



NURSERY – CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Enrichment	Growth mindset week	Health & Safety Fortnight Maths day Nursery rhyme week	Arts Week Mental health week	Performance week	Sports Day Sports week	World Weeks
Enrichment Experiences	Going on a bear hunt outside area	Christmas Performance	Visitor for example – zoo lab / little city / Hartbeeps visit	Communication Week World Book Week		Making gingerbread men
Fundraising		Children in Need		Sports Relief/ Comic Relief		
Parent Partnership	Parents' Evening	Christmas Performances	Parents' Evening			Sports Day Open Evening
Communication and Language	Helicopter Stories Grandma Fantastic Vocabulary Word Bucket Tales Toolkit Stories	Helicopter Stories Grandma Fantastic Vocabulary Word Bucket Tales Toolkit Stories	Helicopter Stories Grandma Fantastic Vocabulary Word Bucket Tales Toolkit Stories	Helicopter Stories Grandma Fantastic Vocabulary Word Bucket Tales Toolkit Stories	Helicopter Stories Grandma Fantastic Vocabulary Word Bucket Tales Toolkit Stories.	Helicopter Stories Grandma Fantastic Vocabulary Word Bucket Tales Toolkit Stories
Core Texts	Owl Babies Belonging You Can Do It Kitty – Perseverance How The Crayons Saved The Rainbow -Collaboration The Elephant and The Bad Baby – Good Manners I Don't Want To Have A Bath – respect You Be You – Independence We're Going On A Bear Hunt - Reflect	The Hungry Caterpillar (health week) Goldilocks (safety week) PC Polly Fireman Fergus Maisy Goes Swimming <i>Copy cat</i> <i>Toby and the tricky things</i> <i>Cinderella</i> Pete The Cat Saves Christmas Dear Santa	Neon Leon Pip and Posey – The Bedtime Frog Don't Wake The Tiger Lionel and lions share Dear Zoo How To Look After Your Dinosaur	The Three Little Pigs The Boy and The Bear Daisy Duck 5 Little Easter Bunnies	Dinosaur Rocket Jack and The Beanstalk Nothing Can Frighten A Bear The knight who said no Look and say	The Gingerbread Man The Dragon Who Went To School Stardust
Talk 4 Writing	We're Going On A Bear Hunt	The Hungry Caterpillar	Dear Zoo	The Three Little Pigs	Jack and The Beanstalk	The Gingerbread Man
Traditional Tales	Little red hen	Goldilocks and the Three Bears Hansel and Gretel	Chicken Licken Three Billy Goats Gruff	The Three Little Pigs Goldilocks and the three bears	Jack and The Beanstalk Hansel and Gretel Three Billy Goats Gruff	The Gingerbread Man The Enormous Turnip Little Red Hen

		Little Red Riding Hood The Enormous Turnip Elves and the Shoemaker The Christmas story		Three billy goats gruff	The enormous turnip	The Ugly Duckling Little Red Riding Hood
Poetry Basket	Chop Chop Wise Old Owl Falling Apples	Christmas Is Here Christmas Counting I Can Build A Snowman Carrot Nose	Popcorn Pancakes A Little House	Spring Wind Hungry Birdies A Little Seed	I Have A Little Frog Pitter Patter A Little Shell	Monkey Babies Five Little Owls If I Was So Small
Nursery Rhymes	Incy Wincy Spider Baa Baa Black Sheep Twinkle Little Star Humpty Dumpty Wind the bobbin up	Old MacDonald had a Farm I had a little turtle Here we go round the mulberry bush Sleeping Bunnies	The Wheels on the Bus Row Your Boat Mary Had a Little Lamb Jack and Jill Down at the station The animals went in two by two	Jack and Jill Hey Diddle the Cat and the Fiddle Rock a Bye Baby A tiny caterpillar on a leaf Miss Polly had a dolly	Old MacDonald Had a Farm I'm a little teapot Humpty Dumpty Little miss muffet	Twinkle Twinkle Little Star Wind the bobbin up Row your boat Old mcdonald had a farm Jack and Jill Incy wincy spider
