



# Deepdale Community Primary School

Nursery Subject Coverage  
Academic Year 2025-2026



Topic / Theme		<u>Autumn Term 1</u> Sing, Rhyme and Shine	<u>Autumn Term 2</u> Crunch, Crackle and Colour	<u>Spring Term 1</u> Where are we going?	<u>Spring Term 2</u> Once Upon a Time...	<u>Summer Term 1</u> Amazing Animals	<u>Summer Term 2</u> What's in the Garden?
Why?		<i>To spark the children's imagination and introduce new language in a fun and creative way.</i>	<i>Children gain rich, first-hand experiences by observing the physical changes in nature during Autumn, helping them connect learning to the world outside.</i>	<i>Children build on daily real-life experiences in order to explore the world around them.</i>	<i>We will expose the children to story language through a range of traditional tales, increasing their understanding of new language.</i>	<i>To explore animals from around the world and how living things can change over time.</i>	<i>The children will explore, respect and care for the natural world around them.</i>
							
More to Explore							
Prime Area	Communication and Language	<p>Listening carefully to others</p> <p>Respond to my name</p> <p>Following simple instructions</p> <p>Talk to others about what I am doing</p> <p>Understand some taught vocabulary</p>	<p>Talk about stories</p> <p>Answer questions about things I have done or seen</p> <p>Use some taught vocabulary</p>	<p>Repeat repeated phrases from books.</p> <p>Use short sentences to talk using learnt vocabulary about stories or events</p> <p>Ask simple questions about things I have experienced</p>	<p>Take turn in a conversation using taught vocabulary</p> <p>Follow an instruction that has more than one point</p> <p>Use and or because to join two sentences together</p> <p>Understand and respond to questions containing what and where</p> <p>Use some tenses correctly in spoken language</p>	<p>Re-tell a longer story using taught vocabulary</p> <p>Follow an instruction that has two parts</p> <p>Sing my favourite songs</p> <p>Engage in two-way conversation</p>	<p>Listen carefully to a longer story and re-tell it</p> <p>Use taught vocabulary in sentences with four to six words</p> <p>Understand to questions containing why</p> <p>Hold a conversation with another person taking many turns</p> <p>Express my point of view with reasons</p>



