



**Ellington Primary School**  
*'Believe and Achieve'*



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

<b>Ellington Primary EYFS Vision</b>	<b>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.</b>
<b>Ellington Primary School Values</b>	<b>*Honesty   *Respect   *Pride   *Resilience   *Teamwork   *Happiness</b>

Area of Learning	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<p style="text-align: center;"><b>Possible Themes/Interests/Lines of Enquiry</b>  <i>(These themes may be adapted at various points to allow for children's interest)</i></p> <p style="text-align: center;"><b>Settling in – journey around</b></p>	<p>Down in Acorn Woods! (8)</p> <ol style="list-style-type: none"> <li>1. Settling in!</li> <li>2. All about me</li> <li>3. Families and Pets</li> <li>4. Seasonal Changes Autumn</li> </ol>	<p>Let's celebrate (7)</p> <ol style="list-style-type: none"> <li>1. Halloween Bonfire/Diwali</li> <li>2. Birthday celebrations</li> <li>3. Winter/Christmas</li> </ol>	<p>Once upon a Time (7)</p> <ol style="list-style-type: none"> <li>1 Settling in!</li> <li>2. Nursery Rhymes</li> <li>3. Traditional Tales               <ul style="list-style-type: none"> <li>- 3 Little Pigs</li> <li>-3 Billy Goats Gruff</li> <li>-Goldilocks &amp; 3 Bears</li> </ul> </li> </ol>	<p>Ready, Steady Spring (6)</p> <ol style="list-style-type: none"> <li>1. Growing Plants</li> <li>2. Keeping Healthy</li> <li>3. Seasonal Changes Spring/Easter</li> </ol>	<p>Amazing Animals (4)</p> <ol style="list-style-type: none"> <li>1.Settling in!</li> <li>2.Dear Zoo</li> <li>3. Animals around the world</li> </ol>	<p>A Journey to... (7)</p> <ol style="list-style-type: none"> <li>1. A Journey to ... the Woods.</li> <li>2. A Journey to ... Space</li> <li>3. A Journey to the seaside/summer seasonal changes</li> <li>4. Transition – A journey to school...</li> </ol>
<b>High Quality Texts</b>						
<b>Enrichment Activities</b>	Photographs from homes	Christmas Performance	Tiddlywink: 3 Little Pigs	Easter Hat Parade Easter Egg Hunt	Police/firefighter Visit	Tiddlywinks: Whatever Next

	Pet visitors	Christmas Crafts			When I grow up Day	Julia Donaldson Day!
<b>Visitors</b>	Vet	Secret Reader: Vicar	Ascent Homes – Builders			
<b>Parent Link</b>	<b>Stay and Play</b>	<b>Stay and Do</b> Christmas Performance	<b>Stay and Read</b> Secret Reader	<b>Stay and Count</b> Secret Reader	<b>Stay and Outdoors</b> Parent Visitors (Jobs)	<b>Stay and Picnic</b>
<b>Ellington Champions: Julia Donaldson</b> 	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?
<b>Mainstream Curriculum links</b>	<p>Year 1 – What is the weather like in the UK?</p> <p>Year 1 – How am I making history?</p> <p>Year 4 – How have children's lives changed?</p> <p>Year 1 – The Human Body</p> <p>Year 1 – Seasonal Changes</p> <p>Year 2 – Growing Up</p>	<p>Year 1 – What is the weather like in the UK?</p> <p>Year 2 – Why is our world wonderful?</p> <p>Years 1 and 2 - Materials</p>	<p>Year 2 – Why is our world wonderful?</p> <p>Year 2 – Would you prefer to live in a hot or cold place?</p> <p>Year 5 – Why do oceans matter?</p> <p>Year 1 – How have explorers changed the world</p> <p>Y1 – Animals</p> <p>Year 2 – Living things and their habitats</p>	<p>Year 1 – What is the weather like in the UK?</p> <p>Year 1 – Caring for the Planet</p> <p>Year 1, and 3 – Plants</p> <p>Year 1 – Growing and Cooking</p> <p>Year 3 – Soils</p>		<p>Year 1 – What is the weather like in the UK?</p> <p>Y1 – Animals</p> <p>Year 2 – Living things and their habitats</p> <p>Year 2 – Wildlife</p>

<b>Communication and Language</b>						
<b>*Listening, Attention and Understanding</b>			<b>*Speaking</b>			

