**Early Years Nursery Curriculum 2024 / 2025**

**Year A**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Launch Point**  **/ Key Question**  **\*note these will be adapted / changed and led by children’s interests over time** | **Who am I and Who are you?**  **We’re Going on a Bear Hunt!** | **Celebrations!** | **Out of This World!** | **Treasure** | **Wild World** | **Them Bones, Them Bones** |
| **Key Progressive Texts** | **We’re Going on a Bear Hunt! – Michael Rosen**  **Monkey puzzle- Julia Donaldson**  **Stick man- Julia Donaldson**  **Smartest Giant in town - Julia Donaldson**  **Peace at last- J.Murphy**  **Harry and his bucket full of dinosaurs** | Farmer duck- M. Waddell  Oliver’s vegetables  Oliver’s fruit salad  Handa’s surprise | **Aliens love underpants- C.F**  **The smeds and the snoods- Julia Donaldson**  **How to catch a star**  **Goodnight spaceman**  **Seven ways to catch a moon- M.P Robertson**  **The way back home**  **The Dinosaur who pooped a planet- Tom Fletcher**  **Man on the moon** | **Pirates love underpants- Claire Freedman**  **Captain Beastlie books** | **The crocodile who didn’t like water- G. Merino** | **Funnybones- Allen Ahlberg**  **The Skeleton Book-Robert Winston** |
| **Presentation of Learning / Experiences** | **Home corner** | **Chinese take away**  **Nativity role play**  **Diwali festival** | **Space station** | **Pirate ship** | **Vet role play**  **Jungle area**  **Igloo** | **Hospital role play** |
| **Extra-Curricular Events or Opportunities**  **\*note these are dependent on the specific cohort needs and cultural capital** | **Forest school**  **Parent visitors** | Harvest Festival  Farm to Fork  Local farmer visit  Priest visit  Community visitors from other faiths | Planetarium experience | **Field work- treasure map experience** | Animal experience trip or visitor | Visit from a nurse or doctor |

**Year B**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Launch Point**  **/ Key Question**  **\*note these will be adapted / changed and led by children’s interests over time** | **My 5 Senses** | **Shadows and Light**  **Christmas** | **Fantasy and Adventure** | **Jurassic Journey** | **Materials** | **People who help us** |
| **Key Progressive Texts** | What makes me a me? – Ben Faulks & David Tazzyn  Look, listen, taste, touch and smell – P. Nettleton  The hungry caterpillar – Eric Carle | Draw me a star- Eric Carle  Owl Babies- Martin Waddell  Lights- Monica Hughes  Oscar and the moth- Geoff Warring | Classic fairytales (Jack and the Beanstalk, The Gingerbread Man, Little Red Riding Hood etc)  Room on the Broom- Julia Donaldson  The Gruffalo- Julia Donaldson  Captain Beastlie series |  | The 3 Little Pigs | Burglar Bill – Allan Ahlberg  Cops and Robbers- Allan Ahlberg  People who help us book series |
| **Presentation of Learning / Experiences** | **Home Corner**  **Dr Surgery** | **Diwali festival- making diva lamps** | **Castle role play** | **Archaeologist’s digging area** |  | **Hospital/Vet/**  **Optician/**  **Dentist/Police role play** |
| **Extra-Curricular Events or Opportunities**  **\*note these are dependent on the specific cohort needs and cultural capital** | **Visit from a Dr**  **Forest school**  **Parent visitors** | **Visit from Hindu**  **Nativity role play** | **Visit from a storyteller**  **Field work** | **Jurassic workshop** |  | **Visit from a key worker or fire brigade** |

**Nursery**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Communication & Language** | Introduce new vocabulary related to Who am I? and Going on a Bear Hunt topics: Unique, Family, Different, Similar, Journey, Map, Under, Over, Through (Year A)  Introduce new vocabulary related to My 5 Senses: senses, sight, hearing, smell, touch, taste. (Year B)  To sing rhymes and look at picture books.  To listen showing engagement and enjoyment in adults reading stories  To respond to their name being called to redirect attention  To follow one step instructions  To talk about themselves and their families one a 1:1 and then small group situation  To use vocabulary relating to our families and places we have been  To talk about things we did over the summer holidays and begin to use past and irregular tense  To know that it is OK to talk to others about wants and needs and know who to go to in these circumstances  *To communicate their needs and wishes with an adult and small group (toileting, snack, coats, play etc)*  To know to sing words clearly so that they are audible. | To introduce new vocabulary related to cultural celebrations