

Nursery - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language Educational Programme	Marvellous Me	Awesome Autumn (Winter and Christmas)	Once Upon a Time	See How it Grows	What a Wonderful World	Splish, Splash, Splosh
Development Matters	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Topic vocabulary	Home, school, family, friends, live, farm, pets, farm animals, environment, inside, outside, shops, church, park, playground, people who help us, doctors, nurses, fire people, dentist, caretaker, police	Autumn, winter, seasons, change, fall, leaves, hibernate, weather, snow, rain, cold, ice, icicles, freeze, Christmas, celebrate, light, dark, fireworks, Guy fawkes, bonfire	Fairy tale, Traditional Tale, story, order, beginning, middle, end, Once upon a time, the end, happily ever after, good, bad, character, happy, sad,	Sun, water, soil, plant, seed, grow, watch, change, life, living, dead, cycle, egg, caterpillar, cocoon, butterfly, chick, hen, fruit, vegetables, minibeasts	Countries, continents, world, travel, England, Ireland, Scotland, Wales, Africa, Poland, Ukraine, train, aeroplane, boat, ferry, car, walk, globe, earth, map, people	Water, pond, lake, river, sea, ocean, rain, sink, float, freeze, ice, snow, melt, drink, water cycle, sea creatures
Reading River Texts	The Colour Monster Goes to School Owl Babies We're Going on a Bear Hunt Brown Bear, Brown Bear, What do you See? All Kinds of People	The Young Black Prince Stick Man The Gruffalo The Gruffalo's Child	Little Red Riding Hood The Gingerbread Man The Three Billy Goats Gruff I am Whole The Colour Monster Owl Babies We're Going on a Bear Hunt Brown Bear, Brown Bear, What do you See?	The Tiny Seed Mad about Minibeasts Jack and the Beanstalk All Kinds of People Stick Man The Gruffalo The Gruffalo's Child	Handa's Surprise The Young Black Prince Little Red Riding Hood The Gingerbread Man The Three Billy Goats Gruff	The Rainbow Fish Commotion in the Ocean I am Whole The Tiny Seed Mad about Minibeasts Jack and the Beanstalk The Bad Tempered Ladybird

Reading River Nursery Rhymes	• 1,2,3,4,5 Once I Caught a Fish Alive • Twinkle Twinkle Little Star • Baa Baa Black Sheep • 5 Little Ducks • Humpty Dumpty • Miss Polly Had a Dolly	• Jack and Jill • Hickory, Dickory, Dock • Incy Wincy Spider • Hey Diddle Diddle, The Cat and the Fiddle • I'm a Little Teapot • The Grand Old Duke of York	• Mary Had Little Lamb • Old McDonald • Teddy Bear, Teddy Bear • Here We Go Round the Mulberry Bush • 10 in a Bed	• 1,2,3,4,5 Once I Caught a Fish Alive • Twinkle Twinkle Little Star • Baa Baa Black Sheep • 5 Little Ducks • Humpty Dumpty • Miss Polly Had a Dolly	• Jack and Jill • Hickory, Dickory, Dock • Incy Wincy Spider • Hey Diddle Diddle, The Cat and the Fiddle • I'm a Little Teapot • The Grand Old Duke of York	• Mary Had Little Lamb • Old McDonald • Teddy Bear, Teddy Bear • Here We Go Round the Mulberry Bush • 10 in a Bed
No child left behind - intervention strategies	Early Talk Boost Oracy					

Personal, Social and Emotional Development	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Marvellous Me		Awesome Autumn (Winter and Christmas)		Once Upon a Time		See How it Grows		What a Wonderful World		Splish, Splash,Splosh	
	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.											
Religious Education	Myself - Domestic Church Children will know and understand: - The importance of name - God knows and loves me and each one by name	Welcome - Baptism Children will know and understand: - What it is to welcome and be welcomed - Baptism: a welcome to God's family	Judaism - Hannukah Birthday - Advent Children will know and understand: - Waiting for a birthday - Looking forward to Christmas, the birthday of Jesus	Celebrating - Local Church Children will know and understand: - What a celebration is - How the parish family celebrate	Gathering - Eucharist Children will know and understand: - How and why people gather together - The joy of gathering together to celebrate at Mass	Islam- Special objects Growing - Lent Children will know and understand: - Spring is a time when things begin to grow - Lent - a time to grow in love to be more like Jesus and to look forward to Easter	Good News - Pentecost Children will know and understand: - That everyone has Good News to share - Pentecost: the celebration of the Good News of Jesus	Friends - Reconciliation Children will know and understand: - We can make friends - Jesus had good friends; what Jesus tells us about friendship	Our World - Universal Church Children will know and understand: - What we love and wonder about our world - God gave us this wonderful world			
Topic vocabulary	Myself, name, Christian, first name, family name, precious, parent, God, love, loving	Welcome, welcomed, belong, school, class, Baptism, baptise, water,	Birthday, waiting, wreath, celebrate, Christmas, Advent, Jesus,	Church, priest, celebrate, celebrating, Parish family, family,	Welcome, blessing, listen, pray, Mass, sing, gather, together, alone,	Grow, spring, different, Lent, Good Friday, cross, Easter Sunday	Good news, share, Good News, Pentecost, promise, Holy	Friend, happy, sad, love, make up, kind, gentle, loving, sorry, Jesus, forgive,	World, wonder, wonderful, care, love, share work/play together			

