



St Gregory's Catholic Academy Nursery Long Term Plan

Communication & Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language Learning	Everyone Different, Ever Loved	Starry Night	Superheroes	The Vegetable Patch	All Creatures Great and Small	Adventures at Sea
Links to Developmental Matters	<p>The development of children's spoken language is fundamental and supports all seven areas of learning and development. From an early age, back-and-forth interactions play a vital role in building the foundations for both language and cognitive development. The frequency and quality of conversations children experience with adults and their peers in a language-rich environment are key.</p> <p>Practitioners can support this by tuning into children's interests, commenting on their play, and extending their language by modelling new vocabulary and building on what they say. Regularly sharing stories, non-fiction texts, rhymes and poems, while actively engaging children in these experiences, helps to develop a love of language.</p>					
Intervention Program	<p>Early Talk Boost</p> <p>Oracy</p>					
St Gregory's Text Travels	<p>Owl Babies</p> <p>Brown Bear, Brown Bear Do You See?</p> <p>All Kinds of People</p> <p>We're Going on a Bear Hunt</p> <p>The Colour Monster</p>	<p>All are welcome</p> <p>Binny's Diwali</p> <p>The Gruffalo</p> <p>Stickman</p>	<p>Little Red Riding Hood</p> <p>The Gingerbread Man</p> <p>The Three little pigs</p> <p>I am Whole</p> <p>The Colour Monster</p> <p>Owl Babies</p>	<p>Oliver's Vegetables</p> <p>Jack and the Beanstalk</p> <p>Stick Man</p> <p>The Gruffalo</p>	<p>The Three Little Pigs</p> <p>The Gingerbread Man</p> <p>Handa's Surprise</p> <p>The Gruffalo</p> <p>All are welcome</p>	<p>The Tiny Seed</p> <p>The Rainbow Fish</p> <p>Jack and the Beanstalk</p> <p>I Am Whole</p> <p>Commotion in the Ocean</p>

			<p>We're Going on a Bear Hunt</p> <p>Brown Bear, Brown Bear</p> <p>What do you See?</p>			<p>The Bad Tempered Ladybird</p> <p>Mad About Minibeasts</p>
<p>St Gregory's Text</p> <p>Travels Nursery Rhymes</p>	<p>Miss Polly Had a Dolly</p> <p>Humpty Dumpty</p> <p>5 currant buns</p> <p>Twinkle Twinkle Little Star</p> <p>Row, row, row your boat</p> <p>1,2,3,4,5 Once I Caught a Fish Alive</p>	<p>Humpty Dumpty</p> <p>Incy Wincy Spider</p> <p>Jack and Jill</p> <p>I'm a Little Teapot</p> <p>Head, shoulders, knees and Toes</p>	<p>Old McDonald</p> <p>10 in a Bed</p> <p>Teddy Bear Teddy Bear</p> <p>Miss Polly had a dolly</p> <p>5 currant buns</p>	<p>Miss Polly Had a Dolly</p> <p>Humpty Dumpty</p> <p>5 current buns</p> <p>Twinkle Twinkle Little Star</p> <p>Row, Row, Row your boat</p> <p>1,2,3,4,5 Once I Caught a Fish Alive</p>	<p>Humpty Dumpty</p> <p>Incy Wincy Spider</p> <p>Jack and Jill</p> <p>I'm a Little Teapot</p> <p>Head, shoulders, knees and Toes</p>	<p>Old McDonald</p> <p>Row, Row, Row your boat</p> <p>10 in a Bed</p> <p>Teddy Bear Teddy Bear</p> <p>Miss Polly had a dolly</p> <p>5 Currant buns</p>
Vocabulary	<p>Family, friends, home, school, , shops, church, park, playground, environment, inside, outside, farm, farm animals, pets, live</p>	<p>Seasons, autumn, winter, weather, rain, snow, cold, ice, icicles, freeze, change, leaves, fall, hibernate, light, dark, fireworks, bonfire, Guy Fawkes, Christmas, celebrate</p>	<p>People who help us, doctors, nurses, police, people, dentist, caretaker Story, Fairy tale, Traditional Tale, character, good, bad, happy, sad, beginning, middle, end, order, Once upon a time, happily ever after, the end</p>	<p>Seed, plant, grow, sun, water, soil, watch, change, living, dead, cycle, egg, caterpillar, cocoon, butterfly, chick, hen, fruit, vegetables, minibeast</p>	<p>Animals, habitats, weather, Countries, continents, world, travel, England, Ireland, Scotland, Africa, Poland, Ukraine, train, aeroplane, boat, ferry, car, walk, globe, earth, map, people</p>	<p>Water, rain, sea, ocean, river, lake, pond, sea creatures, float, sink, freeze, ice, snow, melt, drink, water cycle</p>

Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Everyone Different, Every Loved	Starry Night	Superheroes	The Vegetable Patch	All Creatures Great and Small	Adventures at Sea
Links to Developmental Matters	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)					
Intervention Programmes	Early Talk Boost Oracy					
Literacy Texts	Owl Babies We're Going on a Bear Hunt The Colour Monster Peace at Last	A Hedgehog called Snuffle Binny's Diwali The Gruffalo Stickman	The Three Little Pigs Each Peach Pear Plum Supertato Little Red Riding Hood The Gingerbread Man	Oliver's Vegetables Jack and the Beanstalk All Kinds of People Fred the Frog Farmer Duck	A is for Africa Greedy Zebra Handa's Hen Handa's Surprise Who Are You in the Rainforest? We're Going on a Lion Hunt	The Snail and The Whale The Rainbow Fish Commotion in the Ocean
Literacy Teaching	<p>Reading- Children will begin to develop an understanding of how print works by learning that:</p> <ul style="list-style-type: none"> print carries meaning and can be read English text is read from left to right and from top to bottom books have different parts, such as the front cover, pages and title 		<p>Reading- Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print can have different purposes page sequencing <p>Writing-</p> <ul style="list-style-type: none"> Write all of their name 		<p>Reading- Engage in extended conversations about stories, learning new vocabulary.</p> <p>Writing</p> <ul style="list-style-type: none"> children may begin to write a simple pretend shopping list, starting at the top of the page, or use their developing knowledge of letters to represent words (e.g. writing 'm' for <i>mummy</i>). They will begin to apply their emerging 	

	<p>Writing-</p> <ul style="list-style-type: none"> • Pre-writing patterns • Writing some sounds • Write some or all of their name. 		<p>understanding of print and letter formation, writing some letters accurately.</p>
Phonics	<p>Listening and Attention (Early Sound Awareness):</p> <p>Tuning into and identifying environmental sounds (e.g. everyday sounds in the setting and outdoors)</p> <p>Exploring and distinguishing instrumental sounds using a variety of percussion instruments</p> <p>Using body percussion (clapping, stamping, tapping) to explore rhythm and sound patterns</p> <p>Speaking and Phonological Awareness: Children will begin to develop phonological awareness by:</p> <ul style="list-style-type: none"> • Listening carefully to sounds and identifying differences • Clapping and counting syllables in words • Joining in with rhymes, songs and repeated patterns 	<p>Listening and Speaking (Developing Sound Awareness):</p> <ul style="list-style-type: none"> • Joining in with and recognising rhythm and rhyme through songs, stories and repeated patterns • Beginning to hear and identify alliteration (words that start with the same sound) • Exploring and experimenting with voice sounds (e.g. animal noises, environmental sounds, playful vocal sounds) <p>Early Phonological Skills: Children will begin to:</p> <ul style="list-style-type: none"> • Hear and identify rhymes and begin to suggest their own • Recognise words that start with the same initial sound (e.g. <i>mummy, mouse, milk</i>) • Begin oral blending and segmenting through adult modelling (e.g. <i>c-a-t</i> → <i>cat</i>) 	<p>Picture Sounds and Early Letter Recognition:</p> <ul style="list-style-type: none"> • Introduced to picture sounds linked to initial sounds (e.g. <i>a – apple, m – mouse</i>) • Begin to recognise some letter shapes and link these to familiar sounds <p>Letter Sounds (Oral Focus):</p> <ul style="list-style-type: none"> • Hear and begin to say simple letter sounds using clear pronunciation (pure sounds) • Adults model and reinforce sounds during play and routines <p>Oral Blending:</p> <ul style="list-style-type: none"> • Practise oral blending through games and modelling (e.g. <i>c-a-t</i> → <i>cat</i>) • Begin to understand how sounds combine to make words <p>Early Word Time Skills:</p> <ul style="list-style-type: none"> • Engage in early Word Time-style activities, orally blending simple words • Build confidence in listening to and repeating sound sequences