and harvest: Diwali, Hindu, Faith, Culture, Tradition, Judaism, Jewish, Christmas, Christian, Celebrate, Harvest, Farmer, Crops, Share (Year A/B)  To introduce new vocabulary related to Shadow and Light Topic: Light, Dark, Shadow, Light Source, Block, Changes (Yaer B)  To listen to others in a small group and beginning to respond with relevant comments  To develop listening and attention skills to access adult led sessions for 10 minutes  To listen to an adult talking and know to put their hand up to share an idea  To follow two part instructions  To listen to stories on celebrations such as birthdays, Diwali, Bonfire Night Christmas, Hanukah etc and to talk about them and why they are celebrated.  To join in with repeated refrains  To talk about the different characters and what they are doing.  To talk about celebrations at home.  To learn new vocabulary related to celebrations  To communicate their needs and wishes with an adult and small group (toileting, snack, coats, play etc)  To know and join in with familiar songs and rhymes | To introduce new vocabulary related to space.: Space, Planets, Solar System, Moon, Sun, Astronaut (Year A)  To introduce new vocabulary related to Fantasy and Adventure Topic: Fiction, Adventure, Characters, Storyline, Beginning, Middle, End (Year B)  To listen to others in a small and large groups and respond with relevant comments and questions  To listen with attention to be able to recall some heard information  To be able to name some things they like and begin to say why (books, rhymes, hobbies etc)  To talk in short sentences that others can understand.  To verbalise their anticipation of key events and predictions  Develop clarity of pronunciation (see Wellcomm)  To initiate conversation in play with peers and adults | To introduce new vocabulary related to Pirates and treasure Topic: Map, Direction, Ship, Sea, Sail, Float, Sink, Key, Countries, Land. (Year A)  To introduce new vocabulary related to Jurrasic Journey Topic: Dinosaurs, Fossils, Archaeologist, Bones, Skeleton, History (Year B)  To begin to respond to where, who, how, when, why, what questions  To be able to use connectives in spoken sentences  To know many rhymes and familiar books and retell stories  To be able to sing at least 10 rhymes or songs off by heart  To understand prepositions in spoken language  To use language and communication to keep play going and develop story lines  To take turns in a conversation with adults and peers  To use prepositions accurately in conversation | To introduce new vocabulary related to animals: Wild, Jungle, Desert, Mammals, Reptiles, Carnivore. (Year A)  To introduce new vocabulary related to Materials: Meterial, Wood, Plastic, Metal, Hard, Soft, Smooth, Strong, Float, Sink, Texture, Waterproof (Year B)  To begin to pay attention to more than one thing at a time  To tell long stories with details including when, where, who, why , what  To become competent using plurals and past tense  To regularly use correct pronouns  To apply new learnt vocabulary into play and conversation  To express their views confidently | To introduce new vocabulary related to Bones Topic: fossils, skeletons, xray, Journey, Map, Route, Landmarks (Year A)  To introduce new vocabulary related to People Who Help Us Topic: Key Workers, Nurse, Doctor, Refuse collector, Job, Career, Uniform, Safety, Danger (Year B)  *To begin to use irregular past tenses e.g swam, ran*  To use prepositions accurately in spoken language  To use their conversation to organise themselves, others and their play  To begin to debate with an adult or friend when they disagree or have a different point of view  To develop conversation skills using questions, topic vocabulary, opinions and relating their comments to what has been heard before |
| **Checkpoints** |  | |  | |  | |
| **Personal, Social and Emotional Development** | To separate from main carer and learn to adapt to the Nursery environment.  To know where to put their coat, water bottle etc  To begin to find their way around their classroom and know where some activities can be found.  Begin to select and use activities and resources, with adult support.  To wash hands after using the toilet and before snack/meal time.  To show an awareness of the importance of oral health (Year B)  To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.(Year B)  To join a small group on the carpet for short stories/rhymes/discussions  To know that they can approach adults in Nursery when needed.  