



Striving for the Future

## Nursery Yearly Overview and Curriculum Map

### Our Intent:

We intend to promote creativity, uniqueness, independence, problem solving and resilience building. We believe high levels of engagement are present when learning is centred around real life experiences and children's interests. We follow core texts and a focus, but we are quick to adapt and follow child led opportunities, linking learning to the needs and fascinations of the children. We ensure prior knowledge is weaved throughout our planned curriculum and ensure children know more, remember more. All children access a curriculum that provides a breadth of experiences and knowledge that ensures long-term memory is embedded. We believe children should have the skills and confidence to talk about their own learning. Our personalised curriculum challenges all children and provides opportunities to take risks and achieve their full potential.

### Prior learning links.

What children are taught in nursery that supports later learning in reception.

How children use the knowledge and skills acquired in nursery to support next steps learning in reception.

We gather evidence of prior learning and knowledge at the start of our sessions. We work with parents and other settings to gain this knowledge. We work closely with our nursery to ensure links area made. Nursery and reception staff work together to ensure breadth of knowledge is planned for and opportunities for prior links are made. Ways we do this:

Communication & Language - Both nursery and reception use WellComm, What's in the Box, Floorbooks, and communication friendly spaces. We plan out core texts recommended by the Pie Corbett Reading Spine as this allows progression.

Personal, Social and Emotional Development - Self-regulation/co-regulation is taught daily to support the needs of the children. Strong key person relationships are developed from nursery. The skill of making friends is taught and built upon in reception. Free choice is encouraged, and independence developed in our rolling snack area.

Physical Development - Children are taught how to construct and work together to build small balancing obstacles.

Monster Phonics scheme starts in nursery and the children are introduced to the characters. Children develop secure phase 1 skills and can orally blend and segment ready to start phase 2 phonics in autumn (rec).

Maths - Children have a good foundation in number sense and a secure understanding of number concepts.

Understanding the world - Children have many opportunities to explore and experience change, growth and differences. The children make links between animals and chicks, which they experience in the nursery. They grow vegetables and learn about different celebrations. These are good foundations for us to build upon in reception.

Expressive Arts and Design -Children are taught about colour and have the opportunity to experiment mixing own colours and using different media. Children are taught how to use equipment. A role play home corner is always available to give children confidence to role play a familiar scene.

Music and instruments are built in as part of listening and attention and phase 1 phonics. Construction and building opportunities are built upon in more structured design teaching.

### Links from EYFS to Ks1.

How children use the knowledge and skills acquired in reception to support next steps learning in Ks1.

Communication & Language - Children have built and developed listening and attention skills. Children can refer to strategies when focusing and listening to new learning. Children have good listening and attention skills which they can apply when learning in a more formal classroom environment. Children are ready to learn. Children can speak in full sentences and apply this when making explanations and reasoning in Ks1.

Personal, Social and Emotional Development - Children have developed independence, resilience, perseverance and are now ready to apply these skills in Ks1 and become independent learners. They are ready to take control of their own learning and have drive and curiosity. Children can apply self-regulation skills that have been taught and embedded throughout EYFS. They can make new relationships and apply the knowledge making reference to the positive relationships they previously made.

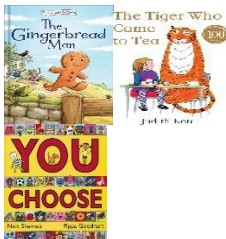





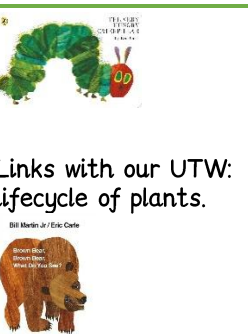
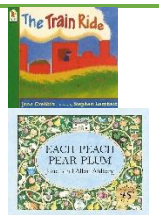
Physical Development - Fundamental movement skills have been taught and assessed. Children build upon this using PE Passport. Fine motor skills have strengthened muscles and children are ready to write for longer with greater skill.







