



Brinsley Primary and Nursery School

Planning Overview – FS1 – Nursery

2022-2023



Intent: It is important that our children are given the opportunity to learn about, and explore, the world around them whilst developing skills and knowledge through familiar experiences and activities which are revisited for consolidation. Our children usually start in FS1 with a baseline which highlights lower than expected understanding of the world around them and lower than expected knowledge, understanding and use of vocabulary. Our curriculum focuses on language rich environments, texts and interactions.

	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Theme/ Topic	Why do you love me so much?	What do people celebrate?	What happens when I sleep?	Do cows drink milk?	How does it grow?	How did that happen?

	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<p>General themes</p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p>Starting school / my new class</p> <p>Baseline</p> <p>Me (being special/ unique)</p> <p>My family (compare to other families around the world)</p> <p>Self-regulation / Emotions</p> <p>Outdoor learning - Autumn</p> <p>Harvest (23rd Sept)</p> <p>Diwali (24th Oct)</p>	<p>Physical similarities/ differences</p> <p>Birthdays</p> <p>Outdoor learning - Winter</p> <p>Halloween (31st Oct)</p> <p>Bonfire Night (5th Nov)</p> <p>Remembrance Day (11th Nov)</p> <p>Anti-bullying Week (14th-18th Nov) - Being a good friend/person</p> <p>Christmas / Nativity</p>	<p>Day/night</p> <p>Animals: Hibernation- Nocturnal</p> <p>Routines (teeth brushing)</p> <p>Jobs/ occupations</p> <p>Chinese New Year (22nd Jan)</p> <p>Valentine's Day (14th Feb)</p>	<p>Healthy lifestyles (including teeth and healthy eating)</p> <p>Outdoor learning – Spring</p> <p>Animals – Farms compared to other settings (e.g., zoo/ jungle/ underwater)</p> <p>Shrove Tuesday / Pancake Day (21st Feb)</p> <p>World Book Day (2nd Mar)</p> <p>Mother's Day (19th Mar)</p> <p>Easter Sunday (9th Apr)</p>	<p>Life cycles (human, plants and animals)</p> <p>Personal care / taking care of living things</p> <p>Climates around the world</p> <p>The Queen's Birthday (21st Apr)</p>	<p>Pirates- Changes (float/sink, Melting: solid/liquids). Materials (waterproof, transparency: light)</p> <p>Forces they feel</p> <p>Outdoor learning – Summer</p> <p>Travel/ transport/ journeys – How do I get there?</p> <p>Personal safety</p> <p>Father's Day (18th June)</p> <p>Sports Day</p>