Number rhymes	5 Fat Sausages 5 Speckled Frogs 10 In a Bed 5 Little Ducks 5 Green Bottles Hickory Dickory Dock	One Potato, Two Potato 5 Little Men in a Flying Saucer Sing a Song of Sixpence 1,2,3,4,5 Once I Caught a Fish Alive 5 little lollypops	5 Little Monkeys jumping on the bed 5 buzzy bees 5 Speckled Frogs 3 Blind Mice Alice the camel Hickory dickory dock	5 little ducks 1, 2 buckle my shoe 1 have 10 little fingers 5 currant buns 5 Little Beans 5 little monkeys	10 little monkeys 10 fat sausages 10 green bottles 5 Men in a Flying Saucer Zoom zoom zoom were going to the moon 5 speckled frogs	5 buzzy bees Hickory dickory dock 10 in the bed 5 little lolly pops 5 currant buns 10 little monkeys

Songs	Ring a Roses If you are Happy and you know it Head Shoulders, Knees and Toes	Teddy Bear Everybody Do this		I Hear Thunder The Farmer's in his Dell	I am a Little Bean	
Phonics	Firm Foundations Aspects 1 - 3	Firm Foundations Aspects 4,5,6 Exposing them to oral blending within daily routines and games			Firm Foundations Aspect 7	Firm Foundations Aspect 7
PD Fine Motor	I up down movements I – prewriting patterns	I – O + prewriting patterns Name writing	I – O + prewriting patterns Name writing	I – O + ☐ prewriting patterns Name writing	I – O + / \ X ☐ prewriting patterns Name writing	I – O + / \ X ☐ prewriting patterns Name writing
Squiggle While You Wiggle	Dance 1,2,3		Dance 4,5,6 Recapping dance 1,2,3		Dance 7&8 Recapping previous dances	
Reading	<u>Comprehension</u> Identifies title, identifies some key features of print, e.g. page, line, word...,discusses books read, uses repetitive language structures and pictures to 'tell the story', opens up book, ready for reading, turns pages slowly and one at a time <u>Terms For Learning</u> Hear, understand, find: Page, line, word, letter, long word, short word, title, sounds the same as, space Say, use, describe: Book, picture, writing, front cover, back cover, illustration <u>Word Reading – Print</u> Self-registration, logos, signs/labels <u>Word Reading – Skill</u> Knows that print tracks from left to right, in English Begins to break the flow of speech into words when joining in with a shared book Dictates slowly enough for a scribe to keep up					
Reading Behaviours and Fluency	• Enjoys rhyming and rhythmic activities • Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words • Listens to and joins in with stories and poems, one-to-one and also in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured • Suggests how the story might end • Listens to stories with increasing attention and recall					

	- Describes main story settings, events and principal characters - Shows interest in illustrations and print in books, and print in the environment - Recognises familiar words and signs such as own name and advertising logos - Looks at books independently - Handles books carefully - Knows information can be relayed in the form of print - Holds books the correct way up and turns pages - Knows that print carries meaning and, in English, is read from left to right and top to bottom - Begins to make voice and finger match when following text (1:1 correspondence), e.g. may point to the word as a whole as sweeps under it, role-play reading from memory - Shows awareness of incorrect orientation of a book, e.g. corrects an upside-down book, notices two pages that are turned over together			
Maths	Number Rhymes Takes part in finger rhymes with numbers. Finger Numbers Show 'finger numbers' up to 3. Rote Counting Counts forwards sometimes skipping numbers - '1-2-3-5.' Comparison Compares amounts, saying 'lots', 'more' or 'same'. Match Can match objects to dots up to 3 (not counting)	Number Rhymes Knows some number rhymes, uses fingers Finger Numbers Show 'finger numbers' up to 5. Rote Counting Recite numbers past 5....up to 10 Comparison Compare quantities using language: 'more than'and 'fewer than' Subitising What can you see? Noticing Conservation Separates a group of three in different ways, beginning to recognise that the totals are the same.	