<b>Three and Four Year Olds</b>	<ul style="list-style-type: none"> <li>*Listen to an adult during an adult led activity</li> <li>*Listen to adults/children in a small group</li> <li>*Understand a question with two parts like "Can you</li> </ul>	<ul style="list-style-type: none"> <li>* Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>*Able to follow directions with 3 parts</li> </ul>	<ul style="list-style-type: none"> <li>*Enjoy listening to longer stories and can remember much of what happens.</li> <li>*Follow body percussions of 3</li> <li>*Understand 'how' and 'why' questions</li> </ul>	<ul style="list-style-type: none"> <li>*Listen to others in a small group when not following my own interests</li> <li>*Listen to and learn rhymes</li> <li>*Hear rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>*Listen in a larger group</li> <li>*Enjoys listening to longer stories and can remember what happens in them.</li> <li>*Focuses on a chosen activity for at least ten minutes</li> </ul>	<ul style="list-style-type: none"> <li>*Sits quietly and listen for fifteen minutes</li> <li>*Join in at group time by putting up hand and waiting their turn to talk</li> </ul>
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	<p>get your coat and wait by the door please?"</p> <p>*Identify familiar objects and properties for practitioners when they are described. For example: 'blue car', 'shiny apple'</p> <p>* Respond to an adult's conversation</p> <p>*Ask what, who, where questions</p> <p>*Use plurals</p> <p>*Talk about what I am doing</p> <p>*Answer a register with good morning/good afternoon</p> <p>* Use consonants correctly (k/c, g, f, s and y)in my consonant range</p> <p>*Know a few simple songs – Begin the routine of the Nursery Rhyme Bag</p> <p>Library Day</p>	<p>*Able to select an object based on its use</p> <p>*Understand and act on longer sentences like make teddy jump or find your coat</p> <p>*Understands and uses simple questions about 'who', 'what' and 'where'</p> <p>*Be able to talk about familiar books</p> <p>*Join in with repeated refrains in a story</p>	<p>*Start a conversation with adults and friends</p> <p>*Speak in a full sentence</p> <p>*Have a bank of songs</p> <p>*Comment on what they hear</p> <p>*Use various tenses</p>	<p>*Give a word which rhymes with another</p> <p>*Able to follow instructions which involve holding 3 items: e.g. bring the banana, plate and knife from...</p> <p>*Learns lots of new words and use them in play</p> <p>*Ask my own questions in a range of situations</p> <p>*Know many rhymes</p> <p>* Use consonants correctly (z, v, sh, ch, j, and ng)in my consonant range</p>	<p>*Follow longer instructions whilst engaged in an activity</p> <p>*Understand and follow instructions containing 'before', 'after', 'first,</p> <p>*Answer simple problem solving questions: e.g. What do you do if you are cold?</p> <p>*Use talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"</p> <p>*Start to use connectives to link ideas – and, because, so</p> <p>*sustain a two way conversation with an adult/child</p>	<p>*Able to move away from distractions when concentrating</p> <p>*Listen and attend well in the nursery even when there are distractions</p> <p>*Understands when asked questions like "Why do you want to wear your boots today?" and "How can we mop up the juice?"</p> <p>*understand more complicated instructions e.g. roll up your sleeves, put on an apron and go to the painting area</p> <p>*Uses longer sentences of four to six words when talking</p> <p>*Be able to talk about thoughts even when they disagree and can discuss this using words and actions</p> <p>*Use most consonants correctly (l, r, , th, may be still developing)</p>
<p><b>Knowledge and Skills Overview</b></p>	<p>*Learn vocabulary linked to themselves</p> <p>*Talk About Yourself!</p> <p>*Learn vocabulary linked to themselves</p>	<p>*Learn vocabulary linked to celebrations</p> <p>*Learn about different cultures and festivals</p>	<p>*Recount an event!</p> <p>*Learn vocabulary linked to traditional stories</p> <p>*Be able to talk about weekend/holiday news</p>	<p>*Tell me why!</p> <p>*Be able to talk about familiar books, and be able to tell a longer story</p> <p>*Develop scientific based vocabulary</p>	<p>*Tell me a story!</p> <p>*Explains describe and recount</p> <p>*Use comparative vocabulary – same/different</p>	<p>*Know what good listening looks like</p> <p>*Explain your thinking!</p> <p>*Stick to the topic</p> <p>*Add detail to talk</p>

