

YEAR: NURSERY		
Barnes Primary has a 52 full-time place nursery and an 8 part-time nursery provision		
Early Years teaching is different to KS1 and KS2 due to the emphasis of learning through play. We plan for progression in all areas, through gradual challenge in our learning environment and our interactions with children. For example, we may start with large cotton wheels to thread in Autumn 1 and get out successively smaller beads to thread as the term progresses. We weave all the curriculum in and out of the day. All areas of the curriculum can always be found in our free flow resources and open-ended activities. We constantly review how we can provide ‘writing for a purpose’, ‘real life maths’ and development of the love of reading, physical strength and coordination and communication skills. It is our passion to provide a broad and inspiring curriculum, and more often than not, the children are the instigators.		
Characteristics of Effective Learning		
Playing and Exploring - children investigate and experience things, and ‘have a go’. Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things’.		
Communication and Language. (taught explicitly and within provision)	Physical Development. (taught explicitly and within provision)	Personal, Social and Emotional Development. (interlinked throughout the entirety of the EYFS through interaction and play)
These core subjects are crucial for all areas of learning. They are sometimes taught explicitly* as whole class learning, but most often through play, high quality learning environment and skilful teacher interactions to help each child take the next step in their learning. During the Reception Year children will be both exposed to new vocabulary alongside learning specific topic related words. We also are a child centred school where we will at times follow children’s interests. Curriculum maps for each of the 7 areas (apart from PSED- which is interwoven throughout) provide a basic overview that is complemented through a high-quality continuous provision and well-trained adults as a resource in themselves. We follow development matters to support our understanding of a typical progression with our assessment against the Early Learning Goals in the Summer Term. *(e.g. routines and expectations, speaking in front of the class with sentence starters, buzz partners, hygiene, healthy eating, specialist PE lessons, Write Dance, Sports Day, Bike ability, transition to year 1)		

Definitions:

Key texts: 10 high quality fiction texts that are read repeatedly throughout the year and recommended to the parents.

Curriculum texts: high quality texts related to learning themes.

WOW: wonder of the week.

Continuous provision: indoor, outdoors and forest school.

Enhancements: changes to bring about further challenge, provocations and stimuli.

Routine songs: songs sung throughout the year (such as days of the week).

Key poems: poems children learn and know by heart. These are shared with the parents.

Words of the week are in red

Full time children have two extended Forest School sessions. Part time children have one session a week in the Summer term. Reference is made to the Forest School provision in this curriculum map, but the amount of time/exposure should be considered. This document needs to be read in conjunction with the Forest School overview document.

This document should be read in conjunction with:

Nursery overview of teacher led sessions

Nursery overview of skills progression

Nursery overview of phonics

Nursery overview of mathematics

Nursery overview of Forest School

Year N Curriculum Map

YEAR NURSERY												
Communication and Language	TERM 1A		TERM 1B		TERM 2A		TERM 2B		TERM 3A		TERM 3B	
	All about me		Traditional Tales		People who help us		Planting and growing		Transport		Animals	
	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills
	To know the name of their key adult	To be able to follow instructions with three key words (stand on the listening line)	To know the basic story of: Billy Goats, Goldilocks	To use new words when talking about their emotions	To know the names of different occupations.	To be able to follow instructions with two parts “first put on your coat and then line-up”	To know about and name different textures.	To begin to use descriptive vocabulary when talking about objects (dark/light/bumpy/smooth).	To know that a rocket	To be able to talk about yesterday and tomorrow accurately.	To know that ‘because’ can be used to explain an idea.	To be able to use ‘because’ to extend a sentence.
	To know the name of their home group	To be able to use phrase “stop I don’t like it”, “please can I have it when you’re finished”.	Little Red Riding Hood, Gingerbread	To be able to follow the routines of Nursery independently	To know the different between past and present.	To be able to begin to use past tense in adult-led conversation.	Know to listen to a peer when they answer a question.	To be able to ask peers a question when prompted by an adult.	To know that an astronaut is a person who flies in space.	To be able to use ‘and’ to extend a sentence.	To know how to debate with peers using the phrase “I agree because...” or “I disagree because...”.	To be able to talk about past events, understanding the difference between yesterday and a longer timeframe.
	To know the Makaton signs for “milk”, “water” and “please”.	To be able to respond to their home group and find their peg.	The Three Little Pigs	To be able to use a sentence when asking for milk/water	To know the names of red, blue, green, yellow, orange, pink, purple, black, white and brown.	To be able to use new vocabulary in play (word of week)	To know the difference between ‘same’ and ‘different’.	To be able to identify similar viewpoints with peers (same likes/dislikes)	To know that a passenger is a person travelling on a vehicle.	To be able to change own focus of attention.	To know that a pet is an animal that you keep at home.	To be able to ask peers question to find out more information.
	To know some of the Nursery routine including songs, visual time table pictures and tambourine.	To be able to join in with rhythmic patterns in rhymes and stories with actions or vocalisation	To know that a bridge is something you walk or drive on to get over water or a gap.	To be able to work out the day of the week when knowing the day before.	To know the difference between ‘like’ and ‘dislike’.	To begin to use four to six-word sentences	To know the difference between past, present and future when speaking.	To be able to use continue using past and future tense	To know that a picnic is when you eat outside.	To be able to listen and debate a point of view with peers (Xander like tomatoes, I don’t, they are too squishy)	To know that fierce is when something is very angry and scary.	To be able to use ‘I agree’ or ‘I disagree’.
	To know that good listening requires, eyes, lips closed, ears listening and good sitting.	To be able to sustain attention to own choice of activity.	To know that medium is that size that’s between the small and the big one.	To be able to use Makaton in new songs (Christmas show)	To know that a question helps to find out information.	To be able to identify basic colours	To know the order of the days of the week with support of a rhyme.	To be able to listen to peers in group when conversation interested them	To know that a mechanic is a person who fixes a vehicle if it is broken.	To be able to start a conversation with a peer and continue it for many turns.	To know a farm is a place where animals such as sheep, cows and pigs live.	To be able to talk about future events.
	To know that when an adult is talking, they must listen.	To be able to use a short phrase to ask for milk/water “milk please”.	To know that a growl is a deep, angry sound that some animals.	To be able to shift attention to a different task when name is used.	To know that saying ‘please’ and ‘thank you’ is ‘polite’	TO be able to ask peers direct questions “would you like milk or water”	To know that giant is when something is very, very big.	To be able to identify day of week independently.	To know that a river is long, flowing water that moves to the sea.	To be able to sustain attention in a group for 10 minutes	To know that when someone is bossy , they tell others what to do.	To have developed their pronunciation but may have problems saying some sounds: r,j,th,ch, and sh.
	To know the days of the week.	To be able to use Makaton to support speech (snack time/ routine of day).	To know that a celebration is a happy time when people do something fun.	To be able to listen and join in with longer stories	To know that an alarm is a loud noise that tells you something.	To be able to use ‘please’ and ‘thank you’ without prompt from adult	To know that a seed can be planted and will grow into something.	To be able to answer ‘why’ questions. (why is the plant growing?)	To know that when people squabble , they are arguing.	To be able to sustain attention in a group for 12 minutes	To know a pond is a small section of water with fish and frogs.	To be able to sustain attention in a group for 12 minutes
	To know prepositional language such as...	To be able to join in with routine songs (such as days of the week)	To know that Diwali is a special celebration. People celebrate with lights, sweets, and fun with their families.	To be able to use talk to organise themselves in their play.	To know that a firefighter is someone who puts out fires and helps people.	To know that wheat can be made into flour, then used in breads, cakes and pasta.	To know that when we bake something, we put it in the oven.	To know that vegetables are plants that can be eaten as food	To know that a ticket means we can go on a train.	To know that a lifecycle is a series of changes in the life of an animal	To know that a cocoon is a shell that caterpillars grow in.	
	To know the difference between now and next	To begin to use pronouns (not always accurately)	To know that worried means you feel a little scared or nervous. You are in the yellow zone.	Jingle Bells, Christmas Conga, We wish you and Merry Christmas.	To know that a nurser/doctor is someone who makes us feel better.	To know that when we bake something, we put it in the oven.	To know that when we are proud , we feel happy about something we have done.	To know that enormous means very big.	To know that a platform is where we stand and wait for the train.	To know that hatch is when an egg breaks and a baby comes out.	To know that a celebration is when people come together for a fun activity	
	To know the name of the objects they play with and where they can be found.	To be able to use words for space accurately (‘over there’)	To know that if we fizzy , we might become silly.		To know that a hospital is where we go when we are hurt or unwell.	To know that vegetables are plants that can be eaten as food	To know that when we are proud , we feel happy about something we have done.	To know that turnip is a white vegetable you can eat.	To know that when we are proud , we feel happy about something we have done.	To know that ‘and’ is used to connect two ideas together.	To know that a jungle is a forest with lots of animals.	
	To know that at tidy up time, they must put away their toys.	To be able to use words for time accurately (now and next)	To know that a disguise is something you wear to look different.		To know that a builder is someone who builds and fixes things.	To know that safe is when you are protected from danger.	To know that germinate is when a seed grows into a plant.	To know that tiny is when something is very, very small.	To know that when I talk to my partner on the carpet I must turn to look at them.			
	Know the difference between ‘who’, ‘what’, ‘where’.	To be able to use words for space accurately (‘over there’)	To know that frustrated means you feel upset. You are in the red zone.		To know that construct is when you build or make something.	To know that when someone is cunning they are thinking of a trick.			To know that when I am holding the cup, it is my turn to speak to my partner.			
	To know how to form a line, standing one behind the other, hands to self, facing forward.	To be able to identify familiar objects and properties when they are described (point to the blue car)	To know that chase means to run after someone or something.		To know that safe is when you are protected from danger.	To know that when someone is cunning they are thinking of a trick.						
	To know that a sleeve is the bit of a top that covers your arm.	To be able to use new vocabulary in adult-led scenarios (e.g. word of the week).	To know that shivering is when your body shakes when you feel very cold.		To know that when someone is cunning they are thinking of a trick.	To know that when something is colourful , it has lots of different colours.						
	To know that hood is part of the coat that goes over your head											

