

Nursery Long Term Overview 2022 - 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Rights Respecting Links
Topic	How many Nursery rhymes do we know? (Also settling in, feelings, rules and routines and developing relationships)	How many Nursery rhymes do we know? (Also Autumn-seasonal changes and celebrations- Halloween, Bonfire, Divali)	Bears (including themed days/week on Chinese New Year.)	What might you see on Old McDonald's farm? (including: celebration days- Pancake day, Mother's day.	Who are the famous characters in my books? Traditional tales	Where shall we go next? Different places and environments in the world e.g.- under the Sea, the Jungle, the beach- perhaps linked to children's interests)	Article 7- You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country). Article 8: You have the right to an identity – an official record of who you are., Article 14- You have the right to choose your own religion and beliefs. Article 30- You have the right to enjoy our own culture, language and religion or any you choose. Article 27- You have the right to a safe place to live
Outline of the Topic	<ul style="list-style-type: none"> -Rules and Routines in Nursery. -Welcoming children back into Nursery and settling new children -Modelling how to use the provision and how to use it correctly. -Become familiar with the classroom environment. 	<ul style="list-style-type: none"> -Learning a range of Nursery rhymes (to be able to sing them off by heart)-one a week. -Sharing hyming stories <p>Celebrations/times of year:</p> <ul style="list-style-type: none"> -Autumn-Seasonal changes 	<ul style="list-style-type: none"> -Listening to a range of stories, including series of books such as: traditional tales, Hairy Maclary from Donaldson's dairy- Lynley Dodd ??? <p>Celebrations/times of year:</p> <ul style="list-style-type: none"> -Chinese New Year -Valentine's Day <p>Seasonal changes/Winter-what to wear? What is it like</p>	<ul style="list-style-type: none"> -Learning about the farm including: naming animals and their babies, what might grow at the farm (crops), food from the farm and jobs on the farm. <p>Celebrations/times of year:</p> <ul style="list-style-type: none"> -The Easter Story -Pancake day/Shrove Tuesday. -Mothering Sunday -World book day 	<ul style="list-style-type: none"> -joining in with repeating parts of a story e.g., I'll Huff and I'll puff and I'll blow your house down. -Simple story structure and language (main story settings, events and principal characters) -retelling/acting out traditional tales. 	<ul style="list-style-type: none"> -Different locations and environments (possibly linked to different countries e.g. Africa)-the beach, under the sea, the Jungle, Safari -Recognise difference between fiction/non-fiction books. -Simple maps (including world map, weather map, 	

	<ul style="list-style-type: none"> -Getting to know the names of our new friends. -Making new friends/relationships with peers/adults. -Exploring and using our senses. <p>Celebrations/times of year:</p> <ul style="list-style-type: none"> -Harvest Time 	<ul style="list-style-type: none"> -Halloween -Bonfire Night -Divali -Remembrance Day -Christmas-The Nativity 	outside? Short days, dark nights. How has the weather changed? What do you need to wear?	<ul style="list-style-type: none"> -Growth and change-seeds/plants/vegetables/lifecycles 		<p>map on a visit to the zoo.)</p> <ul style="list-style-type: none"> -Keeping the environment clean and healthy (litter pick, recycling, turning off lights etc)-links to the Ocean 	<p>and to have your basic needs met.</p> <p>World book day 7th March- Article 29- Goals of education- Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p>Article 24- You have the right to the best health care possible, safe water to drink, nutritious food to eat.</p>