	Autumn Term		Spring Term		Summer Term	
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Vocabulary	<p>Me / my/ I</p> <p>Family (relationship names: Mum, Dad, Brother, Sister...)</p> <p>Special / unique</p> <p>Feelings / emotions (names: happy, sad, shocked, surprised, angry, mad, cross, worried, nervous)</p> <p>Home/ house</p> <p>Festival, Harvest, wheat, crop(s), sow</p> <p>Diwali, Mehndi</p> <p>Season, weather, Autumn, leaves</p>	<p>Same / similar Different/ differences change(s)</p> <p>Celebrate / celebration(s)</p> <p>Birthday, party, decorations, invitations, guests</p> <p>Christmas, Nativity, God, Jesus, church, place(s) of worship</p> <p>Bonfire Night, fireworks</p> <p>Winter</p>	<p>Day, night, time</p> <p>Hibernation/hibernate, nocturnal, owlet, claws, talons, beak, nest, swoop, prey, woods</p> <p>Routine</p> <p>Job(s)</p> <p>China, Chinese, Year, dragon, zodiac, chop sticks</p>	<p>Ingredients, weigh, pour, fry, toss, Shrove Tuesday</p> <p>Easter</p> <p>Spring, daffodils, buds, blossom, growth.</p> <p>World, Earth, land, water, sea, ocean</p>	<p>Grow, seeds, plant, stem, leaves, shoots, roots.</p> <p>Lifecycle, hatch, egg tooth, sack, membrane, duckling, chick</p> <p>Living, alive</p>	<p>Float, sink</p> <p>Melt, solid, liquid</p> <p>Materials – waterproof</p> <p>Magnet(s), pull, push</p> <p>Light, dark</p> <p>Safe/unsafe, safety</p> <p>Travel, journey</p>
Key text/s	<p>Guess How much I love you by Sam McBratney</p> <p>Hug by Jez Alborough</p> <p>Owl Babies by Martin Waddell</p> <p>The Little Red Hen</p> <p>Harvest (Non-fiction)</p> <p>My World, Your World by Melanie Walsh</p>	<p>The Gruffalo by Julia Donaldson</p> <p>The Nativity</p> <p>The Three Little Pigs</p> <p>The Gingerbread Man</p> <p>Funny Bones</p> <p><u>A Magical Muddle by Twinkl Originals</u></p>	<p>Hello, Mr Moon by Lorna Gutierrez and Laura Watkins</p> <p>My Best Book of Night-time Animals by Belinda Weber (non-fiction)</p> <p>Don't Wake the Bear, Hare! By Steve Smallman and Caroline Pedler</p> <p>I Wish I was a Pilot by</p>	<p>Chapatti Moon – Pippa Goodhart and Lizzie Finlay</p> <p>Handa's Surprise – E. Browne</p> <p>Dear Zoo by Rod Campbell</p> <p>The Tiger Who Came to Tea by Judith Kerr</p>	<p>Jack and the Beanstalk</p> <p>Oliver's vegetables – A. Bartlett</p> <p>Jaspers Beanstalk by Nick Butterworth</p> <p>The Very Hungry Caterpillar by Eric Carle</p>	<p>The Train Ride by June Crebbin</p> <p>Mr Grumpy's Outing – J. Burningham</p> <p>Ready, steady Mo! – M. Farah</p> <p>Goldilocks and the Three Bears</p> <p>Noah's Ark</p>

	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	(Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt, Wow Said the Owl by Tim Hopgood: Maths – colour, matching, sorting)	<u>Sparks in the Sky by Twinkl Originals</u>	Stella Blackstone We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury Non-fiction books about different jobs			
Trips/ visits/ experiences	Children's family photos 'All about me' box	Halloween party – come to school in fancy dress Gruffalo trail at Sherwood Pines Christmas celebrations Nativity At the Panto Place of Worship	Visit from Dentist, Police/Fire Brigade Sleep over with FS2	Trip to supermarket/shop - buy food then food tasting Making pancakes Visit to the farm Mother's / Special lady Day (invited in to school for afternoon tea) Easter egg hunt	Baby photos Growing vegetables and plants/ flowers (cress, sunflowers) Butterfly/chick hatching – Zoo lab Sensory walk to the park (picnic in the park)	Sports day Baking Father's / special man Day
Communication and Language Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions	<p>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, storytelling 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. (Development Matters -DM)</p> <p>Communication and Language - (3 and 4 year olds) – DM statements</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts. • Understand 'why' questions. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals. • May have problems saying: - some sounds: r, j, th, ch, and sh. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: 					

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	<p>The children will explore a variety of stories, rhymes, poems and non-fiction texts linked to our topic/celebration; sharing books throughout the session and during regular story times and activities.</p> <p>The children will learn to develop their listening and attention during interactions, inputs, story times and Nursery rhyme times. Children will learn to focus on the story and speaker.</p> <p>The children will begin to learn new vocabulary that is explored through a variety of texts and activities as well as through questioning.</p> <p>The children will be offered a language rich environment in which adults talk with children throughout the day.</p>					
	<p>Model talk routines, through the day. For example, arriving in school: "Good morning, how are you?"</p> <p>Children talking about themselves and their families as well as their experiences and things that are familiar to them – family photos 'All About Me' box</p> <p>Begin to: follow simple instructions, build up a repertoire of familiar songs and rhymes, engage in conversation with peers and adults, learn some simple words to talk about themselves, their families and Autumn, learn to listen carefully, understand simple questions, use 4 words when talking, enjoy listening to stories.</p>	<p>Continue to build up their repertoire of songs and rhymes.</p> <p>Begin to use 4+ words when talking, listen carefully in both small and large group situations, re-tell stories.</p>	<p>Continue to confidently use 4+ words when talking, enjoy listening to, and retelling stories, to expand vocabulary.</p> <p>Begin to understand why questions, use longer sentences when talking, understand 2-part instructions with support.</p>	<p>Begin to re-tell longer stories, to start a conversation with other children, use talk to organise themselves and their play, understand 2-part instructions and questions.</p>	<p>Begin to talk about a variety of stories, show confidence in understanding two-part instructions and questions, show greater confidence in understanding why questions, be able to express a point of view, engage in conversation with both adults and children.</p>	<p>Show confidence in talking about a variety of stories, use a good range of vocabulary, be able to express a point of view and explain further.</p>

