

**Corporation Road Community Primary School  
Nursery Curriculum Overview**

Term	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Topics</b>	Settling and Baseline Children Marvellous Me and my Family	Celebrations: Bonfire night, Halloween, birthdays, Diwali, Christmas	Light and Dark, Night and Day/Easter	Chinese New Year/Down on the Farm	Growing/ Mini Beasts	Travel/Pirates
<b>Story Books</b>	   	  	  	  	  	  
<b>Rhyme of the week ideas</b>	<p>Twinkle, Twinkle Finger Family Tommy Thumb Sing a Rainbow Miss Polly If your happy and you know it Wind the bobbin up</p>	<p>Incey Wincey Spider Happy Birthday Autumn Leaves are falling down We clap our hands together I see fireworks Oh it's great to be a reindeer When Santa got stuck up the chimney</p>	<p>Zoom, Zoom, were going to the moon Here we go round the mulberry bush Chick, Chick, Chicken Hot Cross Buns Little Peter Rabbit Diddle, Diddle Dumpling We Willy Winky</p>	<p>Old McDonald Baa Black Sheep See the bunnies sleeping Dingle, Dangle Scarecrow Horsey Horsey Mary had a little lamb Roly Poly</p>	<p>There's a Tiny Caterpillar Mary Mary In my little garden There's a worm at the bottom of the garden</p>	<p>Wheels on the bus When I was 1 If you want to be a pirate What can make you happy Row your boat</p>

<p><b>C&amp;L</b></p>	<p><b>Outcomes:</b></p> <p>Listen to familiar stories with increasing attention and engagement to others in one-to-one or small groups, when conversation interests them  Single channelled attention; shift to a different task if their attention is fully obtained – using a child’s name helps them to focus  Join in with simple repeated refrains in rhymes, songs and stories  Understand who &amp; what in simple questions, e.g. ‘Who’s that?’ ‘Who can...?’ ‘What’s that?’  Name everyday objects, e.g., scissors, ball, hat, coat, book  Respond to instructions with more elements, e.g., ‘Give the big ball to Tom’  Begin to ask simple questions e.g ‘Can I have a turn?’, ‘Where’s my picture?’  Begin to talk about people and things that are not present, e.g. ‘my nana has a dog’</p> <p><b>Key teaching points:</b>  Not taught as a subject specific group time.</p> <p>Teaching and learning opportunities provided though:</p> <ul style="list-style-type: none"> <li>• links across the curriculum</li> <li>• focus activities</li> <li>• Continuous and enhanced provision in the classroom</li> </ul>	<p><b>Outcomes:</b></p> <p>Listen and engage with an unknown short story in a small group , e.g. commenting on the illustration  Join in with repeated refrains and anticipates key events and phrases in rhymes and stories  Focus attention (in self-chosen activities) – can still listen or do, but can change their own focus of attention  Understand the use of, and vocabulary related to, tools / objects, e.g. ‘Which one do we cut with?’ or ‘what would help us to move this sand?’  Respond to instructions with more elements, e.g., ‘Give the big ball to me; collect up all the blocks and put them in the box’.  Use language to share feelings, experiences and thoughts  Begin to hold a conversation but might jump from topic to topic  Learn new words quickly and begin to be able to use them in communicating (links to topics, e.g., flower, leaf, petal)  Begin to use a variety of questions e.g. what, where, can  Begin to use longer sentences, e.g. ‘I hurt my finger...’ (and what on)  Retell a simple past event in correct order e.g. ‘went down slide, hurt my finger’</p> <p><b>Key teaching points:</b>  Not taught as a subject specific group time.</p> <p>Teaching and learning opportunities provided though:</p> <ul style="list-style-type: none"> <li>• links across the curriculum</li> <li>• focus activities</li> </ul> <p>Continuous and enhanced provision in the classroom</p>	<p><b>Outcomes:</b></p> <p>Enjoy listening to longer stories and can remember much of what happens  Be able to sing a simple nursery rhyme all the way through e.g., Twinkle, Twinkle Little Star, Humpty Dumpty, Baa, Baa Black Sheep, Incy Wincy Spider  Foster a love of a variety of stories, poems, songs and rhymes  Attend to, listen and respond appropriately in a range of situations (one to one, small group or whole class) with adults and/or their peers.  To be able to understand and follow adult directions in a range of contexts, e.g. ‘Give me your attention please. It’s time to stop and tidy up’  Use a wider range of vocabulary linked to curriculum and experiences  Show an ability to follow instructions, concentrate, think and extend ideas  Show an understanding of prepositions, such as under, on top, behind by carrying out an action or selecting correct picture  Understand ‘who’, ‘how’ and ‘why’ questions, such as ‘Why do you think the caterpillar got so fat?’, and give an explanation  Develop their pronunciation but may have problems saying:  sounds: r,j,th,ch and sh  multisyllabic words such as ‘pterodactyl’, ‘subtitising’ and ‘hippopotamus’  Speak clearly in a sentence using 4-6 words consistently  Be able to use language in recalling past experiences  Use talk to explain what is happening and organise themselves in their play, e.g. ‘Let’s go on a bus...you be the driver...I’ll sit here’  Begin to use a range of tenses (e.g. play, playing, will play, played)  Develop their communication, recognising some age-appropriate errors in language (e.g. swimmmed, runned) and will absorb and use language they hear around them in their community and culture  Be able to express a point of view and to debate when they disagree with an adult / friend, using words as well as actions  Start a conversation with an adult / friend and continue it for many turns  Begin to use some expression in their conversations  Begin to recognise ‘waiting your turn’ in a conversation when someone else is speaking  Understand a question or instruction that has 2 parts, such as ‘Get your coat and wait at the door’.</p> <p><b>Key teaching points:</b>  Not taught as a subject specific group time.</p> <p>Teaching and learning opportunities provided though:</p> <ul style="list-style-type: none"> <li>• links across the curriculum</li> <li>• focus activities</li> </ul> <p>Continuous and enhanced provision in the classroom</p>
