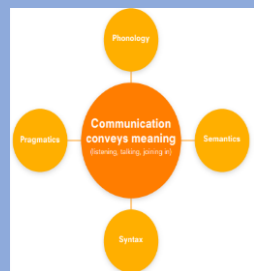


Nursery Long term plan

Area of Learning	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Teddy Bears Pete the Cat Pets Autumn Family	Homes My school	Autumn Diwali Fire Service visit Christmas/Father Christmas around the world	Stick Man Bonfire Night Christmas story	Winter Arctic Lost and Found Snow Bears/Penguins Chinese New Year	Pancake Day Easter Growing up – babies - generations Planting/Gardening/Spring Animals minibests	Life cycles – Frog/butterfly/plant/sunflowers Local Area – Local park visit Minibeasts animals	Summer holidays (past and present) Hot places Rockpools Mermaids Pirates

Children may be at different stages due to the wide age range and varied starting points in the setting.

Communication and Language



The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures**.

<p>Enjoys listening to stories. Uses sentences of around 4–6 words. Talks to themselves when playing (using language to think). Speaks differently in different contexts (apparent in imaginative play). Can describe what is happening, express ideas and start conversations. Generally uses pronouns correctly. Asks lots of questions. Enjoys rhymes and songs.</p>	<p>Enjoys listening to stories. Uses sentences of around 4–6 words. Talks to themselves when playing (using language to think). Speaks differently in different contexts (apparent in imaginative play). Can describe what is happening, express ideas and start conversations. Generally uses pronouns correctly. Asks lots of questions. Enjoys rhymes and songs.</p>	<p>Enjoys listening to stories. Uses sentences of around 4–6 words. Talks to themselves when playing (using language to think). Speaks differently in different contexts (apparent in imaginative play). Can describe what is happening, express ideas and start conversations. Generally uses pronouns correctly. Asks lots of questions. Enjoys rhymes and songs.</p> <p>Understands the importance of listening. Has an extensive vocabulary. Sometimes joins longer sentences with because (cause and effect). Retells stories and sequences events. Often gives a running commentary during play. Sometimes blurs boundaries between fact and fiction. Speech is generally fully intelligible but there may be some incorrect pronunciation. Enjoys non-fiction books, especially an area they are interested in, e.g. dinosaurs. Asks a large number of questions. Uses language for a variety of purposes: to share, take turns, compare, predict, explain</p>	<p>Enjoys listening to stories. Uses sentences of around 4–6 words. Talks to themselves when playing (using language to think). Speaks differently in different contexts (apparent in imaginative play). Can describe what is happening, express ideas and start conversations. Generally uses pronouns correctly. Asks lots of questions. Enjoys rhymes and songs.</p> <p>Understands the importance of listening. Has an extensive vocabulary. Sometimes joins longer sentences with because (cause and effect). Retells stories and sequences events. Often gives a running commentary during play. Sometimes blurs boundaries between fact and fiction. Speech is generally fully intelligible but there may be some incorrect pronunciation. Enjoys non-fiction books, especially an area they are interested in, e.g. dinosaurs. Asks a large number of questions. Uses language for a variety of purposes: to share, take turns, compare, predict, explain</p>	<p>Enjoys listening to stories. Uses sentences of around 4–6 words. Talks to themselves when playing (using language to think). Speaks differently in different contexts (apparent in imaginative play). Can describe what is happening, express ideas and start conversations. Generally uses pronouns correctly. Asks lots of questions. Enjoys rhymes and songs.</p> <p>Understands the importance of listening. Has an extensive vocabulary. Sometimes joins longer sentences with because (cause and effect). Retells stories and sequences events. Often gives a running commentary during play. Sometimes blurs boundaries between fact and fiction. Speech is generally fully intelligible but there may be some incorrect pronunciation. Enjoys non-fiction books, especially an area they are interested in, e.g. dinosaurs. Asks a large number of questions. Uses language for a variety of purposes: to share, take turns, compare, predict, explain</p>	<p>Enjoys listening to stories. Uses sentences of around 4–6 words. Talks to themselves when playing (using language to think). Speaks differently in different contexts (apparent in imaginative play). Can describe what is happening, express ideas and start conversations. Generally uses pronouns correctly. Asks lots of questions. Enjoys rhymes and songs.</p> <p>Understands the importance of listening. Has an extensive vocabulary. Sometimes joins longer sentences with because (cause and effect). Retells stories and sequences events. Often gives a running commentary during play. Sometimes blurs boundaries between fact and fiction. Speech is generally fully intelligible but there may be some incorrect pronunciation. Enjoys non-fiction books, especially an area they are interested in, e.g. dinosaurs. Asks a large number of questions. Uses language for a variety of purposes: to share, take turns, compare, predict, explain</p>
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Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