Possible rhymes and songs including traditional nursery Rhymes	<ul style="list-style-type: none"> - Baa Baa black sheep -Humpty Dumpty -Twinkle Twinkl -2 little Dickie Birds -Hey Diddle Diddle -Dingle Dangle Scarecrow 	<ul style="list-style-type: none"> Hickory Dickory Dock The Grand old Duke of York Miss Polly had a dolly. Incey Wincey Spider Sing a song of Sixpence 	<ul style="list-style-type: none"> -When Goldilocks Went to the House of the Bears -Jack and Jill -I'm a little teapot -Tommy Thumb 	<ul style="list-style-type: none"> -Polly put the kettle on -Row Row row your boat -Pat a cake -There was an old lady who swallowed a fly. 	<ul style="list-style-type: none"> -This Little Piggy went to market -Here is the beehive -Little Miss Muffet -The Frog song -Little Green frog -Mm mm went the little green frog 	<ul style="list-style-type: none"> -1,2,3,4,5 once I caught a fish alive. -A Sailor Went to Sea, Sea, Sea -Wind the Bobbin Up -Alternative versions of familiar rhymes 	

Possible Books	<p>Possible books to share for pleasure as children settle into Nursery and get used to short carpet sessions.</p> <p>Elmer-David McKee (Friendships/being different and unique)</p> <p>Owl Babies-Martin Waddell (Families)</p> <p>The Tiger who came to tea-Judith Kerr (Families/Home)</p> <p>-Whiffy Wilson the wolf who wouldn't go to school.</p> <p>-Where's Spot-Eric Hill</p> <p>-Dear Zoo-Rod Campbell</p> <p>-Hug-Jez Alborough</p>	<p>-Rhyming books such as, Oi Frog, Oi Dog, Oi cat, Oi Duckbilled platypus, Each Peach, Pear, Plum.</p> <p>Possible books to share for pleasure-linked to theme or time of year:</p> <p>Halloween: Room on the broom-Julia Donaldson.</p> <p>Divali: Lighting a lamp</p> <p>Christmas:</p> <p>-Stick man</p> <p>-The Nativity story</p> <p>-Autumn stories e.g We're going on a leaf hunt, the very helpful</p>	<p>Bears</p> <p>Polar Bear, Polar Bear What do you hear?</p> <p>Brown bear, Brown Bear what do you see?</p> <p>We're going on a Bear Hunt</p> <p>Goldilocks and the Three Bears</p> <p>Bear in a square (2D shapes)</p> <p>Whatever Next-Jill Murphy</p> <p>Peace at last-Jill Murphy</p> <p>Bears in the Bath</p> <p>Possible seasonal themed books:</p> <p>Winter-Guess how much I love you in Winter.</p> <p>A loud Winter's nap.</p> <p>Non-Fiction: Chinese New Year story-</p>	<p>Farm/animal stories:</p> <p>Farmer duck</p> <p>Little Red Hen</p> <p>Farmyard Hulabaloo</p> <p>A squash and a squeeze</p> <p>The Pig in the Pond</p> <p>Rosie's walk</p> <p>Non-Fiction- Animals and their babies.</p> <p>Celebration days:</p> <p>-Mr Wolf's pancakes (Pancake day)</p> <p>-Monkey Puzzle (Mother's day)</p>	<p>Traditional Tales:</p> <p>The Three Little Pigs</p> <p>Jack and the Beanstalk</p> <p>Little Red Riding Hood</p> <p>The Ugly Duckling</p> <p>Billy goats gruff</p> <p>The enormous turnip</p> <p>-</p>	<p>Different places/environments:</p> <p>Handa's Surprise-Eileen Browne</p> <p>We're going on a Lion Hunt-David Axtell</p> <p>We all went on safari (A counting journey through Tanzania)-Laurie Krebs</p> <p>Walking through the jungle-Stella Blackstone (Barefoot Singalong book)</p> <p>Monkey Puzzle (jungle)</p> <p>The singing mermaid-Julia Donaldson (beach/ocean)</p> <p>Barry the fish with Fingers-Sue Hendra.</p>	
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		hedgehog, The Golden Acorn.	Lanterns and firecrackers				
Possible visit/visitors/links with home and experiences		Autumn walk around local area. -Visit from Santa -Christmas stay and play	-possible visit from Durham learning Lunar/Chinese New Year workshop. Teddy bear walk (far field or local area.)	-Visit to the farm. -Easter Stay and play -Easter egg hunt within school grounds or far field -Visit from people with different occupations-fire fighters, school	-Walk to pond to look for signs of seasonal changes. -Tadpoles in school -Caterpillars in school -Chicken eggs in school -Litter pick	-Celebration stay and play. -Sponsored walk -The Great Get together (Jo Cox)-June-Family picnic.	

				nurse, vet, Police Officer.			