		candle, In the name of..., family, priest, white garment, godparents, font	Mary, Joseph, swaddling clothes, manger, crib, shepherds, wise men	community, celebration, party, memory, Father, altar, Temple, parish	Lectern, "The Lord be with you." "And with your spirit."		Spirit, Easter, alleluia	change, rule, understanding, new start, friendship, forgive, change	
Catholic Social Teaching - ongoing throughout the year	Human dignity- Everyone is special The Common Good- Thinking of everyone Participation- Taking part Subsidiarity -Everyone should have a say Stewardship- Caring for God's gifts Preferential option for the poor- Putting people most in need first Solidarity - Showing we care Distributive Justice- Sharing fairly Promoting Peace- Being peacemakers								
PSED 10:10	• Story Sessions - Handmade with Love • Role Model • Who's Who? • You've got a Friend in Me • Forever Friends • Self-image and Online Identify			• Safe Inside and Out • My Body, My Rules • Feeling Poorly • People Who Help Us • Online Reputation • Courtesy and Manners • Healthy Eating			• God is Love • Loving God, Loving Others • Me, You, Us • Online Bullying • Online Relationships • THINK - Tales of the Road • Being Safe in the Sun		
A Journey in Love							To explore the wonder of being special and unique Social & Emotional - To recognise the joy of being a special person in my family Physical - To recognise that we are all different and unique Spiritual - To celebrate the joy of being a special person in God's family		
British Values ongoing across the year	Individual Liberty - We know that we are all special. We can make our own choices about what activities we would like to do. We can talk about our own ideas and opinions. Tolerance of different faiths and beliefs - We know that different people might have different ideas or opinions or beliefs to us. Rule of Law - We follow the rules in our school. We understand the consequences of our actions. Democracy - We have equal rights. We know that we have rights as children Mutual respect- We understand and respect the roles of people who help us. We treat everyone equally. We listen to and respect other people's opinions and values								

Additional Teaching	➤ NSPCC Speak Out Stay Safe ➤ NSPCC Pants ➤ Black History Month	➤ Bonfire Night/Firework Safety ➤ Remembrance Day ➤ Anti-Bullying Week ➤ Road Safety Week	➤ Child's Mental Health Week ➤ Safer Internet Day	➤ Beep Beep Day	➤ Mental Health Awareness Week	➤ Transition
Ongoing	➤ Continue developing positive attitudes about the differences between people					
Commando Joes	Charlie Communication		Elliot Excellence (Try my best)		Romeo Resilience	
Statements to Live by and Character Trait Education	Justice - I know what to do if I see anyone being hurt Compassion - I understand the importance of peace Resilience - I can learn from my mistakes Self-Belief - We are all special Respect - I try to appreciate the world around me Honesty - I know how to show I am sorry Confidence - I try to love others as I love myself Responsibility - I try to follow our school and classroom rules	Justice - I can show love to other people Compassion - I try to use words that make others happy Resilience - I can keep going when things get tough Self-Belief - I can stand up for myself and others without hurting anyone Respect - I put others before myself (I know what humility means) Honesty - I can say how I feel Confidence - I encourage others to do their best	Responsibility - I try to forgive people when they hurt me Justice - I try to be fair Compassion - I can accept forgiveness from others Resilience - I think before I make choices that will affect my health Self-Belief - I try to accept other people's ideas. Respect - I notice we are the same and we are different. Honesty - I know it is OK to make mistakes	Confidence - I can say one good thing about myself Responsibility - I know the things I am responsible for. Justice - I can stand up for others when they need me Compassion - I try to consider the feelings of others Resilience - I can keep going when things are difficult and not give up Self-Belief - I can work, rest and pray each day	Respect - I listen to others and show I am listening. Honesty - I know that actions have consequences Confidence - I can work independently and as a team. Responsibility - I know I belong to the school community	Justice - I know how to help others when they are in trouble Compassion - I try to put the need of others first. Resilience - I encourage others to strive to achieve their goals. Self-Belief - I can work as part of a team in work and play Respect - I can show respect to other people Honesty - I know it is important to tell the truth Confidence - I know we are happy when we work as a team
No child left behind - intervention strategies	Circle time intervention					

