

Curriculum Overview

EYFS
Nursery

*Charlestown
2022-23*

	Autumn	Autumn	Spring	Spring	Summer	Summer
Communication and Language	<p>I am Magical! "All about me"</p> <p><i>I am learning to:</i></p> <p>understand and follow simple instructions</p> <p>recognise and point to objects on request</p> <p>focus on an activity of my choice.</p> <p>identify familiar objects and properties when they're described</p> <p>be directed to an activity by an adult.</p> <p>understand and follow a 2 key word instruction</p> <p>use intonation, pitch and different volumes when 'talking'</p> <p>make eye contact for longer periods</p> <p>link four or five words together</p> <p>use the speech sounds p, b, m, w.</p> <p>use 'words' to make myself understood</p> <p>use 'what' questions.</p>	<p>Toys "Let's Play"</p> <p><i>I am learning to:</i></p> <p>listen to simple stories and understand what is happening, using the pictures</p> <p>listen to others when they speak</p> <p>identify action words by pointing to the right picture</p> <p>understand simple concepts (e.g. big/little, open/shut)</p> <p>answer 'who', 'what' & 'where' questions.</p> <p>use the pronouns (me, him, she)</p> <p>use the prepositions (in, on, under)</p> <p>start a conversation</p> <p>sing independently: Incy Wincy Spider Baa Baa Black Sheep Twinkle Twinkle Little Star Hickory Dickory Dock I Hear Thunder It's Raining It's Pouring</p>	<p>Transport "How will we get there?"</p> <p><i>I am learning to:</i></p> <p>remember 'what happens' in longer stories</p> <p>understand and follow a three key word sentence</p> <p>switch attention between listening to a speaker and my focus on a task</p> <p>understand the use of objects</p> <p>use sentences of four to six words</p> <p>articulate multi-syllabic words</p> <p>use 'and', 'because' to link my sentences</p> <p>use language to retell a simple past event in the correct order</p> <p>start a conversation with an adult or a friend and continue it for many turns</p> <p>use talk to organise myself and my play.</p>	<p>Storytellers "Can you tell me a story?"</p> <p><i>I am learning to:</i></p> <p>understand 'why' questions</p> <p>understand and follow a question or instruction that has two parts</p> <p>enjoy listening to longer stories</p> <p>understand prepositions such as 'under', 'on top', 'behind'</p> <p>use future tense</p> <p>pronounce: l,w,y, s,dz.</p> <p>use 'where' and 'who' questions</p> <p>use a wider range of vocabulary in my play and interactions</p> <p>sing independently: Humpty Dumpty Tommy Thumb Goosey Goosey Gander Hey Diddle Diddle, Hot Cross Buns Miss Polly Had A Dolly</p>	<p>Animals "On the Farm"</p> <p><i>I am learning to:</i></p> <p>listen carefully and talk about why listening is important</p> <p>join in at group time by putting up my hand and waiting for my turn to talk</p> <p>understand and answer 'how' questions</p> <p>use past tense</p> <p>question why things happen</p> <p>pronounce: r, j, th, ch, and sh</p> <p>articulate multi-syllabic words</p>	<p>Water, Water Everywhere "Under the Sea"</p> <p><i>I am learning to:</i></p> <p>focus on a chosen activity for at least ten minutes</p> <p>sit quietly and listen for fifteen minutes</p> <p>move away from distractions when concentrating</p> <p>understand when asked questions like "Why do you want to wear your boots today?"</p> <p>express a point of view and debate when I disagree with an adult or a friend</p> <p>use a wider range of vocabulary in my work</p> <p>sing independently: Wind The Bobbin Up Two Little Dickie Birds Diddle Diddle Dumpling Three Blind Mice Mary Had A Little Lamb</p>

	Autumn	Autumn	Spring	Spring	Summer	Summer
