

Main Topic	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<p><b>Nursery &amp; Reception:</b> All 7 areas of Learning and development: Our general themes are led by our R.E curriculum.</p> 	<p><b>Creation &amp; Covenant</b> <b>Essential 1:</b> God made our beautiful world &amp; everything in it.  Be able to say the words of the Sign of the Cross  Giving thanks for God's wonderful world by singing or sharing a prayer of thanks.  CST: Know that God asks us to take care of one another.  Learn the 'Luc the deer' Everyone is special song.  Know that God asks us to take care of the world.  Learn the 'Sofia the sloth' Caring for God's gifts song.</p>	<p><b>Prophecy &amp; Promise</b> <b>Essential 1:</b> Know the stories of the Annunciation, Nativity &amp; the Shepherds visit to the manger.  Know that Mary had a baby and named him Jesus.  Recognise and describe an Advent wreath  Talk about cribs and how they are used.  Know that Advent is a time to celebrate and get ready for Christmas.</p>	<p><b>Galilee to Jerusalem</b> <b>Essential 1:</b> Know that the wise men visited Jesus.  Know that Jesus was born for everyone.  Hear the story of Jesus welcoming the little children.  Know that Jesus blessed the children.  Recognise that the 'Glory be' is a special prayer.  CST:</p>	<p><b>Desert to garden</b> <b>Essential 1:</b> Hear that Lent is a time to care for others.  Know simple signs of Lent; the colour purple, seeds and growing.  Know that Jesus died on a cross.  Jesus was given new life by God his Father.</p>	<p><b>To the ends of the earth</b> <b>Essential 1:</b> Hear that Jesus went back to his Father in heaven.  Hear that Jesus sent a special friend to look after us.  Know that the special friend is called the Holy Spirit.  Know that the Holy Spirit looks after us.</p>	<p><b>Dialogue &amp; encounter</b> (aspects of this branch will be woven into the curriculum throughout the year)  <b>Essential 1:</b> Visit the Parish Church and meet some of the people who gather there.  Recognise Jesus in different pieces of artwork.  Listen to a simple story about Saints Peter and Saint Paul.  Recognise that St Anne was an important person in Jesus' family.  Learn about different festivals in other faith traditions, e.g. Diwali and Hannukah.  Listen to the stories of Diwali and Hannukah.</p>

## Nursery Essential knowledge across the curriculum

		Nativity using role play.		eating hot cross buns. CST: Know that during Lent and Easter we care for others by helping one another.  Hear the story of Shristi the sun bear and how it tells us to care for others.	Know that we sing and say prayers when we are at church.	Recognise different traditions used in other faiths when celebrating festivals.
Vocabulary	<b>Essential 1:</b> God, Father, Son, Holy Spirit, world, wonderful, precious	<b>Essential 1:</b> Jesus, Mary, Joseph, Bethlehem, shepherds, believe, wreath, crib, Advent, Christmas, Nativity	<b>Essential 1:</b> Wise men Bible Welcome Blessed Prayer Glory be Love	<b>Essential 1:</b> Lent Died Rose Commandment Celebrate Grow New life Easter	<b>Essential 1:</b> Heaven Jesus Father Holy Spirit Parish Church Prayers Sunday	<b>Essential 1:</b> Friend Helper Support Same Different Saints Diwali Celebrating Rama and Sita Lights Pattern Lamps Hindu Jewish Hannukah Dreidel Special Islam Muslim Precious

# Nursery Essential knowledge across the curriculum

Personal, Social & Emotional Development	Being me in my world: Self-identity Autumn 1  Essential 1 knowledge: Begin to show effortful control.	Essential 1 Talk about their feelings using words such as 'happy', 'sad', 'angry' or 'worried'.  Talk about how they feel at different times of the day or when particular events occur.  Read the story 'Owl babies' and think about how the owls felt at different times in the story.  Begin to select and use activities & resources with help when needed.  Begin to follow classroom rules.  Begin to develop greater independence within self-care routines.  Play with one or more children.  Work as part of a group in a collaborative piece of artwork.	Dreams & Goals -challenges & perseverance  Essential 1 • Know that it is important to keep trying • Know what a goal is • Know which words are kind • Know when they have achieved a goal  Read and discuss the story Iris and Isaac and why it is important to be in a friendship.  Talk about how the characters felt at different points of the story.  Think about how we can help our friends.  Work as part of a group to; make a den, make a tea party.  Take turns and share in different contexts; with a class bear, to play games indoors/outdoors, take the class bear on a journey around the bike track and take turns to do so.  <b>Vocabulary: friend, friendship, love, share, turns, group, listen, help, feelings, worry, sad, upset, angry, happy, excited, rules, follow, listen, safe</b>	mat  Healthy Me - exercise, healthy food, keeping clean, safety  Essential 1  Know the names for some parts of their body Know when and how to wash their hands properly Talk about and identify healthy and unhealthy food and drink.  Know that we can eat unhealthy foods sometimes.  Know that we need to eat healthy food more often.  Know that we should brush our teeth twice a day to keep them clean and healthy.  Experience tasting new fruits and vegetables and share likes and dislikes.  <b>Vocabulary: healthy, unhealthy, good, bad, clean, wash, soap</b>  Play games as part of a group focus on turn taking; story character snap, number board games, character bingo.  Explore the feelings of characters from familiar stories.

## Nursery Essential knowledge across the curriculum

<p>Begin to develop independence within self-care routines.</p> <p>Begin to play with one or more children.</p> <p>Work in pairs to play games such as snap and dominoes.</p> <p>Begin to see themselves as part of a community - nursery class.</p> <p>Get to know one another by sharing photographs and experiences in small groups.</p> <p>Play circle games to support getting to know one another.</p> <p>Find and put on own coat to go outside.</p> <p>Put on wellies to go outside.</p> <p>Ask for help when needed.</p> <p><b>Vocabulary:</b> feelings, happy, sad, angry, worried, upset, together, group, share, kind</p>	<p>Learn to take turns in talking by playing circle games.</p> <p>See themselves as part of a community - nursery class.</p> <p>Think about keeping themselves safe by talking about and selecting appropriate clothing for the weather.</p> <p>Play a game of 'hide and seek' as part of a small group.</p> <p>Work as part of a group to play parachute games.</p> <p>Talk about the clothes we need to wear to keep warm; practise putting on own scarf, hat, gloves, coat, wellies, with some support where necessary.</p> <p>Use fiction and non-fiction books, such as Who is hiding in the woods? And Peep inside the forest to explore and talk about emotions; why do you think the animals might want to hide?</p>		<p>Explore own feelings linking to the character from the story; who has felt excited like Daisy? Why? Who has felt disappointed like Daisy? Why?</p> <p><b>Vocabulary:</b> group, share, turn, wait, listen, feelings, happy, sad, worried, upset, excited, disappointed</p>
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## Nursery Essential knowledge across the curriculum

