

**Ellington Primary School**

*‘Believe and Achieve’*

**Nursery Long Term Overview (Cycle 2) 2024-2025**

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| **Ellington Primary EYFS Vision** | **Our aim is to create a remarkable foundation for champions to flourish. We want every child to excel and become resilient, self-motivated, life-long learners.** |
| **Ellington Primary School Values** | **\*Honesty \*Respect \*Pride \*Resilience \*Teamwork \*Happiness** |

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| **Area of Learning** | **Autumn A** | | **Autumn B** | **Spring A** | | | **Spring B** | **Summer A** | | **Summer B** |
| **Possible**  **Themes/Interests/Lines**  **of Enquiry**  *(These themes may be adapted at various points to allow for children’s interest)*  **Settling in – journey around** | Down in Acorn Woods! (8) | | Let’s celebrate (7) | Once upon a Time (7) | | | Ready, Steady Spring (6) | Amazing Animals (4) | | A Journey to… (7) |
| 1. Settling in!  2. All about me  3.Families and Pets  4. Seasonal Changes Autumn | | 1.Halloween Bonfire/Diwali  2.Birthday celebrations  3.Winter/Christmas | 1 Settling in!  2. Nursery Rhymes  3. Traditional Tales  - 3 Little Pigs  -3 Billy Goats Gruff  -Goldilocks & 3 Bears | | | 1. Growing Plants  2. Keeping Healthy  3. Seasonal Changes Spring/Easter | 1.Settling in!  2.Dear Zoo  3. Animals around the world | | 1. A Journey to … the Woods.  2. A Journey to … Space  3. A Journey to the seaside/summer seasonal changes  4. Transition – A journey to school… |
| **High Quality Texts** | I Love Me! - Scholastic Shop | |  |  | | | This Is How We Keep Healthy: For Little Kids Going To Big School (First  Skills for Preschool) | Animal Atlas: : Anna Claybourne: A&C Black Childrens & Educational | | Whatever Next! (A Bear Family Book, 2) |
| **Enrichment Activities** | Photographs from homes  Pet visitors | | Christmas Performance  Christmas Crafts | Tiddlywink: 3 Little Pigs | | | Easter Hat Parade  Easter Egg Hunt | Police/firefighter Visit  When I grow up Day | | Tiddywinks: Whatever Next  Julia Donaldson Day! |
| **Visitors** | Vet | | Secret Reader: Vicar | Ascent Homes – Builders | | |  |  | |  |
| **Parent Link** | **Stay and Play** | | **Stay and Do**  Christmas Performance | **Stay and Read**  Secret Reader | | | **Stay and Count**  Secret Reader | **Stay and Outdoors**  Parent Visitors (Jobs) | | **Stay and Picnic** |
| **Ellington Champions: Julia Donaldson**  Julia Donaldson: 'I didn't want to be a writer, I wanted to be an actress' | Who is Julia Donaldson?  Who is Julia Donaldson’s family | | What was life like when Julia Donaldson was little? | | | | Does Julia Donaldson only write stories? | Why is she a hero?  What hero qualities does she have? | | What’s our favourite Julia Donaldson story? |
| **Mainstream Curriculum links** | **Year 1 – What is the weather like in the UK?**  **Year 1 – How am I making history?**  **Year 4 – How have children’s lives changed?**  **Year 1 – The Human Body**  **Year 1 – Seasonal Changes**  **Year 2 – Growing Up** | | **Year 1 – What is the weather like in the UK?**  **Year 2 – Why is our world wonderful?**  **Years 1 and 2 - Materials** | **Year 2 – Why is our world wonderful?**  **Year 2 – Would you prefer to live in a hot or cold place?**  **Year 5 – Why do oceans matter?**  **Year 1 – How have explorers changed the world**  **Y1 – Animals**  **Year 2 – Living things and their habitats** | | | **Year 1 – What is the weather like in the UK?**  **Year 1 – Caring for the Planet**  **Year 1, and 3 – Plants**  **Year 1 – Growing and Cooking**  **Year 3 – Soils** |  | | **Year 1 – What is the weather like in the UK?**  **Y1 – Animals**  **Year 2 – Living things and their habitats**  **Year 2 – Wildlife** |
| **Communication and Language**  **\*Listening, Attention and Understanding \*Speaking** | | | | | | | | | | |
| **Three and Four Year Olds** | \*Listen to an adult during an adult led activity  \*Listen to adults/children in a small group  \*Understand a question with two parts like “Can you get your coat and wait by the door please?”  \*Identify familiar objects and properties for practitioners when they are described. For example: ‘blue car’, ‘shiny apple’  \* Respond to an adult’s conversation  \*Ask what, who, where questions  \*Use plurals  \*Talk about what I am doing  \*Answer a register with good morning/good afternoon  \* Use consonants correctly (k/c, g, f, s and y)in my consonant range  \*Know a few simple songs – Begin the routine of the Nursery Rhyme Bag  Library Day | | \* Listen to simple stories and understand what is happening, with the help of the pictures.  \*Able to follow directions with 3 parts  \*Able to select an object based on its use  \*Understand and act on longer sentences like make teddy jump or find your coat  \*Understands and uses simple questions about ‘who’, ‘what’ and ‘where’  \*Be able to talk about familiar books  \*Join in with repeated refrains in a story | \*Enjoy listening to longer stories and can remember much of what happens.  \*Follow body percussions of 3  \*Understand ‘how’ and ‘why’ questions  \*Start a conversation with adults and friends  \*Speak in a full sentence  \*Have a bank of songs  \*Comment on what they hear  \*Use various tenses | | | \*Listen to others in a small group when not following my own interests  \*Listen to and learn rhymes  \*Hear rhyming words  \*Give a word which rhymes with another  \*Able to follow instructions which involve holding 3 items: e.g. bring the banana, plate and knife from…  \*Learns lots of new words and use them in play  \*Ask my own questions in a range of situations  \*Know many rhymes  \* Use consonants correctly (z, v, sh, ch, j, and ng)in my consonant range | \*Listen in a larger group  \*Enjoys listening to longer stories and can remember what happens in them.  \*Focuses on a chosen activity for at least ten minutes  \*Follow longer instructions whilst engaged in an activity  \*Understand and follow instructions containing ‘before’, ‘after’, ‘first,  \*Answer simple problem solving questions: e.g. What do you do if you are cold?  \*Use talk to organise play e.g. “Let’s go on a bus...you sit there… I’ll be the driver”  \*Start to use connectives to link ideas – and, because, so  \*sustain a two way conversation with an adult/child | | \*Sits quietly and listen for fifteen minutes  \*Join in at group time by putting up hand and waiting their turn to talk  \*Able to move away from distractions when concentrating  \*Listen and attend well in the nursery even when there are distractions  \*Understands when asked questions like “Why do you want to wear your boots today?” and “How can we mop up the juice?”  \*understand more complicated instructions e.g. roll up your sleeves, put on an apron and go to the painting area  \*Uses longer sentences of four to six words when talking  \*Be able to talk about thoughts even when they disagree and can discuss this using words and actions  \*Use most consonants correctly (l, r, , th, may be still developing) |
| **Knowledge and Skills Overview** | \*Learn vocabulary linked to themselves  \*Talk About Yourself!  \*Learn vocabulary linked to themselves  \*Tell me about differences!  \*Learn vocabulary linked to Autumn | | \*Learn vocabulary linked to celebrations  \*Learn about different cultures and festivals  \*Use comparative language  \*Learn vocabulary linked to Winter/Christmas | \*Recount an event!  \*Learn vocabulary linked to traditional stories  \*Be able to talk about weekend/holiday news  \*Learn story vocabulary  \*Learn vocabulary linked to Winter | | | \*Tell me why!  \*Be able to talk about familiar books, and be able to tell a longer story  \*Develop scientific based vocabulary  \*Learn vocabulary linked growth  \*Learn vocabulary linked to Spring | \*Tell me a story!  \*Explains describe and recount  \*Use comparative vocabulary – same/different  \*Use language linked with jobs  \*Understand who can help us  \*Understand how people help us | | \*Know what good listening looks like  \*Explain your thinking!  \*Stick to the topic  \*Add detail to talk  \*Clarify ideas by a running commentary to self/others  \*Use a wide range of words correctly and in context  \*Learn vocabulary linked to science and the life cycle of a butterfly  \*Learn vocabulary linked to Summer |
| **Personal, Social and Emotional Development**  **\*Self-Regulation \*Managing Self \*Building Relationships** | | | | | | | | | | |
| **Three and Four Year Olds** | \*Wait my turn with adult support  \*Choose where to work from a choice  \*Use resources with help  \*Separate from carer with support  \*Know the children belong in their group/class  \*Know the areas in the nursery and what we do there  \*Know we are part of a family and community  Independence  \*Know the nursery boundaries, rules, sanctions, rewards and routines  \*Know about people in the community who keep us safe/healthy – Dentist, Police etc.  \*Talk to children in play  \*Seek adult support to have needs met | | \*Choose what I want to do there and find the resources I need  \*Tolerates delay when needs not met immediately  \*Source/request resources to follow their plans  \*Follow daily routines with some support  \*Initiate and join in play  \*Engage in pretend play  \*Build relationships with adults/children through talk | \*Take turns playing a game in a group with an adult  \*Talk about what they have done/made in a small group  \*Say how they feel  \*Identify other’s feelings in stories  \*Talk about what they intend to do and how  \*Follow daily routines with developing independence  \*Actively seek out others  \*Form friendships with others  \*Keep play going by responding to what others are doing | | | \*Engage in the company of other children  \*Identify