Number Rhymes Knows a variety of number rhymes, uses fingers Finger Numbers Show 'finger numbers' up to 5. Rote Counting Recite numbers past 5....up to 10 Comparison Compare quantities using language: 'more than'and 'fewer than' Subitising What can you see? Fast recognition of up to 3 objects, without having to count them individually ('subitising'). How can you see it? I can see a 2 and a 1, I can see a 1 and a 1 and a 1 (drawing imaginary circles.) Conservation Separates a group of three in different ways, beginning to recognise that the totals are the same. Five Frames 1,2,3 on 5 frames as a concept image – finished 3. Groups Groups a set of three objects in different ways and uses vocabulary finished three. Partitioning/ Part Whole Partitions/ separates a group of three objects in different ways, beginning	Number Rhymes Knows a wide of number rhymes, uses fingers Finger Numbers Show 'finger numbers' up to 10. Rote Counting Recite numbers up to 10 Comparison Compare quantities using language: 'more than' and 'fewer than'. Can identify which group has more without counting. Can identify which group has fewer than without counting. Can make comparisons between quantities using relevant groups. Subitising What can you see? Fast recognition of up to 4 or 5 objects, without having to count them individually ('subitising'). How can you see it? I can see a 3 and a 1, a 2 and a 2, a 1 and a 3 etc drawing imaginary circles.) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. I can see a 4 and a 1, I can see a 3 and a 2, a 1and a 1 and a 1, a 3 and a 1 and a 1 etc (drawing imaginary circles.) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Conservation Separates a group of four and five in different ways, beginning to recognise that the totals are the same Five Frames 1,2,3,4,5 on 5 frames as a concept image – finished 5. Groups Groups a set of three, four or five objects in different ways and uses vocabulary finished three, finished four, finished five.

					Partitioning/ Part Whole Partitions/ separates a group of four or five objects in different ways, beginning to recognise that the total is still the same 1:1 Correspondence Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Physically moving them – linear. Composition Using five frames Counting the total of two groups together
Problem Solving and Recording	Recording I experiment with marks as well as numerals		Recording I experiment with marks as well as numerals. I solve real world mathematical problems with number up to 3 Problem Solving I am beginning to use understanding of number to solve practical problems in play and meaningful activities I solve real world mathematical problems with numbers up to 5.		.Recording I use my own symbols and marks as well as tallies and numerals. Problem Solving I can solve practical problems using the correct language to compare problems you give. I solve real world mathematical problems with numbers up to 5.
Sorting	Matching	Sorting by a single attribute	Binary sorting – eg red/ not red Comparing sets – which has more?	Multiple set sorting – by colour and then by size. Comparing sets – which has more?	Sorting collections into sets (e.g. colour, size, shape) and sorting in different ways.(red bears/blue bears big bears/little bears) Comparing and ordering sets. (There are more red bears than blue bears/ small -medium- big bears)
Shape	Noticing and talking about shapes	Explore and talk about shapes (2D and 3D) using mathematical language	Selecting shapes for a purpose – junk modelling, wooden bricks, construction to build and create representations of things		I can combine shapes to make new ones –an arch, a bigger triangle etc
Measure	big and small long and short heavy and light full and empty.		Comparing sizes, weights using gesture and language - 'bigger/little/smaller', 'higher/lower', 'taller/shorter', 'heavier/lighter'.		Solving practical problems using the correct language to compare problems given.