		<p><b>Vocabulary:</b> <i>safe, warm, together, group, turns, feelings, sad, worried, rules, help, turns, listen, group, together</i></p>				
<p><b>Communication &amp; Language</b></p> 	<p><b>Essential 1</b> Understand simple questions - <i>who, what and where.</i>  Enjoy listening to stories and begin to remember some key events.  Look carefully at illustrations making comments, predicting what might happen, developing deeper understanding through questioning.  Predict sentence endings by filling in missing words.  Pay attention to one thing at a time across the day.  Follow an instruction with one part.  Begin to understand some 'why' questions</p>	<p><b>Essential 1</b> Use a wider range of vocabulary Use longer sentences of 4-6 words.  Understand simple questions - 'who', 'what' and 'where' &amp; understand some 'why?' questions.  Recount simple events with support, e.g. autumn walk.  Enjoy listening to stories and begin to remember key events.  Join in with text retell using some actions.</p>	<p><b>Essential 1</b> Be able to express a point of view Can start a conversation with an adult or a friend and continue it for many terms. Use talk to organise themselves and their play.  Understand some why questions related to their own experiences.  Begin to retell a simple past event in the correct order.  Continue to learn new rhymes/songs &amp; develop a repertoire.</p>	<p><b>Essential 1</b> Enjoy listening to longer stories and can remember much of what happens. Be able to talk about familiar books and be able to tell a long story.  Understand simple questions - <i>who, what and where.</i>  Understand some why questions related to their own experiences.  Begin to express a point of view.</p>	<p><b>Essential 1</b> Sing a large repertoire of songs Know many rhymes.  Understand some why questions in a range of contexts.  Begin to retell a short familiar text and develop own narrative.  Begin to retell a past event in the correct order; beginning/middle/end.</p>	<p><b>Essential 1</b> Enjoy listening to linked stories, recalling key events in sequence.  Talk about familiar books.  Use a wider range of vocabulary linked to: text/topic &amp; daily routines.  Understand an instruction with 2 parts.  Understand and answer <i>who/what/where/ why</i> questions.  Begin to understand 'why' and</p>

## Nursery Essential knowledge across the curriculum

	<p>related to own experiences.</p> <p>Begin to use a wider range of vocabulary, linked to daily routine/theme of learning.</p> <p>Play games to explore new vocabulary from key text, e.g. action words.</p> <p>Begin to learn new rhymes/songs and develop a repertoire.</p> <p>Continue to develop use of different tenses, not always correct.</p> <p>Begin to use longer sentences of 4/5 words.</p> <p>Begin to use talk to organise selves/play.</p> <p><b>Vocabulary:</b> <i>who, what, where, listen, still, turn, answer, question</i></p>	<p>Name key characters in a text.</p> <p>Begin to talk about a familiar book one-to-one.</p> <p>Follow an instruction with one part.</p> <p>Begin to use a wider range of vocabulary, linked to daily routine or the text we are learning from.</p> <p>Learn new rhymes and begin to develop a repertoire of songs.</p> <p>Join in with the actions of familiar songs.</p> <p>Begin to fill in missing words from familiar rhymes and/or songs.</p> <p>Begin to use talk to organise</p>	<p>Begin to use longer sentences of 4/6 words.</p> <p>Begin to join sentences using 'and'.</p> <p>Use talk to organise themselves or their play.</p> <p>Begin to listen to others in a small group.</p> <p><b>Vocabulary:</b> <i>why, because, then, after, next, rhymes, song, words, and, listen, speak, hear</i></p>	<p>Begin to listen to others in a small group.</p> <p><b>Vocabulary:</b> <i>question, answer, listen, who, what, where, why, because, and</i></p>	<p>Continue to develop communication and use a range of tenses.</p> <p>Join sentences with 'and' and begin to use or/because.</p> <p>Start and continue a conversation by taking turns.</p> <p><b>Vocabulary:</b> <i>and, or, because, follow, listen, like, dislike, retell, then, now</i></p>	<p>'when' questions.</p> <p>Talk about past events and begin to develop accuracy with the use of tenses.</p> <p>Begin to join words and phrases using and, or,because, but.</p> <p>Start a conversation with others and continue it for many turns.</p> <p><b>Vocabulary:</b> <i>stories, books, non-fiction, information, listen, hear, follow, who, what, where, why, before, then, after, next, ad, or, because, but, share, turns</i></p>
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		<p>themselves or their play.</p> <p><b>Vocabulary:</b> who, what, where, why, because, story, song, rhyme, character</p>			
<p><b>Physical development</b></p>  <p><b>Gross motor</b></p>	<p><b>Essential 1:</b> Continue to develop movement skills; walking, running, jumping &amp; climbing.</p> <p>Continue to develop balancing skills at low level.</p> <p>Travel and balance along an obstacle course that the children have made.</p> <p>Play a parachute game and find different ways to travel under the canopy.</p> <p>Play games such as Simon says linked to actions in the text.</p>	<p><b>Essential 1:</b> Use large movements of different body parts to mimic the movements of different animals from the stories the children read.</p> <p>Use gross motor skills to balance to walk across pieces of equipment.</p> <p>Roll a ball to knock down skittles.</p> <p>Use large arm movements to throw a ball at a target.</p>	<p><b>Essential 1:</b> Continue to develop and refine gross motor skills; walk, run, jump &amp; climb.</p> <p>Balance at a low level.</p> <p>Negotiate space indoors and outdoors.</p> <p>Use indoor and outdoor equipment to develop upper body strength.</p> <p>Take part in 'Dough gym' activities to develop upper body strength, upper arm movements and</p>	<p><b>Essential 1:</b> Continue to develop and refine gross motor skills; walk, run, jump &amp; climb.</p> <p>Balance at a low level.</p> <p>Negotiate space indoors and outdoors.</p> <p>Use indoor and outdoor equipment to develop upper body strength.</p> <p>Take part in 'Dough gym' activities to develop upper body strength,</p>	<p><b>Essential 1:</b> Use gross motor movements to move like the characters in the story; flap wings, stand on one leg, hop.</p> <p>Dance to music with different beats/rhythm/tem p.</p> <p>Complete an obstacle course with a 'pond' in the middle.</p> <p>Play a game of 'duckling following' (similar to follow the leader), moving in and out of obstacles.</p> <p>Use large muscle movements to mark make on a large scale.</p>

## Nursery Essential knowledge across the curriculum

	<p>Continue to develop riding skills - scooter/trike/balance bike.</p> <p>Continue to develop ball skills - rolling. Roll balls to friends and learn their names, roll a ball through a friends legs.</p> <p>Begin to use large-muscle movements to wave flags and streamers, paint &amp; make marks.</p> <p>Use large movements to build a den.</p> <p>Use large motor movements to build a tower.</p> <p>Use large &amp; small motor skills to do things independently, for example manage buttons &amp; zips and pour drinks.</p>	<p>Use kicking skills to kick a ball at a target.</p> <p>Use a balance bike to move along a track.</p> <p>Control a tricycle by pedalling to move along a track.</p> <p>Show control over a piece of equipment to avoid obstacles.</p> <p>Build shoulder and elbow pivot strength by waving fabric/scarves.</p> <p>Move different body parts to a piece of music to mimic the movement of leaves and trees in autumn time.</p>	<p>bilateral co-ordination.</p> <p>Learn to hop.</p> <p>Begin to learn to skip (without a rope).</p> <p>Continue to develop riding skills; scooter, trike, balance bike.</p> <p>Continue to develop ball skills; rolling, kicking and throwing.</p> <p>Begin to collaborate with others to manage large items; making a den, making obstacle courses.</p>	<p>upper arm movements and bilateral co-ordination.</p> <p>Learn to hop.</p> <p>Begin to learn to skip (without a rope).</p> <p>Continue to develop riding skills; scooter, trike, balance bike.</p> <p>Continue to develop ball skills; rolling, kicking and throwing.</p> <p>Begin to collaborate with others to manage large items; making a den, making obstacle courses.</p>	<p>Work as part of a group to move large objects to make a nest.</p> <p><b>Vocabulary:</b> flap, balance, hop, dance, move, rhythm, beat, stamp, shake, sway, travel, climb, crawl, over, under</p>	<p>Collaborate with others to manage large items when constructing a model beanstalk or making a model castle.</p> <p><b>Vocabulary:</b> travel, move, dig, digging, water, watering, life, tip, balance, move, change, stop</p>
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## Nursery Essential knowledge across the curriculum