Literacy - Children have been exposed to different texts and genres throughout the year. Children know how to treat books with respect, turn pages and track words. Children know how to listen and talk about what has been read to them. Children have developed the skill of

	<p>reading and writing by applying phonics skills. Children are now ready for more structured guided reading sessions as they have become confident, fluent readers.</p> <p>Maths - Children have a secure sense of number. They can visualise and subitise number and understand the different ways an amount can be made up. They have had physical experiences with shape, space and measure and have an abstract concept to refer back to as they learn more in Ks1.</p> <p>Understanding the World - Children have been introduced to different religions and cultures. They know stories and beliefs that underpin religious celebrations. They know where different worships take place. Children understand that people celebrate and believe in different religions and that some things can be important to some and not to others. Children are ready to learn about and from religions and build upon this secure prior knowledge.</p> <p>Children know about the past. They know how things have changed and can compare. Children can talk about their own past experiences and understand old and new. They know that the past is important to them and are ready to find out more about it.</p> <p>Children have watched how the seasons have changed and they have recorded using a monthly diary. This has given them a visual concept to apply when learning about further changes in the environment. Children have grown their own vegetables, plants, and flowers. They understand what is needed to grow a plant. They are ready to explore plants in greater detail, looking at shoots, stems, and petals in Ks1.</p> <p>The children have looked at the world and the place they live. They have compared places in the world. Children have looked at simple maps and can follow a simple set of instructions.</p> <p>Expressive Arts and Design - Art skills have been taught. Children have mixed own paints, explored tones and pallets and have knowledge of a range of artists. The design, make and evaluate process has been taught. Children have developed sewing, joining and connecting; they have used real utensils safely in preparation for KS1. Children are familiar with Charanga music lessons. They can recognise pitch, tone, beat, and volume. Children have explored and can name instruments. Role play has played a large part of their early years education and children can now build upon this skill in English lessons throughout KS1 and 2.</p>									
<b>Findings from previous cohort and baseline assessments that feed into this year's curriculum overview.</b>	<p>We personalise our curriculum and make changes and adaptations considering our baselines and previous data.</p> <p>This year we found there to be a greater need for listening and attention, speaking, PSED self-regulation and literacy. Intense interventions support our teaching, and the environment is set to promote these areas continuously throughout the year. Reflections are made throughout each term to ensure the right amount of challenge is provided. We work with outside agencies and specialist teachers to create and support an inclusive, broad and balanced curriculum.</p>									
<b>Parents as Partners</b>	<p>We plan essential time to build relationships with children and families to develop a safe and secure learning environment for all; this is key to happy and secure foundations. We continue to build on these foundations by ensuring excellent communication between staff and families.</p>									
<b>Transitioning into KS1:</b>	<p>Our children leave EYFS being confident explorers and independent learners, with happy and secure foundations. Our intent is to ensure all children make at least good progress from their starting points. We work towards a smooth, safe, and secure transition into Key Stage 1. We work with staff, parents and children to deliver planned time to experience new settings, new staff and new routines. This preparation is put in place during the summer term.</p>									
<b>Recording evidence</b>	<p>Our floorbooks are used as a document which records children's ideas and thoughts through their learning process. The floorbook is a way of documenting the consultation process that takes place between adults and children as the learning develops. Our floorbooks are available throughout the day for children to reflect and remember prior learning. Speaking and listening is encouraged when sharing the books. Parents are asked to comment on the evidence during stay and plays and parents' evenings.</p>									
<b>Provision</b>	<p>We provide a free flow indoor and outdoor environment with challenging and engaging enrichments. Resources are as natural as possible and real-life equipment is often used. Independence is promoted in all areas, particularly the snack area where children select their own food and prepare this. Children are consulted when creating our weekly shopping list. British Values are promoted by offering a voting system for desired reading materials. Child led planning helps to keep our learning experiences current and interesting.</p>									
<b>Schemes and further planning:</b>	Monster Phonics, Squiggle Whilst You Wiggle	C&L WellComm	PSED: Confident Me	PD PE Passport Creative Steps	Literacy Pie Corbett reading spine LAPS	Maths White Rose Maths	Music Charanga	RE Lancashire SACRE	Vocabulary Word Aware	All Areas Development Matters Birth to 5