Time	Ordering and organising lives: Adult models language for sequence of events – first, then, next, after that, finally. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then, next, after that, finally.' Talking specifically about when something has happened or will happen: before/ after/ yesterday/ tomorrow/ after lunch/ after school/ at the weekend/ school holidays days of the week/ months/ seasons Experience specific time durations and intervals: How long an event takes, how long until, how long ago				

Pattern	I notice patterns and arrange things in patterns.	Talking about and identifying the patterns around- a stripy, spotty, dotty pattern For example: stripes on clothes, designs on rugs and wallpaper, patterns on animals. Describing different patterns Uses informal language like 'pointy', 'spotty', 'blobs' etc.		Printing patterns	Copy, extend and create ABAB patterns –stick, leaf, stick, leaf. Notices and corrects an error in a repeating pattern.	
Spatial	Climbing and squeezing into different types of spaces	Completing inset puzzles Simple jigsaws	Building with a range of resources.	Jigsaw up to 12 pieces	Jigsaw up to 24 pieces	
Position	Understand position through words –for example, “The bag is under the table,” –with pointing.		Using positional language – under, on top, next to, above and in/out		Moving to the correct place when given positional language, for example go under the den, climb on top of the box, stand next to the water, make your body above the ground, put your left arm in, left arm out. When directed placing place independently an object under, on top, next to, above, in/out, above, below, beneath, beside, behind, inside, outside.	
Route		Show you the way to the toilet, walk and discuss things that are in front of us, walk and discuss things that are behind us	Describe a familiar route. I discuss routes and locations, using words like ‘in front of’ and ‘behind’.		Talk about how to get to the stable, the cloakroom or water tray or how to go to the outside area. Knowing that behind means you need to look back and in front of means to look forward. Vocabulary: <i>as between, into, forward, in front of, over, behind, near, far</i>	
PSED	Belonging Settling in Values and behaviour expectations Emotions Toilet/ self care	Managing feelings Independence – coat on NELI – Copy cat - Working together. Falling out. Making peace and finding solutions,	Independence – zips Select tools and resources. NELI - Lionel and lions share – sharing and taking turns.	Three little pigs - Collaboration – working together	Increasingly following the rules and understanding why they are important.	Achievements/pride/ reflection
People, Culture and Communities (Geography)	This is Me - I know where I was born and where I live now I can talk about special times and memories, my family, celebrations, where I live, my experiences, and I can look at photos. Continuous Weather: Link to seasonal changes – Play and explore outside in all seasons and different weather. (rain, snow, drawing around puddles, catching rain in buckets, looking at snowflakes in magnifying glasses, sharing seasons books, explore the wind strength)		Amazing Animals : I can explore the natural world. I can notice and talk about animals I might see in the outdoors area. (fox, badger, hedgehog, squirrel, duck, swan, moorhen, heron, red kite) I can talk about plants I might see in the outdoor area. (daisy, dandelion, buttercup, ivy, nettle, daffodil)		Explorer: I can talk about places I have been on holiday. Where I have been? What it was like? How I travelled there. I notice the natural world around me. (Tree, playground, plants, canal, birds, insects) I respect and care for the natural environment and living things. Kings and Queens – I understand the past through settings, characters and events encountered in books read in class and story telling.	World Week – London I talk about the world around me and the people and places that are familiar – Wendover I can talk about places and ask questions. (clock tower, Wendover War Memorial, shops, Wendover windmill, At Mary’s Church, school, library, cottages) I know which country I am from. I know that the UK is an island. I know that there are four countries in the United Kingdom.

	Nature Detectives – I can notice and talk about animals I might see in the outdoors area. (fox, badger, hedgehog, squirrel, duck, swan, moorhen, heron, red kite) I can talk about plants I might see in the outdoor area. (daisy, dandelion, buttercup, ivy, nettle, daffodil)				(kings, queens, princes, princesses, castle)	I know some places are different to where I live. (London Eye, Big Ben, Buckingham Palace, London Bridge, Tower of London, taxi, double decker bus, London Bridge underground, train) World Week – Kenya I know that there are different countries in the world and talk about the differences I have experienced or seen in photos I know where in the world is Kenya and what the weather is like in Kenya. I know what animals there are in Kenya. I continue developing positive attitudes about the differences between people.