To show how they are feeling with appropriate actions or expressions  To play alongside peers on a similar theme | To learn about daily routines and classroom rules.  To be aware of behavioural expectations in the Nursery.  To select and use activities and resources, with some support if needed.  To know how to adapt behaviour to suit classroom routines.  To show confidence in asking adults for support.  To name their emotions using related vocabulary    To develop a special friendship or group of friends to play alongside or with | To learn how to share resources and play in a group with similar interests  To learn to look after resources within the class taking responsibility for tidying, storing and sorting activities  To listen to, and follow rules set.  To take turns whilst playing and waiting patiently to have a go.  To know how to manage their emotions in different situations by seeking out an adult to solves a problem  To say how they are feeling and why  To know that there are boundaries set and play within them  To know about different feelings and be able to talk about them during circle time, ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  To know that we must respect our resources and out them back when we have finished with them.  To know that when playing in a group they need to share and also know that they will get a turn. | To show independence in accessing and exploring the environment.  To independently put on coats and use the toilet.  To listen to, and follow rules set.  To be able to explain why some rules are important  To learn to look after resources within the class.  To understand how others are feeling or might be feeling  To begin to resolve conflicts with little adult support (sand timers, turn taking etc)  To be aware of the different areas in the Nursery and how to explore them safely.  To approach an adult if they need support. | To be able to initiate play with peers and keep play going by giving ideas.  To become more outgoing with unfamiliar people.  To show more confidence in new social situations.  To begin to find solutions to conflicts.  To show an awareness of how others may be feeling  To know that to play nicely it’s important to share and take turns.  To find appropriate ways to be assertive, talking with others to resolve conflict and support others to do the same.  To know that if I am upset, I can use phrases such as “stop it, I don’t like it” to convey my discomfort.  To know that it is OK to engage with others, even if in different environment or with new people | To gain enough confidence to talk to adults and peers.  Increasingly follow rules and understand why they are important, following them when an adult is not present  To demonstrate self-confidence and self-awareness by beginning to be assertive towards others where necessary.  To gain confidence in sharing own ideas and opinions in a range of contexts.  To know how to talk politely and develop an understanding of what is appropriate  To know that it is OK to challenge others, but they must remember to always be kind.  To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc  To take into account how others are feeling and find ways of making them feel better when they are sad/angry etc |
| **Checkpoints** |  | |  | |  | |
| **Physical Development** | To manage toileting needs independently.  To be able to take shoes off and put wellies on with adult support  To use a range of mark making tools (playdough cutters, paint brushes, chalks, pencils, pens, crayons, ribbons etc)  To climb apparatus and stairs safely with adult support.  To begin to show awareness of moving equipment safely with peers.  To experiment with tasting new foods and snacks  To throw equipment such as bean bags, balls, hoops towards a target.  To use bikes scooters etc in large areas | To independently put on their coats, with some support for the zip and buttons.  To attempt to put wellies on with increasing independence  To begin to show a preference for a dominant hand when using mark making tools  To use knife and fork with support from an adult  To copy dance moves and to move to different kinds of rhythms.  To use mark making resources with increasing independence.  To climb apparatus safely with adult support.  Use large muscle movements e.g large scale painting, ribbons and streamer waving, flags etc | To independently access different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough etc.  To mark make in sensory trays and also copy different patterns.  To begin to use knives and forks independently  To mark make using a comfortable grip when using pencils and pens.  