	(early handwriting				Lancashire Planning				
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Themes run on a two year cycle to accommodate children who are here for two years. Not all texts and themes will be covered in one year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme/Focus /Core Text(s)</b>  We include texts from Pi Corbett's Reading Spine. These are quality texts and use rhymes and repetition to encourage retelling and development of phase one phonics skills.  Stories are always taught with accompanying Makaton actions.  Stories work on a rotation basis as some children are in the setting for 2 years.	  Settling into a new environment and saying goodbye to our carers. Reading familiar tales from interests. Getting to know the children.  Seasonal UTW links 	  Understanding our emotions and opening conversations about regulation strategies.    UTW: Christmas links Literacy: letter writing	  Story repetition to aid retelling. Talk about familiarities between Dear Zoo and Dear Santa.  Mathematical links to positional language.	  Links with our UTW: lifecycle of plants.	  Links with our UTW: lifecycle of plants.  Links with art: talk about how the illustrations in the story.	  Maths links: talk about familiar routes.  UTW & C&L: Talk about what they see using a wide vocabulary - model playing I spy.
<b>Phase 1 Phonics</b> <ul style="list-style-type: none"> <li>Environmental sounds</li> <li>Instrumental sounds</li> <li>Body percussion</li> <li>Rhythm and rhyme</li> <li>Alliteration</li> <li>Voice sounds</li> </ul>	Setting foundational skills for phase one phonics: Getting to know the monsters & Listening and attention skills.  Introduction to environmental sounds: exploring what we can hear and what might make that sound. (MP activities)	Listening and attention skills. Develop knowledge of environmental sounds. Distinguish and describe different environmental sounds. Identify sounds that they like and ones they don't.  Develop knowledge of instrumental sounds. Listen and respond to an instrument being played.	Listening and attention skills. Continue to develop our environmental and instrumental sound knowledge.  Introduce voice sounds: describe sounds using vocabulary such as high, low, short, quiet; imitate different sounds using voice, experiment with voice sounds.	Listening and attention skills. Continue to develop our phonological awareness in all taught aspect  Introduce alliteration sounds to the children. Suggest objects and names with a given letter sound, copy exaggerated letter sounds and begin to make the correct mouth	Listening and attention skills. Continue to develop our phonological awareness in all taught aspects.  Build understanding of alliteration and initial sounds and become more independent in recognising initial sounds and finding objects with a particular sound. Match	Listening and attention skills. Continue to develop our phonological awareness in all taught aspects.  A focus on oral blending and segmenting to develop our pre-reading skills. Understand sound talk to say a word (using voice sound