<p>Learn to use the toilet with help, developing independence.</p> <p>Crawl into a den with a friend to share a book.</p> <p>Walk through mud and puddles making footprints.</p> <p>Walk like a character from our core text, e.g. Pete the Cat; walk with head held high, stretch legs, step into a puddle/mud.</p> <p>Walk on a thick chalk line using; small steps, big steps, run, jump with two feet together.</p> <p>Roll a ball and chase it.</p> <p>Roll the ball to a friend.</p> <p>Roll a ball through a friend's legs.</p>	<p><b>Vocabulary:</b> lift, move, stretch, climb, jump, hop, balance, roll, kick, control, pedal, ride, steer</p>	<p><b>Vocabulary:</b> walk, run, jump, climb, balance, strength, strong, pull, push, move, hop, skip, fast, slow</p>	<p>Remember some sequences/patterns of movement related to music and rhythm.</p> <p><b>Vocabulary:</b> walk, run, jump, climb, balance, strength, strong, pull, push, move, hop, skip, fast, slow</p>	
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	<p>Make up and down movements with pieces of ribbon.</p> <p><b>Vocabulary:</b> balance, travel, low, high, build, move, stretch, roll, listen</p>					
<p><b>Fine motor</b></p> 	<p><b>Essential 1:</b> Use some one-handed tools &amp; equipment, e.g. jugs for pouring.</p> <p>Begin to hold a pencil with a comfortable grip.</p> <p>Make vertical and horizontal lines - Berry shapes working with large scale initially and gradually decreasing the size to small scale.</p> <p>Use different media in the mud kitchen, sand pit and playdough area to pour, stir and mix using a range of equipment.</p>	<p><b>Essential 1:</b> Use an age appropriate grip to hold different mark making equipment to make large scale chalking of a rainbow, branches, owls &amp; flowers.</p> <p>Using increasing fine motor control over equipment such as tweezers to move objects from one place to another.</p> <p>Begin to use adapted scissors with</p>	<p><b>Essential 1:</b> Increase independence getting dressed and undressed.</p> <p>Use some one-handed tools and equipment; writing/mark making tools and stage appropriate scissors.</p> <p>Continue to develop a comfortable grip with good control when holding pens/pencils at an age and stage appropriate level.</p>	<p><b>Essential 1:</b> Increase independence getting dressed and undressed.</p> <p>Use some one-handed tools and equipment; writing/mark making tools and stage appropriate scissors.</p> <p>Continue to develop a comfortable grip with good control when holding pens/pencils at an age and stage appropriate level.</p>	<p><b>Essential 1:</b> Use chalk to draw story characters.</p> <p>Draw pathways from one character to another using large muscle movements.</p> <p>Using loose parts, create a piece of transient art of a nest or favourite character.</p> <p>Draw a self-portrait.</p>	<p><b>Essential 1:</b> Show a preference for a dominant hand.</p> <p>Choose the right resources to carry out their plan during independent learning.</p> <p>Use a range of one-handed tools with dominant hand.</p> <p>Develop a comfortable pencil grip,</p>

	<p>Use small equipment with control to paint circles on different surfaces.</p> <p>Fill and empty different coloured water into containers.</p> <p>When working with mud experience; scooping, mixing, stirring.</p> <p>Make lines and circles with transient art/loose parts.</p> <p>Make large/small marks in water, mud, different coloured paint (linked to Beery shapes).</p> <p>Draw a tail on an image of a cat.</p> <p><b>Vocabulary:</b> hold, grip, control, Beery shapes, up, down, side to side, pour, stir, mix, circle, shape, line</p>	<p>increasing control to cut strips of paper to make a collage of a nest.</p> <p>Use natural resources and fabric to make small beds for small world animals.</p> <p>Cut strips of paper to make the long grass for the rabbits to hide behind.</p> <p>Dry the small world animals after their bubble bath.</p> <p>Make a large letter of their first initial by sticking natural resources onto an outline.</p>	<p><b>Vocabulary:</b> dress, undress, buttons, zips, open, close, undo, fasten, cut, snip, hold, grip</p>	<p>an age and stage appropriate level.</p> <p>Farm letters correctly to write a name label.</p> <p>Continue to use the Beery shapes learnt (horizontal &amp; vertical lines &amp; circles) to support creating a story map and labelling it to show the progression of a story.</p> <p>Use increasing control when drawing and writing.</p> <p><b>Vocabulary:</b> dress, undress, buttons, zips,</p>	<p>with control when using making equipment.</p> <p>Aim to use a tripod grip when using mark making equipment.</p> <p>Draw Beery shapes around story illustrations and draw a line left to right to show the sequence of a story.</p> <p><b>Vocabulary:</b> face, eyes, nose, mouth, beak, wings, character, create, draw, detail</p>	<p>some when mark</p> <p>Write a name using correct letter formation.</p> <p>Farm letters correctly.</p> <p>Begin to draw with increasing detail to draw what might be at the top of the beanstalk.</p> <p><b>Vocabulary:</b> choose, equipment, grip, hold, pinch, cut, snip, open, close, draw, detail, write, letter, shape, top, bottom, round, start, end.</p>
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## Nursery Essential knowledge across the curriculum

		<p>Practise writing the first initial using chunk chalk in the outdoor environment.</p> <p>Draw a horizontal line using a pencil.</p> <p><b>Vocabulary:</b> grip, hold, mark, scissors, open, close, cut, snip</p>		<p>open, close, undo, fasten, cut, snip, hold, grip</p>		
<p><b>Literacy:</b></p>  <p><b>Word reading</b></p> <p>Also see the progression in RWI (phonics programme) information.</p>	<p><b>Essential 1:</b> Distinguish between different sounds; environmental, instrumental &amp; body percussion.</p> <p>Match sounds on talking tins to photographs of places/objects in Nursery.</p> <p>Play sound lotto to match sounds to photographs.</p>	<p><b>Essential 1:</b> Enjoy joining in with rhymes and songs.</p> <p>Begin to recognise the rhythm in a variety of songs and rhymes.</p> <p>Begin to fill in the missing words of familiar rhymes.</p> <p>Begin to explore voice sounds.</p>	<p><b>Essential 1:</b> Begin to develop awareness of words that sound the same.</p> <p>Begin to identify and hear initial sounds in words.</p> <p>Explore and begin to talk about different vocal sounds.</p> <p>Begin to orally blend and segment vocal sounds.</p>	<p><b>Essential 1:</b> Begin to develop awareness of words that sound the same.</p> <p>Begin to identify and hear initial sounds in words.</p> <p>Explore and begin to talk about different vocal sounds.</p> <p>Begin to orally blend and segment vocal sounds.</p>	<p><b>Essential 1:</b> Follow the direction of print.</p> <p>Develop an understanding of the difference between a letter and a word.</p> <p>Read own name.</p> <p>Blend and segment CVC words using Fred Talk.</p>	<p><b>Essential 1:</b> Identify some initial sounds in words, e.g. bbbean, sssoil, JJasper.</p> <p>Follow print from left to right.</p> <p>Begin to use 1:1 correspondence when following print.</p>