<p><b>PSED</b></p>	<p><b>Outcomes:</b></p> <p>Begin to use manners using verbal/non-verbal communication e.g. ‘please’, ‘thank you’, ‘sorry’  Show awareness of personal features when asked e.g. stand up if you are wearing a blue jumper, recognising when others have stood up, this is how they are similar.  Show happiness when someone is kind to them, show negative emotion when someone or something upsets them.  Enjoy playing alone or alongside others  Show interest in others’ play and join in activity alongside.  Share toys with other children with support of a familiar adult.  Seek out an adult to share emotions with e.g. upset to seek comfort, pride in something they have done  Becoming upset or find a familiar adult if another child is upset or hurt  Cooperate in favourable situations, such as with familiar people and environments and when free from anxiety  Separate from their close carers without support and explore new situations eagerly with encouragement from another familiar adult  Build relationships with special people, showing more confidence in the presence of strangers in a familiar setting e.g. school nurse, topic related visitors  Participate more in collective cooperation as their experience of routines and understanding of some boundaries grows e.g. sitting for short group time (5 mins), lining up for home time, waiting for a simple instruction my name, respecting resources in the setting (ie not throwing books).  Show understanding of obvious feelings e.g. they are cross and that’s why they are shouting, they are happy so they smile.  Initiate own play ideas, usually choosing areas of interest but branching out to areas they are less familiar with.  Independent with simple personal care e.g. accessing the snack table, hanging up their own coat, taking off own socks and shoes  Be willing to experience new foods e.g. hold, lick</p> <p><b>Key teaching points:</b></p>	<p><b>Outcomes:</b></p> <p>With support from a familiar adult, they understand that some choices, actions and words can have an effect on others, desired or not, including hurt feelings  Say how they are the same as someone else e.g. gender, same clothing  Solve conflicts and rivalries with other children with a familiar adult scaffolding to understand things from others’ point of view.  Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety  Enjoy a sense of belonging through being involved in daily tasks  See adults as roles models and mimic their behaviour in their own interaction with others (this may highlight difficulties in non-positive adult role models at home)  Share self-aware emotions of pride and embarrassment with familiar adults and beginning to with peers who are important to them.  Makes choices and decisions based on their own ideas/preferences, and feels a sense of achievement in doing so.  Invites preferred peers to play and attempt to join others’ play  Demonstrates more independent impulse control in favourable conditions e.g. shares a toy with someone else when they have finished with it, takes turns in a simple game (ie ball games)  Seek out companionship with familiar adults and children, sharing experiences and simple play ideas e.g. new baby, birthday parties, playing ‘babies’  Show empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g., may offer a child a toy they know they like  Show confidence and independence in choice of resource and activity selection in the setting and stay at a self-chosen activity for 5+ minutes  Show a ‘can do’ attitude to new resources and activities  Shows interest and initiates simple interaction with a unfamiliar adult in a familiar setting e.g. Y6 teacher, Trust Leaders, Nurse  Participates independently in collective cooperation e.g. sitting for a 10 minutes group time, reminding other children of the rules, self-checking own simple behaviours when whole group is address (e.g. crossing legs)</p>	<p><b>Outcomes:</b></p> <p>Understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions  Talk about how others might be feeling and responds according to their understanding of the other person’s needs and wants  Express a wide range of self-aware emotions and feelings in their interactions with others and through their behaviour and play, including guilt and self-doubt  Show their confidence and self-esteem e.g. outgoing towards people, taking risks, trying new things or new social situations, being able to express their needs and ask adults for help  Show some awareness of the similarities and differences between themselves and others in more detailed ways e.g. hair colour, skin colour, height, glasses, siblings family members  Identify themselves in relation to social groups and to their peers e.g. part of the same nursery, by Religion via celebrations (ie who celebrates Christmas, Eid)  Find a supportive adult for help in resolving conflict with peers for help to practice skills of assertion, negotiation and compromise  Show some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g., may turn a book to face you so you can see it, understand others don’t like the same fruit  Shows understanding of different needs in other children including SEN children e.g. helping other children with clothing, keeping areas clear, alerting an familiar adult when another child is doing something dangerous  Play with one or more other children, extending and elaborating play ideas.  Be able to access and concentrate on an adult directed task for 15+ minutes  Be able to follow routines, rules and adult direction (expectations) and understand why they are important.  Selects and uses activities and resources, with help when needed.  Remember rules without needing an adult to remind them.  Becoming independent with an ever-increasing range of personal skills e.g. putting on own socks and shoes, fastening/unfastening zips and large buttons, helping with small responsibilities (e.g. giving out the cups at snack time).</p>

	<p>Not taught as a subject specific group time.</p> <p>Teaching and learning opportunities provided though:</p> <ul style="list-style-type: none"> <li>links across the curriculum</li> <li>focus activities</li> </ul> <p>Continuous and enhanced provision in the classroom</p> <p><b>Links to School Virtues:</b></p> <p><b>Au1:</b> Virtue - Kindness, Text - Sharing a shell</p> <p><b>Au2:</b> Virtue - Respect Text - Oh No George!</p>	<p>Show understanding of a greater range of feelings e.g. excitement makes their tummy feel funny, embarrassment makes them want to hide. May need support to name these feelings.</p> <p>With prompting, participate in a wider variety of personal care and responsibilities e.g. toileting, unzipping own coat, washing and drying hands</p> <p>Be willing to try new foods and show an understanding that fruit and veg is good for you, we need exercise to stay healthy, importance of brushing teeth</p> <p><b>Key teaching points:</b> Not taught as a subject specific group time.</p> <p>Teaching and learning opportunities provided though:</p> <ul style="list-style-type: none"> <li>links across the curriculum</li> <li>focus activities</li> </ul> <p>Continuous and enhanced provision in the classroom</p> <p><b>Links to School Virtues:</b></p> <p><b>Sp1:</b> Virtue - Resilience Text – The Jungle Run</p> <p><b>Sp2:</b> Virtue - Honesty Text – Fabulous Pie</p>	<p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p><b>Key teaching points:</b> Not taught as a subject specific group time.</p> <p>Teaching and learning opportunities provided though:</p> <ul style="list-style-type: none"> <li>links across the curriculum</li> <li>focus activities</li> </ul> <p>Continuous and enhanced provision in the classroom</p> <p><b>Links to School Virtues:</b></p> <p><b>Su1:</b> Virtue – Independence Text – It’s a George Thing!</p> <p><b>Su2:</b> Virtue – Courage Text – Small Florence</p>