other’s feelings when they are obvious  \*Work towards individual and shared rewards  \* Have self-chosen friends  \*Initiate conversations with adults and children | \*Use words to negotiate rather than actions  \* Usually adapt behaviour to different situations  \*confident asking adults for help  \*Know why rules are important  \*Show sympathy towards children in distress  \*Explain my understanding to others  \*Ask questions of others  \*Begin to use talk to negotiate and manage conflict | | \*Pleased to win games  \*Switch between activities and areas  \*Regulate feelings by drawing on strategies known  \*Recognise that living things have feelings  \*Deal with change positively  \*Adapt their plans and review their progress with increasing independence  \*Adapt behaviour to different situations  \*Respond with resilience to challenges  \*Listen to others and sometimes accept their ideas in play  \*Play cooperatively most of the time |
| **Knowledge and Skills Overview** | \*Select activities from those available with adult help  \*Eat using a spoon and fork  \*Tells an adult they need the toilet  \*Tells an adult if hungry/tired  \*Can wash/sanitise hands with support  \*Learn the names of new children  \*Learn the names of the adults  Baking/Snack table | | \*Set the table for snack  \*Know how to return the resources correctly  \*Know the names of feelings – happy, sad, worried, excited, proud, angry  \*Put on a coat/waterproof independently | \*Can use a knife to cut food  \*Goes to the toilet  \*Can pour a drink  \*Can drink from a cup (one handed)  \*Can wash/sanitise hands with independently  \*Fasten a zip on a coat/waterproof | | | \*Talk about what they might do to adapt work  \*Use a knife and fork correctly  \*Use a knife to spread | \*I choose from a range of activities  \*Know some simple strategies for managing their feelings  \*Know we are part of the wider world  \*Dry and clean through the day  \*Know how to meet some care needs, such as brushing teeth, using the toilet, and wiping my bottom washing and drying my own hands | | \*Know that all emotions are ok but not all responses are  \*Remove and replace socks and shoes/jumpers etc.  \*Know some foods are good for you  \*Know that other’s may have different ideas and that is ok |
| **Physical Development**  **\*Gross Motor \*Fine Motor \*Visual Discrimination** | | | | | | | | | | |
| **Three and Four Year Olds** | \*Move freely in a range of ways  \*Negotiate obstacles/corners  \*Hold a simple body shape  \*Climb steps with alternate feet  \* Use large muscle movements to wave flags and streamers, paint and make marks  \*Match physical skills to tasks and activities in the setting.  \*Recognise something when only shown part of the object  \*Find and point out pictures from a book | | \*Move freely in a range of ways.  \*Run skilfully with wheeled toys, turning around obstacles and corners.  \*Match physical skills to tasks and activities in the setting.  \*Climb with confidence  \* Use large muscle movements to wave flags and streamers, paint and make marks  \*Apply increasing pressure with a pencil  \*Match a familiar item to its shadow at tidy time | \*Be aware of others and space  \*Walk up to 10 steps using alternate feet.  \*Develop balance.  \*Choose the right resources to carry out their own play.  \*Work with others to move large construction resources safely  \*Show a preference for a dominant hand  \*Use a range of printing tools  \*Match an unfamiliar shadow to a picture  \*Match the letters of their name to name strip with support | | | \*Traverse the climbing wall  \*Run smoothly with changes in speed, negotiating space successfully.  \*Jump off an object and land appropriately. Travel with increasing confidence and skill over, under, around and through equipment.  \*Match the letters of their name to name strip independently  \*Climb low level ladders using alternate hands and feet.  \*Become increasingly independent when getting dressed (including zipping up).  \*Start taking part in group activities which they make up themselves or in teams.  \*Collaborate with others to manage large blocks planks. | \*Use a range of resources to build a den  \*Know different ways of attaching resources – e.g. string, pegs  \*Construct more complex models with large construction  \* Copy most letters from name | | \*Use large materials to build an outdoor construction  \*Use a variety of PE resources  \*Increasingly use and remember sequences and patterns of movements which are related to music and rhythm  \*Find a space and play a spatial awareness game  \*Build models with construction kits  \*Use cutlery effectively without support |