Personal Social and Emotional Development	<p>I am Magical! "All about me"</p> <p><i>I am learning to:</i></p> <p>express my emotions; happy, sad, excited, cross, tired, frustrated, upset</p> <p>find out about emotions through stories</p> <p>take turns with other children, with adult support</p> <p>show 'effortful control'</p> <p>explore the classroom with adult support</p> <p>use the toilet with prompts and support</p> <p>wash and dry my own hands with prompts</p> <p>separate from my parent with some support</p>	<p>Toys "Let's Play"</p> <p><i>I am learning to:</i></p> <p>have a 'go' at new activities</p> <p>show good sitting, good listening, good looking, and kind hands at group times</p> <p>to look after the toys and equipment and help to tidy up</p> <p>notice differences between myself and others</p> <p>to play alongside other children without adult support</p> <p>to play simple turn taking games with adult support</p> <p>show interest in other children's play</p>	<p>Transport "How will we get there?"</p> <p><i>I am learning to:</i></p> <p>talk about my feelings</p> <p>wait for my turn</p> <p>be confident when exploring new places in the school building</p> <p>use the visual timeline to understand the daily routine</p> <p>make a clear choice about where to play</p> <p>be a responsible 'Handy Helper'</p> <p>tidy up resources that I've used</p> <p>enter the classroom without adult support at the start of the day</p> <p>use the toilet on my own</p> <p>take part in new experiences confidently</p> <p>follow all of the Nursery expectations</p> <p>talk about myself and my family</p> <p>respond to what others are saying or doing in play</p> <p>show friendly behaviour with peers and familiar adults</p>	<p>Storytellers "Can you tell me a story?"</p> <p><i>I am learning to:</i></p> <p>select and use activities and resources to achieve a goal that I've chosen</p> <p>talk about my feelings in more elaborated ways</p> <p>manage my feelings when angry, upset or worried</p> <p>ask for help when I have a conflict</p> <p>stay focused on a task for a longer period of time (10 minutes)</p> <p>talk about why I need to clean my teeth and how to do this</p> <p>talk about healthy food choices</p> <p>be more confident in new social situations</p> <p>initiate my own play activities and play happily with one or more child.</p>	<p>Animals "On the Farm"</p> <p><i>I am learning to:</i></p> <p>manage my emotions and show effortful control</p> <p>think about how others might be feeling and why</p> <p>try to help if someone is upset or angry</p> <p>solve conflicts with others</p> <p>show more confidence in new social situations</p> <p>cope with small changes in the daily routine</p> <p>follow the Nursery rules unprompted</p> <p>talk about why the Nursery rules are important</p> <p>talk about why we wash our hands throughout the day</p> <p>make up games to play with friends</p> <p>extend and elaborate play ideas</p>	<p>Water, Water Everywhere "Under the Sea"</p> <p><i>I am learning to:</i></p> <p>ask unfamiliar people questions</p> <p>think about problems from different points of view</p> <p>talk about moving to a new class and year group</p> <p>Identify healthy foods</p> <p>talk about how we keep our bodies healthy</p> <p>talk about what happens if we don't clean our teeth or visit the dentist</p> <p>Initiate conversations and take account of what others say</p> <p>find solutions to quarrels</p> <p>talk about what a friend is.</p>
	SCARF Unit	Me and my Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best

	Autumn	Autumn	Spring	Spring	Summer	Summer
<p>Physical Development</p> <p>Fine Motor</p>	<p>I am Magical! "All about me"</p> <p><i>I am learning to:</i></p> <p>use my manipulative skills and control, to draw freely, including scribbling, 'colouring'</p> <p>grip writing implements, using a palmar grip or five finger group</p> <p>explore different materials and tools, making controlled marks in sand, shaving foam, using large chalk, paint easel</p> <p>hold and grasp different materials; spoons, brushes, shells, clay, jelly, dough.</p> <p>finger feed myself and drink from an open cup.</p>	<p>Toys "Let's Play"</p> <p><i>I am learning to:</i></p> <p>make conscious marks and pretend writing</p> <p>hold different types of paper and learn how to tear it</p> <p>use large and small motor skills to do things independently, for example remove my shoes, undoing velcro and zips on coats</p> <p>use a fork and spoon to take food from a plate/bowl to my mouth.</p>	<p>Transport "How will we get there?"