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	Performance		Christmas Parent Performance				Nursery Graduation Performance
	<b>Checkpoints / Assessments</b> Children reaching a good level of development will be able to ...	<b>Listening, Attention and Understanding:</b> <ul style="list-style-type: none"> <li>Listen to familiar stories and recall the most memorable part</li> <li>Give my attention when their name is called</li> <li>Answer simple questions about things they have seen, heard or experienced</li> </ul> <b>Speaking:</b> <ul style="list-style-type: none"> <li>Tell you about the things that they are doing</li> <li>I use word endings such as "s" to indicate more than one</li> <li>Have conversations about things that interest them but can get easily distracted</li> </ul>		<b>Listening, Attention and Understanding:</b> <ul style="list-style-type: none"> <li>Listen to longer stories and remember some of the things that happen</li> <li>Answer a what and where and how question about things seen, heard or experienced</li> <li>Follow an instruction that involves more than one element</li> </ul> <b>Speaking:</b> <ul style="list-style-type: none"> <li>Combine two simple sentences with "and" or "because"</li> <li>Use some of the new vocabulary they have learnt in a sentence.</li> <li>Take turns when having a conversation with an adult</li> <li>Use some tenses correctly such as jumped, climbed, washed, cleaned, tidied</li> </ul>		<b>Listening, Attention and Understanding:</b> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens</li> <li>Pay attention to more than one thing at a time, which can be difficult</li> <li>Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul> <b>Speaking:</b> <ul style="list-style-type: none"> <li>Sing a large repertoire of songs</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a story</li> <li>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</li> <li>Develop their pronunciation but may have problems saying some sounds: r, j, th, ch, and sh and multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>Use longer sentences of four to six words</li> <li>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</li> <li>Start a conversation with an adult or a friend and continue it</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	
Prime Area	Gross Motor Skills	<b>PE Theme: Body and special awareness</b>  Using the climbing frame and planks	<b>PE Theme: Moving to music</b>  Dance-moving rhythmically	<b>PE Theme: Travelling in different ways</b>  core strength, and balance	<b>PE Theme: Travelling in different directions</b>  catching and throwing balls and balance	<b>PE Theme: Athletics (Sports day)</b>	<b>PE Theme: Sequence of Movement</b>
	Fine Motor Skills	Large scale movements of the whole arm  <b>Funky Fingers</b> Manipulation of objects or materials such as dough  <b>Squiggle whilst you Wiggle</b> Up/down and side to side	Large scale movements of the whole arm  Developing manipulation of smaller equipment to create straight lines  Be able to put on my own hat and coat  <b>Squiggle whilst you Wiggle</b> Up/down and side to side	Large scale mark making  Developing manipulation of smaller equipment to create continuous lines of marks  Development of writing the first letter of their name  <b>Squiggle whilst you Wiggle</b> Clockwise and anticlockwise circles	Large scale mark making  Developing manipulation of smaller equipment to create circles and continuous humped lines  Use different fasteners  Put on own shoes.  <b>Squiggle whilst you Wiggle</b> Hump-over and under	Developing manipulation of smaller equipment to create continue zig zag lines and spirals  <b>Squiggle whilst you Wiggle</b> Hook over and under and the precursive spiral	Developing manipulation of smaller equipment to create different patters or combinations of patterns  Put on my own sock shoes  Development of all the letters of their name  <b>Squiggle whilst you Wiggle</b> The wave, laid down 8, zig zags



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Prime Area	<b>Checkpoints / Assessments</b> Children reaching a good level of development will be able to ...	<b>Gross Motor Skills:</b> <ul style="list-style-type: none"> <li>Climb the steps on the climbing frame by myself</li> <li>I can kick, throw and catch balls</li> <li>I can copy movements an adult makes with increasing coordination</li> </ul> <b>Fine Motor Skills:</b> <ul style="list-style-type: none"> <li>Manipulate materials to make what I want for example rolling a sausage with playdough</li> <li>Make marks with purpose on paper using different tools</li> </ul>		<b>Gross Motor Skills:</b> <ul style="list-style-type: none"> <li>Catch a large ball and throw to another person</li> <li>Move safely in different directions</li> <li>Beginning to hold a pose momentarily on one leg</li> </ul> <b>Fine Motor Skills:</b> <ul style="list-style-type: none"> <li>Hold my mark making tools with a comfortable grip</li> <li>Make marks mostly with the use of tools in one hand</li> </ul>		<b>Gross Motor Skills:</b> <ul style="list-style-type: none"> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Beginning to hop, stand on one leg and hold a pose for a game like musical statues</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>Start taking part in some group activities which they make up for themselves, or in teams</li> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>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</li> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> </ul> <b>Fine Motor Skills:</b> <ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Show a preference for a dominant hand</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</li> </ul>	
	<b>Personal, Social and Emotional Development</b>	<b>Self-Awareness</b> <i>How do I talk about me?</i> Know the routine of the class.	<b>Friendships: Part 1</b> <i>How can I be a good friend?</i> <i>Celebrating differences.</i> <b>Road Safety Week:</b> <i>Safe Vehicles, Save Lives'</i> <b>Anti-Bullying Week:</b> <i>Power for Good</i>	<b>Health and Self Care</b> <i>How can I keep myself Healthy?</i> <b>Safer Internet Day:</b> <i>Smart tech, safe choices</i> <b>Children's Mental Health Week:</b> This is My Place	<b>People and Communities: Part 1</b> <i>What do I know about my local community and the people who live there?</i>	<b>Friendships: Part 2</b> <i>What family events do I enjoy?</i>	<b>People and Communities: Part 2</b> <i>Who are my friends and family?</i> <b>Starting School:</b> Transition
	<b>Checkpoints / Assessments</b> Children reaching a good level of development will be able to ...	<b>Self-Regulation:</b> <ul style="list-style-type: none"> <li>Make choices about what they want to do with only a little help from adults</li> <li>Play on their own and alongside others with confidence</li> </ul> <b>Managing Self:</b> <ul style="list-style-type: none"> <li>Manage transitions throughout the day</li> <li>Anticipate what is coming next in the routine and know what to do for example getting their coat to go outdoors.</li> </ul>		<b>Self-Regulation:</b> <ul style="list-style-type: none"> <li>Describe how they feeling using words such as happy, sad, excited</li> <li>Beginning to understand the feelings of others for example by giving up a toy they playing with</li> </ul> <b>Managing Self:</b> <ul style="list-style-type: none"> <li>Enjoy a sense of belonging by being involve in daily tasks</li> <li>Wash and dry hands effectively and talk about why this is important</li> <li>Attend to own toileting need most of the time by themselves</li> </ul>		<b>Self-Regulation:</b> <ul style="list-style-type: none"> <li>Play with one or more other children</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</li> <li>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them</li> <li>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> </ul>	



