



# Ellington Primary School

*'Believe and Achieve'*

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

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

Area of Learning	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<p><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><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</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	Police/firefighter Visit	Tiddlywinks: Whatever Next

	Pet visitors	Christmas Crafts		Easter Egg Hunt	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>	<b>Year 1 – What is the weather like in the UK?</b> <b>Year 1 – How am I making history?</b> <b>Year 4 – How have children's lives changed?</b> <b>Year 1 – The Human Body</b> <b>Year 1 – Seasonal Changes</b> <b>Year 2 – Growing Up</b>	<b>Year 1 – What is the weather like in the UK?</b> <b>Year 2 – Why is our world wonderful?</b>  <b>Years 1 and 2 - Materials</b>	<b>Year 2 – Why is our world wonderful?</b> <b>Year 2 – Would you prefer to live in a hot or cold place?</b> <b>Year 5 – Why do oceans matter?</b>  <b>Year 1 – How have explorers changed the world</b>  <b>Y1 – Animals</b> <b>Year 2 – Living things and their habitats</b>	<b>Year 1 – What is the weather like in the UK?</b> <b>Year 1 – Caring for the Planet</b> <b>Year 1, and 3 – Plants</b> <b>Year 1 – Growing and Cooking</b> <b>Year 3 – Soils</b>		<b>Year 1 – What is the weather like in the UK?</b>  <b>Y1 – Animals</b> <b>Year 2 – Living things and their habitats</b> <b>Year 2 – Wildlife</b>
<b>Communication and Language</b>						
<b>*Listening, Attention and Understanding</b>			<b>*Speaking</b>			
<b>Three and Four Year Olds</b>	*Listen to an adult during an adult led activity *Listen to adults/children in a small group *Understand a question with two	* Listen to simple stories and understand what is happening, with the help of the pictures. *Able to follow directions with 3 parts	*Enjoy listening to longer stories and can remember much of what happens. *Follow body percussions of 3 *Understand 'how' and 'why' questions	*Listen to others in a small group when not following my own interests *Listen to and learn rhymes *Hear rhyming words	*Listen in a larger group *Enjoys listening to longer stories and can remember what happens in them.	*Sits quietly and listen for fifteen minutes *Join in at group time by putting up hand and waiting their turn to talk

	<p>parts like “Can you 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>*Focuses on a chosen activity for at least ten minutes</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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<b>Personal, Social and Emotional Development</b> <b>*Self-Regulation    *Managing Self    *Building Relationships</b>						
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<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> <li>*Play cooperatively most of the time</li> </ul>
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	safe/healthy – Dentist, Police etc. *Talk to children in play *Seek adult support to have needs met					
<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</li> <li>*Can drink from a cup (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. 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> <li>*Draw a person with head and legs</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> <li>*Trace a simple person</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	*Trace a simple house *Use paint palettes *Use a fork to hold food still to cut	*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		

<b>Literacy</b> <b>*Comprehension      *Word Reading      *Writing</b>						
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<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  *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-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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			*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>	<ul style="list-style-type: none"> <li>*Talk about key features of a familiar story</li> <li>*Say who was in the story (character)</li> <li>*Say where they were (setting)</li> <li>*Clap name syllables</li> </ul>	<ul style="list-style-type: none"> <li>*Know what sound name starts with</li> <li>*Know writing and drawing is different</li> <li>* Tracing patterns</li> </ul>	<ul style="list-style-type: none"> <li>* Begin to understand the five key concepts about print:               <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul> </li> <li>*See letters from name in other words</li> <li>*Know words are made up of letters</li> <li>*Tracing patterns</li> </ul>	<ul style="list-style-type: none"> <li>*Spot a mistake in a rhyming activity</li> <li>*Match the letters of their name to name strip independently</li> <li>*Retrace a vertical line in a handwriting pattern</li> </ul>	<ul style="list-style-type: none"> <li>*Know how to use non-fiction books</li> <li>*Uses some print and letter knowledge in early writing.</li> <li>*Add a correct rhyming word</li> </ul>	<ul style="list-style-type: none"> <li>*Know that stories have beginnings and endings and sometimes guess how the story will end</li> <li>*Able to make up own stories, with characters, a beginning, middle and an end</li> <li>*Spot and suggest rhymes.</li> </ul>