			<p>Key Outcomes:</p> <p>By the end of Nursery, children will:</p> <ul style="list-style-type: none"> • Recognise some picture and letter sounds • Begin to blend sounds orally to make simple words • Show confidence in joining in with phonics activities • Be ready to access Read Write Inc sessions in Reception
<p>Reading at Home</p>	<p>All children will visit the school library once a week to choose a book to share at home with their parent or carer. Children will also be given a simple home learning activity linked to their chosen book to support discussion, understanding and enjoyment of reading.</p> <p>In addition, children will visit the Mobile Library once a month, where they will have the opportunity to listen to a story and choose a book to borrow and share at home.</p> <p>To further promote a love of reading, children will have the opportunity to take home Squirtle the Reading Turtle, who will join them on a special reading adventure. Children are encouraged to share stories with Squirtle, talk about what they have read and record their experience, helping to build confidence and positive reading habits.</p>		
<p>Key Foundational Literacy Skills</p>	<p>Communication & Language (priority)</p> <ul style="list-style-type: none"> • Children engaged in back-and-forth conversations • Adults modelling and extending language • Children learning new vocabulary through play and stories <p>Phonological Awareness (pre-phonics)</p> <ul style="list-style-type: none"> • Listening to environmental and instrumental sounds • Joining in with rhymes, songs and repeated phrases • Hearing rhyme and alliteration 		

- Beginning oral blending (e.g. *c-a-t* → *cat* with support)

Early Reading Behaviours

- Enjoying stories and choosing books independently
- Joining in with familiar refrains (“*Run, run as fast as you can...*”)
- Understanding how books work (turning pages, front cover, etc.)
- Talking about pictures and events

Early Mark-Making

- Making marks with meaning (drawings, scribbles)
- Giving meaning to marks (“*this says mummy*”)
- Beginning to notice print in the environment

Interventions

Pencil/fine motor control intervention, Early Talk Boost, Oracy

Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Everyone Different, Everyone Loved	Starry Night	Superheroes	The Vegetable Patch	All Creatures Great and Small	Adventures at Sea
Links to Development Matters	<p>Developing a secure understanding of number is fundamental to children’s mathematical learning. In line with <i>Development Matters</i>, children are supported to recite numbers, count with increasing confidence and develop an understanding of numbers to 5 and beyond, including recognising patterns and relationships. Through practical experiences using manipulatives such as pebbles and tens frames, children build strong mathematical understanding and vocabulary (<i>e.g. subitising and reciting numbers past 5</i>).</p> <p>Children are also given opportunities to explore shape, space and measure, developing their spatial reasoning. They are encouraged to notice patterns, make connections and talk about their thinking (<i>Development Matters: exploring patterns and describing sequences</i>). A positive attitude towards maths is promoted, supporting children to ‘have a go’, be resilient and learn from mistakes, in line with the Characteristics of Effective Learning.</p>					
Teaching	<p>Ten Town- Recognise numerals 1-5</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>Recite numbers past 5</p> <p>Numicon 1–5</p> <p>Begin to describe a sequence of events (real or fictional) using time vocabulary</p> <p>Talk about and explore 2D shapes</p> <p>Make comparisons between objects relating to size and length</p> <p>Compare quantities using language: “more than”,</p>	<p>Ten Town (Recap recognising numerals (1-5) Recognise numerals 6-10 Show ‘finger numbers’ up to 3</p> <p>Develop fast recognition of up to 3 objects without having to count them individually</p> <p>Know that the last number reached when counting a small set tells you how many there are in total (cardinal principle)</p> <p>Make comparisons between objects relating to length</p> <p>Talk about and identify shapes</p>	<p>Ten Town- Recognise and order numerals 1-5</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Link numerals and amounts, showing the correct number of objects to match the numeral up to 5</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5</p>	<p>Ten Town (Recap recognising and order numerals (1-5) Recognise and order numerals 6-10</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Select shapes appropriately:</p>	<p>Ten Town (Recap recognising and order numerals (1-5) Make sets of 5 accurately Recognise numerals 6-10</p> <p>Develop fast recognition of up to 5 objects, without having to count them individually</p> <p>Understand position through words alone</p> <p>Make comparisons between objects relating to capacity</p> <p>Combine shapes to make new ones</p>	<p>Ten Town (Recap recognising and order numerals (1-5) Recognise and begin to order numerals 6-10</p> <p>Numberblocks - numbers 1-5</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10</p> <p>Recite numbers past 5 – 10+</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Solve real world Mathematical problem With numbers past 5.</p>