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		<ul style="list-style-type: none"><li>Able to use the toilet sometimes they may need help</li></ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"><li>Able to say who their friends are and often seek them out to play with them</li></ul>	<p><b>Building Relationships:</b></p> <ul style="list-style-type: none"><li>Recognise how actions impact on other children especially if feeling cross or angry</li><li>Play with other children</li></ul>		<ul style="list-style-type: none"><li>Understand gradually how others might be feeling</li></ul> <p><b>Managing Self:</b></p> <ul style="list-style-type: none"><li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</li><li>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly</li><li>Make healthy choices about food, drink, activity and toothbrushing</li></ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"><li>Develop their sense of responsibility and membership of a community</li><li>Become more outgoing with unfamiliar people, in the safe context of their setting</li><li>Show more confidence in new social situations and elaborating play ideas.</li></ul>		
Specific Area	Literacy	Nursery Rhymes	<p><b>Fiction:</b></p> <p>We're going on a Leaf Hunt Peace at Last</p>	<p><b>Fiction:</b></p> <p>The Train Ride</p> <p><b>Non-fiction:</b></p> <p>Transport</p>	<p><b>Fiction:</b></p> <p>The Gingerbread Man</p> <p><b>Non-Fiction:</b></p> <p>Recipes</p>	<p><b>Fiction:</b></p> <p>Handa's Surprise</p> <p><b>Non-fiction:</b></p> <p>Rumble in the Jungle</p>	<p><b>Fiction:</b></p> <p>Jaspers Beanstalk</p> <p><b>Non-fiction:</b></p> <p>Growing sunflowers</p>
	Phonics	<p><b>Phase 1 Phonics</b></p> <p>Tuning in, Listening, and remembering sounds from Aspects 1-4 and 6</p>		<p><b>Phase 1 Phonics</b></p> <p>Tuning into sounds from Aspect 5</p> <p>Listening, and remembering sounds and talking about sounds from Aspects 1-4 and 6</p> <p>Aspect 7</p>		<p><b>Phase 1 and 2 Phonics</b></p> <p>Listening, and remembering sounds from Aspect 5</p> <p>Talking about sounds from Aspects 4-6.</p> <p>All of Aspect 7</p> <p>Red Rose Phonics: Phase 2 – s a t p i n</p>	
	<p><b>Checkpoints / Assessments</b></p> <p>Children reaching a good level of development will be able to ...</p>	<p><b>Word Reading:</b></p> <ul style="list-style-type: none"><li>Repeat words and phrases from stories they know</li><li>Join in with rhymes and songs e.g. follow the beat, fill-in the missing word</li><li>Recognise and copy different sounds e.g. animal noises</li></ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"><li>Select a book to share and talk about the pictures and words</li><li>Know how to take care of and respect books</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Use different tools to make marks</li><li>Explain what some of my marks mean</li></ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"><li>Hold a writing tool</li></ul>		<p><b>Word Reading:</b></p> <ul style="list-style-type: none"><li>Recognise own written name</li><li>Continue a rhyming string</li><li>Hear and say the initial sounds in words</li></ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"><li>Select a book and talk about what it may be about</li><li>Talk about a book with an adult's support</li><li>Talk about what may happen on the next page</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Explain what the marks mean in own writing and drawing</li></ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"><li>Use different tools to make marks that go across, up, down or round and round</li></ul>		<p><b>Word Reading:</b></p> <ul style="list-style-type: none"><li>Develop their phonological awareness, so that they can:</li><li>Spot and suggest rhymes</li><li>Count or clap syllables in a word</li><li>Recognises words with the same initial sound, such as money and mother</li><li>Show an awareness of some Phase 2 phonemes <i>e.g. s a t p l n m d</i></li><li>Hear and say sounds in words</li></ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"><li>Understand the five key concepts about print:<ul style="list-style-type: none"><li>➤ print has meaning</li><li>➤ the names of the different parts of a book</li><li>➤ print can have different purposes</li><li>➤ page sequencing</li><li>➤ we read English text from left to right and top to bottom</li></ul></li></ul>	



