

## Nursery Curriculum 2022-23

	Autumn		Spring		Summer	
	6 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
	Who am I?		Adventure Awaits!		Into the Wild	
	<b>Big Bang</b> <b>Polar express morning</b> <ul style="list-style-type: none"> <li>• Come in dressed in pyjamas</li> <li>• Read the Polar Express story                             <ul style="list-style-type: none"> <li>• Have hot chocolate</li> </ul> </li> <li>• Discuss how we celebrate festivals in different ways around the world</li> <li>• What is our favourite tradition?</li> </ul>		<b>Big Bang</b> <b>Dress up pirate day!</b> <ul style="list-style-type: none"> <li>• Use our knowledge of fairy tales</li> <li>• Dress up as pirates, princesses or any other fairy tale character</li> <li>• Role play stories we have read</li> <li>• What is our favourite fairy tale?</li> </ul>		<b>Big Bang</b> <b>Caterpillars</b> <ul style="list-style-type: none"> <li>• Learn the life cycle of a caterpillar</li> <li>• Watch the butterflies emerge</li> <li>• Discuss how we can look after animals and the importance</li> <li>• The Hungry caterpillar story</li> <li>• Set the butterflies free</li> </ul>	
<b>Topic</b>	Settling in transition Who are we? Families Homes Our Bodies Festivals/Celebrations  		Fairy tales Traditional tales Monsters and Aliens Pirates Superheroes  		Dinosaurs  Minibeasts Life cycles Wild animals Farm animals Transition to big school	

						
<b>Visits/ Experiences</b>	Pumpkin picking	Polar express morning	Sensory walk	Dress-up pirate day	Caterpillars	School trip?
<b>Celebrations /Events</b>	Recycling Week Harvest Festival Grandparents Day	Halloween Diwali Bonfire night Nursery Rhyme Week Christmas	Chinese New Year Valentine's Day	Pancake Day Mother's Day Easter	St George's Day Eid Be kind to animals week	Healthy Eating Week Father's Day Sports Day
<b>Value</b>	Happiness	Teamwork	Respect	Respect	Resilience	Resilience
<b>Books to support/ enhance learning</b>	  Worrysaurus  We're going on a bear hunt	  Snow bears  The Nativity	  Red Riding Hood  The Hare and The Tortoise	  I love my mummy  Superhero baby	  What the ladybird heard	  The Very Hungry Caterpillar  My dad is brilliant

	<p>Brown bear, Brown bear</p> <p>You and me, little bear</p> <p>Can't you sleep, little bear</p> <p>Bedtime, little bear</p> <p>Spot visits his grandparents</p> <p>This is our house</p>	<p>Teddy's Christmas</p> <p>My very first Christmas story</p> <p>Kippers Christmas eve</p> <p>The snowman</p> <p>One snowy night</p> <p>Za-za's baby brother</p> <p>How to be a friend</p>	<p>Hansel and Gretel</p> <p>The Three Billy Goats Gruff</p>	<p>Superhero like you</p> <p>Pirates love underpants</p> <p>Alien tomato</p>	<p>Spot goes to the farm</p> <p>It's my turn</p> <p>Puppy learns to say please</p> <p>Frog on the log</p> <p>Caterpillar and bean</p> <p>Monkey puzzle</p> <p>The Three Little Pigs</p>	<p>Hippo is happy</p> <p>Wild ideas</p> <p>Oh dear, Geoffrey!</p> <p>The dinosaur that pooped a planet</p> <p>Talk about my big school</p>
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<b>Communication &amp; Language</b>	To understand and follow simple instructions	To listen to simple stories and understand what is happening, using the pictures	To remember 'what happens' in longer stories	To understand 'why' questions  To understand and follow two	To listen carefully and talk about why listening is important	To focus on a chosen activity for at least ten minutes
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	<p>To recognise and point to objects on request</p> <p>To focus on an activity of my choice</p> <p>To identify familiar objects and properties when they are described</p> <p>To be directed to an activity by an adult</p> <p>To understand and follow a two key word instruction</p> <p>To use intonation, pitch and different volumes when talking</p> <p>To make eye contact for longer periods of time</p> <p>To link four or five words together</p>	<p>To listen to others when they speak</p> <p>To identify action words by pointing to the right picture</p> <p>To understand simple concepts, (big/small)</p> <p>To begin to answer 'who', 'what' and 'where' questions</p> <p>To use the pronouns (he, she)</p> <p>To use prepositions (in, on, behind)</p> <p>To sing some nursery rhymes</p> <p>To start a conversation</p>	<p>To understand and follow a three key sentence</p> <p>To switch attention between listening to a speaker and my focus on a task</p> <p>To understand the use of objects</p> <p>To use sentences of four to six words</p> <p>To articulate multi-syllabic words</p> <p>To use 'and', 'because' to link sentences</p> <p>To retell a simple past event in the correct order, and using the correct language</p> <p>To start a conversation with an adult or friend</p>	<p>part instruction or question</p> <p>To enjoy listening to longer stories</p> <p>To understand prepositions</p> <p>To use future tense</p> <p>To pronounce l, y, w, s, d, z</p> <p>To use 'where' and 'who' questions</p> <p>To use a wider range of vocabulary in play and interactions, which is linked to all areas of learning and development</p> <p>To sing less common nursery rhymes</p>	<p>To join in at group time by putting up their hand and waiting for their turn to talk</p> <p>To understand and answer 'how' questions</p> <p>To use past tense</p> <p>To question why things happen</p> <p>To pronounce r, j, th, ch, and sh</p> <p>To articulate multi-syllabic words such as 'pterodactyl' or 'hippopotamus'</p>	<p>To sit quietly and listen for fifteen minutes</p> <p>To move away from distractions when concentrating</p> <p>To understand more complex questions</p> <p>To express a point of view and debate when they disagree with an adult or friend</p> <p>To use a wider range of vocabulary in their work</p> <p>To sing independently more nursery rhymes</p>
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	<p>To use the speech sounds p, b, m, w</p> <p>To use words to be understood</p> <p>To use 'what' questions</p>		<p>and continue the conversation</p> <p>To use talk to organise themselves and their play</p>			
<p><b>Personal, Emotional &amp; Social Development</b></p> <p>Managing self</p> <p>Self-regulation</p> <p>Making relationships</p>	<p>To express emotions</p> <p>To find out about emotions through stories</p> <p>To take turns with other children with adult support</p> <p>To start to show 'effortful control'</p> <p>To explore the classroom with adult support</p> <p>To use the toilet with prompts and support</p> <p>To wash and dry own hands using support</p>	<p>To have a 'go' at new activities</p> <p>To show good listening, good sitting, good looking, keeping hands and feet to themselves at group time</p> <p>To look after the resources and equipment and help tidy up</p> <p>To notice differences between themselves and others</p> <p>To play alongside other children</p>	<p>To talk about own feelings</p> <p>To wait for their turn</p> <p>To be confident in exploring new places in the school building</p> <p>To use the visual timetable to understand the daily routine</p> <p>To make a clear choice about where they want to learn</p> <p>To be a responsible helper</p>	<p>To select and use resources to achieve a goal that they have chosen</p> <p>To talk about their feelings in a more elaborated way</p> <p>To manage feelings when angry, upset or worried</p> <p>To ask for help when there is conflict</p> <p>To stay focused on a talk for a longer period of time</p>	<p>To manage own emotions and show control</p> <p>To think about how other's might be feeling and why</p> <p>To try to help if someone is upset or angry</p> <p>To solve conflicts with others</p> <p>To show more confidence in new social situations</p> <p>To cope with small changes in the daily routine</p>	<p>To ask unfamiliar people questions</p> <p>To think about problems from a different point of view</p> <p>To talk about moving to a new class and year group</p> <p>To identify healthy foods</p> <p>To talk about how we keep our bodies healthy</p> <p>To talk about what happens if we don't clean our teeth or visit the dentist</p>