	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Nursery Rhymes	Twinkle Twinkle, 1, 2, 3, 4, 5 Once I caught a Fish Alive, One Potato Two Potato, If You're Happy and You Know It, Row, row, row your boat, Five Little Speckled Frogs	Five Little Ducks Went Swimming, Incey Wincey Spider, Grand old duke of York, Hickory Dickory Dock	Five Little Monkeys, Humpty Dumpty, Three blind mice	Old Macdonald, Baa Baa Black Sheep, Little Miss Muppet	Five Little Men in a Flying Saucer, 1, 2 buckle my shoe	Miss Molly had a Dolly, Jack and Jill, Little Bo Peep,
Personal, social and emotional development	<p>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. (DM)</p> <p style="text-align: center;">PSED - (3 and 4 year olds)- DM</p> <p>Select and use activities and resources, with help when needed. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling.</p>					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer 1	Summer 2
	Begin to follow the Nursery rules and routines with support, learn to share resources with others, become more confident with unfamiliar people, begin to play with one other child, begin to accept praise for things they have done, begin	Begin to select and use some of their own resources, show more confidence in new situations such as performing in the Christmas play, begin to extend play ideas when playing with another child, show a greater understanding of the Nursery rules.	Begin to join others in their play, begin to show an understanding of how to solve conflicts, show greater independence in selecting own resources and activities, begin to talk about their emotions in greater detail.	Continue to develop their independence in selecting their resources and activities, begin to accept responsibility for carrying out tasks in the setting, begin to show more confidence with less familiar people who visit school or during trips, develop	Increasingly follow the rules and understand why they are important, begin to play with more than one child, extend own play ideas, use talk to solve conflicts.	Play in a group extending play ideas, remember the rules without an adult needing to remind them, show an understanding of how others are feeling.

	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	to talk about their emotions.			appropriate ways of being assertive.		
SCARF	Me and my relationships	Valuing Difference	Keeping Safe	Rights and respect	Being my best	Growing and changing
Physical Development	<p>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. (DM)</p> <p style="text-align: center;">PD - (3 and 4 year olds) - DM</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 					
Fine Motor focus	<ul style="list-style-type: none"> - Introduce a variety of one-handed tools throughout nursery, e.g. scissors, hammers. Use hand over hand help until children can use them independently. - Pencil control activities, encouraging children to hold pencil correctly and with good control. Lots of opportunities for writing. (shopping lists, instructions etc.) - Finger strengthening activities - ‘Dough Disco’ - ‘Squiggle While You Wiggle’ - Gradually decreasing size, and increasing complexity/intricacy, of utensils/resources. 					
Gross motor focus	<ul style="list-style-type: none"> - Balancing, riding and ball skills. 					