<ul style="list-style-type: none"> <li><b>Oral blending and segmenting</b></li> </ul>	<p>Introduction to instrumental sounds: exploring instruments, their names and the sounds they make. (MP activities)</p> <p>Body percussion: exploring different body percussion sounds, moving to music (MP activities)</p> <p>Rhythm and rhyme: introduce the singing spoons and nursery rhyme props, establish daily rhyme time routines, introduce new rhymes with familiar tunes (Autumn leaves are falling down) Daily reactive planning to be used and phonics interventions delivered where necessary and appropriate.</p>	<p>Copy loud and quiet sounds and understand how to create loud and quiet sounds. Copy a simple rhythm. Play an instrument to describe a sound or action.</p> <p>Develop knowledge of body percussion. Perform actions and sounds at different speeds. Join in with action rhymes. Suggest times when to be loud or quiet. Move my body to music and sounds.</p> <p>Daily nursery rhymes and opportunities to model identifying initial sounds.</p> <p>Daily reactive planning to be used and phonics interventions delivered where necessary and appropriate.</p>	<p>Develop knowledge of rhythm and rhyme. By this point the children would have built up a good bank of nursery rhymes through daily rhyme times. Move in time to a beat (fast/slow)</p> <p>Daily reactive planning to be used and phonics interventions delivered where necessary and appropriate.</p>	<p>movements for simple sounds with support and modelling.</p> <p>Continue to develop knowledge of rhyme. Develop ability to continue a rhyming string.</p> <p>Develop knowledge of voice sounds. Begin to understand sound talk when modelled to them (c-a-t)</p> <p>Daily reactive planning to be used and phonics interventions delivered where necessary and appropriate.</p>	<p>two objects that have the same initial sound. Join in with alliterative stories or rhymes.</p> <p>Introduce oral blending and segmenting to understand sound talk.</p> <p>Daily reactive planning to be used and phonics interventions delivered where necessary and appropriate.</p>	<p>knowledge), understand and identify words by blending, copy and speak in sound talk, count or clap phonemes in CVC words.</p> <p>Daily reactive planning to be used and phonics interventions delivered where necessary and appropriate.</p> <p>For the children that are ready, they will be introduced to some early phase two phonics.</p>
<b>Handwriting</b>	<p>In nursery, the children will be developing their pre-writing muscles through fine motor activities. We also do Squiggle Whilst You Wiggle every morning, to support early writing development. Mark making skills are taught throughout the year and children are encouraged to use these skills in provision. Different multisensory mark making opportunities are available in nursery every day (glitter, sand, water, mud, gloop, and more). The children also have opportunities and invitations to make marks using different resources: envelopes, post-its, coloured paper, invitations, cards, till roll, clipboards and papers, secret agent pens, glitter pencils, large felt tips, paintbrushes, rollers and more. The children will be assigning meaning to the marks they make and will start to form some accurate letters (writing some or all of their name). We have name cards available and will encourage the children to try to write their name on pieces of work when at the right developmental stage.</p>					
<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <p><b>Speaking</b> - links with literacy reading and</p>	 <p>WellComm interventions planned and delivered as intensive support</p> <p>What's in the Box - intervention (attention)</p> <p>Introduction to communication friendly</p>	 <p>WellComm interventions planned and delivered as intensive support</p> <p>What's in the Box - intervention (attention)</p> <p>Support using communication friendly spaces: snack area, floorbook area, home corner</p>	 <p>WellComm interventions planned and delivered as intensive support</p> <p>What's in the Box - intervention (attention)</p> <p>Some independent use of communication friendly spaces: snack area, floorbook area, home corner</p>	 <p>WellComm interventions planned and delivered as intensive support</p> <p>What's in the Box - intervention (attention)</p> <p>Independent use of communication friendly spaces: snack area, floorbook area, home corner</p>	 <p>WellComm interventions planned and delivered as intensive support</p> <p>What's in the Box - intervention (attention)</p> <p>Independent use of communication friendly spaces: snack area, floorbook area, home corner</p>	 <p>WellComm interventions planned and delivered as intensive support</p> <p>What's in the Box - intervention (attention)</p> <p>Independent use of communication friendly spaces: snack</p>