	<ul style="list-style-type: none"> <li>*Tell me about differences!</li> <li>*Learn vocabulary linked to Autumn</li> </ul>	<ul style="list-style-type: none"> <li>*Use comparative language</li> <li>*Learn vocabulary linked to Winter/Christmas</li> </ul>	<ul style="list-style-type: none"> <li>*Learn story vocabulary</li> <li>*Learn vocabulary linked to Winter</li> </ul>	<ul style="list-style-type: none"> <li>*Learn vocabulary linked growth</li> <li>*Learn vocabulary linked to Spring</li> </ul>	<ul style="list-style-type: none"> <li>*Use language linked with jobs</li> <li>*Understand who can help us</li> <li>*Understand how people help us</li> </ul>	<ul style="list-style-type: none"> <li>*Clarify ideas by a running commentary to self/others</li> <li>*Use a wide range of words correctly and in context</li> <li>*Learn vocabulary linked to science and the life cycle of a butterfly</li> <li>*Learn vocabulary linked to Summer</li> </ul>
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**Personal, Social and Emotional Development**  
**\*Self-Regulation   \*Managing Self   \*Building Relationships**

<b>Three and Four Year Olds</b>	<ul style="list-style-type: none"> <li>*Wait my turn with adult support</li> <li>*Choose where to work from a choice</li> <li>*Use resources with help</li> <li>*Separate from carer with support</li> <li>*Know the children belong in their group/class</li> <li>*Know the areas in the nursery and what we do there</li> <li>*Know we are part of a family and community</li> <li>Independence</li> <li>*Know the nursery boundaries, rules, sanctions, rewards and routines</li> <li>*Know about people in the community who keep us</li> </ul>	<ul style="list-style-type: none"> <li>*Choose what I want to do there and find the resources I need</li> <li>*Tolerates delay when needs not met immediately</li> <li>*Source/request resources to follow their plans</li> <li>*Follow daily routines with some support</li> <li>*Initiate and join in play</li> <li>*Engage in pretend play</li> <li>*Build relationships with adults/children through talk</li> </ul>	<ul style="list-style-type: none"> <li>*Take turns playing a game in a group with an adult</li> <li>*Talk about what they have done/made in a small group</li> <li>*Say how they feel</li> <li>*Identify other's feelings in stories</li> <li>*Talk about what they intend to do and how</li> <li>*Follow daily routines with developing independence</li> <li>*Actively seek out others</li> <li>*Form friendships with others</li> <li>*Keep play going by responding to what others are doing</li> </ul>	<ul style="list-style-type: none"> <li>*Engage in the company of other children</li> <li>*Identify other's feelings when they are obvious</li> <li>*Work towards individual and shared rewards</li> <li>*Have self-chosen friends</li> <li>*Initiate conversations with adults and children</li> </ul>	<ul style="list-style-type: none"> <li>*Use words to negotiate rather than actions</li> <li>* Usually adapt behaviour to different situations</li> <li>*confident asking adults for help</li> <li>*Know why rules are important</li> <li>*Show sympathy towards children in distress</li> <li>*Explain my understanding to others</li> <li>*Ask questions of others</li> <li>*Begin to use talk to negotiate and manage conflict</li> </ul>	<ul style="list-style-type: none"> <li>*Pleased to win games</li> <li>*Switch between activities and areas</li> <li>*Regulate feelings by drawing on strategies known</li> <li>*Recognise that living things have feelings</li> <li>*Deal with change positively</li> <li>*Adapt their plans and review their progress with increasing independence</li> <li>*Adapt behaviour to different situations</li> <li>*Respond with resilience to challenges</li> <li>*Listen to others and sometimes accept their ideas in play</li> </ul>
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	safe/healthy – Dentist, Police etc. *Talk to children in play *Seek adult support to have needs met					*Play cooperatively most of the time
<b>Knowledge and Skills Overview</b>	<ul style="list-style-type: none"> <li>*Select activities from those available with adult help</li> <li>*Eat using a spoon and fork</li> <li>*Tells an adult they need the toilet</li> <li>*Tells an adult if hungry/tired</li> <li>*Can wash/sanitise hands with support</li> <li>*Learn the names of new children</li> <li>*Learn the names of the adults</li> </ul> <p>Baking/Snack table</p>	<ul style="list-style-type: none"> <li>*Set the table for snack</li> <li>*Know how to return the resources correctly</li> <li>*Know the names of feelings – happy, sad, worried, excited, proud, angry</li> <li>*Put on a coat/waterproof independently</li> </ul>	<ul style="list-style-type: none"> <li>*Can use a knife to cut food</li> <li>*Goes to the toilet</li> <li>*Can pour a drink (one handed)</li> <li>*Can wash/sanitise hands with independently</li> <li>*Fasten a zip on a coat/waterproof</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about what they might do to adapt work</li> <li>*Use a knife and fork correctly</li> <li>*Use a knife to spread</li> </ul>	<ul style="list-style-type: none"> <li>*I choose from a range of activities</li> <li>*Know some simple strategies for managing their feelings</li> <li>*Know we are part of the wider world</li> <li>*Dry and clean through the day</li> <li>*Know how to meet some care needs, such as brushing teeth, using the toilet, and wiping my bottom washing and drying my own hands</li> </ul>	<ul style="list-style-type: none"> <li>*Know that all emotions are ok but not all responses are</li> <li>*Remove and replace socks and shoes/jumpers etc.</li> <li>*Know some foods are good for you</li> <li>*Know that other's may have different ideas and that is ok</li> </ul>