To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.  To hold jugs and containers confidently and pour from one container into another.  To show awareness of healthy food choices and impact on our body.  To help prepare a range of foods and snacks by cutting, peeling and cleaning.  To accurately throw to a target and to begin catching large balls | To hold the pencil correctly using a tripod grip.  To begin to form numbers and familiar letters, e.g. letters in their name.  To look at books independently whilst turning pages one at a time.  To mark make using a comfortable grip when using pencils and pens.  To begin to draw recognisable shapes by enclosing space and using circular and vertical lines (e.g faces, bodies etc)  Learn to skip, hop, jump, stand on one leg and hold poses  Use stairs independently and confidently  To have increasing control and coordination when using bokes and scooters to adjust speed and avoid obstacles. | To hold the pencil confidently, using the tripod grip and forming recognisable letters and numbers  To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.  To run skilfully and be able to negotiate space.  To mark make using a comfortable grip when using pencils and pens, chalks, paints etc .  To become more accurate with catching smaller balls, bean bags etc | To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.  To independently write their name.  To confidently use scissors and other tools safely.  To mark make using a comfortable grip when using pencils and pens.  Confidently and independently move in a range of ways including skipping, hopping, balancing etc |
| **Checkpoints** |  | |  | |  | |
| **Literacy** | Phase 1  Main purpose:  Rhyme focus covering   * Listening * Syllables * Alliteration * Sound knowledge   To develop the children’s listening skills and awareness of sounds in the environment  To speak in simple sentences about stories and rhymes using sentence stems where needed    **Listen to stories and recall some favourite parts.**  **Begin to make meaningful marks.**  **Begin to recognise own name.**  **Begin to join in with actions and sounds in familiar songs and stories.**  **Fill in some missing words in a familiar rhyme or story.** | Phase 1  Main purpose:  Tuning into Sounds covering   * Oral recognition of sounds s,a,t,p,I,n,m, * matching satpinm * Oral blending of CVC words * Making and recognising voice sounds * Alliteration * Syllables   To experience and develop awareness of sounds made with instruments and noise makers (Tuning into sounds – TIS).  To listen to and appreciate the difference between sounds made with instruments (Listening and remembering sounds – LRS).  To use a wide vocabulary to talk about the sounds instruments make (Talking about sounds – TAS).  **Show an awareness that print has meaning**  **Hold books carefully and turn pages.**  **Listen to stories in small groups showing attention.**  **Begin to clap out syllables in familiar words.**  **Begin to make more purposeful marks, thinking of the shapes needed to represent objects or people.**  **Experiment with mark making on an iPad and in different textures**  **Begin to recognise initial sound in own name.** | Phase 1  Main purpose:  Tuning into Sounds covering   * Oral recognition of sounds matching d,g,o,c,k,e * Oral blending of CVC words * Making and recognising voice sounds * Alliteration * Syllables   To develop awareness of sounds and rhythms  To distinguish between sounds and to remember patterns of sound  To talk about sounds we make with our bodies and what the sounds mean  **Know that print carries meaning.**  **Begin to point out print in the environment.**  **Listen to stories, join in with repeated refrains and recall some main parts.**  **Imitates adult’s writing.**  **Finds own snack name**  **Give meaning to marks they make in play.** | Phase 1  Main purpose:  Tuning into Sounds covering   * Oral recognition of sounds matching u,r h, b,f,l * Oral blending of CVC words * Making and recognising voice sounds * Alliteration * Syllables     To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech  To increase awareness of words that rhyme and to develop knowledge about rhyme  **Know that we read English from left to right and top to bottom.**  **Listen to stories with increasing attention and begin to recall the main parts in the correct sequence.**  **Begin to suggest what might happen next.**  **Trace and copy some letters in their name.