





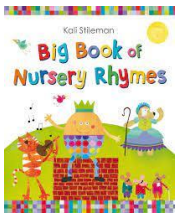
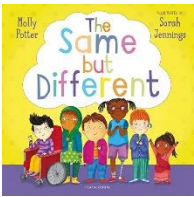
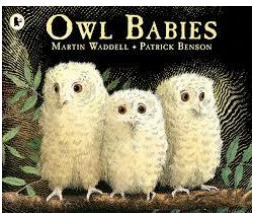
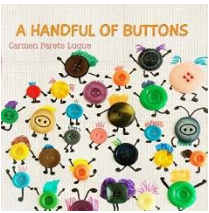
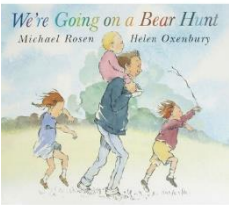
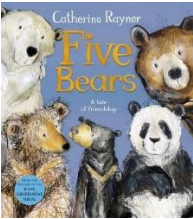
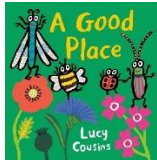
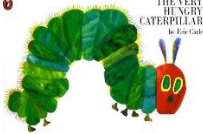
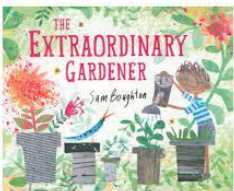
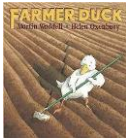
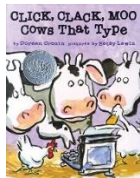
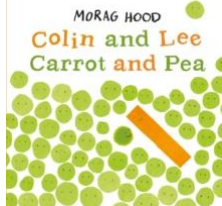
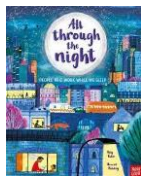
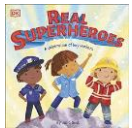
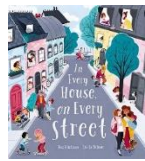


Nursery Long Term Plan Cycle 2









Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Over Arching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p>At All Saints Primary School and Nursery, we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>					
Theme NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	<p>What happened to Humpty Dumpty?</p>  	<p>Twinkle Twinkle Little Star</p>  	<p>Should we go on a Bear Hunt?</p>  	<p>Mad about Minibeasts</p>   	<p>What's on Old McDonald's Farm?</p>   	<p>You're off to Great Places</p>   



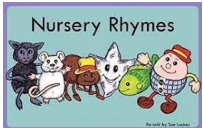
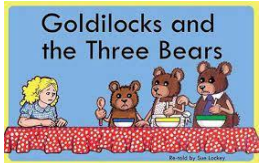
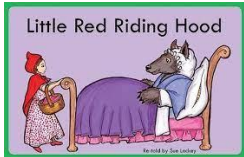

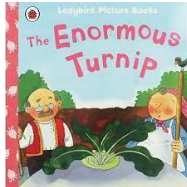
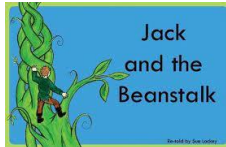

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Parental Involvement	Harvest Festival Celebrations	Nativity Bed Time Stories Community Christmas dinner Parent/Carer Phone calls	Parent/carers Workshops	Easter Parade	Parent and Carer Curriculum Showcase Sports Day	Picnic Induction Open afternoon
Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating the diversity of the UK. These are not exclusive to being British and are shared by other democratic countries.						
Our British Values	Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	
Characteristics of Effective Learning	<p>Playing and Exploring - During this topic the children will be encouraged to play and explore using knowledge they already have and supported to develop a 'have a go' attitude at school.</p> <p>Active learning - The children will be provided with daily activities that allow them to be active and involved in their learning. The activities will help develop concentration and attention.</p> <p>Creating and thinking Critically - Our continuous provision will strongly encourage the children to explore their own ideas and to tackle a task how they feel best suit.</p> <p>We have an animal for each learning behaviour. These are:</p>					