	“fewer than”			flat surfaces for building, a triangular prism for a roof, etc	Extend and create ABAB patterns – stick	Combine shapes to make new ones Select shapes appropriately: flat surfaces building, a triangular prism for a roof, etc
Key Foundational Maths Skills	<p>Number & Counting</p> <ul style="list-style-type: none"> • Children counting objects through play (e.g. “1, 2, 3 cups”) • Beginning one-to-one correspondence • Subitising small amounts (1–3) using fingers, dice, dot patterns <p>Understanding & Talk</p> <ul style="list-style-type: none"> • Using language: more, fewer, same, big, small • Adults modelling maths through play: <i>“You’ve got more blocks than me”</i> • Children noticing and commenting <p>Provision</p> <ul style="list-style-type: none"> • Counting in sand, water, construction • Matching and sorting objects • Simple pattern making (AB patterns) • Real-life maths (snack time, tidying, lining up) <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> • Exploring shapes in building • Comparing size, weight, capacity through play • Using positional language (in, on, under) 					
Intervention Strategies	Numicon/counting/number recognition/shape recognition intervention					

Personal Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
PSED Learning	Everyone Different, Everyone Loved	Starry Night	Superheroes	The Vegetable Patch	All Creatures Great and Small	Adventures at Sea			
Links to Development Matters	<p>Children’s personal, social and emotional development (PSED) is vital for their wellbeing and underpins all learning. Through secure relationships and positive interactions with adults, children learn to understand and manage their feelings, develop confidence and build a positive sense of self.</p> <p>With support, they begin to set simple goals, show resilience and develop independence in managing their personal needs. Through play and interaction with others, children learn to form friendships, cooperate and resolve conflicts. These foundations help children feel secure, confident and ready to learn.</p>								
Catholic Social Teaching (Ongoing teaching throughout the year)	<p>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</p>								
Religious Education	<p>Myself – Domestic Church Children will know and understand:</p> <ul style="list-style-type: none"> • The importance of name • God knows and loves me and each one by 	<p>Welcome – Baptism Children will know and understand:</p> <ul style="list-style-type: none"> • What it is to welcome and be welcomed • Baptism: a welcome to God’s family 	<p>Judaism – Hanukkah Birthday – Advent Children will know and understand:</p> <ul style="list-style-type: none"> • Waiting for a birthday • Looking forward to Christmas, the 	<p>Celebrating – Local Church Children will know and understand:</p> <ul style="list-style-type: none"> • What a celebration is • How the parish family celebrate 	<p>Gathering – Eucharist Children will know and understand:</p> <ul style="list-style-type: none"> • How and why people gather together • The joy of gathering together to celebrate 	<p>Islam- Special objects Growing – Lent Children will know and understand:</p> <ul style="list-style-type: none"> • Spring is a time when things begin to grow • Lent – a time to 	<p>Good News – Pentecost Children will know and understand:</p> <ul style="list-style-type: none"> • That everyone has Good News to share • Pentecost: the celebration 	<p>Friends – Reconciliation Children will know and understand:</p> <ul style="list-style-type: none"> • We can make friends • Jesus had good friends; what Jesus tells us 	<p>Our World - Universal Church Children will know and understand:</p> <ul style="list-style-type: none"> • What we love and wonder about our world • God gave us this

