

**Ellington Primary School**

*‘Believe and Achieve’*

**Nursery Long Term Overview 2023-2024**

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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)* | Colour Chaos! (8) | Sparkle and Shine (7) | Once upon a Bear (6) | How does your garden grow? (5) | To the Rescue (6) | Animal Antics (7) |
| 1. Settling in!2. Me and my family3. Colours4. Seasonal Changes Autumn  | 1. Light and Dark Festivals (Bonfire, Diwali) 2. Seasonal Changes Winter 3 It’s Christmas! | 1.Goldilocks and the Three Bears 2.We’re Going on a Bear Hunt  | 1.Growing2. Seasonal Changes Spring Time (Easter) | 1.Supertato/Superheroes2. Our Families are superheroes 3. People who help us | 1. Zoo animals 2. Handa’s Surprise3. Minibeasts  |
| **High Quality Texts** | Elmer the Patchwork Elephant - WikipediaI'm Special, I'm Me!: Amazon.co.uk: Meek, Ann: 9781845060428: Books | Dear Santa: A lift-the-flap Christmas bookOwl Babies: 1: Amazon.co.uk: Waddell, Martin, Benson, Patrick:  8601404204227: Books | We're Going on a Bear Hunt By Michael Rosen & Helen Oxenbury |The WorksGoldilocks and the Three Bears (My First Fairy Tales): Amazon.co.uk:  Daubney, Kate, Alperin, Mara: 9781589251809: BooksWhere's My Teddy?: Amazon.co.uk: Alborough, Jez, Alborough, Jez:  9780763698713: Books | Easter Storytime and Activities with 'The Bunny Adventures' | Events at  Waterstones Bookshopshttps://www.booksfortopics.com/wp-content/uploads/ten-seeds-298x300.jpegJasper: Jasper's Beanstalk: Amazon.co.uk: Nick Butterworth, Mick Inkpen:  9780340945117: Books | https://www.booksfortopics.com/wp-content/uploads/9781444959000-300x300.jpgSupertato - Official Channel - YouTube | The Very Hungry Caterpillar - WikipediaHanda's Surprise Guided Reading Pack — Primary English Education Consultancy |
| **Enrichment Activities** | Photos from home  | Christmas PerformanceChristmas Crafts | Tiddlywinks | Easter Hat ParadeEaster Egg Hunt | Police/firefighter Visit When I grow up Day | Caterpillar life cyclesBug Ball |
| **Parent Link** | **Stay and Play** | **Stay and Do**Christmas Performance | **Stay and Read**Secret Reader | **Stay and Garden**Secret Reader | **Stay and Count**Parent Visitors (Jobs) | **Stay and Picnic** |
| **Ellington Champions: Ranger Hamza**BBC iPlayer - Ranger Hamzas Eco Quest | Who is Ranger Hamza? | What does Ranger Hamza celebrate? | What animals does Ranger Hamza like? | Who is Ranger Hamza family? | What is Ranger Hamza’s Job? | How does Ranger Hamza help the world? |
| **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 | \* 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 | \*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.\*Use a spoon and fork | \*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\*Can use a knife to spread | \*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 |
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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 paintingPhase 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 makingPhase 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 meansPhase 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 nurseryPhase 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 namePhase 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 correctlyPhase 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 objectsrelating to size\*Complete inset puzzles\*Compare sizes using gestures andlanguage ‘bigger/little/small’\*Talk about and explore 2D shapesusing informal and mathematicallanguage sides, corners, straight,flat\*Make comparisons between objectsrelating to size | \*Develop fast recognition of up to 3 objects, without having to countthem individually (‘subitising’).\*Say one number for each item inorder: 1,2,3,4,5.\*Know that the last number reachedwhen counting a small set of objectstells 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 arepeating pattern. | \*Develop fast recognition of up to 3objects, without having to count themindividually (‘subitising’)\*Show ‘finger numbers’ up to 5Say one number for each item in order:1,2,3,4,5.\*Know that the last number reachedwhen counting a small set of objects tellsyou how many there are in total(‘cardinal principle’).\*Link numerals and amounts: forexample, showing the right number ofobjects to match the numeral, up to 5.\*Experiment with their own symbols andmarks as well as numerals.\*Make comparisons between objectsrelating to size andcapacity.  | \*Recite numbers past 5.\*Subitise within 5\*Know that the last number reachedwhen counting a small set of objects tells you how many there are in total(‘cardinal principle’).\*Link numerals and amounts: forexample, showingthe right number of objects to match thenumeral,up to 5. \*Talk about and explore 2D and 3Dshapes (for example, circles, rectangles,triangles and cuboids) using informaland 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 to10.\*Subitise within 5\*Recite numbers past 5.\*Know that the last number reachedwhen counting a small set of objects tells you how many there are in total(‘cardinal principle’)\*Link numerals and amounts: forexample, showing the right number ofobjects 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 wordsalone for example, “The bag is under thetable,” with no pointing.\*Talk about and explore 2D and 3Dshapes (for example, circles, rectangles,triangles and cuboids) using informaland mathematical language: ‘sides’,‘corners’; ‘straight’, ‘flat’, ‘round’\*Explore the composition of numbers to10.\*Recite numbers past 5.\*Solve real-world mathematical problemswith numbers up to 5 |