	<p>To separate from parent or carer with some support</p>	<p>without adult support</p> <p>To play a simple turn taking game with adult support</p> <p>To show interest in other children's play</p>	<p>To tidy up the resources that they have used</p> <p>To enter the classroom without adult support at the start of the day</p> <p>To use the toilet independently</p> <p>To take part in new experiences confidently</p> <p>To follow all of the nursery expectations</p> <p>To talk about themselves and their family</p> <p>To respond to what others are saying or doing in their play</p> <p>To show friendly behaviour with peers and familiar adults</p>	<p>To talk about why we need to clean our teeth and how to do this</p> <p>To talk about healthy food choices</p> <p>To be more confident in new social situations</p> <p>To initiate play activities and play happily with one or more child</p>	<p>To follow nursery rules unprompted</p> <p>To talk about why the rules are important</p> <p>To talk about why we wash our hands throughout the day</p> <p>To make up games to play with friends</p> <p>To extend and elaborate play ideas</p>	<p>To initiate conversations and take account of what other's say</p> <p>To find solutions to quarrels</p> <p>To talk about what a friend is</p>
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<b>Physical Development</b>	<b><u>Fine Motor</u></b>	<b><u>Fine Motor</u></b>	<b><u>Fine Motor</u></b>	<b><u>Fine Motor</u></b>	<b><u>Fine Motor</u></b>	<b><u>Fine Motor</u></b>
	To use manipulative skills and control to draw freely	To make conscious marks and pretend writing	To use one handed tools and equipment	To use one-handed tools and equipment, tweezers, pegs	To use scissors to cut along a line	To use a two finger one thumb grip or appropriate tools
	To grip writing implements using a palmar or 5 finger grasp	To hold different types of paper and learn how to tear it	To put on coat independently	To use a knife to cut food with support	To eat using cutlery	To form the letters in first name correctly
	To explore different materials and tools, making controlled marks in the sand, etc	To use large and small motor skills to do things independently, e.g. taking of shoes, undoing zips on coats	To make controlled marks	To copy shapes and patterns using precise tools	To cut soft things with a knife	To take off and put on own shoes and socks after an activity
	To hold and grasp different materials, spoons, brushes, shells, clay	To use a fork and spoon to take food from a plate/bowl to my mouth	To use a two finger and thumb grip	<b><u>Gross Motor</u></b>	To fasten own coat	<b><u>Gross Motor</u></b>
	To feed oneself and drink from an open top cup	<b><u>Gross Motor</u></b>	To use a preferred hand	To change direction to avoid obstacles or children when running	To thread small beads onto a string	To balance and ride on a trundle bike
	<b><u>Gross Motor</u></b>	To show control of my whole body through continual practice of large movements	To manipulate dough in different ways	<b><u>Gross Motor</u></b>	<b><u>Gross Motor</u></b>	To climb safely showing awareness of risks
	To clap and stamp to music		<b><u>Gross Motor</u></b>	To take part in group activities that are made up by themselves or in teams	To run confidently at different speeds	To choose the right equipment to do a challenge safely
	To sit in a balanced position		To change direction to avoid obstacles and other children when walking	To 'freeze' our body when the music stops when playing games	To walk backwards avoiding obstacles	To skip with two legs confidently
			To balance on a range of equipment		To jump off apparatus safely landing on both feet	
					To ride a tricycle, scooter	

	<p>To fit themselves into spaces like tunnels and dens and move around in them</p> <p>To build independently with a range of appropriate resources</p> <p>To move by walking and running</p> <p>To begin to jump and climb</p> <p>To sit on a push along wheeled toy and scoot along</p> <p>To sit on a tricycle and use feet on the floor to move around</p>	<p>To begin to scoot along on a scooter</p> <p>To spin, roll and independently use ropes and swings</p> <p>To start to kick, throw and catch large balls</p>	<p>To go up steps and stairs using alternate feet</p> <p>To balance and stand on one leg</p> <p>To use large – muscle movements to wave flags and streamers, paint and make marks</p> <p>To walk on different parts of the feet, tip toe, heels</p> <p>To play ring