**Physical Development**  
**\*Gross Motor    \*Fine Motor    \*Visual Discrimination**

<b>Three and Four Year Olds</b>	<ul style="list-style-type: none"> <li>*Move freely in a range of ways</li> <li>*Negotiate obstacles/corners</li> <li>*Hold a simple body shape</li> <li>*Climb steps with alternate feet</li> <li>* Use large muscle movements to wave flags and streamers, paint and make marks</li> </ul>	<ul style="list-style-type: none"> <li>*Move freely in a range of ways.</li> <li>*Run skilfully with wheeled toys, turning around obstacles and corners.</li> <li>*Match physical skills to tasks and activities in the setting.</li> <li>*Climb with confidence</li> </ul>	<ul style="list-style-type: none"> <li>*Be aware of others and space</li> <li>*Walk up to 10 steps using alternate feet.</li> <li>*Develop balance.</li> <li>*Choose the right resources to carry out their own play.</li> <li>*Work with others to move large construction resources safely</li> </ul>	<ul style="list-style-type: none"> <li>*Traverse the climbing wall</li> <li>*Run smoothly with changes in speed, negotiating space successfully.</li> <li>*Jump off an object and land appropriately.</li> <li>Travel with increasing confidence and skill over, under,</li> </ul>	<ul style="list-style-type: none"> <li>*Use a range of resources to build a den</li> <li>*Know different ways of attaching resources – e.g. string, pegs</li> <li>*Construct more complex models with large construction</li> <li>* Copy most letters from name</li> </ul>	<ul style="list-style-type: none"> <li>*Use large materials to build an outdoor construction</li> <li>*Use a variety of PE resources</li> <li>*Increasingly use and remember sequences and patterns of movements which are related to music and rhythm</li> </ul>
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	<ul style="list-style-type: none"> <li>*Match physical skills to tasks and activities in the setting.</li> <li>*Recognise something when only shown part of the object</li> <li>*Find and point out pictures from a book</li> </ul>	<ul style="list-style-type: none"> <li>* Use large muscle movements to wave flags and streamers, paint and make marks</li> <li>*Apply increasing pressure with a pencil</li> <li>*Match a familiar item to its shadow at tidy time</li> </ul>	<ul style="list-style-type: none"> <li>*Show a preference for a dominant hand</li> <li>*Use a range of printing tools</li> <li>*Match an unfamiliar shadow to a picture</li> <li>*Match the letters of their name to name strip with support</li> </ul>	<ul style="list-style-type: none"> <li>around and through equipment.</li> <li>*Match the letters of their name to name strip independently</li> <li>*Climb low level ladders using alternate hands and feet.</li> <li>*Become increasingly independent when getting dressed (including zipping up).</li> <li>*Start taking part in group activities which they make up themselves or in teams.</li> <li>*Collaborate with others to manage large blocks planks.</li> </ul>		<ul style="list-style-type: none"> <li>*Find a space and play a spatial awareness game</li> <li>*Build models with construction kits</li> <li>*Use cutlery effectively without support</li> </ul>
<p><b>Knowledge and Skills Overview</b></p>	<ul style="list-style-type: none"> <li>*Ride trikes</li> <li>*Run with wheeled toys</li> <li>*Roll dough into a ball/sausage</li> <li>*Stack 10 blocks</li> <li>*Use large tweezers</li> <li>*Hold a pencil between 2 fingers and thumb</li> <li>*Trace zig zag patterns</li> <li>*Hold scissors</li> <li>*Snip with scissors</li> <li>*Copy a cross (+) and circle</li> </ul>	<ul style="list-style-type: none"> <li>*Ride scooters</li> <li>*Climb on tyres with safety and jump off</li> <li>*Balance on a beam</li> <li>*Traverse the A frame</li> <li>*Build 3 steps with 6 cubes</li> <li>*Build 3 block bridges from a model</li> <li>*Trace wavy patterns</li> <li>*Hold scissors</li> <li>*Copy a v shape</li> </ul>	<ul style="list-style-type: none"> <li>*Run, jump, hop, skip</li> <li>*Hold a body shape</li> <li>*Construct with large construction</li> <li>*Use large construction blocks with safety</li> <li>*Thread objects</li> <li>*Use large tweezers to pick up small items</li> <li>*Copy first letter of name</li> <li>*Cut out a straight line</li> <li>*Draw a house</li> </ul>	<ul style="list-style-type: none"> <li>*Play running and chasing games</li> <li>*catch a large ball with two hands</li> <li>*Throw a large ball</li> <li>*Sit upright on the carpet</li> <li>*Build 3 steps from 6 cubes from a model</li> <li>*Have a comfortable tripod hold</li> <li>*Trace anti-clockwise patterns</li> <li>*Cut a zig zag line</li> </ul>	<ul style="list-style-type: none"> <li>*Hang from the A frame</li> <li>*Sit correctly at a table</li> <li>*Cut out shapes with curved lines</li> <li>*Copy simple shapes – circle, square, cross</li> <li>*Select a correct sized brush for a task</li> <li>*Use a knife to push food onto a fork (e.g peas)</li> <li>*Use a pencil with some control.</li> </ul>	<ul style="list-style-type: none"> <li>*Hold the paper</li> <li>*Use a pencil with some control</li> <li>*Cut a range of simple shapes</li> <li>*Draw with increasing detail</li> <li>*Use tools to create a picture</li> <li>*Use a knife to spread effectively</li> <li>*Use a knife to cut a sandwich</li> </ul>