| **Knowledge and Skills Overview – Little Big Maths**  | **Early Years Number**I can use any adjectives to describe objectsBe able to ask for moreUnderstand the concept not enoughUnderstands too muchAmount in a group increases: Adult Key Vocab: Add/addingUnderstands hotter/colder older/younger bigger/smaller faster/smallerUnderstands gone/all goneSays some familiar numbersKnow number exist and be able spot them in the environment. Touches 1 body part at a timeLearn it 1,2,3,4,5 picture cardsI know my own nameI have 2 handsI can group objects**Wider Maths**I can show awareness of shapes as I playI know 2D shapes existI can match shapes I can describe an object as tall or short’I can play with containers and begin to use the words heavy/lightI understand now and laterI can sort a pile of objectsI notice patterns in pictures and stories | **Early Years Number**Introduce long/short into list of vocabularyUnderstands just right in goldilocks storyUnderstand 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 1,2,3Matches numerals to number 1-3Know numbers existFind own context to count without purposeCount within a given contextCan touch and say the object name in a lineCan 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 headI can group objects**Wider Maths**I can show awareness of shapes as I playI know 2D shapes existI can match shapesI know 3-D shapes existI can follow some early position talk I can follow 1-step movement instructionsI can describe an object as tall/shortI can describe a mass as heavy/lightI can show awareness of moneyI can describe an amount of spaceI understand the word hot/coldI understand fast/slowI can sort a pile of objectsI 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/fewRecognises just right in different contextsRecognises more/less than Understands all gone Recognises most/leastChildren to be able to identify what comes before, after using a number stickCounting numbers 1,2,3,4,5Reading number 1,2,3,4,5Matches numerals to number 1-5Order numbers 1-5Find own context to count without purposeCount within a given contextFinds own context to count Repeats last word said. Repeats after an adult,Know that the last number reachedwhen counting a small set of objects tells you how many there are in total(‘cardinal principle’)I know my hand has five fingersI can group objects**Wider Maths**I can explore symmetry in my playI can use 2-d shapes to play/make I know 2D shapes existI can match shapesI know 3-D shapes existI can follow some early position talk I can follow 2-step movement instructionsI can describe tall/short/heavy/lightI can play shopI can describe an amount of spaceI understand the word coldI understand the word fast slowI 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 familiesShows 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\*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\*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 \*Explore how things work and change over time\*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  | Ask questions about different occupationsUnderstand how people can help usUse vocabulary to describe change Shows curiosity about people.Show interest in stories about people.\*Explore artefacts linked to the past \*Take a photograph with an iPad | \*Talk about what they see in stories\*Use comparative language to compare life in Ellington to other countries. \*Know about the role of a vet\*Uses scientific language to describe changes to the caterpillar\*Shows curiosity about people.\*Show interest in stories about people.\*Know how to find information with a computer |
| **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 (Threading Owl Calendar)\*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\*Talk about music they have heard –loud/quiet | \*Plan a 3D construction (Chair for BB)\*Talk about what they have done/made \*Evaluate the end result\*Use a colour for a purpose\*Explore pastels as a mark making implementCreate 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  \*Plan and design an evil villain \*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. Look and respond to the African artist – Esther Mahlangu 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 storyMove in response to music\* Listen and respond to story |