## Nursery Essential knowledge across the curriculum

	<p>Use different body parts to make and change different sounds.</p> <p>Listen to short pieces of music and move along to the rhythm.</p> <p>Play musical instruments in time to the rhythm of short songs.</p> <p>Enjoy and join in with rhymes &amp; songs, tuning in and paying attention.</p> <p>Begin to hear initial sounds in name alliteration activities.</p> <p>Explore different vocal sounds.</p> <p>Enjoy sharing a book with an adult.</p> <p>Begin to understand some of the five key concepts about print; handle books</p>	<p>Hear the initial sound in their own names.</p> <p>Confidently handle books the correct way and turn pages.</p> <p>Recognise the difference between print and illustrations.</p> <p>Begin to recognise the shape of the first initial of their name.</p> <p>Select their first initial from a selection of 3.</p> <p><b>Vocabulary:</b> rhythm, rhyme, beat, pattern, sound, books, story, pages, cover</p>	<p>words with support.</p> <p>Begin to understand the difference between a letter and a word.</p> <p>Begin to follow the print from left to right.</p> <p>Begin to use 1:1 correspondence.</p> <p>Read own name without visual prompts in a range of contexts.</p> <p><b>Vocabulary:</b> sound, rhyme, first sound, blend, Fred talk, letter, word, follow, read</p>	<p>Begin to orally blend and segment words with support.</p> <p>Begin to understand the difference between a letter and a word.</p> <p>Begin to use 1:1 correspondence.</p> <p>Read own name without visual prompts in a range of contexts.</p> <p><b>Vocabulary:</b> sound, rhyme, first sound, blend, Fred talk, letter,</p>	<p>Begin to learn the first 10 sounds of the RWI programme (masdt, inngo).</p> <p><b>Vocabulary:</b> left, right, start, end, letter, word, name, sounds, Fred talk, blend, together</p>	<p>Read own name.</p> <p><b>Vocabulary:</b> sound, letter, print, left, right, follow, name</p>
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## Nursery Essential knowledge across the curriculum

	<p>carefully &amp; correctly, name some book parts.</p> <p>Read own name &amp; labels around the classroom without a visual prompt.</p> <p>Begin to play games such as I spy to identify own name from a group of 3.</p> <p>Recognise some familiar logos.</p> <p><b>Vocabulary:</b> sound, noise, loud, quiet, fast, slow, tap, beat, rhythm, rhyme, letter sound, book, cover, title, author, illustrator.</p>			<p>word, follow, read</p> <p>.</p>		
Comprehension	<p><b>Essential 1:</b> Enjoy listening to stories and begin to remember some key events.</p> <p>Predict what might happen next in key texts.</p>	<p><b>Essential 1:</b> Enjoy listening to stories and begin to remember key events.</p> <p>Name key characters from</p>	<p><b>Essential 1:</b> Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary.</p>	<p><b>Essential 1:</b> Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary.</p>	<p><b>Essential 1:</b> Enjoy listening to a range of stories and remember key events/characters.</p>	<p><b>Essential 1:</b> Enjoy listening to linked stories, recalling key events in sequence.</p> <p>Talk about familiar books.</p>

## Nursery Essential knowledge across the curriculum

	<p>Begin to use a wider range of vocabulary linked to key texts.</p> <p>Find the first letter of name with practitioner support.</p> <p><b>Vocabulary:</b> <i>story, beginning, middle, end, what, who, when, first, then, next</i></p>	<p>stories that they hear.</p> <p>Begin to talk about a familiar book on a one-to-one basis.</p> <p><b>Vocabulary:</b> <i>story, character, next, then, first, after, start, end</i></p>	<p>Continue to explore a variety of texts; fiction and non-fiction.</p> <p>Understand simple questions - who, what and where.</p> <p>Understand some why questions related to the books they have heard.</p> <p>Begin to retell a story in the correct order.</p> <p>Begin to break the flow of speech into words.</p> <p><b>Vocabulary:</b> <i>story, information, who, what, where, why, because, first, then, next, after</i></p>	<p>Continue to explore a variety of texts; fiction and non-fiction.</p> <p>Understand simple questions - who, what and where.</p> <p>Understand some why questions related to the books they have heard.</p> <p>Begin to retell a story in the correct order.</p> <p>Begin to break the flow of speech into words.</p> <p><b>Vocabulary:</b> <i>story, information,</i></p>	<p>Join in with simple text retelling using actions/refrains.</p> <p>Begin to retell short familiar text and develop own narrative.</p> <p>Use a wider range of vocabulary linked to focus text.</p> <p>Talk about familiar books and begin to express a viewpoint.</p> <p><b>Vocabulary:</b> <i>story, character, retell, beginning, middle, end, like, dislike.</i></p>	<p>Use a wider range of vocabulary linked to: text/topic &amp; daily routines.</p> <p>Understand and answer who/what/where/why questions.</p> <p>Begin to understand 'why' and 'when' questions.</p> <p>Talk about past events and begin to develop accuracy with the use of tenses.</p> <p>Begin to join words and phrases using and, or, because, but.</p> <p><b>Vocabulary:</b> <i>stories, books, non-fiction, information,</i></p>
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## Nursery Essential knowledge across the curriculum

				who, what, where, why, because, first, then, next, after			listen, hear, follow, who, what, where, why, before, then, after, next, ad, or, because, but, share, turns
Writing	<p><b>Essential 1:</b> Make marks on picture to represent their name.</p> <p>Add some marks to their drawings, which they give meaning to.</p> <p>Begin to attempt to write name with some recognisable letters - first letter.</p> <p>Draw a self-portrait and label with name.</p> <p>Draw 'my family' and label.</p> <p>Make and write a birthday card for a class teddy.</p> <p>Label a picture using their name card.</p>	<p><b>Essential 1:</b> Begin to use appropriate grip to hold and control marks making equipment.</p> <p>Make vertical lines moving from top to bottom.</p> <p>Make horizontal lines moving from left to right.</p> <p>Draw circles using an anticlockwise motion.</p> <p>Recognise own name and begin to make marks</p>	<p><b>Essential 1:</b> Use a comfortable grip with some control.</p> <p>Revise Beery shapes previously taught (horizontal and vertical lines and circle).</p> <p>Begin to form a horizontal cross shape.</p> <p>Begin to write name with some recognisable letters using name card.</p> <p>Begin to break the flow of speech into words.</p>	<p><b>Essential 1:</b> Use a comfortable grip with some control.</p> <p>Revise Beery shapes previously taught (horizontal and vertical lines and circle).</p> <p>Begin to form a horizontal cross shape.</p> <p>Begin to write name with some recognisable letters using name card.</p>	<p><b>Essential 1:</b> Begin to write own name with correct letter formation.</p> <p>Use a comfortable grip (tripod) with control.</p> <p>Begin to use letter/print knowledge when mark making/writing for a purpose for a range of purposes.</p> <p>Write a name label for a nest of eggs.</p> <p><b>Vocabulary:</b> name, letter,</p>		<p><b>Essential 1:</b> Develop a comfortable pencil grip, aiming to use a tripod grip.</p> <p>Write a name using correct letter formation.</p> <p>Form letters correctly.</p> <p>Begin to use letter/print knowledge when mark making and write for a range of purposes, e.g. write name on plant pots.</p>

