



*'The goal of early childhood education should be to
activate the child's own natural desire to learn'
Maria Montessori.*

St Mary's Catholic Primary School

EYFS: Nursery 2-year provision.

Curriculum overview 2026-27

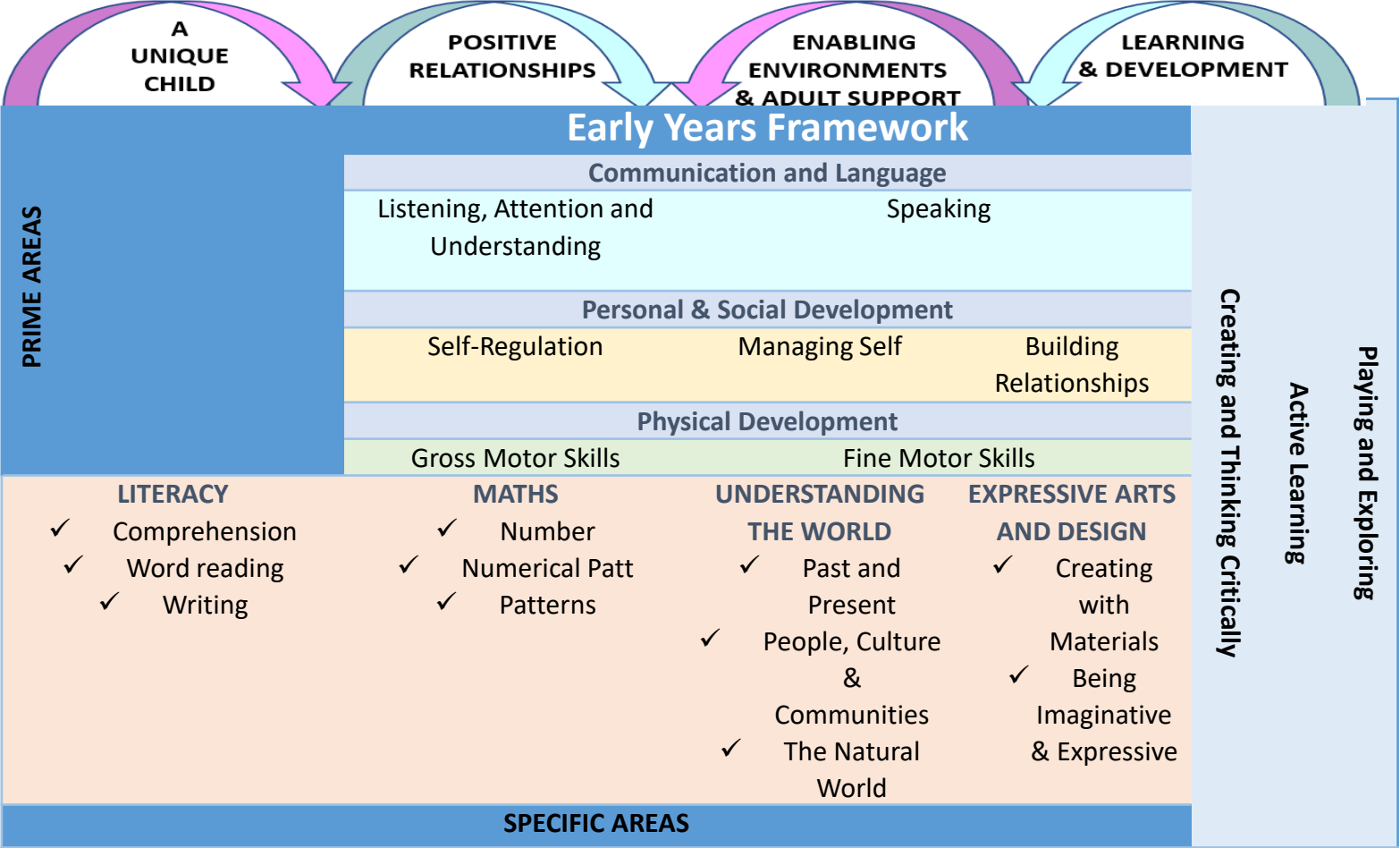


Bishop Chadwick
Catholic Education Trust

Together we FLOURISH



We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At St Mary’s, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.”



“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the ‘EYFS Framework 2026’ & children’s interests.” St. Mary’s EYFS Team.