	*Draw a person with a head and 2 features (eyes & mouth) *Use a large paintbrush and hold it correctly. *Pour accurately from a jug	*Draw a person with head and legs *Trace a simple house *Use paint palettes *Use a fork to hold food still to cut	*Trace a simple person *Can use a knife to cut food	*Draw a person with a head, body, arms, legs and fingers *Explore smaller brushes *Peel, chop a variety of fruits and vegetables		

**Literacy**  
\*Comprehension \*Word Reading \*Writing

<b>Three and Four Year Olds</b>	*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	*Actively listen to stories *Can retell familiar stories *Listen to a full story and answer questions *Orally blend 3 syllable words (E-lephant) *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	*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	*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
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		*Listen and repeat sound and body patterns	*Make various sounds with the voice		*Begin to Orally Blend and segment words	*Orally Blend and segment words and begin to recognise words with the same initial sound
<b>Knowledge and Skills Overview</b>	*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

<b>Three and Four Year Olds</b>	*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	*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	*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	*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	*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	*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,
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	<p>language sides, corners, straight, flat</p> <p>*Make comparisons between objects relating to size</p>	<p>*Show 'finger numbers' up to 5.</p> <p>*Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>*Notice and correct an error in a repeating pattern.</p>	<p>you how many there are in total ('cardinal principle').</p> <p>*Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>*Experiment with their own symbols and marks as well as numerals.</p> <p>*Make comparisons between objects relating to size and capacity.</p>	<p>numeral, up to 5.</p> <p>*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'</p> <p>*Make comparisons between objects relating to length and weight</p>	<p>tells you how many there are in total ('cardinal principle')</p> <p>*Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p>	<p>triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p> <p>*Explore the composition of numbers to 10.</p> <p>*Recite numbers past 5.</p> <p>*Solve real-world mathematical problems with numbers up to 5</p>
<p><b>Knowledge and Skills Overview – Little Big Maths</b></p>	<p><b><u>Early Years Number</u></b></p> <p>I can use any adjectives to describe objects</p> <p>Be able to ask for more</p> <p>Understand the concept not enough</p> <p>Understands too much</p> <p>Amount in a group increases: Adult Key</p> <p>Vocab: Add/adding</p> <p>Understands hotter/colder older/younger bigger/smaller faster/smaller</p> <p>Understands gone/all gone</p> <p>Says some familiar numbers</p> <p>Know number exist and be able spot them in the environment.