comprehension as well as EAD.	spaces: snack area, floorbook area, home corner					area, floorbook area, home corner
Personal, Social and Emotional Development						
Self-regulation						
Managing Self	Reactive planning: supporting children to co-regulate and self-regulate, build relationships through play and manage own hygiene daily.	Reactive planning: supporting children to co-regulate and self-regulate, build relationships through play and manage own hygiene daily.	Reactive planning: supporting children to co-regulate and self-regulate, build relationships through play and manage own hygiene daily.	Reactive planning: supporting children to co-regulate and self-regulate, build relationships through play and manage own hygiene daily.	Reactive planning: supporting children to co-regulate and self-regulate, build relationships through play and manage own hygiene daily.	Reactive planning: supporting children to co-regulate and self-regulate, build relationships through play and manage own hygiene daily.
Building Relationships	<p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. During the first term we will work to build strong, trusting and friendly relationships with the children so they develop their confidence in the setting.</p> <p>Managing self: Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them</p> <p>Building relationships: Key person relationships, talk about feelings</p> <p>Links to texts: understanding emotions e.g. how did the characters feel in Pumpkin Soup? Why do you think cat and squirrel are sad? How do</p>	<p>Modelling self-regulation: Working alongside children to demonstrate using self-regulation techniques.</p> <p>Teaching the names of emotions and looking at different reasons we may feel these emotions. Creating emotion jars and writing in ideas that make us feel this way. E.g. "I feel happy when I'm with my family", "I feel angry when I have to share my toy", "I feel sad when my friends don't want to play with me". Model different methods we can use to work through emotions and talk about what might happen when we do feel these emotions: "When I am happy I am smiling, I want to play", "When I am sad, I might cry and want to curl up and cuddle my teddy", "When I'm angry I want to throw things down on the floor". Model</p>	<p>Modelling self-regulation: Working alongside children to demonstrate using self-regulation techniques.</p> <p>Play winning and losing games and model turn taking, sharing and good sportsmanship.</p> <p>Continue to develop understanding of emotions and naming the emotions we already know. Linking them to zones of regulation.</p>	<p>Modelling self-regulation: Working alongside children to demonstrate using self-regulation techniques.</p> <p>Managing self: Topic on making healthy choices about food, drink, activity and tooth brushing.</p> <p>Develop co-regulation plans and strategies for children who are struggling to manage their emotions.</p> <p>Learn to care for the environment and develop a sense of responsibility (looking after animals and their bean plants)</p> <p>Consider feelings of story characters: how do you think Daisy felt when she couldn't find mummy?</p>	<p>Modelling self-regulation: Working alongside children to demonstrate using self-regulation techniques.</p> <p>Continue to develop understanding of healthy foods and link this to focus texts and our fruit and vegetable patches.</p> <p>Learn to care for the environment and develop a sense of responsibility (looking after animals and their bean plants)</p>	<p>Modelling self-regulation: Working alongside children to demonstrate using self-regulation techniques.</p> <p>PSED support on transitions. Read stories about transitioning to school, talk about moving up to reception, visits from the reception teacher, transitional work on getting to know the school more.</p>