<p><b>PD – Gross Motor</b></p>	<p><b>Outcomes:</b></p> <p>Walk, run and climb on different levels and surfaces being aware of obstacles e.g. other people, bikes</p> <p>Move in response to music, or rhythms played on instruments such as drums or shakers with a planned or copied action.</p> <p>To be able to stop on a signal or command</p> <p>Walk upstairs facing forwards with both feet onto a single step at a time</p> <p>Stand still and upright on a spot, being able to move arms</p> <p>Use large arm movements to wave scarfs, ribbons in circular movements</p> <p>Work with other children to lift a large object</p> <p>Start to move a ball by kicking</p> <p>Start to move a ball by rolling, dropping or throwing</p> <p>Start to develop catching skills by closing 2 hands on a slow moving objects e.g. balloons, scarves</p> <p>Use 1 foot to propel themselves on a wheeled toy (e.g. 3 wheeled scooter)</p> <p>Point to parts of the body when an adult names them</p> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>Simple command games that focus on stopping, standing still and moving when asked e.g. traffic lights.</li> <li>Using a scooter.</li> <li>Ball skills - kicking, throwing, dropping, rolling</li> <li>Catching balloons and scarves with an adult.</li> <li>Movement to music – beanbag and scarf songs, instruments to music – links to EAD.</li> <li>Outside gross motor opportunities – see termly/weekly continuous/enhanced provision</li> <li>Songs involving naming body parts</li> </ul>	<p><b>Outcomes:</b></p> <p>Move in different ways on different levels and surfaces being aware of obstacles e.g. other people, bikes (e.g. crawl, jump, climb, shuffle)</p> <p>Move in response to music, or rhythms played on instruments such as drums or shakers with 2 or more movements together.</p> <p>To be able to stop on a signal or command and stay still</p> <p>Turn pages in a book being able to stop at the page they want</p> <p>Walk up stairs and steps using alternate feet</p> <p>Start to walk down a slope</p> <p>Stand still and upright on a spot, starting to lift one leg</p> <p>Use large arm movements to create lines and circles pivoting from the shoulder and elbow</p> <p>Work with other children to pass an object between them e.g. balloon, ball, scarf</p> <p>Be able to put on own shoes and start to put on own coat</p> <p>Move a ball by kicking</p> <p>Move a ball by rolling or throwing</p> <p>Catch a slow moving skills by closing 2 hands on a slow moving objects e.g. balloons, scarves</p> <p>Use 1 foot to propel themselves on a wheeled toy (e.g. 2 wheeled scooter) with control</p> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>Simple command games that focus on stopping, standing still, standing on one leg and moving when asked e.g. traffic lights.</li> <li>Climbing and balancing apparatus.</li> <li>Recap ball skills from Autumn Term</li> <li>Recap catching balloons and scarves – with adult and another child.</li> <li>Movement to music – beanbag and scarf songs, instruments to music – links to EAD.</li> <li>balancing on different parts of the body to make different shapes (children’s yoga).</li> <li>Simple rhythms to music – linked to EAD</li> <li>Outside gross motor opportunities – see termly/weekly continuous/enhanced provision</li> </ul>	<p><b>Outcomes:</b></p> <p>Run with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>Go up and down stairs, or climb up apparatus, using alternate feet</p> <p>Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Jump up into the air with both feet leaving the floor and can jump forward a small distance</p> <p>Begin to understand and choose different ways of moving</p> <p>Change position from standing to squatting and sitting with little effort</p> <p>Be able to put on own shoes and coat and start to use fastenings</p> <p>Kick a ball, getting it to go in the desired direction towards a target</p> <p>Throw a ball, in a desired direction, towards a target or friend</p> <p>Catch a large, soft ball closing 2 hands on it</p> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>how to run and simple sports day races including running in and out of cones, egg and spoon race</li> <li>How to safe jump on the spot and jump forward</li> <li>Sequence of dance moves to music – children to help select the movements based on the topic e.g. moving like different minibeasts</li> <li>Throwing and catching a ball skills with an adult and friends</li> <li>Throwing and kicking balls at targets.</li> <li>Ball throwing and catching games e.g.</li> <li>Outside gross motor opportunities – see termly/weekly continuous/enhanced provision</li> </ul>
<p><b>PD – Fine Motor</b></p>	<p><b>Outcomes:</b></p> <p>Turn pages in a book, may be several at once</p> <p>Participate in finger and action rhymes, songs and games, copying and imitating the movements</p> <p>Be able to put on a pair of wellington boots and waterproof trousers</p> <p>Use smaller paintbrushes, dabbers and chunky mark making tools to make marks on paper, e.g. circles, lines, crosses etc.</p> <p>Be able to pour water from a small bottle or jug</p> <p>To use spring loaded scissors</p> <p>Develop fine motor and manipulation skills and finger strength, such as Dough Disco, Finger Gym, threading</p> <p><b>Key teaching points:</b> Not taught as a subject specific group time.</p>	<p><b>Outcomes:</b></p> <p>Turn pages in a book being able to stop at the page they want</p> <p>Use pincer grip to pick up small objects (e.g. shells, pebbles, pompoms)</p> <p>Use a range of mark making tools to make deliberate marks on paper using the correct pressure</p> <p>Be able to put on own shoes and start to put on own coat</p> <p>Be able to pour water from a small bottle or jug into another container</p> <p>To use spring loaded scissors to make snips in paper</p> <p><b>Key teaching points:</b> Not taught as a subject specific group time.</p> <p>Teaching and learning opportunities provided though:</p> <ul style="list-style-type: none"> <li>links across the curriculum</li> <li>focus activities</li> </ul>	<p><b>Outcomes:</b></p> <p>Manipulate a range of tools and equipment in one hand, e.g. paint brushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> <p>Hold equipment/tools consistently in the same hand, e.g., pencil, paint brush, glue spreader.</p> <p>Hold a pencil consistently in the same hand using a tripod grip for mark making, name writing, drawing etc.</p> <p>Have developed finger strength and control in order to be able to manipulate and use tools independently and effectively.</p> <p>Hold and operate scissors correctly to make snips in paper</p> <p>Be able to put on own shoes and coat and start to use fastenings</p> <p>Be able to pour water from a larger bottle or jug into another container</p> <p><b>Key teaching points:</b> Not taught as a subject specific group time.</p>

	<p>Teaching and learning opportunities provided though:</p> <ul style="list-style-type: none"> <li>links across the curriculum</li> <li>focus activities</li> <li>Continuous and enhanced provision in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Continuous and enhanced provision in the classroom</li> </ul>	<p>Teaching and learning opportunities provided though:</p> <ul style="list-style-type: none"> <li>links across the curriculum</li> <li>focus activities</li> <li>Continuous and enhanced provision in the classroom</li> </ul>