games and games with the parachute</p> <p>To join in with action songs</p> <p>To roll a ball to a friend and engage in a simple game</p>	<p>To hop on one leg</p> <p>To use and remember sequences and patterns of movements which are related to music</p> <p>To collaborate others to manage large items</p> <p>To throw bean bags and balls using an underarm throw</p>	<p>independently with confidence around a track</p> <p>To freeze my position when dancing on request</p> <p>To move in a variety of ways</p> <p>To initiate a ring game</p> <p>To work with others to manage large items</p>	<p>To ask others to help solve a challenge that they are struggling with</p> <p>To catch a large ball with two hands</p> <p>To walk across a plank at different heights in different ways safely and with confidence</p> <p>To engage in a throw and catch game with a peer using a bean bag or ball</p>
<b>Reading</b>	<p><b><u>Comprehension</u></b></p> <p>To know books have words and pictures</p>	<p><b><u>Comprehension</u></b></p> <p>To recognise own name</p> <p>To point to the print in the</p>	<p><b><u>Comprehension</u></b></p> <p>To recognise signs from the local environment</p> <p>To recognise a known character</p>	<p><b><u>Comprehension</u></b></p> <p>To recognise own name in a line-up of names</p>	<p><b><u>Comprehension</u></b></p> <p>To use descriptive language to describe imaginary</p>	<p><b><u>Comprehension</u></b></p> <p>To recognise and read full name, distinguishing it from others</p>



	<p>To turn the pages one at a time</p> <p>To point to a picture in a book</p> <p>To match pictures to pictures and symbols to symbols</p> <p>To point to a named character in a familiar book</p> <p>To listen to a simple story and understand what is happening with the help of the pictures</p> <p>To enjoy sharing books with an adult</p> <p>To pay attention and respond to the pictures or words</p> <p><b><u>Word Reading</u></b></p> <p>To pronounce the sounds p, b, m, w</p>	<p>classroom environment</p> <p>To point to print in a book</p> <p>To have favourite books and seek them out, to share with an adult, with another child, or to look at alone</p> <p>To join in with words and phrases used over and over again</p> <p>To ask for a specific story</p> <p><b><u>Word Reading</u></b></p> <p>To sing songs and rhymes</p> <p>To tell you the initial sound of their name</p> <p>To say multi-syllabic words such as banana, computer</p>	<p>in a different context</p> <p>To begin to sequence a story using talk to retell the story</p> <p>To answer questions about the story, talk about the places and people in the stories and important things that are happening</p> <p>To know that print has meaning and purposes</p> <p>To know that we read English text from left to right and top to bottom</p> <p><b><u>Word Reading</u></b></p> <p>To sing songs and say rhymes independently</p> <p>To listen for rhyming words</p>	<p>To talk about what happens at the beginning, middle and end of the story</p> <p>To use nouns, adjectives for description and verbs for events</p> <p>To reason as to why and explain how</p> <p><b><u>Word Reading</u></b></p> <p>To pronounce l, w, y, s, d, z</p> <p>To say multi-syllabic words such as pterodactyl, or hippopotamus</p> <p>To think of an alliterative name for myself and a friend</p> <p>To isolate the sound at the start of the words</p>	<p>characters and places</p> <p>To order two events using 'and then'</p> <p>To answer questions about the story, talking about places and people and important things</p> <p>To suggest how a story might end</p> <p><b><u>Word Reading</u></b></p> <p>To finish the line in a repetitive passage</p> <p>To distinguish between different sounds that I can make with my voice</p> <p>To recognise words with the same initial sound</p>	<p>To retell verbally well-known stories</p> <p>To use the words before and after when describing events</p> <p><b><u>Word Reading</u></b></p> <p>To name the letters in my first name</p> <p>To read tricky words I, no, go, tio, the</p>