## Nursery Essential knowledge across the curriculum

	<p>Orally compose a sentence with practitioner support, e.g. I like my..., This is Pete the Cat.</p> <p>Draw a big circle (Beery shape) around a pair of wellingtons in an anti-clockwise direction.</p> <p>Vocabulary: write, letter, sound, shape, pencil, grip, move, direction</p>	<p>to represent their own name.</p> <p>With support begin to order letters of their name using letter cards and sound pegs.</p> <p><b>Vocabulary:</b> hold, grip, marks, line, up, down, left, right, side-to-side, round, circle, top, bottom</p>	<p>Develop oral rehearsal; holding a word/caption to write.</p> <p>Dictate to an adult what they want to write.</p> <p>Engage in purposeful writing.</p> <p><b>Vocabulary:</b> grip, control, move, left, right, top, bottom, start, finish, line, circle, cross, name, copy, label</p>	<p>Begin to break the flow of speech into words.</p> <p>Develop oral rehearsal; holding a word/caption to write.</p> <p>Dictate to an adult what they want to write.</p> <p>Engage in purposeful writing.</p> <p><b>Vocabulary:</b> grip, control, move, left, right, top, bottom, start, finish, line, circle, cross, name, copy, label</p>	<p><b>sound, shape, direction, down, up, round, straight, curved</b></p>	<p><b>Vocabulary:</b> grip, hold, write, left, right, top, bottom, start, end, letter, sound, shape</p>
Mathematical development	<p>Essential 1</p> <p>Children to use the language of number in their play.</p>	<p>Essential 1</p> <p>Children will learn to display numbers 1 and 2</p>	<p>Essential 1</p> <p>Children will learn to recognise 3 dots, like they see on a die,</p>	<p>Essential 1</p> <p>Subitise up to 5 in different contexts,</p>	<p>Essential 1:</p> <p>Children will compare sets of objects and make</p>	<p>Essential 1:</p> <p>Children will recite numbers past 5.</p>



## Nursery Essential knowledge across the curriculum

<b>Number</b>	Children to begin to compare the number of items in a group using comparative language.	using their fingers.	without counting them. Children will continue to recognise 3 objects without counting them, this time in different arrangements.	including dice patterns and counters on a 5 frame. Show a matching amount using 'finger numbers'.	predictions on which has more or less. Children will compare quantities using the vocabulary "more than" and "fewer than".	Children will recognise numerals and match the corresponding amount.
	Children to use counting behaviour to begin to identify the number of objects in a group.	Children will count up to 2 objects using touch counting, saying 1 number per item.	Children will learn to recognise when there are 3 dots, even if they are different sizes.	Recite numbers past 5 when counting.	Children will use counting to check their estimations on which group has more or less.	Children will begin to order numbers and recognise which number comes next in a sequence.
	Children begin to identify and match when two groups are the same.	Children will develop fast recognition of up to 2 objects without having to count them individually (subitising).	Children are introduced to what the numeral 3 looks like and learn what it represents.	Identify numerals in different contexts and match the correct amount.	<b>Vocabulary: more than, less than, fewer than, count, guess, check</b>	Children will be able to state a number that comes before or after a given number.
	Children recognise that the last number they reach when counting is the final amount.	Children will know that the last number reached when counting a small set of objects tells you how many there are in total.	Children focus on counting 4 objects.	Begin to use a 10 frame to arrange amounts greater than 5.		Children will count up to 5 objects accurately.
	<b>Vocabulary: more, less, lots, group, same, different, count, touch, number names.</b>	Children will recognise the numerals of one and two and	Children are introduced to what the numeral 4 looks like and match the numeral 4 to the quantity.	Know that the last number reached when counting a set of objects tells		Children will recognise different representation

## Nursery Essential knowledge across the curriculum

		<p>begin to match them to the correct amounts.</p> <p><b>Vocabulary:</b> Count, touch, number names, numeral, order, start</p>	<p>number 5 using Numicon pieces</p> <p><b>Vocabulary:</b> numbers, forwards, match, sort, subitise, more, less, together, altogether</p>	<p>them how many there are in total.</p> <p><b>Vocabulary:</b> numbers, order, forwards, count, match, sort, subitise, more, less, together, altogether</p>		<p>of numbers and sequence them.</p> <p><b>Vocabulary:</b> before, after, bigger, smaller, count, order, first, then, next, after</p>
Numerical patterns	<p><b>Essential 1</b> Children will recognise and group objects according to one criteria, e.g.; red or not.</p> <p>Children will recognise and match similar objects into groups.</p> <p>Children will identify which group has more or less.</p> <p>Children will explore Numicon and begin to identify that some have the same number of holes.</p>	<p><b>Essential 1</b> Children will recognise an AB pattern.</p> <p>Children will describe an AB pattern and predict what will come next in the pattern.</p> <p>Children will create their own AB patterns using natural objects.</p> <p>Children will use their bodies to make movement (e.g. clap,</p>	<p><b>Essential 1</b> Children are introduced to the idea that numbers are made up of smaller numbers and they will begin to explore what number 3 is composed of.</p> <p>Children will continue to explore how numbers are composed of smaller numbers.</p> <p>Children explore the composition of number 5 using Numicon pieces</p> <p>Children learn that triangles are 2-D</p>	<p><b>Essential 1</b> Children will experience comparing the height of different objects using the words tall or short.</p> <p>Children will experience comparing the length of different objects using the words long or short.</p> <p>Children experience</p>	<p><b>Essential 1:</b> Children begin to use the vocabulary of 'first', 'then', 'next', to order and sequence events in a nursery rhyme.</p> <p>Children begin to use the vocabulary of 'first', 'then', 'next', to order and sequence events in a story.</p> <p>Children begin to use the vocabulary of</p>	<p><b>Essential 1:</b> Children will explore the different pairs of numbers that make up the number 3.</p> <p>Children will explore the different pairs of numbers that make up the number 4.</p> <p>Children will explore the different pairs of numbers that make up the number 5.</p>

	<p>Children will begin to recognise basic shapes (circle, triangle &amp; square) and make groups of similar shaped objects.</p> <p>Children will use the language of size to organise groups of objects; bigger, smaller.</p> <p>Children will begin to recognise patterns and prints in the environment.</p> <p>Children will begin to match similar prints and patterns into groups.</p> <p>Children will sort objects according to different criteria; colour, size, shape.</p> <p><b>Vocabulary:</b> group, sort, same, different, colour, shape, shape names, big, bigger, small, smaller</p>	<p>stamp) to create an AB pattern.</p> <p>Children will recognise an error in an AB pattern.</p> <p>Children will describe an ABC pattern and make a prediction about what will come next.</p> <p>Children will explore creating, describing &amp; extending ABC patterns with natural objects.</p> <p><b>Vocabulary:</b> Pattern, first, then, next, after, same, repeat, wrong, mistake</p>	<p>shapes that have 3 sides. They are asked to identify triangles by counting their sides.</p> <p>Children learn that squares and rectangles are 2-D shapes that have 4 sides. They are asked to identify them by counting their sides.</p> <p>Children learn that pentagons are 2-D shapes that have 5 sides. They are asked to identify them by counting their sides.</p> <p>Children explore the composition of number 5 using concrete objects, e.g. Numicon, double sided counters.</p>	<p>measuring equipment (balance scales) &amp; explore what happens when they place different objects in them.</p> <p>Hear and begin to use the words heavier and lighter.</p> <p>Children use balance scales to investigate which objects are lighter than a given object.</p> <p>Children use balance scales to investigate and state which objects are heavier and which are lighter.</p>	<p>'first', 'then', 'next', to order and sequence events in a familiar story.</p> <p>Children begin to use the vocabulary of 'first', 'then', 'next', to order and sequence events from their daily routine.</p> <p>Listen to positional language and be able to move an object into the correct position.</p> <p>Children follow the positional language of; on, under, in, out, in front, behind.</p> <p>Children are able to identify &amp; talk about the properties of a circle.</p>	<p>Children will sequence pictorial representation of numbers.</p> <p><b>Vocabulary:</b> before, after, bigger, smaller, count, order, first, then, next, after, part, part-whole, altogether.</p> <p><b>Amount</b></p>
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## Nursery Essential knowledge across the curriculum