C&L	<ul style="list-style-type: none"> -Beginning to learn to listen to others in different situations (1:1, small group) -Beginning to understand how to listen carefully and why it is important. -Beginning to understand and follow simple instructions. -Beginning to use words and phrases to communicate needs. 	<ul style="list-style-type: none"> -Beginning to learn to listen to others in different situations (1:1, small group) -Beginning to understand how to listen carefully and why it is important. -Beginning to understand and follow simple instructions. Beginning to use words and phrases to communicate needs. 	<ul style="list-style-type: none"> -Continues to learn to listen to others in different situations (1:1, small group and whole class) -Beginning to communicate using longer sentences. -Beginning to use words to tell others what I am doing when they join me in my play. 	<ul style="list-style-type: none"> -Continuing to learn to listen to others in different situations (1:1, small group and whole class) -Beginning to communicate using longer sentences. -Beginning to use words to tell others what I am doing when they join me in my play. 	<ul style="list-style-type: none"> -Beginning to use words to solve problems with peers (e.g. when I am upset or when something has happened.) -Beginning to use a wider range of vocabulary (linked to my experiences. 	<ul style="list-style-type: none"> -Continuing to use words to solve problems with peers (e.g. when I am upset or when something has happened.) -Uses a wider range of vocabulary (linked to my experiences 	
PSED	<ul style="list-style-type: none"> -Separating from parents/ carers. -Beginning to understand the need for sharing and beginning to 	<ul style="list-style-type: none"> -Separating from parents/ carers. -Beginning to understand the need for 	<ul style="list-style-type: none"> -Continuing to understand the need for sharing and continuing to share with others (with support from adults.) 	<ul style="list-style-type: none"> Continuing to understand the need for sharing and continuing to share with others (with support from adults.) 	<ul style="list-style-type: none"> -Understands the need for sharing and shares with others (sometimes still with support from adults.) 	<ul style="list-style-type: none"> -Understands the need for sharing and shares with others (sometimes still with support from adults.) 	

	<p>share with others (with support from adults.)</p> <p>Beginning to take turns (with support)</p> <p>Beginning to be aware of different feelings (happy, sad, angry.)</p> <p>-Beginning to be aware of the class rules and routines and can follow them with support</p> <p>-Learning the names of the adults and children in Nursery.</p> <p>-Selecting and using activities and resources, with help when needed</p>	<p>sharing and beginning to share with others (with support from adults.)</p> <p>Beginning to take turns (with support)</p> <p>Beginning to be aware of different feelings (happy, sad, angry.)</p> <p>-Beginning to be aware of the class rules and routines and can follow them with support</p> <p>-Learning the names of the adults and children in Nursery.</p> <p>-Selecting and using activities</p>	<p>-Continues to take turns (with support if needed)</p> <p>-Continues to be aware of different feelings (happy, sad, angry.)</p> <p>-Continuing to learn the class rules and routines and can follow them with support</p> <p>-Beginning to play with one or more other children and is beginning to listen to their ideas.</p> <p>-Beginning to know that their actions and the way they speak to others can upset or hurt their feelings.</p> <p>-Beginning to know that their needs cannot always be met immediately and that they need to wait if an adult is busy.</p> <p>-Beginning to learn how to be more resilient.</p>	<p>-Continues to take turns (with support if needed)</p> <p>-Continues to be aware of different feelings (happy, sad, angry.)</p> <p>-Continuing to learn the class rules and routines and can follow them with support</p> <p>-Beginning to play with one or more other children and is beginning to listen to their ideas.</p> <p>-Beginning to know that their actions and the way they speak to others can upset or hurt their feelings.</p> <p>-Beginning to know that their needs cannot always be met immediately and that they need to wait if an adult is busy.</p>	<p>-Takes turns (with support if needed)</p> <p>-Aware of different feelings (happy, sad, angry.)</p> <p>-Aware of the class rules and routines and can follow them.</p> <p>-Plays with one or more other children and listens to their ideas.</p> <p>-Knows that their actions and the way they speak to others can upset or hurt their feelings.</p> <p>-Knows that their needs cannot always be met immediately and that they need to wait if an adult is busy.</p>	<p>-Takes turns (with support if needed)</p> <p>-Aware of different feelings (happy, sad, angry.)</p> <p>-Aware of the class rules and routines and can follow them.</p> <p>-Plays with one or more other children and listens to their ideas.</p> <p>-Knows that their actions and the way they speak to others can upset or hurt their feelings.</p> <p>-Knows that their needs cannot always be met immediately and that they need to wait if an adult is busy.</p>	
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		and resources, with help when needed	-Beginning to learn how to cope and resolve problems.	to wait if an adult is busy. -Beginning to learn how to be more resilient. -Beginning to learn how to cope and resolve problems.	-Continuing to learn how to be more resilient. -Continuing to learn how to cope and resolve problems.	-Continuing to learn how to be more resilient. -Continuing to learn how to cope and resolve problems.	
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PD and independence	-Learning to take shoes off.	-Learning to take shoes off.	Continuing to take shoes off.	-Continuing to take shoes off.	--Takes shoes off independently.	-Takes shoes off independently.	