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Creative Chameleon 		Persevering parrot 		Go for It Gorillas 		Proud Peacock 	
Slinky Linky Snake 		Reflecting Rhino 		Exploring Elephants 		Choosing Chimps 	
Examples of Characteristics of Learning	Realise that their actions have an effect on the world, so they want to keep repeating them.	Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.	Begin to correct their mistakes themselves.	Bring their own interests and fascinations into early years settings. This helps them to develop their learning.	Respond to new experiences that you bring to their attention.	Show goal-directed behaviour. Keep on trying when things are difficult. Use pretend play to think beyond the 'here and now' and to understand another perspective.	
	Plan and think ahead about how they will explore or play with objects. Participate in routines, such as going to their cot or mat when they want to sleep. Take part in simple pretend play.	Make independent choices. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.	Sort materials. Know more, so feel confident about coming up with their own ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.	Solve real problems: Make more links between those ideas.	Review their progress as they try to achieve a goal. Check how well they are doing.		
Key Text	Big Book of Nursery Rhymes	Owl Babies	We're Going on a Bear Hunt	The Very Hungry Caterpillar	Click Clack Moo Cows that Type	When I grow up I want to be a...	

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<p>Nursery Rhymes and Traditional Tales</p> 	<p>Nursery Rhymes throughout the year</p> <p>Goldilocks and The Three Bears</p> 	<p>Little Red Riding Hood</p> 	<p>The Gingerbread Man</p> 	<p>The Enormous Turnip</p> 	<p>Jack and the Beanstalk</p> 	<p>The Three Little Pigs</p> 
<p>Daily Story</p>	<p>Settling in activities, learning to make friends. Encouraging children to talk about experiences that are familiar to them. Model talk routines throughout the day e.g. it is snack time, I have juicy apple, I have a ripe banana.</p>	<p>Develop vocabulary Sequencing stories (not always in order) Talking about characters in stories. Encouraging and modelling the use of vocabulary heard in stories. Respond to questions and instructions directed to them.</p>	<p>Hears and uses new vocabulary from stories, rhymes and poems. Joins in with familiar rhymes and stories. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Sequences stories/ events (not always in order) Identifies characters / settings/ events in stories. Knows that print carries meaning and is read, in English, from left to right Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. Joins in with familiar rhymes and stories.</p>	<p>Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories. Knows that print carries meaning and is read, in English, from left to right. Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. Hears initial sounds. Joins in with familiar rhymes and stories. Begins to predict what might happen in stories.</p>	
<p>Trips and Experiences</p>	<p>Exploring the local area</p>	<p>Walk to the Post Office Walk to Church Nativity Visit from Santa!</p>	<p>Woodland walks Teddy bear's picnic</p>	<p>Anthony James model making ZooLab visit- taking care of animals</p>	<p>Ash End Farm Trip</p>	<p>Visits from people who help us eg firefighters</p>



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Special Times	First day of school Black History Month Harvest Festival Road and Water safety	Diwali Christmas/Nativity Bonfire Night Remembrance Day Friendship Week and Odd Socks Day	Sukkot Shrove Tuesday Lunar New Year Mental Health Week Safer Internet Day	Easter Mother's Day World Book Day Science Week Real caterpillars in class!	Ramadan Eid Real caterpillars in class! Sports day	Holi Father's Day
Prime Areas of Learning						
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Listening, Attention and Understanding	<p>Throughout the year children will develop these listening skills</p> <ul style="list-style-type: none"> • Responding to questions and instructions directed to them • Following 2 part instructions • Taking part in short exchanges with others - listening and responding to adults and peers • Taking turns in conversation • joining in with repeated refrains in rhymes and stories/ re-tell recite some familiar songs/ rhymes/ stories 					
Speaking	<p>Throughout the year children will develop these speaking skills</p> <ul style="list-style-type: none"> • Articulating and speaking clearly • Speaking in 4-6 word sentences • Explaining feelings in simple terms i.e. I am sad because... • Expressing wants and needs, such as asking for particular resources • Using simple conjunctions to connect ideas such as 'and' and 'because' • Using some positional language • Retelling a story/ event (not always in correct order) • Joining in with repeated refrains in stories/ rhymes 					
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-					