</p> <p><i>I am learning to:</i></p> <p>use one-handed tools and equipment; snips in paper, hammer pins into a board, push straws through holes, put pegs into peg boards</p> <p>put on my coat independently</p> <p>to make controlled marks: e.g. enclosures, lines, dots, dashes, back and forth scribbles and circling</p> <p>use a two finger and thumb grip</p> <p>to use a preferred hand</p> <p>manipulate dough in different ways; rolling, squashing, squeezing, patting using their hands.</p>	<p>Storytellers "Can you tell me a story?"</p> <p><i>I am learning to:</i></p> <p>use one-handed tools and equipment; use tweezers to pick up small objects, squeeze a clothes peg and attach to a string line</p> <p>use a knife to cut my own food at lunch time, with some support</p> <p>copy shapes and patterns using increasingly precise tools. For example; drawing triangular patterns/shapes with a paint brush.</p>	<p>Animals "On the Farm"</p> <p><i>I am learning to:</i></p> <p>use scissors to cut along a line</p> <p>eat use a knife, fork and spoon appropriately</p> <p>cut soft things with a knife for example a banana or dough</p> <p>fasten my own coat</p> <p>thread small beads onto a string.</p>	<p>Water, Water Everywhere "Under the Sea"</p> <p><i>I am learning to:</i></p> <p>use a two finger, one thumb grip for appropriate activities/ tools</p> <p>form the letters in my first name correctly when tracing over</p> <p>take off and put on my own shoes and socks after an activity</p>

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<p>Physical Development</p> <p>Gross Motor</p>	<p>I am Magical! "All about me"</p> <p><i>I am learning to:</i></p> <p>clap and stamp to music</p> <p>sit in a balanced position</p> <p>fit myself into spaces, like tunnels, dens and large boxes, and move around in them</p> <p>build independently with a range of appropriate resources</p> <p>move by walking and running</p> <p>jump and climb</p> <p>sit on a push-along wheeled toy, to scoot along</p> <p>sit on a tricycle and use my feet on the floor to move around</p>	<p>Toys "Let's Play"</p> <p><i>I am learning to:</i></p> <p>show control of my whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking</p> <p>begin to scoot along on a scooter</p> <p>to spin, roll and independently use ropes and swings</p> <p>start to kick, throw and catch large balls</p>	<p>Transport "How will we get there?"</p> <p><i>I am learning to:</i></p> <p>change direction to avoid obstacles and other children when walking</p> <p>balance on a range of equipment, including planks</p> <p>go up steps and stairs, including climbing on/up apparatus, using alternate feet</p> <p>balance and stand on one leg</p> <p>use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>walk on different parts of my feet; tiptoes, heels</p> <p>play ring games and games with the parachute</p> <p>join in with action songs (penguin dance, head shoulders knees and toes)</p> <p>roll a ball to a friend and engage in a simple game</p>	<p>Storytellers "Can you tell me a story?"</p> <p><i>I am learning to:</i></p> <p>change direction to avoid obstacles and other children when running</p> <p>take part in group activities that I make up or in teams</p> <p>'freeze' my body when the music stops, when playing games. * I am learning to hop on one leg</p> <p>use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>collaborate with others to manage large items, such as moving a long plank safely</p> <p>throw beanbags and balls using an underarm and overarm throw.</p>	<p>Animals "On the Farm"</p> <p><i>I am learning to:</i></p> <p>run confidently at different speeds; fast and slow</p> <p>walk backwards avoiding obstacles</p> <p>jump off apparatus safely, landing on both feet</p> <p>ride a tricycle, scooter, scoot board independently with confidence around a track</p> <p>freeze my position when dancing on request</p> <p>move in a variety of ways; rolling, crawling and sliding</p> <p>initiate a ring game; The farmers in his den, Ring 'o' roses</p> <p>work with others to manage large items such as planks and blocks without support from an adult</p>	<p>Water, Water Everywhere "Under the Sea"</p> <p><i>I am learning to:</i></p> <p>balance and ride on a trundle bike independently with confidence around a track</p> <p>climb safely, showing an awareness of risks and talking about them</p> <p>choose the right equipment to do a challenge safely</p> <p>skip with two legs confidently</p> <p>ask others to help solve a challenge that I am struggling with</p> <p>catch a large ball with two hands</p> <p>walk across a plank at different heights in different ways safely and with confidence</p> <p>engage in a 'throw and catch' game with a peer using a ball or beanbag.</p>

