

# EYFS curriculum map

This document is a summary of our Nursery and Reception curriculum maps. We have a more detailed curriculum map for Nursery 2 year old provision (Acorns), Nursery 3 year old provision (Oaks) and Reception that this is directly taken from. These titles have also been attached to our full National Curriculum Maps for Y1 – Y6 to show how the curriculum progresses.

At Garswood Primary and Nursery School we have been developing our curriculum in a collaborative manner. As Early adopters of the New EYFS we spent time considering how the Early Years statutory Educational Programmes form the starting points for our whole school curriculum. We have sequenced our curriculum by building on the skills and knowledge of our Early Years Curriculum and developing the sequences through to the National Curriculum. We have used the St Helens Early Years Hub document, 'Early Years for Subject Leaders' to support subject leaders in their understanding of the EYFS. We consider our intent statements in the implementation of our curriculum and are continuing to review, evaluate and modify in a responsive way to ensure children receive the best outcomes. At Garswood we use both Birth to 5 Matters and Development Matters non statutory guidance to enable us to make a holistic best fit judgement for observation, assessment and next steps. We understand that all children are unique, and that they develop in different ways. We nurture and encourage this using a play-based approach. We use the statutory Early Learning Goals to assess children at the end of Reception as Emerging or Expected.

**Entry**



**End**

<b>Nursery Acorns Texts</b>	<b>Hug</b>	<b>Brown Bear</b>	<b>Each Peach Pear Plum</b>	<b>The Train Ride</b>	<b>The Enormous Turnip</b>	<b>Jasper's Beanstalk</b>
	Jez Alborough	Bill Martin / Eric Carle	Janet and Alan Ahlberg	June Crebbin	That's Not My ... Bee	That's Not My ... dinosaur
		That's Not My ...	That's Not My ... train	Fox's Sox		

	What's that at home?	Christmas Tree Santa /Rudolph/ Fairy  Colours	bus car What's that Big Machines?	What's that favourite animals?  Waddle!	Butterfly  Wiggly caterpillars  Opposites	Pop Up Peekaboo Dinosaurs  Dinosaurs
Nursery Rhyme Focus	Hickory dickory  Round and Round the Garden	Twinkle Twinkle  2 Little Dickie Birds	Down at the Station  Wheels on the Bus	Humpty Dumpty  Grand Old Duke of York	Incy wincey Spider  Wind the Bobbin up	Miss Molly had a Dolly
Throughout day and story time	Reading or singing and revisiting daily a variety of different nursery rhymes and stories in addition to the planned rhymes and following children's interests.					
Nursery Oaks Texts	Red Riding Hood  Dear Zoo by Rod Campbell  Going to the Dentist	Gingerbread Man  Supertato by Sue Hendra  Christmas Cooking	Billy Goats Gruff  The Gruffalo by Julia Donaldson  Emergency Rescue	3 Little Pigs  Mrs Honey's Hat by Pam Adams  199 Things on the Farm	Jack and the Beanstalk  Don't put your finger in the jelly, Nelly by Nick Sharratt  First Facts Bugs	Goldilocks  We're Going on a Bear Hunt by Michael Rosen  Children Around the World

<b>Nursery Rhyme Focus</b>	<b>Little Miss Muffet</b> <b>Mary Had a Little Lamb</b>	<b>Little Bo Peep</b> <b>Baa baa black sheep</b>	<b>Jack and Jill</b> <b>Hey Diddle Diddle</b>	<b>Old MacDonald Had a Farm</b>	<b>Dingle dangle scarecrow</b>	<b>Row, row, row, your boat</b>
<b>Throughout day and story time</b>	<b>Reading or singing and revisiting daily nursery rhymes and stories</b>					
<b>Author Focus</b>	<b>Rod Campbell</b>	<b>Sue Hendra</b>	<b>Julia Donaldson</b>	<b>Kes Gray</b>	<b>Nick Sharratt</b>	<b>Jez Alborough</b>

<b>Reception on Texts</b>	<b>The Something</b> <b>By Rebecca Cobb</b> <b>(Ready Steady Write)</b>	<b>Star in the Jar</b> <b>by Sam Hey</b> <b>(Ready Steady Write)</b>	<b>Juniper Jupiter</b> <b>Lizzy Stuart</b> <b>(Ready Steady Write)</b>	<b>Little Red</b> <b>Bethan Woollvin</b> <b>(Ready Steady Write)</b>	<b>The Extraordinary Gardner</b> <b>Sam Boughton</b> <b>(Ready Steady Write)</b>	<b>The Storm Whale</b> <b>Benji Davies</b> <b>(Ready Steady Write)</b>
	<b>Beegu</b> <b>Alexis Deacon</b> <b>(Drawing club)</b>	<b>Ruby's Worries</b> <b>By Tom Percival</b> <b>(Drawing Club)</b>	<b>There is No Dragon in this Story</b> <b>By Lou Carter</b> <b>(Drawing club)</b>	<b>Mr Wolf's Pancakes</b> <b>By Jan Fearnley</b> <b>(Drawing Club)</b>	<b>The Hungry Caterpillar by Eric Carle</b>	<b>Here We Are</b> <b>by Oliver Jeffers</b>

	<p><b>My Cat Likes to Hide in Boxes</b></p> <p><b>Eve Sutton (enhance)</b></p> <p><b>Stick and Stone</b></p> <p><b>Beth Ferry (F5)</b></p> <p><b>(Drawing Club)</b></p> <p><b>Non-fiction texts</b></p> <p><b>Usborne Big Book of Dinosaurs</b></p>	<p><b>Little Glo</b></p> <p><b>By Katie Sahata (enhance)</b></p> <p><b>Where the Poppies Now Grow (Enhance)</b></p> <p><b>by Hilary Robinson</b></p> <p><b>Changes and the Seasons</b></p>	<p><b>The Magic Paintbrush</b></p> <p><b>By Julia Donaldson (Drawing Club)</b></p> <p><b>C is for China by Sungwan So</b></p> <p><b>Little Beaver and the Echo Amy Mcdonald (Enhance)</b></p> <p><b>Polar Bears</b></p>	<p><b>The Hairy Toe</b></p> <p><b>By Daniel Postgate (Drawing Club)</b></p> <p><b>The Colour Monster</b></p> <p><b>By Anna Llenas (Drawing Club)</b></p>	<p><b>Mabel's Magic Garden by Paula Metcalf (Drawing Club)</b></p> <p><b>Creepy Crawley Calypso by Tony Langham</b></p> <p><b>Butterflies and Life Cyclesby Mary R Dunn</b></p>	<p><b>Somebody Swallowed Stanley by Sarah Roberts (Drawing Club)</b></p> <p><b>Sleeping Beauty (Drawing Club)</b></p>
Nursery Rhyme Focus	<p><b>A sailor went to sea</b></p> <p><b>Old Mother Hubbard</b></p>	<p><b>One two three four five, once I caught a fish alive</b></p> <p><b>3 Little Kittens</b></p>	<p><b>Old King Cole</b></p> <p><b>Sing a song of Sixpence</b></p>	<p><b>Ten in the Bed</b></p>	<p><b>One, Two buckle my shoe</b></p>	<p><b>There was an Old Lady Who Swallowed a Fly</b></p>
Author Focus	<p><b>Lynley Dodd</b></p> <p><b>Korky Paul</b></p>	<p><b>Emma Chichester Clark</b></p>	<p><b>Oliver Jeffers</b></p>	<p><b>Mick Inkpen</b></p>	<p><b>Petr Horacek</b></p>	<p><b>Eric Carle</b></p>
Throughout day and story time	<p><b>Reading or singing and revisiting daily nursery rhymes and stories including a range of traditional and fairy tales</b></p>					