<b>Literacy</b>	<p><b>Outcomes:</b></p> <p>Repeat and use actions, words or phrases from familiar stories  Use learned vocabulary from familiar stories in their own play, e.g. 'I'll huff and I'll puff and I'll blow your house down'  Fill in the missing word or phrase in a known rhyme, story or game, e.g., Humpty Dumpty sat on a ...  Have some favourite stories, rhymes, songs, poems or jingles  When sharing a book can distinguish between the print and the illustration.  Understand the words 'cover' and 'pages' in relation to books.  Be able to recognise, discover and talk about the difference between environmental and instrumental sounds in their environment.  Copy syllable clapping for their own name  Engage in purposeful mark making and assign meaning to their marks, e.g. 'this is a dog'  Beginning to choose a dominant hand for mark making  Beginning to copy pre-writing shapes, e.g. circles, lines, crosses etc.  Take part in activities that support fine motor and manipulation skills and finger strength, such as Dough Disco, Finger Gym, threading</p> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>- Song of the week, rhyme times</li> <li>- Topic fiction books to include those with repeated refrains and simple structures</li> <li>- When reading with the children discuss print and illustrations and what each part is for. Adults model differences between words and pictures, follow words l-r when reading etc</li> <li>- When introducing a book, use words 'cover' and 'pages'</li> <li>- Model syllable clapping for name and familiar story words with children copying</li> <li>- Early phonics around sound discrimination, both environmental and instrumental.</li> <li>- Model mark making, drawing pictures that relate to topic fiction and fact books, ascribing meaning to the marks made.</li> <li>- pre-writing shapes to copy as part of routine when children enter Nursery on a morning.</li> </ul> <p>Teaching and learning opportunities also provided though:</p> <ul style="list-style-type: none"> <li>links across the curriculum</li> <li>Continuous and enhanced provision in the classroom</li> </ul>	<p><b>Outcomes:</b></p> <p>Listen and engage with an unknown short story in a small group, e.g. commenting on the illustration  Listen to familiar stories with increasing attention and engagement  Know that there is a beginning and an end to a story.  Attempt to recall elements of familiar stories and will tell own stories based on stories they have heard and personal experiences.  Say what they like or dislike about a story or character, linked to their own experience of feelings.  Listen to and join in with a wider range of texts, when reading one-to-one and in small groups  Join in with repeated refrains and anticipate key events and phrases in rhymes and stories  Handle books carefully and the correct way up with growing competence  Understands that text is read and written from left to right and top to bottom e.g. use finger to trace direction while assigning meaning to text.  Begin to develop phonological awareness through exposure to alliteration, rhyming words and stories, syllable demarcation, e.g. clapping syllables in new vocabulary 'ice-cream'  Begin to include mark making in their play, e.g. making signs and lists 'I'm writing a shopping list'  Independently make pre-writing shapes and symbols, e.g. circles, crosses, lines etc  Recognise their own name from a selection and letters from their own name in other contexts, e.g. 'That's in my name'  Can distinguish between picture and writing in their own mark making, e.g. circle for face but squiggle or zig zag for 'words'  Copy letters from their own name and words they are interested in writing, e.g. mum, dog etc  Know information can be relayed through signs and symbols in various forms (e.g., printed materials, digital screens and environmental/classroom print, shop signs)  Drawing is taking recognisable form, using 2D shapes e.g. circle for face, eyes, nose, mouth etc.  When sharing a book, know that the text is what tells us what to say.</p> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>- Song of the week, rhyme times</li> <li>- Topic fiction books to include those with repeated refrains and simple structures</li> <li>- Opportunities to work in a small group with an adult and an unfamiliar story.</li> <li>- Talk around familiar stories including answering questions such as: Which was your favourite part? What happened here? What happened at the beginning? What happened at the end?</li> <li>- Photos from home for children to talk about the event with an adult and their friends.</li> <li>- How to look after books and handle books.</li> <li>- Encouraging children to demonstrate their knowledge of how print works, running their fingers L-R, top to bottom across text, ascribing some relevant meaning for the context.</li> <li>- early phonics activities to recognise rhyming words and alliteration, symbol demarcation with clapping, tapping etc</li> <li>- Name recognising on entry into Nursery. Copy own name.</li> <li>- Drawing parts of a story and telling an adult what they have drawn. Model how drawing and writing marks are different, children then may also start to assign meaning to their own 'writing'. Drawing will start to have recognisable features.</li> <li>- Familiar words provided for children to copy e.g. mum, dad, supported by photos from home.</li> <li>- Explore shop logos, signs etc on a local walk retelling stories as a group with small puppets, actions, walking through them etc</li> </ul> <p>Teaching and learning opportunities also provided though:</p> <ul style="list-style-type: none"> <li>links across the curriculum</li> <li>Continuous and enhanced provision in the classroom</li> </ul>	<p><b>Outcomes:</b></p> <p>Ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves  Talk about events and main characters in stories  Suggest what happens next in a story/how it might end  Retell a very familiar story – using at least three sentences – beginning, middle and end with picture prompts.  Look at and enjoy books independently, use illustrations to gain an understanding of story events  Distinguish between illustrations and print  Know that print carries meaning and, in English, is read from left to right and top to bottom  Be interested in words that rhyme by finishing a rhyming string, choosing a rhyming pair or beginning to offer up their own rhyming words.  Through playing language games and reading stories, children are beginning to pick out alliterative words, e.g. matching from a choice of three  Independently clap the syllables in words  Hear and says the initial sound in words e.g. can tell you the initial sound in their name, can play I spy with a few choices  Engage in activities involving segmenting and blending spoken words orally  Include mark making and early writing in their play, using more letter like shapes/letters they are familiar with.  Imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right  Make an attempt at writing their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes  Independently recognise their name in different contexts  Be able to sing a simple nursery rhyme all the way through e.g. Twinkle, twinkle, Humpty Dumpty, Baa, Baa Black sheep, Incy Wincy Spider. Paying attention to the rhythm/rhyme e.g. pausing in appropriate places.  Enjoy and engage in a variety of stories, poems, songs and rhymes  Enjoy listening to longer stories and can remember much of what happens.</p> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>- Song of the week, rhyme times</li> <li>- Topic fiction books to include those with repeated refrains and simple structures</li> <li>- Text hunt around school and the local environment – what do the children think the words say using contextual clues to help.</li> <li>- Rhyming pair games.</li> <li>- Rhyming string stories such as 'Oi Frog!' with props for children to use to match rhyming words</li> <li>- Invite children to sing their favourite Nursery rhyme solo or in pairs to the rest of the group.</li> <li>- Writing their own name next to their photo as they come into nursery, recognising their own name to go and play.</li> <li>- Early phonics – syllable clapping, initial sounds in words, oral segmenting and blending – though games and fun activities e.g. I Spy, making potions with the ingredients asked for in a segmented voice</li> <li>- Ordering pictures from stories – beginning, middle, end and talk about each picture, giving at least one sentence for each.</li> <li>- Talk about a familiar story, holding a simple conversation about it.</li> <li>- Using key pictures from stories read in class, writing underneath – what could this say? Reading L-r.</li> <li>- Children to help identify characters and events in stories, from a choice to start with.</li> <li>- Can point to text and pictures in a story etc and when making their own pictures, can distinguish between the two with their writing taking on continuous letter like form.</li> </ul> <p>Teaching and learning opportunities also provided though:</p> <ul style="list-style-type: none"> <li>links across the curriculum</li> <li>Continuous and enhanced provision in the classroom</li> </ul>
<b>Mathematics</b>	<p><b>Outcomes:</b></p> <p>Shows an interest in numbers through games and playful activities  Begin to say the number names, some of which are in the right order (rote counting)  Begin to count on their fingers to 3  Compare amounts saying which has more or the same  Listen and enjoy number songs and rhymes – join in with some parts e.g finish the line of song, fill in missing parts</p>	<p><b>Outcomes:</b></p> <p>In preparation for subitising, play games with a dice and dominos  With support name numicon pieces to 5 whilst printing in sand or paint  Recite numbers up to 5 and beyond with support - Adult to model counting at all times in the school day, for example lining up, giving out fruit...  Begins to point, touch or move each item, saying one number name for each item - 1, 2, 3 (stable order principle) whilst playing</p>	<p><b>Outcomes:</b></p> <p>Subitise up to three objects (fast recognition without counting)  Recite numbers past 5 by rote and with visual aid e.g number line with picture to match each numeral  Recognise that each counting number is one more than the one before – visual aid including the idea of a staircase in ones  Count back from 5 to 0 by rote  Hold fingers up correctly for each number to 5 when counting orally</p>

<p>Explore how things look from different viewpoints including things that are near or far away Explore differences in size, length, weight and capacity – which one is longest? Heaviest? Full? Empty? Predict, move and rotate objects to fit the space or create the shape they would like (inset puzzles and pattern blocks) Begin to understand some talk about immediate past and future – before, now and next Join in with simple patterns in sounds, objects, games, stories, dance and movements, predicting what comes next</p> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>- Sorting by colour</li> <li>- Finger rhymes to help with isolated finger movements ready to count on fingers</li> <li>- Number songs and stories, encouraging children to use fingers to count on</li> <li>- Using visual timetable, what’s happening next? What happened before?</li> <li>- Using Number Blocks learn to rote count, 1:1 count, count items from a larger set, recognise number, match number to correct number of items for numbers 1-3.</li> <li>- Count on fingers up to 3.</li> <li>- Taking photos of children stood in the foreground and backgrounds with an object of reference. Talk about the differences they can perceive.</li> <li>- Snack time links to more/less/same</li> <li>- Same sized bags/boxes – different weights, explore and learn vocab heavier, lighter</li> <li>- Explore size of everyday objects through the story Goldilocks e.g. plates, beds, chairs</li> <li>- Explore capacity through everyday items linked to Goldilocks story e.g. who drinks more? Who’s cup is full/empty? Etc</li> </ul> <p>Teaching and learning opportunities also provided though:</p> <ul style="list-style-type: none"> <li>• links across the curriculum</li> <li>• Continuous and enhanced provision in the classroom</li> </ul>	<p>Begin to recognise numbers which are familiar to themselves, e.g., their age... Have visual number lines on display and begin to refer to them. How old are you 3? 4? Can you find the number 3? ... Chant rhymes and songs involving numbers, e.g., five speckled frogs Show fingers for numbers to 5 with support whilst counting or singing number songs Becoming familiar and aware of (through play) the key mathematical resources, including: numicon, counters, tens frames and cubes Compare two small groups of objects, saying when there are the same number of objects in each group, e.g., ‘You’ve got two, I’ve got two. Same!’ Play with and begin to name some common shapes, e.g., name circle, square Respond to both informal and common shape names, e.g., find something pointy, twisty, wiggly, bumpy, heart, star, flower, straight, wavy, bent Classify and sort shapes by a given criteria, for example big circles and small circles Classify and sort classroom objects according to a given criteria, e.g., put the books in the book area, cars in the basket ... Begin to understand and respond to the language of position, e.g., on, inside, next to, under, over, in front, behind - playing with practitioner and following instructions Show an awareness of what’s happening now and what is happening next through everyday activities, getting dressed – first socks then shoes Create and extend AB patterns, e.g., stick, leaf, stick... red, blue, red ... movement patterns clap, stamp ...</p> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>- Roll dice and match to domino – pre-subitising skills</li> <li>- Using Number Blocks learn to rote count, 1:1 count, count items from a larger set, recognise number, match number to correct number of items for numbers 1-5.