</p> <p>Touches 1 body part at a time</p> <p>Learn it 1,2,3,4,5 picture cards</p> <p>I know my own name</p> <p>I have 2 hands</p> <p>I can group objects</p> <p><b><u>Wider Maths</u></b></p> <p>I can show awareness of shapes as I play</p> <p>I know 2D shapes exist</p> <p>I can match shapes</p> <p>I can describe an object as tall or short'</p>	<p><b><u>Early Years Number</u></b></p> <p>Introduce long/short into list of vocabulary</p> <p>Understands just right in goldilocks story</p> <p>Understand when the amount in a group doesn't change (no counting)</p> <p>Understands all gone</p> <p>*Learn all about the number 1,2,3,</p> <p>*Subitise using dice patters, different patterns and sizes for the numbers 1,2,3</p> <p>*show the correct amount of fingers for 1,2,3</p> <p>*Practise counting and ordering numbers up to 3</p> <p>*Find the correct numeral for numbers up to 3.</p> <p>*Introduce a 5 frame</p> <p>*Explore capacity and size of objects linked to Goldilocks story.</p> <p>*Learn number rhymes within 5.</p> <p>Be able to count 1,2,3 – using number rhymes, games, environment</p> <p>Reading numbers 1,2,3</p> <p>Matches numerals to number 1-3</p> <p>Know numbers exist</p>	<p><b><u>Early Years Number</u></b></p> <p>*Subitise within 5</p> <p>*show the correct amount of fingers for 1-5</p> <p>*Practise counting numbers up to 5</p> <p>*Order numbers up to 5.</p> <p>*Find the correct numeral for numbers up to 5.</p> <p>Recognises lots/few</p> <p>Recognises just right in different contexts</p> <p>Recognises more/less than</p> <p>Understands all gone</p> <p>Recognises most/least</p> <p>Children to be able to identify what comes before, after using a number stick</p> <p>Counting numbers 1,2,3,4,5</p> <p>Reading number 1,2,3,4,5</p> <p>Matches numerals to number 1-5</p> <p>Order numbers 1-5</p> <p>Find own context to count without purpose</p> <p>Count within a given context</p> <p>Finds own context to count</p> <p>Repeats last word said. Repeats after an adult,</p> <p>Know that the last number reached</p>			

	<p>I can play with containers and begin to use the words heavy/light</p> <p>I understand now and later</p> <p>I can sort a pile of objects</p> <p>I notice patterns in pictures and stories</p>	<p>Find own context to count without purpose</p> <p>Count within a given context</p> <p>Can touch and say the object name in a line</p> <p>Can touch and say one object at a time in a pile</p> <p>Can touch and say one object at a time when taking out of the pile.</p> <p>I know I have 1 head</p> <p>I can group objects</p> <p><b>Wider Maths</b></p> <p>I can show awareness of shapes as I play</p> <p>I know 2D shapes exist</p> <p>I can match shapes</p> <p>I know 3-D shapes exist</p> <p>I can follow some early position talk</p> <p>I can follow 1-step movement instructions</p> <p>I can describe an object as tall/short</p> <p>I can describe a mass as heavy/light</p> <p>I can show awareness of money</p> <p>I can describe an amount of space</p> <p>I understand the word hot/cold</p> <p>I understand fast/slow</p> <p>I can sort a pile of objects</p> <p>I notice patterns in pictures and stories</p>	<p>when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>I know my hand has five fingers</p> <p>I can group objects</p> <p><b>Wider Maths</b></p> <p>I can explore symmetry in my play</p> <p>I can use 2-d shapes to play/make</p> <p>I know 2D shapes exist</p> <p>I can match shapes</p> <p>I know 3-D shapes exist</p> <p>I can follow some early position talk</p> <p>I can follow 2-step movement instructions</p> <p>I can describe tall/short/heavy/light</p> <p>I can play shop</p> <p>I can describe an amount of space</p> <p>I understand the word cold</p> <p>I understand the word fast slow</p> <p>I can copy simple patterns clapping</p> <p>I can record my sorting using my mark making.</p>
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**Understanding the World**