	<p>To know that a pocket is a part of clothing you can put things in.</p> <p>To know names of close friends in Nursery.</p> <p>To know that if something is not the same it is different.</p> <p>To know there are toilets inside Nursery and one toilet outside Nursery.</p> <p>To know that I need to walk through the Nursery garden to get to Forest School.</p> <p>To know where to find all the different areas in our environment.</p>	<p>To be able to talk about their peers in Nursery</p> <p>To be able to listen to and answer simple questions about themselves using ‘who’, ‘what’, and ‘where’. (‘Where is your hat?’)</p> <p>To be able to follow the routine of the day with some guidance.</p> <p>To be able to sustain attention in a group for 5 minutes.</p> <p>To be able to navigate around Nursery without support from an adult.</p> <p>To be able to find Forest School when I am with an adult.</p>	<p>To know the difference between yesterday and today (“yesterday was Monday, today is...”)</p> <p>To know simple Makaton signs.</p> <p>To know that when their name is said, they must respond.</p> <p>To know the words and tune of basic Nursery Rhymes.</p>		<p>To know that we use our imagination to think and make things.</p>			<p>To know that when my partner is talking, I must look at them to listen.</p> <p>To know that at tidy up time, when I have finished my job I can ask for a new one. “I have finished, what would you like me to do next?”.</p> <p>To know that when I have a new friend, I can say “hello new friend, what would you like to play with?”</p>				
	<p>Texts, poems & songs</p> <p>Curriculum Texts:</p> <p>Each Peach Pear Plum</p> <p>Bear Hunt</p> <p>Owl Babies</p> <p>Dear Zoo</p> <p>Barbara Throws a Wobbler</p> <p>The Big book of families</p> <p>The Three Billy Goats Gruff</p> <p>The Rainbow Fish</p> <p>Goldilocks and the Three Bears</p> <p>Little Red Riding Hood</p> <p>The Gingerbread Man</p> <p>The Koala that Could</p> <p>The Christmas Story</p> <p>Dear Santa</p>	<p>Key Poem:</p> <p>2 Little Dickie Birds sitting on a wall</p> <p>1, 2, Buckle my Shoe</p> <p>Routine songs:</p> <p>‘Days of the week’ song</p> <p>‘1,2,3,4, come and sit down on the floor’ – sitting down song</p> <p>‘Open and shut them’ – goodbye song</p> <p>‘One behind another makes a line’ – lining up song</p> <p>‘1,2,3 eyes on me’ – looking song</p> <p>‘Everybody do this’ – attention song</p> <p>‘Happy Birthday’ + ‘How do you feel one year older’</p>		<p>Texts, poems & songs</p> <p>Curriculum Texts:</p> <p>Flashing Fire Engines</p> <p>The Hospital Dog</p> <p>The Squirrels Who Squabbled</p> <p>Let’s Build a House</p> <p>What the Ladybird Heard</p> <p>Oi Frog</p> <p>Brown Bear, Brown Bear</p> <p>Jack and the Beanstalk</p> <p>Little Red Hen</p> <p>Oliver’s Vegetables</p> <p>The Enormous Turnip</p> <p>The Tiny Seed</p> <p>We’re Going on an Egg Hunt</p>	<p>Key Poem:</p> <p>Teddy Bear</p> <p>5 Little Daffodils</p> <p>Routine songs:</p> <p>‘Days of the week’ song</p> <p>‘1,2,3,4, come and sit down on the floor’ – sitting down song</p> <p>‘Open and shut them’ – goodbye song</p> <p>‘Good afternoon’ – goodbye song</p> <p>‘One behind another makes a line’ – lining up song</p> <p>‘1,2,3 eyes on me’ – looking song</p> <p>‘Everybody do this’ – attention song</p> <p>‘Happy Birthday’ + ‘How do you feel one year older’</p>	<p>Texts, poems & songs</p> <p>Curriculum Texts:</p> <p>The Gruffalo</p> <p>Whatever Next</p> <p>Room on the Broom</p> <p>Mr Grumpy’s Outing</p> <p>Hairy McClary</p> <p>You Can’t Take an Elephant on A Bus</p> <p>Owl Babies</p> <p>Tad</p> <p>Farmyard Hullabaloo</p> <p>The Hungry Caterpillar</p> <p>The bad-tempered Ladybird</p> <p>My Cats likes to hide in boxes</p>	<p>Key Poem:</p> <p>Down at the Station</p> <p>There’s a worm at the bottom of the garden</p> <p>Routine songs:</p> <p>‘Days of the week’ song</p> <p>‘1,2,3,4, come and sit down on the floor’ – sitting down song</p> <p>‘Open and shut them’ – goodbye song</p> <p>‘One behind another makes a line’ – lining up song</p> <p>‘1,2,3 eyes on me’ – looking song</p> <p>‘Everybody do this’ – attention song</p> <p>‘Happy Birthday’ + ‘How do you feel one year older’</p>					
	<p>Key vocabulary tier 2</p> <p>bumblebee</p> <p>butterfly</p> <p>choosing time</p> <p>coat</p> <p>dragonfly</p> <p>freeze</p> <p>Friday</p> <p>fruit</p> <p>good sitting</p> <p>group time</p> <p>home time</p> <p>honeybee</p> <p>ladybird</p> <p>line</p> <p>listen</p> <p>lunch</p> <p>milk</p> <p>Monday</p>	<p>Key vocabulary tier 3</p> <p>different</p> <p>family</p> <p>favourite</p> <p>friend</p> <p>furniture</p> <p>hood</p> <p>next to</p> <p>on top of</p> <p>pocket</p> <p>rescue</p> <p>same</p> <p>sleeve</p> <p>underneath</p>	<p>Key vocabulary tier 2</p> <p>big</p> <p>celebration</p> <p>Christmas</p> <p>costume</p> <p>finger puppet</p> <p>fizzy</p> <p>flat</p> <p>gingerbread</p> <p>goat</p> <p>little</p> <p>mask</p> <p>medium</p> <p>round</p> <p>straight</p> <p>underneath</p> <p>wolf</p> <p>worried</p>	<p>Key vocabulary tier 3</p> <p>Bethlehem</p> <p>bridge</p> <p>chase</p> <p>circle</p> <p>corners</p> <p>design</p> <p>disguise</p> <p>Diwali</p> <p>envelope</p> <p>frustrated</p> <p>growl</p> <p>Jesus</p> <p>kings</p> <p>rectangle</p> <p>shepherds</p> <p>shivering</p> <p>sides</p> <p>triangle</p>	<p>Key vocabulary tier 2</p> <p>builder</p> <p>colourful</p> <p>doctor</p> <p>ears</p> <p>eyes</p> <p>face</p> <p>fewer</p> <p>firefighter</p> <p>health</p> <p>lips</p> <p>more</p> <p>mouth</p> <p>nose</p> <p>nurse</p> <p>police officer</p> <p>post</p> <p>post office</p> <p>postal worker</p>	<p>Key vocabulary tier 3</p> <p>alarm</p> <p>cement</p> <p>construct</p> <p>cunning</p> <p>dentist</p> <p>eyebrows</p> <p>extinguisher</p> <p>heat proof</p> <p>hose</p> <p>hospital</p> <p>imagination</p> <p>nurse</p> <p>safety</p> <p>sorting office</p> <p>spirit level</p> <p>stethoscope</p>	<p>Key vocabulary tier 2</p> <p>angry</p> <p>baking</p> <p>calm</p> <p>cutting</p> <p>Easter</p> <p>Excited</p> <p>giant</p> <p>happy</p> <p>heavier</p> <p>lighter</p> <p>longer</p> <p>magic beans</p> <p>pattern</p> <p>sad</p> <p>shorter</p> <p>surprised</p> <p>vegetable</p> <p>worried</p>	<p>Key vocabulary tier 3</p> <p>beanstalk</p> <p>beetroot</p> <p>Easter</p> <p>enormous</p> <p>flour</p> <p>germinate</p> <p>rhubarb</p> <p>rising</p> <p>seed</p> <p>tiny</p> <p>turnip</p> <p>wheat</p>	<p>Key vocabulary tier 2</p> <p>aeroplane</p> <p>behind</p> <p>bigger</p> <p>boat</p> <p>fast</p> <p>in front of</p> <p>loudly</p> <p>parts</p> <p>quietly</p> <p>racing</p> <p>river</p> <p>singing</p> <p>slowly</p> <p>smaller</p> <p>train</p> <p>whole</p>	<p>Key vocabulary tier 3</p> <p>astronaut</p> <p>floating</p> <p>mechanic</p> <p>passenger</p> <p>picnic</p> <p>platform</p> <p>proud</p> <p>rhyming</p> <p>rocket</p> <p>sinking</p> <p>squabble</p> <p>ticket</p> <p>traffic light</p> <p>vehicle</p>	<p>Key vocabulary tier 2</p> <p>agree</p> <p>because</p> <p>butterfly</p> <p>caterpillar</p> <p>celebrate</p> <p>disagree</p> <p>farm</p> <p>first</p> <p>glue stick</p> <p>pour</p> <p>spill</p> <p>streamers</p> <p>then</p>	<p>Key vocabulary tier 3</p> <p>bossy</p> <p>celebration</p> <p>cocoon</p> <p>hatch</p> <p>minibeast</p> <p>reception</p> <p>chrysalis</p> <p>farm</p> <p>fierce</p> <p>hatch</p> <p>jungle</p> <p>life cycle</p> <p>pet</p> <p>pond</p> <p>recycling</p>

	next now peg running snack Thursday tidy up toilet Tuesday walking water Wednesday wellies what where who				safe toothbrush							
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		TERM 1A		TERM 1B		TERM 2A		TERM 2B		TERM 3A		TERM 3B	
		All about me		Fairytales		People who help us		Planting and growing		Transport		Animals	
Physical Development	Gross Motor	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills
		To know the different parts of the body.	To be able to move different parts of the body on instruction.	To know how different animals move.	To be able to move body with purpose such as imitating animals.	To know how to speed up and slow down when moving.	To be able to move at different speeds.	To know that holding hands together and squeezing their tummy will help them to stand up.	To be able to rise to feet without using their hands on the ground.	To know that skipping is a step and a hop on one foot, followed by a step and a hop on the other foot.	To be able to skip.	To know that they must pull the brake with their hand to stop the bike.	To be able to complete the monkey bars.
		To know that they must push the ground to lift their body weight up.	To be able to sit up from lying down using hands.	To know that they must push the ground with their hands and legs to move.	To be able to rock body in time with a rhyme.	To know that turn around means they need to move their body to face the opposite direction.	To be able to change direction when moving.	To know that swinging their arms can help to jump further.	To be able to jump over an object and land on two feet with knees bent.	To know that they must lift their knee high enough for their elbow to reach it when skipping.	To be able to move elbow to opposite knee when walking.	To know that they must put their foot on the brake to stop the scooter.	To be able to learn how to brake on a bike and scooter.
		To know to bend knees in order to crouch down.	To be able to stand up from sitting using hands.	To know what a small movement is.	To be able to crawl on their tummy coordinating arms and legs.	To know that sideways means they need to move their body to the side.	To be able to move sideways and backwards.	To know that they need to look at the ball when they are trying to catch or kick.	To be able to kick a stationary ball with either foot forwards.	To know that an area must be clear of children and objects before they can jump off into it safely.	To be able to move halfway across the monkey bars.	To know how to use all previous skills in new situations	To be able to use a range of skills with growing confidence.
		To know that they should look in front when running so they don't bump into anything.	To be able to squat with steadiness to rest or play with an object on the ground.	To know what a big movement is.	To be able to distinguish between big, small and medium movements.	To know that backwards means they need to move behind them while facing in front.	To be able to move one arm to the next bar on the monkey bars (Forest School)	To know that they need to hold their hands out in front of them when getting ready to catch a ball.	To be able to kick a stationary ball at a target.		To be able to jump off the sand pit hut into the sandpit.		
		To know that if the music is slow, they should do a slow movement.	To be able to run safely on whole foot.	To know that they must move their body forwards when jumping in order to jump over an object.	To be able to jump over an object and land safely.	To know on the monkey bars that they must keep one hand on the first bar in order to move the other hand onto the next.	To be able to push a pedal on a trike.	To know that putting their arms out and squeezing their tummy can help them to keep their balance when they hop.	To be able to catch a large ball with two hands that has been bounced.				
		To know that if the music is fast, they should do a fast movement.	To be able to climb on different levels and surfaces (A frame, clamber stack, and sand pit).	To know that they need space to move their body appropriately.	To be able to find a space.				To be able to catch a large ball that has been thrown.				
		To know that they must use their hands and feet when climbing.	To be able to roll a ball with increasing force and accuracy.	To know how to safely use the monkey bars.	To be able to imitate bilateral movements of arms and legs.				To be able to move two arms onto the next bar on the monkey bars.				
		To know that they must bend their knees in order to jump.	To be able to throw a ball with aim.	To know that they need to hold the bar with both hands to hold their body in place.	To be able to hang on the monkey bars for a short period.	To know and understand that they need to push the pedals to move the trike.			To be able to hop on one leg.				
			To be able to jump.			To know how to safely walk along the log trail.							
		To know how to safely climb on different surfaces and levels.	To be able to balance on a bike and scooter.										
		To know where the trikes, bikes and scooters are.	To be able to collaborate with others to safely manage large items (friend on the end).										
		To know that they need to wear a helmet when they are riding the red bikes.	To be able to use core muscle strength to demonstrate good posture when sitting.										
		To know they need to move the handlebars to steer the vehicle.	To be able to stand on one foot for a short amount of time.										
		To know that when they are on a scooter, they must keep one foot on the scooter and push the ground with the other foot to move.	To be able to walk on a line.										
		To know that they must look in the	To be able to lift an open cup with both hands without spilling the contents.										