	Autumn	Autumn	Spring	Spring	Summer	Summer
Reading Comprehension - Developing a passion for reading	I am Magical! "All about me"	Toys "Let's Play"	Transport "How will we get there?"	Storytellers "Can you tell me a story?"	Animals "On the Farm"	Water, Water Everywhere "Under the Sea"
	I am learning to: Understand that books have words and pictures turn the pages one at a time point to a picture in a book match pictures to pictures and symbols to symbols point to a named character in a familiar book listen to a simple story and understand what is happening with the help of the pictures share books with an adult pay attention and respond to the pictures or the words	I am learning to: recognise my name point to print in the classroom environment point to print in a book have favourite books and seek them out, to share with an adult, with another child, or to look at alone join in with words and phrases used over and over again ask for a specific story.	I am learning to: to recognise signs from my local environment recognise a known character in a different context begin to sequence a story using talk to retell the story answer questions about the story, talk about the places and people in stories and important things that are happening understand that print has meaning and purposes understand that we read English text from left to right and from top to bottom name the different parts of a book – cover, title and page	I am learning to: recognise my name in line up of names talk about what happens at the beginning, middle and end of the story use nouns, adjectives for description, verbs for events reason as to why and also explain how	I am learning to: use descriptive language, to describe imaginary characters and places order two events, using 'and then', moving onto before answer questions about the story, talking about places, people and important things suggest how a story might end	I am learning to: recognise and read my full name, distinguishing it from others retell verbally well-known stories, including Goldilocks and the Three Bears, The Gingerbread Man use the words before and after when describing events

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Reading Word Reading	<p>I am Magical! "All about me"</p> <p>Phase One Phonics- Letters and Sounds - Aspect 1,2,3</p> <p><i>I am learning to:</i></p> <p>pronounce the sounds: p, b, m, w</p> <p>join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</p> <p>say some of the words in songs and rhymes</p> <p>listen carefully to sounds in the environment</p>	<p>Toys "Let's Play"</p> <p>Phase One Phonics- Letters and Sounds - Aspect 1,2,3</p> <p><i>I am learning to:</i></p> <p>sing songs and rhymes, using rhythm, tune and tempo</p> <p>tell you the initial sound of my name</p> <p>say multi syllabic words such as banana and computer</p> <p>talk about the sounds made by different instruments</p> <p>distinguish between different sounds.</p>	<p>Transport "How will we get there?"</p> <p>Phase One Phonics- Letters and Sounds - Aspect 4, 5, 6</p> <p><i>I am learning to:</i></p> <p>sing songs and say rhymes independently, for example, singing whilst playing</p> <p>listen for rhyming words</p> <p>produce and say rhyming words</p> <p>tell you the initial sound of three words</p> <p>count and clap syllables in a word.</p>	<p>Storytellers "Can you tell me a story?"</p> <p>Phase One Phonics- Letters and Sounds - Aspect 4, 5, 6</p> <p><i>I am learning to:</i></p> <p>pronounce: l, w, y, s, d, z.