| **Knowledge and Skills Overview** | \*Ride trikes  \*Run with wheeled toys  \*Roll dough into a ball/sausage  \*Stack 10 blocks  \*Use large tweezers  \*Hold a pencil between 2 fingers and thumb  \*Trace zig zag patterns  \*Hold scissors  \*Snip with scissors  \*Copy a cross (+) and circle  \*Draw a person with a head and 2 features (eyes & mouth)  \*Use a large paintbrush and hold it correctly.  \*Pour accurately from a jug | | \*Ride scooters  \*Climb on tyres with safety and jump off  \*Balance on a beam  \*Traverse the A frame  \*Build 3 steps with 6 cubes  \*Build 3 block bridges from a model  \*Trace wavy patterns  \*Hold scissors  \*Copy a v shape  \*Draw a person with head and legs  \*Trace a simple house  \*Use paint palettes  \*Use a fork to hold food still to cut | \*Run, jump, hop, skip  \*Hold a body shape  \*Construct with large construction  \*Use large construction blocks with safety  \*Thread objects  \*Use large tweezers to pick up small items  \*Copy first letter of name  \*Cut out a straight line  \*Draw a house  \*Trace a simple person  \*Can use a knife to cut food | | | \*Play running and chasing games  \*catch a large ball with two hands  \*Throw a large ball  \*Sit upright on the carpet  \*Build 3 steps from 6 cubes from a model  \*Have a comfortable tripod hold  \*Trace anti-clockwise patterns  \*Cut a zig zag line  \*Draw a person with a head, body, arms, legs and fingers  \*Explore smaller brushes  \*Peel, chop a variety of fruits and vegetables | \*Hang from the A frame  \*Sit correctly at a table  \*Cut out shapes with curved lines  \*Copy simple shapes – circle, square, cross  \*Select a correct sized brush for a task  \*Use a knife to push food onto a fork (e.g peas)  \*Use a pencil with some control. | | \*Hold the paper  \*Use a pencil with some control  \*Cut a range of simple shapes  \*Draw with increasing detail  \*Use tools to create a picture  \*Use a knife to spread effectively  \*Use a knife to cut a sandwich |
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| **Literacy**  **\*Comprehension \*Word Reading \*Writing** | | | | | | | | | | |
| **Three and Four Year Olds** | \*Listen and enjoy sharing books  \*Recognise rhythm in words  \*Blend compound words (snow-man)  \*Know signs and symbols carry meaning  \*Ascribe meaning to marks when drawing and painting  Phase 1 Phonics Focus Aspect 1  \*Discrimination between general environmental sounds | | \*Listen and respond to stories by answering simple questions  \*Hold a book correctly, handle with care and turn pages from front to back  \*Fill in missing phrases and words in known stories  \*Recognise own name  \*Provide a running commentary when mark making  Phase 1 Phonics Focus Aspect 2 and 3  \*Discriminate between musical instruments sounds  \*Listen and repeat sound and body patterns | \*Actively listen to stories  \*Can retell familiar stories  \*Listen to a full story and answer questions  \*Orally blend 3 syllable words (E-le-phant)  \*Copy the first letter of name  \*Match the letters of their name to name strip with support  \*Say what writing means  Phase 1 Phonics Focus Aspects 4 and 5  \*Develop understanding of rhythm and rhyme  \*Develop understanding of alliteration  \*Make various sounds with the voice | | | \*Listen to and learn rhymes and poems  \*Respond to Rhymes  \*Give a rhyming word  \*Use speech influenced by books  \*Use writing around the nursery  Phase 1 Phonics Focus Aspects 6  \*Make various sounds with the voice | \*Retell a familiar story  \* Read Simple Non-Fiction books  \*To talk about the places and people in stories and the important things that are happening  \*To write some or all of my name  \*Say what I am going to write before doing it  \*Form some letters from their name correctly  \*Hear the initial sound in a word  \*Recognise words with the same initial sound orally  \*Copy most letters from name  Phase 1 Phonics Focus Aspect 7  \*Begin to Orally Blend and segment words | | \*Recall familiar stories and use them to support play  \*Have conversations about stories and using learnt vocabulary  \*Orally blend three syllable words.  \*Look at book independently and know that print carries meaning.  \*Recognise words with the same initial sound.  \*Represent some sounds correctly when writing  \*Form most of the letters in their name correctly  Phase 1 Phonics Focus Aspect 7  \*Orally Blend and segment words and begin to recognise words with the same initial sound |
| **Knowledge and Skills Overview** | \*Talk about key features of a familiar story  \*Say who was in the story (character)  \*Say where they were (setting)  \*Clap name syllables | | \*Know what sound name starts with  \*Know writing and drawing is different  \* Tracing patterns | \* Begin to understand the five key concepts about print:  - print has meaning  - print can have different purposes  - we read English text from left to right and from top to bottom  - the names of the different parts of a book  \*See letters from name in other words  \*Know words are made up of letters  \*Tracing patterns | | | \*Spot a mistake in a rhyming activity  \*Match the letters of their name to name strip independently  \*Retrace a vertical line in a handwriting pattern | \*Know how to use non-fiction books  \*Uses some print and letter knowledge in early writing.  \*Add a correct rhyming word | | \*Know that stories have beginnings and endings and sometimes guess how the story will end  \*Able to make up own stories, with characters, a beginning, middle and an end  \*Spot and suggest rhymes. |