**  **Make marks for a purpose (e.g. writes own ‘shopping list’ during role play)** | Phase 1  Main purpose:  Tuning into Sounds covering   * Oral recognition of sounds matching j,v,w,y,z,qu,ch * Oral blending of CVC words * Making and recognising voice sounds * Alliteration * Syllables   :  To listen to sounds at the beginning of words and hear the differences between them  To talk about words that rhyme and to produce rhyming words  **Recall stories in detail and in the correct sequence.**  **Speak in detail about stories using some vocabulary from the story.**  **Show increasing interest in print in books and in the environment.** | Phase 1  Main purpose:  Tuning into Sounds covering   * Oral recognition of sounds matching ck, x, sh,th, ng, nk * Oral blending of CVC words * Making and recognising voice sounds * Alliteration * Syllables   :  To confidently distinguish between the differences in vocal sounds, including oral blending and segmenting  To talk about the different sounds that we can make with our voices  **Confidently recognise their own name**  **Write some familiar letters accurately (e.g the first letter in their name)**  **Talks in detail about events and principal characters in stories they have heard and suggest how the story might end.**  **Enjoy looking at a wide range of books and digital texts**  **Name the different parts of a book (front cover, title, illustrations, text, page numbers)** |
| **Checkpoints** |  | |  | |  | |
| **Mathematics** | * Comparison to 1/More than, fewer than, the same * Shape Space and Measure – explore and build with shapes and objects * Pattern – explore repeats * Counting – hear and say number names * Counting- begin to order number names * Subitising- 1,2,3 * Pattern – join in with repeats * Shape, Space and Measure – Explore position and Space   *See White Rose Maths for greater detail* | | * Subitising- 1,2,3 * Counting – Move and Label 1, 2, 3 * Shape, Space and Measure – Explore Position and Routes * Pattern – Explore pattern * Counting – Take and Give 1, 2, 3 * Shape, Space and Measure – Match, talk, push and pull * Subitising- Talk about dots * Comparison – compare and sort collections | | * Pattern – lead on own repeats * Shape, Space and Measure – Start to puzzle * Pattern – making patterns together * Subitising – Make games and actions * Counting- Show me 5 * Pattern – My own pattern * Counting – Stop at 1, 2, 3, 4, 5 * Comparison – Match, sort and compare | |
| **Checkpoints** |  | |  | |  | |
| **Understanding the World** | To know the names of different body parts. (A / B)  To name some of the senses (Year B)  To be able to identify similarities and differences between themselves and others. (A / B)  To make self-portraits, observing our key features.  To know that there are many countries around the world. (Year A)  To know that people in other countries may speak different languages. (Year A)  To learn about different modes of transportation and who operates them. (Year A)  Explain how they travel to school and some of the key landmarks they pass by. (Year A)  To know similarities and differences between modes of transportation. (Year A)  To know about family structures and be able to talk about who is part of their family (Year A, Year B – first week)  To know the history of our family (e.g knowing our grandparents are older and are our parents parents) (Year A)  To use their senses to explore the school environment. (Year B)  To follow simple maps (Year A)  Recognise we have a sense of taste and share opinions. (Year B)  Oral hygiene and health (Year B)  Listen and respond to different sounds (Sound walk) (Year B)  Describe textures with support to use new vocabulary.(Year B)  Begin to understand the importance of sight. (Year B) | To know that shadows are made when the sun’s out.(Year B)  To observe how shadows change throughout the day. (Year B)  To experiment with different light sources. (Year B)  To explore the season of Autumn (Year A and B)  Talk about where food comes from.