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	<p>To join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</p> <p>To say some of the words in songs and rhymes</p> <p>To listen carefully to sounds in the environment</p>	<p>To talk about the different sounds made by different instruments</p> <p>To distinguish between different sounds</p>	<p>To produce and say rhyming words</p> <p>To tell an adult what the initial sound of three different words are</p> <p>To clap and count syllables in a word</p>			
<b>Writing</b>	<p><b><u>Physical &amp; Technical Development</u></b></p> <p>To draw and scribble</p> <p>To pretend write</p> <p>To sit in a balanced position</p> <p>To hold pencils/pens using a palmar grasp</p> <p>To make controlled marks in the sand etc</p>	<p><b><u>Physical &amp; Technical Development</u></b></p> <p>To make controlled marks</p> <p>To distinguish and name marks</p> <p>To copy shapes and patterns using increasingly precise tools</p> <p><b><u>Developing Communication &amp; Meaning</u></b></p>	<p><b><u>Physical &amp; Technical Development</u></b></p> <p>To make small controlled marks</p> <p>To use a two finger and thumb grip</p> <p><b><u>Developing Communication &amp; Meaning</u></b></p> <p>To add some marks to drawings, giving meaning</p>	<p><b><u>Physical &amp; Technical Development</u></b></p> <p>To use a preferred hand when using pens and pencils</p> <p><b><u>Developing Communication &amp; Meaning</u></b></p>	<p><b><u>Physical &amp; Technical Development</u></b></p> <p>To use some print and letter knowledge in my early writing</p> <p>To use a two finger and thumb grip for appropriate activities and tools</p> <p><b><u>Developing Communication &amp; Meaning</u></b></p>	<p><b><u>Physical &amp; Technical Development</u></b></p> <p>To write some or all of our name</p> <p>To write some letters accurately</p> <p><b><u>Developing Communication &amp; Meaning</u></b></p> <p>To relate the meaning of the marks made</p> <p>To pretend to write in different contexts</p>

	<p>To begin to establish a dominant hand</p> <p><b><u>Developing Communication &amp; Meaning</u></b></p> <p>To show interest in and recognise marks</p> <p>To distinguish between marks and pictures/drawings</p>		<p>To make marks on pictures to stand for own name</p>		<p>To understand a written word as a unit that conveys meaning</p> <p>To begin to encode own name</p>	
<b>Maths</b>	<p><b><u>Number and numerical patterns</u></b></p> <p>To recognise, name and match colours</p> <p>To sort by attribute</p> <p>To recite number to 5</p> <p>To talk about 1</p> <p>To give 1 item on request</p>	<p><b><u>Number and numerical patterns</u></b></p> <p>To talk about 2</p> <p>To give 2 items on request</p> <p>To recognise 1 or 2 objects by subitising</p> <p>To know that a quantity changes if something is added or taken away</p>	<p><b><u>Number and numerical patterns</u></b></p> <p>To talk about 3</p> <p>To give 3 items on request</p> <p>To recognise 1, 2, or 3 objects when subitising</p> <p>To recite number to 10</p> <p>To compare quantities using</p>	<p><b><u>Number and numerical patterns</u></b></p> <p>To talk about 4</p> <p>To give 4 items on request</p> <p>To recognise 1, 2, 3, or 4 objects when subitising</p> <p><b><u>Shape and Space</u></b></p> <p>To continue a 2 part pattern</p>	<p><b><u>Number and numerical patterns</u></b></p> <p>To talk about 5</p> <p>To recognise up to 3 objects without counting</p> <p>To recognise 1, 2, 3, 4, 5 objects when subitising</p> <p>To compare two groups of objects</p> <p><b><u>Shape and Space</u></b></p>	<p><b><u>Number and numerical patterns</u></b></p> <p>To solve number problems to 5</p> <p>To use fingers to show 5 in different way</p> <p>To represent numbers to 5 with marks</p> <p>To match numeral to quantity</p>