	<div>direction of where they want the ball to go.</div> <div>To know that their arm must be pointing in the direction where they want the ball to go.</div> <div>To know that they must lift heavy things with a friend.</div> <div>To know that they must bend their knees when picking things up from the ground.</div> <div>To know that they need to move their hands out the way when putting something heavy on the ground.</div> <div>To know that they must sit with their legs crossed and back straight on the carpet.</div> <div>To know and understand that they need to lift one foot off the ground when balancing.</div> <div>To know that they must have both hands on a cup when lifting it.</div>											
	<div>WOWs</div> <div>Running laps of the playground like Mo Farah</div> <div>Continuous provision and enhancements</div> <div>Indoor</div> <div>Standing whiteboard: pre-writing shapes on the whiteboard</div> <div>Standing chalk board (role play + Garden room): free mark making</div> <div>Tummy time whiteboard: free mark making</div> <div>Spinning chairs</div> <div>Wobble boards</div> <div>Tummy Boards</div> <div>Outdoor</div> <div>A frame: Plank is level on frame. Focus is on climbing over the frame and balancing along the plank.</div> <div>Stepping stones: Balancing along 5 different sizes</div> <div>Scooters: We use the 3-wheeled scooters</div> <div>Spinning chair</div> <div>Basketball hoops: Throwing the balls into the hoops</div> <div>Forest school</div> <div>Ground: Navigating unstable ground in Forest School boots</div> <div>Obstacle course: can be changed and adapted by moving the blocks and planks around</div> <div>Climbing frames</div> <div>Climbing logs</div> <div>Lifting large sticks to build dens</div> <div>Ongoing continuous provision that is available all year round</div> <div>Balance Bikes</div>				<div>Continuous provision and enhancements</div> <div>Indoor</div> <div>Standing whiteboard: Enhanced with We LOVE Drawing shapes</div> <div>Standing chalk board (role play + Garden room)</div> <div>Spinning chairs</div> <div>Wobble boards</div> <div>Tummy Boards</div> <div>Spiky balance pad stepping stones</div> <div>Streamers (out sometimes)</div> <div>Outdoor</div> <div>A frame: plank and tyre. In Spring 2, the plank is at an angle so they have to walk down the plank and climb the tyre.</div> <div>Monkey Bars:</div> <div><div>- Spring 1: children hang on the first bar</div><div>- Spring 2: children move arm onto the next bar</div></div> <div>Stepping stones: Add more stepping stones ranging in different sizes so the obstacle course can be made longer.</div> <div>Standing chalk board: Enhanced with We LOVE Drawing shapes</div> <div>Tummy time with chalk on the floor: Enhanced with We LOVE Drawing shapes</div> <div>Scooters: We use the 3-wheeled scooters</div> <div>Forest school</div> <div>Wobbly Walk</div> <div>Ground: Navigating unstable ground in Forest School boots</div> <div>Obstacle course: can be changed and adapted by moving the blocks and planks around</div> <div>Climbing frames</div> <div>Climbing logs</div>				<div>WOWs</div> <div>Sports Day</div> <div>Continuous provision and enhancements</div> <div>Indoor</div> <div>Standing whiteboard: Enhanced with cross-lateral shapes</div> <div>Standing chalk board (role play + Garden room)</div> <div>Spinning chairs</div> <div>Wobble boards</div> <div>Tummy Boards</div> <div>Spiky balance pad stepping stones</div> <div>Beanbags and hoops</div> <div>Outdoor</div> <div>A frame: plank is on a steeper slope with two tyres to climb over</div> <div>Monkey Bars:</div> <div><div>- Summer 1: Moving onto the next bar</div><div>- Summer 2: Aiming to move across most of the bars</div></div> <div>Scooters: Two-wheeled scooters to work on balance and breaking</div> <div>Stepping stones: Add more stepping stones ranging in different sizes so the obstacle course can be made longer.</div> <div>Standing chalk board: Enhanced with We LOVE Drawing shapes and letters</div> <div>Tummy time with chalk on the floor: Enhanced with We LOVE Drawing shapes</div> <div>Forest school</div> <div>Ground: Navigating unstable ground in Forest School boots</div> <div>Obstacle course: can be changed and adapted by moving the blocks and planks around</div> <div>Climbing frames</div>			

	Trikes Tyres Rolling down the hill Mini wobbly walk Construction Standing chalk board Tummy time with chalk on the floor Sandpit: Climbing into the sand pit over the wall Sandpit: Climbing on top of the sandpit and sliding back down				Lifting large sticks to build dens Ongoing continuous provision that is available all year round Balance Bikes Trikes Tyres Rolling down the hill Mini wobbly walk Construction Standing chalk board Tummy time with chalk on the floor Sandpit: Climbing into the sand pit over the wall Sandpit: Climbing on top of the sandpit and sliding back down				Climbing logs Wobbly Walk Lifting large sticks to build dens Ongoing continuous provision that is available all year round Balance Bikes Trikes Tyres Rolling down the hill Mini wobbly walk Construction Standing chalk board Tummy time with chalk on the floor Sandpit: Climbing into the sand pit over the wall Sandpit: Climbing on top of the sandpit and sliding back down			
	Key vocabulary tier 2		Key vocabulary tier 3		Key vocabulary tier 2		Key vocabulary tier 3		Key vocabulary tier 2		Key vocabulary tier 3	
	Autumn 1 arm back ball bike body crossed cup foot hand head jump knees leg look look move run scooter start stop trike walk	Autumn 2 animal bird elephant hold kangaroo lion monkey over	Autumn 1 balance bend climb crouch fast handlebar heavy helmet high in front level lift light low point push safe slow steer straight throw	Autumn 2 bar big forwards medium object small space	Spring 1 arm body hand move start stop trike	Spring 2 arm ball foot hand hold hop jump look stand swing tummy	Spring 1 along around backwards bar behind down next pedal push safe sideways speed turn up	Spring 2 balance catch in front kick ready squeeze throw up	Summer 1 elbow foot hop jump knee skip step	Summer 2 ball beanbag bike foot go hand run scooter start stop	Summer 1 clear high lift safe	Summer 2 balance brake catch kick over pull throw

Physical Development		TERM 1A		TERM 1B		TERM 2A		TERM 2B		TERM 3A		TERM 3B	
		All about me		Fairy tales		People who help us		Planting and growing		Transport		Animals	
		Key knowledge	Key skills	Key knowledge	Key skills	Key Knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills
Fine Motor and mark making	To know how to connect magnets together.	To know how to connect magnet shapes to create a desired outcome.	To know that you need two fingers to rip paper.	To be able to rip a piece of paper into smaller pieces	To know that scissors only work if you open and close them.	To know that you must squeeze tweezers together to hold something.	To be able to put their thumb in the top hole and their next finger underneath when holding scissors.	To know how to form their pre-writing shapes.	To be able to go across their body when drawing their prewriting shapes.	To know that their pointy finger scratches the bumpy bit of the Sellotape until it comes off a little bit.	Can use the Sellotape independently.	To know that digging with their fork first and then moving the knife backwards and forwards to ‘saw’ their food breaks it into pieces.	To be able to use a knife and fork to dig and saw soft foods.
	To know that you need to push Lego together, so it doesn’t fall apart.	To be able to attach small pieces of Lego together to create larger models.	To know that our fingers move away from each other when ripping paper.	To be able to squeeze scissor together to cut a straight line.	To know that you must squeeze tweezers together to hold something.	To know that when turning over a bucket of sand, this needs to be done quickly so the sand doesn’t fall out.	To be able to open and close scissors.	To know that a nail must be hit consistently to attach to wood.	To be able to use small resources with a pincer movement e.g. pipets/tweezers/button s/ threading/ zips etc.	To be able to use the modified tripod grasp when holding a pen		To be able to use the scissor to cut a straight line and a circle.	
	To know that playdough can be manipulated with different tools, e.g. a rolling pin flattens it and a cutter creates a shape.	To be able to manipulate playdough by squeezing and tearing it.	To know that scissors cut paper into smaller pieces.	To be able to peel off a large sticky label.	To know that when turning over a bucket of sand, this needs to be done quickly so the sand doesn’t fall out.	To know that sand can be moulded to create a shape.	To be able to use squeezer actions for big tweezers and the big peg board.	To know that you must be careful when layering different sand castles.	To be able to attach something to wood using a hammer and nail.	To know that we need ‘two froggy legs’ on the pen when holding the pen.	Has fine muscle movement when using equipment such as spoons.	To know that when cutting a circle, they must move the paper around as they cut.	To be able to write letters in different media such as sand, mud or messy play.
	To know that a fork helps us get food into our mouth.	To be able to use a fork with soft food.	To know that different resources can be used to create marks – not just pens and pencils.	To be able to create marks in the sand using sticks.	To know that a mould requires less sand than a bucket.	To know that sand can be moulded to create a shape.	To be able to turn over a full bucket of sand to create a castle	To know how to combine shapes to create a recognisable picture.	To be able to put small castles on top of big castles.	To know that when using a spoon, I must move my hand slowly to balance the resource on it.	To be able to use pipets, scoops, tongs and spoons to transfer water.	To know that when cutting a circle, they must move the paper around as they cut.	To be able to write their whole name ensuring most of the letters are formed correctly.
	To know that two hands keep a cup steady.	To be able to use two hands when drinking from a cup.	To know that you need to move two hands in a circular motion when rolling playdough into a ball.	To be able to roll playdough into a ball shape.	To know that a small container should be chosen when filling another small container.	To know that sand can be moulded to create a shape.	To be able to use a simple small mould.	To know how to decide what to draw.	To be able to use a more intricate mould.	To know that water can be transferred in lots of different ways.	To be able to create drip towers using sand.	To know that when cutting a circle, they must move the paper around as they cut.	To be able to write their whole name ensuring most of the letters are formed correctly.
	To know that turning a page takes us to the next part of the story.	To be able to turn pages in books (sometimes several at once).	To know that you need to move two hands in a circular motion when rolling playdough into a ball.	To be able to roll playdough into a sausage shape.	To know that a small container should be chosen when filling another small container.	To know that sand can be moulded to create a shape.	To be able to use a simple small mould.	To know how to decide what to draw.	To be able to use a more intricate mould.	To know that water can be transferred in lots of different ways.	To be able to create drip towers using sand.	To know that when cutting a circle, they must move the paper around as they cut.	To be able to write their whole name ensuring most of the letters are formed correctly.
	To know the steps to put on their shoes.	To be able to pull on shoes and secure to Velcro.	To know that you need to move two hands up and down while pressing to create a playdough sausage.	To be able to do our zips.	To know that a small container should be chosen when filling another small container.	To know that sand can be moulded to create a shape.	To be able to use a simple small mould.	To know how to decide what to draw.	To be able to use a more intricate mould.	To know that water can be transferred in lots of different ways.	To be able to create drip towers using sand.	To know that when cutting a circle, they must move the paper around as they cut.	To be able to write their whole name ensuring most of the letters are formed correctly.
	To know the purpose of different tools such as scissors and paint brushes.	To be able to peel a banana independently.	To know that you need to move two hands up and down while pressing to create a playdough sausage.	To be able to push a popper together on a coat.	To know that a small container should be chosen when filling another small container.	To know that sand can be moulded to create a shape.	To be able to use a simple small mould.	To know how to decide what to draw.	To be able to use a more intricate mould.	To know that water can be transferred in lots of different ways.	To be able to create drip towers using sand.	To know that when cutting a circle, they must move the paper around as they cut.	To be able to write their whole name ensuring most of the letters are formed correctly.
	To know that marks can have a meaning.	To be able to use one-handed tools e.g. paint brush.	To know that you need to move two hands up and down while pressing to create a playdough sausage.	To be able to do our zips.	To know that a small container should be chosen when filling another small container.	To know that sand can be moulded to create a shape.	To be able to use a simple small mould.	To know how to decide what to draw.	To be able to use a more intricate mould.	To know that water can be transferred in lots of different ways.	To be able to create drip towers using sand.	To know that when cutting a circle, they must move the paper around as they cut.	To be able to write their whole name ensuring most of the letters are formed correctly.
	To know that a face needs to have eyes (two circles) and a mouth. A smiley face looks like an upside-down rainbow and a sad face looks like a rainbow.	To be able to use a digital grasp grip (or other grip appropriate to age).	To know that you need to move two hands up and down while pressing to create a playdough sausage.	To be able to push a popper together on a coat.	To know that a small container should be chosen when filling another small container.	To know that sand can be moulded to create a shape.	To be able to use a simple small mould.	To know how to decide what to draw.	To be able to use a more intricate mould.	To know that water can be transferred in lots of different ways.	To be able to create drip towers using sand.	To know that when cutting a circle, they must move the paper around as they cut.	To be able to write their whole name ensuring most of the letters are formed correctly.
		To be able to experiment with mark making.	To know that you need to move two hands up and down while pressing to create a playdough sausage.	To be able to push a popper together on a coat.	To know that a small container should be chosen when filling another small container.	To know that sand can be moulded to create a shape.	To be able to use a simple small mould.	To know how to decide what to draw.	To be able to use a more intricate mould.	To know that water can be transferred in lots of different ways.	To be able to create drip towers using sand.	To know that when cutting a circle, they must move the paper around as they cut.	To be able to write their whole name ensuring most of the letters are formed correctly.
		To be able to ascribe meaning to marks.	To know that you need to move two hands up and down while pressing to create a playdough sausage.	To be able to push a popper together on a coat.	To know that a small container should be chosen when filling another small container.	To know that sand can be moulded to create a shape.	To be able to use a simple small mould.	To know how to decide what to draw.	To be able to use a more intricate mould.	To know that water can be transferred in lots of different ways.	To be able to create drip towers using sand.	To know that when cutting a circle, they must move the paper around as they cut.	To be able to write their whole name ensuring most of the letters are formed correctly.

