

Early Years Foundation Stage Curriculum Nursery

Curriculum overview		
Autumn 1 Marvellous Me	Spring 1 Once upon a time	Summer 1 Down on the farm
Throughout Autumn One, the children will learn more about themselves and what makes them unique. They will talk about and celebrate themselves and their family and what is special about their life. Who lives with me? The children will touch upon where they live and places that they like to visit e.g. Wildlife park. The children will be learning about Nursery Rhymes and will learn some well known rhymes to perform to their grown ups. Throughout this topic the children will be encouraged to explore our school environment, using their senses to explore the outdoors and talk about what they can see.	In this unit, children will continue strengthening their turn-taking, sharing, and communication skills. They will deepen their understanding of how to use the resources and provision in Nursery respectfully, learning how to negotiate with others, use good manners with both peers and adults, and manage their feelings when situations don't always go the way they expect. To support this learning, children will explore a range of classical tales and well-loved texts that highlight important social and moral themes. Through these stories, they will examine characters' choices and emotions, helping them make sense of their own experiences and develop strategies for navigating everyday interactions.	Throughout this half term, the children will deepen their understanding of the world around them. They will be introduced to the concepts of growth, change, and decay through hands-on exploration of natural materials. As part of the topic, children will investigate where food comes from, including how fruits and vegetables grow both above and below the ground, as well as how animal products are sourced. They will learn about animals which they may find on the farm and understand the key features of the life cycle of a chicken. Children will enjoy: • Helping to care for animals, taking part in investigations into animal life cycles (observing eggs/chicks). • Planting seeds and bulbs to observe how living things grow and how they change or decay over time • Watch an apple core gradually turn brown and develop mould Children will be taught how to care for living things and begin to develop awareness of creating a healthy environment.
Autumn 2 Celebrate with me!	Spring 2 Me and my world	Summer 2 I wonder how we will get there?
Throughout this unit the children will explore what a celebration is based on their own first-hand experiences. They will learn how and why they celebrate such events. The children will find out about bonfire night, birthday celebrations and Christmas using photos and other stimuli to support their knowledge and understanding. Throughout this unit we will make relevant reference to different occupations such as firefighters and Postperson. The children will explore the importance of these roles and how they have a positive impact.	Throughout this half term the children will look closely at their immediate environment and the world around them. They will know where they live and that there are different places and countries in the world. With support they will begin to identify what is the same and what is different between two contrasting places and use their widening vocabulary to talk about them. The children will talk about the differences they have experienced or seen in photos or from their own first-hand experiences (holidays). The children will touch on space and link this to forces that they can feel.	In this unit the children will further explore the environment in which they live and how this may differ or share similarities based on journeys to different places and holidays that the children may have been on. The children will share stories such as 'we are going on a bear hunt' where they will use all of their senses to think about the journey through the woodlands and how the environment changes. They will be supported to talk about things such as the weather and the natural world around them. The children will enjoy looking at the different modes of transport that we might take on our journey and explore how different mechanical toys/vehicles work e.g. push and pull, aeroplanes gliding.

Themes			
Autumn 1 Marvellous me	Autumn 2 Celebrate with me	Spring 1 Once Upon a Time	Spring 2 Me and my world
Themes Starting school Who am I? What makes me, me? My family My home Things I like Texts	Themes How we celebrate Bonfire night Birthday celebrations Christmas Important people linked to topic (firefighter, post person) Texts When's my birthday? Kipper's birthday We're going on an elf chase Dear Santa Nativity story	Themes Traditional tales Right and wrong linked to story characters Our class rules Texts Goldilocks and the Three Bears The Three Little Pigs Little red riding hood	Themes Where I live Space Texts My world, Your world Whatever next
Enrichments Visit from a baby? How have I changed since being a baby?	Enrichments Toasting marshmallows Hosting a birthday celebration for Kipper	Enrichments Making and tasting porridge	Enrichments Making a rocket
Summer 1 Down on the farm		Summer 2 I wonder how we will get there?	
Themes Planting and growing Plants/flowers/beans/seeds Decay Caring for animals Where does my food come from? Life cycles (chicks and farm animals) Animals and their young Texts The little Red Hen A squash and a squeeze Farmyard Hullabaloo Farmer duck Jack and the Beanstalk Jasper's beanstalk Oliver's vegetables		Themes Journeys Modes of transport Different environments- journey through the woods (bear hunt) Holidays Texts Things that go! We are going on a bear hunt The train ride The journey home from Grandpa's Michael Rosen the bus is for us The duck in a truck Topsy and Tim go on Holiday	
Enrichments Farm visit Hatching eggs		Enrichments Sports day Beach fun day	