# Communication and Language

## Nursery Acorns

We will:

- Read stories modelling rhythm and rhyme
- Use puppets and other props to encourage listening and responding when singing a familiar song or reading from a story book.
  - Encourage children to learn one another's names and to pronounce them correctly.
  - Encourage talk in all spaces, both indoors and outdoors.
- Include things which excite young children's curiosity, such as hats, bubbles, shells, story books, seeds and snails, which reflect their wider living and non-living communities.
- Provide activities, such as cooking, where talk is used to anticipate or initiate what children will be doing, e.g. We need some eggs. Let's see if we can find some in here
  - Season sensory tray/basket/bags
  - Shaving foam tuff tray with small world people (snow day)
  - Ensure all practitioners can pronounce the names of children, parents and other practitioners.
  - Find out parents' preferred names for themselves and their children.
- Where possible minimise background noise / visual distractions in the environment- ensure spaces are separated enough for children to listen to each other.
- Display pictures and photographs showing engaging, familiar or fantastical events, objects and activities and talk about them with the children.
  - Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.

	<ul style="list-style-type: none"> <li>Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases.</li> <li>Provide opportunities for children to communicate in their home language.</li> <li>Help children to build their vocabulary, motivations and opportunities to experiment with talk by extending the range of their experiences.</li> <li>Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities in which there is little pressure to talk but words, songs and rhymes are welcome</li> <li>Continue to encourage movement activity to stimulate sound and verbal utterances as well as the opportunity to explore expressive sounds and words to match movement, particularly outdoors.</li> <li>Plan regular opportunities for children to speak.</li> <li>Set up collaborative tasks, e.g. construction, food activities or story-making through role-play.</li> <li>Provide small world toys or puppets for children to act out familiar stories in their play</li> <li>Ideas: Weather basket, with all weather clothing for toys to encourage talk about all weathers; Bus/train small world town with a variety of vehicles; Gardening – begin to plant in outdoor mini garden and pots; Sensory trays, nature table; Minibeast listening games; Minibeast flashcards to encourage children to talk; Dinosaur story stones; Large dinosaurs outdoors to encourage speaking and role play.</li> </ul>					
Nursery Oaks	<p>Daily exploration of stories, rhymes and poems. Know focus nursery rhymes.</p> <p>Learning to sit and listen and why</p> <p>Know new vocabulary</p> <p>Know they can and provide opportunities to talk with adults</p> <p>To know that stories have different character</p>	<p>Know focused texts and enjoy daily book reading</p> <p>Know and understand meanings of new words through stories</p> <p>Know they can share their ideas</p> <p>Know they are free to investigate new and enjoy learning new words</p>	<p>Know focused rhymes and songs and grow to love songs, rhymes and stories that become familiar</p> <p>Know how to retell stories through play</p> <p>Know how to invent own stories and tell through play</p> <p>To be able to differentiate and categorise objects based on their properties.</p>	<p>Modelled correct pronunciation children begin to know and say correctly</p> <p>Becoming increasingly familiar with and know a variety of traditional and fairy tales</p> <p>Know how to act out more complex story retelling with friends</p>	<p>Know they can engage in successful engagement in serve and return conversations</p> <p>Thinking time encouraged – children know to do this</p> <p>Encouragement of cooperation to share problem solving and projects – children know they can work with others successfully</p>	<p>Know they can ask 'I wonder' questions</p> <p>Model and encourage scientific investigations to promote new vocabulary and thinking skills – children know and are enthusiastic to carry out investigations</p> <p>To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.</p>

	<p>which could be real and pretend.</p> <p>To know to sing words clearly so that they are audible.</p> <p>To know that it is OK to talk to others about wants and needs.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to understand simple instructions.</p> <p>Know focused texts and become familiar with authors</p> <p>Know their role in and perform nativity to an audience</p>	<p>To remember new words I am learning when talking to others.</p> <p>To be able to understand simple instructions, questions and commands</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>Know about talking time / partners</p> <p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p> <p>To be able to use vocabulary learnt to have a conversation with others.</p>	<p>To use the words they know appropriately to organise themselves and their play</p>

Reception	Listening and Understanding					
	Listening	Understanding	Speaking	Reading	Writing	Thinking
	<p>Settling in Activities to enable children to know routines and boundaries</p> <p>Know and discuss familiar experiences and family routines</p> <p>Know and develop listening skills further for longer periods of time</p> <p>Know and understand 2 part instructions</p> <p>Know new vocabulary</p> <p>Know school routines</p> <p>Know focused rhymes and how to sing rhymes</p> <p>To know about others.</p> <p>To describe different story and non-fiction texts.</p>	<p>Know how to answer how and why questions.</p> <p>Continue to develop listening skills – know when they should listen to others</p> <p>To know about different festivals.</p> <p>To be able to talk about how different people help us.</p> <p>To begin to talk about why things happen using new vocabulary learnt.</p> <p>Know new vocabulary</p> <p>Know, understand and explain new vocabulary in stories and dialogue</p> <p>Know their role, lines and songs in the Nativity performance with acting and understanding of the story</p> <p>Know we can discuss stories and know</p>	<p>Know why we listen to others</p> <p>Know why we listen to others skills and use talk partners</p> <p>Know how to follow 3 step instructions</p> <p>Know new vocabulary through stories and books</p> <p>Know and understand vocabulary in songs and focused rhymes</p> <p>Know how to retell and describe events</p> <p>Know focused rhymes, poems, and songs</p> <p>To know different traditional stories.</p> <p>To know a range of healthy food and exercise.</p> <p>Express their ideas and feelings about their experiences</p>	<p>Know and understand how to listen carefully</p> <p>Know we can ask how and why questions</p> <p>Know new vocabulary</p> <p>Know how to develop own narrative</p> <p>Know how to retell nurse rhymes</p> <p>Know how to retell stories and using new vocabulary and story language</p> <p>To know different features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p>	<p>Know and understand why listening is important in a variety of situations</p> <p>Know new vocabulary</p> <p>Know how to articulate ideas and thoughts into well formed sentences</p> <p>Know how to ask questions to find out more</p> <p>Know how to perform poems and rhymes</p> <p>Know how to retell stories and use vocabulary that reflects their experiences</p> <p>Know how to make and perform stories</p> <p>To name and sort a range of living things.</p> <p>To be able to talk about different habitats.</p> <p>To engage in meaningful conversations with others.</p>	<p>Know we can listen attentively with sustained concentration</p> <p>Know we should listen to others when engaged in serve and return conversations</p> <p>Know how to make thoughtful contributions to conversations</p> <p>Know we can ask questions of others</p> <p>Know and continue to explore new vocabulary</p> <p>Know and recite poems, songs, and rhymes</p> <p>Know about non-fiction and what makes a book non-fiction</p> <p>Know how to describe events in detail</p> <p>To know different life cycles.</p>