	-Beginning to put own wellies on.	Beginning to put own wellies on.	-Continuing to put own wellies on.	-Continuing to put own wellies on.	Puts own wellies on independently.	--Puts own wellies on independently.	
	-Learning to put shoes on.	-Learning to put shoes on.	-Beginning/continuing to put shoes on.	-- Beginning/continuing to put shoes on.	-Put shoes on independently.	-Puts shoes on independently.	
	--Beginning to take coat off.	-Beginning to take coat off.	-Beginning to take coat off.	-Beginning to take coat off.	-Take coats off independently.	-Take coats off independently.	
	-Learning to put coat on.	-Learning to put coat on.	-Beginning/continuing to put coat on.	- Beginning/continuing to put coat on.	-Puts coat on independently.	-Puts coat on independently.	
	-Beginning to hang coat up.	-Beginning to hang coat up.	-Beginning/continuing to hang coat up.	- Beginning/continuing to hang coat up.	-Hangs coat up independently.	-Hangs coat up independently.	
	-Beginning to put on/take off waterproof trousers.	-Beginning to put on/take off waterproof trousers.	-Beginning/continuing to put on/take off waterproof trousers.	- Beginning/continuing to put on/take off waterproof trousers.	-Puts on/takes off waterproof trousers independently.	-Puts on/takes off waterproof trousers independently.	
	- Beginning/continuing to go to the toilet independently.	- Beginning/continuing to go to the toilet independently.	--Beginning/continuing to go to the toilet independently.	- Beginning/continuing to go to the toilet independently.	-Goes to the toilet independently.	Goes to the toilet independently.	
	-Learning to wash hands using soap	-Learning to wash hands using soap and	-Continues to develop manipulation, control	- Beginning/continuing to go to the toilet independently.	-Washes hands using soap and by rubbing my hands together.	-Washes hands using soap and by rubbing my hands together	
					-Uses hands/tools to manipulate		

	<p>and by rubbing my hands together.</p> <p>-Develops manipulation and control and fine motor skills (during free play by holding tools and using scissors, using playdough etc.)</p> <p>-Explores different materials and tools- scissors, paintbrushes, mark-making tools etc</p> <p>-Develops large-muscle movements (gross motor skills) by waving flags and streamers, painting, making large marks and by climbing up apparatus, outdoors.</p> <p>-Begins to move in a range of ways (running, jumping, crawling, rolling,</p>	<p>by rubbing my hands together.</p> <p>-Develops manipulation and control and fine motor skills (during free play by holding tools and using scissors, using playdough etc.)</p> <p>-Explore different materials and tools-scissors, paintbrushes, mark-making tools etc</p> <p>-Develops large-muscle movements (gross motor skills) by waving flags and streamers, painting, making large marks and by</p>	<p>and fine motor skills (during free play by holding tools and using scissors, using playdough etc.)</p> <p>-Continues to explore different materials and tools-scissors, paintbrushes, mark-making tools etc</p> <p>-Continues to develop large-muscle movements (gross motor skills) by waving flags and streamers, painting, making large marks and by climbing up apparatus, outdoors.</p> <p>-Continues to move in a range of ways (during free play.)</p> <p>-Beginning to hold a pencil correctly between my thumb and 2 fingers.</p>	<p>-</p> <p>Beginning/continuing to wash hands using soap and by rubbing my hands together.</p> <p>-Continues to develop manipulation, control and fine motor skills (during free play by holding tools and using scissors, using playdough etc.)</p> <p>-Continues to explore different materials and tools- scissors, paintbrushes, mark-making tools etc</p> <p>-Continues to develop large-muscle movements (gross motor skills) by waving flags and streamers, painting, making large marks and by climbing up apparatus, outdoors.</p>	<p>-Uses hands/tools to manipulate playdough (rolling a ball, splatting it, using a rolling pin to flatten, making a sausage, squeezing it, pinching it)- during structured dough disco.</p> <p>-Uses scissors to make snips in paper or cut along lines.