			<p><i>little, smaller, triangle, square</i></p> <p>Children explore containers that are full or empty (both practically &amp; pictorially).</p> <p>Children compare the capacity of different containers by directly pouring from one to another.</p> <p><b>Vocabulary:</b> tall, short, long, heavier, lighter, heavy, light, full, empty, half full</p>	<p>Children are able to identify &amp; talk about the properties of a triangle.</p> <p>Children are able to identify &amp; talk about the properties of a Rectangle.</p> <p>Children are able to identify &amp; begin to talk about the properties of cubes and cuboids.</p> <p>Children are able to identify &amp; begin to talk about the properties of cylinders.</p> <p>Children are able to identify &amp; begin to talk about the</p>	
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					properties of spheres.	
					Vocabulary: first, then, next, order, start, end, on, under in, out in front, behind, flat, shape, triangle, circle, square, rectangle, cube, cuboid, cylinder, spheres, edge, straight, curved, corner	
Understanding the world - Past and Present 	<p><b>Essential 1:</b> Know that I was once a baby.</p> <p>Explore photographs of ourselves as babies.</p> <p>Talk about what a baby looks like.</p> <p>Talk about what a baby can do.</p> <p>Look at toys from when we were babies</p>	<p><b>Essential 1:</b> Talk about what the weather is like currently and what they have experienced in the past.</p> <p><b>Vocabulary:</b> now, then, before, long ago</p>	<p><b>Essential 1:</b> Begin to use sequencing vocabulary, before, next, after, end</p> <p><b>Vocabulary:</b> before, next, after, end, order</p>	<p><b>Essential 1:</b> Use sequencing vocabulary to support text retelling, e.g. before, after, then, next</p> <p><b>Vocabulary:</b> before, after, then, next</p>	<p><b>Essential 1:</b> Investigate the life cycle of a duck.</p> <p>Watch real duck eggs or videos of duck eggs to witness the life cycle.</p> <p>Begin to use the vocabulary associated with the life cycle;</p>	<p><b>Essential 1:</b> Explore the life cycle of a plant and be able to sequence images of the life cycle.</p> <p><b>Vocabulary:</b> first, then next, after, order</p>

## Nursery Essential knowledge across the curriculum

	<p>and when our parents/teachers were babies.</p> <p>Explore photographs of my family.</p> <p>Name family members.</p> <p>Talk about how our families are the same or different.</p> <p>Share photographs and current and past pets that children and their families have had.</p> <p><b>Vocabulary:</b> baby, born, small, young, younger, grow, then, now, family, family name, parents, grandparents, sister, brother, cousins, aunty, uncle</p>				<p>egg, duckling, duck</p> <p>Compare life cycle of a duck to their own lives; baby, toddler, child, adult</p> <p><b>Vocabulary:</b> egg, duckling, duck, hatch, grow, change, then, now</p>	
Understanding the world - People, culture & communities	<p><b>Essential 1:</b> Know that adults can have a job.</p>	<p><b>Essential 1:</b> Experience listening to visitors talk about their jobs and how they</p>	<p><b>Essential 1:</b> Continue to show an interest in different occupations, e.g.</p>	<p><b>Essential 1:</b> Talk about the places the animals live naturally.</p>	<p><b>Essential 1:</b> Go on a walk to the local duck pond.</p>	<p><b>Essential 1:</b> Speak to a visitor about their job of gardening.</p>

	<p>Listen to different visitors talk about their jobs.</p> <p>Share stories about different jobs.</p> <p>Know that people celebrate different events.</p> <p>Share photographs and experiences of birthday celebrations.</p> <p>Plan and take part in a birthday celebration for a class teddy.</p> <p>Talk about pets going to the vets.</p> <p>Visit a pet shop or speak with a vet about taking care of animals.</p> <p>Share the stories 'Lulu gets a cat' and 'Mog and the wee, eee, tee.'.</p> <p><b>Vocabulary:</b> adult, job, work, uniform, care, safe, visitor,</p>	<p>are different during autumn, e.g. caretaker, gardener.</p> <p>Ask questions to find out about the jobs of people in our local community.</p> <p>Visit different buildings/landmarks in our local area on an autumn walk, including the duck pond and St Anne's &amp; Blessed Dominic Church.</p> <p><b>Vocabulary:</b> job, uniform, equipment, autumn, different, like, don't like, what, who, where, why, places, Sutton, St Helens</p>	<p>vet. Park-keeper, zoo-keeper.</p> <p>Begin to know that there are different countries in the world.</p> <p><b>Vocabulary:</b> job, work, uniform, country, United Kingdom, UK</p>	<p>Use books and short video clips to explore these natural habitats.</p>	<p>Use photographs from the walk to create a map from Nursery to the duck pond.</p>	<p>Make a visit to a garden centre.</p>
			<p>Talk about how and why it is important to look after the environment.</p> <p><b>Vocabulary:</b> journey, map, trees, houses, school, road, path, travel, pond, bridge, trees, home</p>	<p>Talk about how these countries are the same/different to where they live.</p> <p>Have a visit (or use video clips) to find out about the job of a vet or zoo-keeper.</p> <p>Use natural resources to make homes for the animals in the nature area.</p> <p><b>Vocabulary:</b> home, country, hot, cold, hotter, calder, jungle, desert,</p>		<p>Know what we can do to look after plants and animals.</p> <p><b>Vocabulary:</b> job, garden, gardening, garden centre, building, shop, world, care, environment.</p>

	<b>share, celebrate, birthday, party, decorations, food, drink, games</b>			<b>job, vet, zoo-keeper, help, care</b>		
<b>Understanding the world – The Natural World</b> 	<p><b>Essential 1:</b> Name key body parts; Through rhymes and songs.</p> <p>Learn how my body moves through rhymes and songs; <i>Everybody do this, Clap your hands, Wriggle my fingers, Put your finger on your knee.</i></p> <p>Talk about what is the same about them and another person.</p> <p>Talk about what is different about them and another person.</p> <p>Explore natural materials using our senses.</p> <p>Taste different fruits and talk about their texture, smell, taste.</p>	<p><b>Essential 1:</b> Explore different natural autumn resources using their senses.</p> <p>Carry out a sensory exploration of natural resources; sort, match and compare the objects.</p> <p>Use magnifying glasses as part of investigating different autumn resources.</p> <p>Experience an autumn walk and use their different senses to explore autumn in the local area.</p>	<p><b>Essential 1:</b> Explore natural resources that animals use to make a nest.</p> <p>Go on a winter walk.</p> <p>Talk about what they see/hear/experience on the winter walk</p>	<p><b>Essential 1:</b> Know that some animals live in the wild.</p> <p>Watch video clips and use non-fiction texts to name some animals that live in the wild.</p> <p>Talk about the size of animals and how they move.</p> <p>Find out where some of these animals live.</p> <p>Talk about how these habitats are the same or different to</p>	<p><b>Essential 1:</b> Visit a pond.</p> <p>Name different features of the pond, e.g. plants and animals.</p> <p>Explore real life eggs in class from different birds.</p> <p>Use video clips to understand the life cycle of a duck.</p> <p>Use vocabulary of egg, hatching and duck to describe the stages of a life cycle</p>	<p><b>Essential 1:</b> Grow a bean plant.</p> <p>Observe the growth of a bean plant from seed to bean pod.</p> <p>Know how to care for a plant.</p> <p>Find out which foods come from plants.</p> <p>Grow plants that can be eaten, e.g. vegetables and herbs.</p> <p>Explore the local environment and observe minibeasts.</p>