| **Mathematics**  **\*Number \*Numerical Patterns** | | | | | | | | | | |
| **Three and Four Year Olds** | \*Explore colour and colour mixing  \*Make comparisons between objects  relating to size  \*Complete inset puzzles  \*Compare sizes using gestures and  language ‘bigger/little/small’  \*Talk about and explore 2D shapes  using informal and mathematical  language sides, corners, straight,  flat  \*Make comparisons between objects  relating to size | | \*Develop fast recognition of up to 3 objects, without having to count  them individually (‘subitising’).  \*Say one number for each item in  order: 1,2,3,4,5.  \*Know that the last number reached  when counting a small set of objects  tells you how many there are in total  \*Show ‘finger numbers’ up to 5.  \*Extend and create ABAB patterns –  stick, leaf, stick, leaf.  \*Notice and correct an error in a  repeating pattern. | \*Develop fast recognition of up to 3  objects, without having to count them  individually (‘subitising’)  \*Show ‘finger numbers’ up to 5  Say one number for each item in order:  1,2,3,4,5.  \*Know that the last number reached  when counting a small set of objects tells  you how many there are in total  (‘cardinal principle’).  \*Link numerals and amounts: for  example, showing the right number of  objects to match the numeral, up to 5.  \*Experiment with their own symbols and  marks as well as numerals.  \*Make comparisons between objects  relating to size and  capacity. | | | \*Recite numbers past 5.  \*Subitise within 5  \*Know that the last number reached  when counting a small set of objects tells you how many there are in total  (‘cardinal principle’).  \*Link numerals and amounts: for  example, showing  the right number of objects to match the  numeral,up to 5. \*Talk about and explore 2D and 3D  shapes (for example, circles, rectangles,  triangles and cuboids) using informal  and mathematical language: ‘sides’,  ‘corners’; ‘straight’, ‘flat’, ‘round’  \*Make comparisons between objects relating to length and weight | \*Compare quantities using language:  ‘more than’, ‘fewer than’.  \*Explore the composition of numbers to  10.  \*Subitise within 5  \*Recite numbers past 5.  \*Know that the last number reached  when counting a small set of objects tells you how many there are in total  (‘cardinal principle’)  \*Link numerals and amounts: for  example, showing the right number of  objects to match the numeral, up to 5 | | \*Begin to describe a sequence of events,  real or fictional, using words such as  ‘first’, ‘then...’  \*Understand position through words  alone for example, “The bag is under the  table,” with no pointing.  \*Talk about and explore 2D and 3D  shapes (for example, circles, rectangles,  triangles and cuboids) using informal  and mathematical language: ‘sides’,  ‘corners’; ‘straight’, ‘flat’, ‘round’  \*Explore the composition of numbers to  10.  \*Recite numbers past 5.  \*Solve real-world mathematical problems  with numbers up to 5 |
| **Knowledge and Skills Overview – Little Big Maths** | **Early Years Number**  I can use any adjectives to describe objects  Be able to ask for more  Understand the concept not enough  Understands too much  Amount in a group increases: Adult Key Vocab: Add/adding  Understands hotter/colder older/younger bigger/smaller faster/smaller  Understands gone/all gone  Says some familiar numbers  Know number exist and be able spot them in the environment.  Touches 1 body part at a time  Learn it 1,2,3,4,5 picture cards  I know my own name  I have 2 hands  I can group objects  **Wider Maths**  I can show awareness of shapes as I play  I know 2D shapes exist  I can match shapes  I can describe an object as tall or short’  I can play with containers and begin to use the words heavy/light  I understand now and later  I can sort a pile of objects  I notice patterns in pictures and stories | | | **Early Years Number**  Introduce long/short into list of vocabulary  Understands just right in goldilocks story  Understand when the amount in a group doesn’t change (no counting)  Understands all gone  \*Learn all about the number 1,2,3,  \*Subitise using dice patters, different patterns and sizes for the numbers 1,2,3  \*show the correct amount of fingers for 1,2,3  \*Practise counting and ordering numbers up to 3  \*Find the correct numeral for numbers up to 3.  \*Introduce a 5 frame  \*Explore capacity and size of objects linked to Goldilocks story.  \*Learn number rhymes within 5.  