</p> <p>to say multi syllabic words such as pterodactyl, planetarium and hippopotamus</p> <p>think of an alliterative name for myself and a friend</p> <p>isolate the sound at the start of words.</p>	<p>Animals "On the Farm"</p> <p>Phase One Phonics- Letters and Sounds - Aspect 6,7</p> <p><i>I am learning to:</i></p> <p>finish the line in a familiar repetitive passage</p> <p>distinguish between the different sounds that I am learning to make with my voice</p> <p>recognised words with the same initial sound</p>	<p>Water, Water Everywhere "Under the Sea"</p> <p>Phase One Phonics- Letters and Sounds - Aspect 6,7</p> <p><i>I am learning to:</i></p> <p>segment and blend cvc words orally</p> <p>name the letters in my first name</p> <p>read the tricky words l, no, go, to, the.</p>

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<p>Writing Physical & Technical Development</p>	<p>I am Magical! "All about me"</p> <p><i>I am learning to:</i></p> <p>draw and scribble in a balanced position</p> <p>pretend to write</p> <p>hold pencils/pens using a palmar grip or five finger group</p> <p>make controlled marks in sand, shaving foam, using large chalk, paint easel</p> <p>establish a dominant hand</p>	<p>Toys "Let's Play"</p> <p><i>I am learning to:</i></p> <p>make controlled marks: e.g. enclosures, lines, dots, dashes, back and forth scribbles and circling</p> <p>distinguish and name marks</p> <p>copy shapes and patterns using increasingly precise tools. For example; drawing triangular patterns/shapes with a paint brush</p>	<p>Transport "How will we get there?"</p> <p><i>I am learning to:</i></p> <p>make small controlled marks (lines, dots, dashes, circles, etc)</p> <p>use a two finger and thumb grip</p>	<p>Storytellers "Can you tell me a story?"</p> <p><i>I am learning to:</i></p> <p>use a preferred hand when I use pens and pencils</p>	<p>Animals "On the Farm"</p> <p><i>I am learning to:</i></p> <p>use some of my print and letter knowledge in my early writing</p> <p>use a two finger, one thumb grip for appropriate activities/tools</p>	<p>Water, Water Everywhere "Under the Sea"</p> <p><i>I am learning to:</i></p> <p>write some or all of my name</p> <p>write some letters accurately (lower case, plus capitals used for my name)</p>
<p>Writing Developing Communication & Meaning</p>	<p>I am Magical! "All about me"</p> <p><i>I am learning to:</i></p> <p>show interest in and recognise marks</p> <p>distinguish between marks and pictures/drawings</p>	<p>Toys "Let's Play"</p> <p><i>I am learning to:</i></p> <p>show interest in and recognise marks</p> <p>distinguish between marks and pictures/drawings</p>	<p>Transport "How will we get there?"</p> <p><i>I am learning to:</i></p> <p>add some marks to my drawings, giving meaning</p> <p>make marks on my picture to stand for my name</p>	<p>Storytellers "Can you tell me a story?"</p> <p><i>I am learning to:</i></p> <p>add some marks to my drawings, giving meaning</p> <p>make marks on my picture to stand for my name</p>	<p>Animals "On the Farm"</p> <p><i>I am learning to:</i></p> <p>understand a written word as a unit that conveys meaning</p> <p>begin to encode my name</p>	<p>Water, Water Everywhere "Under the Sea"</p> <p><i>I am learning to:</i></p> <p>relate the meaning of the marks I make</p> <p>'pretend' to write in different contexts</p>

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<p>Mathematics Number and numerical patterns</p>	<p>I am Magical! "All about me"</p> <p><i>I am learning to:</i> recognise, name and match colours sort by attribute recite the numbers to 5 talk about 1 give 1 item on request</p>	<p>Toys "Let's Play"</p> <p><i>I am learning to:</i> talk about 2 give 2 items on request recognise 1 or 2 objects by subitizing know that a quantity changes if something is added or taken away</p>	<p>Transport "How will we get there?"</p> <p><i>I am learning to:</i> talk about 3 recognise 1,2 or 3 objects when subitizing recite the numbers to 10 give 3 items on request compare quantities, using 'more than' and 'fewer/less than'</p>	<p>Storytellers "Can you tell me a story?"