	<p>Continuous provision and enhancements</p> <p>Indoor</p> <p>Construction resources: magnetic tiles, Duplo, stickle bricks, train tracks</p> <p>Scissors: more squeezing scissors available</p> <p>Pens: Chunky crayons, chunky felt tip pens, chunky pencils</p> <p>Art area: chunky paint brushes, sponges for stamping, paint rollers</p> <p>Playdough: cutters, rolling pins, child-safe knives</p>				<p>Continuous provision and enhancements</p> <p>Indoor</p> <p>Construction resources: magnetic tiles, Duplo, stickle bricks, train tracks</p> <p>Scissors: Introduce more ‘normal’ scissors</p> <p>Cutting activities:</p> <ul style="list-style-type: none">- Spring 1: cutting straight lines- Spring 2: cutting shapes with straight lines e.g. squares <p>Pens: Chunky felt tip pens, chunky pencils, thin colouring pencils, colouring sheets</p> <p>Art area: chunky paint brushes</p> <p>Playdough: cutters, rolling pins, child-safe knives, squeezing tubes</p> <p>Large Peg Board</p> <p>Fine Motor activity table: enhanced each week with a different fine motor resource</p>				<p>Continuous provision and enhancements</p> <p>Indoor</p> <p>Construction resources: magnetic tiles, Duplo, stickle bricks, train tracks</p> <p>Scissors: Introduce more ‘normal’ scissors</p> <p>Cutting activities: cutting around shapes (moving the paper as they cut)</p> <p>Pens: Chunky felt tip pens, chunky pencils, thin colouring pencils, colouring sheets</p> <p>Art area: chunky paint brushes, thin paint brushes</p> <p>Playdough: cutters, rolling pins, child-safe knives, squeezing tubes</p> <p>Fine Motor activity table: enhanced each week with a different fine motor resource</p>			
	<p>Outdoor</p> <p>Sand pit: large spades and buckets, vehicles for pushing through sand</p> <p>Water: Large containers, guttering, sponges, brushes for washing</p> <p>Mud kitchen: utensils for stirring and squashing, kettles for pouring</p> <p>Mark Making Shed: Chunky pens, chalk, whiteboard pens</p>				<p>Outdoor</p> <p>Sand pit: large spades and buckets, smaller sand moulds</p> <p>Water: Large containers, guttering, sponges, brushes for washing, small containers, utensils for whisking and mixing</p> <p>Mud kitchen: utensils for stirring and squashing, kettles for pouring, scissors for chopping herbs</p> <p>Mark Making Shed: Chunky pens, chalk, whiteboard pens, pencils, paper and clipboards</p> <p>Construction resources in the café: Duplo, stickle bricks, multi-link cubes, Lego</p>				<p>Outdoor</p> <p>Sand pit: large spades and buckets, small sand moulds, small scoops, shells and pebbles for decoration</p> <p>Water: Large containers, guttering, sponges, brushes for washing, small containers, utensils for whisking and mixing, pipets and spoons</p> <p>Mud kitchen: utensils for stirring and squashing, kettles for pouring, scissors for chopping herbs</p> <p>Mark Making Shed: Chunky pens, chalk, whiteboard pens, pencils, paper, clipboards, scissors and glue</p> <p>Construction resources in the café: Duplo, stickle bricks, multi-link cubes, Lego</p>			
	<p>Forest school</p> <p>Dressing themselves: Coats, socks, boots, trousers, fleece and jacket</p>				<p>Forest school</p> <p>Dressing themselves: Coats, socks, boots, trousers, fleece, jacket, zips and poppers</p> <p>Using tools: Hand drill and potato peeler</p>				<p>Forest school</p> <p>Undressing themselves: pulling out sleeves and trouser legs</p> <p>Using tools: Hand drill, potato peeler, hammer</p>			
	<p>Key vocabulary tier 2</p> <p>cup</p> <p>dig</p> <p>drawing</p> <p>fork</p> <p>Lego</p> <p>mark</p> <p>paintbrush</p> <p>pen</p> <p>pencil</p> <p>picture</p> <p>playdough</p> <p>push</p> <p>scissors</p> <p>shape</p> <p>shoe</p> <p>two hands</p>	<p>Key vocabulary tier 3</p> <p>cutter</p> <p>independent</p> <p>magnet</p> <p>page</p> <p>peel</p> <p>pour</p> <p>rip</p> <p>rolling pin</p> <p>squeeze</p> <p>tear</p>	<p>Key vocabulary tier 2</p> <p>cut</p> <p>dig</p> <p>fill</p> <p>finger</p> <p>orange</p> <p>paper</p> <p>pour</p> <p>sand</p> <p>scissors</p> <p>stick</p>	<p>Key vocabulary tier 3</p> <p>ball</p> <p>peel</p> <p>pin</p> <p>pull tab</p> <p>rip</p> <p>roll</p> <p>sausage</p> <p>slider</p> <p>squeeze</p> <p>zip</p>	<p>Key vocabulary tier 2</p> <p>big</p> <p>bucket</p> <p>close</p> <p>finger</p> <p>hit</p> <p>hole</p> <p>open</p> <p>scissors</p> <p>small</p> <p>thumb</p> <p>turn over</p>	<p>Key vocabulary tier 3</p> <p>container</p> <p>hammer</p> <p>mould</p> <p>nail</p> <p>sponge</p> <p>squeeze</p> <p>woodwork</p>	<p>Key vocabulary tier 2</p> <p>bucket</p> <p>draw</p> <p>playdough</p> <p>roll</p> <p>sandcastle</p> <p>shape</p>	<p>Key vocabulary tier 3</p> <p>dough gym</p> <p>hammer</p> <p>mould</p> <p>nail</p> <p>sponge</p> <p>squeeze</p> <p>wood</p>	<p>Key vocabulary tier 2</p> <p>change</p> <p>name</p> <p>sand</p> <p>slow</p> <p>spoon</p> <p>water</p> <p>writing</p>	<p>Key vocabulary tier 3</p> <p>balance</p> <p>drip</p> <p>froggy legs</p> <p>pinch</p> <p>pointy finger</p> <p>scratch</p> <p>tear</p> <p>texture</p> <p>tower</p>	<p>Key vocabulary tier 2</p> <p>backwards</p> <p>circle</p> <p>cut</p> <p>dig</p> <p>fork</p> <p>forwards</p> <p>knife</p> <p>line</p> <p>move</p> <p>scissors</p> <p>spoon</p> <p>writing</p>	<p>Key vocabulary tier 3</p> <p>letters</p> <p>saw</p>

PSED	TERM 1A		TERM 1B		TERM 2A		TERM 2B		TERM 3A		TERM 3B	
	All about me		Fairytales		People who help us		Planting and growing		Transport		Animals	
	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills
	To know the Nursery affirmations (I am kind, friendly and strong).	To be able to begin to explain the rules of the setting and follow them accordingly.	To know how to politely ask for help when they have a problem.	To begin asking an adult for help when they are in need.	To know that the brain helps them to think.	To be able to talk about what the heart and brain do in their body.	To know that vegetables and fruit are good for the body.	To be able to help others to solve conflicts or challenges.	To know that a goal is something you plan to achieve.	To be able to set a goal and work towards it.	To know that change is okay and lots of things change.	To be able to talk about different things that change.
	To know and understand the rules of Nursery.	To be able to listen to and communicate with some other children.	To know how to look after their teeth and why it is important.	To be able to play with children who they have not played with before.	To know that the heart pumps blood round the body.	To be able to try solving problems independently.	To know that fruits have seeds but vegetables don't.	To be able to explain the benefits of and difference between fruit and vegetables.	To know how to lead an activity with a group of friends.	To be able to develop appropriate ways of being assertive.	To know that change means to make something or someone different.	To be able to share tips about making new friends.
	To know that when someone is talking to them, they need to be quiet and listen.	To be able to be more independent with going to the toilet.	To know the differences between a boy and a girl.	To be able to be fully independent with going to the toilet.	To know when there is a challenge, they can try to find a solution.	To be able to show sensitivity to their own and to others' needs.	To know that people can grow.	To be able to explain the importance of exercise and sleep.	To know to look left and right when crossing the road.	To be able to safely cross a road with an adult.	To know methods of how to deal with change.	To be able to begin adjusting to changes.
	To know how to politely ask if they can play with someone.	To be able to be more independent with dressing themselves when getting changed.	To know the Nursery rules.	To be fully independent with dressing themselves when getting changed.	To know about the different people in our community who can help.	To be able to use methods of regulating emotions/behaviour.	To know that drinking enough water helps them to stay hydrated.	To be able to share ideas about how characters can solve problems in stories.	To know that when the man is green, you can go.		To know how to talk to new people.	To be able to independently zip up their coat.
	To know how to politely ask someone if they can use a toy after them (Please can I have it when you're finished?).	To be able to be more outgoing with unfamiliar people, in the safe context of their setting.	To know that they must not respond with physical violence if they are upset or angry.	To be able to identify themselves as a boy or girl.	To know to get back into the green zone they read a book, do some colouring, do some exercise or have a drink of water.	To be able to look after theirs and other people's belongings.	To know exercise helps you to stay fit and healthy.	To be able to solve small problems in their skill without help from an adult.	To know when the man is red, you must stop.		To know that they must put the pin into the slider before pulling the slider up the pull tab when zipping something.	
	To know that it is important to share and be kind.	To be able to form positive attachments to adults and friendships with peers.	To know and understand why they feel a certain emotion.	To be able to follow the rules without needing an adult to remind them.	To know the importance of looking after theirs and other people's property.		To know how they can help people who have a problem.	To know that our bodies change.				
	To know how to say 'Stop! I don't like it' when someone does something they don't like.	To be able to work and play cooperatively and take turns with others.	To know some of the emotions that are in each colour zone of the 'Zones of Regulation'.	To be able to try new activities and show independence, resilience and perseverance in the face of challenge.	To know that rules keep them safe.		To know that a big problem is when I need an adult's help.	To know sleep helps their body to rest and provide energy for the next day.				
	To know that you should flush the toilet and wash your hands after going to the toilet.	To be able to talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	To know the meaning of different emotions.	To be able to begin controlling immediate impulses.	To know that other people have feelings too.		To know that a small problem is something I can sort myself.					
	To know the names of the adults in the nursery setting.	To be able to notice and ask questions about differences, such as skin colour, types of hair, gender, etc.		To be able to talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".			To know the phrases I can use to sort out a small problem in my play.					
	To know who their home group leader is.	To be able to understand what safe and unsafe behaviour is.		To be able to empathise with characters in stories.								
	To know the names of children in their home group at Nursery.	To be able to learn about fire safety at school.		To be able to identify how others feel and what 'zone' they are in.								
	To know what safe and unsafe behaviour is.	To be able to wash and dry my hands thoroughly using the picture prompts available above the sinks.		To be able to talk about their feelings using more complex emotions from the 'Zones of Regulation' (e.g. frustrated, panicked).								
	To know how to safely use resources at Nursery.											
	To know what to do if the fire alarm goes off.											
	To know how they feel at different points in the day.											
	To know what 'different' means.											

	To know and understand that people and objects can be different.														
	Focus Following the Nursery rules Separating from their adult in the morning Managing their personal need e.g. using the toilet, dressing themselves Making a friend Identifying how they are feeling and linking this to the Zones of Regulation Finding an adult if they need help Managing problems e.g. turn taking, knowing what to say when their friend is upsetting them. WOWs Home group photos Introducing the Golden Flower for sharing Nursery Wishes Toy Picnic Sharing pictures of our families Learning to do our zips				Focus Regulating their own emotions with some independence Recognising how other people are feeling and linking this to the Zones of Regulation Playing with lots of different friends Identifying when a problem is big or small Beginning to solve small problems by themselves				Focus Regulating their own emotions with some independence Playing with a peer that has been chosen by an adult (friendship lollipop sticks) Setting and achieving a goal in their play Talking about change (e.g. starting a new school) Coping with change (e.g. visiting their new classroom and teacher) Solving small problems independently in their play WOWs Visiting our reception class and meeting our new teacher End of term celebration						
	Key vocabulary tier 2 Autumn 1: adult angry ask bumblebee butterfly child dragonfly different feel fire hand happy honeybee ladybird name nursery play quiet sad school stop talk toilet toy wash		Key vocabulary tier 3 Autumn 1: affirmations after alarm different dislike emotion flush friendly home group kind learn like listen object people polite rules safe share strong unsafe worried		Key vocabulary tier 2 Spring 1: blood body care feeling head help job		Key vocabulary tier 3 Spring 2: big body different fruit good help sleep small vegetable water		Key vocabulary tier 2 Summer 1: car cross go green look red road stop wait walk		Key vocabulary tier 3 Summer 2: different drink friend hat healthy new pull school sun talk water zip		Key vocabulary tier 3 Summer 1: achieve goal leader left pavement pedestrian proud right safe traffic light zebra crossing		Summer 2: change emotions fit hydrate exercise pin protect pull tab slider sun cream sunburn worried