Is beginning to use language rather than physical outbursts to express themselves.
 Is beginning to use appropriate behaviour for different settings, e.g. indoor voices.
 Can name some basic feelings, e.g. happy, sad, angry and scared.
 Identifies basic character virtues, e.g. kindness.
 Uses the toilet independently.

Is beginning to use language rather than physical outbursts to express themselves.
 Is beginning to use appropriate behaviour for different settings, e.g. indoor voices.
 Can name some basic feelings, e.g. happy, sad, angry and scared.
 Identifies basic character virtues, e.g. kindness.
 Uses the toilet independently.
 Is becoming confident and self assured. Enjoys dramatic play.
 Can cope with delays in having needs met. Demonstrates persistence and some emotional control.
 Is able to identify basic character virtues and opportunities to use them.
 Identifies basic feelings and some strategies to manage them.
 Follows basic hygiene rules.

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 Follows basic hygiene rules.



Takes turns and shares (not consistently). Seeks the approval of an adult.
 Enjoys make-believe play.
 Has a set of feelings about themselves. How they feel about themselves is influenced by their relationships with people around them.

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 Has a set of feelings about themselves. How they feel about themselves is influenced by their relationships with people around them.
 Is sociable and enjoys silly talk.
 May have a best friend.
 Plays with a group.
 Has a stable self-concept.
 Is beginning to identify what makes them special.

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Is beginning to follow rules.
 Takes interest in roles in the home, e.g. who makes their meals, who reads their bedtime stories.
 Can describe their local environment. Knows that money is used to buy things.

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 Takes notice of roles performed by members of their family outside the home.
 Knows that people earn money by working.
 Can describe what they like and don’t like about their environment.

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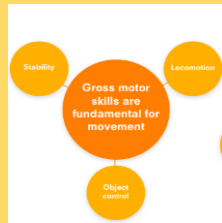
Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Takes weight on hands and knees, tummy down, like a table.
 Can lift up one foot or hand at a time. Hangs on a bar using hands.
 Stands on a floor marker on two feet, bends down and picks up an object from the floor.
 Can push a tyre along the ground.
 Jumps with two feet along a line of floor markers.
 Passes a balloon from hands to feet and back again while lying on back.

Can walk backwards and sideways.
 Shows good spatial awareness.
 Walks up stairs, putting one foot on each step.
 Can jump on two feet.
 Pedals a tricycle.
 Can catch a balloon.

Holds a pencil with fingers in proper position.
 Paints with a crayon or brush, often covering the whole page.
 Cuts with scissors but not always in a straight line.
 Can thread large beads onto a lace.
 Builds a tower with six or more blocks. Can copy a circle.
 Enjoys floor play with bricks, boxes, trains, cars and small world figures



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 Can push a tyre along the ground.
 Jumps with two feet along a line of floor markers.
 Passes a balloon from hands to feet and back again while lying on back.
 Takes weight on hands and feet, tummy up (back straight, no sagging).
 Can lift up one foot or hand at a time. Hangs on a bar and lifts up a bent leg.
 Stands on a floor marker on one leg, bends down and picks up an object from the floor.
 Picks up a tyre and pushes it along the floor.
 Jumps from side to side along a skipping rope.
 Passes a beach ball from hands to feet and back again while lying on back

Can walk backwards and sideways.
 Shows good spatial awareness.
 Walks up stairs, putting one foot on each step.
 Can jump on two feet.
 Pedals a tricycle.
 Can catch a balloon.
 Climbs on play equipment.
 Walks up and down stairs, with one foot on each step.
 Claps in time to music.
 Can catch, kick, throw and bounce a ball. Can use a balance bike.
 Can hop and march.
 Uses a variety of different playground equipment.

