with continuous lines,and begin to use these shapes to represent objects. • Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing. Listen with increased attention to sounds. Remember and sing entire songs – Christmas **Nursery rhyme** 2/3-word sentences/ slower paced rhymes Humpty dumpty, Baa baa black sheep, Twinkle, twinkle, little star Row, row, row your boat Rain, rain go away, Pat a cake, Little Miss muffet, Jack and Jill, Polly put the kettle on	 Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Sing the pitch of a tone sung by another person ('pitch match'). Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Remember and sing entire songs – Valentines day event **Nursery rhyme** Action songs Brush your teeth, head, Shoulders knees and toes, If you're happy and you know it, Sleeping bunnies, wind the bobbin up Rhymes containing longer sentences the grand old, This little piggy went to market, The bear went over the mountain, Down in the jungle, Incy wincy spider, I'm a little teapot, Old McDonald had a farm, Miss Polly had a dolly **Scribble club**	 Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Remember and sing entire songs Respond to what they have heard, expressing their thoughts and feelings **Nursery rhyme** Counting songs 5 little speckled frogs, 5 little ducks, 5 little men in a flying saucer 1,2,3,4,5 once I caught fish alive, Two little dickie birds, Three blind mice, Five current buns, 5 little monkeys jumping on the bed, One finger, one thumb **Drawing club**	Remember and sing entire songs Play instruments with increasing control to express their feelings and ideas. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. **Nursery Rhyme** Recap i.e twinkle twinkle little star, Polly put the kettle on, if you are happy and you know it, head, shoulder knees and toes, 5 little ducks, 5 little men in a flying saucer

Knowledge, Skills and Understanding IEYC and Thematic Weeks				
Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Make simple models which express their ideas	To be able to share my creations and how I made them with my class. To be able to paint a self-portrait, mixing colours for skin tones To be able to explore size and shape through construction materials, puzzles, modelling and creative activities. To be able to collage to create an object out of a stick. To know how to develop my own ideas and then decide which materials to use to express them. - use 2D shapes to create robot pictures. To understand that some materials are better than others and I need to consider what I use and why and to change and modify my plans – Children to make their own Jack in the box and then evaluate it. To be able to make Diwali lamps, cards and pictures combining materials for different purposes To be able to make Bonfire pictures using chunky paint brushes and tubes. To be able to make a house using junk modelling, combining various materials for a given purpose. To be able to design and make a Christmas card. tree decoration and calendar **Dough disco**	To understand how to use instruments to show different sized goats and how they might move. To be able to develop my own ideas and then decide which materials to use to express them when making my GBM house. To explore different materials freely, to develop my ideas about how to make a boat for the GBM that will float To be able to talk about the differences between materials and changes I notice when mixing and cooking ingredients to make GBM. **Scribble club**	To be able to choose what materials and resources I will needs to make and design their hot air balloon. To be able to choose what materials and resources i need to make a 2d shape picture. To know how to use one handed tool such as scissors effectively. **Drawing club**	**Creating with materials** Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing .
Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'	To be able to name who the characters are in our focused stories **Nursery rhyme** 2/3-word sentences/ slower paced rhymes Humpty dumpty, Baa baa black sheep, Twinkle, twinkle, little star Row, row, row your boat Rain, rain go away, Pat a cake, Little Miss muffet, Jack and Jill, Polly put the kettle on	**The enormous turnip** To know and understand the structure of a story. To be able to join in with repeated parts of a story. To know that stories can have a repeating structure. **The three billy goats gruff** To know the structure of my story and be able to recall the main points.	**Nursery rhyme** Counting songs 5 little speckled frogs, 5 little ducks, 5 little men in a flying saucer 1,2,3,4,5 once I caught fish alive, Two little dickie birds, Three blind mice, Five current buns, 5 little monkeys jumping on the bed, One finger, one thumb	**Being imaginative and expressive** Remember and sing entire songs **Nursery Rhyme** Recap nursery rhymes from nursery i.e twinkle twinkle little star, Polly put the kettle on, if you are happy and you know it, head, shoulder knees and toes, 5 little ducks, 5 little men in a flying saucer Play instruments with increasing control to express their feelings and ideas.

	Harvest festival – To be able to learn and sing harvest festival songs, to be able to perform a poem/ song **Christmas** –To be able to learn and sing Christmas songs, perform a poem to parents **Nursery rhyme events** 13th and 16th November, Nursery rhyme week - performance to parents	To know how to preform to an audience using props and instruments. To be able join in with the repeated parts of the story. To be able use instruments and props to retell my story. To understand that stories have repeating structures. **The gingerbread man** To know and understand the structure of my story. To know how to use props and instruments to help retell my story. To know how I can create a new story by swapping the characters. To join in with the repeating parts of my story To understand how to use props and instruments to help enhance a performance. **The hare and the tortoise** To begin to know how to make a non-fiction book about hares and tortoises. To know that I use clues to help me predict what might happen in the story. **Nursery rhyme** Action songs Brush your teeth, head, Shoulders knees and toes, If you're happy and you know it, Sleeping bunnies, wind the bobbin up Rhymes containing longer sentences the grand old, This little piggy went to market, The bear went over the mountain, Down in the jungle, Incy wincy spider, I'm a little teapot, Old McDonald had a farm, Miss Polly had a dolly **Valentines day** – to be able to perform a poem and song to parents **Easter –** To be able to perform a poem and song to parents		Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.