	you think the gingerbread man felt when he was being chased?	sensory circuits: If we feel angry and want to throw something, this is what we could do...				
<b>Physical Development</b>  <b>Gross Motor Skills</b>   <b>Fine Motor Skills</b>	<p>Fundamental movement skills. Introducing ball games and teach the children to throw, kick and catch large balls. Model setting up obstacle course to develop balance and coordination. Model asking children to support each other when moving/handling large or heavy items. Introduce balance bikes and talk about bike safety. Make playdoh and stir in ingredients. Peel and chop fruit and vegetables with support. Use fine motor tools such as wooden hammers with direction and support. Make marks in glitter such as zig zags, straight lines, wavy lines and spirals. Talk about the direction of marks.</p>	<p>Fundamental movement skills: Use reactive planning to highlight individual development areas and target fundamental movement skills sessions around this. Develop kicking, throwing and catching skills to catch smaller balls. Use the balance bikes with less support and play stop and go games. Develop moving and handling by encouraging the children who are ready to weave in and out of cones. Begin to independently create obstacle courses. Dance freely to music and stop and start for games such as musical statues. Use fine motor tools such as tweezers, wooden hammers and scissors with direction support. Develop fine motor skills with Christmas wrapping station and start using loop scissors.</p>	<p>Fundamental movement skills: Use reactive planning to highlight individual development areas and target fundamental movement skills sessions around this. Develop core strength, balance and coordination during cosmic yoga. Explore mark making with modelled pencil grip. Encourage writing of children's names and different numbers. Practice using standard non-loop scissors and other one handed tools with support.</p> <p>Use cutlery more independently and develop skills to use peelers and knives.</p>	<p>Fundamental movement skills: Use reactive planning to highlight individual development areas and target fundamental movement skills sessions around this.</p> <p>Digging in the vegetable patches to develop arm strength and fine motor skills.</p> <p>Creative steps workshop around lifecycles.</p> <p>Use scissors independently and safely.</p> <p>Develop more control over pencil and form recognisable letters and numbers.</p>	<p>Fundamental movement skills: Use reactive planning to highlight individual development areas and target fundamental movement skills sessions around this.</p> <p>Play group games involving physical activity, such as football and duck duck goose.</p>	<p>Fundamental movement skills: Use reactive planning to highlight individual development areas and target fundamental movement skills sessions around this.</p> <p>Develop skills to run, hop, skip and jump through a variety of obstacle courses and races on the run up to our sports day.</p>
<b>Literacy</b>	<p>Develop skills in story comprehension: we will listen to the story up to five times a day. We will look at the story sequence, and use story language to help tell the story. We will talk about what happens 'first' and 'next' using pictures from the story.</p> <p>Continue to develop phonological awareness.</p>	<p>Exploring Christmas traditions and different styles of writing: letters and cards. The children will write their own letters to Santa, and be able to post cards and letters in the class Christmas post box.</p> <p>Continue to develop phonological awareness.</p>	<p>We will extend our knowledge of story sequencing and work together to create a detailed story map. The end learning objective will be for the children to retell the story.</p> <p>Continue to develop phonological awareness.</p>	<p>Exploring different styles of writing: diary entries. We will keep bean diaries to monitor progress of plants.</p> <p>Continue to develop phonological awareness.</p>	<p>Continue to develop phonological awareness.</p> <p>Develop reading comprehension and use a story map to retell stories independently.</p> <p>Use wordless stories to make up their own stories using images.</p>	<p>Continue to develop phonological awareness.</p> <p>Engage in discussions about stories and start to extend familiar stories. We will use our story knowledge to look at writing 'what happens next' pages after stories with support. Write postcards from holiday.</p>

<b>Maths</b>  <b>Number</b>  <b>Numerical Patterns</b>  We follow a scheme that supports White Rose Maths	<ul style="list-style-type: none"><li>-Exploring colours - Matching colours</li><li>- Naming colours -Finding a matching pair</li><li>- Exploring same and different</li><li>- Sort objects by colour, shape and size</li><li>-Identifying sorting rules</li><li>- Explaining what they notice</li></ul>	<ul style="list-style-type: none"><li>- Identifying the numeral 1 and 2</li><li>- Subitising 1 and 2 - Counting 1 and 2</li><li>- Developing 1-1 correspondence</li><li>- Developing counting skill and technique</li><li>- Exploring and extending AB colour patterns</li><li>- Copying and creating AB movement patterns</li><li>- Fixing patterns</li></ul>	<ul style="list-style-type: none"><li>-Identifying the numeral 3, 4, 5, 6</li><li>- Subitising 3, 4, 5, 6 - Counting 123456</li><li>-Developing 1-1 correspondence</li><li>- Developing counting skill and technique</li></ul>	<ul style="list-style-type: none"><li>- Introduction to length and height</li><li>- Introduction to measurement related vocabulary</li><li>- Introduction to weight</li><li>- Introduction to mass related vocabulary</li><li>- Introduction to capacity</li><li>- Introduction to capacity related vocabulary</li></ul>	<ul style="list-style-type: none"><li>- Learning the days of the week</li><li>- Learning the routine</li><li>-Sequencing the day and activities</li><li>- Learning and understanding positional language.</li><li>-Adding one more</li><li>-Taking one away</li><li>-Ordering numerals to 5</li><li>-Estimating</li><li>-Exploring and naming 2D shapes -</li><li>- Using shapes to build pictures</li><li>-Exploring and naming 3D shapes</li><li>-Comparing more and less</li><li>- Counting amounts</li><li>- Building and splitting numbers in different ways</li></ul>	<p>Explore addition and subtraction.</p> <ul style="list-style-type: none"><li>- Developing an in-depth understanding of which number comes next 1-5 and before 0-5.</li><li>-Describe a familiar route. Read stories with different routes</li><li>- Getting ready for Reception</li></ul>
Understanding the World						
<b>Past and Present (History)</b>	Begin to make sense of their own family history: We will use All About Me booklets to talk through the children's families and who they are.	Begin to make sense of their own family history: We will use pictures from Showbie to encourage communication about past events. The children will be able to talk about things that they have done outside of school times. We will use the floor book to look back at prior knowledge and talk about learning that has taken	Begin to make sense of their own family history: We will use pictures from Showbie to encourage communication about past events. In our farm topic we will look at the life cycle of an animal. We will talk about our own life cycle and look at pictures of ourselves when we were babies. We will talk about how we were in mummy's tummy, and how we started life.			