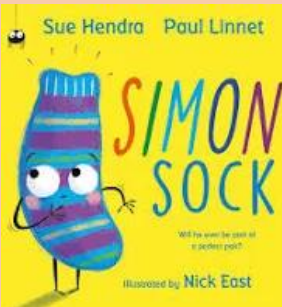
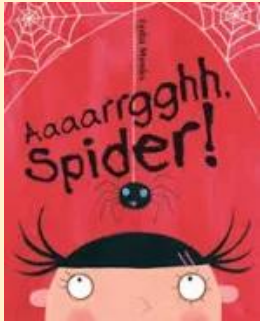
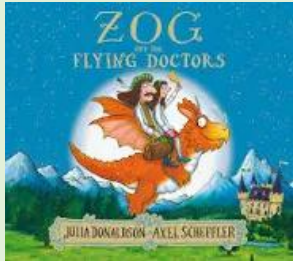
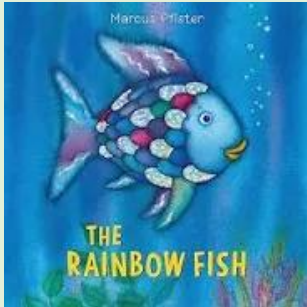


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	My senses	Changing seasons	Dinosaurs / The farm	The natural world	People who help us	Underwater world
  Over Arching Principles	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active learning: - children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Overarching principle • Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured. • Children learn to be strong and independent through positive relationships. • Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. • Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND). <i>PLAY: At St Mary’s School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves er children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods.</i> <u>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</u>					



General Themes	<u>At St. Mary's we are:</u> <u>READY</u> We are <i>READY</i> to learn - - We arrive at school on time. - We have the correct uniform and PE kit. - We have our equipment ready. - We show that we are listening and we are ready to try our very best.	<u>RESPECTFUL</u> We are <i>RESPECTFUL</i> - - We listen when others speak- one voice. - We respect the property of our friends and the school. - We respect that other people have different ideas, beliefs and backgrounds to our own. - We respect our teachers, friends and community. - We respect the law and the rules of school and society.	<u>SAFE</u> We are <i>SAFE</i> - - We move around school in a safe manner. - We have kind hands - We follow instructions to keep ourselves safe. - We use equipment safely. - We stay safe online and make safe choices in our community.
Core Principles at St. Mary's	Our mission: FLOURISH Everything we do at St Mary's is rooted in our mission to help every child flourish through faith, love and learning. We encourage our children to develop academically, spiritually and personally by living out our values every day. Flourish means: Faith: We grow in our relationship with God through prayer, worship and service. Love: We treat everyone with kindness, compassion and respect. Opportunities: We embrace every opportunity to learn, discover and achieve. Unity: We work together as one school family where everyone belongs. Resilience: We persevere through challenges and never give up. Inspire: We encourage one another to be our best. Stewardship: We care for God's world, our school and one another. Hope: We look to the future with confidence, courage and faith.		



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Development and RSE.	Character formation Positive self-identity, confidence and esteem. Perseverance. Friendships. Beginning to name emotions.	Feelings and emotions Recognizing and naming emotions. Identifying 'big' emotions / changing feelings. Begin to demonstrate self-regulation. Show compassion.	Diversity and difference Recognize kind behavior. Celebrate diversity. Develop sense of identity / self-esteem. Self-confidence. Empowerment. Begin to control own feelings.	Kindness and equality Kind hands. Personal boundaries. Equality / inclusion. Empathy. Understanding our brain / responsibility. Forgiveness and gratitude.	Taking responsibility Differences in home life around the world. Starting to develop self-regulation strategies. Feelings are ok. Responsibility for our Earth and creatures. Working collaboratively.	Self-worth Differences Positive actions. Self -value / identity. Diversity. Gender equality. We all deserve love. All families are different. Taking care of the Earth / respect. Managing emotions.
Key texts	Simon sock 	Stick man 	The odd egg 	Argghh! Spider! 	Zog and the flying doctor 	Rainbow fish 