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	ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Dance	Body Management	Speed Agility and travel units	Healthy Eating	Manipulation and coordination	Cooperate and solve problems Sports day
Ongoing: Healthy Living Make healthy choices about food, drink and tooth brushing Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Mounts stairs, steps or climbing equipment using alternate feet Walks downstairs, two feet to each step while carrying a small object Use small motor skills e.g. buttons and zips Shows an increasing desire to be independent Use the toilet with support and then independently Start to eat independently and	Use and remember sequences and patterns of movements Uses movement to express feelings Creates forms of expression in response to music Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm	Skip, hop and pose for a game Increasingly independent meeting own needs Run skilfully, negotiating space Run safely on whole foot	Continue to develop their movement and ball skills Use large movements Start taking part in some group activities. Be increasingly independent with coats and zips Show a preference for a dominant hand Use one-handed tools Use a comfortable grip with good control	Increasingly follow rules, understanding why they are important Run skilfully, negotiating space Run safely on whole foot 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 Continue to develop their movement and ball skills	Choose the right resources to carry out a plan Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks









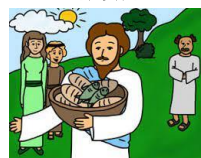

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	learning how to use a knife and fork					
Fine Motor	<p>Making snips with paper :- Practise tearing paper</p> <p>Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs)</p> <p>Able to use a spoon to feed self/ cups to drink</p> <p>Paint brushes - large movements - circular, up and down :- large paintbrushes/ large sheets of paper/ ground</p> <p>Use tweezers to pick up/ move large objects i.e. pompoms</p> <p>Thread large objects onto pipe cleaners Using a variety of tools to manipulate play dough</p> <p>Using glue spreaders</p> <p>Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects</p> <p>Practise activities to promote crossing the mid-line of the body i.e. passing a ball from left to right</p> <p>Promote activities to strengthen bilateral coordination i.e. lacing cards</p> <p>Cut a straight line with some accuracy</p>					
Pencil Control	Pencil control: Mark making using tools such as chunky chalks, mark makers in sand etc, predominantly using fist grip	Pencil control: Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines such as wavy lines or straight lines		Pencil control: Using mark makers with developing tripod grip and dominant hand to form some letter shapes		
Gross Motor	<p>Use crates and planks of wood to build obstacle courses</p> <p>Use of climbing frame</p> <p>Practise throwing and catching large ball back and forth with bounces between the catch Practise riding the bikes and scooters</p> <p>Running races</p>	<p>Use crates and planks of wood to build obstacle courses</p> <p>Use of climbing frame Practise throwing and catching large ball with one bounce between the catch</p> <p>Practise riding the bikes and scooters Galloping races Balancing on one leg during Simon Says game</p>		<p>Use crates and planks of wood to build obstacle courses</p> <p>Encourage children to climb and build independently</p> <p>Use of climbing frame Practise throwing and catching large ball</p> <p>Practise riding the bikes and scooters Galloping races Balancing on one leg during Simon Says game Pick up small buckets of water/ sand using 2 hands</p>		
Personal, Social and Emotional Development	My SCARF: Keeping safe Protective Behaviours	My SCARF: Me and My Relationships	My SCARF: Growing and Changing	My SCARF: Valuing Difference	My SCARF: Rights and Respect	My SCARF: Being my Best and Transition into Reception