Planting						
PSED						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Marvellous Me	Celebrate with me	Once Upon a Time	Me and My World	Down on the farm	I wonder how we will get there?
Reception expectations in PSED	Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to a					
Managing Self	- Can use the toilet independently - Can separate from parents/carers	- Have a go at new things. - Wash hands after using the toilet with some reminders to do so. - Select and use activities and resources, with help when needed.	Develop more independence and confidence within the nursery environment.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	- Can play co-operatively with others within the nursery. - Reliably toilet trained	- Begin to share independently in the provision - Be independent in managing own self: Washing hands, toileting, tidying up, getting belongings at home time - Children are developing an awareness of themselves and are forming their own opinions. - Learn about how to keep their teeth clean.
Self Regulation	- Develop friendships with other children. - Beginning to understand how to wait for their turn and learning to control feelings. - Begin to follow the rules of the setting.	- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. - Increasingly follow rules understanding that they are important.	- Show more confidence in new social situations. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive eg talk with others to solve conflicts. - Wait their turn.	- Know what ‘right’ choices are and try their best to make the right choice. - Talk about own feelings and explore why they might be feeling that way.	- Can calm self down using a strategy that works for them. - show some level of control with their emotions - Think about how others feel. - Beginning to negotiate and resolve conflicts in play e.g.	- Become increasingly aware of own feelings and begin to talk about them. - Listen in small groups - Listen to rules and expectations and begin to follow simple instructions from an adult.

	• Can express when I feel happy, sad, tired or upset. • I can find out about emotions through stories and discussions.	• Beginning to develop appropriate ways of being assertive. • I can look after the toys and equipment at my setting.	• Tidy up the resources that they have used. • Follow the behaviour expectations of nursery.		accepting that not everyone can have the toy.	
Making relationships	• I can take turns with other children with support from the adults in my setting. • I can separate from my parent/caregiver with adult support. • Enjoy the company of other children and want to play with them.	• Play alongside other children in setting and may need adult support to do this. • Show more interest in other children's play. • Sometimes manages to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? • Can settle into activities for a short time.	• Become more outgoing with unfamiliar people, in the safe context of their setting and can come into setting with minimal support from an adult. • Beginning to form friendships • I can talk about my family.	• Understand gradually how others might be feeling. • Play with at least one child extending and elaborating play ideas. • Become more confident in the social situations.	• help others who are upset. • I am showing more social confidence. • Can take turns and share sometimes with adult support.	• Makes new friends in the class, and talks to adults to share news or as part of an activity. • Recognise and talk about what makes them unique. • Children will build new positive relationships with pupils and staff in their new class. • Can play with other children during an activity

Communication and Language

The development of children's spoken language underpins all seven areas of learning & development. Children's back-and-forth interactions from an early age form the foundations for language & cognitive development. The number & quality of the conversations they have with adults & peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, & echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, & engaging them actively in stories, non-fiction, rhymes & poems, & then providing them with extensive opportunities to use & embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling & role play, where children share their ideas with support & modelling from their teacher, & sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary & language structures

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Marvellous Me	Celebrate with me	Once Upon a Time	Me and My World	Down on the farm	I wonder how we will get there?
Reception expectations in C&L	Listening, Attention and Understanding • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Listening	- Beginning to listen to stories and nursery rhymes. - Beginning to listen to instructions given. - Beginning to listen during adult guided activities.	- Listens to simple stories. - Beginning to listen to other people speaking to them when they have their focused attention.	Listens to others speaking and continues/responds to the conversation following on from what has been said.	Listens more carefully, knowing why it is important to listen.	- Knows why it is important to listen and shows that they are listening through eye contact. - Enjoys listening to longer stories.	- Begin to actively listen to others when a topic interests them. - They listen during story time and show an interest in the books being read, remembering much of what happened (this may only be for a short time)
Attention	- Can shift from one task to another if you get their attention. - Can focus on an activity of own choice for a short period of time. Beginning to show attention to the adults in the setting.	- Beginning to pay attention to more than one thing at a time. - Beginning to give attention to others who are speaking to them.	Switches attention between listening to others and completing a task.	Focusing more attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate.	Paying attention when listening to longer stories.	- Show what a good listener looks like (eyes, shoulders, tummy) - buttons & responding when appropriate) - Pay attention to one thing at a time.