		<p>stories have characters and beginning and endings</p> <p>Know how to follow 3 step instructions</p> <p>Know new songs</p>				<p>To know a range of facts.</p> <p>To engage in meaningful conversations with others</p> <p>Know and talk about similarities and differences</p> <p>Know how to talk about past experiences</p>
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## Personal, Social and Emotional Development

Nursery Acorns	<p>We will:</p> <ul style="list-style-type: none"> <li>• Provide duplicates of favourite items to reduce competition and conflict.</li> <li>• Provide matching items for children and adults to mirror each other in play, e.g. two identical musical instruments.</li> <li>• Provide resources that promote cooperative play between two children such as a double sized easel or a truck two children can ride. <ul style="list-style-type: none"> <li>• Ensure many opportunities for outdoor play where toddlers can be together without competing for space.</li> <li>• Create displays and albums of photographs of the children and the activities they have participated in.</li> <li>• Encourage children to take their own photographs within the setting.</li> </ul> </li> <li>• Displays, equipment and resources are reflective of the children's linguistic social and cultural backgrounds and those of the wider community, so there are items that are familiar to each child.</li> </ul>
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	<ul style="list-style-type: none"> <li>Share observations and consult with parents on each child's interests, dispositions, wellbeing and achievements, whatever they may be. <ul style="list-style-type: none"> <li>Adapt the environment to support the needs of children with mobility, visual or hearing impairment.</li> </ul> </li> <li>Plan the environment so that storage for coats, nappies, shoes and comforters are labelled with individual children's photographs and names so children can access them independently. <ul style="list-style-type: none"> <li>Provide an environment that is stable and familiar so children can find what they need, feel secure and be autonomous in their play <ul style="list-style-type: none"> <li>Plan personalised play that follows each child's interests and possible lines of development</li> <li>Ensure materials are easily accessible so all children have access to them and can make choices in their play.</li> <li>Provide mark making and collage materials that allow children to accurately represent their skin colour and hair type.</li> </ul> </li> </ul> </li> <li>Play experiences that are equally attractive to girls and boys will be available and accessed by children with a disability in the best way they can.</li> <li>Consistency of key person relationships to be maintained in the organisation of staffing (We will have 1 key person. If numbers increase there will be a second key person so each child always has a key person on each day they attend. Changes in groups and routines will be kept to a minimum. <ul style="list-style-type: none"> <li>Observation and planning for children's emotional needs is a central focus.</li> </ul> </li> <li>We will provide books, stories and puppets that can be used to model responding to others' feelings and being helpful and supportive. <ul style="list-style-type: none"> <li>Create enough space and organise resources so that toddlers can play without becoming frustrated. <ul style="list-style-type: none"> <li>Create a calm spaces inside and out, for retreat and relaxation</li> <li>Offer play opportunities with open-ended materials.</li> <li>Provide for vigorous physical play.</li> </ul> </li> </ul> </li> </ul>					
Nursery Oaks	Know simple routines and boundaries  Developing independence	Know rules and reasons  Know and understand the visual reminders to support routines	Knowing and understanding the rules  Know about people who help us and why	Begin to know we can calm ourselves  Know we should take turns	Know and develop self-control and calming techniques	To know and discuss feelings and reasons why we calm down

	<p>Know they can explore their surroundings</p> <p>To know that they can approach adults in Nursery when needed.</p> <p>Developing responsibilities</p> <p>Developing knowledge of oral hygiene – know they must brush their teeth</p> <p>To know about personal hygiene and the importance of being clean and tidy.</p> <p>To know that washing hands is important after using the toilet and before we eat.</p>	<p>To show confidence in dressing up and self-care activities.</p> <p>To know how to adapt behaviour to suit classroom routines.</p> <p>To show confidence in asking adults for support.</p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.</p>	<p>(firefighters, paramedics, nurses and police officers)</p> <p>Know how to role play in different roles that help others</p> <p>To know what making right food choices looks like.</p> <p>To show independence in self help skills such as toileting and dressing.</p> <p>To know how to manage their emotions in different situations.</p> <p>To know that there are boundaries set.</p> <p>To know about different feelings and be able to talk about them during</p>	<p>Know why sharing is good</p> <p>Know how to further develop our independence in self-help and self-care</p> <p>To know that when playing in a group they need to share and also know that they will get a turn</p> <p>To be aware of the different areas in the Nursery and how to explore them safely.</p> <p>To approach an adult if they need support.</p>	<p>Know that the views and feelings of others matter</p> <p>Know that some foods are healthy and some are not</p> <p>Know we must brush our teeth and begin to understand why - reviewing oral Hygiene</p> <p>To know that to play nicely it's important to share and take turns.</p> <p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.</p> <p>To know that it is OK to engage with others, even if in a different environment.</p>	<p>Know how the feelings of others and how we feel are linked</p> <p>Know how we begin self- regulation, self-help and self-care</p> <p>To know how to talk politely and develop an understanding of what is appropriate.</p> <p>To know that it is OK to challenge others, but they must remember to always be kind.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc</p>
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			<p>circle time, 'happy', 'sad'.</p> <p>To know that we must respect our resources and out them back when we have finished with them.</p>		<p>To know that people show their emotions indifferent ways, for example smiling if they are happy, cry if they are sad etc</p>	
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Reception	Try new activities	Know we should be helpful and why			Know how to collaborate on projects	Know changes in routine (getting ready for year 1)
	Know new routines	Forming relationships	Know how to work as part of a group	Know how to cooperate with others	Know we can help others to behave well	Know how to solve problems regarding our feelings
	Know class boundaries and shared rules	Know we all have comfortable and uncomfortable feelings	Know to accept ideas of others	Know about their own and others behaviour and its consequences.	Know about sharing and caring and advanced compliments	Know we can make the right choices
	Beginning friendships	Know about hygiene and why it is important	To know more uncomfortable feelings – afraid and angry	Know how to self-regulate and calm self – 'doing turtle'	Know what ia a healthy picnic and food choices	Know we can maintain good behaviour and consistently work well as part of a team
	Know what a compliment is	Being Proud	Know we can calm ourselves down	Know healthy Cooking - pancakes	Know the importance of exercise	
	Know healthy baking - bread	Know being respectful and know I must be treated with respect		Know why do we exercise?	Know how to care for living creatures and being kind to the environment	
	Know about oral hygiene	Know how to b independent and dress self				
	Know why we hand wash					

# Physical Development

## Nursery Acorns

We will:

- plan opportunities for children to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets.
  - Provide a range of large play equipment that can be used in different ways,
  - Plan time for children to experiment with equipment and to practise movements they choose.
- Provide opportunities for children to hang upside down, balance, swing backwards and forwards, roll down slopes, and spin round and round, allowing children to help understand their sense of space and self.
- Explain the importance of being outdoors and providing challenge in a safe environment to parents. Provide real and role-play opportunities for children to create pathways,
  - Use action rhymes, songs and games like “follow my leader” to encourage all children to be active
  - Provide recorded music, scarves, streamers and musical instruments so that children can respond spontaneously to music.
    - Plan activities that involve moving and stopping, such as musical bumps.
  - Provide “tool boxes” containing things that make marks, so that children can explore their use both indoors and outdoors.
    - Allow children to pour their own drinks, serve their own food, choose a story, hold a puppet or water a plant.
  - Provide support and advice for parents on healthy eating, oral hygiene and sleep expectations for their children
    - Offer choices for children in terms of potties, trainer seats or steps.
- Create opportunities for moving towards independence, for example by using visual clues for the sequence of routines such as handwashing.
  - Provide pictures or objects representing options to support children in making and expressing choices.