Holds a pencil with fingers in proper position.
 Paints with a crayon or brush, often covering the whole page.
 Cuts with scissors but not always in a straight line.
 Can thread large beads onto a lace.
 Builds a tower with six or more blocks. Can copy a circle.
 Enjoys floor play with bricks, boxes, trains, cars and small world figures
 Threads small beads onto a lace.
 Builds a tower of ten or more bricks.
 Can build with other construction toys. Draws a house.
 Copies the capital letters O, V and H.
 Is beginning to fasten buttons and zips. Draws a person with head, legs, body and (usually) arms and fingers.

Takes weight on hands and knees, tummy down, like a table.
 Can lift up one foot or hand at a time. Hangs on a bar using hands.
 Stands on a floor marker on two feet, bends down and picks up an object from the floor.
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Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



Pretends to read books.
 Understands how books should be handled.
 Names some objects in a book.
 Talks about characters in books.
 Is able to fill in gaps in familiar books.
 Listens to stories.
 Asks adults to read or write with them. Begins to pay attention to specific print such as the first letters of their names

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 Listens to stories.
 Asks adults to read or write with them. Begins to pay attention to specific print such as the first letters of their names
 Enjoys listening to and joining in with stories. Uses language from stories.
 Understands that print carries a message. Understands that print is read left to right and top to bottom.
 Makes attempts to read and write. Identifies familiar signs and labels.
 Participates in rhyming games.
 Can count or clap syllables.
 Recognises initial sounds.
 Says the sounds for individual letters.

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Phonics

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Enjoys writing on different surfaces, e.g. paper, screens, in sand and with shaving foam.
 Can distinguish between the different marks they make.
 Draws wavy lines across the page that look like lines of text from a book.
 Is beginning to make some letter-like forms.
 Makes marks on their pictures to represent their name

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 Can distinguish between the different marks they make.
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 Is beginning to make some letter-like forms.
 Makes marks on their pictures to represent their name
 Scribbles with a purpose (trying to write or draw something).
 Produces some letter-like forms and scribbles that resemble, in some way, writing.
 Makes distinct marks that look like letters and that are separated from each other.
 Writes some actual letters, especially the letters in their name.
 May try different kinds of writing, e.g. writing a list or a greeting card.
 May start to draw pictures and label them using letters or letter-like marks.

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Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, The relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

<p>Recognises, describes and builds A B repeating patterns, e.g. A B; A B; A B. Fills in the missing element of an A B pattern. Duplicates an A B pattern when the model is close by.</p>	<p>Identifies weight and capacity as attributes. Explores differences in size and weight. Can compare the capacity of two containers by pouring from one to the other. Understands recent past and future. Is beginning to anticipate times of the day, e.g. lunch time, home time.</p>	<p>Recognises, describes and builds A B repeating patterns, e.g. A B; A B; A B. Fills in the missing element of an A B pattern. Duplicates an A B pattern when the model is close by. Recognises, describes and builds more complex patterns, e.g. A A B, A B C and A B B C.</p>	<p>Identifies weight and capacity as attributes. Explores differences in size and weight. Can compare the capacity of two containers by pouring from one to the other. Understands recent past and future. Is beginning to anticipate times of the day, e.g. lunch time, home time.</p>	<p>Recognises, describes and builds A B repeating patterns, e.g. A B; A B; A B. Fills in the missing element of an A B pattern. Duplicates an A B pattern when the model is close by. Recognises, describes and builds more complex patterns, e.g. A A B, A B C and A B B C.</p>	<p>Identifies weight and capacity as attributes. Explores differences in size and weight. Can compare the capacity of two containers by pouring from one to the other. Understands recent past and future. Is beginning to anticipate times of the day, e.g. lunch time, home time.</p>
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Recognises and identifies objects that are alike, e.g. red objects.
Sorts by using a single attribute, e.g. 'I picked out all the heart-shaped pieces.'