	name		birthday of Jesus		at Mass	grow in love to be more like Jesus and to look forward to Easter	of the Good News of Jesus	about friendship	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 Mary, Joseph	Church, priest, celebrating, Parish family, family, Community, celebration	Welcome, blessing, listen, pray, Mass, sing, gather, together, alone, Lectern	Grow, spring, different, Lent, Good Friday, cross, Easter Sunday	Good news, share, Good News, Pentecost, promise, Holy Spirit, Easter	Friend, happy, sad, love, make up, kind, gentle, loving, sorry, Jesus, forgive, Change, rules	World, wonder, wonderful, care, love, share work/play together
Ten:Ten-Live Life To the Full (RSE Programme)	Created and Loved by God Story Sessions <ul style="list-style-type: none"> • Role Model • Who's Who? • You've got a Friend in Me • Forever Friends • Self-image and Online Identify 			Created to Love Others Story Sessions <ul style="list-style-type: none"> • My Body, My Rules • Feeling Poorly • People Who Help Us • Online Reputation • Courtesy and Manners • Healthy Eating 			Created to love in community Story Sessions <ul style="list-style-type: none"> • God is love • Loving God, Loving Others • Me, You, Us • Online Bullying • Online Relationships • THINK – Tales of the Road • Being Safe in the Sun 		
Commando Joes character-based programme that uses storytelling and practical challenges to develop children's resilience, confidence and teamwork.	Charlie Communication This topic focuses on developing children's speaking and listening skills. Children are encouraged to express their ideas, listen to others, take turns and use language to solve problems.			Elliot Excellence (Try my best) Elliot Excellence (Try My Best) supports children to develop a positive attitude to learning. They are encouraged to have a go, keep trying, take pride in their efforts and celebrate achievements.			Romeo Resilience Romeo Resilience helps children to build perseverance and emotional strength. Children learn to manage challenges, bounce back from difficulties and stay motivated when things feel tricky.		
Intervention Strategies	Circle Time interventions Social Stories								

Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Everyone Different, Everyone Loved	Starry Night	Superheroes	The Vegetable Patch	All Creatures Great and Small	Adventures at Sea
Links to Development Matters	Physical development is essential for children’s health and learning. In line with <i>Development Matters</i> , children develop gross and fine motor skills through active, play-based experiences. Gross motor skills are developed through activities such as climbing, balancing and running, building strength, coordination and spatial awareness. Fine motor skills are strengthened through small world play, construction, mark-making and using tools, supporting hand-eye coordination and early writing (<i>Development Matters: developing movement skills and using one-handed tools</i>). With regular practice and adult support, children build confidence, control and independence in their physical development.					
Fine Motor Provision	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	Tummy Time, Flappy Time, Bean Bag Rock 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	Tummy Time, Flappy Time, Bean Bag Rock 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	Tummy Time, Flappy Time, Bean Bag Rock 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	Tummy Time, Flappy Time, Bean Bag Rock 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	Tummy Time, Flappy Time, Bean Bag Rock 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	Tummy Time, Flappy Time, Bean Bag Rock 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	yoga and meditation	yoga and meditation	yoga and meditation	yoga and meditation	yoga and meditation
PE Lesson skills	Balancing Skills	Let's Dance	Ball Skills	Shape and Space	Circle Games	Olympics
Intervention Strategies	Fine motor intervention, handwriting intervention, referral to occupational therapy					

Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Everyone Different, Everyone Loved	Starry Night	Superheroes	The Vegetable Patch	All Creatures Great and Small	Adventures at Sea

Links to Development Matters

Understanding the world involves helping children explore and make sense of their environment and community. Through a range of real-life experiences, such as visits and meeting key people, children build knowledge of the world around them, as highlighted in *Development Matters*.

Listening to a variety of stories, non-fiction, rhymes and poems supports children to understand a diverse world while developing vocabulary. A rich vocabulary underpins communication and later reading comprehension.

Geography	<p>Location and Place Knowledge Know that there are different countries in the world and talk about the differences they have experienced in school/local area seen in photos</p> <p>Begins to ask questions about different environments.</p> <p>Observe and compare features in the environment by pointing/ looking closely</p> <p>Naming simple features eg. trees, wall, grass, road.</p>	<p>Physical Features and Processes Understand that the weather changes with the seasons (linked to walks in school/local area).</p> <p>Make observations of plants and weather in their environment and talk about changes.</p> <p>Design and build small world areas.</p>	<p>Human Interaction with The Environment Begin to make marks to represent buildings, roads and trees.</p> <p>Show an awareness of the different shapes of buildings when drawing.</p> <p>Design and build small world areas.</p>	<p>Geographical Techniques</p> <p>Use a camera or iPad to take still images of the local environment</p> <p>Use positional language through stories e.g. Rosie's Walk</p> <p>Describe their relative position e.g. next to, behind.</p> <p>Can follow positional instructions. Using stories as a basis, draw simple maps to show journey taken eg. Red Riding Hood.</p> <p>Use road mats for small world play.</p> <p>Show an interest in maps eg. treasure maps, road maps</p>
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					Use a simple map with a programmable toy. Design and build small world areas.	
History	<p>Chronology Use words like yesterday, last week, old and new.</p> <p>Developing understanding of Chronology Use words like yesterday, last week, old and new – ongoing Geography See progression</p>	<p>Investigating the past Begin making sense of their own life-story and family’s history.</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>Communicating history Talk about the lives of the people around and their roles in society.</p> <p>Show interest in different occupations</p> <p>Talk, draw and write to show ideas/communicate understanding.</p> <p>Begin to sequence pictures to show time order</p>	<p>Think like a historian Recognise that the past is different from today.</p>		
Science	<p>Make healthy choices about toothbrushing Make healthy choices about food</p> <p>Autumn walk – observe and investigate changes in the environment</p>	<p>Talk about what they see, using a wide vocabulary (all topics) Use all their senses in hands-on exploration of natural materials.</p>	<p>Winter walk – explore changes weather and environment</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Spring Hunt- observing changes in the environment Plant seeds and care for growing plants.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Explore collections of materials with similar and/or different properties. Summer walk – changes</p>