</p> <p><i>I am learning to:</i> talk about 4 give 4 items on request recognise 1,2,3 and 4 objects when subitizing count to 10 from a given number partition 3 or 4 objects</p>	<p>Animals "On the Farm"</p> <p><i>I am learning to:</i> talk about 5 recognise up to 3 objects without counting (subitise) recognise 1,2,3,4, and 5 objects when subitizing compare two groups of objects play games with a dice and track partition 5 objects talk about how to make 3,4 and 5</p>	<p>Water, Water Everywhere "Under the Sea"</p> <p><i>I am learning to:</i> solve number problems to 5 use my fingers in different ways to show 5 represent numbers to 5 with marks identify missing numbers to 10 match numeral to quantity to 5 make up my own rules to games</p>
<p>Mathematics Shape and Space</p>	<p>I am Magical! "All about me"</p> <p><i>I am learning to:</i> identify attributes: long, tall, short, high, heavy, full identify and name squares, rectangles, circles, triangles</p>	<p>Toys "Let's Play"</p> <p><i>I am learning to:</i> copy a 2 part pattern. understand and use the language 'in, on, under' understand and use the language 'big/small'</p>	<p>Transport "How will we get there?"</p> <p><i>I am learning to:</i> find shapes in the environment; circles, triangles, squares, rectangles use 3D shapes to build and use the words: 'straight, flat, round, sides, corners'. talk about long and short understand and use 'up, down, across, above, over' understand and follow 'forwards, backwards'</p>	<p>Storytellers "Can you tell me a story?"</p> <p><i>I am learning to:</i> continue a 2 part pattern describe 2D shapes using the words curved, straight make comparisons between objects relating to height and capacity make my own pattern talk about full and empty</p>	<p>Animals "On the Farm"</p> <p><i>I am learning to:</i> use the language: 'first, then, next, last' to describe time use the language: 'straight, flat, round, sides, corners' to describe shapes select 3D shapes appropriately for building understand and use the language: heavy and light</p>	<p>Water, Water Everywhere "Under the Sea"</p> <p><i>I am learning to:</i> understand and use the words: 'off, down, up, across, under, on' describe a familiar rote spot an error in a pattern name different patterns in the environment combine shapes to make new shapes. use shapes to build for a purpose understand and use the language tall and short</p>

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Understanding the World Natural World	<p>I am Magical! "All about me"</p> <p>I am learning to:</p> <p>*experience: dough, water/foam and sand, boxes of 'junk', jelly/foods</p> <p>identify and name: trees, including conkers and acorns., leaves, grass, hedge, stones, shells, branches</p> <p>talk about the weather and Autumn.</p>	<p>Toys "Let's Play"</p> <p>I am learning to:</p> <p>name familiar animals – pets (cat, dog, rabbit, hamster, fish, mice/rodents)</p> <p>talk about and name common fruits and vegetables</p> <p>collect, find natural materials, including twigs, sticks, pebbles, rocks, mud, dirt and contrasting leaf/plants shapes and textures</p>	<p>Transport "How will we get there?"</p> <p>I am learning to:</p> <p>name materials, with similar and/or different properties</p> <p>find out how things work and talk about it</p> <p>talk about water in the environment – puddles, dew, frost, snow and ice</p> <p>talk about seasonal weather – Winter into Spring</p>	<p>Storytellers "Can you tell me a story?"</p> <p>I am learning to:</p> <p>use simple, descriptive vocabulary (soft, hard, see through, bendy, rough, smooth, wet, dry)</p> <p>notice how Spring changes into Summer and name a variety of different weather and the seasons</p> <p>understand the need to respect and care for the natural environment and all living things.</p>	<p>Animals "On the Farm"</p> <p>I am learning to:</p> <p>talk about farm animals</p> <p>talk about the simple features of animals as they grow from babies to adults in familiar animals (chick to hen, lamb to sheep, kitten to cat) and relate to human growth</p> <p>plant seeds and care for growing plants and talk about how plants grow from seeds</p> <p>find and name a range of common minibeasts, noticing where they live</p>	<p>Water, Water Everywhere "Under the Sea"</p> <p>I am learning to:</p> <p>explore and explain different forces using toys and equipment and common experiences</p> <p>notice change, including, melting in the sun and 'drying up', growing up</p> <p>explain how parents care for babies</p>