Values, Assessment and Parental Involvement

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	My senses	Changing seasons	Dinosaurs / The farm	The natural world	People who help us	Underwater world
<u>British values</u> <u>Group time</u> These will mirror the principles and values of our school & The Avanti Way.	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating the diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Enrichment opportunities	Family photographs Sensory play	Guy Fawkes / Bonfire Night Diwali celebrations Remembrance day Children in Need Christmas party/ lunch Christmas jumper day	Chinese New Year Valentine's Day Emma's exotic animals visit.	Easter time / Egg Hunt Mother's Day World Book day Shrove Tuesday Lent Hatching baby chicks	MADD STEM week Soft play trip	Aspirations day Visit to the beach Pirate Day Maryfest
Assessment opportunities	2-year checks Baseline data on entry Tapestry Weekly review meetings Early talk Boost	2-year checks On going assessments Pupil progress meetings EYFS team meetings In house moderation End of term Assessments	2-year checks GLD Projections for EOY Trust moderation EYFS team meetings Phase meeting and internal moderations	2-year checks Pupil progress meetings EYFS team meetings Tapestry	2-year checks Cluster moderation Trust moderation EYFS team meetings	2-year checks Pupil progress meetings EYFS team meetings Tapestry EOY data Analyze Nursery Assessments Nursery parental reports
Parental Involvement	Settling in routines. Early words together. Autumn Newsletter. Reading sessions.	Spooky stay and play Harvest /food bank. Christmas coffee session Early words together.	Stay and Read morning First words program Spring Newsletter.	First words program Spring stay and play	Mother's day event Summer Newsletter.	Yearly report Beach day



EYFS Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 1	My senses	Changing seasons	Dinosaurs / The farm	The natural world	People who help us	Underwater world
Nursery 2	All about me	Celebrations	Amazing Animals	Growth	Transport / space	Holidays
Reception	My home and community	Cultures and traditions	Habitats (Hot and cold climates)	Life cycles	Traditional tales	Fun at the seaside.



Nursery 2 Curriculum overview



Autumn 1



Autumn 2



Spring 1



Spring 2



Summer 1



Summer 2

General Themes
NB: *These themes may be adapted at various points to allow for children's interests throughout provision*

My senses

Exploring using all of my senses.
Tasting and smelling activities.
Talking about likes / dislikes.
Learning about my new environment, peers and carers.
My family experiences.
Describing my feelings.
Exploring colours.

Changing seasons

Observing the weather / seasonal changes from Autumn to Winter.
Autumn colours.
Leaf / stick crafts.
Animals that live in the ice.
Christmas activities and preparations.
Who do I live with?

Dinosaurs / the farm

Farm animals.
Mother and baby animals.
Animal noises.
Hatching baby chicks.
Dinosaur names.
Moving like a dinosaur.
Chinese new year.
Valentines Day.

The natural world

Changing weather / seasons.
Planting seeds,
Collecting artefacts from the outdoor world.
Tasting fruits.
Frog lifecycle.
Mini beast names / hunts.
Easter eggs and crafts.

People who help us

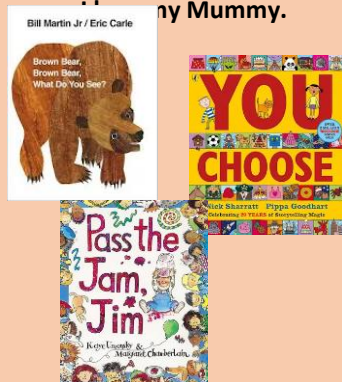
Role play emergency services.
Role play doctors / small world firefighters.
Building with construction and junk materials.
Wheeled toys.
Different vehicles.

Underwater world

Creatures who live in the water.
Rock pools.
Water play.
Mermaids.
Pirates – role playing.
Pirate crafts.

High quality texts

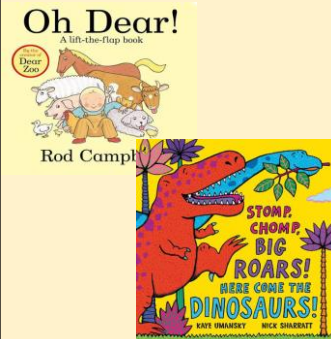
That's not my... sensory books.
Don't put your finger in the jelly, Nelly.
Simon sock.
Brown bear, brown bear.
You Choose
Maisy at Nursery.
Goat goes to playgroup.
My Mummy.