Be able to count 1,2,3 – using number rhymes, games, environment  Reading numbers 1,2,3  Matches numerals to number 1-3  Know numbers exist  Find own context to count without purpose  Count within a given context  Can touch and say the object name in a line  Can touch and say one object at a time in a pile  Can touch and say one object at a time when taking out of the pile.  I know I have 1 head  I can group objects  **Wider Maths**  I can show awareness of shapes as I play  I know 2D shapes exist  I can match shapes  I know 3-D shapes exist  I can follow some early position talk  I can follow 1-step movement instructions  I can describe an object as tall/short  I can describe a mass as heavy/light  I can show awareness of money  I can describe an amount of space  I understand the word hot/cold  I understand fast/slow  I can sort a pile of objects  I notice patterns in pictures and stories | | | | **Early Years Number**  \*Subitise within 5  \*show the correct amount of fingers for 1-5  \*Practise counting numbers up to 5  \*Order numbers up to 5.  \*Find the correct numeral for numbers up to 5.  Recognises lots/few  Recognises just right in different contexts  Recognises more/less than  Understands all gone  Recognises most/least  Children to be able to identify what comes before, after using a number stick  Counting numbers 1,2,3,4,5  Reading number 1,2,3,4,5  Matches numerals to number 1-5  Order numbers 1-5  Find own context to count without purpose  Count within a given context  Finds own context to count  Repeats last word said. Repeats after an adult,  Know that the last number reached  when counting a small set of objects tells you how many there are in total  (‘cardinal principle’)  I know my hand has five fingers  I can group objects  **Wider Maths**  I can explore symmetry in my play  I can use 2-d shapes to play/make  I know 2D shapes exist  I can match shapes  I know 3-D shapes exist  I can follow some early position talk  I can follow 2-step movement instructions  I can describe tall/short/heavy/light  I can play shop  I can describe an amount of space  I understand the word cold  I understand the word fast slow  I can copy simple patterns clapping  I can record my sorting using my mark making. | | |
| **Understanding the World**  **\*Past and Present \*People, Culture and Communities \*The Natural World**  **History Geography Science R.E Computing** | | | | | | | | | | |
| **Three and Four Year Olds** | \*Talk about what they see and experience  \*Respect and care for the environment  \*Use all of their senses in hands-on exploration of natural materials.  \*Observe the changes in the garden and local area in Autumn  \*Interested in photographs of themselves and family.  \*Begin to make connections between the features of their family and other families  Shows curiosity about people.  Show interest in stories about people | | \*Make connections between the features of their family and other families.  \*Explore collections of materials with similar and different properties.  \*Explore natural materials indoors and outdoors  \*Talk about similarities and differences  \*Talk about the differences between materials and changes they notice.  Begin to make sense of their family history  Develop positive attitudes about the differences between people. | \*Talk about what they see, using a wide vocabulary.  \*Sense of local community.  \*Know that there are different countries in the world  \*Talk about differences they see in materials as they change (porridge)  \*Explore collections of materials with similar and different properties.  \*Recount past events and news | | | \*Know that there are other countries in the world through story  \*Begin to understand the need to respect and care for the natural environment and all living things.  \*Plant seeds and watch their growth  \*Understand the life cycle of a plant  \*Talk about what they notice using their senses  \*Observe changes during growth  \*Observe the changes in the garden and local area in Spring  \*Explore forces  \*Talk about past experiences of celebrating Easter | \*Identify roles and occupations in the community which keep us healthy  \*Be interested in different occupations  Explore local community and recall all of the community visitors from through the year.  Talk about what they see using a wide range of vocabulary.  Observe changes over time.  Explore changes in the history of aretfacts (What did they use in the past to help people?)  .\*Take photographs using the ipad | | \*Be interested in different occupations  \*Know that life may be different in other countries  \*Talks about similarities and differences in cultures through story  \*respect and care for living things  \*Begin to understand the need to respect and care for the natural environment and all living things.  \*Explore forces (magnets)  \*Understand the key features of the life cycle of an animal.  \*Observe the changes in the garden and local area in Summer  \*Observe and talk about past significant events  \*Talk about experiences in nursery and transition into Reception |