	Understanding the World People, Communities & Culture	<p>I am Magical! "All about me"</p> <p>I am learning to:</p> <p>talk about my family</p> <p>talk about who is special to me and why</p> <p>name members of my immediate family (Mother, Father, Brother, Sister, Grandparents.)</p> <p>I am learning to celebrate similarities and differences between mine and others' families</p>	<p>Toys "Let's Play"</p> <p>I am learning to:</p> <p>talk about how we care for one another in our families</p> <p>talk about my home and how different rooms are used, including the garden</p>	<p>Transport "How will we get there?"</p> <p>I am learning to:</p> <p>celebrate similarities and differences between mine and others' families.</p> <p>know the vocabulary: road, path, pavement, crossing, traffic light and some common environmental signs</p> <p>talk about common transport. (Including cars, buses, trams, planes.)</p> <p>understand how and why journeys are taken using transport</p>	<p>Storytellers "Can you tell me a story?"</p> <p>I am learning to:</p> <p>talk about some similarities and differences between celebrations in China and the UK (Chinese New Year).</p> <p>to develop positive attitudes about the differences between people</p> <p>identify familiar building, including: shops, school, house, place of worship.</p>	<p>Animals "On the Farm"</p> <p>I am learning to:</p> <p>talk about what it means to belong</p> <p>understand how people live together using small world toys</p> <p>to use the vocabulary: road, park, wood, field, correctly.</p>
RE Units		F1: Which stories are special and why		F2: Which people are special and why		F6: What is special about our world

Understanding the World Past & Present <i>*some to be taught discreetly</i>	I am Magical! "All about me" <i>I am learning to:</i> understand who is older and younger than me in my family	Toys "Let's Play" <i>I am learning to:</i> understand the terms: today, now, before.	Transport "How will we get there?" recognise my immediate environment	Storytellers "Can you tell me a story?"	Animals "On the Farm" <i>I am learning to:</i> ask questions about what my parents/grandparents did when they were young	Water, Water Everywhere "Under the Sea" <i>I am learning to:</i> begin to make sense of my own life-story and family's history
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	Autumn	Autumn	Spring	Spring	Summer	Summer
Expressive Arts and Design Creating with materials	I am Magical! "All about me" <i>I am learning to:</i> make marks intentionally in sand, shaving foam and using paint, chalk, etc use paint, mud, cornflour, jelly, shaving foam using my fingers and other parts of my body as well as brushes name and recognise the colours red, blue, green, yellow draw on a large scale a simple face to represent myself print with objects – vegetables, leaves, cars	Toys "Let's Play" <i>I am learning to:</i> express ideas and feelings through making marks, and sometimes give a meaning to the marks manipulate and play with different materials making simple models listen to music and use a pen to make marks representing the sounds I hear scrunch and roll paper draw horizontal and vertical lines, squiggles and zig zags to use pencils and paint to draw closed shapes with continuous lines freely	Transport "How will we get there?" <i>I am learning to:</i> draw on a large scale with increasing complexity and detail paint with sponges, brushes, twigs develop my own ideas; stick/make a collage join things together (boxes, card, paper) with glue or tape use boxes of different sizes, change the box into 'something'. roll, pinch, pull, squeeze, shape with playdough push bricks together to construct, sometimes talking about what I