\*Past and Present   \*People, Culture and Communities   \*The Natural World

**History   Geography   Science   R.E   Computing**

<b>Three and Four Year Olds</b>	<p>*Talk about what they see and experience</p> <p>*Respect and care for the environment</p> <p>*Use all of their senses in hands-on exploration of natural materials.</p> <p>*Observe the changes in the</p>	<p>*Make connections between the features of their family and other families.</p> <p>*Explore collections of materials with similar and different properties.</p> <p>*Explore natural materials indoors and outdoors</p>	<p>*Talk about what they see, using a wide vocabulary.</p> <p>*Sense of local community.</p> <p>*Know that there are different countries in the world</p> <p>*Talk about differences they see in materials as they change (porridge)</p>	<p>*Know that there are other countries in the world through story</p> <p>*Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>*Plant seeds and watch their growth</p>	<p>*Identify roles and occupations in the community which keep us healthy</p> <p>*Be interested in different occupations</p> <p>Explore local community and recall all of the community visitors from through the year.</p>	<p>*Be interested in different occupations</p> <p>*Know that life may be different in other countries</p> <p>*Talks about similarities and differences in cultures through story</p> <p>*respect and care for living things</p>
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	<p>garden and local area in Autumn</p> <ul style="list-style-type: none"> <li>*Interested in photographs of themselves and family.</li> <li>*Begin to make connections between the features of their family and other families</li> <li>Shows curiosity about people.</li> <li>Show interest in stories about people</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about similarities and differences</li> <li>*Talk about the differences between materials and changes they notice.</li> </ul> <p>Begin to make sense of their family history</p> <p>Develop positive attitudes about the differences between people.</p>	<ul style="list-style-type: none"> <li>*Explore collections of materials with similar and different properties.</li> <li>*Recount past events and news</li> </ul>	<ul style="list-style-type: none"> <li>*Understand the life cycle of a plant</li> <li>*Talk about what they notice using their senses</li> <li>*Observe changes during growth</li> <li>*Observe the changes in the garden and local area in Spring</li> <li>*Explore forces</li> <li>*Talk about past experiences of celebrating Easter</li> </ul>	<p>Talk about what they see using a wide range of vocabulary. Observe changes over time.</p> <p>Explore changes in the history of artefacts (What did they use in the past to help people?)</p> <p>*Take photographs using the ipad</p>	<ul style="list-style-type: none"> <li>*Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>*Explore forces (magnets)</li> <li>*Understand the key features of the life cycle of an animal.</li> <li>*Observe the changes in the garden and local area in Summer</li> </ul> <p>*Observe and talk about past significant events</p> <p>*Talk about experiences in nursery and transition into Reception</p>
<p><b>Knowledge and Skills Overview</b></p>	<ul style="list-style-type: none"> <li>*Know our school is in Ellington</li> <li>*Compare ourselves to our friends – what is the same/different</li> <li>*Know it is ok to be different</li> <li>*Identify roles and occupations in the nursery</li> <li>Comment on how to care for living things</li> <li>*Explore the indoor and outdoor area</li> <li>*Talk about what they see and experience</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about experiences of bonfire night</li> <li>*Talk about past experiences of celebrating Christmas</li> <li>*Know Christians celebrate Xmas</li> <li>*Know about some cultural traditions – Xmas, Bonfire, Halloween</li> <li>*Know how/why Christmas is celebrated</li> <li>*Begin to be aware that different</li> </ul>	<ul style="list-style-type: none"> <li>*Comment on how to care for living things</li> <li>Ask questions about different occupations -builders</li> <li>*Explore how things work and change over time – porridge exploration</li> <li>*Explore different materials – straw, sticks, bricks</li> <li>*Explore materials for a bridge- how can we make a bridge strong?</li> <li>*Use vocabulary related to the past</li> </ul>	<ul style="list-style-type: none"> <li>*Know how/why Easter is celebrated</li> <li>*Joins in with celebrations which are special to them</li> <li>*Know some things that a plant needs to grow</li> <li>*Use vocabulary related to growth and Spring</li> <li>*Observe and talk about the life-cycle of a sunflower</li> <li>*Respect and care for plants in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about different occupations</li> <li>*At the Zoo</li> <li>Compare to vet occupation – Autumn link</li> <li>*Animals around the world – map out animals around the world- world map</li> <li>*Compare different animal environments, why are they different</li> <li>Hot/Cold Climates</li> <li>Caring for animals – look at a endangered animal – understand</li> </ul>	<ul style="list-style-type: none"> <li>*Compare 2 different ways of travel past and present</li> <li>*Talk about past summer memories</li> <li>*Understand how space travel has changed over time.</li> <li>*Look at the first moon landing.</li> <li>*Explore sources/artefacts linked to the past</li> <li>Show interest in stories about people.</li> <li>Ask questions about different occupations</li> <li>*Wood surgeon</li> </ul>