Responding	Points to objects upon request. Follows three key word instructions.	Responds to adults and children that are trying to converse with them	- Answering simple questions. - Talks and responds to other children during play	Responds during conversations sometimes using 'and' or 'because'.	Responds to more complex questions.	- Engage in story times. - Join in with repeated refrains and key phases in stories or rhymes. Respond appropriately when asked e.g. 'smart sitting on the carpet'
Understanding	- Can show that they understand action words by pointing to the right picture in a book. - Can follow instructions with three key words. - Recognises and points to objects that are spoken to them.	- Shows an understanding of text being read to them using the pictures. - Understand an instruction with 2 parts eg get your coat and line up at the door.	- Understand sentences with 3 key words - Recall what has happened in a story that has been read. - Beginning to understand one step questions	- Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Understand who, what, when.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	- Carry out simple one/2 step instructions. - Understanding why questions
Speaking	- Can use pronouns and plurals. Can link up to 5 words together. Use descriptive language.(time, space and function) - Enjoy and take part in songs. - Take part in pretend play.	- Use a wider range of vocabulary. - Understand a question or instruction that has two parts. - Remember nursery rhymes that are familiar to them. - Take part in pretend play using an object to represent something else.	- Beginning to answer simple questions. 'where' questions. - Beginning to speak simple sentences.	- Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play. - Know many rhymes. - Talk about books/stories - Can recite nursery rhymes from memory	Use a wider range of vocabulary based on topics, stories and language used in nursery	- Children will speak in simple sentences (4-6 words). - Children will learn to: sing simple rhymes and sing songs. - Engage in conversation with adults and peers - Use plurals and some tenses correctly. - Ask simple questions - Can use sentences joined up with words like 'because', 'or', 'and'. - Develop their pronunciation (may have problems saying: some sounds: r, j, th, ch, and sh - Multi-syllabic words

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy & active lives. Gross & fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations & the development of a child's strength, co-ordination & positional awareness through tummy time, crawling & play movement with both objects & adults. By creating games & providing opportunities for play both indoors & outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination & agility. Gross motor skills provide the foundation for developing healthy bodies & social & emotional well-being. Fine motor control & precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated & varied opportunities to explore & play with small world activities, puzzles, arts & crafts & the practice of using small tools, with feedback & support from adults, allow children to develop proficiency, control & confidence.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Marvellous Me	Celebrate with me	Once Upon a Time	Me and My World	Down on the farm	I wonder how we will get there?
Reception expectation in Physical development	Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.					
Fine Motor	Grasp, hold and explore different tools and materials	- Mark make by 'scribbling' and colouring. - Children exploring a range of fine motor activities and implements - Children using a spoon and a fork to feed themselves.	- Beginning to use a four finger grip to use mark making tools - Use construction equipment correctly to build e.g. Duplo, Magnitiles.	- Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use 3 fingers for holding pencils - Make more controlled marks when drawing and mark making. - Manipulate dough through rolling, squeezing, balling and patting.	- Children using a two finger and a thumb grip. - I can draw and paint clearer shapes and pictures when drawing and painting. - Children showing some threading skills.	- Children use pencils and other equipment comfortably for them, mostly using fingers rather than whole hand grasp. - Children make snips in paper either using one hand or two. - Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs). - Children will form some letters correctly (letters from name). - Children will copy or trace simple patterns. - Shows a preference for a dominant hand.