Literacy, Reading and phonics	TERM 1A		TERM 1B		TERM 2A		TERM 2B		TERM 3A		TERM 3B	
	All about me		Fairytales		People who help us		Planting and growing		Transport		Animals	
	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills
	<p>To know pictures in books help tell a story.</p> <p>To know a family has different parts.</p> <p>To know the basic names for parts of a house e.g. stairs, garden, bedroom.</p>	<p>Shows interest in illustrations</p> <p>To be able to talk about how their family is the same or different from stories</p> <p>To be able to turn the page with some accuracy.</p> <p>To be able to tune into and identify animal sounds.</p> <p>To be able to tune into and identify familiar environmental sounds.</p> <p>To be able to identify if a sound is loud or soft.</p> <p>To be able to tune into and remember instrumental sounds.</p>	<p>To know the basic problem and solution of:</p> <p>The three Billy Goats Little Red Riding Hood Goldilocks and the three bears The Gingerbread Man</p> <p>To know which traditional tale the story tells by the pictures in the book.</p> <p>To know whether a character should have a low voice, a high voice or a ‘normal voice’ when retelling a story.</p> <p>To know environmental sounds (‘weeee’ going down a slide, clock (tick tock), fire engine (nee naww), snake (ssss), train (choo choo), car (brum brum), phone (ring ring)</p> <p>To know that rhyming words sound the same.</p>	<p>To be able to talk about familiar books.</p> <p>To be able to retell a basic traditional tale.</p> <p>To be able to answer, ‘what’ questions about the story.</p> <p>To be able to change their voice when pretending t5o be different characters.</p> <p>To be able to recognise and respond to familiar environmental sounds.</p> <p>To be able to make abstract noises with their mouth (fireworks song).</p> <p>To be able to recreate familiar environmental sounds.</p> <p>To be able to identify a rhyming pair.</p>	<p>To know that ‘who’ means someone is talk about a character.</p> <p>To know ‘how’ asks in what way something happens in a story.</p> <p>To know key feelings in each Zone of regulation.</p> <p>To know what a ‘character’ is in a story.</p> <p>To know what the ‘setting’ is in a story.</p> <p>To know print can have different purposes.</p> <p>To know where a book starts and where a book ends when turning the pages.</p> <p>To know oral blending is to push the sounds they hear together.</p>	<p>To be able to answer, who and how questions about a story</p> <p>TO be able to talk about how a character is feeling using the Zone of regulation.</p> <p>To be able to identify the characters in a story.</p> <p>To be able to identify the setting in a story.</p> <p>To be able to create a rhyming string with visual prompts.</p> <p>To be able to orally blend a CVC word.</p> <p>To be able to recognise their name.</p>	<p>To know what a ‘problem’ is.</p> <p>To know what a ‘solution’ is.</p> <p>To know that a ‘problem’ comes first and the ‘solution’ follows.</p> <p>To know how to push together sounds without adult support.</p> <p>To know that a rhyming string is when all words sound the same at the end.</p> <p>To know that words can sound the same at the start – this is not rhyming.</p>	<p>To be able to identify the problem in a story.</p> <p>To be able to identify a solution in the story</p> <p>To be able to predict what the solution might be in a story.</p> <p>To be able to spot rhyming words in a story.</p> <p>To be able to orally blend longer words.</p> <p>To be able to clap syllables in words (with support).</p> <p>To be able to recognise words with the same initial letter (e.g. <u>m</u>oney and <u>m</u>other).</p> <p>To be able to continue a rhyming string without visual prompts.</p>	<p>To know when someone uses ‘why’ in a question, they want to know the reason/purpose.</p> <p>To know that ‘predicting’ is when you guess what might happen in the future.</p> <p>To know some of the key letters in their name.</p> <p>To know the order of the letters in their name.</p>	<p>To be able to engage in conversations about stories.</p> <p>To be able to begin to answer ‘why’ questions.</p> <p>To be able to predict what might happen next in a story.</p> <p>To be able to recognise some letters in text.</p> <p>To be able to say some of the sounds they hear in a CVC word (orally segmenting).</p> <p>To be able to remember and say two rhyming words from a story.</p> <p>To be able to form some of the letters in their name.</p> <p>To be able to order the letters in their name.</p>	<p>To know that stories can be similar or different from each other.</p> <p>To know that a story often talks about something that hasn’t actually happened.</p> <p>To know that adults read words in stories that are made up of letters.</p> <p>To know the names of the letters in their name.</p> <p>To know the sound of the letters in their name.</p>	<p>To be able to answer ‘why’ questions in stories.</p> <p>To be able to talk about similarities and differences in stories.</p> <p>To be able to create their own stories inspired by books they have read.</p> <p>To be able to say the sounds they hear in a CVC word (orally segmenting).</p> <p>To be able to form all of the letters in their name (most correctly).</p>
	<p>Texts, poems & songs</p> <p>Curriculum Texts:</p> <p>Guess how much I love you</p> <p>Owl Babies</p> <p>Dear Zoo</p> <p>Bear Hunt</p> <p>The Rainbow Fish</p> <p>Barbara Throws a Wobbler</p> <p>The Big Book of Families</p> <p>All are welcome here</p> <p>Curriculum related songs:</p> <p>Nursery Rhymes</p>		<p>Texts, poems & songs</p> <p>Curriculum Texts:</p> <p>The Three Billy Goats Gruff</p> <p>Little Red Riding Hood</p> <p>Goldilocks and the Three Bears</p> <p>The Gingerbread Man</p> <p>The Three Little Pigs</p> <p>The Koala Who Could</p> <p>Dear Santa</p> <p>Curriculum related songs:</p> <p>Nursery Rhymes</p> <p>‘Trip trap’ song</p> <p>Fire work song</p>		<p>Texts, poems & songs</p> <p>Curriculum Texts:</p> <p>Flashing Fire engines</p> <p>The Hospital Dog</p> <p>Let’s Build a House</p> <p>Tap, Tap, Bang Bang</p> <p>What the Ladybird Heard</p> <p>Oi Frog</p> <p>Postman Bear</p> <p>Brown Bear, Brown Bear, what do you see?</p> <p>Curriculum related songs:</p> <p>Nursery Rhymes</p> <p>‘We’re off to rhyming land’ – rhyming song</p> <p>‘Big pig’ – rhyming song</p>		<p>Texts, poems & songs</p> <p>Curriculum Texts:</p> <p>Jack and the Beanstalk</p> <p>Little Red Hen</p> <p>Oliver’s Vegetables</p> <p>Enormous Turnip</p> <p>The Tiny Seed</p> <p>We’re Going on an Egg Hunt</p> <p>Curriculum related songs:</p> <p>Nursery Rhymes</p> <p>‘We’re off to rhyming land’ – rhyming song</p> <p>Little Red Hen song</p> <p>WOWs:</p> <p>World Book Day</p>		<p>Texts, poems & songs</p> <p>Curriculum Texts:</p> <p>The Gruffalo</p> <p>The Gruffalo’s Child</p> <p>Whatever Next</p> <p>Peace at Last</p> <p>Jack and the flum flum tree</p> <p>Mr Gumpy’s Outing</p> <p>Hairy McClary</p> <p>Oi Frog</p> <p>You Can’t take an Elephant on a bus</p> <p>Curriculum related songs:</p> <p>Nursery Rhymes</p>		<p>Texts, poems & songs</p> <p>Curriculum Texts:</p> <p>Hairy McClary</p> <p>Owl Babies</p> <p>Tad</p> <p>Farmyard Hullabaloo</p> <p>Farmer Duck</p> <p>The Hungry Caterpillar</p> <p>The bad-tempered Ladybird</p> <p>My Cat likes to Hide in Boxes</p> <p>Curriculum related songs:</p> <p>Nursery Rhymes</p> <p>Song for Graduation (this changes each year)</p>	
	<p>Key vocabulary tier 2</p> <p>book</p> <p>cat</p> <p>chicken</p> <p>cow</p> <p>dog</p> <p>family</p> <p>home</p> <p>horse</p> <p>page</p> <p>picture</p> <p>sheep</p> <p>snake</p> <p>sound</p>	<p>Key vocabulary tier 3</p> <p>bedroom</p> <p>bells</p> <p>clave</p> <p>garden</p> <p>illustration</p> <p>instrument</p> <p>loud</p> <p>shaker</p> <p>soft</p> <p>stairs</p>	<p>Key vocabulary tier 2</p> <p>car</p> <p>clock</p> <p>different</p> <p>fire engine</p> <p>high</p> <p>low</p> <p>normal</p> <p>phone</p> <p>question</p> <p>same</p> <p>slide</p> <p>snake</p> <p>train</p> <p>what</p>	<p>Key vocabulary tier 3</p> <p>gingerbread</p> <p>porridge</p> <p>rhyme</p> <p>troll</p> <p>wolf</p>	<p>Key vocabulary tier 2</p> <p>blue zone</p> <p>end</p> <p>green zone</p> <p>happy</p> <p>how</p> <p>push</p> <p>red zone</p> <p>sad</p> <p>sounds</p> <p>start</p> <p>who</p> <p>yellow zone</p>	<p>Key vocabulary tier 3</p> <p>angry</p> <p>blending</p> <p>character</p> <p>rhyming string</p> <p>setting</p> <p>worried/frightened</p>	<p>Key vocabulary tier 2</p> <p>clap</p> <p>different</p> <p>push</p> <p>rhyme</p> <p>same</p> <p>sound</p> <p>stretch</p>	<p>Key vocabulary tier 3</p> <p>blend</p> <p>problem</p> <p>solution</p>	<p>Key vocabulary tier 2</p> <p>letter</p> <p>might</p> <p>name</p> <p>next</p> <p>why</p> <p>word</p>	<p>Key vocabulary tier 3</p> <p>future</p> <p>predict</p>	<p>Key vocabulary tier 2</p> <p>‘made up’</p> <p>different</p> <p>letters</p> <p>read</p> <p>similar</p> <p>words</p>	<p>Key vocabulary tier 3</p> <p>‘once upon a time’</p> <p>imagination</p>