			place in the past. We will model past tense vocabulary: yesterday, last week, a while ago, once.		
<b>People, Culture and Communities (R.E.)</b>  <b>Overarching question: Do celebrations look different in different cultures?</b>	<p>What is a celebration? Think about different things that we celebrate: birthdays, halloween, christmas. Explain that people in other cultures will celebrate different festivals. Talk about how we might celebrate something (party, special food)</p>	 <p>Hindu - Diwali</p> <p>Christianity - Christmas</p> <p>Comparing celebrations</p> <p>Bonfire night &amp; Halloween</p>	 <p>Chinese new year</p>	 <p>Christianity: Easter</p> <p>Celebrate people who are special to us: Mother's day.</p>	 <p>Celebrate people who are special to us: Father's day.</p> <p>Celebrations: talk about parties and what we do for them. Discuss parties that we have been to. Look at party invites.</p>
<b>The Natural World (Science &amp; Geography)</b>	<p>Plymouth Science - All About Me / Seasons</p> <p>Exploring the natural world and observing change (the weather is becoming cooler, the leaves are changing colour and falling from the trees).</p> <p>Understand that the natural world is important and we must look after it. We will use fruit and vegetables from our garden to cook different foods. We will talk about how we need to look after our plants and trees for them to grow.</p> <p>Talk about the differences between materials and changes they notice: baking apple crumble using apples from the trees; cooking pumpkin soup).</p>	<p>Plymouth Science - All About Me / Seasons</p> <p>Exploring the natural world: We will continue to discuss changes that we notice, the weather will be getting colder and the children will be able to explore this in our outdoor provision.</p> <p>Talk about the differences between materials and changes they notice (baking Christmas cookies, mixing ingredients to make salt dough).</p>	<p>Plymouth Science - Seasons</p> <p>Talk about the differences between materials and changes they notice (Combining ingredients to make food for Chinese New Year).</p> <p>Explore and talk about different forces they can feel. What happens when we push a boat down in water?</p>	<p>Plymouth Science - minibests &amp; growing / healthy eating</p> <p>Lifecycle of plants: we will keep a log of our plants growing and learn key vocabulary around the lifecycle. The children will sequence the lifecycle of a plant.</p> <p>Lifecycle of animals: lifecycle of a chick with possible real life experience keeping eggs and watching them hatch.</p>	<p>Plymouth Science - Traditional Tales</p> <p>Lifecycle of animals: A visit from the farm to see animals and their babies. We will look at pictures of ourselves as babies and talk about our own lifecycle. Lifecycle of a caterpillar linking to focus text.</p>  <p>Holidays: different countries. Use pictures of our holidays as talking points.</p>
Expressive Arts and Design					