Number operations are essential for calculating

Finds answers to 'result unknown' problems up to five, by counting with objects, e.g. 'You have two books and get one more. How many are there altogether?' (Counts out two, then one and then counts all three.)
Matches sets by lining them up with one-to-one correspondence.
Knows a whole is bigger than the parts but may not accurately quantify each.

Measurement is a way to use numbers to describe and compare things

Identifies length as attributes.
Explores differences in size, weight and length.
Describes length or height measurements as big or small.

Shapes have properties that distinguish them from each other

Uses names of 2D shapes as labels, with no reference to attributes. May physically rotate shapes to match a prototype shape.
Uses everyday language for 3D shapes, e.g. ball or block.
Is beginning to see shapes in the environment, e.g. a house is seen as a square with a triangle roof.
Uses blocks to build structures.

Spatial relationships explain how things are organised

Responds to and uses some spatial language.
Walks different routes and points out landmarks.
Uses trial and error to move and rotate objects to fit spaces.

Data helps us to visualise information and ask and answer questions

Recognises and identifies objects that are alike.
Sorts by using a single attribute, e.g. colour, shape or function.
Interprets a realia graph by saying which has more or less.

Number operations are essential for calculating

Shares by dealing out a group of objects between two people.
Engages in rhythmic counting, emphasising alternate numbers, e.g. one, two, one, two.

Number operations are essential for calculating

Fills in the missing elements of a pattern.
Extends a pattern if it ends with a whole unit within the pattern, e.g. Red, Red, Blue ; Red, Red, Blue ; Red, Red, Blue (where Red, Red, Blue is a whole unit).

Sets are ways of grouping and comparing things

Recognises and identifies objects that are alike, e.g. red objects.
Sorts by using a single attribute, e.g. 'I picked out all the heart-shaped pieces.'
Uses binary sorting: dividing a collection into two groups, ones with a specific attribute and ones without.
Comes up with their own criteria for sorting

Spatial relationships explain how things are organised

Makes comparisons between objects relative to size, weight and capacity.
Packs cubes into a box in an organised way.
Uses 'than' to compare objects.
Remembers the sequence of events in a book or in real life.
Uses non-standard measuring tools.

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Responds to and uses some spatial language.
Walks different routes and points out landmarks.
Uses trial and error to move and rotate objects to fit spaces.
Describes the position of an object.
Follows/gives verbal directions to find something using spatial language.
Follows a simple map

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Number operations are essential for calculating

Recognises and identifies objects that are alike.
Sorts by using a single attribute, e.g. colour, shape or function.
Interprets a realia graph by saying which has more or less.
Sorts objects by a single attribute and is able to say how many.
Interprets a realia graph and pictogram with some adult guidance.

Measurement is a way to use numbers to describe and compare things

Finds answers to 'result unknown' problems up to five, by counting with objects, e.g. 'You have two books and get one more. How many are there altogether?' (Counts out two, then one and then counts all three.)
Matches sets by lining them up with one-to-one correspondence.
Knows a whole is bigger than the parts but may not accurately quantify each.
Finds answers to 'result unknown' problems up to ten, by counting with objects, e.g. 'You have six toys and are given three more. How many are there altogether?' (Counts out six, then three and then counts all nine.)
Solves subtraction problems by separating objects, e.g. 'You have six balls and you give Mustafa two. How many balls do you have left?' (Counts out six, then takes away two and counts the remaining four.)
Compares by counting with groups up to five.
Quickly names parts of a set up to six.

Number operations are essential for calculating

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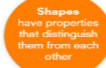
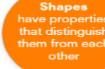
Measurement is a way to use numbers to describe and compare things

Identifies length as attributes.
Explores differences in size, weight and length.
Describes length or height measurements as big or small.
Makes comparisons between objects relative to size and length.
Physically aligns two objects to see which is longer.
Packs cubes into a box in an organised way.