	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	<ul style="list-style-type: none"> - Explore climbing frame confidently, safely and independently - Using large muscle movements, large shoulder and arm movements – large chalk boards, vertical easels, ribbons and flags - Develop core and muscular strength: Climbing, swinging, messy play and parachute games. Encouraging large muscle co-ordination =, whole body, leg, arm and foot. - Outdoor loose parts play and creating with a purpose in mind. (tyres, large planks, wooden crates etc.) - Encouraging different ways of moving, crawling, walking, running etc. - ‘Squiggle While You Wiggle’ - Create, and participate in, obstacle courses - Welly Walks – Outdoor learning (Forest School) - Mud-pie kitchen/large scale sand – scooping, digging, pouring... 					
Literacy	<p>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). (DM 2020)</p> <p style="text-align: center;">Literacy - (3 and 4 year olds)- Development Matters Statements</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately. 					
Phonics	N2: Phase 1 Twinkl Scheme – Level 1 1. Me and My Family 2. Traditional Tales		N1 +new starters: Phase 1 Twinkl Scheme – Level 1 1. Me and My Family 2. Traditional Tales N2: Phase 1 Twinkl Scheme – Level 1 3. Me and My Family 4. Traditional Tales		N1 +new starters: Phase 1 Twinkl Scheme – Level 1 3. Me and My Family 4. Traditional Tales N2: Phase 2 Twinkl Scheme – Level 1 5. Places to Visit 6. Fantasy	
Writing	Finger gym activities / ‘Dough Disco’ and exercises to strengthen finger/hand muscles	Continue with ‘Dough Disco’, ‘Squiggle While You Wiggle’ and gross motor activities.	Continue with ‘Dough Disco’ and ‘Squiggle While You Wiggle’.	Continue with ‘Dough Disco’ and ‘Squiggle While You Wiggle’.	Continue with ‘Dough Disco’ and ‘Squiggle While You Wiggle’.	Continue with ‘Dough Disco’ and ‘Squiggle While You Wiggle’.
			Provide opportunities	Provide opportunities	Provide opportunities	Provide opportunities

	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	<p>Provide opportunities for mark making/ 'writing'/ drawing in a wide range of ways: self and family portraits, emotion/faces drawing</p> <p>Explore a variety of materials.</p> <p>Encourage mark making through sensory approach.</p> <p>Encourage children to explain what they are 'writing'/drawing - give meaning to marks</p> <p>'Squiggle While You Wiggle'</p> <p>Gross motor activities to develop core and muscular strength: Climbing, swinging, messy play and parachute games. Encouraging large muscle co-ordination =, whole body, leg, arm and foot.</p>	<p>Encourage mark making through sensory approach.</p> <p>Provide opportunities for writing in a wide range of ways:</p> <ul style="list-style-type: none"> - Christmas cards <p>Use a variety of materials:</p> <ul style="list-style-type: none"> - Pencils - Crayons - Chalks - Paint <p>Begin mark making tracing.</p>	<p>for writing in a wide range of ways:</p> <ul style="list-style-type: none"> - Doctor's notes/ prescription writing - Police tickets <p>Create story maps as a group.</p> <p>N2: Begin weekly name writing 1:1</p>	<p>for writing in a wide range of ways:</p> <ul style="list-style-type: none"> - Handa's surprise booklets - Shopping list <p>Draw/write story maps individually.</p> <p>N2: Name writing</p>	<p>for writing in a wide range of ways:</p> <ul style="list-style-type: none"> - Animal names – labelling - Instructions for teeth brushing <p>Use name cards to encourage children to write some or all of their name on child-initiated/ independent work.</p> <p>N2: Name writing</p>	<p>for writing in a wide range of ways:</p> <ul style="list-style-type: none"> - Warning signs - Posters - Transport and Travel Road Safety Signs - Train/ bus/ boat tickets <p>Encourage children to write some letters accurately. Encourage children to use the language 'up, down, round, over, straight, curve, loop, back etc.) to help them when writing.</p> <p>Continue to use name cards to encourage children to write some or all of their name on child-initiated/ independent work.</p>
Maths	<p>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</p>					