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Self-Regulation Managing Self Making Relationships	Water and Road safety lessons					
Online Safety	<p>I understand my own body is mine and that I can say no in real life or online</p> <p>I know that we have rules to keep us safe both in and beyond the home</p>	I can talk about some ways that the internet can be used to communicate	I know I can put information on the internet	I know some people can be unkind online	I know I can use the internet to find things out	<p>I can talk about some simple examples of my personal information.</p> <p>I know the people I can trust and share this with.</p> <p>I know that work I create is mine and I can name my work.</p>
Religious Education	Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.					
Key Questions	<p>F1 Why is the word 'God' so important to Christians?</p> <p>UC GOD/CREATION</p> 	<p>F2 Why do Christians perform nativity plays at Christmas?</p> <p>UC INCARNATION</p> 	<p>F2 Who are the people in sacred stories and why might they be still important today?</p> <p>Theo/HSS</p>	<p>F3 Why do Christians put a cross in an Easter garden?</p> <p>UC SALVATION</p> 	<p>F3 How do people know how to treat each other?</p> <p>Theo/HSS/Phil</p>	<p>F1 How can people show they belong together?</p> <p>Theo/HSS</p> <div> <p>Belonging and believing</p>  </div>

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			<div>Wisdom and guidance</div> 		<div>Personal responsibility</div> 	
Key Bible story	<div>In the Beginning</div> 	<div>Jesus is Born</div> 	<div>Noah's Ark</div> 	<div>Jesus is Alive</div> 	<div>Jesus feeds a crowd</div> 	<div>The story of two builders</div> 
Specific Areas of Learning						
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Comprehension	Joins in with familiar rhymes and stories Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories Traditional Tales topic/ Story times		Joins in with familiar rhymes and stories Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories Knows that print carries meaning and is read, in English, from left to right Traditional Tales topic/ Story times		Joins in with familiar rhymes and stories Singing Nursery Rhymes Begins to predict what might happen in stories Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories	
Word Reading						



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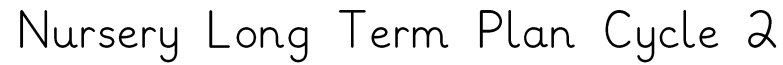
				Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right	
Writing	Mark making using mark making tools in trays of sand etc. Using larger paintbrushes to paint with. Using chunky chalks on the ground outside. Manipulating play dough with variety of tools Draw some marks on paper, not always distinguishable	Mark making using mark makers such as chunky chalks, paintbrushes, pens Following large pattern templates Draw some marks on paper, not always distinguishable	Mark making using pens/ pencils/ chalks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make	Uses pens/ pencils/ paintbrushes with developing tripod grip. Can draw some recognisable pictures and give meaning to the marks they make	Uses pens/ pencils/ paintbrushes with developing tripod grip. Form some letter shapes/ can copy or write their own name/ writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters)
Writing Scheme	Wiggle me into a squiggle		Squiggle whilst you wiggle		Squiggle whilst you wiggle



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Twinkl Phonics Overview	My House My Family My local Area Pets Things I like to do All about Me Goldilocks and the three Bears	Superheroes Castle Pirates and Mermaids Space Aliens Magical Creatures Witches and Wizards Little Red Riding Hood	Seaside Park Shopping Centre In the Woods Café The Gingerbread Man	Garden Centre Minibeasts The Enormous Turnip	Farm Animals Jungle Animals Under the Sea Arctic Animals Safari Animals Jack and the Beanstalk	Firefighters Police Doctors Vets Teachers and School Staff People Who Help us The Three Little Pigs
Sound Discrimination and Letter Knowledge	Draw some marks on paper, not always distinguishable		Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make	Spot and suggest rhymes Recognise words with the same initial sound Hears initial sounds Identifies sounds in words Hears some initial sounds and begins to use letters to identify meaning i.e. 'd' is for dog Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make Count or clap syllables in a word	Hears initial sounds Identifies sounds in words Can orally blend/ segment simple CVC words Hears some initial sounds and begins to use letters to identify meaning i.e. 'd' is for dog Can draw some recognisable pictures and give meaning to the marks they make	Can orally blend/ segment simple CVC words Hears initial sounds in words Hears some initial sounds and begins to use letters to identify meaning i.e. 'd' is for dog Can copy/ write own name Writes for a range of purposes (not always using correct letters)





Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Number Numerical Patterns	Early Mathematical Experiences / Number Rhymes Explore simple composition of number through number rhymes. Having numbers around the Nursery environment i.e. displays. Knows and sings a selection of number rhymes. Numbers to 5 Practise counting aloud to 5. Show 'finger numbers' to three.	Numbers to 5 Subitise small amounts up to 3 objects. Link numeral and quantity to 3. Shape and Space Explore 2D and 3D shapes to create patterns. Selects shapes appropriately. Number Patterns Days of the week, seasons. Sequence daily events.	Numbers to 5 Count reliably to 5, and beginning to count beyond 5. Say one number name for each item in order- 1, 2, 3, 4, 5. Compare Quantities Sort objects by a variety of criteria. Describes similarities and differences.	Numbers to 5 Know the last number reached when counting a set of objects tells you how many there are ('cardinal principle') Shape and Space Talk about and explore 2D and 3D shapes, using informal and mathematical language i.e. sides/corners. Understand and use positional language	Numbers to 5 Solve real world mathematical problems up to 3. Experiments with own symbols and marks as well as numerals. Verbally rote count to 10. Number Patterns Extend and create simple 'ABAB' patterns. Spotting and exploring errors in repeating patterns. Shape and Space Make comparisons between objects relating to size, length, weight and capacity.	Numbers to 5 and beyond Solve real world mathematical problems up to 5. Experiments with own symbol and marks as well as numerals. Verbally rote count to 10. Compare Quantities Compares quantities by using the terms 'more than', 'less than' and 'the same'. Number Patterns Begin to describe a sequence of events (real or fictional) using words such as first, then etc...



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<p>Expressive Art and Design</p> <p>Creating with materials</p>	<p>Opportunities to dance and sing regularly.</p> <p>To use various construction materials such as large blocks, small blocks, lego and recycled materials</p> <p>Colour mixing as part of our celebrations work will then become a part of our continuous provision.</p> <p>Music area with the opportunity to tap out simple repeated rhythms.</p> <p>Explore and learn how sounds can be changed with a selection of rhymes to choose from.</p> <p>Children will use lines to enclose a space, and then begin to use these shapes to represent objects with a line drawing produced every term so that we can monitor progress in this area of learning.</p> <p>Using artists as inspiration for their own work- See below</p> <p>Beginning to be interested in and describe the texture of things Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Realises tools can be used for a purpose: hammers, nails and large paint brushes.</p>					
<p>Being Imaginative and Expressive</p>	<p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Putting opportunities in the environment for children to act out traditional stories and stories they have heard.</p> <p>Opportunities to use available resources to create props to support role-play and acting out our stories.</p> <p>Developing preferences for forms of expression.</p> <p>Uses movement to express feelings.</p> <p>Notices what adults do, adults as role models so children can imitate what is observed and then do it spontaneously when the adult is not there. Imitates movement in response to music.</p> <p>Baskets of toys and other stimuli to encourage story telling.</p>					
<p>DT</p>	<p>To use various construction materials, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p>To use a glue spatula.</p> <p>To use simple mark making techniques to represent/ communicate my ideas.</p> <p>To develop my own ideas through experimentation with a range of materials.</p> <p>To safely use tools and materials</p>					
<p>Mechanics</p> <p>Textiles</p> <p>Structures</p> <p>Design and make</p> <p>Cooking and nutrition</p>	<p>To explore different toys that move and make them work by pressing parts or applying force.</p>	<p>To know that a push or pull can move an object or stop it from moving.</p> <p>Diwali and Chinese New Year; To taste a variety of foods from different cultures.</p>	<p>To explore different textiles and talk about how they feel to touch.</p> <p>Food: making vegetable soup</p>	<p>To sort different materials.</p> <p>To sort healthy and unhealthy foods.</p> <p>To name a range of different fruit and vegetables</p>	<p>To look at books with moving parts and use the levers and sliders appropriately.</p> <p>Anthony James; To take apart and talk about (with support) how</p>	<p>Growing and picking vegetables;</p> <p>To name a range of different fruit and vegetables</p>