	<p><b><u>Shape and Space</u></b></p> <p>To identify attributes</p> <p>To identify and name 2D shapes</p>	<p><b><u>Shape and Space</u></b></p> <p>To copy a 2 part pattern</p> <p>To understand and use prepositional language, in, on, under</p> <p>To use and understand 'big' 'small'</p>	<p>more than, less than</p> <p><b><u>Shape and Space</u></b></p> <p>To find shapes in the environment</p> <p>To use 3D shapes to build and use the words, flat, round, sides, corners</p> <p>To talk about long and short</p> <p>To understand and use up, down, across, above, over</p> <p>To understand and follow 'forwards, backwards'</p>	<p>To describe 2D shapes using the words curved and straight</p> <p>To make comparisons between objects relating to height and capacity</p> <p>To make their own patterns</p> <p>To talk about full and empty</p>	<p>To use the language first, then, next, last to describe time</p> <p>To use language straight, flat, side, corners to describe shapes</p> <p>To select 3D shapes for appropriately building</p> <p>To understand and use the language heavy and light</p>	<p><b><u>Shape and Space</u></b></p> <p>To understand and use the words, 'off, down, up, across'</p> <p>To spot an error in a pattern</p> <p>To name the different patterns in the environment</p> <p>To combine shapes to make new shapes</p> <p>To use shapes to build for a purpose</p> <p>To understand and use the language tall and short</p>
<b>Understanding the World</b>	<p><b><u>Natural World</u></b></p> <p>To experience a range of sensory activities</p>	<p><b><u>Natural World</u></b></p> <p>To name familiar animals</p> <p>To talk about and name common</p>	<p><b><u>Natural World</u></b></p> <p>To name materials with similar or/and different properties</p>	<p><b><u>Natural World</u></b></p> <p>To use simple descriptive vocabulary</p>	<p><b><u>Natural World</u></b></p> <p>To plant seeds and care for growing plants and talk about</p>	<p><b><u>Natural World</u></b></p> <p>To explore and explain different forces using resources and equipment</p>

	<p>To identify and name, tress, conkers, leaves, shells branches</p> <p>To talk about the weather and autumn</p> <p><b><u>People, Communities &amp; Culture</u></b></p> <p>To talk about our families</p> <p>To talk about who is special to them and why</p> <p>To name members of immediate family</p> <p><b><u>Past &amp; Present</u></b></p> <p>To understand who is older and younger than them in their family</p>	<p>fruit and vegetables</p> <p>To collect, find natural materials</p> <p><b><u>People, Communities &amp; Culture</u></b></p> <p>To celebrate similarities and differences between own families and others' families</p> <p>To talk about how we care for on another in our families</p> <p>To talk about our home and how different rooms are used</p> <p><b><u>Past &amp; Present</u></b></p> <p>To understand the terms, today, now, before</p>	<p>To find out about how things work and talk about it</p> <p>To talk about water in the environment, puddles, snow, frost, dew</p> <p>To talk about seasonal weather – winter into spring</p> <p><b><u>People, Communities &amp; Culture</u></b></p> <p>To know the vocabulary, road, path, pavement, crossing, traffic light and some common environmental signs</p> <p>To talk about common transport</p> <p>To talk about the differences and</p>	<p>To talk about farm animals and compare them with zoo animals</p> <p>To talk about the features of animals as they grow from babies to adults in familiar animals, cats, chickens</p> <p>To explain how parents care for babies</p> <p><b><u>People, Communities &amp; Culture</u></b></p> <p>To continue to develop positive attitudes about the differences between people</p> <p>To identify familiar buildings, shops, school, house, place of worship</p> <p><b><u>Past &amp; Present</u></b></p>	<p>how plants grow from seeds</p> <p>To find and name a range of common minibeasts, noticing where they live</p> <p>To notice how spring changes into summer and name a variety of different weather and the seasons</p> <p>To understand the need for respect and care for the natural environment and all living things</p> <p><b><u>People, Communities &amp; Culture</u></b></p> <p>To understand how and why journeys are taken using transport</p>	<p>To notice change</p> <p><b><u>People, Communities &amp; Culture</u></b></p> <p>To use the vocabulary, road, park, wood, field, river/sea correctly</p> <p>To know that there are different countries in the world and can talk about some of the differences</p> <p><b><u>Past &amp; Present</u></b></p> <p>To begin to make sense of our own life-story and family's history</p>