Festivals and Celebrations	Harvest	Diwali, Hanukah Christmas, Advent, New Year, Remembrance	Chinese New Year	The Easter Story Eid		
People, Culture and Communities (RE)	Knowing some of the things that make me unique, and can talk about some of the similarities and differences in relation to friends or family Noticing differences between people.	Showing interest in different occupations. Understand that people celebrate different things	Understand about people from different cultures and respect their differences.	Developing positive attitudes about the differences between people.	Continuing to develop positive attitudes about the differences between people.	
Past and Present (History)	Magical Me / Stories and sources – I can tell you about my family including people who do not live with me. I talk in detail about family, identifies relationships within the family.	Remembrance /Explorer Explorer– I am beginning to tell you about who helps me in my immediate world. I know that there are different members of my community who help to				I talk in detail about family, identifies relationships within the family. Nature Detectives – Wendover I talk about photographs, learning

	I am beginning to make sense of my own life-story and family's history. I can tell you about my family and who lives in my house. I know that babies grow into adults and that my family members change and are all different. I know that the days of the week, months of the year and seasons have names. I am beginning to learn who helps us in school. Toys - I explore toys and know that there are a wide variety and they are made from differing materials. I know that there are similarities and differences between things in the past and now.	keep us safe and healthy. I can tell you about someone with a helpful job (teacher, nurse, paramedics, dentist, armed forces, lollipop person, electrician, plumbers, shop worker, refuse collector. fire-fighter, police officer). I can use vocabulary to explain their job. I make connections between the features of my family and other families I know that there are people in our community that celebrate/remember special days. (Remembrance Sunday) I know that we wear poppies to remember those who lost their lives in The First World War and other wars since. I know that some days repeat annually at the same time for everybody. (Christmas in Winter) and some happen annually for them (birthdays) and Bonfire night.				what a question is. I can ask questions about Wendover in the past. I know that Wendover was different in the past than today.
Continuous	Planting, weather, seasons, recycling.					
The Natural World	This is me! I use all senses in hands-on exploration of natural materials. I am beginning to explore five senses outdoors. Learning about their senses. I know that I can see, hear, touch , smell and taste. I explore water and mud with my senses. I explore food with my senses. Sounds: I explore sounds , listen to sounds and make sounds using voices, bodies, instruments. I can make sounds using a range of objects. I can recognise and describe the sounds make by different objects.	Materials - I explore collections of materials with similar and/or different properties. I can talk about the differences between materials and changes I notice. I can talk about ingredients for recipes. I can talk about how mixtures change when ingredients are added. I can talk about how materials change when cooked, heated, frozen. (Change materials - playdough, oobleck, gellibaff, shaving foam, making smoothies, melting			Light - I know that opaque objects block light. Dark den • Can explore with a torch. Can go in a dark den. Knows when the light is on. Can see my shadow. • Can make shadows with light. • Can explore a dark den and tell you how it looks and feels. • Can explore shining light through different materials •	

	Magical Me Lifecycles of Humans - Make sense of own life story and family's history (pregnancy, baby, toddler, child, teenager, adult, elderly) Looking at photographs and talking about what they can do now that they were not able to do as a baby. I know that I have changed since I was a baby. Magical Me Taking Care of themselves I am learning how to keep myself healthy and safe (Dentist / teeth, washing, sleep, exercising, healthy eating, clean clothes, responding to feeling hot and cold, protecting themselves from the sun) Living things and habitats - I explore collections of materials with similar and/or different properties. (stones , leaves, seeds, conkers twigs, bark, shells and feathers) I talk about what I see, using a wide vocabulary. I use natural objects to make pictures I know that natural