Expressive Art and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Art and Design	Everyone Different, Everyone Loved	Starry Night	Superheroes	The Vegetable Patch	All Creatures Great and Small	Adventures at Sea
Links to Development Matters	The development of children’s artistic and cultural awareness nurtures their imagination and creativity. It is important that children are given regular opportunities to engage in the arts, allowing them to explore and experiment with a wide range of media and materials. The quality and variety of what children see, hear and take part in play a key role in developing their understanding, self-expression, vocabulary and ability to communicate through the arts. Repeated, rich and meaningful experiences support children’s progress in interpreting, responding to and appreciating what they observe and experience.					

<p>Music</p>	<p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p> <p>Learn to sing nursery rhymes and action songs as outlined above.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Sing the melodic shape (moving melody, such as up down, down and up) of familiar songs.</p>	<p>Respond to what they have expressing their thoughts and feelings.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
<p>Art</p>	<p>Developing</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Experimenting</p> <p>Explore colour and colour-mixing.</p> <p>Explore different textures.</p> <p>Join different materials</p>	<p>Recording</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Presenting</p> <p>Share their work with others.</p>		
	<p>Autumn</p> <p>Explore colour and colour-mixing.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects -Self-portraits.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Spring</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects -(Chicks from the living eggs incubator)</p> <p>Use drawing and printing to represent ideas like movement Blossom blowing around in the wind.</p> <p>Show different emotions in their drawings and paintings - portrait painted – how are you feeling today?</p>	<p>Summer</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects -Self-portrait – paint</p> <p>Show different emotions in their paintings, like happiness, sadness, fear etc</p> <p>Draw with increasing complexity and detail, such as representing a face and a body with a circle and lines for include details.</p>			
<p>D&T</p>	<p>Mechanisms</p> <p><u>Design</u> Design a character prop for a play/story with a simple moving part.</p> <p><u>Make</u> Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Textiles</p> <p><u>Design</u> Designing a specific product linked to the topic. Choosing from available materials.</p> <p><u>Make</u> Developing fine motor/cutting skills with scissors. Exploring fine motor/threading and</p>	<p>Cooking and Nutrition</p> <p><u>Design</u> Designing a recipe as a class.</p> <p><u>Make</u> Chopping plasticine and Play-Doh safely. Chopping fruit and vegetables with support.</p> <p><u>Evaluate</u></p>	<p>Structures</p> <p><u>Design</u> Making verbal plans and material choices Developing a junk model. Designing through construction materials, Lego, Duplo and various building blocks</p> <p><u>Make</u> Improving fine motor/scissor skills with a variety of materials.</p>		

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.

weaving (under, over technique) with a variety of materials.

Exploring different materials, such as card, fabric, wool.

Evaluate
Reflecting on a finished product and assessing if the material is the right choice based on it's properties.

Technical Knowledge
To know that a design is a way of planning our idea before we start.

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.

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
Knowing that structures need to stay standing and not fall over
Understanding that a wide base helps make stable
Knowing some materials are stronger or better for building than others
Learning simple ways to join materials (e.g. glue, tape, stacking)
Beginning to notice when something is wobbly or strong

Knowing how to safely use simple tools like scissors and glue