## Nursery Essential knowledge across the curriculum

	<p>Explore a treasure basket and match objects with similar textures.</p> <p>Use the sense of smell to match scents and objects.</p> <p>Explore sounds in the local environment by going on a sound walk.</p> <p>Explore photographs of cats and name different body parts.</p> <p>Listen to and talk about the different sounds a cat makes.</p> <p>Experience watching or standing in the rain.</p> <p>Stand under an umbrella in the rain.</p> <p>Splash in puddles.</p>	<p>Record what they saw on an autumn walk using mark making.</p> <p>Talk about what they have experienced on an autumn walk.</p> <p>Talk about the different weather during autumn.</p> <p>Identify clothes to keep us warm during autumn.</p> <p>Use natural resources to make bird feeders.</p> <p>Collect leaves that have fallen from trees and use them in a bug hotel.</p> <p>Talk about and act out things</p>	<p>Know that ice changes over time.</p> <p>Explore changes to ice using their senses.</p> <p>Know that some animals hibernate during winter.</p> <p>Watch video clips and use non-fiction books to name some animals that hibernate.</p> <p><b>Vocabulary:</b> Nest, habitat, warm, safe, winter, weather, cold, colder, snow, wind, windy, freeze, melt, ice, change, hibernate</p>	<p>where they live.</p> <p>Know that a baby elephant is called a calf.</p> <p>Know that a baby kangaroo is called a Joey.</p> <p><b>Vocabulary:</b> wild animals, size, large, small, habitat, baby, calf, Joey</p>	<p>Make basic predictions about items that will float and sink.</p> <p>Explore and find objects that float and sink.</p> <p><b>Vocabulary:</b> Pond, habitat, egg, hatch, hatching, duck, drake, hen, float, sink</p>	<p>Name minibeasts.</p> <p>Talk about the similarities and differences between minibeasts.</p> <p>Observe birds in the outdoor environment.</p> <p>Name different types of birds.</p> <p>Talk about what birds look like, how they move and the sounds they make.</p> <p>Find out about a bird's habitat.</p> <p>Find out about what birds eat.</p>
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## Nursery Essential knowledge across the curriculum

	<p>Experience drying wet items on a dry day, that happen in the day/night.</p> <p>Respect and care for the environment by:</p> <ul style="list-style-type: none"> <li>• Feeding birds</li> <li>• Looking but not touching flowers</li> <li>• Collecting leaves to keep paths clear.</li> </ul> <p><b>Vocabulary:</b> Head, shoulders, knees, toes, arms, stomach, bottom, feet, hands, fingers, thumbs, same, different, colour, tall, short, feel, touch, smooth, rough, bumpy, spiky, sharp, smell, scent, strong, weak</p>	<p>Sort items into day time or night time.</p> <p>Look for animal homes/hiding places in the local environment.</p>				<p><b>Vocabulary:</b> seed, grow, soil, habitat, minibeasts, food, bird, same, different</p>
<p><b>Working scientifically</b></p>	<p><b>Essential 1:</b></p> <p>Using magnifying glasses to explore natural objects and materials.</p> <p>Use beakers and scoops to explore natural objects such as sand, water, soil, seeds.</p> <p>While playing demonstrate their curiosity by talking about what they wonder.</p> <p>Form their own questions with support.</p> <p>Use one handed equipment.</p> <p>Select resources to carry out their plan.</p> <p>Make direct comparisons between objects in terms of their size, mass and capacity.</p>					

	<p>Sort and group objects with support. Talk about what they have observed. Record observations using drawings and mark making.</p>					
<b>Expressive arts &amp; design</b>   <b>Creating with materials</b>	<p><b>Essential 1:</b> Explore different materials &amp; textures.  Use lines/shapes to represent objects.  Begin to add more detail to their drawings.  Print with different body parts; finger, hand, foot.  Make abstract patterns with objects of different sizes that make lines and circles.  Make a part hat with a repeating ABAB pattern using different printing equipment.  Draw around each other with coloured water or chalks.  Use different sized paint brushes and different coloured paints.</p>	<p><b>Essential 1:</b> Select appropriate resources to create a collage of an owl.  Use equipment with increasing control to create a large-scale image of a rainbow using chalk and water.  Use a variety of media to create images of flowers and owls.</p>	<p><b>Essential 1:</b> Explore different materials &amp; textures &amp; begin to develop own ideas about how to use them.  Begin to join different materials.  Begin to create closed shapes to represent objects/animals.</p>	<p><b>Essential 1:</b> Use different materials and textures to create a collage of animals.  Draw a range of portraits of wild animals from the story.  Use playdough to make 3D models of animals from the story.</p>	<p><b>Essential 1:</b> Use natural materials of different textures to make a 3D model of a nest.  Choose materials to make a model boat and test it in water to see if it floats or sinks.  Draw or paint a picture of their favourite character from a story.</p>	<p><b>Essential 1:</b> Make a 3D model of a scarecrow as part of a group.  Use different materials of different textures to create a collaged cat mask.  Select and mix colours to paint pictures of minibeasts.</p> <p><b>Vocabulary:</b> <b>model, scarecrow, materials, parts, join, stand, collage, materials, colours, mix, change</b></p>

## Nursery Essential knowledge across the curriculum

	<p>Use loose parts to create transient art portraits.</p> <p>Explore emotions when painting facial expressions.</p> <p>Explore colour and colour mixing using Jackson Pollock as inspiration.</p> <p>Use transient art items to create an image of Pete the Cat.</p> <p>Roll a small ball through paint in a tray.</p> <p>Make lines and circles of different sizes in playdough.</p> <p>Using playdough, roll dough to make a body part for a cat, e.g. tail or leg.</p> <p><b>Vocabulary:</b> line, circle, print, paint, mark, draw, equipment, sponge, brush, pattern, shapes, colour, mix, shade, dark, light, change</p>	<p>shapes to make homes for the animals in familiar stories.</p> <p>Use equipment such as scissors with increasing control to change the shape of paper/card etc.</p> <p>Use materials of different textures to make a patchwork blanket for the animals to hide under.</p> <p>Use chalk and water painting of initial letters on different surfaces/textures/materials.</p> <p>Draw Percy and the animals from the story using different media (chalk, paint, felt tips, pastels) and experience using different tools (brushes, feathers).</p>	<p><b>draw, lines, shapes, draw detail</b></p>		<p><b>nest, boat, float, sink, mast, sail, brush, dab, colour, mix, lighter, darker, change</b></p>	
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## Nursery Essential knowledge across the curriculum