| **Knowledge and Skills Overview** | \*Know our school is in Ellington  \*Compare ourselves to our friends – what is the same/different  \*Know it is ok to be different  \*Identify roles and occupations in the nursery  Comment on how to care for living things  \*Explore the indoor and outdoor area  \*Talk about what they see and experience  \*Listen and comment on stories about Autumn  \*Sort materials (float/sink)  \*Have a sense of self  \*Name who lives in their house  \*Talk about extended family members  \*Understand changes between baby animals to adult and how needs change over time.  \*Know how to use an app on an iPad | | \*Talk about experiences of bonfire night  \*Talk about past experiences of celebrating Christmas  \*Know Christians celebrate Xmas  \*Know about some cultural traditions – Xmas, Bonfire, Halloween  \*Know how/why Christmas is celebrated  \*Begin to be aware that different cultures have special stories and celebrations  \*Talk about differences they see in materials as they change (clay)  \*Observe the changes in the garden and local area in Winter  \*Listen and comment on stories about Winter  \*Know how to find information with a computer | \*Comment on how to care for living things  Ask questions about different occupations  -builders  \*Explore how things work and change over time – porridge exploration  \*Explore different materials – straw, sticks, bricks  \*Explore materials for a bridge- how can we make a bridge strong?  \*Use vocabulary related to the past  \*know how to use a paint app | | | \*Know how/why Easter is celebrated  \*Joins in with celebrations which are special to them  \*Know some things that a plant needs to grow  \*Use vocabulary related to growth and Spring  \*Observe and talk about the life-cycle of a sunflower  \*Respect and care for plants in the environment  \*Know where food comes from – begin to plant our own. | Ask questions about different occupations  \*At the Zoo  Compare to vet occupation – Autumn link  \*Animals around the world – map out animals around the world- world map  \*Compare different animal environments, why are they different  Hot/Cold Climates  Caring for animals – look at a endangered animal – understand why some animals are extinct.  Shows curiosity about people. | | \*Compare 2 different ways of travel past and present  \*Talk about past summer memories  \*Understand how space travel has changed over time.  \*Look at the first moon landing. \*Explore sources/artefacts linked to the past  Show interest in stories about people.  Ask questions about different occupations  \*Wood surgeon  \*School Occupations  \*Draw a simple map of a journey.  \*Forces – Why do people not walk normally on the moon? Why do we need a helmet in space?  \*Seasonal changes within summer – Summer walk/what activities can we do in Summer – compare to other seasons  \*Harvest and prepare food we’ve grown. |
| **Expressive Arts and Design**  **\*Creating with Materials \*Being Imaginative and Expressive**  **Art D.T Music** | | | | | | | | | | |
| **Three and Four Year Olds** | \*Explore different materials freely and develop ideas about how to use them and what to make.  \*Create closed shapes with continuous lines.  \*Name Primary colours  \*Explore mixing colours  \*Mix primary colours to create secondary colours (poster paint)  \*Know how to put on an apron  \*Use available role play resources to recreate experiences  \*Using costumes to support role play  \*Act out first hand experiences in role play and small world  \*Start to develop pretend play, pretending that one object represents another  \*Explore musical instruments  \*Enjoy and take part in action songs/nursery rhymes | \*Use their imagination as they consider what they can do with different materials.  \*Make simple models which express their ideas  \*Use resources available to them to create a clay Diwali lamp  \*Deciding what to make and what is needed (Card)  \*Know how to use a hole punch  \*Continue to explore mixing colours  \*Create a collage in mixed media  \*Add mixed media to decorate Diwali lamp  \*Use story props to act out familiar stories  \*Take on the role of familiar people  \*Begin to develop storylines with adult support  \*Tap name syllables  \*Watching and responding to a live performance  \*Responding to their own performance – Stay and Perform with parents  \*Talk about music they have heard –loud/quiet | | | \*Plan a 3D construction – bridge/house structures  \*Talk about what they have done/made  \*Evaluate the end result  \*Use a colour for a purpose  \*Explore pastels as a mark making implement  Create a 3D construction from construction kits/junk modelling  \*Draw with