Gross Motor	• Can walk, run, jump, climb and use a scooter/tricycle • Run around with some control and direction. • Begin to kick and throw a ball with increasing control. • Develop movement linked to large scale marks. • Use both arms together when learning to balance	• Collaborate with others to manage large items, such as moving a long plank safely. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Being able to use a swing with some independence • Master pouring and scooping using large resources and tools.	• Developing their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, with control and balance, using alternate feet. • Use large construction to create houses/ bridges etc. linked to topic.	• Begin to move slowly on a balance bike. • Children put on their own coat (needing support to do their coat up still) • Children put on their own shoes. • Kick a large ball with some control	• Uses brooms to brush and spades to dig in sand and soil. • Use a balance bike more confidently. • To run with more confidence and skill.	• Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. • Begin to safely use tools and equipment. • Has good coordination and balance when negotiating equipment and other people. • Is able to tackle parts of the climbing frame • Uses trikes, balance bikes and scooters confidently. • Skip, hop, stand on one leg and hold a pose for a game like musical statues.
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Maths						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Marvellous Me	Celebrate with me	Once Upon a Time	Me and My World	Down on the farm	I wonder how we will get there?
Reception expectations for maths	Number • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
Numbers	- Says some numerals - Can say what they see. - To be able to 'give 1' when asked	- To develop an understanding of '2' e.g. giving 2 items or noticing 2 in the environment. - Can say what they see and can describe what they can see in different ways, beginning to subitise to 3.	- To develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment. - Say one number for each item in order: 1,2,3,4,5. - Experiment with their own symbols and marks as well as numerals	- To develop an understanding of '4' e.g. giving 4 items or noticing 4 in the environment. - Subitise to 3 - fast recognition of up to 5 objects, without having to count them individually ('subitising'), using items that are the same	- To develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment. - To accurately count to 10. - Continue to developing subitising skills	- Have a good understanding of numbers to 5 and know that the amount stays the same however objects are arranged. - Rote counts to 10 - Subitise to 5 - fast recognition of up to 5 objects, without having to count them individually ('subitising'), using items that are similar but with some variation. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Numerical patterns	• Can say when they have lots or more than someone else. • Says some numerals	• Recite numbers past 5. Show 'finger numbers' up to 5.	• To begin to compare quantities that are significantly more than and less/fewer than visually without counting them.	• Compare quantities using language: 'more than', 'fewer'	• To compare quantities that are significantly more and less visually without counting them.	Compares amounts using the language of 'more'. "fewer" Reads numerals to 5 and matches to an amount. • Orders numbers to 5.
Shape, Space and Measure	• Can complete a simple insert jigsaw. • Interested in sorting objects (colour, type or size). • Describes an object by its size, shape or colour • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.	• Begin to describe the height and size of something using the terms 'tall' or 'short' • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Understand position through words alone – for example, "The bag is under the table," • To begin to understand what a pattern is and follow a 2 part simple pattern.	• Extend ABAB patterns – stick, leaf, stick, leaf.	• Notice and correct an error in a repeating pattern. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.' • Describe a familiar route	• To begin to describe and name some simple shapes – circle, square, triangle	• Recognises a repeated pattern and is beginning to create their own patterns and arrangements. • Talk about and explore 2D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Talk about and identify the patterns around them.

Literacy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Marvellous Me	Celebrate with me	Once Upon a Time	Me and My World	Down on the farm	I wonder how we will get there?
Reception expectations in literacy	Comprehension - • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading- • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing- • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.					
Development of Reading Comprehension	• Enjoy songs and rhymes. • Join in with some words in songs and rhymes	• Talk about stories they have seen and heard. • Make up stories from the pictures.	• Enjoy singing a range of rhymes and songs. • To join in with some simple repeated refrains in well know stories/ rhymes.	• Understand the five key concepts about print: - print has meaning • -print can have different purposes • -we read English text from left to right and from top to bottom • -the names of the different parts of a book • -page sequencing • Engage in extended conversations about stories	• Enjoy listening to longer stories and remember much of what happens. • Answer simple questions about stories. • Beginning to predict what might happen in a story	• Join in with familiar rhyme, songs and poems. • Children are encouraged to hold a book correctly and carefully turn pages. • Children understand books have a beginning and an end • Children listen and enjoy sharing a range of books both fiction and nonfiction. • Children know that text in English is read top to bottom and left to right. • Children can recognise pictures and illustrations in a text Vs the writing.
Development of reading words	• Enjoys sharing books with an adult.	• Join in with rhymes and fill in the missing word. • Develop their phonological awareness, so that they are beginning to spot and suggest rhymes.	• Identify familiar signs and symbols in the environment and recall what they mean.	• Develop their phonological awareness, so that they can count or clap syllables in a word.	• To begin to recognise some individual letter sounds with support	• Children can discriminate sounds (Phase 1 Phonics) such as instruments and cars • Can keep a simple rhythm and match rhyming words.