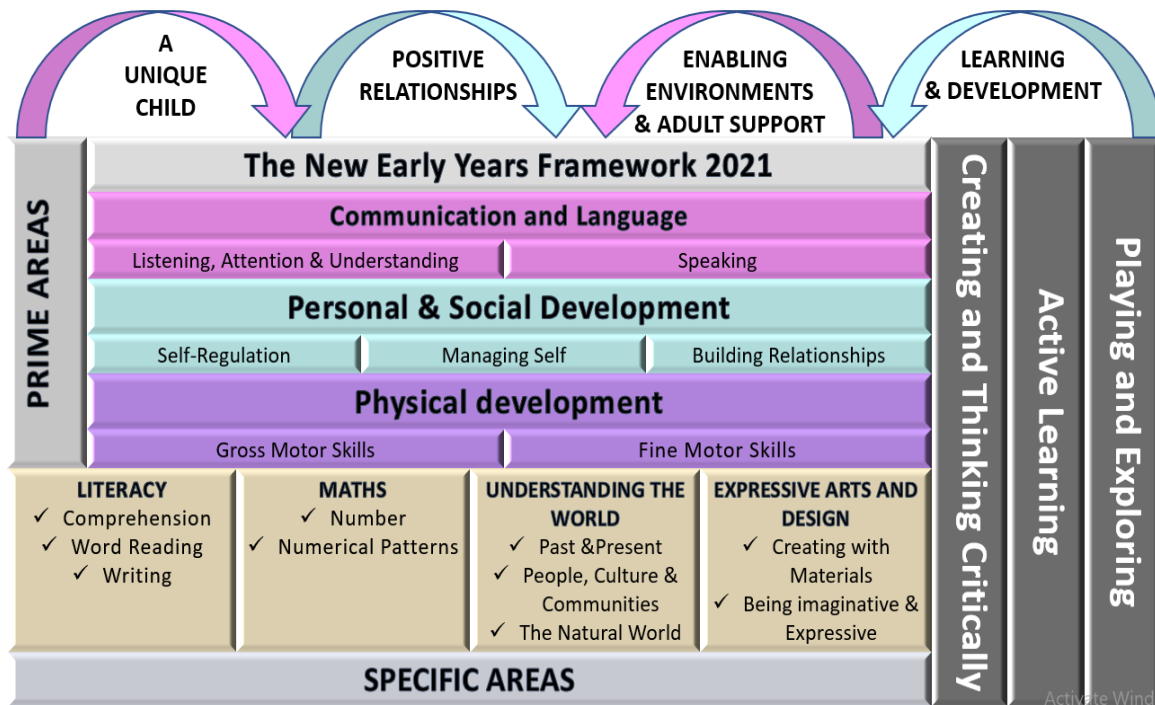
	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Master the Curriculum	shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. (DM)					
	<p style="text-align: center;">Maths - (3 and 4 year olds) – DM</p> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • 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'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first' and 'then'.					
	Baseline assessments	Number 1	Subitising Number 3	Number 6	More	Night and Day
	Colour	Subitising Number 2	Number 3	Height	Fewer	Positional Language
	Sorting	Number 2	Subitising Number 4	Length	One More	
Matching	Pattern (1)	Number 4	Capacity	One Less		
		Pattern (2)	Subitising Number 5		2D Shapes	
			Number 5		3D Shapes	
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. (DM)					
	<p style="text-align: center;">UTW - (3 and 4 year olds)- DM</p> Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand					

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	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	<p>the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>					
	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Notice similarities and differences between families (including Diwali)</p> <p>Make connections between their family and the families of others</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Navigating around our classroom and outdoor areas. Create hunts to find places/ objects within our learning environment. 'Welly Walks' outdoor learning sessions.</p> <p>Outdoor/exploration learning - Hands-on exploration of natural</p>	<p>Notice similarities and differences between people.</p> <p>The children will spend time talking about family celebrations and memories (Birthdays/ Christmas).</p> <p>Begin to be aware of how different cultures and people celebrate special times (include places of worship)</p> <p>Outdoor/exploration learning - Hands-on exploration of natural materials.</p> <p>Learn and use new vocabulary.</p> <p>Celebrations/ festival: Halloween, Bonfire night, Christmas</p> <p>Learn about safety (Bonfire night - Firefighters)</p>	<p>Name and talk about animals that come out at night.</p> <p>Name the body parts of an owl (beak, claw, wing) compare to human body parts (arms, skin, nose).</p> <p>Learning opportunities about different occupations: dentists, vets, police, fire brigade, doctors and nurses</p> <p>Share stories about how Chinese New Year is celebrated and know that people in different countries have different celebrations</p> <p>Outdoor/exploration learning - Hands-on exploration of natural materials.</p> <p>Learn and use new vocabulary.</p>	<p>The children will learn about where we live and other countries/continents.</p> <p>Begin to know that blue shows the sea and green shows the land on a map or globe.</p> <p>The children will learn about a variety of foods (compare to other countries) and the importance of healthy eating and good dental care.</p> <p>Learning opportunities about different occupations: farmers, zookeepers?</p> <p>The children will visit a local supermarket or shop.</p> <p>Listen to, and make, music - Play percussion instruments with increasing control.</p> <p>Outdoor/exploration learning - Hands-on</p>	<p>The children will learn how to take care of ourselves, animals and plants.</p> <p>Learn to identify a variety of animals, matching adult animals to their young.</p> <p>The children will learn to understand the life cycles of humans, plants and animals.</p> <p>Sequence family members by age and name (baby, child, adult) and talk about change.</p> <p>Making sense of different environments and habitats</p> <p>Plant seeds – vegetables and plants</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say</p>	<p>The children will explore scientific concepts through pirate themed play (melting, floating/ sinking, moving)</p> <p>Begin to talk about how ingredients change when baking</p> <p>Outdoor/exploration learning - Hands-on exploration of natural materials.</p> <p>Learn and use new vocabulary.</p>