	<ul style="list-style-type: none"> <li>Choose some stories that highlight the consequences of choices.</li> <li>Ensure children's safety, while not unduly inhibiting their risk-taking.</li> <li>Talk to children about simple rules for their safety such as holding on to handrails when walking downstairs</li> <li>Display a colourful daily menu showing healthy meals and snacks and discuss choices with the children, reminding them, e.g. that they tried something previously and might like to try it again or encouraging them to try something new.</li> <li>Be aware of eating habits at home and of the different ways people eat their food, e.g. that eating with clean fingers is as skilled and equally valued as using cutlery.</li> <li>Encourage children to select and attempt to put on suitable clothing for outdoor play.</li> </ul>					
Nursery Oaks	<p>Exploring equipment outdoors knowing how we can move and travel and developing confidence</p> <p>Exploring small tools indoors knowing how to use them</p> <p>To know to join in with activities to support for shoulder and arm movements</p> <p>To know that books in English should be read from left to right and one page at a time.</p>	<p>Developing balance when traveling over equipment</p> <p>Know new ways to move and travel</p> <p>Know to join in with activities to support palmer approach thumb adducted</p> <p>How to share equipment and take turns.</p> <p>To know how to move on different beats and rhythms e.g. slowly for</p>	<p>Know how to transport large equipment to develop strength</p> <p>Know new ways to move and travel</p> <p>Know how to safely handle tools</p> <p>Know to join in with activities to support scissor grasp</p> <p>That we need to control our speed to ensure safety</p>	<p>Know to cooperatively transport equipment safely balancing weight</p> <p>Exploring jumping – know different ways we can jump</p> <p>Know correct and safe use of small tools</p> <p>Know to hold pencil with some control</p> <p>Activities to support inferior pincer grasp</p>	<p>Know to transport, travel over and use outdoor tools and equipment with increased control</p> <p>Exploring hopping – know different ways we can hop</p> <p>Know how to use one handed small tools independently</p> <p>To begin to hold pencil correctly</p>	<p>Know to use outdoor equipment with control and measured strength</p> <p>Know how to combine balance with jumping and hopping around equipment</p> <p>Know how to use one handed tools with increased control</p> <p>Know how to mark make using controlled actions</p>

	<p>To use alternate feet when climbing apparatus.</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.</p>	<p>slow music and fast on quicker beats.</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p>	<p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.</p> <p>To know that they need to use tools with a dominant hand.</p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.</p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.</p>	<p>At least one effect of activity on my body.</p> <p>What I need to do with my arms and eyes to balance on one leg</p> <p>To know that the pencil needs to be held comfortably and with one hand to form letters and numbers.</p> <p>To know how to use one handed tools effectively.</p> <p>To be able to follow a simple sequence of movements to music and rhythm.</p>	<p>To know to join activities to support pincer grasp</p> <p>How to follow instructions in games</p> <p>To avoid rushing and trying to do things too quickly</p> <p>To know the correct ways of forming letters.</p> <p>To know that snips should be made on the line and the pattern should be followed.</p> <p>To know how to feed paper/materials through hand when cutting around objects.</p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc and</p>	<p>To know to join activities to support fine pincer grasp</p> <p>To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly.</p> <p>To successfully take part in group games with support from an adult.</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping et</p>
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					display some spatial awareness.	
Rec	<u>Me &amp; Myself – movement, body and change</u> (Forest School) KU	<u>Movement &amp; Development – directions and speed</u>	<u>Throwing and Catching – hand / eye coordination and ball control</u> (Forest School) KU	<u>Ball Skills – control and coordination</u> (Fitness)	<u>Fun &amp; Games – games. Movement, equipment</u> (Dance) EAD	<u>Working with Others – teamwork and cooperation games</u> (Forest School) KU



## Reception

Know how to move in a range of ways.

Have an awareness of space.

Know how to respond to stop and start activities.

What a good space to stand in is

How to share equipment and take turns.

To run around with my head up

To be aware of other children and take care

Know a pencil grip.

Know to dough and simple fine motor activities to strengthen fingers.

Know cutting, weaving, playdough and other fine motor

Know how to move with increasing confidence.

Know to move carefully between objects.

Which parts of my body help me with balancing

To take turns

To work carefully and that rushing can lead to mistakes

Some effects of exercise on my body

Know how to add pencil pressure.

To know if we increase resistance of fine motor activities and dough it will strengthen our fingers.

Know threading, more precise cutting, playdough increasing resistance will strengthen our

Know how to travel on equipment

Know how we can work with others to develop travel and awareness of space

It is important to stand with one leg forward, the opposite leg to the hand I am throwing from.

Which is my dominant hand?

How to stand when throwing accurately

Which part of my foot to use when striking for power.

How to lean back if I want my strike to go higher

Know effective pencil use to form letters correctly

Know if we increase resistance of fine motor activities and

Know we can move with more control.

Know we can move with confidence and imagination.

Know a range of ball sWhy it is important to kick with both feet.

That the ball travels all the way across the ground when I roll.

That I need to bend and adopt a sideways stance when rolling.

Why it is important to be able to roll well with both handskills

Know to form most letters correctly.

Know to increase resistance of fine motor activities and dough will strengthen our fingers.

Know how to cut a straight line.

Playdough increasing resistance Fine Motor

Know throwing and catching skills.

Know we can move with control and coordination.

Know why we must be active

What a good position of readiness looks like.

That I need to be focused and avoid distractions.

To land with really soft knees.

To use my arms to help power me forward when jumping

Know we can have control of an object using one-handed tools and equipment.

Know to increase resistance of fine motor activities and dough will strengthen our fingers.

Know cutting, playdough and

To know how to play learn and play group games

Know to travel using equipment and space with control, awareness and energy.

How far to bounce a pass between me and a friend

How to move around and be aware of others.

That being able to dodge off both feet makes me twice as hard to catch.

That a bounce in a push down with 2 hands and dribbling is with one hand.