(Year A/B Harvest)  To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket (Year A/B Harvest)  To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu’s and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians. (Year A/B)  To know the history of our family (e.g knowing our grandparents are older and are our parents parents) (Year A) | To use the computer to complete a simple task. (Year A/B)  To know that maps give us directions (Year B)  To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. (Year B)  To select suitable materials to float (pirate ship making) (Year B)  To find out what plants need to grow and name some simple parts of a plant (leaf, stem, flower)  (Year B)  To follow directional instructions (Year B)  To hear a simple story of the life of Christopher Columbus (Year B)  To explore sinking and floating (Year B)  To know that we live on planet Earth and that other planets exist (Year A)  To find out about the job of an astronaut and the famous astronaut Neil Armstrong (Year A)  To find out how craters are made (Year A)  To know the difference between a push and a pull (Year A)  To use computer programmes to paint or draw (Year A/B) | To use senses to explore the season of Spring (Forest School links) (A/B)  To know that every living being has a life cycle and they change in shape and size as they grow. To learn the lifecycle of a plant and a frog. (Forest School) (A/B)  To follow simple directions on a map and to make a simple map with a key with support. (Year A)  To develop independent skills in programming a beebot (Year A)  To use metal detectors to sort materials (Year A)  To explore magnets and what they can be used for (Year A)  To understand that dinosaurs existed a long time ago (Year B)  To know what a fossil is (Year B)  To hear about famous fossil hunter Mary Anning (Year B)  To know that some animals eat meat and some eat vegetables (Year B) | To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats.(Year A/B)  To be able to categorise animals by their characteristics (Year A)  Make comparisons between animals that live in varying habitats (cold, hot etc) (Year A)  Begin to comment on why some animals can live in certain habitats (Year A)  Make own habitats using a range of resources. (Year A)  To look at maps and identify countries with adult support (Year A)  Operate simple equipment e.g. turn on iPad or use a remote control Beebot with support from an adult (Year A/B)  Name a variety of materials (wood / plastic /metal) (Year B)  Recognise some natural and some man made materials (Year B)  Talk about basic features of materials (strength, waterproof, insulation) (Year B)  To carry out a simple experiment (Year B) | To develop our science vocabulary of body parts (head – skull, spine etc) (Year A)  Be able to talk about their body parts and what the function is of each part. (Year A)  To explore skeletons and xrays identifying parts of the body from these (Year A)  To find out about animals that come out at night and those that are out in the day (introduce vocab - nocturnal) (Year A)  To identify animals by looking at the skeleton (Year A)  To know that adults do a variety of jobs and that they are not all the same. (Year B)  To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). (Year B)  To find out about the role of doctors and nurses (Year B)  To find out about bones from a long time ago (fossils) and where they can be found (animal / human) (Year A)  To find out about the difference between cities and villages (village walk) (Year A)  To make a simple map of our route to school/home (funny bones adventure) (Year A)  To find out about the jobs of people in our families (Year B)  To compare a job role past and present (Year B) |
| **Checkpoints** |  | |  | |  | |
| **RE** | **Recognise the cross and learn to make the sign of the cross.**  **Talk about how God made our beautiful world and everything in it.**  **Name some of the things God created.**  **Talk about how we can look after God’s wonderful world. Give thanks for God’s wonderful world.**  **Recognise that God made me.**  **Talk about how much God loves me and others. Retell the scripture ‘God even knows how many hairs are on your head’ Luke 12:7**  **Name some ways of looking after ourselves.** | **Talk about how Mary was a special lady and recall the scripture ‘His name will be Jesus’ (Luke 1:26-31, 38)**  **Recognise and name the Advent Wreath and talk about what we are preparing for.**  **Name the key people in the Nativity story. Retell the part of the Nativity story where Jesus is born in Bethlehem (Luke 2:4-7) and the Shepherds hurried to see him (Luke 2:8-20). To talk about the tradition of the crib. Talk about how God sent Jesus to love us all.** | **Recognise that Jesus was born for everyone. Recall the main parts of The Wise Men visit Jesus (Matt 2:1-12)**  **Retell the Bible story Jesus welcomes the little children (Mk 10:v16) and Jesus blesses the little children.**  **Talk about *The Glory Be* as a special prayer**.  **Name some ways we can show love to everyone like Jesus.** | **Recognise that Lent is a time to care for others.