Physical Development –	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Awesome Autumn (Winter and Christmas)	Once Upon a Time	See How it Grows	What a Wonderful World	Splish, Splash, Splosh
Development Matters	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.					
PE – lessons with Sports Apprentice Twinkl	Travelling in different ways – hopping, skipping, jumping etc using gymnastic ribbons etc	Apparatus – climbing/alternate feet etc	Balance bikes and trikes- Bikeability	Dance to music	Team Games	Team Games Sports day
Fine motor provision (to include but not limited to)	Dough Disco Continuous Provision: activities/resources that include; dough and dough tools, threading, screwing, tweezers, weaving, pinching, squeezing	Dough Disco Continuous Provision: activities/resources that include; dough and dough tools, threading, screwing, tweezers, weaving, pinching, squeezing	Dough Disco Continuous Provision: activities/resources that include; dough and dough tools, threading, screwing, tweezers, weaving, pinching, squeezing	Dough Disco Continuous Provision: activities/resources that include; dough and dough tools, threading, screwing, tweezers, weaving, pinching, squeezing	Dough Disco Continuous Provision: activities/resources that include; dough and dough tools, threading, screwing, tweezers, weaving, pinching, squeezing	Dough Disco Continuous Provision: activities/resources that include; dough and dough tools, threading, screwing, tweezers, weaving, pinching, squeezing
Gross motor provision (to include but not limited to) (Plus PE lessons with Sports Apprentice)	Continuous provision: Pedal and balance bikes Obstacle Course Sand and Water Construction equipment Outdoor equipment to include: balls, scarves, bats, cones, tunnels, hoops, den building Cosmic kids/ children's yoga and meditation	Continuous provision: Pedal and balance bikes Obstacle Course Sand and Water Construction equipment Outdoor equipment to include: balls, scarves, bats, cones, tunnels, hoops, den building. Cosmic kids/ children's yoga and meditation	Continuous provision: Pedal and balance bikes Obstacle Course Sand and Water Construction equipment Outdoor equipment to include: balls, scarves, bats, cones, tunnels, hoops, den building. Cosmic kids/ children's yoga and meditation	Continuous provision: Pedal and balance bikes Obstacle Course Sand and Water Construction equipment Outdoor equipment to include: balls, scarves, bats, cones, tunnels, hoops, den building. Cosmic kids/ children's yoga and meditation	Continuous provision: Pedal and balance bikes Obstacle Course Sand and Water Construction equipment Outdoor equipment to include: balls, scarves, bats, cones, tunnels, hoops, den building. Cosmic kids/ children's yoga and meditation	Continuous provision: Pedal and balance bikes Obstacle Course Sand and Water Construction equipment Outdoor equipment to include: balls, scarves, bats, cones, tunnels, hoops, den building. Cosmic kids/ children's yoga and meditation
No child left behind –	Fine motor intervention, handwriting intervention, referral to occupational therapy					

intervention strategies	
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Literacy Educational Programme	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2				
	Marvellous Me		Awesome Autumn (Winter and Christmas)		Once Upon a Time		See How it Grows		What a Wonderful World		Splish, Splash, Splosh				
	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)														
Teaching Sequence	Reading	Understand the five key concepts about print: - print has meaning - we read English text from left to right and top to bottom -the names of the different parts of a book				Understand the five key concepts about print: - print can have different purposes -page sequencing				Engage in extended conversations about stories, learning new vocabulary.					
	Writing	Pre-writing patterns Write some or all of their name.				Write all of their name.				writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for Use some of their print and letter knowledge in their early mummy Write some letters accurately					
Phonics	Letters and Sounds ➤ Aspect 1: General sound discrimination environmental sounds ➤ Aspect 2: General sound discrimination instrumental sounds ➤ Aspect 3: General sound discrimination - body percussion Develop their phonological awareness, so that they can: count or clap syllables in a word					Letters and Sounds ➤ Aspect 4: Rhythm and rhyme ➤ Aspect 5: Alliteration ➤ Aspect 6: Voice sounds ➤ Aspect 7: Oral blending and segmenting Develop their phonological awareness, so that they can: ➤ spot and suggest rhymes ➤ recognise words with the same initial sound, such as money and mother					Read Write Inc ➤ Picture sounds ➤ Letter sounds ➤ Oral blending ➤ Word Time				
Bold = Development Matters															