\*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

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

\*know how to use a paint app

\*Know where food comes from – begin to plant our own.

why some animals are extinct.  
Shows curiosity about people.

\*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

- \*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

- \*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)

	songs/nursery rhymes				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	*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.
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<p><b>Knowledge and Skills Overview</b></p>	<ul style="list-style-type: none"> <li>*Use the Playdough tools</li> <li>*Be able to Ball &amp; Roll the dough</li> <li>*Natural materials- Explore pattern and texture</li> <li>*Colour in a picture</li> <li>*Copy a cross (+) and circle</li> <li>*Draw a person with a head and 2 features (eyes &amp; mouth)</li> <li>*Name various mark making implements</li> <li>*Wash and return palettes, brushes etc</li> <li>*Explore Autumn colours</li> <li>*Learn their names and clap them out</li> <li>*Learn simple songs</li> <li>*Listen to environmental sounds (Phonics)</li> <li>*Say a favourite song/nursery rhyme</li> </ul>	<ul style="list-style-type: none"> <li>*Know how to glue (Pritt) and attach with tape (Sellotape)</li> <li>*Begin to use materials to create a model</li> <li>*Know how to replace the lid</li> <li>*Know how to stick tape on the table</li> <li>*Know how to care for pens, pencils etc.</li> <li>*Know how to use a rubber</li> <li>*Copy a v shape</li> <li>*Draw a person with head and legs</li> <li>*Trace a simple house</li> <li>*Continue to learn simple songs</li> <li>*Play loud/quiet sounds</li> <li>*Move to match their mood (Party)</li> </ul>	<ul style="list-style-type: none"> <li>*Know how to use a stapler</li> <li>*Know how to join bricks in construction kits</li> <li>*Explore construction kits (Chair for BB)</li> <li>*Select paper for the task – colour, size</li> <li>*Follow a colour mixing chart</li> <li>*Textiles - Large scale weaving</li> <li>*Draw a house</li> <li>*Trace a simple person</li> <li>*Give puppets and characters a voice</li> <li>*Tap out character names</li> <li>*Learn simple songs</li> <li>*Play fast/slow sounds</li> </ul>	<ul style="list-style-type: none"> <li>*Explore creating strong models with Duplo, Lego, outdoor bricks etc.</li> <li>*Make a strong wall</li> <li>*Use playdough to create different objects</li> <li>*Choose media for a task</li> <li>*Explore printing techniques</li> <li>*Draw a person with a head, body, arms, legs and fingers</li> <li>*Create observational drawings of a sunflower</li> <li>*Look at and responding to Van Gogh's art 'Sunflower'</li> <li>*Pretend with gesture, mime</li> <li>*Substitute an unrealistic object</li> <li>*Keep a beat to a song</li> <li>*Sing simple nursery rhymes and songs</li> <li>*Create a melodic shape with a chime bar</li> <li>*Move to melodic shape</li> <li>*Create their own song or improvise a song around one they know.</li> </ul>	<ul style="list-style-type: none"> <li>*Think of ways to make the den strong</li> <li>*Copy simple shapes circle, square, cross</li> <li>*Choose media for a task</li> <li>*Explain the role taken</li> <li>*Add music appropriately to a story</li> </ul>	<ul style="list-style-type: none"> <li>*Know how to use a split pin</li> <li>*Choose media for a task</li> <li>*Make up a story together</li> <li>*Learn simple songs</li> <li>*Add music to a story</li> <li>Move in response to music</li> <li>* Listen and respond to story</li> </ul>
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