To use my fingers to push the ball down

To move into space after passing a ball

To use 'big toe, little toe' to dribble keep-

	activities will strengthen our fingers. Start with softer dough. Use of Mrs Potato. Hand aerobics. Know this strengthens our fingers.	fingers. Use of peg boards. Peg activity. Know this strengthens our fingers.	dough it will strengthen our fingers. Know the correct grip when cutting. Playdough increasing resistance, Use of elastic bands and boards. Nuts and bolts. Know this strengthens our fingers.	activities. Use of lace pens and boards. Know this strengthens our fingers.	increasing resistance fine motor activities increase strength in our fingers. To use locks and keys. Know this strengthens our fingers.	ing the ball close to me.  How to trap a ball by moving in line with it and putting my foot on it  Know letter formation and handwriting has improved, tripod grip mostly used, and letters formed correctly.  Know to increase resistance of fine motor activities and dough to strengthen fingers.  Know threading, cutting, weaving, playdough, fine motor activities will increase strength and improve writing.
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## Literacy

<b>Nursery Acorns</b>	<p style="text-align: center;">We will:</p> <ul style="list-style-type: none"> <li>Find quality time every day to tell and read stories to children, using puppets, soft toys, or real objects as props.</li> <li>Provide stories, pictures and puppets which allow children to experience and talk about how characters feel.             <ul style="list-style-type: none"> <li>Include familiar environmental print in the role play area.</li> <li>Create frequent opportunities for singing, rhymes and music sessions.</li> </ul> </li> <li>Provide a range of simple musical and percussion instruments, such as tambourines, shakers or xylophones.             <ul style="list-style-type: none"> <li>Include children in digital screen activity, for example, to recognise screen icons.</li> </ul> </li> <li>Draw attention to marks, signs and symbols in the environment and talk about what they represent. Ensure this involves recognition of English, other languages and scripts.</li> <li>Provide materials which reflect cultural diversity, so children see symbols and marks with which they are familiar, and learn that there are many different script systems e.g. Arabic, Chinese, Greek and Braille.</li> <li>Try to have a notepad to hand (e.g. A5 size) in which you can scribe children's stories and special words and share these stories and words with children.</li> <li>Ensure children see you writing for a purpose, e.g. a shopping list, message for parents, labels in children's play areas or reminders for ourselves.</li> </ul>					
<b>Nursery Oaks</b>	<p>Know sounds around us</p> <p>Know and identify the sounds</p> <p>Know the different environmental sounds</p>	<p>Know there are instrumental sounds</p> <p>Know how to use some instruments</p> <p>Know the names of sounds</p>	<p>Know how to make body sounds</p> <p>Know to copy actions, pattern and sequences</p>	<p>Know familiar songs and rhymes and join in</p> <p>Know and recognise rhymes and words that rhyme</p>	<p>Know words begin with different sounds</p> <p>To know objects can be matched to initial sounds we hear.</p>	<p>Know and identify the initial sounds of words</p> <p>Know how to break words into sounds</p> <p>Know we can blend and say a simple CVC and VC orally</p>

	<p>Know there is print around us</p> <p>Know to take part in fine and gross motor activities to strengthen muscles for writing</p> <p>To know that text can be used as a form of identification.</p> <p>To know that text has a meaning.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g.</p>	<p>Know how we can affect sounds</p> <p>Know and describe and compare sounds</p> <p>Know how to recreate sounds</p> <p>Know how to carefully explore books</p> <p>Know how to mark make in order to use different media to write</p> <p>To learn that stories have a sequence; beginning, middle and end.</p> <p>To know that text is read from left to right</p>	<p>Know how to change body percussion sounds</p> <p>Know how to create own sequences</p> <p>Know to join in with and recreate sequences of body percussion</p> <p>Know there are different texts to explore - stories, rhymes, non-fiction</p> <p>Know how to mark make in order to explore writing through different purposes</p> <p>To join in with repetition within stories and rhymes</p>	<p>Know how to play with rhyme</p> <p>Know how to make own rhymes</p> <p>Know how to copy and keep a beat</p> <p>Know how to copy syllables</p> <p>Know how to break words into syllables and make own beat</p> <p>Know how to handle books carefully and why</p> <p>Know how to develop writing opportunities orally</p>	<p>Know phrases can begin with the same sounds - alliteration</p> <p>Know our mouth can move to make sounds</p> <p>Know we can copy and recognise voice sounds and movements</p> <p>Know how to make voice sounds</p> <p>Know to aim to speak clearly</p> <p>Know and describe and compare voice sounds</p> <p>Know how to create own voice sounds</p>	<p>Know how to segment CVC and VC words orally</p> <p>Know we can blend longer words in our head orally</p> <p>Know the meaning of different texts</p> <p>Know to write name accurately</p> <p>Know we can use name cards to write some or all their name to ensure accuracy</p> <p>To join in with repetition within stories.</p> <p>To engage in extended conversations about stories.</p>
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	<p>front cover/ back cover/ spine/ pages</p> <p>To learn a range of Nursery Rhymes.</p>	<p>and top to bottom in English</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p>	<p>To be able to talk about different parts of the story.</p>	<p>To be able to talk about their marks with confidence.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>Know how to turn pages carefully and why</p> <p>Know parts of own name and how to write it</p> <p>Know we can tell own stories</p> <p>To identify the pictures with corresponding. (Su1)</p> <p>To join in with repetition within stories</p>	
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## Reception

Know how to decode VC, CVC words

Know and read the tricky words: is, I, the, put, pull, full, as, and has, his, her, she, push, he, of, we, me, be

Know how to read very simple sentences

Know graphemes: s, a, t, p, i, n, m, d, g, o, k, ck, e, u, r, h, b, f, ff, ll, ss j, v, w, x, y, z, zz, qu

Know to hold a book correctly

To know there is meaning to marks

Know to hold a pencil correctly using a tripod grip.

Know and write name.

Know initial sounds in words when hearing and writing

Know how to write CVC words

Write simple dictated phases and sentences.

Know how to decode words containing graphemes learnt

Know and read the tricky words: was, you, they, my, by, all, are, sure, pure.

Know and understand more unfamiliar vocabulary.

Know, read and understand a sentence with common irregular and phonetically plausible

Know and describe the main events in a story

Know how to retell my own story

Know how to read a simple book

Know how to use some identifiable letters to communicate meaning

Know how to read and rehearse my writing

Know how to form letters and digits 0-9 correctly

Know how to write and spell the tricky words from phase 2.

Know how to write CVC, VCC, CVCC and CCVC words.

Write dictated sentences.

Know how to write simple lists, labels and captions.

Know how to securely decode words which contain digraphs

Know and read the tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today

Know, read and understand a sentence I have written.

Know the all graphemes we have learned in reception

Know how to describe, make predictions and retell stories

Know how to sequence sentences

Know how to form letters in the correct direction

Know how to spell and write the tricky words: from phase 3

Know how to to write words containing digraphs

Know how to write simple sentences

Write dictated sentences.