Literacy Texts	Owl Babies We're Going on a Bear Hunt Whatever Next! You're All Welcome Here Once there were Giants Smeds and Smoos	Stick Man Not a Stick Little Acorn Bonfire Night Remembrance Day The Christmas Story	Little Red Riding Hood The Gingerbread Man Goldilocks & The Three Bears Hansel and Gretel The Enormous Turnip Cinderella Each Peach, Pear, Plum	The Tiny Seed Jack and the Beanstalk Oliver's Vegetables The Very Hungry Caterpillar Butterflies Bean Diary Life Cycles - plant, chick, butterfly	Handa's Surprise Handa's Hen We're Going on a Lion Hunt Who are you in the rainforest? A is for Africa Greedy Zebra	The Rainbow Fish Commotion in the Ocean The Selfish Crocodile Five Minutes Peace Rain Water The Snail and the Whale
Home reading	All children to visit the school library once a week and choose a library book to share at home with their parent/carer. Home learning activity to complete based on their chosen book.	All children to visit the school library once a week and choose a library book to share at home with their parent/carer. Home learning activity to complete based on their chosen book.	All children to visit the school library once a week and choose a library book to share at home with their parent/carer. Home learning activity to complete based on their chosen book.	All children to visit the school library once a week and choose a library book to share at home with their parent/carer. Home learning activity to complete based on their chosen book.	All children to visit the school library once a week and choose a library book to share at home with their parent/carer. Home learning activity to complete based on their chosen book.	As previous plus at this time in the year - reading scheme book as appropriate
No child left behind - intervention strategies	Phonics intervention. Pencil/fine motor control intervention					

Mathematics – Development Matters	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Awesome Autumn (Winter and Christmas)	Once Upon a Time	See How it Grows	What a Wonderful World	Splish, Splash, Splosh
	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Teaching Sequence	- Numicon 1-5 - Say one number for each item in order: 1,2,3,4,5. - Recite numbers past 5. - Compare quantities using language: 'more than', 'fewer than' - Talk about and explore 2D shapes - Make comparisons between objects relating to size, length, - Begin to describe a sequence of events, real or fictional, using	- Develop fast recognition of up to 3 objects, without having to count them individually - Show 'finger numbers' up to 3. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Make comparisons between objects relating to length - Talk about and identifies the	- Recite numbers past 5 to 10 - Solve real world mathematical problems with numbers up to 5. - Talk about and explore 3D shapes - Make comparisons between objects relating to weight - Understand position through words alone	- Experiment with their own symbols and marks as well as numerals. - Say one number for each item in order: 1,2,3,4,5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc	- Develop fast recognition of up to 5 objects, without having to count them individually - Understand position through words alone - Make comparisons between objects relating to capacity - Combine shapes to make new ones - Extend and create ABAB patterns – stick, leaf, stick, leaf	- Numberblocks – numbers 1-5 - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10 - Recite numbers past 5 – 10+ - Show 'finger numbers' up to 5. - Solve real world mathematical problems with numbers past 5. - Combine shapes to make new ones - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc

	words such as 'first', 'then...'	patterns around them. • Talk about and identifies the patterns around them using informal language like 'pointy', 'spotty', 'blobs' etc. • Link numerals and amounts: for example, showing the right number - with pictures				• Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Notice and correct an error in a repeating pattern.
No child left behind - intervention strategies	Numicon/counting/number recognition/shape recognition intervention					

Understanding the World – Development Matters	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Awesome Autumn (Winter and Christmas)	Once Upon a Time	See How it Grows	What a Wonderful World	Splish, Splash, Splosh
	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.					
Computing	Explore how things work - Constructabot		Explore how things work - Cubetto		Explore how things work- Tablet	
Science	• Make healthy choices about food • Make healthy choices about toothbrushing • Autumn walk - changes	• Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using a wide vocabulary (all topics) • Winter walk - changes	• Talk about the differences between materials and changes they notice.	• Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Spring walk - changes	• . Begin to understand the need to respect and care for the natural environment and all living things.	• Explore collections of materials with similar and/or different properties. • Explore and talk about different forces they can feel. • Summer walk - changes