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						<ul style="list-style-type: none"><li>Engage in extended conversations about stories, learning new vocabulary.</li><li>Hold a book the correct way</li><li>Turn the pages one at time</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Use some of their print and letter knowledge in their early writing.</li><li>Write some or all of their name</li></ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"><li>Write some letters accurately</li></ul>	
Specific Area	Mathematics	<p><b>Recognising:</b> <i>colours-red, blue, yellow, green, purple</i></p> <p><b>Matching and sorting:</b> <i>by colour, shape, size</i></p>	<p><b>Subitising, counting linking numeral:</b> <i>to amounts for numbers 1 and 2</i></p> <p><b>Exploring:</b> <i>simple repeating patterns</i></p> <p><b>Consolidation:</b> <i>pattern, counting, sorting, and matching</i></p>	<p><b>Subitising, counting linking numeral:</b> <i>amounts up to 3</i></p> <p><b>Counting:</b> <i>counting to 5</i></p> <p><b>2D shapes:</b> <i>circles, triangles, square</i></p>	<p><b>Subitising:</b> <i>consolidation to 5</i></p> <p><b>Comparing:</b> <i>tall/short, long/short, full/empty</i></p> <p><b>Consolidation:</b> <i>length, mass, capacity</i></p>	<p><b>Sequencing events</b></p> <p><b>Positional language:</b> <i>in/out, on/under</i></p> <p><b>2D shapes:</b> <i>circles, triangles, squares</i></p> <p><b>Counting and subitising:</b> <i>consolidation up to 5</i></p>	<p><b>Counting:</b> <i>beyond 5</i></p> <p><b>Composition:</b> <i>of all numbers up to 5</i> <i>What comes before or after a number?</i></p> <p><b>Consolidation:</b> <i>shape patterns, more/fewer</i></p>
	<p><b>Checkpoints / Assessments</b></p> <p>Children reaching a good level of development will be able to ...</p>	<p><b>Number:</b></p> <ul style="list-style-type: none"><li>Say some number names in order</li><li>Join in number rhymes with numbers up to 5</li><li>Count up to 3 objects <u>moving each one</u> as they are counted</li></ul> <p><b>Numerical Pattern:</b></p> <ul style="list-style-type: none"><li>Recognise numbers important to me</li><li>Find 1 more than in play</li><li>Find 1 fewer than in play</li></ul> <p>Use my own symbols and marks to show an amount</p>	<p><b>Number:</b></p> <ul style="list-style-type: none"><li>Rote count from 1-5</li><li>Know some number rhymes with numbers up to 5</li></ul> <p><b>Numerical Pattern:</b></p> <ul style="list-style-type: none"><li>Recognise numerals up to 3</li><li>Link numerals to the correct amount, up to 3</li><li>In play, find 1 more than a given number up to 3</li><li>In play, find 1 fewer that a given number up to 3</li><li>Make an attempt to write some numerals</li></ul> <p><b>Shape, Space and Measures:</b></p> <ul style="list-style-type: none"><li>Respond and use the language of position and direction</li><li>Respond to both informal language and common shape names</li><li>Show awareness of shape similarities and differences</li><li>Understand the language first, then</li><li>Identify and talk about patterns</li></ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"><li>Fast recognition of up to 3 objects, without having to count them individually ('subitising')</li><li>Recite numbers past 5</li><li>Say one number for each item in order: 1, 2, 3, 4, 5</li><li>Compare amounts saying when there are lots, more or the same</li></ul> <p><b>Numerical Patterns:</b></p> <ul style="list-style-type: none"><li>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</li><li>Show 'finger numbers' up to 5.</li><li>Link numerals and amounts</li><li>Experiment with their own symbols and marks as numerals</li><li>Solve real world mathematical problems with numbers to 5</li><li>Compare quantities using language: 'more than', 'fewer than'.</li><li>Recognise the numerals 0-5</li><li>Link numerals to the correct amount, up to 5</li><li>Use objects to find 1 more or less than a given number up to 5</li></ul> <p><b>Shape, Space and Measures:</b></p> <ul style="list-style-type: none"><li>Name 2D shapes (Triangle, Square, Circle)</li><li>Use everyday language to talk about shapes I see around me</li><li>Understand position through words alone</li><li>Use the words first and then to order a sequence of event</li></ul>			