am making	Storytellers "Can you tell me a story?" <i>I am learning to:</i> name the colours (orange, pink, white, black, brown, grey) mix colours together and talk about what happens manipulate clay – squeezing, pinching, making a small pot press objects into playdough and talk about the imprint make imaginative 'small worlds' with blocks and construction kits	Animals "On the Farm" <i>I am learning to:</i> free paint an idea and talk about it draw an object - drawing a sunflower. * I am learning to talk about what happens when I mix two colours find out how to make blue and orange decide what I want to use to make models and collages build for a purpose with a range of construction equipment use natural materials to create natural patterns on the ground in the style of Goldsworthy	Water, Water Everywhere "Under the Sea" <i>I am learning to:</i> cut dough using tools such as scissors, blunt knives, cutters draw with a pencil on a small piece of paper, adding finer details to my work use colours to express feelings of happiness, sadness, fear talk about what I like about my designs and what I'd like to change use masking tape, sticky tape, hole punches and string to join and fix things together

<p style="text-align: center;">Expressive Arts and Design</p> <p style="text-align: center;">Being Imaginative and expressive</p>	<p style="text-align: center;">I am Magical! "All about me"</p> <p>I am learning to:</p> <p>join in with the songs we use every day in Nursery;</p> <p>use my voice to make different sounds</p> <p>start to develop my pretend play, pretending that different items represent different things</p> <p>pretend to feed a doll and take it for a walk in the pram</p> <p>show attention to sounds and music</p>	<p style="text-align: center;">Toys "Let's Play"</p> <p>I am learning to:</p> <p>sing the songs and rhymes: Twinkle Twinkle, Humpty Dumpty Incy Wincy Spider Round and round the garden</p> <p>move and dance to music</p> <p>explore a range of sound makers and instruments</p>	<p style="text-align: center;">Transport "How will we get there?"</p> <p>I am learning to:</p> <p>remember and sing entire songs: Twinkle Twinkle, Humpty Dumpty Incy Wincy Spider Round and round the garden</p> <p>take part in simple pretend play, playing in the home corner, using the role play equipment appropriately</p> <p>use small world toys to imagine, beginning to develop complex stories using animals, cars, play people and blocks</p> <p>know how to make a variety of sounds using my body, e.g. clap</p> <p>move and dance to a range of music</p> <p>listen by knowing when to talk and when to stop talking</p>	<p style="text-align: center;">Storytellers "Can you tell me a story?"</p> <p>I am learning to:</p> <p>sing the songs and rhymes: Wind the Bobbin up, Old MacDonald, Head shoulders, Wheels on the bus, I'm a little teapot If you're happy and you know it Hey diddle diddle</p> <p>listen to music from different cultures and historical periods and talk about my thoughts and feelings</p> <p>listen with increased attention to sounds, developing my listening skills</p>	<p style="text-align: center;">Animals "On the Farm"</p> <p>I am learning to:</p> <p>sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>remember and sing entire songs</p> <p>sing quietly and loudly using my 'singing voice'</p> <p>make up stories when playing and concentrate for more than five minutes</p> <p>recreate stories with small world equipment</p> <p>to talk about the music/sounds that I have listened to</p> <p>*know how to clap & repeat simple repeated patterns</p> <p>recognise and name familiar musical instruments (tambourine, maracas, bells, triangle, xylophone)</p>	<p style="text-align: center;">Water, Water Everywhere "Under the Sea"</p> <p>I am learning to:</p> <p>I am learning to create my own songs or improvise a song around one I know</p> <p>perform my favourite song in front of a small group</p> <p>take on a role within 'role play' talking about who I am and interacting with a peer</p> <p>play instruments in different ways, dynamics (loud/quiet), tempo (fast/slow).</p>