</li> <li>- Who is 3/4? Birthday display – recognising numbers and counting children in the group.</li> <li>- Number rhymes supported by numicon pieces, tens frames, counters, number cards etc</li> <li>- Through shared snack explore more/less/same in terms of amount</li> <li>- Shape – simple 2D shape names e.g. circle, square, triangle, rectangle, star, heart and describe things using shape describing words. Shape pictures.</li> <li>- Sort by shape and size</li> <li>- Positional language – respond to simple positional language and respond with a positional language phrase when asked where something is.</li> <li>- Recognising and creating ABAB patterns with everyday items.</li> <li>- Sequencing daily events</li> </ul> <p>Teaching and learning opportunities also provided though:</p> <ul style="list-style-type: none"> <li>• links across the curriculum</li> <li>• Continuous and enhanced provision in the classroom</li> </ul>	<p>Count on in 1s from any number up to 5 – visual aid and fingers Be able to say the number before and after a given number to 5 – visual aids Chant rhymes and songs involving numbers to 5 and beyond, e.g., 1,2,3,4,5 once I caught a fish alive Recognise numerals 0-3 Counting one-to-one correspondence to 3 – how many? (1:1 principle) Counting one-to-one correspondence to 3 – give me? (1:1 principle) Know that the order in which objects are counted doesn’t affect the total e.g left to right or right to left ... (order irrelevance principle) When counting objects, Say one number for each item in order e.g 1,2,3 ... (stable order principle) Know that the last number reached when counting a small set tells you how many there are (cardinal principle) Know that anything can be counted to 3, for example drum beats, claps, pictures in a book, large objects and tiny... (Abstraction principle) Link numerals and amounts to up to 3 by matching objects to the number Experience the language of zero meaning nothing through play and everyday practical activities, e.g., there are no oranges left in the bowl Display an understanding of the composition of numbers to 3, for example 1 + 2, 0 + 3, 1+1+1 with objects Begin to add and subtract using practical resources to 3, with practitioners modelling the language e.g., add, altogether, total, is the same as, subtract, take away, how many left, more and less, bigger and smaller Solve real world maths problems with numbers up to 5 – e.g., there are 4 children and 3 chairs – how many more chairs do we need? Begin to understand ordinal numbers in real-life situations: first, second ... Order and compare a set of numbers 0-3, and explore the language more and fewer with objects and quantities Match items to small numbers in the environment e.g 5 pencils in the pot, 3 glue sticks ... picture clues Make pictures and patterns (e.g., in sand or paint) using key mathematical resources, including: numicon, counters, 10-frames and cubes Be able to recognise and name numicon pieces for 1, 2, 3, 4 and 5 Say some common shape names, e.g., circle, square, rectangle, triangle Talk about and explore 2D and 3D shapes using informal language – sides, corners, straight, flat, round Enjoy partitioning and combining shapes to make new shapes, e.g., circle, square, rectangle, triangle, heart, star, diamond Sort shapes by a given criteria, for example circles here, straight sides in here – use a variety of sized shapes Understands and uses the language of position, e.g., on, inside, next to, under, over, in front, behind through play, for example a doll’s house or garage Create their own spatial patterns showing some organisation or regularity Make models in the block area and respond to practitioners using the vocabulary can you make it taller? Shorter? Longer? In meaningful contexts, find the longer or shorter, heavier or lighter and more/less full of two items Recognise and discuss patterns on clothes, in nature and in the environment, e.g., stripes, spots, checks, etc Notice and correct an error in a repeating pattern – show AB patterns correct and incorrect Recall a sequence of events in everyday life and stories Show an awareness of a sense of time, e.g., morning, afternoon, evening and night-time Begin to sing days of the week – begin to understand yesterday and tomorrow</p> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>- Subitising dominos, dice, items shown up to 3</li> <li>- Number and counting songs and rhymes with resources to promote rote counting and the concept of one more (staircase in ones), adding and subtracting language and how many left – include zero</li> <li>- Counting sea monster – put in two numbers, what number do we get – link to language of addition</li> <li>- Stealing sea monster – had ___ he stole _ how many are left – link to language of subtraction</li> <li>- Order numbers to 3, items to support.</li> <li>- How many - Lining up items to count and matching number card. Using number line with spaces to support. Look at one more/less using this visual aid. Work on not having to re-count to know how many.</li> <li>- Give me by saying number and showing number card – saying one number name for each item picked up</li> <li>- Representing numbers to 5 in different ways e.g. holding up the correct amount of fingers, finding 5 numicon piece etc</li> <li>- Number rhymes supported by numicon pieces, tens frames, counters, number cards etc</li> <li>- Abstract counting of claps, sounds behind a screen etc</li> <li>- How can we make 3? – as a sharing activity with such as snack.</li> </ul>
--	--	---

			<ul style="list-style-type: none"> <li>- Pirate party problems – e.g. 3 pirates are coming, I have 2 chairs, how many more chairs do I need?</li> <li>- Ordinal numbers into sports day practice, lining up etc</li> <li>- order daily events</li> <li>- Sing days of the week song – update day on class calendar</li> <li>- Numicon tile pictures – link to farm animals and pirate ships</li> <li>- Shape hunt – naming 2D shapes circle, square, rectangle, triangle. Can we find a shape with <i>given properties</i>?</li> <li>- Sorting shapes by given properties.</li> <li>- Matching patterned socks e.g. stripes, spots, checks – can children find these patterns in the environment</li> <li>- Making and correcting ABAB patterns.</li> <li>- Building a pirate ship mast with blocks – can you make it taller? Shorter? Longer?</li> <li>- Finding items that are bigger/smaller/taller/shorter/heavier/lighter/more full/less full than the one they are given</li> <li>- Where is the pear? Using positional language to describe the pears location.</li> </ul>