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Specific Area	Past and Present	History:					
		<b>Chronology:</b> <i>Timeline of a session</i>	<b>Communication:</b> <i>Timeline of me - focus on Birthdays</i>	<b>Chronology:</b> <i>Sequence of a journey</i>	<b>Vocabulary:</b> <i>Sequence of an event. What is first then, and last?</i>	<b>Vocabulary:</b> <i>Understand the words used for the days of the week and link some specific activities to some days for example PE on Friday</i>	<b>Communication:</b> <i>Talking about growing up and how we are changing moving to new classes. Investigate old teddy compared to a new one.</i>
	People, Cultures and Communities	Geography:					
		<b>Geography: Fieldwork:</b> <i>My Classroom</i>	<b>Geography: Fieldwork:</b> <i>Colour walks around school</i>	<b>Geography: Mapping:</b> <i>Journeys to and from school. Maps</i>	<b>Geography: Mapping:</b> <i>Journey to the supermarket</i>	<b>Geography: Use of IT:</b> <i>Using technology apps, video clips and cameras</i>	<b>Geography: Enquiry:</b> <i>Talk about comment about local environment</i>
		R.E:					
		<b>Special Times:</b> <i>How and why do we celebrate? -Birthdays -Diwali</i>	<b>Special Times:</b> <i>How and why do we celebrate? -Review Diwali -Christmas</i>	<b>Special Stories:</b> <i>Why are some stories special? -Lunar New Year -The Good Samaritan</i>	<b>Special Stories:</b> <i>Why are some stories special? -Eid -Ramadan -Easter</i>	<b>Special Places:</b> <i>Why are some stories special? -What does special mean? -Special Places – Places of worship</i>	<b>Our Special World:</b> <i>What is special about our World?</i>
	The Natural World	Science:					
		<b>Humans:</b> <i>Learn about their senses Learn how to care of themselves</i>	<b>Light:</b> <i>Explore light sources Shine light on or through different materials</i>	<b>Forces:</b> <i>Feel forces Explore how things work</i>	<b>Materials, including changing materials:</b> <i>Combine and mix ingredients Change materials by heating and cooling, including cooking</i>	<b>Humans:</b> <i>Learn about lifecycles of humans</i>	<b>Plants:</b> <i>Grow plants</i>
		<b>Scientific Enquiry:</b> <b>Classification:</b> <i>Sort using different senses Which do you like/not like?</i>	<b>Scientific Enquiry:</b> <b>Comparative testing:</b> <i>Compare how reflective different materials are</i>	<b>Scientific Enquiry:</b> <b>Comparative testing:</b> <i>Compare the path of different windup toys</i>	<b>Scientific Enquiry: Observing over time:</b> <i>How does the biscuit mixture change?</i>	<b>Scientific Enquiry:</b> <b>Classification:</b> <i>Sorting images of humans according to their age</i>	<b>Scientific Enquiry: Observing over time:</b> <i>How does a plant change as it grows?</i>
		<b>Sounds:</b> <i>Listen to sounds, make sounds</i>	<b>Electricity:</b> <i>Identify electrical devices Use battery-powered devices</i>	<b>Living things and their habitats:</b> <i>Explore the surrounding natural environment and natural objects within it</i>	<b>Forces:</b> <i>Explore how objects/materials are affected by forces</i>	<b>Animals excluding humans:</b> <i>Learn about the life cycles of animals</i>	<b>Researching using secondary sources:</b> <i>Look at seed packets and bulb packets to learn how to plant and care for them</i>
		<b>Scientific Enquiry:</b> <b>Comparative testing:</b> <i>Compare the sound of rhythm sticks on different surfaces</i>	<b>Scientific Enquiry:</b> <b>Classification:</b> <i>Identify objects that use electricity to work</i>	<b>Scientific Enquiry:</b> <b>Classification:</b>	<b>Scientific Enquiry:</b> <b>Classification:</b>	<b>Scientific Enquiry: Research using secondary sources:</b> <i>Find out more about the life cycles of animals</i>	