# Mathematics

<b>Nursery Acorns</b>	<p>We will:</p> <ul style="list-style-type: none"> <li>• Provide buckets and bags for children to create collections of objects which they can count. • Provide mark-making materials indoors and outdoors for children to represent their own ideas in play. • Provide opportunities for children to explore cardinality in the environment using self-correcting resources, e.g. jigsaw with two ducks and the number two, or displays showing the numeral and the number of items. • Sing counting songs and rhymes which help to develop children's understanding of number. • Say the counting sequence going to higher numbers, in a variety of contexts, indoors and out, and sometimes counting backwards.</li> <li>• Design outdoor spaces where children can learn through a variety of spatial experiences (going under, over, around, on top, through) and hear spatial language in context. • Encourage children to freely communicate their mathematical thinking through gesture, talk and graphical signs. • Plan stimulating indoor and outdoor spaces where children make choices about where to go and create their own routes. Provide materials to create trails. • Provide resources for transporting.</li> <li>• Provide a range of inset and jigsaw puzzles of increasing complexity for children to choose. • Provide a variety of construction materials including some with identical pieces so that children freely explore same and different.</li> <li>• Provide a range of natural and everyday materials, as well as blocks and shapes, with which to make patterns. • Plan opportunities for children to experience pattern such as percussion, music and action games that involve repeated sounds or actions.</li> <li>• Provide similar items of contrasting sizes so that children have many opportunities to encounter the language of size. • Provide resources with clearly different weights to support direct comparison, and something to carry them in. • Provide equipment with varied capacities and shapes in the sand, water, mud kitchen and role play areas.</li> </ul> <p>Daily number rhymes, nursery rhymes, sorting, shape, pattern activities</p>					
<b>Nursery Oaks</b>	To know routines Know how to count to 3 in sequence	To know routines using now and next	To follow instructions first, then  Know positional language to describe a	To describe an event  Know positional language to describe a	Know the sequence of a simple story  Know we can compare lengths	Know the sequence stories in play  Know positional language whilst on a

	<p>Know how to count to show how many</p> <p>Know some basic shapes</p> <p>Know focused daily nursery rhymes</p>	<p>To know counting and pointing out the last number</p> <p>Collecting objects</p> <p>To know finger rhymes to 5</p> <p>To know and link numerals to amounts</p> <p>Know to sort and categorise objects</p> <p>Know simple positional language to find objects</p>	<p>simple route around classroom</p> <p>Know numerals through play and blank tracks</p> <p>Experience real life maths problems during routines</p> <p>Comparing amounts</p> <p>Explore small 2D and 3D shape play</p>	<p>simple route beyond the classroom</p> <p>Know simple prepositions</p> <p>Explore large 2D and 3D shape play</p> <p>Explore and know there are patterns around us</p>	<p>Know we can compare weights</p> <p>Know language of first, then, next to talk about trip</p> <p>Know numeral amounts and count accurately in play</p>	<p>journey around our community</p> <p>Know there are patterns in other cultures</p> <p>Know, copy and create simple patterns e.g. stripes</p> <p>Know and copy musical patterns</p>
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## Reception

To know practitioners, peers and the classroom environment and routines

Explore the environment and know how to sort and match amounts and objects.

Know how to compare size, mass and capacity

Know patterns are around us and we can explore , make, repeat them

Know how to represent, compare and compose 1, 2, 3

Know and have an awareness of number 4 – 5

Know positional language and simple shapes.

Know how to represent numbers to 5.

Know 1 more 1 less within 5.

Know some shapes with 4 sides

Know time linked to our daily routines

Introducing zero – to know how zero is represented

Know how to compare numbers to 5.

Know the composition of 4 and 5

Know how to compare mass and capacity

Know how to count to 6, 7, 8

Know how to combine 2 amounts

Know how to make pairs

Know how to measure length and height

Know how to sequence time

Know how to count to 9, 10.

Know how to compare numbers up to 10.

Know number bonds to ten on ten frame.

Know number bonds to 10 part whole model.

Know spatial awareness when building with shapes and knowing which stack, roll etc...

Know some simple 3D shapes

Know how to recognise and repeat patterns

Know how to verbally count to 20 and beyond.

Know how to build numbers beyond 10

Know how to counting patterns beyond 10

Know spatial reasoning when rotating to fit a space

Know how to match, rotate, manipulate

Know how we add more and take away

Know spatial reasoning when combining shapes to make new shapes.

Know how to compose and decompose to make new shapes and pictures

Know the meaning of doubling

Know the meaning of sharing and grouping

Know odds and evens within 10

Know spatial reasoning when building and using positional language to create models

Know how to visualise and build accurately

Deepening understanding of patterns and relationships

Know spatial reasoning in the creation of more complex patterns and transient art.

Know how to create a simple maps

We will:

- Share photographs of children’s families, friends, pets or favourite people, both indoors and out.
- Support children’s understanding of difference and of empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.
  - Ensure children have resources so that they can imitate everyday actions and events from their lives and that represent their culture.
- Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind.
  - Provide story and information books about places to remind children of visits to real places.
    - Provide safe equipment to play with, such as torches and walkie-talkies.
    - Let children use machines like the photocopier to copy their own pictures.
  - Provide a range of materials for children to “stain” and have a go at washing, rinsing and drying outside in the sunshine.
    - Provide a range of pipes, funnels, containers, water wheels and water for children to play with.
- Create a family memory box (photos of children’s family member’s) Learning about themselves and their families also used as a comfort if feel upset in nursery.
  - Celebrations - Bonfire, Christmas
  - Plant seeds, helping plants to grow
  - Bee sensory tray (plus other minibeasts), bug hunts, woodpile to encourage wildlife

## Nursery Oaks

To know about our families and how they can be the same and different.

Exploring natural materials and know we can find them around our classroom and outdoors

To know a family celebration that we have taken part in.

Exploring our surroundings and know where we can find things for our play

Know how their different toys work

To know different celebrations around the world and in our country that we can take part in

To discuss occupations and focus on ambulance, police and fire services

To know there are changes in states of matter

Know and observe seasonal changes

Know we travel around our classroom and school and explore the journey we take

Know different celebrations around the world and in our country

Know about the occupations our families do

Know about growth and decay

Know we can travel on a coach around our community and beyond

Know about an animal farm

To know about where we live.

Know the mini beasts around our environment

Know farm animals and their life cycles

Know about families of children around the world

To know about the differences in homes around our area

To know features of our area.

To know we can travel on foot around our community

Know about lives of children around the world

## Understanding of the World



## Reception

Know about me

Know chronology of my life from birth to now

To know how I have changed

Know my new classroom environment

Know locational knowledge and place knowledge – draw a simple journey to the Pumpkin Farm on the coach

Know changing seasons - the environment outside. Geographical enquiry question: How much water is in Forest School across the year?

Know how and why Harvest and Diwali are celebrated

Know seasonal changes from Autumn to Winter.

Know locational knowledge and place knowledge – draw a journey to follow to the church with a start and end point

To know about an event in the past

Know who is in my family and differences with other families

Know cultural festivals in my family and community

Know how and why Christmas is celebrated

To know about the Queen and King and where he lives

To know about an event in the past

Know changes to weather and change to growth

Investigate birds in the school grounds

Fieldwork – Know the use of quadrants.

Geographical enquiry question: How much water is in Forest School across the year?

Know different changing materials

Know different materials and their strength and resistance

Know basic geographical vocabulary on journey around story land

Know cultural customs in my family and community and how they have changed from the past. Know about Lunar New Year.