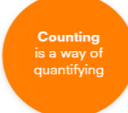
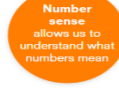
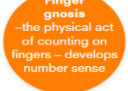
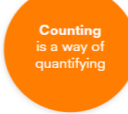
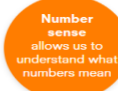
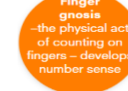
Shares by dealing out a group of objects between two people.
Engages in rhythmic counting, emphasising alternate numbers, e.g. one, two, one, two.
Makes small equal groups (up to six) in the context of sharing fairly.
Skips one-to-one counting, saying 'two, four, six', missing out, or counting internally, the other numbers.

Identifies length as attributes.
Explores differences in size, weight and length.
Describes length or height measurements as big or small.
Makes comparisons between objects relative to size and length.
Physically aligns two objects to see which is longer.
Packs cubes into a box in an organised way.

Shares by dealing out a group of objects between two people.
Engages in rhythmic counting, emphasising alternate numbers, e.g. one, two, one, two.
Makes small equal groups (up to six) in the context of sharing fairly.
Skips one-to-one counting, saying 'two, four, six', missing out, or counting internally, the other numbers.

		<p>Can order up to five objects by length. Uses 'than' to compare objects. Uses non-standard measuring tools.</p> <p></p> <p>Uses names of 2D shapes as labels, with no reference to attributes. May physically rotate shapes to match a prototype shape. Uses everyday language for 3D shapes, e.g. ball or block. Is beginning to see shapes in the environment, e.g. a house is seen as a square with a triangle roof. Uses blocks to build structures. Is beginning to use attributes to describe shapes. Recognises corners. Describes 3D shapes using 2D names, e.g. a cuboid is called a rectangle. Recognises edges and sides. Can make a picture using 2D shapes. Can build structures with arches, roofs and gaps for windows.</p>		<p>Can order up to five objects by length. Uses 'than' to compare objects. Uses non-standard measuring tools.</p> <p></p> <p>Uses names of 2D shapes as labels, with no reference to attributes. May physically rotate shapes to match a prototype shape. Uses everyday language for 3D shapes, e.g. ball or block. Is beginning to see shapes in the environment, e.g. a house is seen as a square with a triangle roof. Uses blocks to build structures. Is beginning to use attributes to describe shapes. Recognises corners. Describes 3D shapes using 2D names, e.g. a cuboid is called a rectangle. Recognises edges and sides. Can make a picture using 2D shapes. Can build structures with arches, roofs and gaps for windows.</p>	
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Ongoing

<p></p> <p>Verbally counts with separate words, but not necessarily in the correct order. Verbally counts to ten with some correspondence with objects. May point to objects to count a few items but then loses track</p> <p></p> <p>Subitises up to three or four objects quickly. Identifies first and second. Matches numeral to quantity up to five. Can place numeral cards in order up to five.</p> <p></p> <p>Uses fingers during fine motor skills activities. Takes part in finger rhymes.</p>	<p></p> <p>Verbally counts with separate words, but not necessarily in the correct order. Verbally counts to ten with some correspondence with objects. May point to objects to count a few items but then loses track Keeps one-to-one correspondence for small groups of objects in a line. Answers 'How many?' by counting again. Accurately counts to five and can answer 'How many?' by using the last number (e.g. 'One, two, three, four. There are four.'). Is beginning to demonstrate cardinality. Can count to ten and may write or draw the numeral 5</p> <p></p> <p>Subitises up to three or four objects quickly. Identifies first and second. Matches numeral to quantity up to five. Can place numeral cards in order up to five. Subitises to five in familiar arrangements. Identifies first to fifth. Can place numbers on a blank number 1</p> <p></p> <p>Uses fingers during fine motor skills activities. Takes part in finger rhymes. Identifies different fingers especially in songs like 'Peter Pointer' and 'Baby Small'. Matches finger symbols to collections of objects</p>
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Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

History
is the story of
earlier events and
the passing of
time

Geography
is the study of
places

Ecology
teaches us how to
look after the
natural world

Science
involves observing
the world to see
how nature
works

Puts photographs of themselves as a baby and onwards in the correct order.
Acts out familiar routines from their family and culture.
Can distinguish between old and new toys.