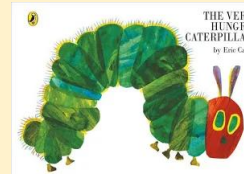
The Gruffalo.
Stick man.
Seasons come, seasons go, Tree
Poppy and Sam's Christmas.
One winter's day.
The Christmas Bear.
Dear Santa.
The snowy day.
Who am I/I live in the cold.



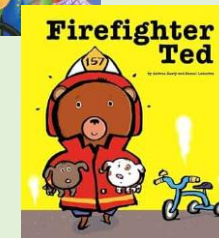
1,2,3 do the dinosaur.
Stomp, chomp, Big roars!
Here come the dinosaurs.
Oh dear.
One duck stuck.
Noisy farm.
Rosie's walk.
The three little pigs.
Enormous turnip.
The odd egg.
Let's go to a farm.



The very hungry caterpillar.
Hello frog.
Spot's first Easter.
The crunching munching caterpillar.
Aghh Spider!
Colours with a ladybird.



Please don't chat to the bus driver.
Zog and the flying doctor.
Non-fiction books about emergency services / job roles.
Firefighter Ted.
We're going to the doctor.



Commotion in the ocean.
Fidgety fish.
Maisy at the beach.
Hooray for fish.
10 little pirates.
Rainbow fish.





Communication and language



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	My senses	Changing seasons	Dinosaurs / The farm	The natural world	People who help us	Underwater world
Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	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.					
Specific focus is given to: Daily story time Whole EYFS Focus – C&L is developed throughout the year through: • high-quality interactions • daily individual and group discussions • PD / RSE • Stories • Singing and rhymes, • speech and language interventions.	• I show interest in what others are doing and sometimes join in. • I use the speech sounds p, b, m, w. • I pronounce l/r/w/y • I pronounce f/th • I pronounce s/sh/ch/dz/j • I am starting to say multi-syllabic words such as ‘banana’ and ‘computer’.	• I am beginning to put two or three words together: “more milk”? • I am frequently asking questions, such as the names of people and objects. • I can use up to 50 recognizable words.	• I listen to simple stories and understand what is happening, with the help of the pictures. • I can identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’. • I understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’	• I can link up to 5 words together. • I can use pronouns (‘me’, ‘him’, ‘she’), and plurals and prepositions (‘in’, ‘on’, ‘under’) – (not always correctly). • I can follow instructions with three key words like: “Can you wash dolly’s face?” • I can understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?”	• I can use around 300 words. These words may include descriptive language / words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). • I understand many more words than they can say – between 200–500 words?	• I can shift my attention from one task to another when an adult uses my name. • I show that I understand action words by pointing to the right picture in a book. For example: “Who’s jumping?”



Personal, social and emotional development



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	My senses	Changing seasons	Dinosaurs / The farm	The natural world	People who help us	Underwater world
Managing Self Self - Regulation	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.					
	• I find ways to calm myself and am calmed and comforted by my key person. • I am establishing my sense of self. • I express preferences and decisions and try new things as I establish my own autonomy. • I engage with others through gestures, gaze and talk	• I find and develop ways of managing transitions e.g. from parent to key person. • I play with increasing confidence on my own and with other children (with adult reassurance). • I feel confident and enjoy exploring new places with my key person	• I feel strong enough to express a range of emotions. • I am growing in independence, rejecting help ("me do it"). • I am beginning to show 'effortful control' e.g. waiting for a turn and resisting the strong impulse to grab or push	• I am increasingly able to talk about and manage my emotions. • I notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. • I am beginning to develop friendships with other children.	• I can safely explore emotions beyond the normal range through play and stories. • I talk about my feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."	• I am learning to use the toilet with help, and then independently. • I am starting to enjoy the company of other children and want to play with them.
	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.			<i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done."</i> Education Endowment Foundation.		



Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical development	My senses	Changing seasons	Dinosaurs / The farm	The natural world	People who help us	Underwater world
Fine motor Daily opportunities for Fine Motor Activities	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 .					
	I develop manipulation and control using eating implements, mark making materials and tools, malleable materials and other fine motor activities.	I develop manipulation and control using eating implements, mark making materials and tools, malleable materials and other fine motor activities.	I develop manipulation and control using eating implements, mark making materials and tools, malleable materials and other fine motor activities.	I develop manipulation and control using eating implements, mark making materials and tools, malleable materials and other fine motor activities.	I develop manipulation and control using eating implements, mark making materials and tools, malleable materials and other fine motor activities.	I develop manipulation and control using eating implements, mark making materials and tools, malleable materials and other fine motor activities.
	- I can run well. - I can kick a ball. - I can jump with both feet of the ground. - I can spin, roll and independently use ropes and swings in my play.	- I am developing core muscle strength through: • Scooting on sit-down trikes without pedals. • Jumping on soft-play equipment. • Lifting large building blocks.	- I enjoy building and balancing with large blocks and construction equipment. • I can throw a ball to a partner or key person.	- I move around my environment with confidence, avoiding obstacles. • I demonstrate an increasing desire to be independent such as helping to dress/ undress self.	- I can climb – and start to use the stairs independently • I use large-muscle movements to wave flags and streamers, paint and make marks.	- I am continuing to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills. • I am beginning to skip, hop, stand on one leg and hold a pose for a game like musical statues.
Gross motor 						



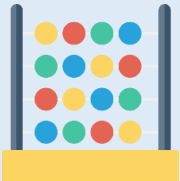
Literacy



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	My senses	Changing seasons	Dinosaurs / The farm	The natural world	People who help us	Underwater world
Language com prehension and word reading 	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					
	• I enjoy songs and rhymes, tuning in and paying attention. • I join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	• I say some of the words in order in songs and rhymes. • I copy finger movements and other gestures. • I enjoy sharing books with an adult. • I explore and show interest in a variety of types of books.	• I sing songs and say some short rhymes independently, for example, singing whilst playing • I pay attention and respond to the pictures or the words in books.	• I repeat words and phrases from familiar stories. • I ask questions about the book. • I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	• I make comments and shares my own ideas. • I develop play around favourite stories using props. • I recognise familiar characters in books and comment on what is happening.	• I begin to notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.
Writing Motivate children to make marks in a wide range of ways.	• I enjoy drawing freely. • I explore a range of colours and techniques in adult led activities.	* I engage with a wide range of stimulating equipment to encourage mark-making e.g. large-scale sensory play making marks with fingers in wet sand or in a tray of flour.	• I use sticks and leaves to make marks during Forest school sessions. • I use large brushes to make marks with paint or water.	• I use playground chalk, smaller brushes, pencils and felt pens to support fine motor development. • I begin to form zig zags and large circles.	• I add some marks to my drawings, which I give meaning to. For example: "That says mummy."	• I begin to make marks on pictures to stand for writing or other meanings.



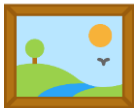
Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	My senses	Changing seasons	Dinosaurs / The farm	The natural world	People who help us	Underwater world
Early Mathematical Experiences 	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.					
	• I combine objects like stacking blocks and cups. • I explore putting objects inside others and taking them out again.	• I take part in finger rhymes with numbers and attempt to join in. • I react to changes of amount in a group of up to three items.	• I compare amounts, saying 'lots', 'more' or 'same'. • I develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • I recognise when a group has none left saying phrases like 'All gone!'	• I participate with counting in everyday contexts, sometimes skipping numbers – '1-2-3-5'. • I climb and squeeze myself into different types of spaces to develop concepts of size and space. • I build with a range of resources e.g. 3D blocks.	• I complete inset puzzles. • I compare sizes, weights etc. using gesture and language - 'bigger/ little/ smaller', 'high/low', 'tall', 'heavy'. • I use different sized objects appropriately for tasks e.g. giving baby bear a small cup.	• I notice simple patterns and arrange things in patterns. • I begin to join in / recite number names to 5.