Know special stories from the Bible

Know about Kings and Queens and where they live through stories and non-fiction images

Know it's Spring and there will be preparation for growth and planting seeds

To know that toys from the past were different to toys we have now

To know that things change over time

Know how to draw a map to show our classroom indoors and outdoors

Know changing environment – explore our outdoor Hobbit Hole and see signs of Spring – label on our map

Geographical enquiry: What will I see on a trip to the local shop? Photograph, order and discuss.

Know how to make pancakes.

Know features of our immediate area and what we see in Springtime.

Know special stories from the Qur'an and how and why Holi is celebrated

Know the life cycles of some animals and me

To know things change over time and that seeds grow

Know key worker changes to service over time related to transport and services

Know changes to the environment as summer comes

Know cultural customs in my family and community – experience a pretend wedding and explore weddings

Know animals that live in warmer countries near the middle of the earth and colder

Know special places- churches and mosques

Know how and why Eid is celebrated

To know about Kings, Queens, princes and princesses through stories and the Queen's life

Know my place on earth and humans - looking at globes and space – know animals living in the wild in our country

Know how we can help creatures by looking after our planet. Link to somebody swallowed Stanley. Geographical enquiry question: How many cars are on the staff car park?

To know things change over time

Know the different seasons, animals behaviour, weather




Know how to create a map of FS area Fieldwork – Know the use of quadrants. Geographical enquiry question: How much water is in Forest School across the year? Create a river.

Know we can review our quadrant use to compare seasons

				<p>Know cultural customs in my family and community</p> <p>Know different animals live in different countries. Know polar bears live in cold places</p>		<p>Know about floating and sinking – understanding the basic principles</p> <p>Know special places- mosques and mandirs</p>
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## Expressive Arts and Design

Nursery Acorns	We will:					
	<ul style="list-style-type: none"> <li>Plan a varied and appropriate series of live performances for all young children,</li> <li>Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas.</li> <li>Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them</li> <li>Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. • Explore their voices and enjoy making sounds.</li> <li>Provide young children with a range of different types of singing, sounds and music from diverse cultures. Music and singing can be live as well as pre-recorded. Play and perform music with different: - dynamics (loud/quiet) - tempo (fast/slow) - pitch (high/low) - rhythms (pattern of sound)</li> <li>Draw on a wide range of art works from a variety of cultural backgrounds to extend children’s experiences and to reflect their cultural heritages.</li> <li>Continue to provide opportunities to encounter and revisit key materials, resources and tools through which children can further explore their properties including form, colour, texture and composition.</li> </ul>					

	<ul style="list-style-type: none"> <li>Invite children to look at and touch unusual or interesting materials, artefacts and resources in their everyday environment, chosen for their design, beauty, pattern and ability to inspire exploration.</li> <li>Offer a variety of stimulating resources that can be used in different ways both inside and outside e.g. fabric, boxes, sound makers, water, string bags and planks.</li> <li>Create time and space for children to develop their own creations, e.g. photographs, sounds, movement, constructions, stories, collages.</li> </ul>					
	<p>Jackson Pollock – big art</p> <p><b>Explore paint</b>, using fingers, hands and other tools. Mark making using our hands in play dough. Mark making using chalks. Use pipettes and paint to make a firework picture. Explore what happens when two colours mix and noticing the change.</p> 	<p><b>Colour</b></p> <p>Using and exploring colour. Using Piet Mondrian. Applying paint using hands, fingers and brushes. Painting circles.</p> 	<p><b>Craft</b> transient art and collage exploring signs of summer. Andy Goldsworthy</p> 			
Nursery Oaks	Explore and know the there are different materials	Explore and know we can mix colour	Add new materials to work shop	Explore colour mixing and differences	To decide what they are creating	To discuss reasons for creations
	Explore and know there are different textures.	Use open ended resources to role play	Begin to plan creations	Develop drawing and model-making skills.	To select materials for a purpose	To discuss reasons for selected materials
	Know to express ideas and feelings when exploring	Know mark making can have meaning	Know we can role play and with a variety of new resources	Know we can give meanings to their drawings and models.	Know the correct colour for a purpose	Know reasons for selected colours
	Know we can role play	Know new songs - Nativity	Know to join materials	Know a variety of songs and know how to move to the music/songs.	Know how to draw from their imagination and from observations.	Know how to add detail to drawings like emotions on faces
	Know we can use a variety of flexible and open-ended resources	Know how to use simple percussion instruments	Know new nursery rhymes and songs	Know our 'singing voice'	Know we can make our 'singing voice' sound better	Know how to draw from observations independently

	<p>Know different focused rhymes in singing and rhyme time.</p> <p>Begin to develop listening skills</p> <p><b>Autumn</b> Artist: Wassily Kandinsky – discipline: abstract art</p>  <p>Explore with colour using chalks, crayons to draw and shade.</p>	<p>Know to listen to sounds</p> <p><b>Autumn</b> Artist: Wassily Kandinsky – discipline: abstract art Printing using objects and natural materials such as potatoes, leaf printing, rubbings around them</p> 	<p>Know and sing songs daily</p> <p>To spend time listening to sounds in focused activities daily – know different sounds and how they are made</p> <p><b>Mark making</b> Make marks using different materials such as coloured ice cubes. Spray water on chalk patterns.</p> 	<p>Know sounds around us correctly</p> <p><b>Mark making</b> Give meaning to marks. Bridget Riley - Making a purposeful mark – painting spots and stripes.</p> 	<p>Know how to create their own songs and rhymes</p> <p>Know we can listen for longer periods of time to sound around them</p> <p><b>Using Materials</b> Henry Matisse - The Snail Using different materials and colours to create a collage picture. Joining materials together.</p> 	<p>Know to use listening skills to identify different sounds and compare</p> <p>Know and perform new learned songs from different cultures</p> <p>Know and explore musical instruments and discuss the pulse</p> <p><b>Using Materials</b> Painting and drawing pictures of themselves. 3d snails using clay. Salt dough farm animals</p> 
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## Reception

Know colour poster paint can be mixed and prime colours can make new colours

Know how to create a self-portrait using pencils

Know how to print by bark rubbing in Forest School

Know we can make sculptures using mud

Know steps and ingredients to bake bread

Know we can model making in construction and outdoor loose parts

Know junk can be used to model

Know dough can be used to manipulate

Know and tap out simple rhythms

Know and sing nursery focused rhymes and action songs

Know colour poster paint can be mixed and prime colours can make new colours – name the new colours

Know how to make firework pictures with paint

Know how to make leaf prints and sponge print

Know how to model make in construction and outdoor loose parts

Know we can use junk and joins to create models that represent real life objects

Know we can add textures in Dough

Know familiar stories and retell using puppets and small world enhancements including links to texts and Nativity

Know and sing new songs

Know colour poster paint can be mixed to make new colours and adding white will make colours paler

Know we can use collage using natural materials layering transient art

Know we can use collage to create dragon heads for use in dancing

Know how to hold and draw with charcoals to create observational drawings – winter themed branches

Know we can make sculptures using mud of different consistencies

Know we can collaborate when model making in construction and outdoor loose parts

Know we can plan our Junk modelling

Know to review creations

Know colour poster paint can be mixed to make new colours and adding white will make colours paler – make patterns

Know how to create transient art using natural materials – link to Mother's Day creations