		<p>Print images using different media; leaves, sticks, potato prints of animal paw prints.</p> <p>Use playdough to create 3D models of animals.</p> <p><b>Vocabulary:</b> <i>collage, materials, smooth, soft, scrunch, rip, tear, cut, snip, glue, lines, paint, brush, shape, straight, curved, print, roll, stamp</i></p>				
<p><b>Being Imaginative &amp; Expressive</b></p>  	<p><b>Essential 1:</b> Take part in pretend play.</p> <p>In the home corner make a snack for a friend.</p> <p>Develop stories using small world using their experience of home and school.</p> <p>Listen with increased attention to sounds.</p>	<p><b>Essential 1:</b> Use different small world equipment to create scenes based on the stories they have read.</p> <p>Act out and continue story themes in their play.</p> <p>Move bodies in time to music.</p>	<p><b>Essential 1:</b> Begin to respond to what they heard, expressing own thoughts/ideas.</p> <p>Take part in pretend play using objects to represent something else.</p> <p>Begin to develop more complex stories using small world.</p> <p>Begin to make imaginative &amp;</p>	<p><b>Essential 1:</b> Use small world resources to create safari scenes and develop a storyline in their play.</p> <p>Act out the story outdoors with props.</p> <p>Innovate the story using role play and available props.</p>	<p><b>Essential 1:</b> Act out a story using pupils and musical instruments.</p> <p>Use knowledge of the story to act out the emotions of characters; happy/sad/excited/worried/disappointed.</p> <p>Use small world resources to</p>	<p><b>Essential 1:</b> Act out a story using pupils and musical instruments.</p> <p>Use knowledge of the story to act out the emotions of characters; happy/sad/excited/worried/disappointed.</p> <p>Use small world resources to</p>

## Nursery Essential knowledge across the curriculum

	<p>Sing &amp; remember some simple rhymes &amp; song and songs that link to the theme of learning.</p> <p>Play instruments with increasing control.</p> <p>Explore &amp; listen to the sounds of two different instruments.</p> <p>Make movements to music.</p> <p>Dance to music from the cultures our families represent.</p> <p>Take part in imaginative small world play involving pets.</p> <p>Experience dressing up as a cat or a favourite pet.</p> <p>Take part in domestic role play welcoming a new pet cat into the home corner.</p> <p>Move or dance like a cat; walking, stretching. Crawling.</p>	<p>Mimic the movements of animals from stories we read using gross motor movement.</p> <p>Create a sequence of movements to accompany <u>Beethoven's Moonlight Sonata</u> and <u>Peer Gynt Suite No. 1, Morning Mood</u>.</p> <p>Learn and perform with actions the rhyme the 'Owl and the Pussycat'.</p> <p>Play instruments with increasing control.</p> <p>Explore changing the volume of the instruments to wake up the toys or soothe them to sleep.</p> <p>Using small world figures and resources to create woodland</p>	<p>complex small worlds.</p> <p>Begin to remember entire simple rhymes/songs.</p> <p>Listen to music from a variety of countries and cultures.</p> <p>Play instruments with increasing control.</p> <p>Make movements to music.</p> <p><b>Vocabulary:</b> listen, sounds, like, dislike, pretend, make believe, not real, fantasy, country countries, different, same, instrument, play</p>	<p>Combine different movements to dance to African music, Carnival of the Animals; <u>Lion Royal March Movement 1</u> (ballet version), <u>Elephant movement 5</u> (ballet version), <u>Kangaroo movement 6</u> (ballet version)</p> <p>Learn &amp; perform poems, songs and rhymes: <u>Walking through the jungle</u>, <u>5 Little Monkeys</u>, <u>African Elephant poem</u>.</p> <p>Use instruments to represent the animal movements, e.g. elephants (drum), kangaroo (xylophone), bat (shaker)</p>	<p>support retelling a known story.</p> <p>Use talking tins to record own sound effects and rehearsed sentences to support retelling.</p> <p>Perform linked rhymes with props to an audience; 5 little ducks.</p> <p><b>Vocabulary:</b> story, retell, props, instruments, feelings, happy, sad, excited, married, disappointed, noises</p>	<p>support retelling a known story.</p> <p>Perform linked rhymes with props and actions to an audience;</p> <p><i>There's a worm at the bottom of my garden, I'm a little bean seed, Mary Maru quite contrary.</i></p> <p>Make own instruments using beans and seeds.</p> <p>Use bean and seed shakers to play along to music and follow simple rhythms.</p> <p>Make big and small movements to giant music.</p> <p><b>Vocabulary:</b> story, retell, props, instruments,</p>
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## Nursery Essential knowledge across the curriculum

	<p>Listen to a piece of guitar music.</p> <p>Listen to and perform songs from core text; Pete the cat; I love my red shoes, I was rocking in my school shoes, Pussy Cat, Pussy Cat, where have you been?</p> <p>While playing hide and seek, make your own music to help people to find you.</p> <p><b>Vocabulary:</b> pretend, not real, meal, friend, family, place, sounds, instrument, same, different, move, dance, listen, music</p>	<p>scenes; finding places for the animals to hide.</p> <p>Role play in role as Percy the Parkkeeper playing hide and seek with the animals.</p> <p>Move and dance like mice using; <i>Tales of Beatrix Potter: The mouse waltz</i>, the fox; <i>Greenaway: The little red fox</i>, the rabbits; <i>Peter Rabbit theme</i>.</p>		<p><b>Vocabulary:</b> safari, act, retell, change, dance, move, rhythm, slow, fast, jump, stamp, gentle, shake, pat, tap, rattle, beat</p>	<p>feelings, happy, sad, excited, worried, disappointed, noises, shake, beat, rhythm, rhymes</p>
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		Vocabulary: scene, setting, animals, forest, story, characters, dance, move, music, rhythm, day time, night time, poem, instrument names, volume, loud, quiet.				
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<b>Computing</b> 	<p>Through all areas of the curriculum, children will experience and develop their skills of using:</p> <p>Interactive White board Ipads Beebots</p> <p>Through PSHE and RSHE, the theme of safety, including online safety will be explored at an age and stage appropriate level.</p>																																				
<b>Examples of yearly themes/Events</b>  <b>Cultural capital</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Welcome Service</td> <td style="width: 25%;">All Saint's Day</td> <td style="width: 25%;">Shrove Tuesday</td> <td style="width: 25%;">World Book Day</td> </tr> <tr> <td>Macmillan Coffee morning</td> <td>Bonfire Night</td> <td>Ash Wednesday</td> <td>Easter</td> </tr> <tr> <td></td> <td>Diwali</td> <td>Mother's Day</td> <td>World Maths Day</td> </tr> <tr> <td></td> <td>Hanukah</td> <td>Winter walk</td> <td>Science week</td> </tr> <tr> <td></td> <td>Advent</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Christmas</td> <td></td> <td></td> </tr> <tr> <td></td> <td>World Nursery Rhyme Week</td> <td></td> <td></td> </tr> <tr> <td></td> <td>A trip out of school</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Autumn Walk</td> <td></td> <td></td> </tr> </table>	Welcome Service	All Saint's Day	Shrove Tuesday	World Book Day	Macmillan Coffee morning	Bonfire Night	Ash Wednesday	Easter		Diwali	Mother's Day	World Maths Day		Hanukah	Winter walk	Science week		Advent				Christmas				World Nursery Rhyme Week				A trip out of school				Autumn Walk		
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