UTW	<p><b>Outcomes:</b></p> <p>Be interested in photographs of themselves, their family and objects Be interested in the different things that people do e.g. occupations, hobbies, activities indoors and outdoors</p> <p>Explore unfamiliar objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, pulling, turning and poking</p> <p>Use toys with buttons, flaps and simple mechanisms and begin to learn how to operate them</p> <p>Learn new vocabulary associated with specific interest areas</p> <p>Talk about people outside their immediate family using images / props, e.g. the queen</p> <p>Match objects that pair together e.g. toothbrush and toothpaste</p> <p>Use a pull-back toy correctly, turn a sound feature on and off</p> <p>Learn the vocabulary associated with specific interest areas</p> <p>Explore materials, e.g., mud, puddles, sand, grass and feathers</p> <p>Start to group living things e.g. plants, animals, people</p> <p>Understand the current season and typical weather, clothing and events</p> <p>To start to talk about own immediate environment</p> <p>To move an object by pushing, pulling etc</p> <p>To know that objects can move within the environment (wind, water etc)</p> <p>To sort different materials</p> <p>To talk about similarities and differences within a group e.g. what did you have for breakfast, what do you watch on TV?</p> <p>Remember where objects belong</p> <p>Show awareness of personal features when asked e.g. stand up if you are wearing a blue jumper, recognising when others have stood up, this is how they are similar.</p> <p><b>Key teaching points:</b></p> <p>HISTORY - Talking about photographs of ourselves, family, pets and friends. Celebration photographs.</p> <p>HISTORY – Talking about famous families and their similarities to their own families e.g. Royal Family.</p> <p>PSED – similarities and differences to friends e.g. hair colour, height, favourite things to play, favourite TV program</p> <p>COMPUTING – Cause and effect toys</p> <p>SCIENCE – Links to EAD noticing the effect of Autumn/Winter on plants and the weather.</p> <p>Drawing/painting the trees around school in Autumn/Winter. What clothing do we wear in Autumn/Winter and why?</p> <p>RE - Diwali activities</p> <p>RE – Christmas activities</p> <p>SCIENCE – Sorting and grouping by simple properties including colour, material something is made from, if it is an animal/plant/person, matching things that go together e.g. toothbrush and toothpaste.</p> <p>SCIENCE – Opportunities around pulling and pushing forces e.g. wagons, pullies in the sand etc</p> <p>Teaching and learning opportunities also provided though:</p> <ul style="list-style-type: none"> <li>• links across the curriculum</li> <li>• Continuous and enhanced provision in the classroom</li> </ul>	<p><b>Outcomes:</b></p> <p>Show interest in the lives of people who are familiar to them, including people seen in shops, hairdressers</p> <p>Remember and talk about significant events in their own experience</p> <p>Understand past and present through their life – baby, child, adult</p> <p>In pretend play, imitate everyday actions and events from own family and cultural background, e.g., making and drinking tea, going to the barbers, being a cat, dog or bird</p> <p>Understand the current season and typical weather, clothing and events</p> <p>Enjoy playing with small world reconstructions, building on first-hand experiences, e.g., visiting farms, garages, train tracks, walking by river or lake</p> <p>Learn the vocabulary associated with specific interest areas</p> <p>Talk about and notice the changes in materials, e.g., ice, snow, mud, chocolate and jelly</p> <p>Use pipes, funnels and other tools to carry/ transport water from one place to another</p> <p>Play with water to investigate ‘low technology’, such as washing and cleaning</p> <p>Show an interest in technological toys with knobs, wind-up or pulleys, real objects, such as cameras, and touchscreen devices, such as mobile phones and tablets</p> <p>Explore and talk about different forces e.g., push, pull, things you feel, wind, rain, weather</p> <p>To know that trees, flowers and grass are plants and are living and grow</p> <p>To know that animals need things to live, just as humans do</p> <p>To know we can help to look after our immediate environment e.g. tidy up, put rubbish in the bin</p> <p><b>Key teaching points:</b></p> <p>SCIENCE – Links to EAD noticing the effect of Spring on plants and the weather. Drawing/painting the trees around school in Spring. What clothing do we wear in Spring and why?</p> <p>SCIENCE – experiments with ice, melting chocolate, making jelly – observe and talk about what happens.</p> <p>DT – Challenge to move water from one place to another with given materials.</p> <p>COMPUTING – racing wind up and pull back toys – talk about how to make them work</p> <p>COMPUTING – Using the iPad to take photos of friends, know how to view them to show other people.</p> <p>COMPUTING – How to use a simple program on the IAWB.</p> <p>GEOGRAPHY – small world play for Farm animals</p> <p>HISTORY – How have you changed from a baby? Photos, discussion, ordering photos.</p> <p>GEOGRAPHY/PSED – walk in the local area including park, familiar shops etc. Where do the children recognise? When have they been to these places? Who took them? What happens in this shop?</p> <p>SCIENCE – Grass heads – what happens to the hair? Link to trees/plants/grass is living and grow.</p> <p>SCIENCE/PSED – Looking after the outdoor environment.</p> <p>SCIENCE – What do we need to help us live? Food and water – what about the farm animals? Link to farm trip</p> <p>Teaching and learning opportunities also provided though:</p> <ul style="list-style-type: none"> <li>• links across the curriculum</li> <li>• Continuous and enhanced provision in the classroom</li> </ul>	<p><b>Outcomes:</b></p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Talk about what they see, using a wide range of vocabulary</p> <p>Begin to make sense of their own life story and family’s history</p> <p>Ask questions about people outside their immediate family using images / props, e.g. ‘Why does the queen wear a crown?’</p> <p>Know that there are different jobs and occupations and talk about some common ones (link to community and area)</p> <p>Explore how known and new objects work, knowing they may be electrical, manual etc</p> <p>Understand and begin to name the four seasons and typical weather, clothing and events</p> <p>Plant seeds, care for them and know they will grow into a plant. Relate this to life cycle of a plant</p> <p>Understand the life cycle of an animal - they are born, they grow – using stories</p> <p>Use images, stories and real experiences to develop an understanding of animal mothers and babies, e.g. Sheep / Lamb</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Talk about how different forces impact on ourselves / objects, e.g. sails of a ship</p> <p>Talk about different materials using a wider range of vocabulary</p> <p>Know that some materials change and give examples e.g. ice, baking</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Know that there are countries beyond ours and that things are the same and different in these, in comparison to ours (use children’s experiences, photos and books)</p> <p>Show some awareness of the similarities and differences between themselves and others in more detailed ways e.g. hair colour, skin colour, height, glasses, siblings family members</p> <p><b>Key teaching points:</b></p> <p>SCIENCE – Links to EAD noticing the effect of Summer on plants and the weather. Drawing/painting the trees around school in Summer. What clothing do we wear in Summer and why?