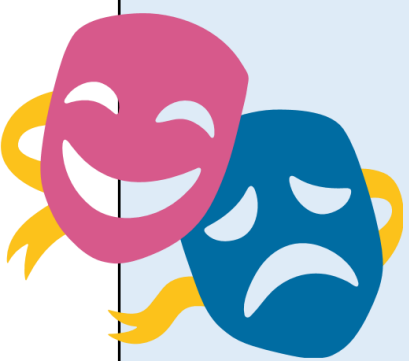
Understanding the world

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world	My senses	Changing seasons	Dinosaurs / The farm	The natural world	People who help us	Underwater world
Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness. 	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.					
	○ I explore smelling and tasting a variety of food items, talking about my likes and dislikes. ○ I use jelly, gloop, dough and shaving foam in sensory play exploration. ○ I listen to sounds / identify sounds in games. ○ I explore new experiences, people and environments as I start Nursery. ○ I explore different textures and begin to use new words to compare and describe e.g. cold, sticky, wet.	○ I explore natural materials in / outdoors linked to Autumn e.g. collection with sticks, pine-cones etc. to discuss properties. ○ I join in when making bird feeders. ○ I explore and talk about Autumnal changes. ○ I experience rain / splashing in puddles. ○ I join in when talking about celebrating Christmas with my family members / Christmas traditions.	○ I talk about and name animals / dinosaurs. ○ I compare mother and baby animals / observe changes. ○ I use various associated small world toys to develop vocabulary. ○ I observe chicks and discuss them hatching from eggs. ○ I listen to and identify animal noises. ○ I join in with Chinese New Year celebrations.	○ I explore planting and looking after seeds. ○ I look for worms and minibeasts / go on a bug hunt. ○ I can name minibeasts and look at different body parts. ○ I celebrate Easter with my community and family. ○ I taste fruits and talk about my likes and dislikes. ○ I interact with computer programs / simple controls eg Topmarks program / Beebots. ○ I join in making Easter biscuits.	○ I learn about job roles in the community. ○ I role play with fire station, garage and train track small world resources. ○ I dress up in emergency services costumes / role play. ○ I experience a visiting emergency services worker e.g. paramedic and talk about their job / the ambulance. ○ I explore the properties of different materials e.g. explore melting chocolate / mixing eggs, flour and sugar to make cakes.	○ I learn the names of various sea creatures and look at their different body parts. ○ I use small world figures / resources e.g. Pirate ship and mermaids. ○ I participate in water play – rock pool creation with sea creatures. ○ I visit the beach and explore the sand, pebbles and paddle in the sea. ○ I join in with my Nursery community in celebrating the end of the year /transitioning to the next stage / room.



Expressive Arts and Design



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	My senses	Changing seasons	Dinosaurs / The farm	The natural world	People who help us	Underwater world
<i>There are lots of links to Fine Motor Skills in this area. Children explain their work to others and will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i> <i>Planned activities will include painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculpture, following music patterns with instruments, singing songs linked to topics, making instruments and exploration of percussion.</i> 	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. Give children an insight into new musical worlds, invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	• I use paint, chalk or pencils to experiment with and represent. • I draw large circles and zig zag motions modelled by an adult. • I show attention to sounds and music. • I respond emotionally and physically to music when it changes. • I move and dance to music as part of my everyday routine. • I anticipate phrases and actions in rhymes and songs, like 'Peepo'. • I join in when exploring Spooky crafts / activities e.g. mixing colours in a witch's cauldron and using this to paint / making a mask.	• I use natural objects to explore mark making eg, painting with mud outdoors using sticks, printing or collaging with leaves or rolling conkers in paint. • I can make a stick man with natural materials. • I join in with Christmas crafts – cards / make a salt dough decoration. • I am learning to join in with songs as part of a topic e.g. Christmas songs. • I explore painting on ice / snow.	• I join in with songs and rhymes regularly remembering some words. • I make rhythmical and repetitive sounds and explore a range of soundmakers and instruments, playing them in different ways. • I join in when dancing and moving to different types of music as part of a group. • I participate with role play in various areas using small world resources, puppets and props to re-enact and pretend. • I use animal figures to print footprints in paint.	• I participate in Easter crafts – decorating boiled eggs, collage and printing chicks and Easter cards. • I explore paint, using fingers and hand printing as well as brushes and other tools. • I express ideas and feelings through making marks and sometimes give a meaning to the marks I make e.g. drawing a simple circle for a face with eyes, nose and mouth. • I make musical shakers with seeds or rice.	• I participate in Mother's day crafts making cards. • I enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • I start to develop more complex pretend play e.g. pretending that one object represents another by holding a wooden block to my ear and pretending it's a phone. • I use primary colours and mix these to explore making other colours. • I explore mark making with water colours and oil crayons.	• I participate making Father's day crafts. • I explore and investigate different materials e.g. messy play resources such as gloop or shaving foam to practise and copy adult led shapes. • I manipulate and play with different malleable materials to make representations e.g. dough, pastry and clay. • I use my imagination to consider what I can do with different materials and make simple choices to express my ideas. • I use props and resources to introduce stories into my role play / developing interactions with my peers.