Mathematics	TERM 1A		TERM 1B		TERM 2A		TERM 2B		TERM 3A		TERM 3B	
	All about me		Fairytale		People who help us		Planting and growing		Transport		Animals	
	Key knowledge To know that when counting, you must touch each item and say the number one at a time. To know that ‘spotty’ things have circles on them. They can be big or small. To know that ‘stripey’ is when something has lines that go down or across. To know that ‘blobs’ have curvy bits. To know that ‘zig-zags’ go up, down, up, down. To know that when counting, the last number you say tells you how many. To know that ‘sorting’ means you are organising items in different ways. There can be different ways to do this. To know that a name of a group tells you what is the same. To know a pattern is something that happens again and again. You can see a pattern or hear a pattern).	Key skills To be able to count up to 3 with 1:1 correspondence accurately with some support when the items are in a line. To be able to identify patterns on objects (blobs, zig-zags, stripes, spots). To be able to identify the ‘pointy’ part of an object. To be able to sort items into groups. To be able to give a name for a group of sorted items. To be able to match items that are the same. To be able to extend an ABAB pattern.	Key knowledge To know that corners are pointy. To know that straight is when it doesn’t bend. To know when a surface is flat, it slides down a ramp. To know that when a surface is round, it rolls down a ramp. To know what three, two and one look like without counting. To know that medium is when something is in between big and small. To know that a circle is round and has no pointy bits. To know that a triangle has 3 straight sides. To know that a square has 4 straight sides - “Sammy square is my name, my four sides are the same”.	Key skills To be able to talk about 2D and 3D shapes using the words straight, pointy, flat, round, roll, slide. To be able to perceptually subitise up to three. To be able to compare sizes of objects using ‘big’, ‘medium’ and ‘small’. To be able to count up to 5 with 1:1 correspondence without support when items are in a line. To be able to identify a circle, square and triangle. To be able to create an ABAB pattern with some support.	Key knowledge To know that ‘1’ is when something is all by itself, it doesn’t have a friend. To know that two “is when there is 1 and 1 together”. “We start with 1 and we add one more”. To know that three is when there is a 1 and 1 and 1 or a 2 and 1 together. To know that smaller groups can be found within a group of items e.g. 4 has 2 and 2. To know that adding ‘one more’ makes a number bigger. To know that 1 is the smallest number and 4 is the biggest number. To know that numbers can be represented in different ways. To know that a numeral is a symbol that tells us how many items to find/ fingers to hold up/ actions to do etc.	Key skills To be able to perceptually subitise to four (dice formation). To be able to show up to four on fingers. To be able to link numerals to four to quantity. To be able to count with 1:1 correspondence up to 3 when items are in an irregular arrangement. To be able to visually identify who has ‘more’ and who has ‘fewer’. To be able to identify a mistake in an ABAB pattern. To be able to order numbers from 1-4.	Key knowledge To know which item is longer. To know which item is shorter. To know which item is heavier. To know which item is lighter. To know that five can be made with lots of smaller numbers. To know that ‘under’ means an item goes below another. To know that ‘on top’ means an item is above another. To know that ‘in front’ of means something is further forward than another. To know that ‘behind’ means something is further back than another. To know that we need to add more to make a number bigger. To know that we need to take away to make a number smaller. To know that a ‘single cup’ means one. A ‘pair of cups’ means two, ‘a trio of cups’ means three.	Key skills To be able to identify parts and whole with numbers to 5 when looking at a visual representation. To be able to perceptually subitise to 5 (dice formation). To be able to apply mathematical knowledge to play games with (numbers to 5). To be able to solve real life mathematical problems using simple addition and subtraction. To be able to compare weight and using taught vocabulary. To be able to compare height and using taught vocabulary. TO be able to identify a mistake in an ABAB pattern. To be able to follow instructions that use prepositional language.	Key knowledge To know some number rhymes to help with number formation. To know the phrase: “this is the whole and these are the parts”. To know that ‘subitising’ is when you don’t need to count. To know key words to use when describing a route such as ‘first’, ‘next’, ‘finally’. To know that combing shapes together can make a different shape. To know how to use certain shapes when creating a picture e.g. a triangle for the roof of a house. To know that counting forwards means numbers get bigger. To know counting backwards means starting at 5 (or the biggest number) and the numbers get smaller.	Key skills To be able to conceptually subitise to numbers 3, beginning to talk about the parts and whole, e.g. 3 because I see 2 and 1, together that makes 3. To be able to show finger numbers up to 5. To be able to experiment with writing numerals using rhymes. To be able to describe a familiar route using words like ‘in front of’ and ‘behind’. To be able to make comparisons between objects relating to size, length, weight and capacity. To be able to use shapes to make other shapes. To be able to match numbers to quantity for numbers up to 5. To begin to solve simple real world mathematical problems with numbers up to 5, e.g. 5 bears, 3 cups, how many more do I need? To be able to extend an instrumental pattern, e.g. clap, stamp, clap, stamp. To be able to count forwards and backwards from 5.	Key knowledge To know that ‘10’ is a very big number and ‘1’ is a very small number (so if there are lots of items in a pot, it’s more likely to be 10 instead of 1). To know that when we can’t touch an item, we say the number for each action/ sound. To know that ‘first’ is used to describe the event at the beginning. To know that ‘finally’ if used to describe the event at the end. To know when counting can help them in their play.	Key skills To be able to count things we can't touch such as sounds and actions. To be able to describe a sequence of familiar events using ‘first’, ‘next’, ‘then’ and ‘finally’. To be able to begin to estimate ‘how many’ using their knowledge of number. To be able to use a collection of skills learnt this year to solve ‘real life’ mathematical problems. To be able to write numerals 1-3 with support. To be able to use marks to record their ideas, e. g. to record who is winning a game.
	Continuous provision and enhancements Inside: Numbered pen pots Shadowing in the block area Puzzles Magnetic Tiles Blocks Counting tower jigsaw Coloured pebbles (assorted sizes) and pattern pictures Patterned cushions (spotty, blobby and stripey)		Continuous provision and enhancements Inside: Numbered pen pots Shadowing in the block area Puzzles Magnetic Tiles Blocks 3D and 2D shapes Lollipop sticks and shape mats Pattern resources (such as threading beads) Numbered cups and loose parts		Continuous provision and enhancements Inside: Numbered pen pots Shadowing in the block area Puzzles Magnetic Tiles Blocks Counting track games + dice Numicon Sorting objects (size, shape, pattern, colour) Number song basket		Continuous provision and enhancements Inside: Numbered pen pots Shadowing in the block area Puzzles Magnetic Tiles Blocks Dinosaur Track Game + dice Numicon + picture mats Multilink cubes with Numberblock characters Teddy bear matching game		Continuous provision and enhancements Inside: Numbered pen pots Shadowing in the block area Puzzles Magnetic Tiles Blocks Building a tower game + dice 2D Shapes and shape mats Pattern resources (colours and loose parts) Numeral peg boards		Continuous provision and enhancements Inside: Numbered pen pots Shadowing in the block area Puzzles Magnetic Tiles Blocks Number Cards Numicon and pegs Numeral loose parts Natural resources and pattern images	

	<p>Sorting resources (colour) + weekly enhancement linked to that week’s learning</p> <p>Outside: Tidy up time signs for matching Numbered signs in the role play shed Phone numbers in the Wendy House Construction Water tray resources (varying sizes) Sandpit resources (varying sizes) Giant balancing scales Counting rings Outdoor Numicon</p> <p>Mathematics stories Counting stories - available in our provision Shape stories – available in our provision Stories about patterns – available in our provision Pattern Fish My mum and dad make me laugh</p> <p>Mathematics songs and rhymes 5 Currant Buns 5 Speckled Frogs 5 Little Men in a Flying Saucer 5 Little Ducks 5 Little Monkeys ‘1, 2, 3, 4, 5,’ 1, 2 Buckle My Shoe</p>		<p>The Cupcake Game + weekly enhancement linked to that week’s learning</p> <p>Outside: Tidy up time signs for matching Numbered signs in the role play shed Phone numbers in the Wendy House Construction Water tray resources (varying sizes) Sandpit resources (varying sizes) Giant balancing scales Counting rings Outdoor 5-frame with giant counters</p> <p>Mathematics stories Counting stories - available in our provision Shape stories – available in our provision Three Billy Goats Gruff</p> <p>Mathematics songs and rhymes 5 Currant Buns 5 Speckled Frogs 5 Little Men in a Flying Saucer 5 Little Ducks 5 Little Monkeys ‘1, 2, 3, 4, 5,’ 1, 2 Buckle My Shoe</p> <p>WOWs: Voting for our favourite porridge topping</p>		<p>+ weekly enhancement linked to that week’s learning</p> <p>Outside: Tidy up time signs for matching Numbered signs in the role play shed Phone numbers in the Wendy House Construction Water tray resources (varying sizes) Sandpit resources (varying sizes) Giant balancing scales Counting rings Outdoor 5-frame with giant counters Small construction resources</p> <p>Mathematics stories Counting stories - available in our provision Noticing books for subitising – available in our provision Anno’s counting book</p> <p>Mathematics songs and rhymes 5 Currant Buns 5 Speckled Frogs 5 Little Men in a Flying Saucer 5 Little Ducks 5 Little Monkeys ‘1, 2, 3, 4, 5,’ 1, 2 Buckle My Shoe 5 Little Firemen</p>		<p>Size ordering activities Weighing scales + loose parts + weekly enhancement linked to that week’s learning</p> <p>Outside: Tidy up time signs for matching Numbered signs in the role play shed Phone numbers in the Wendy House Construction Water tray resources (varying sizes) Sandpit resources (varying sizes) Giant balancing scales Counting rings Outdoor 5-frame with giant counters Small construction resources Height activities on the standing chalk board</p> <p>Mathematics stories Counting stories - available in our provision Noticing books for subitising – available in our provision Anno’s counting book The Hungry Caterpillar Beep, Beep, Vroom, Vroom</p> <p>Mathematics songs and rhymes 5 Currant Buns 5 Speckled Frogs 5 Little Men in a Flying Saucer 5 Little Ducks 5 Little Monkeys ‘1, 2, 3, 4, 5,’ 1, 2 Buckle My Shoe 5 Little Firemen Caterpillar song 1 potato, 2 potato 5 Little Daffodils</p>		<p>Number Cards</p> <p>Outside: Tidy up time signs for matching Numbered signs in the role play shed Phone numbers in the Wendy House Construction Water tray resources (varying sizes) Sandpit resources (varying sizes) Giant balancing scales Counting rings Outdoor 5-frame with giant counters Small construction resources Height activities on the standing chalk board Giant Numicon + weekly enhancement linked to that week’s learning</p> <p>Mathematics stories Counting stories - available in our provision Noticing books for subitising – available in our provision Shape stories – available in our provision Mouse Counts Maisy Goes Camping Rosie’s Walk We’re Going On A Bear Hunt</p> <p>Mathematics songs and rhymes 5 Currant Buns 5 Speckled Frogs 5 Little Men in a Flying Saucer 5 Little Ducks 5 Little Monkeys ‘1, 2, 3, 4, 5,’ 1, 2 Buckle My Shoe 5 Little Firemen Caterpillar song 1 potato, 2 potato 5 Little Daffodils 5 Little Monkeys Swinging from a Tree</p>		<p>Snakes and Ladders</p> <p>Outside: Tidy up time signs for matching Numbered signs in the role play shed Phone numbers in the Wendy House Construction Water tray resources (varying sizes) Sandpit resources (varying sizes) Giant balancing scales Counting rings Outdoor 5-frame with giant counters Small construction resources Height activities on the standing chalk board Giant Numicon + weekly enhancement linked to that week’s learning</p> <p>Mathematics stories Counting stories - available in our provision Noticing books for subitising – available in our provision Shape stories – available in our provision</p> <p>Mathematics songs and rhymes From Head to Toe How Many Legs Ten Black Dots</p>	
	<p>Key vocabulary tier 2 1,2,3 big circle count groups lines pattern pointy small sorting</p>	<p>Key vocabulary tier 3 1,2,3,4,5 blobs repeat rule spotty stripey zig-zag</p>	<p>Key vocabulary tier 2 corner rectangle roll side slide square triangle</p>	<p>Key vocabulary tier 3 flat medium round surface</p>	<p>Key vocabulary tier 2 ‘how many?’ amount bigger dice fewer more number order smaller</p>	<p>Key vocabulary tier 3 numeral symbol</p>	<p>Key vocabulary tier 2 ‘add more’ ‘take away’ behind heavy in front light long on top short under</p>	<p>Key vocabulary tier 3 heavier lighter longer shorter</p>	<p>Key vocabulary tier 2 backwards finally first forwards mistake next number rhyme problem shape solve</p>	<p>Key vocabulary tier 3 instrumental part route subitise whole</p>	<p>Key vocabulary tier 2 finally first heavy light longer than next short shorter than shorter than tall taller than</p>	<p>Key vocabulary tier 3 capacity estimate sequence weight</p>