History	<u>See progression of skills for teaching sequence</u>			
	Chronology	Investigating the Past	Communicating History	Thinking Like a Historian
	Use words like yesterday, last week, old and new.	- Begin making sense of their own life-story and family's history. - Talk about the lives of the people around them and their roles in society.	- Talk about the lives of the people around them and their roles in society. - Show interest in different occupations - Talk, draw and write to show ideas/communicate understanding. - Begin to sequence pictures to show time order	Recognise that the past is different from today.
	Developing understanding of Chronology Use words like yesterday, last week, old and new - ongoing			
Geography	<u>See progression of skills for teaching sequence</u>			
	Location and Place Knowledge	Physical Features and Processes	Human Interaction with The Environment	Geographical Techniques
	- Know that there are different countries in the world and talk about the differences they have experienced, seen in photos - Begins to ask questions about different environments. - Observe and compare features in the environment by pointing/ looking closely - Naming simple features eg. trees, wall, grass, road.	- Understand that the weather changes with the seasons (linked to walks in school/local area). - Make observations of plants and weather in their environment and talk about changes. - Design and build small world areas.	- Begin to make marks to represent buildings, roads and trees. - Show an awareness of the different shapes of buildings when drawing. - Design and build small world areas.	- Use a camera or iPad to take still images of the local environment - Use positional language through stories e.g. Rosie's Walk - Describe their relative position e.g. next to, behind. - Can follow positional instructions. Using stories as a basis, draw simple maps to show journey taken eg. Red Riding Hood. - Use road mats for small world play. - Show an interest in maps eg. treasure maps, road maps - Use a simple map with a programmable toy. - Design and build small world areas.

Expressive Arts and Design Educational Programme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	Marvellous Me	Awesome Autumn (Winter and Christmas)	Once Upon a Time	See How it Grows	What a Wonderful World	Splish, Splash, Splosh		
	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.							
DT	<u>See progression of skills for teaching sequence</u>							
	Cooking and Nutrition		Mechanisms	Textiles	Structures			
Threshold Concepts	Design - Designing a recipe as a class. Make - Chopping plasticine and Play-Doh safely. - Chopping fruit and vegetables with support. Evaluate - Tasting different food and giving opinions. - Describing some of the following when tasting food: look, feel, smell and taste Technical Knowledge - Tasting different food and giving opinions. - Describing some of the following when tasting food: look, feel, smell and taste		Design - Design a character prop for a play/story with a simple moving part. Make - Make use of props and materials when role playing characters in narratives and stories. Evaluate - Reflecting on a finished model or product and assessing if it works and moves. Technical Knowledge - To know how to make objects move through wheels and simple sliders		Design - Designing a specific product linked to the termly topic. - Choosing from available materials. Make - Developing fine motor/cutting skills with scissors. - Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. - Exploring different materials, such as card, fabric, wool. Technical Knowledge - To know that a design is a way of planning our idea before we start.		Design - Making verbal plans and material choices - Developing a junk model. - Designing through construction materials, such as Lego, Duplo and various building blocks Make - Improving fine motor/scissor skills with a variety of materials. - Joining materials in a variety of ways (temporary and permanent). - Joining different materials together. Evaluate - Giving a verbal evaluation of their own and others' junk models with adult support. - Describing their favourite and least favourite part of their model. Technical Knowledge	

					- To know there are a range to different materials that can be used to make a model and that they are all slightly different. - Making simple suggestions to fix their junk model.
Development Matters Ongoing	- 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.				
ART	Autumn		Spring		Summer
Bold = Development Matters	- Create closed shapes with continuous lines, and begin to use these shapes to represent objects -Self-portrait - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Explore colour and colour-mixing.		- Create closed shapes with continuous lines, and begin to use these shapes to represent objects -Duckling portrait - Use drawing to represent ideas like movement - Ducklings swimming - Show different emotions in their drawings and paintings - self- portrait painted - how are you feeling today?		- Create closed shapes with continuous lines, and begin to use these shapes to represent objects -Self-portrait - paint - Show different emotions in their paintings, like happiness, sadness, fear etc - Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Threshold Concepts Ongoing over the year	Developing - Use a comfortable grip with good control when holding pens and pencils. - Use drawing to represent ideas like movement or loud noises.		Experimenting - Explore colour and colour-mixing. - Explore different textures. - Join different materials	Recording - Explore different materials freely, 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.	Presenting Share their work with others.
Music	- Listen with increased attention to sounds - Remember and sing entire songs. - Learn to sing nursery rhymes and action songs as outlined above	- Sing the pitch of a tone sung by another person ('pitch match'). - Respond to what they have heard, expressing their thoughts and feelings.	Sing 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. - Respond to what they have heard, expressing their thoughts and feelings.	- Play instruments with increasing control to express their feelings and ideas. - Play instruments with increasing control to express their feelings and ideas. - Respond to what they have heard, expressing their

	(ongoing over the year) • Play instruments with increasing control	• Nativity performance				thoughts and feelings.
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