Talks about the location of familiar places.
Knows there are different countries in the world and is able to talk about them through experience or from what they have seen in books or films.
Can follow a simple map, e.g. by placing objects on a table in the correct position shown on a map.
Can talk about prominent geographical features in their local area, e.g. the hill behind the school, the stream at the bottom of the hill.

Is curious about things in nature.
Is beginning to appreciate being in nature, e.g. the feeling of the wind and sun on their face.
Enjoys being outside.
Is beginning to understand that we need to take care of things.

Is interested to explore familiar and new experiences in nature, e.g. looking at plants, animals, puddles, mud. Talks about what they see.
Describes, in simple terms, life cycles of plants and animals. Explores and talks about forces.
Can identify differences between some materials.

Puts photographs of themselves as a baby and onwards in the correct order.
Acts out familiar routines from their family and culture.
Can distinguish between old and new toys.
Organises images from a story into a plausible chronological order.
Knows that children grow and change with the passage of time.
Joins in and talks about family customs and routines.
Talks about significant events from their own experience

Talks about the location of familiar places.
Knows there are different countries in the world and is able to talk about them through experience or from what they have seen in books or films.
Can follow a simple map, e.g. by placing objects on a table in the correct position shown on a map.
Can talk about prominent geographical features in their local area, e.g. the hill behind the school, the stream at the bottom of the hill.
Gives details about where they live, e.g. city, town or village name, street name.
Uses some geographical vocabulary to describe their local environment.
Can talk about some places of local interest, e.g. the library, places of worship, bus stops, train stations, shops, restaurants.
Can interpret a simple map of the classroom.
Is able to talk about some similarities and differences in countries around the world.

Is curious about things in nature.
Is beginning to appreciate being in nature, e.g. the feeling of the wind and sun on their face.
Enjoys being outside.
Is beginning to understand that we need to take care of things.
Looks closely at things in nature, e.g. animals and plants, and talks about what they have seen.
Can talk about how being outside makes them feel.
Knows that plants and animals need water and animals need food.
Knows we need to take care of materials, e.g. putting things away properly.

Is interested to explore familiar and new experiences in nature, e.g. looking at plants, animals, puddles, mud. Talks about what they see.
Describes, in simple terms, life cycles of plants and animals. Explores and talks about forces.
Can identify differences between some materials.
Explores the natural world, using their five senses.
Describes the impact of weather and seasons on their daily life.
Names and describes familiar plants and animals.
Investigates forces, light and vibrations.
Is beginning to talk about why things happen.
Predicts what might happen and explains why.
Records findings in a simple way.

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The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

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Expressive Arts and Design

Visual arts

Makes accidental representations (creates a form and then decides it is like something).
Identifies artworks that appeal to them.
Enjoys experimenting with colour in a variety of ways.
Artist study – Kandinsky (patterns) Picasso (faces)

Identifies sounds in the environment.
Sings songs with others.
Sings short phrases of a song in tune.
Describes music as, e.g. happy, scary, calm.
Demonstrates rhythm with body movements that might be in time to music.
Enjoys playing a wide range of rhythm instruments.
Moves in response to rhythm.

Rhymes

2 little dicky birds,
Humpty Dumpty,
5 little speckled frogs,
I'm a little teapot,
Miss Polly had a dolly,
Row row row your boat,
Heads, shoulders, knees and toes.

Is beginning to experiment with moving in different ways.
Moves in response to accompaniment. Can say which dances they like.
Expresses emotions through facial expressions.
Explores moving to music from a range of cultures that is intended for dancing.

Music

Makes accidental representations (creates a form and then decides it is like something).
Identifies artworks that appeal to them.
Enjoys experimenting with colour in a variety of ways.
Artist study – Jackson Pollock (collaborative work), Georges Seurat (pointillism)

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Sings songs with others.
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Enjoys playing a wide range of rhythm instruments.
Moves in response to rhythm.

Rhymes

I am a hairy spider
Zoom, zoom, zoom
1,2,3,4,5 once I caught a fish alive
5 currant buns
If you're happy and you know it
Jingle bells
Twinkle twinkle

Is beginning to experiment with moving in different ways.
Moves in response to accompaniment.
Can say which dances they like.
Expresses emotions through facial expressions.
Explores moving to music from a range of cultures that is intended for dancing.