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	<p>To know that things feel different</p> <p>Food: porridge and eggs - exploring cooking through nursery rhymes</p>	<p>Food- collecting apples and cooking apple sauce/ crumble</p>	<p>Gingerbread men biscuits</p>	<p>Food- fruit caterpillars</p> <p>Designing a menu</p> <p>Making Turnip soup</p>	<p>cardboard boxes are used in everyday life.</p> <p>To use a masking tape to join.</p> <p>Food -Growing cress for sandwiches, growing and tasting food</p>	<p>Role of a chef- based on chn's interests... Food- find out about a chef, healthy eating- making fruit salads.</p> <p>Using home grown vegetables and fruit to cook.</p>
	<div>   </div> <p>DT Texture Focus- Making/weaving rainbows and nature weaving boards</p>					
	<p>Express ideas and feelings through marks and sometimes give a meaning to marks such as circles and lines.</p> <p>Use drawing to represent ideas like movement and noises through write dance.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>Join different materials and explore different textures.</p>	<p>Show emotions in their drawings and paintings.</p> <p>Draw with increasing complexity and detail such as a face.</p>	<p>Develop their own ideas and decide which materials to use.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Explore colour and colour mixing. know the primary colours and which colours are created when they are mixed - mix powder paint independently -be able to name all of the primary colours</p>
Focus Artist	Focus Artist: Giuseppe Arcimboldo/Van Gogh Making faces using natural materials and		Focus Artist: Andy Goldsworthy	Focus Artist: Local artist- Anthony James	Focus Artist: Yayoi Kusama Animal patterns	

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	Self portraits Focus Artist: Vincent Van Gogh - starry night pictures		Using natural materials to make pictures and patterns	Making minibeast models using recycling		
	<p>Talk about what they are going to make and begin to talk about who it is for (people in own experience)</p> <p>Make simple models which express their ideas</p> <p>Explore how things work.</p> <p>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.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Explore different materials and, using all their senses to investigate them</p> <p>Manipulate and play with different materials</p>	<p>Use their imagination as they consider what they can do with different materials</p> <p>Develop their own ideas and decide which materials to use to express them</p>	<p>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</p> <p>Choose the right resources to carry out their own plan</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p>	<p>Explore different materials freely</p> <p>Develop their own ideas and decide which materials to use to express them</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p>
Music Express	<p>Say hello</p> <p>Beat and tempo</p> <p>How do you do?</p> <p>Beat and tempo</p> <p>My turn your turn</p> <p>Beat and tempo</p> <p>I've got a tambour</p> <p>Beat and tempo</p>	<p>Aiken Drum</p> <p>Exploring drums</p> <p>Jack in the box</p> <p>The jack factory</p> <p>High and low</p> <p>I'm walking like a robot</p> <p>Sky high and toe low</p> <p>High and low</p>	<p>Teddy Bear Teddy Bear</p> <p>Play the beat</p> <p>Brown Bear's snoring</p> <p>Loud and quiet</p> <p>Chinese New Year</p> <p>Dragon swoops</p> <p>Beat and tempo</p> <p>Noah's ark</p>	<p>Popcorn</p> <p>High and low</p> <p>Pass the pebble on</p> <p>Structure</p> <p>Hello Mr sun</p> <p>Texture</p> <p>There's a quiet caterpillar on a leaf</p> <p>Loud and quiet</p>	<p>Don't drop litter</p> <p>texture</p> <p>When we're on the farm</p> <p>Texture</p> <p>When we're on the farm</p> <p>Texture</p>	<p>Five wonky bicycles</p> <p>Structure</p> <p>The world at work</p> <p>Structure</p> <p>Sounds helpful</p> <p>Texture</p> <p>Foxy comes to town</p> <p>Texture</p>