texture  \*Use available role play resources to recreate experiences  \*Using costumes to support role play of stories (Home & 3 Bears cottage)#  \*Play alongside others involved in the same theme  \*Use available construction and resources to make small world situations  \*Retell a familiar simple story  \*Talk about music they have heard –fast/slow  \*Move to a beat | \*Know how to overlap bricks to build a strong wall  \*Evaluate the end result  \*Decide if they would they adapt it  \*Learn techniques for printing  \*Use natural materials to make patterns and pictures  \*Explore colouring in within the lines  \*Use available role play resources to recreate experiences  \*Using costumes to support role play of stories  \*Explore using loose parts and general small world resources to act out stories  \*Pretend with others with each having a role  \*Explore different sounds | | | \*Exploring attaching with string (Dens)  \*Create a large scale construction mixed media (Dens)  \*Evaluate and change design    \*Explore colouring in within the lines  \*Use mixed media to create  \*Use drawings to represent ideas like movement or loud noises.  \*Create collaboratively sharing resources, ideas and skills.  \*Look and respond to Ranger Hamza wildlife photography.  \*Create our own observational drawings or photos of wildlife.  \*Use story props to act out familiar stories  \*Using costumes to support role play of stories  \*Explore using loose parts and general small world resources to act out stories  \*Use gesture and expression in voice to bring characters to life  \*Use appropriate language and vocabulary for the role  \*Retell a simple story with words and actions  \*Sing a range of songs with some attention to tune | \*Join different materials and explore different textures  \*Evaluate the end result.  \*Create a moving structure  \*Choose colours appropriately for task.  \*Explore watercolour paints  \*Show different emotions in their drawings  \*Draw with increasing complexity and detail.  Explore simple shapes to create art.  \*Draw freely with increasing detail  \*Use story props to act out familiar stories  \*Using costumes to support role play of stories  \*Explore using loose parts and general small world resources to act out stories  \*Act out stories heard  \*Develop complex story lines  \* Sing a range of songs with some attention to tune (pitch match)  \*Remember and sing entire songs  \*Listen and respond to different music  \*Respond to own and others performances  \*Respond to what they have heard expressing their thoughts and feelings. |
| **Knowledge and Skills Overview** | \*Use the Playdough tools  \*Be able to Ball & Roll the dough  \*Natural materials-Explore pattern and texture  \*Colour in a picture  \*Copy a cross (+) and circle  \*Draw a person with a head and 2 features (eyes & mouth)  \*Name various mark making implements  \*Wash and return palettes, brushes etc  \*Explore Autumn colours  \*Learn their names and clap them out  \*Learn simple songs  \*Listen to environmental sounds (Phonics)  \*Say a favourite song/nursery rhyme | \*Know how to glue (Pritt) and attach with tape (Sellotape)  \*Begin to use materials to create a model  \*Know how to replace the lid  \*Know how to stick tape on the table  \*Know how to care for pens, pencils etc.  \*Know how to use a rubber  \*Copy a v shape  \*Draw a person with head and legs  \*Trace a simple house  \*Continue to learn simple songs  \*Play loud/quiet sounds  \*Move to match their mood (Party) | | | \*Know how to use a stapler  \*Know how to join bricks in construction kits  \*Explore construction kits (Chair for BB)  \*Select paper for the task – colour, size  \*Follow a colour mixing chart  \*Textiles - Large scale weaving  \*Draw a house  \*Trace a simple person  \*Give puppets and characters a voice  \*Tap out character names  \*Learn simple songs  \*Play fast/slow sounds | \*Explore creating strong models with Duplo, Lego, outdoor bricks etc.  \*Make a strong wall  \*Use playdough to create different objects  \*Choose media for a task  \*Explore printing techniques  \*Draw a person with a head, body, arms, legs and fingers  \*Create observational drawings of a sunflower  \*Look at and responding to Van Gogh’s art ‘Sunflower’  \*Pretend with gesture, mime  \*Substitute an unrealistic object  \*Keep a beat to a song  \*Sing simple nursery rhymes and songs  \*Create a melodic shape with a chime bar  \*Move to melodic shape  \*Create their own song or improvise a song around one they know. | | | \*Think of ways to make the den strong  \*Copy simple shapes circle, square, cross  \*Choose media for a task  \*Explain the role taken  \*Add music appropriately to a story | \*Know how to use a split pin  \*Choose media for a task  \*Make up a story together  \*Learn simple songs  \*Add music to a story  Move in response to music  \* Listen and respond to story |