</p> <p>-Makes whole body (gross motor) movements: Up and down Side to Side Cross it over Circles and spirals Humps and under humps.</p> <p>-Moves in different ways (running, jumping, crawling, rolling, walking) during structured sessions- P.E.</p>	<p>playdough (rolling a ball, splatting it, using a rolling pin to flatten, making a sausage, squeezing it, pinching it)- during structured dough disco.</p> <p>-Uses scissors to make snips in paper or cut along lines.</p> <p>-Makes whole body (gross motor) movements: Up and down Side to Side Cross it over Circles and spirals Humps and under humps.</p> <p>-Moves in different ways (running, jumping, crawling, rolling, walking) during structured sessions- P.E.</p>	
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	<p>walking), during free play.)</p>	<p>climbing up apparatus, outdoors.</p> <p>-Begins to move in a range of ways (running, jumping, crawling, rolling, walking), during free play.)</p>		<p>-Continues to move in a range of ways (during free play.)</p> <p>-Beginning to hold a pencil correctly between my thumb and 2 fingers.</p>	<p>-Holds a pencil correctly between my thumb and 2 fingers.</p> <p>-Climbs up small steps or climbing equipment using alternate feet.</p> <p>-Makes marks (paper, whiteboard, playground.)</p> <p>-Rides a two wheeled balance bike.</p>	<p>-Holds a pencil correctly between my thumb and 2 fingers.</p> <p>-Climbs up small steps or climbing equipment using alternate feet.</p> <p>-Makes marks (paper, whiteboard, playground.)</p> <p>-Rides a two wheeled balance bike.</p>	
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Literacy	<ul style="list-style-type: none"> -Beginning to be interested in the pictures in books and can talk about them. -Beginning to join in with parts of a nursery rhyme. -Beginning to recognise familiar logos, from their experiences (e.g., Tesco, Aldi, McDonalds, TV programs. -Enjoys rhyming and rhythmic activities. - Letters and sounds-phase 1. -Beginning to make marks (on paper, ground, large whiteboard etc) 	<ul style="list-style-type: none"> -Is interested in the pictures in books and can talk about them. -Joins in with parts of a nursery rhyme. -Can recognise familiar logos, from their experiences (e.g. Tesco, Aldi, McDonalds, TV programs) Letters and sounds-phase 1. - Beginning/Continuing to make marks (on paper, ground, large whiteboard etc 	<ul style="list-style-type: none"> -Beginning to recognise the initial sound in their name. -Beginning to recite a full nursery rhyme. -Beginning to sit, listen to and join in with stories and rhymes, one to one and in small or large group. - Letters and sounds-phase 1. -Beginning to develop their phonological awareness, so that they can: - spot and suggest rhymes -Begin to write some or all of their name. -Continues to experiment with mark making tools and is beginning to give meaning to marks. 	<ul style="list-style-type: none"> -Recognises the initial sound in their name. -Recite a full nursery rhyme. -Can sit, listen to and join in with stories and rhymes, one to one and in small or large groups - Letters and sounds-phase 1. - Beginning/continuing to develop their phonological awareness, so that they can: - spot and suggest rhymes -Begin to write some or all of their name. -Continues to experiment with mark making tools 	<ul style="list-style-type: none"> -Beginning to talk about the different parts of a book (title, author, blurb, illustrator.) -Beginning to talk about the characters and events in stories. -Beginning to recognise their name. -Beginning to know that print has meaning. - Beginning to know that in English text is read from left to right and from top to bottom -Beginning to talk about a story they have heard, telling an adult what happened and what they liked. 	<ul style="list-style-type: none"> -Talks about the different parts of a book (title, author, blurb, illustrator.) -Talks about the characters and events in stories. Can recognise their name. -Knows that print has meaning. -Knows that in English text is read from left to right and from top to bottom -Talks about a story I have heard, telling an adult what happened and what I liked. -Counts or claps the syllables in words. 	