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			Identify devices that use batteries and/or mains electricity	Find and identify natural objects to include in the collection	Sort objects according to whether they float or sink		
		Seasonal Change is taught throughout the academic year					
	Checkpoints / Assessments Children reaching a good level of development will be able to ...	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"><li>Talk about things that have already happened</li></ul> <p><b>People, Cultures and Communities:</b></p> <ul style="list-style-type: none"><li>Notice differences between people</li></ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"><li>Respond to the things they experience and find by showing fascination, curiosity and appreciation for natural materials</li><li>Show respect for living things</li></ul>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"><li>Describe a journey they have been on</li></ul> <p><b>People, Cultures and Communities:</b></p> <ul style="list-style-type: none"><li>Talk about things they see around me</li><li>Talk about some different occupations</li><li>Talk about my home</li></ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"><li>Talk about how to care for different things around me such as plants or birds</li><li>Talk about how things move such as birds fly, or people walk</li></ul>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"><li>Begin to make sense of their own life-story and family’s history.</li></ul> <p><b>People, Cultures and Communities:</b></p> <ul style="list-style-type: none"><li>Show interest in different occupations</li><li>Continue developing positive attitudes about the differences between people</li><li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li></ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"><li>Use all their senses in hands-on exploration of natural materials</li><li>Explore collections of materials with similar and/or different properties</li><li>Talk about what they see, using a wide vocabulary</li><li>Begin to make sense of their own life-story and family’s history</li><li>Explore how things work</li><li>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal</li><li>Begin to understand the need to respect and care for the natural environment and all living things</li><li>Explore and talk about different forces they can feel</li><li>Talk about the differences between materials and changes they notice</li><li></li></ul>			
Specific Area	Creating with Materials	Art:					
		Art Focus: Drawing Self-Portraits	Art Focus: Drawing Observational Drawings  Art Focus: Painting Colour-mixing	Art Focus: Painting Colour-mixing and printing in the style of Andy Warhol 	Art Focus: Painting Colour-mixing	Art Focus: Painting Printing using a range of tools	Art Focus: Collage In the style of Heather Galler 