						- Children are beginning to be able to orally blend some CVC words. (Phase 1 Phonics). - Able to recognise own name - Hear and say initial sounds.
Development of writing	Draws freely.	- Make marks on their picture to stand for their name. - Follows large pattern templates available	- With support writes some recognisable letters from their name - Give meaning to marks that they make (shapes and symbols)	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	- Understands that a written word conveys meaning. - Writes most or all of their name (children may copy from a name card)	- Writes their name- copying it from a name card or trying to write it from memory. - Use some recognisable letter shapes when writing their name - Can keep a simple rhythm and match rhyming words - Can say the initial sound in a word. - Can orally segment some CVC words - Develop an awareness that writing communicates meaning. - Gives meaning to marks they make

Expressive arts and design						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Marvellous Me	Celebrate with me	Once Upon a Time	Me and My World	Down on the farm	I wonder how we will get there?
Reception expectation in EAD	Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories					
Drawing	- Draw and mark make with a range of tools. - Children will draw freely, exploring making marks and shapes. - Children will begin to learn how to hold a pencil. - Children will begin to give meaning to the marks they have made and add simple detail such as 2 dots for eyes.		Hold their pencils with a more controlled grip, which means they can add more details to the pictures they draw.		- Drawings will begin to resemble the object, animal or person that they are trying to create. - Children will be encouraged to look carefully at things they wish to draw and add details to their pictures - Use drawing materials to make marks through a range of shapes e.g. lines and circles. - Give meaning to marks they have made.	
Colour/painting	- Name primary colours - Know that paint and colours can be used to put onto different materials. - Children will know that they can transfer the paint to paper by using a paint brush. - They will know how to hold the paintbrush and add water when needed.		- Begin to experiment what happens when colours mix together. - Use simple techniques such as 'dabbing' with a brush or sponge.		- Know the names of many colours and uses these in their work. - Explore colour and colour-mixing with support - Exploring the painting area within the setting, using the area independently or with support.	
Development of modelling and 3D work	- Children will learn how to join materials using resources such as glue. - Children will learn how to hold one handed scissors safely		- Use simple joins when using materials to create - Children will know they can combine materials together to make a new effect. - Children will learn new ways in which they can model and mould their playdough. Looking at making simple 3D characters with their hands.		- Exploring loose parts for building - Using construction materials for modelling e.g. lego - Children will combine a range of media and materials together with glue and tape.	
Being imaginative and expressive	- Enjoy moving to music. - Enjoy making sounds 'music' with instruments. - Enjoy and take part in songs. Enjoy taking part in pretend play.	- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Respond to what they have heard,	- Sing the pitch of a tone sung by another person ('pitch match'). - Experiments with a range of percussion instruments.	- Create their own songs or improvise a song around one they know. - Make believe by pretending and using props to support play.	- Play instruments with increasing control to express their feelings and ideas - Joins in with singing in a familiar group. - Gaining confidence when sharing dances/songs with the class. - Explore and use resources to create props to support play.	

		expressing their thoughts and feelings. Remember and sing entire songs.	Sing and rehearse a wide range of nursery rhymes and familiar songs.		Accesses role play and small world resources, sometimes playing with others to develop storylines.
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Understanding the World						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Marvellous Me	Celebrate with me	Once Upon a Time	Me and My World	Down on the farm	I wonder how we will get there?
Reception expectation in UTW	Past and Present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter					
People, Culture and communities	- Notice differences between people. - Celebrate the different families and ethnicities in the class - Know what is the same/different in their home and nursery.	Say the names of some of the children in nursery.	- Continue developing positive attitudes about the differences between people. - Know the town where they live and what is the same/different. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	- Children respect special things in their own lives - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - Children recognise some environments that are different to the one in which they live		
Past and present	- Talk about their family and people who are important to them. - Make sense of their own lives and their family history.	- Make connections between the features of their family and other families. - Talk about what they have seen at special events. - Show interest in different occupations.	- Talk about familiar people and their jobs - Talk about what they have seen at special events using relevant vocabulary.	- Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby. - Recognises and describes special times or events for family or friends.		
Natural World	Explore and talk about natural things going on around them through 'Welly	Explore how things work. Use all their senses in hands-on	Talk about the differences between materials and changes they notice.	Explore and talk about different forces they can feel (introduce	Plant seeds and care for growing plants.	Explore and talk about the natural things going on around them e.g. notice the

	Wednesday'. notice the weather. Interested in finding out how things work.	exploration of natural materials. Explore collections of materials with similar and/or different properties.	- Explore collections of materials with similar and/or different materials. - Begin to use new vocabulary linked to topic. - Explore how things work.	magnets and look at how they work).	- Know that plants and animals grow and change.	weather. Interested in finding out how things work. - Talk about things that they notice and how they are changing e.g. egg to chick. - Begin to understand the need to respect and care for the natural environment and all living things. - Explore and talk about different forces they can feel.
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