Know how to use charcoal to create observational drawings with careful use – seasonal crops and flowers

Know we can collaborate when model making in construction and outdoor loose parts

Know we can add textiles to our Junk modelling – include our plan

Know dough can have ingredients to make it more resistant

Know stories to perform

Know we can use powder paint with prime colours to create paint and colours

Know we can be more precise with collage using different shapes and resources

Know we can create observational drawings using black pen – seeds and flowers

Know to plan - do model making in construction and outdoor loose parts

Know we can review our junk modelling – plan – do- review

Know clay can be used to model – creating flowers adding detail

Know how to make dough using self-serve dough station

Know many stories have a problems

Know we can use powder paint with prime colours to create paint and colours - add white and know different colours created

Know we can model mud onto trees

Know natural printing using flowers

Know how to create representational drawing with pastels

Know how to and create Fathers' Day pastel drawings framed


Know how to create observational drawings using black pen – Forest School area and seasonal changes

Know how to make own play dough taking account of consistencies

When performing know to use timings and expression

	<p>Know stories and build around toys with small world and role play</p>	<p>Know and create own dances in response to music</p> <p>Know the purpose of Christmas art cards, calendars, simple wood decoration</p>	<p>Know we can add colours and senses in dough</p> <p>Know we can retell own stories</p> <p>Know we can keep the pulse when listening to music</p> <p>Know own dances in response to music – link to dragon dancing</p>	<p>Know how to keep the pulse</p> <p>Know a Holi dance and drumming style</p> <p>Know own dances and perform in response to music</p>	<p>Know melody and pitch</p> <p>Know and keep the pulse when listening to music</p> <p>Know a butterfly dance</p> <p>Dance lessons :To move in different ways</p> <p>To copy actions from a teacher</p> <p>To move to the music</p> <p>To copy actions from a partner</p> <p>To create your own actions and movements</p>	<p>Know to plan - do model making in construction and outdoor loose parts</p> <p>Know to peer review and adapt creations / performaces</p> <p>Know how to create performances combining dance, music and story telling</p>
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<p>Know colour poster paint can be mixed and prime colours can make new colours</p> <p>Know how to print by bark rubbing in Forest School</p> <p>Know we can make sculptures using mud</p> <p>Know steps and ingredients to bake bread</p> <p>Know we can model making in construction and outdoor loose parts</p> <p>Know junk can be used to model</p> <p>Know dough can be used to manipulate</p> <p>Know and tap out simple rhythms</p> <p>Know and sing nursery focused rhymes and action songs</p> <p>Know stories and build around toys with small world and role play</p>	<p>Know colour poster paint can be mixed and prime colours can make new colours – name the new colours</p> <p>Know how to make firework pictures with paint</p> <p>Know how to make leaf prints and sponge print</p> <p>Know how to model make in construction and outdoor loose parts</p> <p>Know we can use junk and joins to create models that represent real life objects</p> <p>Know we can add textures in Dough</p> <p>Know familiar stories and retell using puppets and small world enhancements including links to texts and Nativity</p> <p>Know and sing new songs</p>	<p>Know colour poster paint can be mixed to make new colours and adding white will make colours paler</p> <p>Know we can use collage using natural materials layering transient art</p> <p>Know we can use collage to create dragon heads for use in dancing</p> <p>Know how to hold and draw with charcoals to create observational drawings – winter themed branches</p> <p>Know we can make sculptures using mud of different consistencies</p> <p>Know we can collaborate when model making in construction and outdoor loose parts</p> <p>Know we can plan our Junk modelling</p> <p>Know to review creations</p>	<p>Know colour poster paint can be mixed to make new colours and adding white will make colours paler – make patterns</p> <p>Know how to create transient art using natural materials – link to Mother's Day creations</p> <p>Know how to use charcoal to create observational drawings with careful use – seasonal crops and flowers</p> <p>Know we can collaborate when model making in construction and outdoor loose parts</p> <p>Know we can add textiles to our Junk modelling – include our plan</p> <p>Know dough can have ingredients to make it more resistant</p> <p>Know stories to perform</p>	<p>Know we can use powder paint with prime colours to create paint and colours</p> <p>Know we can be more precise with collage using different shapes and resources</p> <p>Know we can create observational drawings using black pen – seeds and flowers</p> <p>Know to plan - do model making in construction and outdoor loose parts</p> <p>Know we can review our junk modelling – plan – do- review</p> <p>Know clay can be used to model – creating flowers adding detail</p> <p>Know how to make dough using self-serve dough station</p> <p>Know many stories have a problems</p>	<p>Know we can use powder paint with prime colours to create paint and colours - add white and know different colours created</p> <p>Know we can model mud onto trees</p> <p>Know natural printing using flowers</p> <p>Know how to create representational drawing with pastels</p> <p>Know how to and create Fathers' Day pastel drawings framed</p> <p>Know how to create observational drawings using black pen – Forest School area and seasonal changes</p> <p>Know how to make own play dough taking account of consistencies</p> <p>When performing know to use timings and expression</p>
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<p>Colour mixing</p> <p>Artist: Yayoi Kusama –</p> <p>Discipline: painting</p>  <p>Adding different materials to paint to make different textures. Shades of a colour – dark and light. Colours symbolism: cold colours. Luck colours (Link for upcoming Chinese New Year). Evaluate compositions.</p>	<p>Know and create own dances in response to music</p> <p>Know the purpose of Christmas art cards, calendars, simple wood decoration</p> <p>Colour mixing</p> <p>Artist: Yayoi Kusama –</p> <p>Discipline: painting</p>  <p>Create Polka dot art using only primary colours and black and white. Linked to celebrations, Christmas, bonfire, Diwali. Bubble and blowing mark making prints.</p>	<p>Know we can add colours and senses in dough</p> <p>Know we can retell own stories</p> <p>Know we can keep the pulse when listening to music</p> <p>Know own dances in response to music – link to dragon dancing</p> <p>Observational Drawings</p> <p>Artist: Vincent Van Gogh–</p> <p>Discipline: painter</p>  <p>Observational drawings of fruit.</p>	<p>Know how to keep the pulse</p> <p>Know a Holi dance and drumming style</p> <p>Know own dances and perform in response to music</p> <p>Observational Drawings</p> <p>Artist: Vincent Van Gogh–</p> <p>Discipline: painter</p>  <p>still life observational drawings of plants as they grow and change and flowers.</p>	<p>Know melody and pitch</p> <p>Know and keep the pulse when listening to music</p> <p>Know a butterfly dance</p> <p>Dance lessons :To move in different ways</p> <p>To copy actions from a teacher</p> <p>To move to the music</p> <p>To copy actions from a partner</p> <p>To create your own actions and movements</p> <p>Growth Eric Carle: collage junk modelling</p>  <p>Painting and drawing picture of living things, plants and flowers.</p>	<p>Know to plan - do model making in construction and outdoor loose parts</p> <p>Know to peer review and adapt creations / performances</p> <p>Know how to create performances combining dance, music and story telling</p> <p>Growth Eric Carle: collage junk modelling</p>  <p>Using different medium to create pictures of minibests, including printing, painting, collage. Items collect from Forest School.</p>
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