<p><b>Creating with Materials (Art and DT)</b></p>	<p>Marvellous Me: Drawing our self-portraits and considering the shapes involved when creating a self-portrait. 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.</p> <p>Explore colour: Explore Autumn colours and mix colours to create autumnal colours (orange)</p> <p>Use natural resources in our art: We will create leaf people after reading the leaf man story.</p>	<p>Bonfire night/Diwali fireworks: using different mark making resources to represent fireworks (chalk, glue and glitter). Talk about the shapes of the fireworks they have seen (spiral Catherine wheel, lines in a circle formation for a fire work, lines for rocket etc).</p> <p>Diwali rangoli patterns: talk about the festival and the rangoli patterns that they make. Use chalk to make the rangoli patterns, thinking a lot about shapes. Use different colour stones and counters to create rangoli patterns with the children.</p> <p>DT: design and create their own Christmas bauble.</p>	<p>Artist Appreciation: Yayoi Kusama</p>  <p>Using different tools, such as cotton buds, we will create patterns</p> <p>Food - healthy eating, Skills - Cutting, grating, slicing, peeling.</p>	<p>Artist Appreciation: Van Gogh</p>  <p>During the spring term we will at different floral paintings and drawings to discuss how the artist has drawn the world around them.</p>	<p>DT: Create farm animal puppets. The children will make a plan of their idea and think about the resources that they would like to use.</p> <p>We will look at the puppets that we have in nursery to consider how we will make them.</p>	 <p>Texture collage We will create a holiday themed texture collage. We will look at the different materials and resources to decide how to create our holiday art. Each child may have a different holiday idea so will need to consider materials and colours carefully.</p>
<p><b>Being Imaginative and Expressive (Music and Role Play)</b></p>	<p>Phase one phonics: instrumental sounds and daily nursery rhymes.</p> <p>Role play - home corner</p>	<p>Phase one phonics: instrumental sounds and daily nursery rhymes.</p> <p>Role play - Santa's Grotto &amp; Diwali sweet shop</p>	<p>Phase one phonics: instrumental sounds and daily nursery rhymes.</p> <p>Role play - restaurant &amp; chefs</p>	<p>Phase one phonics: instrumental sounds and daily nursery rhymes.</p> <p>Role play - dentist</p>	<p>Phase one phonics: instrumental sounds and daily nursery rhymes.</p> <p>Role play - farm shop</p>	<p>Phase one phonics: instrumental sounds and daily nursery rhymes.</p> <p>Role play - ice cream shop</p>
<p><b>Learning to Learn</b></p>	<p>Respectful Learners</p>	<p>Independent Learners</p>	<p>Resilient Learners</p>	<p>Collaborative Learners</p>	<p>Focussed Learners</p>	<p>Engaged Learners</p>
<p><b>Curriculum Enrichments</b></p>	<p>Pumpkin picking from pumpkin patch</p>	<p>Singing with Santa Walk to church to watch nativity Visit from the library.</p>	<p>Workshop with school cook, Jill.</p>	<p>Visit from dentist.</p>	<p>Travelling Farm</p>	
<p><b>Parents as Partners</b></p>	<p>Transition sessions (Summer) time spent with staff and child in our setting.</p> <p>Showbie interactions.</p>	<p>Showbie interactions.</p> <p>Prime areas Come Learn session.</p> <p>Parents' evening (encourage parent voice in our floorbook).</p>	<p>Showbie interactions.</p> <p>Reading sessions.</p>	<p>Showbie interactions.</p> <p>Come Learn sessions focusing on key areas of development.</p> <p>Parents' evening (encourage parent voice in our floorbook).</p>	<p>Showbie interactions.</p> <p>Reading Workshop.</p>	<p>Showbie interactions.</p> <p>Reading Workshop.</p> <p>Stay and play sessions.</p>

Assessments	During the Autumn term, staff will conduct a baseline assessment through observations to understand current level of development and create targets and next steps. Each half term the class teacher will monitor progress in each area of learning using Track What Matters.					