**  **Recognise that at Easter Jesus died on a cross and it is a sad time.**  **Talk about how Jesus rose and we celebrate this.**  **Name the great commandment; Love God and love everyone.**  **Talk about the ways in which we can care for others during Lent.** | **Recall / Talk about Jesus going back to His Father.**  **Talk about how Jesus sent a special friend, the Holy Spirit, to look after us.**  **Recognise that Pentecost is the start of the Church.**  **Recognise that the Parish Church is where we gather to sing and say prayers.**  **Talk about how we gather with friends at church, especially on Sunday.** | **Hear a simple life of St Peter and St Paul.**  **Talk about other Saints important to us.**  **Recognise what it means to be a friend of Jesus.**  **Hear about other faiths in our wider community.** |
| **Expressive Arts and Design** | Listening to and join in with well known Nursery rhymes and use musical instruments to tap out a rhythm.  To explore volume and pitch.  To learn some new nursery rhymes and songs and join in with key phrases or actions  To begin to use props for small world play and to tell simple parts of stories (Story sacks)  To learn to hold scissors the right way up  **Explores colours and how colours can be changed by mixing**  **Chooses colours for particular purpose *(Picasso - self portraits)***  **Begins to be interested in and describe the texture of things**  **Realises tools can be used for a purpose**  **Builds a model using basic toys; Stickle Bricks, Lego, Mobilo**  **Makes a solid wall** | Sing familiar Nursery Rhymes and learn new songs  To use their imagination to create different works of art. **(Jackson Pollock** – splatter painting)  To use different colours and materials to make Rangoli Patterns. ***Ranbir Kaur***  To use natural materials to create e.g feather for painting, leaf printing etc **(Forest school)**  To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world  To make small snips in paper using scissors  To perform in front of others in a group with adult support  To begin to act out different scenarios using props they have made to enhance imaginative play and retell stories in some detail  **Handles tools safely**  **Uses everyday materials to print with e.g. leaves, potatoes (Harvest link)** | To use scissors to follow lines *and curves*  Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  To learn about the artist **Kandinsky** (circles – planet pictures)  To develop confidence in performing in front of others  To play instruments with increasing control  **Understands they can use lines to enclose a space and then uses these shapes to represent objects**  **Begins to select appropriate resources**  **Uses a range of tools to mark make, beginning to draw with a purpose in mind** | **Describes textiles by the way they feel (Mother’s Day)**  **Joins fabrics using glue (Mother’s Day)**  To engage in role play by making stick puppets of different story characters.  Sing familiar Nursery Rhymes.  **Moves from whole hand grasp to tripod grip**  To begin to look carefully at the colours and shapes of objects when we paint or draw them selecting the correct colour and beginning to think about brush size. **(Mother’s day paintings)**  To use their knowledge of stories in acting them out with friends.  Sing songs clearly using correct words that have been learned.  To know how to create recognisable representations of objects. | Sing familiar songs in the correct tone and changing melody if appropriate.  To use available props to develop stories and make imaginative play more purposeful.  To know that they can change their voices whilst singing or acting out stories to create a dramatic effect.  To show different emotions in expressive arts (painting, drawing, dance, movement)  To draw with increasing control, representing features and detail clearly.  **Creates simple representations of people, events and objects**  **- Begins to select brushes and other tools to paint with e.g. roller**s | Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.  To listen to music and create movements to the different beats.  Explore different materials freely, using them with a purpose.  To know that body movements can be changed depending on the rhythm to achieve a desired effect.  To show confidence in choice of media when creating a model or picture.  Begin to talk about the choice of tools or materials and what was easy or what was more difficult |
| **Checkpoints** |  | |  | |  | |

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