			<ul style="list-style-type: none"> -Begins to use a dominant hand when mark-making 	<ul style="list-style-type: none"> and give meaning to our marks. -Begin/continue to use a dominant hand when mark-making. 	<ul style="list-style-type: none"> -Beginning to count or clap the syllables in words. -Continues to give meaning to the marks they make. - Letters and sounds-phase 1. -Writes some or all of their name. 	<ul style="list-style-type: none"> -Gives meaning to the marks they make. - Letters and sounds-phase 1. -Engage in extended conversations about stories, learning new vocabulary. -Writes some or all of their name. -Develop their phonological awareness so that they can recognise words with the same initial sound, such as money and mother 	
Mathematics	Numbers: <ul style="list-style-type: none"> -Listens to and begins to join in with number songs and rhymes 	Numbers: <ul style="list-style-type: none"> -Listens to and begins to join in with number songs and rhymes 	Numbers: <ul style="list-style-type: none"> -Rote counts 1-5 (may go beyond) -Represents amounts using fingers (0-3) 	Numbers: <ul style="list-style-type: none"> -Rote counts 1-5 (may go beyond) -Represents amounts using fingers (0-3) 	Numbers: <ul style="list-style-type: none"> -Rote counts 1-10 -Represents amounts using fingers (0-5) 	Numbers: <ul style="list-style-type: none"> -Rote counts 1-10 -Represents amounts using fingers (0-5) 	

	<p>-Says some number names</p> <p>-Begins to imitate counting behaviours e.g. saying sequences of numbers (not necessarily in the correct order), pointing to objects and making sounds/ imitating counting.</p> <p>Shape, space and measures:</p> <p>-Fill and empties containers</p> <p>-Investigates fitting themselves inside and moving through spaces</p> <p>-Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles</p>	<p>-Says some number names</p> <p>-Begins to imitate counting behaviours e.g. saying sequences of numbers (not necessarily in the correct order), pointing to objects and making sounds/ imitating counting.</p> <p>Shape, space and measures:</p> <p>-Fill and empties containers</p> <p>-Investigates fitting themselves inside and moving through spaces</p>	<p>-Counts objects by pointing to each one and saying a number name (up to 3)</p> <p>-Takes or gives 1, 2 or 3 objects from a group.</p> <p>-Begins to compare and recognise changes in numbers of things using words like more, lots, same.</p> <p>-Begins to understand that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Shape, space and Measures</p> <p>-Begins to select a shape for a specific space</p> <p>-Enjoys using blocks to create their own simple structures and arrangements</p>	<p>-Counts objects by pointing to each one and saying a number name (up to 3)</p> <p>-Takes or gives 1, 2 or 3 objects from a group.</p> <p>-Begins to compare and recognise changes in numbers of things using words like more, lots, same.</p> <p>-Begins to understand that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Shape, space and Measures</p> <p>-Begins to select a shape for a specific space</p>	<p>-Begins to count on their fingers (1- 5)</p> <p>-Recognises some numerals of significance.</p> <p>-Can subitise to 3</p> <p>-Counts objects by pointing to each one and saying a number name (up to 5)</p> <p>-Accurately identifies changes in number of things using words like more, lots, same.</p> <p>-Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Shape, space and Measures</p> <p>-Identifies and names some 2D</p>	<p>-Begins to count on their fingers (1- 5)</p> <p>-Recognises some numerals of significance.</p> <p>-Can subitise to 3</p> <p>-Counts objects by pointing to each one and saying a number name (up to 5)</p> <p>-Accurately identifies changes in number of things using words like more, lots, same.</p> <p>-Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Shape, space and Measures</p> <p>-Identifies and names some 2D</p>	
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	<p>Pattern: -Begins to become familiar with patterns in daily routines</p>	<p>-Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles</p> <p>Pattern: -Begins to become familiar with patterns in daily routines</p>	<p>-Shows an interest in size and weight</p> <p>-Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram</p> <p>-Begins to understand that things might happen now or at another time, in routines</p> <p>Pattern: -Joins in with and predicts what comes next in a story or rhyme</p> <p>-Begins to arrange items in their own patterns, e.g. lining up toys</p>	<p>-Enjoys using blocks to create their own simple structures and arrangements</p> <p>-Shows an interest in size and weight</p> <p>-Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram</p> <p>-Begins to understand that things might happen now or at another time, in routines</p> <p>Pattern: -Joins in with and predicts what comes next in a story or rhyme</p> <p>-Begins to arrange items in their own</p>	<p>shapes (circle, square, triangle, rectangle)</p> <p>-Moves their bodies and toys around objects and explores fitting into spaces</p> <p>-Begins to remember their way around familiar environments</p> <p>-Responds to some spatial and positional language</p> <p>-Explores how things look from different viewpoints including things that are near or far away</p> <p>-Recognises that two objects have the same shape</p> <p>-Makes simple constructions</p>	<p>shapes (circle, square, triangle, rectangle)</p> <p>-Moves their bodies and toys around objects and explores fitting into spaces</p> <p>-Begins to remember their way around familiar environments</p> <p>-Responds to some spatial and positional language</p> <p>-Explores how things look from different viewpoints including things that are near or far away</p> <p>-Recognises that two objects have the same shape</p> <p>-Makes simple constructions</p>	