## Deepdale Community Primary School

Nursery Subject Coverage  
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		DT:					
		DT Focus: Exploring Construction kits	DT Focus: Design Talking about their ideas for Christmas cards	DT Focus: Make Vehicles - modelling	DT Focus: Evaluate Making Gingerbread men and evaluating what they like/dislike	DT Focus: Tools/safety Correct use of tools to make sandwiches	DT Focus: Tools/safety Correct use of knives to prepare fruit salad
	Being Imaginative and Expressive	Music:					
		Music theme: Me! growing, homes, colour, toys, how I look  Familiar nursery rhymes and number songs	Music theme: My Stories growing, homes, colour, toys, how I look  New nursery rhymes and number songs  Small world linked to the story	Music theme: Everyone family, friends, people, music from around the world  Songs linked to transport  Small world play linked to vehicles	Music theme: Big Bear Funk  Songs linked to the Gingerbread Man  Small world linked to the journey of the Gingerbread man	Music theme: Our World (pitch): Animals, Jungle, Minibeasts, Night and day, Sand and water, Seaside, Seasons, Weather, Sea, Space  Songs linked to animals  Small world link to the story.	Music theme: Reflect, Rewind and Replay!  Songs linked to gardens and minibeasts  Small world linked to the story
		Role-Play:					
		Domestic Play	Domestic play	Aeroplane/train	Café/bakery	Vets/Doctors	Planting Area
Checkpoints / Assessments Children reaching a good level of development will be able to ...	Creating with Materials: <ul style="list-style-type: none"><li>Make models that show ideas</li><li>Use imagination when exploring different materials</li></ul> Being Imaginative and Expressive: <ul style="list-style-type: none"><li>Take part in role play pretending to do things adults do, such as cooking or washing up</li><li>Remember some action rhymes and perform them independently</li><li>Use different sound makers to make quiet and loud sounds</li></ul>		Creating with Materials: <ul style="list-style-type: none"><li>Use objects to print and create a pattern</li><li>Talk about models made</li><li>Use lines and colour to represent thing seen</li></ul> Being Imaginative and Expressive: <ul style="list-style-type: none"><li>Begin to develop a simple story line within imaginative play</li><li>Talk about music heard</li><li>Sing some familiar songs independently</li></ul>		Creating with Materials: <ul style="list-style-type: none"><li>Talk freely, to develop ideas about how to use materials and what to make.</li><li>Develop own ideas and then decide which materials to use to express them</li><li>Join different materials and explore different textures</li><li>Create closed shapes with continuous lines and begin to use these shapes to represent objects</li><li>Draw with increasing complexity and detail, such as representing a face with a circle and including details</li><li>Show different emotions in drawings and paintings, like happiness, sadness, fear, etc.</li><li>Explore colour and colour mixing</li></ul> Being Imaginative and Expressive: <ul style="list-style-type: none"><li>Take part in simple pretend play, using an object to represent something else even though they are not similar</li><li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc</li><li>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park</li></ul>		





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				<ul style="list-style-type: none"><li>• Listen with increased attention to sounds. Respond to what is heard, expressing thoughts and feelings.</li><li>• Remember and sing entire songs</li><li>• Create their own songs or improvise a song around one they know</li><li>• Play instruments with increasing control to express their feelings and ideas</li></ul>		
<b>Curriculum Enhancements</b>		<b>Christmas Parent Performance</b>	<b>The Winter Olympics</b> Lunar New Year Children's Mental Health Week Internet Safety	<b>Shopping trip to Morrisons</b> Mother's Day World Book Day Eid Celebration	<b>Moor Park Picnic</b> Sports Day	<b>Father's Day</b> The World Cup Nursery Graduation