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	<p>Move in moving shoes</p> <p>Beat and tempo</p> <p>Make a face</p> <p>Beat and tempo</p> <p>Little miss Muffet</p> <p>Beat and tempo</p> <p>Three bears rap</p> <p>High and low</p>	<p>Christmas songs- Nativity</p> <p>Christmas songs- Nativity</p> <p>Christmas songs and music</p>	<p>High and low</p> <p>Noah's ark with instruments</p> <p>High and low</p> <p>Hairy Scary castle</p> <p>Louie and quiet</p>	<p>Rainbow dreams</p> <p>Texture</p>	<p>Shake tapperty scrape</p> <p>Timbre</p> <p>What can you see? Timbre</p>	<p>Supermarket sing</p> <p>Structure</p> <p>Music market</p> <p>Structure</p>
	<p>Make large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Begin to make sense of their own life story</p>	<p>Remember and sing entire songs</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Begin to make sense of their own life story and family's history</p>	<p>Listen with increased attention to sounds</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	<p>Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Able to use and remember sequences and patterns of movements which are related to music and rhythm</p>	<p>Use a wider range of vocabulary</p> <p>Sing a large repertoire of songs</p> <p>Enjoys listening to stories</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	<p>Create their own songs, or improvise a song around one they know</p> <p>Play instruments with increasing control to express their feelings and ideas</p>
Understanding the World	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	Exploring the world around us Location and place	Geographical Skills and Field work	Geographical Skills and Field work	Geographical Enquiry	Geographical Enquiry	Maps Directions

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<p>Fieldwork To make and talk about observations in the school playground and grounds</p> <p>Mapping Skills</p>	<p>Use all their senses in hands-on exploration of natural materials</p> <p>Explore and respond to natural phenomena</p> <p>Name the features of the environment - garage, farm school</p> <p>Know places which are special to them - Home, nursery and church</p> <p>Use maps Explore drawing maps Notice and talk about signs and symbols</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Use the language in/on/under/in front</p> <p>Enjoy playing with small word models such as farm, garage, train track.</p> <p>Understand position through words alone. For example, "The bag is under the table," - with no pointing Explore drawing maps</p>	<p>Talk about what they see using a wide range of vocabulary</p> <p>Identify key areas of the local area - house, church, woods, post office and shop</p> <p>Use maps</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Start to use relative vocabulary</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Programme a Beebot</p>	<p>Describe a familiar route</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Follow simple directions Notice and talk about signs and symbols</p>
	Changes within living memory	The lives of significant individuals from the past	Significant historical events, people and places in our locality	Historical Enquiry	Similarity and Difference	The lives of significant individuals from the past
	Understanding about themselves and how they have grown or changed e.g. "I cried when I was a baby"	<p>Makes connections between the features of their family and other families</p> <p>Recount stories of significant individuals in their own lives - taking part in commemorative</p>	<p>Begin to make sense of their own life story and family's history.</p> <p>Explore pictures of their classroom environment and identifies how their learning environment has changed across</p>	<p>Ask and answer 'what', 'where' and 'who' questions about events immediately happening in their environment or events in the 'near' past</p>	<p>Able to identify themselves in relation to social groups/their peers - begin to identify similarities and differences between themselves and their significant others</p>	<p>Explore stories about people and objects they are familiar or fascinating to them - explore pictures of people important to them</p>



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		celebrations (e.g. Bonfire Night and Black History Month) - experiment with other people's views and actions of others during their play	the week, term and year - imitate everyday actions and events from their own family and cultural background - explore family, school and community customs and routines			
	Working Scientifically	Animals and living things	Working Scientifically	Plants and Growing things	Materials	Working Scientifically
	Use all their senses in hands-on exploration of natural materials. Explore and respond to natural phenomena.	Begin to understand the need to respect and care for the natural environment and all living things runs through all terms.	Talk about what they see using a wide range of vocabulary.	Plant seeds and care for growing plants. Understand the key features of a life cycle. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Make healthy choices about food, drink, activity and toothbrushing.	Explore collections of materials with similar/different properties. Talk about the differences between materials and changes they notice.	Explore how things work. Explore and talk about different forces they feel.
Computing	Exploring ICT/hardware Playing with phones, cameras, Moving toys linked to DT	Exploring buttons, keys and a mouse Loose part play-sorting	Giving and following instructions Debugging	Exploring clicking and dragging Taking photographs Exploring cameras	Sorting ourselves Yes or no questions? Exploring pictograms	Understanding arrows Introducing Bee-bot



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