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				patterns, e.g. lining up toys	<p>-Explores differences in size, length, weight and capacity</p> <p>-Begins to understand some talk about immediate past and future</p> <p>-Begins to anticipate times of the day such as mealtimes or home time</p> <p>Pattern:</p> <p>-Begins to anticipate repeated sound and action patterns</p> <p>-Is interested in what happens next using the pattern of everyday routines</p>	<p>-Explores differences in size, length, weight and capacity</p> <p>-Begins to understand some talk about immediate past and future</p> <p>-Begins to anticipate times of the day such as mealtimes or home time</p> <p>Pattern:</p> <p>-Begins to anticipate repeated sound and action patterns</p> <p>-Is interested in what happens next using the pattern of everyday routines</p>	
Understanding the World	-Harvest time in the UK-Dingle Dangle Scarecrow song. Exploring Harvest	-Explore how things work (Light, Forces,	-Use all their senses in hands-on exploration of natural materials	-Talk about what they see, using a wide vocabulary	Talk about the differences between materials and changes they	-Talk about the differences between materials and changes they	

	<p>foods using our senses (pumpkins, carrots.)</p> <p>-Using our senses to explore during messy play, making playdough and cooking activities. Describing the feel, different textures, how things have changed.</p> <p>-Notices detailed features of objects in their environment and how things work e.g. the computer/whiteboard.</p>	<p>Electricity, Sound) Lights at different times of the year- Bonfire, Diwali- links to how do we get light in the class/house. How do the lights work?</p> <p>-Use all their senses in hands-on exploration of natural materials (Animals including humans.) Seasonal walk- Autumn. Looking for changes in the environment (Autumn leaves changing colour and falling from the trees.) What animals do in</p>	<p>(Animals including humans.) Seasonal changes in Winter. What is different outside? (Bare trees, colder weather, darker/shorter days, fewer animals etc.)</p> <p>-Begin to understand the need to respect and care for the natural environment and all living things. (Plants) Making bird feeders.</p> <p>-Explore how things work (Light, Forces, Electricity.) Traditional tales-Which little Pig built the strongest house? Investigating forces on the houses.</p> <p>-Talk about the differences in materials and changes they notice (Light, forces)</p> <p>-Explore and talk about differences they can feel (forces)</p>	<p>-Show interest in different occupations- Children to take photos of others dressed as real-life Superhero (what they would like to be when they grow up-links Computing</p>	<p>notice (Materials, including changing materials.)</p> <p>Understand the key features of a life cycle of a plant and an animal (Plants, Seasonal change.) Learning about lifecycles (Butterfly, hen, frog, seed/plant) through books, songs and rhymes. Using fiction and non-fiction books when reading for pleasure e.g. (The Hungry caterpillar, A seed in need, Jasper's beanstalk, Tadpoles Promise.) of a butterfly. Observing and looking after Tadpoles and caterpillars. Photos to be taken to document the different stages of lifecycles-links Computing</p>	<p>notice (e.g. cooking, melting)</p> <p>-Continue developing positive attitudes about the differences between people</p> <p>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>-Explore and talk about different forces they can feel (e.g. magnetism, how water pushes up when they try to push a plastic boat under it.</p>	
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		<p>Autumn to prepare for the cold Winter ahead, gathering food, hibernating (squirrels, hedgehogs.)</p> <p>-Use all their senses in hands on exploration of natural materials, through messy play, exploring textures and by cooking.</p>	<p>-Use all their senses in hands-on exploration of natural materials (Materials, including changing materials.)</p> <p>-Explore collections of materials with similar and/or different properties (Materials, including changing materials.)</p> <p>Investigating different materials and describing them (soft, hard, fluffy etc.)</p> <p>Grouping the materials according to whether they feel the same/different. Finding a waterproof material for the Postman's bag.</p> <p>What happens when the bag got wet? Which material is best for the bag when it is raining?</p> <p>Making a new bed/chair for Goldilocks or Baby Bear-which material would be best?</p>		<p>Begin to understand the need to respect and care for the natural environment and all living things. (Plants) Plants seeds and care for growing plants (Plants.)</p> <p>Planting a seed and caring for it.</p> <p>Discussing what is needed, how to look after it and looking at the changes over time.</p> <p>Regular cooking to explore how things change as they are mixed or cooked.</p> <p>-Talk about the differences between materials and changes they notice (e.g. cooking, melting)</p>		