objects come from plants (trees) and animals (feathers) Forces – I explore how things work. I play with and race wind-up toys. I play with magnetic toys (trains and construction) I explore and test how toy cars move down ramps and gutters. I explore and test how wheels turn when sand or water is poured through them. I explore and test how objects fall with or without a parachute. I test and explore how different balls bounce. Living things and habitats - I am beginning to understand the need to respect and care for the natural environment and all living things. I explore different aspects of outdoors. I explores different weather outdoors, sun, rain, snow, wind. I can tell you what I see. Plants – I plant bulbs in September using gardening tools for Spring. (daffodils, tulips and snowdrops) Materials - Can bake healthy food with adults. Can taste my cooking I can compare tastes, smells and textures . I can talk about the differences between materials and changes I notice. I can talk about ingredients for recipes. I can talk about how mixtures change when ingredients are added. I can talk about how materials change when cooked, heated, frozen. (Change materials - playdough, oobleck, gellibaff, shaving foam, making smoothies, melting chocolate, comparing	chocolate, comparing cooked and uncooked pasta, rice potatoes, cooking popcorn in a microwave, cooking cakes, biscuits, making ice-lollies, adding currants to fizzy water,) Shaping and joining materials (junk modelling Three Little Pigs) Forces - I explore and talk about different forces I can feel. (Can notice when snap a twig, can push a trike, can pull a chair to where I need it Can move water. Can stretch elastic to get myself into trousers. Can tell what I cannot bend. Can use a magnet.) Forces Magnets – I explore magnets of different shapes and sizes talking about how they push away or pull towards each other. (horseshoe, wand, circular, bar magnets) Forces Floating and sinking Floating _ Nelli Can notice when I put something heavy in the water it sinks down Can tell if my toy car will sink. I explore pushing floating objects under water and talk about how it feels the further I push the object under water. I talk about what happens when I release the object under water. Plants – I know the names of plants and flowers (daffodil, tulip, snowdrop, strawberry, sunflower, cress) I know that seeds and bulbs are different and they grow into plants and flowers. (apple seeds, pumpkin seeds) I plant bulbs/ seeds and care for growing plants. Can watch it grow. Can use what grows to make something tasty(cress) Can tell you how to grow a seed, or bulb. Can tell what grows and how that happens. Can plant cress and watch it grow, making simple observations. Can plant a sunflower seed and help it grow very tall. I use what is grown to make food to eat. (strawberry, cress, sage, lavender, bay leaves) I know what plants grow then die and that vegetables and fruit decay. I know the key features of the life cycle of a strawberry plant. Animals - I talk about what I see, using a wide vocabulary. I observe young animals and talk about how they change over time.	Materials - I explore collections of materials with similar and/or different properties. I can talk about the differences between materials and changes I notice. I can talk about ingredients for recipes. I can talk about how mixtures change when ingredients are added. I can talk about how materials change when cooked, heated, frozen. (Change materials - playdough, oobleck, gellibaff, shaving foam, making smoothies, melting chocolate, comparing cooked and uncooked pasta, rice potatoes, cooking popcorn in a microwave, cooking cakes, biscuits, making ice-lollies, adding currants to fizzy water,) Electricity - I explore how things work. I know that some devices use batteries and others use mains electricity (cameras, torches, learpads, Interactive whiteboard, visualiser Recycling Can sort the rubbish so that we are recycling. I use all of my senses in hands-on exploration of natural materials. Forces Springs – I explore springs of different sizes both compression and extension springs I describe what I see , hear and feel whilst outside I recognise change and can describe what is happening. Animals - I am beginning to understand the need to respect and care for the natural environment and all living things I make observations and draw pictures of animals and plants. I can tell you which sense I need to explore my outdoor environment. I use touch, smell to explore. I can use my ears to explore. I can describe in extended vocabulary what I see. Can explore materials and investigate different properties about them.