Understanding the world	TERM 1A		TERM 1B		TERM 2A		TERM 2B		TERM 3A		TERM 3B	
	All about me		Fairytlaes		People who help us		Planting and growing		Transport		Animals	
	Key knowledge To know that there are lots of things that are the same about me and other people. To know that there are some things that are different . Difference is good because we are all special in our own ways. To know that there are some places so far away we need to go on an aeroplane. We cannot drive or walk to these places. To know the simple purpose of different materials such as food can be eaten, but mud and sand cannot. To know that we must care for animals and plants. We don't pick up animals and we don't pick plants as the bees need them for food. To know that bird song is a message from the birds. To know that foxes live in dens and like to eat our scraps. To know that rabbits live in burrows.	Key skills To be able to talk about their family at home. To be able to make a connection between their family and other families. To be able to notice differences between people e.g. you have dark skin and I have light skin. To be able to talk about the similarities and differences between materials. To be able to talk about what they notice in nature, e.g. the tree has lots of leaves on it. To be able to link new learning to their own life e.g. Mo Farah lived in a different place from me when he was a baby. To be able to follow the rules in forest school and look after the plants and animals.	Key knowledge To know that a bridge enables us to cross water. To know that Diwali is a special celebration that some people celebrate. To know that Diwali lasts for 5 days. To know that Hindus make a special biscuit for Diwali. To know that families give each other gifts at Diwali and this is similar to our birthdays. To know that leaves falling off a tree is a sign of winter. To know that we make biscuits by mixing different ingredients. The biscuits will change once they have been in the oven and ready for us to eat. To know that flowers and plants dying is a sign of winter. To know that forest school looks bear in winter. To know a basic version of the Nativity story.	Key skills To be able to use their senses in the hands-on exploration of natural materials. To be able to understand the need to respect and care for the natural environment and all living things. To be able to talk about Diwali and compare it to their birthday celebration. To be able to follow the instructions to stay safe when cooking. To be able to retell the simple parts of the Nativity story. To be able to predict what might happen at Christmas.	Key knowledge To know that doctors help to make us feel well when we are poorly. To know that dentists look after our teeth. To know that firefighters, put out fires. They use a fire engine, and the hose is where the water comes out. To know that police officers, keep us safe in different ways (they don't just catch baddies!). To know that postal workers collect the letters from the post box and deliver them to our house. To know that builders help build houses using different tools. To know when there is a problem, knows who can help us.	Key skills To be able to show an interest in different occupations by using new learning in their play. To be able to use a toothbrush to clean their teeth. To be able to talk about new learning when questioned by an adult. To be able to stay safe on our post box trip when walking by a road.	Key knowledge To know that watering plants helps them grow, just like water helps humans stay healthy and grow. To know that the sun helps plants grow. To know that seeds need to be planted in soil. They will grow into a plant. To know that a bean will grow into a bean plant like in Jack and the beanstalk. To know that it takes ‘a lot of sleeps’ for a plant to grow. To know that wheat makes flour which can be used to make bread. To know the names of different vegetables. To know that Easter is a time most people celebrate with their families, and we sometimes receive chocolate eggs. To know that buds on plants are a sign of spring. To know that daffodils are a sign of spring. To know that blossom on trees is a sign of spring.	Key skills To be able to follow three simple steps to plant a seed: 1. filling a pot with soil, 2. pushing in the seed, 3. adding some water. To be able to look after plants so they continue to grow by watering them and not touching them. To be able to name different vegetables that they eat at home. To be able to talk about what will happen at Easter in their house. To be able to notice change in the environment and talk about what is happening.	Key knowledge To know that trains , cars, aeroplanes, buses and bikes are all types of vehicles. To know that vehicles help us get from one place to another. To know that boats float on water. To know that sinking means something falls to the bottom of a water filled container. To know that floating means something stays on the top of water. To know that rockets go into space. To know that owls and bats are awake at night and sleep in the day. To know that foxes, owls and snakes like to eat mice. To know that aeroplanes fly in the sky and take us to places that are very far away.	Key skills To be able to talk about different vehicles they have travelled on. To be able to recreate their experience of a train station in our train station role play. To be able to recreate their experiences at an airport in our airport role play. To be able to talk about different places they have been to (whether this is locally or internationally). To be able to identify their favourite type of vehicle. To be able to make predictions on how a vehicle might work. To be able to use their knowledge of vehicles to make predictions in stories, e.g. if they are in a rocket they may go to the moon.	Key knowledge To know that a caterpillar makes a chrysalis and then breaks out of it, turning into a butterfly. To know that pets are animals you can look after at home. These include dogs and cats. To know that pond animals need water to survive. To know that tadpoles turn into frogs. To know that farm animals are looked after by the farmer. To know that cows give us milk and chicken give us eggs. To know that moths are awake at night. To know that there are different countries in the world. You need to go on an aeroplane to visit many of these countries. To know that when I get older, I change class in school. I will get a new teacher and new toys.	Key skills To be able to talk about the life cycle of frogs and butterflies. To be able to talk about what might happen next when observing a life cycle. To be able to talk about pets that their family may have at home and name different pets. To be able to name different farm animals. To be able to name different animals that you find in a pond. To be able to talk different places they have been on holiday. To be able to talk about their new school teachers for Reception and how school may change. To be able to talk about future events.
	Curriculum texts Owl Babies Ready Steady Mo (Black History Month) WOWS WOW – Sharing photos of our families WOW – Self Portraits WOW – Favourite toy show and tell		Curriculum texts Peppa’s Diwali The Three Billy Goats Gruff The Nativity WOWS Building bridges Making Besan Ladoo for a Diwali party Porridge tasting Gingerbread man dissolving experiment Christmas Show Christmas Party		Curriculum texts Flashing Fire Engines The Hospital Dog Let’s Build A House Tap, tap, bang, bang What the Ladybird Heard Postman Bear WOWS Fire alarm practise Rehan visit with tools WOW – Post box trip		Curriculum texts Jack and the beanstalk Little Red Hen Oliver’s Vegetables Enormous Turnip The tiny Seed We’re going on an Egg Hunt WOWS Planting a bean Making Bread Making Vegetable Soup Allotment Trip 1 Cress Sandwiches Easter Egg Hunt		Curriculum texts Whatever Next Peace At Last Cool Cars Mr Gumpy’s Outing and Jack and the flum flum Tree Dig Dig Digging You can’t take an elephant on a bus WOWS Vitamin C rockets Paper plane experiments Racing cars down ramps Floating and sinking experiments Train trip		Curriculum texts Hairy McClary Tad Farmyard Hullabaloo The Hungry Caterpillar The bad-tempered Ladybird My Cat likes to hide in boxes WOWS Pet visit Visit from Moth Man Pond Dipping Caterpillars arrive Caterpillars hatching Transition experiences Graduation	

	Key vocabulary tier 2 brother colour dad different family mum same sister	Key vocabulary tier 3 country similar skin Somalia	Key vocabulary tier 2 celebration bake change cook eat flowers hot leaves oven plant present trees water winter	Key vocabulary tier 3 audience Besan Ladoo bridge Diwali nativity performer show Christmas	Key vocabulary tier 2 brush builder doctor fire engine fire fighter hospital police postal worker problem	Key vocabulary tier 3 alarm construct deliver imagination post box safe tool volcano	Key vocabulary tier 2 bean stalk bread change grow plant spring sun vegetable water	Key vocabulary tier 3 blossom bud celebration daffodils Easter flour germinate ground seed soil soup turnip wheat	Key vocabulary tier 2 aeroplane bat bike boat bus car day digger night owl place sky sleep tractor train	Key vocabulary tier 3 fuel passenger pedestrian rocket travel vehicle	Key vocabulary tier 2 animal butterfly cat caterpillar celebration cow dog fish grow home milk older pond	Key vocabulary tier 3 chrysalis country farm hatch life cycle minibeast moth pet Reception tadpole
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Expressive Arts and Design	TERM 1A		TERM 1B		TERM 2A		TERM 2B		TERM 3A		TERM 3B	
	All about me		Fairytales		People who help us		Planting and growing		Transport		Animals	
	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills
	To know that you need to pull the glue lid off to use it.	To be able to attach an item to a flat item using glue.	To know that you need to use a stick to apply PVA glue.	To be able to use PVA glue.	To know that mixing colours together changes them.	To be able to mix colours together and talk about what happens.	To know that white makes things lighter.	To be able to talk about what will happen when you add white or black to paint.	To know that you can draw a model before you create it.	To be able to design and plan a 3D model.	To know the appropriate material to use when expressing certain ideas.	To be able to develop their own ideas and decide which materials to use to express them.
	To know that you need to put glue on the item to make it sticky.	To be able to attach an item to a round item using glue.	To know that you can attach materials together using glue.	To be able to join materials together.	To know that red and blue mix together to make purple.	To be able to talk about what will happen when you mix two specific colours.	To know that black makes things darker.	To be able to talk about texture.	To know how to use different materials to form a piece of artwork.	To create multi-media art.	To know that you must move or hit an instrument softly to make a quiet sound.	To be able to play instruments with increasing control to express their feelings and ideas.
	To know what a stripey/spotty/zigzag/bl ob pattern looks like.	To be able to use spots/stripes/blobs/zigz ags to decorate.	To know what size paper is needed to stick to an area.	To be able to stick paper within the lines of a shape.	To know that yellow and red mix together to make orange.	To be able to change direction when cutting with scissors.	To know different describing words for touch, e.g., soft, hard, bumpy.	To be able to change the texture of paint.	To know that you can use your imagination to create role play scenarios.	To be able to create own role-play scenarios.	To know that you must move or hit an instrument with force to make a loud sound.	To be able to paint on different materials, e.g. cling film/bubble wrap.
	To know what an ABAB colour pattern looks like.	To be able to attach and decorate an item using an ABAB colour pattern.	To know that you must hold the scissors by the closed blades when transporting scissors.	To be able to cut along a straight line.	To know that yellow and blue mix together to make green.	To be able to use Sellotape.	To know that you can change the texture of paint when you add different materials to it.	To be able to paint 3D models.	To know that you can use your imagination to pretend that an object is something else.	To be able to use real life experiences to influence their play.	To know that you can paint on different materials.	To be able to illustrate using past experiences.
	To know that you hold the hard end of the paint brush.	To be able to use a paint brush.	To know that you must put your fingers in the scissor holes to pull the blades apart.	To be able to use a stamp to create a picture.	To know that mixing red, yellow and blue together makes brown.	To be able to rip paper.	To know that you need to move a 3D object around to paint all the sides.	To be able to do an observational drawing, looking carefully at the object.	To know how to incorporate real life events into their play.	To be able to retell the story of the week using puppets.	To know that you can paint on different materials.	To be able to make changes and improve their construction once it has been built.
	To know that you paint with the soft brush end.	To be able to select the correct colour when doing an observational drawing.	To know that you must put your fingers in the scissor holes to push the blades back together.	To be able to match colours.	To know that you need to move the paper to help change the direction you are cutting in.	To be able to use lines and circles in their painting.	To know that you need to use more force when cutting a 3D object.	To be able to use different voices when role playing as different characters.	To know that you need to put your finger or hand into a puppet to hold it up and move it.	To be able to draw labels and signs to enhance models.	To know events that have happened in the past.	
	To know that you need to dip the brush into paint to get colour on it.	To engage in imaginative role-play based on first-hand experience.	To know that you must put your fingers in the scissor holes to push the blades back together.	To be able to use water colour paints.	To know that you need to pull the tape to get more out.	To be able to engage in imaginative role play based around new experiences.	To know that you must look at an object before you draw it to see what it looks like.	To be able to use shapes to create images (cross and triangle).	To know that you can enhance models using labels, signs and other materials.		To know that you can draw things from memory.	
	To know what the names of different colours are.	To be able to put on different outfits independently.	To know that you must look at the line when cutting along it.	To be able to engage in imaginative role play based around stories.	To know that you need to pull the tape to get more out.	To be able to make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.	To know that you need to change your voice when pretending to be different characters.	To be able to use shapes to create images (cross and triangle).			To know that you can change a model at any point.	
	To know that you need to put the correct body part into the correct clothing hole, e.g. arm in the sleeve.	To be able to talk about the sounds that different instruments make.	To know that a stamp needs to be put into paint in order for it to make a mark.	To be able to use shapes to create images (circles, vertical and horizontal lines)	To know that you need to use scissors to cut the tape off.	To know that you need to hold the paper with one hand and pull the paper forwards or backwards with the other hand when ripping.	To know that they can do different shaped mouths on their drawings to show different feelings.	To be able to draw different shaped mouths on to show different feelings. (A circle mouth shows a surprise, a rainbow shape mouths shows sadness/happy, a zigzag show anger).			To know that you can add things to your model to improve it.	
	To know the names of different instruments.	To be able to make marks.	To know that you need to put the paint brush into water before dipping it into the water colour paint.	To be able to follow a dotted line to form a shape.	To know that a straight line can go vertically, horizontally or diagonally.	To be able to sing Nursery rhymes independently.	To know that a circle mouth shows surprise, a rainbow shape mouth shows sadness, an upside-down rainbow shows happiness, a zigzag mouth shows anger.	To be able to continue to add meaning to written marks – intention to write.				
	To know what a loud sound is.	To be able to give meaning to marks (what are you drawing?)	To know the storyline of a story.	To be able to continue to give meaning to marks + explain why (Diwali cards/ Christmas cards)	To know that a circle is one continuous round line that joins up at the end.	To be able to put shapes together to form an image.	To know that a circle mouth shows surprise, a rainbow shape mouth shows sadness, an upside-down rainbow shows happiness, a zigzag mouth shows anger.	To be able to continue to add meaning to written marks – intention to write.				
	To know what a quiet sound is.	To be able to create patterns – stripes, spots, blobs and zigzags.	To know how a specific character acts in a story.	To be able to do a ‘Lazy 8’ on a vertical surface.	To know that a circle is one continuous round line that joins up at the end.	To be able to continue to give meaning to marks + explain why (Valentine’s day).	To know that a circle mouth shows surprise, a rainbow shape mouth shows sadness, an upside-down rainbow shows happiness, a zigzag mouth shows anger.	To be able to continue to add meaning to written marks – intention to write.				
	To know that when you put a pen/pencil on an object, it makes a mark.	To be able to stick, connect and join pieces together.	To know the names of different shapes.	To be able to use 3D shapes accurately to build.	To know the lyrics of Nursery Rhymes.	To be able to create a small world using blocks.		To be able to continue to form their pre-writing shapes.				
	To know what you have drawn.	To be able to match blocks to the correct shape when tidying up.	To know that they can join the dots together to form an image.	To be able to use imagination to turn model into a real object.	To know the tune of Nursery Rhymes.							
	To know that when you stick something to an object, it joins the pieces together.		To know what a lazy 8 is.	To be able to use natural resources to decorate models.	To know that certain shapes can be used to create pictures of things.							
	To know where the blocks belong in Nursery.		To know that you need a flat surface to put a block on so that it is stable.									