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			<p>Regular cooking to explore how things change as they are mixed or cooked.</p> <p>Healthy routines</p>		<p>-Begin to understand the need to respect and care for the natural environment and all living things e.g conserving water</p> <p>-Explore and talk about different forces they can feel (e.g. magnetism, how water pushes up when they try to push a plastic boat under it.</p>		
RE/Understanding the World	-Let's find out about Harvest and Divali	-Let's find out about the Christmas Story	-Let's find out about the Bible	-Let's find out about Easter	-Let's find out about Christian Baptism	-Let's find out about Raksha Bandhan	
Expressive Arts and Design	<p>-Begins to move to music and songs.</p> <p>-Explores different sounds using musical instruments.</p> <p>-Begins to learn new songs and rhymes and is</p>	<p>- Begins/continues to move to music and songs.</p> <p>-Continues to explore different sounds using musical instruments.</p>	<p>-Begins to take part in role-play activities based on my own experiences e.g. making dinner, going to the shops, feeding the baby.</p> <p>-Explores sounds using musical instruments and is beginning to change how they are</p>	<p>-Begins/continues to take part in role-play activities based on my own experiences e.g. making dinner, going to the shops, feeding the baby.</p> <p>-Continues to explore sounds using musical instruments and is</p>	<p>-Begins to draws a picture using increasing complexity and detail e.g. a face with features.</p> <p>-Names 10 colours (red, yellow, blue, green, orange, black, white, pink, brown and purple.)</p>	<p>-Draws a picture using increasing complexity and detail e.g. a face with features</p> <p>- Names 10 colours (red, yellow, blue, green, orange, black, white, pink, brown and purple.)</p>	

	<p>beginning to join in with familiar ones.</p> <p>-Exploring different media-such as clay</p> <p>Sensory-exploring colours and how they are mixed or changed using senses e.g. using powder paint or food colouring in shaving foam.</p> <p>Using different techniques/skills, e.g bubble painting and blow painting- Links Bonfire night</p>	<p>-Continues to learn new songs and rhymes and is continues to join in with familiar ones.</p> <p>-Exploring different medium</p> <p>-Using different techniques/skills e.g bubble painting and blow painting- Links Bonfire night.</p> <p>Using their own ideas to explore and create 'art work.'</p> <p>Accessing adult focused art activities linked to seasons/celebrations e.g. Firework</p>	<p>played (fast, slow, loud, quiet.)</p> <p>-Continuing to use and explore different medium e.g. pastels, paint, crayons, chalk, whiteboard pens</p> <p>-Finger painting</p> <p>-Printing using different objects e.g. wooden blocks, fruit</p> <p>-Using block paints and water.</p> <p>-Begins to create simple drawing using lines to enclose a space e.g. for a face, or for a house (Links traditional tales.)</p> <p>-Exploring textures using our senses-e.g., shells, stones, lentils, pasta, rice.</p>	<p>beginning/continuing to change how they are played (fast, slow, loud, quiet.)</p> <p>-Exploring textures and patterns through the technique of rubbings (outdoors-walls, buildings, shells.)</p> <p>-Continues to create simple drawings using lines to enclose a space e.g. for a face, or for a house or flower/animal.</p> <p>-</p>	<p>-Moves to music and songs.</p> <p>-Sings some familiar songs.</p> <p>-Exploring sounds using musical instruments and can change how they are played (fast, slow, loud, quiet.)</p> <p>-Exploring colour mixing- to create secondary colours.</p>	<p>-Moves to music and songs.</p> <p>-Sings some familiar songs.</p> <p>-Explores sounds using musical instruments and can change how they are played (fast, slow, loud, quiet.)</p> <p>-Colour mixing- to create secondary colours.</p> <p>-Using split pins to create a simple moving figure e.g. - story character or animal</p> <p>-Exploring types of colours e.g. warm/hot colours or cold colours and creating a picture (fire or sunset)</p> <p>-Observational drawings of real-life</p>	
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	.	<p>pictures, Poppy pictures, Pudsey Bear Bandannas, Christmas cards, calendars & crafts</p> <p>Christmas Songs & Dance</p>				<p>objects e.g. flowers, chicks.</p> <p>Modelling-creating and joining materials to create models or to express their ideas e.g., using boxes, cellotape, string etc</p> <p>-Icing sugar painting/dribbling over page.</p>	
<p>PSED/RSE</p> <p>Coram life education SCARF lessons</p>	<p>-Topic-Me and My Relationships: What makes me special People close to me Getting help</p>	<p>Topic-Valuing Difference: Similarities and difference Celebrating difference Showing kindness</p>	<p>-Topic-Keeping Myself Safe: Keeping my body safe Safe secrets and touches People who help to keep us safe</p>	<p>-Topic-Rights and Respect: Looking after things: friends, environment, money</p>	<p>-Topic-Being My Best: Keeping by body healthy – food, exercise, sleep Growth Mindset</p>	<p>-Topic-Growing and Changing: Cycles Life stages</p>	