</p> <p>PSED/RE – Same and different – choose two children at a time – can we think of anything that is the same about them? Anything that is different? Link to that we all have different interests and things we are good at.</p> <p>GEOGRAPHY/HISTORY – Occupations – parents and family members jobs, travel agents</p> <p>SCIENCE – Sunflower planting – Sam’s Sunflower text – what plants need to grow.</p> <p>COMPUTING/SCIENCE – How do we make it work? Explore items and decide if they need batteries, to be plugged in or whether we need to complete a manual action for it to do something.</p> <p>HISTORY – ordering photos of themselves and different aged family members to lead discussion around life story, family history, life cycle of a person.</p> <p>SCIENCE – Minibeasts hunt, how to be care for them, minibeast homes</p> <p>SCIENCE – Different ways to cook eggs – changes in state</p> <p>SCIENCE/GEOGRAPHY – Nature walk in park and ?seaside trip, collect items e.g. leaves. Sort them in school</p> <p>GEOGRAPHY/SCIENCE – Farm trip – animals and their baby names, lifecycle of an animal, how to take care of them</p> <p>SCIENCE – How to make cars travel faster using ramps</p> <p>Teaching and learning opportunities also provided though:</p> <ul style="list-style-type: none"> <li>• links across the curriculum</li> <li>• Continuous and enhanced provision in the classroom</li> </ul>
EAD	<p><b>Outcomes:</b></p>	<p><b>Outcomes:</b></p> <p>Use sounds to express experiences, expertise, ideas and feelings</p>	<p><b>Outcomes:</b></p>

	<p>Knows how to use sounds (voice, body and instruments) e.g. following instructions from others, responding to listening to music</p> <p>Joins in with moving, dancing and ring games</p> <p>Tap out simple repeated rhythm e.g. clapping, tapping knees, using an instrument</p> <p>Join in with familiar songs and rhymes</p> <p>Continue to explore colour and how colours can be changed e.g. combining colours</p> <p>Develop an understanding of marks to represent objects or images e.g. using pencil lines to enclose a space whilst drawing, making marks in the sand</p> <p>Use various construction materials, e.g., joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Use tools for a purpose e.g. glue spreader</p> <p>Takes part in simple pretend play using an object to represent something else</p> <p><b>Key teaching points:</b></p> <p>MUSIC - Naming and using simple percussion instruments. Use to play along to a song, keeping a regular rhythm.</p> <p>MUSIC – Sing songs with voice sounds e.g. ‘I went to the animal fair’</p> <p>ART – Colour mixing experiments – coloured water, powder paints, colours for playdough, on the light box etc – how to make more colours for a rainbow etc</p> <p>ART - drawing and painting self-portraits.</p> <p>ART - drawing characters/animals from stories.</p> <p>DT – building houses from construction sets based on their own house.</p> <p>Teaching and learning opportunities also provided though:</p> <ul style="list-style-type: none"> <li>• links across the curriculum</li> <li>• Continuous and enhanced provision in the classroom</li> </ul>	<p>Creates some movements in response to music, stories and ideas</p> <p>Create their own songs or improvise a song around one they know</p> <p>Starting to draw a recognisable picture, e.g. circle for face, eyes, nose, mouth etc...</p> <p>Sing parts of a range of familiar songs, e.g., pop songs, songs from TV programmes, rhymes, songs from home</p> <p>Be exposed to a wide range of music – across different cultures</p> <p>Begin to add purpose and meaning to their building with resources e.g. junk modelling, construction kits</p> <p>Takes part in pretend play using an object to represent something else even though they are not similar</p> <p>Play alongside other children who are engaged in the same theme</p> <p><b>Key teaching points:</b></p> <p>MUSIC - Chinese New Year dragon dance to appropriate music.</p> <p>MUSIC - Changing words of nursery rhymes or adding more verses.</p> <p>MUSIC - Enliven stories using musical instruments and voice sounds.</p> <p>ART - Drawing favourite parts of stories and make marks for writing, assigning meaning to the marks. Farm animals from photographs from farm trip.</p> <p>ART – Clay farm animals.</p> <p>MUSIC - make up movements for different animals and turn into a simple dance routine to music.</p> <p>DT – Box modelling houses/shops, practising skills with scissors and glue etc</p> <p>Teaching and learning opportunities also provided though:</p> <ul style="list-style-type: none"> <li>• links across the curriculum</li> <li>• Continuous and enhanced provision in the classroom</li> </ul>	<p>Listen to and respond to music and the patterns in music, matching the sound of a musical instrument, copying a sound pattern</p> <p>Moves creatively in response to music</p> <p>Sing a simple nursery rhyme or song all the way through e.g. Twinkle, Twinkle, Humpty Dumpty, Baa, Baa Black Sheep</p> <p>Draws an identifiable picture of a person and basic animal</p> <p>Explores colour mixing with a range of media, e.g. tissue paper, food colouring/water, light boxes, Hold equipment/tools consistently in the same hand, e.g., pencil, paint brush, glue spreader.</p> <p>Hold a pencil consistently in the same hand using a tripod grip for mark making, name writing, drawing etc.</p> <p>Develop finger strength and control in order to manipulate and use tools independently and effectively e.g. hold and operate scissors correctly to make snips in paper</p> <p>Use a range of resources to build with a purpose or meaning e.g. junk modelling, construction kits, loose parts, wooden blocks</p> <p>Engage in imaginative play based on own ideas or first-hand or peer experiences</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses</p> <p>Use available resources to create props or creates imaginary ones to support play</p> <p>Play with one or more other children, extending and elaborating play ideas</p> <p>Use drawing to represent ideas like movement or loud noises, such as movement / art to music</p> <p>Show different emotions in their drawing / paintings like happiness, sadness, fear e.g. on people’s faces</p> <p><b>Key teaching points:</b></p> <p>- model role play for travel agents and pirates, inviting children to take up different roles, aided by props and simple costumes</p> <p>- story dice and helicopter stories</p> <p>- ART – Drawing animals we saw on the farm</p> <p>- ART – Colour mixing to paint a rainbow</p> <p>- ART – drawing characters from different points in stories, basing their facial features on how the character is feeling/acting in the story</p> <p>- ART – Transient art seaside pictures</p> <p>Teaching and learning opportunities also provided though:</p> <ul style="list-style-type: none"> <li>• links across the curriculum</li> <li>• Continuous and enhanced provision in the classroom</li> </ul>
--	--	---	--