			To know that you can use your imagination to create different things.		To know that they can create small worlds when they put items together.						
	Continuous provision and enhancements Indoor Mark making: <ul style="list-style-type: none">- Thick Pencils- Skin tone pencils- Thick Crayons- Thick Chalk- Standing chalkboards- Large pieces of paper Making Table: <ul style="list-style-type: none">- Squeezy scissors- ‘Normal’ scissors- Glue sticks- Baskets of different resources e.g. feather, tissue paper etc. Weekly activities based on the skills outlined above Art Area: <ul style="list-style-type: none">- Thick paint brushes- Watercolour paint pallets- Chalk- Large A3 paper (a variety of different colours)- Weekly picture prompts Weekly activities based on the skills outlined above Role Play – home corner, enhanced each week with different items e.g. family pictures, different toys, babies etc. Outdoor Mark making shed: <ul style="list-style-type: none">- Paper- Clipboards- Pencils- Chalkboards and pens Role Play Shed – Paw Patrol world. Small world characters and dressing up costumes. Wendy House – Home set up with family pictures to enhance. Stage: <ul style="list-style-type: none">- A variety of musical instruments changing each week- Musical wall Forest school <ul style="list-style-type: none">- Plenty of role play opportunities in the natural environment- Colour matching activities using nature- Loose part pictures- Building dens for foxes and squirrels- Building nests for birds- Making shakers with water bottles and natural resources WOWS Making self-portraits Children doing cooking sessions with parents.	Continuous provision and enhancements Indoor Mark making: <ul style="list-style-type: none">- Thick Pencils- Skin tone pencils- Thick Crayons- Thick Chalk- Thick pens- Standing chalkboards- Varity of different size pieces of paper- Pre-writing shape prompts (circles, vertical and horizontal lines, zig-zags)- Opportunities for tracing along dotted lines- We LOVE Drawing prompts Making Table: <ul style="list-style-type: none">- Squeezy scissors- ‘Normal’ scissors- Glue sticks- Baskets of different resources e.g. feather, tissue paper etc.- Masking tape Weekly activities based on the skills outlined above Art Area: <ul style="list-style-type: none">- Thick paint brushes- Watercolour paint pallets- Chalk- Large A3 paper (a variety of different colours)- Weekly picture prompts- Shape stamps- Paint rollers- Poster paint in paint pots with coloured lids Weekly activities based on the skills outlined above Role Play: <ul style="list-style-type: none">- Traditional Tale world, enhanced each week with items from the story.- Christmas home Outdoor Mark making shed: <ul style="list-style-type: none">- Paper- Clipboards- Pencils- Chalkboards and pens- We LOVE Drawing prompts Role Play Shed – Construction shed Wendy House – dressing up costumes from traditional tales and different phone numbers for characters such as The Big Bad Wolf. Stage: <ul style="list-style-type: none">- Masks and dressing up costumes based on the weekly story- Musical wall Forest school	Continuous provision and enhancements Indoor Mark making: <ul style="list-style-type: none">- Thick Pencils- Skin tone pencils- Thick Crayons- Thick Chalk- Thick pens- Standing chalkboards- Varity of different size pieces of paper- Pre-writing shape prompts (circles, vertical and horizontal lines, zig-zags, diagonal lines and squares)- We LOVE Drawing prompts- Opportunities for purposeful mark making (e.g. making valentine cards) Making Table: <ul style="list-style-type: none">- Squeezy scissors- ‘Normal’ scissors- Glue sticks- Baskets of different resources e.g. feather, tissue paper etc.- Masking tape- Sellotape- Scrap paper for ripping Weekly activities based on the skills outlined above Scissor Challenges (changes each week): <ul style="list-style-type: none">- Cutting different types of lines Art Area: <ul style="list-style-type: none">- Thick paint brushes- Watercolour paint pallets- Chalk- Large A3 paper (a variety of different colours)- Weekly picture prompts- Shape stamps- Paint rollers- Poster paint in paint pots with coloured lids- Opportunities for colour mixing Weekly activities based on the skills outlined above Water Trays: <ul style="list-style-type: none">- Different coloured water for colour mixing Role Play: <ul style="list-style-type: none">- Doctors Surgery- Post office (if the Doctors Surgery is popular, we moved the post office to the mark making area) Stage: <ul style="list-style-type: none">- Puppet Theatre- Different dressing up costumes Outdoor Mark making shed: <ul style="list-style-type: none">- Paper- Clipboards- Pencils	Continuous provision and enhancements Indoor Mark making: <ul style="list-style-type: none">- Thick Pencils- Skin tone pencils- Thick Crayons- Thick Chalk- Thick pens- Standing chalkboards- Varity of different size pieces of paper- Pre-writing shape prompts (circles, vertical and horizontal lines, zig-zags, diagonal lines and squares)- We LOVE Drawing prompts- Opportunities for purposeful mark making (e.g. making valentine cards)- Bug names to help with name writing Making Table: <ul style="list-style-type: none">- Squeezy scissors- ‘Normal’ scissors- Glue sticks- Baskets of different resources e.g. feather, tissue paper etc.- Masking tape- Sellotape Weekly activities based on the skills outlined above Scissor Challenges (changes each week): <ul style="list-style-type: none">- Cutting shapes with straight lines Art Area: <ul style="list-style-type: none">- Thick paint brushes- Watercolour paint pallets- Chalk- Large A3 paper (a variety of different colours)- Weekly picture prompts- Poster paint in paint pots with coloured lids- Opportunities for colour mixing with white and black paint- 3D resources for children to paint- Flowers/ vegetables for observational painting Weekly activities based on the skills outlined above Role Play: <ul style="list-style-type: none">- Garden centre with a fruit and vegetable shop and a café Stage: <ul style="list-style-type: none">- Puppets Theatre- Props of the story of the week Outdoor Mark making shed: <ul style="list-style-type: none">- Paper- Clipboards- Pencils- Chalkboards and pens- We LOVE Drawing prompts Role Play Shed – You Choose Shed	Continuous provision and enhancements Indoor Mark making: <ul style="list-style-type: none">- Thick Pencils- Skin tone pencils- Thick Crayons- Thick Chalk- Thick pens- Standing chalkboards- Varity of different size pieces of paper- We LOVE Drawing prompts- Opportunities for purposeful mark making (e.g. making valentine cards)- Bug names to help with name writing- Letter resources available- Numeral templates available Making Table: <ul style="list-style-type: none">- Squeezy scissors- ‘Normal’ scissors- Glue sticks- Baskets of different resources e.g. feather, tissue paper etc.- Masking tape- Sellotape- Clipboards/ paper/ whiteboard for planning models- Junk Modelling resources Weekly activities based on the skills outlined above Scissor Challenges (changes each week): <ul style="list-style-type: none">- Cutting shapes that are round Art Area: <ul style="list-style-type: none">- Thick paint brushes- Watercolour paint pallets- Chalk- Large A3 paper (a variety of different colours)- Weekly picture prompts- Poster paint in paint pots with coloured lids- Opportunities for colour mixing with white and black paint- 3D resources for children to paint- Materials with different textures for painting Weekly activities based on the skills outlined above Role Play: <ul style="list-style-type: none">- Train station- Airport Stage: <ul style="list-style-type: none">- Puppets Theatre- Dressing up costumes Outdoor Mark making shed: <ul style="list-style-type: none">- Paper- Clipboards- Pencils- Chalkboards and pens- We LOVE Drawing prompts	Continuous provision and enhancements Indoor Mark making: <ul style="list-style-type: none">- Thick Pencils- Skin tone pencils- Thick Crayons- Thick Chalk- Thick pens- Standing chalkboards- Varity of different size pieces of paper- We LOVE Drawing prompts- Opportunities for purposeful mark making (e.g. making valentine cards)- Bug names to help with name writing- Letter resources available- Numeral templates available Making Table: <ul style="list-style-type: none">- Squeezy scissors- ‘Normal’ scissors- Glue sticks- Baskets of different resources e.g. feather, tissue paper etc.- Masking tape- Sellotape- Clipboards/ paper/ whiteboard for planning models- Junk Modelling resources Weekly activities based on the skills outlined above Scissor Challenges (changes each week): <ul style="list-style-type: none">- Cutting shapes that are round Art Area: <ul style="list-style-type: none">- Thick paint brushes- Watercolour paint pallets- Chalk- Large A3 paper (a variety of different colours)- Weekly picture prompts- Poster paint in paint pots with coloured lids- Opportunities for colour mixing with white and black paint- 3D resources for children to paint- Materials with different textures for painting Weekly activities based on the skills outlined above Role Play: <ul style="list-style-type: none">- Vets- School Stage: <ul style="list-style-type: none">- Puppets Theatre- A variety of different costumes and props Outdoor Mark making shed: <ul style="list-style-type: none">- Paper- Clipboards- Pencils- Chalkboards and pens- We LOVE Drawing prompts					

			<ul style="list-style-type: none">- Plenty of role play opportunities in the natural environment- Making clay hedgehogs- Loose part pictures- Building houses for the Three Little Pigs- Using hand drills for bug hotels- Mud Mandalas- Christmas decorations using things we find in the Forest- Whittling wood with potato peelers <p>WOWS ‘Trip trap song’ Building bridges Making Besan Ladoo for a Diwali party Christmas Show Children doing cooking sessions with parents.</p>	<ul style="list-style-type: none">- Chalkboards and pens- We LOVE Drawing prompts <p>Role Play Shed – Police Station</p> <p>Wendy House – Enhanced with phone numbers for ‘People Who Help us’ and pictures of different emergency services</p> <p>Stage:</p> <ul style="list-style-type: none">- Dressing up hats themed around people who help us- Musical wall <p>Forest school</p> <ul style="list-style-type: none">- Plenty of role play opportunities in the natural environment- Den building- Improving the dinosaur small world- Whittling wood- Drilling holes for the bug hotel- String + Stick spider webs- Creating music in the Forest with natural resources <p>WOWS Mixing paint colours Making Valentine’s Day cards Arts week Children doing cooking sessions with parents.</p>	Wendy House – Enhanced with botanical images and window boxes introduced with real plants growing.	Stage:	<ul style="list-style-type: none">- Musical Instruments- Musical wall <p>Forest school</p> <ul style="list-style-type: none">- Plenty of role play opportunities in the natural environment- Role playing campfires and learning how to build a campfire using the waffle technique- Making wild flower seed clusters <p>WOWS Making bread Making vegetable soup Arts and craft enormous turnip Children doing cooking sessions with parents.</p>	<ul style="list-style-type: none">- Scissors and glue sticks (with mini bin) <p>Role Play Shed – Superhero shed</p> <p>Wendy House – train tickets/ pictures of different vehicles.</p> <p>Stage:</p> <ul style="list-style-type: none">- Musical Instruments- Musical wall <p>Forest school</p> <ul style="list-style-type: none">- Plenty of role play opportunities in the natural environment- Creating small worlds with resources in the forest- Creating boats with resources in the forest- Mini den building- Making holes using palm drills <p>WOWS Making paper planes Making ramps and racing cars down them Children doing cooking sessions with parents.</p>	<ul style="list-style-type: none">- Scissors and glue sticks (with mini bin) <p>Role Play Shed – Car Wash</p> <p>Wendy House – enhanced with summer holiday props and school uniforms for getting ready for school</p> <p>Stage:</p> <ul style="list-style-type: none">- Dressing up costumes- Musical wall <p>Forest school</p> <ul style="list-style-type: none">- Identifying different shades of colour in the forest- Making worlds for mini beasts- Using sticks to create minibeast small worlds- Clay minibeast project- Making sport-day medals using hazel cookies <p>WOWS Children doing cooking sessions with parents.</p>			
	<p>Key vocabulary tier 2</p> <p>colour draw glue lid loud music paint paintbrush pen pencil picture quiet stick</p>	<p>Key vocabulary tier 3</p> <p>attach blob costume instrument outfit pattern perform spot stripe zigzag</p>	<p>Key vocabulary tier 2</p> <p>cut paper PVA glue scissors stamp story</p>	<p>Key vocabulary tier 3</p> <p>blade character create flat imagination join marks pull push safe shape storyline</p>	<p>Key vocabulary tier 2</p> <p>blue brown circle colour cut draw green line mix move orange paper picture purple rectangle red scissors Sellotape shape song square triangle words yellow</p>	<p>Key vocabulary tier 3</p> <p>backwards change dark different direction forwards light pull rip straight</p>	<p>Key vocabulary tier 2</p> <p>black cut draw face mouth paint scissors shape story white</p>	<p>Key vocabulary tier 3</p> <p>3d bumpy change character darker hard lighter material object soft texture touch voice</p>	<p>Key vocabulary tier 2</p> <p>art draw finger hand play puppet story</p>	<p>Key vocabulary tier 3</p> <p>create design imagination improve label material model object pretend role-play sign</p>	<p>Key vocabulary tier 2</p> <p>draw hit music tap</p>	<p>Key vocabulary tier 3</p> <p>change construct hard improve instrument loud material model quiet soft</p>