	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	materials. Explore material with different properties (hard / soft) Learn and use new vocabulary.			exploration of natural materials. Learn and use new vocabulary.	about what they see and hear. Outdoor/exploration learning - Hands-on exploration of natural materials. Learn and use new vocabulary.	
RE	Celebrations/ festival: Harvest, Diwali	Celebrations/ festival: Christmas/Nativity Places of worship		Celebrations/ festival: Easter		Noah's Ark
Festivals and Celebrations	Harvest Diwali	Halloween Bonfire Night Remembrance Day Christmas	Chinese New year Valentine's Day	Shrove Tues/Pancake day Easter Mother's Day	Queen's Birthday	Father's Day
Expressive Art and Design	<p>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. (DM)</p> <p>EAD – (3 and 4 year olds)- DM</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing</p>					

	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.					
	<p>Introduce daily routine songs (register, days of the week, emotion song, lining up, wash your hands, dinner time, home time...)</p> <p>Nursery Rhymes</p> <p>Learns some key phrases from familiar songs</p> <p>Self portraits - colour</p> <p>Diwali pictures – colour mixing and patterns</p> <p>Harvest – Food printing</p> <p>Explore colour and colour representation with support</p> <p>Engage in simple small world play and pretend play (role-play) based on their own experiences.</p> <p>Talk about the marks that they have made when drawing and painting</p>	<p>Nursery Rhymes</p> <p>Firework pictures</p> <p>Christmas decorations, Christmas cards and Christmas songs</p> <p>Engage in simple small world play and pretend play (role-play) based on their own experiences or stories that they have heard.</p> <p>Remember some songs in their entirety.</p>	<p>Nursery Rhymes</p> <p>Making lanterns</p> <p>Valentine’s Day cards</p> <p>Begin to create closed shapes when drawing and use them to represent objects with support</p> <p>Begin to join different materials</p>	<p>Nursery Rhymes</p> <p>Mother’s Day crafts</p> <p>Easter crafts</p> <p>Sing a range of songs and nursery rhymes considering pitch and melody</p> <p>Continue to explore different instruments.</p> <p>Use own imagination to make up small worlds and simple storylines</p> <p>Explore a range of materials with independence</p>	<p>Nursery Rhymes</p> <p>African paper plate and pasta jewellery</p> <p>Animal prints / patterns</p> <p>Make up their own songs based on a familiar one</p> <p>Explore colour representation and colour mixing with more independence</p> <p>Continue to draw with greater complexity and detail</p> <p>Begin to develop more complex stories with some prompting</p> <p>Develop own ideas about which materials to use and what to make</p>	<p>Nursery Rhymes</p> <p>Junk modelling</p> <p>Father’s Day crafts</p> <p>Begin to show different emotions when using a range of media</p> <p>Explore how instruments can be used to express different feelings</p> <p>Develop own ideas and choose own materials and joining methods</p> <p>Develop more complex stories independently</p>

	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	<p>Being to use some shapes and lines when drawing and painting.</p> <p>Explore blocks and construction sets.</p> <p>Begin to explore some simple percussion instruments.</p> <p>Explore different materials with support Understand how to use glue to stick materials onto paper</p>					
Music	Music Express: Special People	Music Express: Growth and change	Music Express: Stories and sounds	Music Express: working world	Music Express: Going Places	Music Express: Our Senses



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