Makes accidental representations (creates a form and then decides it is like something).
Identifies artworks that appeal to them.
Enjoys experimenting with colour in a variety of ways.
Likes art that is realistic and relates to their experience.
Can sort art by its medium. Explores colour and colour mixing.
Is beginning to use painting and drawing to represent actions and objects.
Is beginning to use art to demonstrate feelings.
Uses tools for a purpose.
Artist Study – Piet Mondrian (colour, line) Mackenzie Thorpe (local, animals, shapes)

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Demonstrates rhythm with body movements that might be in time to music.
Enjoys playing a wide range of rhythm instruments.
Moves in response to rhythm.

Matches an instrument to its sound.
Describes the quality of a sound as, e.g. loud, quiet, long, short.
Can sing a whole song with others.
Enjoys changing words in a song.
Can clap in rhythm.
Enjoys marching, dancing, jumping, twirling, skipping and tip-toeing, etc. to music.
Enjoys playing a wide variety of instruments.

Rhymes:

Wind the bobbin up
Tommy thumb
5 little monkeys
Teddy bear, teddy bear
The grand old duke of York
Pat-a-cake
Round and round the garden

Is beginning to experiment with moving in different ways.
Moves in response to accompaniment.
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Expresses emotions through facial expressions.
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Can move in a variety of different ways. Moves to different musical

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Uses tools for a purpose
Artist Study – Matisse (The snail), O'Keefe (flowers)

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Rhymes:

Three blind mice
Rock a bye baby
5 little peas
Baa baa black sheep
Sleeping bunnies

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Artist Study – Van Gogh (Sunflowers) Klimt (patterns)

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Rhymes

Incy wincy
This little piggy
Hickory dickory dock
Old Macdonald
Ring a ring o 'roses
5 little men in a flying saucer

Is beginning to experiment with moving in different ways.
Moves in response to accompaniment.
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Artist Study – Andy Goldsworthy, LS Lowery (seaside)

Identifies sounds in the environment. Sings songs with others.
Sings short phrases of a song in tune.
Describes music as, e.g. happy, scary, calm.
Demonstrates rhythm with body movements that might be in time to music.
Enjoys playing a wide range of rhythm instruments.
Moves in response to rhythm.

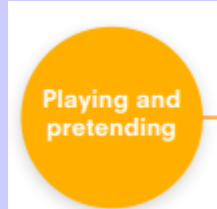
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Rhymes

Teddy plays on the swing
Dingle dangle scarecrow
5 little ducks
The wheels on the bus
Little Bo Peep
I had a little turtle
The sun has got his hat on

Is beginning to experiment with moving in different ways.
Moves in response to accompaniment.
Can say which dances they like.
Expresses emotions through facial expressions.
Explores moving to music from a range of cultures that is intended for dancing.
Can move in a variety of different ways. Moves to different musical rhythms and

Dancing



Bases pretend play on events they have seen or heard about but not personally experienced. Gives toys a voice.
Talks when planning and during play, and afterwards, about their play.
Includes short, time-related sequences of activities in play.

Bases pretend play on events they have seen or heard about but not personally experienced. Gives toys a voice.
Talks when planning and during play, and afterwards, about their play.
Includes short, time-related sequences of activities in play.

rhythms and tempos, often as animals, e.g. lions, elephants and monkeys.
Moves in response to different stimuli.
Copies movements shown by the teacher. Demonstrates emotions through facial expressions and gestures.
Responds to music from other cultures with different ways of moving.

Bases pretend play on events they have seen or heard about but not personally experienced. Gives toys a voice.
Talks when planning and during play, and afterwards, about their play.
Includes short, time-related sequences of activities in play.
Pretends play is based on events they have seen or heard about but not personally experienced.
Takes on a role alongside others, changing roles in response to the play.
Includes planned events with cause-and effect sequences in play.
Uses language to set the scene. Is beginning to assign roles to adults, e.g. 'I am the nurse. You are the baby.'

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