**Mathematics**

**\*Number      \*Numerical Patterns**

<b>Three and Four Year Olds</b>	<ul style="list-style-type: none"> <li>*Explore colour and colour mixing</li> <li>*Make comparisons between objects relating to size</li> <li>*Complete inset puzzles</li> <li>*Compare sizes using gestures and language</li> <li>'bigger/little/small'</li> <li>*Talk about and explore 2D shapes using informal and mathematical</li> </ul>	<ul style="list-style-type: none"> <li>*Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>*Say one number for each item in order: 1,2,3,4,5.</li> <li>*Know that the last number reached when counting a small set of objects tells you how many there are in total</li> </ul>	<ul style="list-style-type: none"> <li>*Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')</li> <li>*Show 'finger numbers' up to 5</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>*Know that the last number reached when counting a small set of objects tells</li> </ul>	<ul style="list-style-type: none"> <li>*Recite numbers past 5.</li> <li>*Subitise within 5</li> <li>*Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>*Link numerals and amounts: for example, showing the right number of objects to match the</li> </ul>	<ul style="list-style-type: none"> <li>*Compare quantities using language: 'more than', 'fewer than'.</li> <li>*Explore the composition of numbers to 10.</li> <li>*Subitise within 5</li> <li>*Recite numbers past 5.</li> <li>*Know that the last number reached when counting a small set of objects</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>*Understand position through words alone for example, "The bag is under the table," with no pointing.</li> <li>*Talk about and explore 2D and 3D shapes (for example, circles, rectangles,</li> </ul>
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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>Find own context to count without purpose</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>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 garden and local area in Autumn</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> <p>*Begin to understand the need to respect</p>
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	<p>*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</p>	<p>*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.</p>	<p>*Explore collections of materials with similar and different properties. *Recount past events and news</p>	<p>*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</p>	<p>Talk about what they see using a wide range of vocabulary. Observe changes over time. Explore changes in the history of artefacts (What did they use in the past to help people?) *Take photographs using the ipad</p>	<p>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</p>
<p><b>Knowledge and Skills Overview</b></p>	<p>*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</p>	<p>*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</p>	<p>*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</p>	<p>*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.</p>	<p>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.</p>	<p>*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.</p>

	<ul style="list-style-type: none"> <li>*Sort materials (float/sink)</li> <li>*Have a sense of self</li> <li>*Name who lives in their house</li> <li>*Talk about extended family members</li> <li>*Understand changes between baby animals to adult and how needs change over time.</li> <li>*Know how to use an app on an iPad</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about differences they see in materials as they change (clay)</li> <li>*Observe the changes in the garden and local area in Winter</li> <li>*Listen and comment on stories about Winter</li> <li>*Know how to find information with a computer</li> </ul>				<ul style="list-style-type: none"> <li>*Forces – Why do people not walk normally on the moon? Why do we need a helmet in space?</li> <li>*Seasonal changes within summer – Summer walk/what activities can we do in Summer – compare to other seasons</li> <li>*Harvest and prepare food we've grown.</li> </ul>
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**Expressive Arts and Design**  
**\*Creating with Materials    \*Being Imaginative and Expressive**

**Art    D.T    Music**

<b>Three and Four Year Olds</b>	<ul style="list-style-type: none"> <li>*Explore different materials freely and develop ideas about how to use them and what to make.</li> <li>*Create closed shapes with continuous lines.</li> <li>*Name Primary colours</li> <li>*Explore mixing colours</li> <li>*Mix primary colours to create secondary colours (poster paint)</li> </ul>	<ul style="list-style-type: none"> <li>*Use their imagination as they consider what they can do with different materials.</li> <li>*Make simple models which express their ideas</li> <li>*Use resources available to them to create a clay Diwali lamp</li> <li>*Deciding what to make and what is needed (Card)</li> <li>*Know how to use a hole punch</li> <li>*Continue to explore mixing colours</li> </ul>	<ul style="list-style-type: none"> <li>*Plan a 3D construction – bridge/house structures</li> <li>*Talk about what they have done/made</li> <li>*Evaluate the end result</li> <li>*Use a colour for a purpose</li> <li>*Explore pastels as a mark making implement</li> <li>Create a 3D construction from construction kits/junk modelling</li> <li>*Draw with texture</li> </ul>	<ul style="list-style-type: none"> <li>*Know how to overlap bricks to build a strong wall</li> <li>*Evaluate the end result</li> <li>*Decide if they would they adapt it</li> <li>*Learn techniques for printing</li> <li>*Use natural materials to make patterns and pictures</li> <li>*Explore colouring in within the lines</li> <li>*Use available role play resources to recreate experiences</li> <li>*Using costumes to support role play of stories</li> </ul>	<ul style="list-style-type: none"> <li>*Exploring attaching with string (Dens)</li> <li>*Create a large scale construction mixed media (Dens)</li> <li>*Evaluate and change design</li> <li>*Explore colouring in within the lines</li> <li>*Use mixed media to create</li> <li>*Use drawings to represent ideas like movement or loud noises.</li> <li>*Create collaboratively sharing resources, ideas and skills.</li> </ul>	<ul style="list-style-type: none"> <li>*Join different materials and explore different textures</li> <li>*Evaluate the end result.</li> <li>*Create a moving structure</li> <li>*Choose colours appropriately for task.</li> <li>*Explore watercolour paints</li> <li>*Show different emotions in their drawings</li> <li>*Draw with increasing complexity and detail.</li> </ul>
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\*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

\*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

\*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

\*Explore using loose parts and general small world resources to act out stories  
\*Pretend with others with each having a role  
\*Explore different sounds

\*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

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