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	cooked and uncooked pasta, rice potatoes, cooking popcorn in a microwave, cooking cakes, biscuits, making ice-lollies, adding currants to fizzy water,) Can pick up rubbish because it harms the environment. Can explore ice - beginning to know that ice melts Can make ice melt in a variety of ways. Remove toys from ice. Forces Floating and sinking - Can float a boat in the water tray. I test a range of objects to find out if they float or sink. I observe what happens when I drop objects in water. I begin to predict what will happen. Floating _ Nelli Light - Explore own reflection in different types of mirrors and talk about how reflection changes. I know that mirrors show my reflection. I know that foil and fluorescent materials are reflective. Making glitter pictures with reflective materials I can ask questions about light sources and compare brightness of light I know that the sun is a source of light. I know that some light is bright and some is dim.		I can look at and match pictures of animals and their young I can match animals duck/duckling, pig/piglet, bear/cub, frog/tadpole to their young I understand the key features of the life cycle of an animal (duck). Can tell you that a duckling comes from an egg. I can tell you two more things that come from eggs. (snakes, crocodiles) I can describe how animals have changed over time.			
EAD Creating With Materials Art	Sketching and mark making Drawing -circles and lines Making Marks -random marks Mark Making - circles/ lines Painting -Free painting Mixed Media -	Watercolours and mark making Drawing -circles, lines..... Mark Making - circles/ lines..... Painting - Colour Mixing - Mixed Media -	Colour, texture and mixed media Drawing -circles, lines..... Mark Making - circles/ lines..... Painting - Colour Mixing - Mixed Media -	Printing Drawing -circles, lines..... -drawing faces with detail Mark Making - circles/ lines..... Painting - Colour Mixing - Mixed Media - Printing -	3D Modelling/ Art Drawing -circles, lines..... -drawing faces with detail Mark Making - circles/ lines..... Painting - Colour Mixing - Mixed Media - Printing - 3D modelling -clay	Stitching / Textiles Drawing -circles, lines..... -drawing faces with detail Mark Making - circles/ lines..... Painting - Colour Mixing - Mixed Media - Printing - 3D modelling -clay

						Textiles
Design & Technology	One handed tools Glue PVA	Hole punch Treasury tags	Staples Split pins	Verbally planning and evaluating	Verbally planning and evaluating	Verbally planning and evaluating
Being Imaginative and Expressive	I respond to what I have heard, expressing my thoughts and feelings I engage in imaginative play based on my own ideas or first-hand or peer experiences I join in with singing in a familiar group. I listen with increased attention to sounds. I play an instrument loudly. Plays an instrument quietly Play instruments with increasing control to express their feelings and ideas. I engage in imaginative play based on own ideas or first-hand or peer experiences. I recognise Tales Toolkit symbols (start, character, setting, problem, solution, ending) I rehearse for, and perform in, the nativity play.		I make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park I can tell stories using small world equipment like animal sets, dolls and dolls houses I can tell a Tales Toolkit story with support.		I take part in pretend play, using an object to represent something else even though they are not similar. I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses I use available resources to create props or creates imaginary ones to support play I can tell a Tales Toolkit Story	
Music	Clap and stamp to music	Instrument sounds Firm Foundations 1 -3 Christmas songs Performance	Rhythm – Aspect 4	Pitch and melody follow melody Pitch match Sing favourite songs Develop singing voice Sing call and response songs echo phases	Sing favourite songs and create own songs improvising songs already know	Play instruments with increased control Music from a range of cultures
Cooking	Can bake and explore ingredients for a variety of recipes. Can tell you what happens when something goes in the oven (link with homecorner)	Healthy snack – fruit plate	Making sandwiches	Chocolate nest Knows that chocolate, melts.	Make cress	Gingerbread men
Technology	Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, mobile phones and tablets. Internet Safety Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images		Knows how to operate simple equipment.		Knows that information can be retrieved from digital devices and the internet Plays with a range of materials to learn cause and effect.	
P.E.	Throw and catch balls Balancing Climbing frame Bikes Sweeping	Skip – 2 legs Hop Climb steps Musical statues	Balance on one foot Squat Move with rhythm to music	Sequences and patterns of movements	Jumping	Sports day races Egg and spoon Running Obstacle