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			<p>similarities between celebrations in China and the UK</p> <p><b><u>Past &amp; Present</u></b></p> <p>To recognise older and new buildings, cars, buses and the immediate environment</p>		<p>To talk about what it means to belong</p> <p>To begin to understand how people live together using small world</p> <p><b><u>Past &amp; Present</u></b></p> <p>To ask questions about what my parents/ grandparents did when they were young</p>	
<b>Expressive Arts &amp; Design</b>	<p><b><u>Creating with Materials</u></b></p> <p>To make marks intentionally in sand, shaving foam etc</p> <p>To use paint, mud, cornflour, jelly, shaving foam using fingers and other parts of my body as well as brushes</p>	<p><b><u>Creating with Materials</u></b></p> <p>To express ideas and feelings through making marks and sometimes gives meaning to the marks</p> <p>To manipulate and play with different materials making simple models</p>	<p><b><u>Creating with Materials</u></b></p> <p>To draw on a large scale with increasing complexity and detail</p> <p>To paint with twigs, sponges and brushes</p> <p>To develop our own ideas</p>	<p><b><u>Creating with Materials</u></b></p> <p>To name the colours, orange, pink, white, black, brown, grey</p> <p>To mix colours together and talk about what happens</p> <p>To manipulate clay, squeezing, pinching, making a small pot</p>	<p><b><u>Creating with Materials</u></b></p> <p>To free paint an idea and talk about it</p> <p>To draw an object</p> <p>To talk about what happens when we mix two colours</p> <p>To find out how to make blue and orange</p>	<p><b><u>Creating with Materials</u></b></p> <p>To cur dough using tools such a scissors, blunt knives, cutters</p> <p>To draw with a pencil on a small piece of paper adding in fine details</p> <p>To use colours to express feelings</p>

	<p>To name and recognise the colours blue, red, green, yellow</p> <p>To draw on a large scale a simple face to represent ourself</p> <p>To print with objects, vegetable, leaves, cars</p> <p><b><u>Being Imaginative &amp; Expressive</u></b></p> <p>To join in with the songs we sing everyday</p> <p>To use my voice to make different sounds</p> <p>To start to develop pretend play, pretending different items represent different things</p> <p>To pretend to feed a doll and</p>	<p>To scrunch and roll paper</p> <p>To draw horizontal and vertical lines, squiggles, and zig zags</p> <p>To use pencils and paint to draw closed shapes with continuous lines freely</p> <p><b><u>Being Imaginative &amp; Expressive</u></b></p> <p>To sing common nursery rhymes</p> <p>To move and dance to music</p> <p>To explore a range of sound makers and instruments</p>	<p>To join things together with glue or tape</p> <p>To use boxes of different sizes, change the box into something</p> <p>To pinch, roll, pull, squeeze, shape with playdough</p> <p>To push bricks together to construct, sometime talking about what I am making</p> <p><b><u>Being Imaginative &amp; Expressive</u></b></p> <p>To remember and sing entire songs</p> <p>To take part in simple pretend play, playing in the home corner, using the role play equipment appropriately</p>	<p>To press object into playdough and talk about the imprint</p> <p>To make imaginative 'small worlds' with blocks and construction kits</p> <p><b><u>Being Imaginative &amp; Expressive</u></b></p> <p>To sing less common nursery rhymes</p> <p>To listen to music from different cultures and historical periods and talk about my thoughts and feelings</p> <p>To listen with increased attention to sounds, developing my listening skills</p>	<p>To decide what I want to use to make models and collages</p> <p>To build for a purpose with a range of construction equipment</p> <p><b><u>Being Imaginative &amp; Expressive</u></b></p> <p>To sing the melodic shape of familiar songs</p> <p>To remembers and sing entire songs</p> <p>To make up stories when playing and concentrate for more than five minutes</p> <p>To recreate stories with small world equipment</p>	<p>of happiness, fear and sadness</p> <p>To use natural materials to create natural patterns on the ground in the style of Goldsworthy</p> <p>To talk about what we like about our designs and what we would like to change</p> <p>To use masking tape, sticky tape, hole punches and string to join and fix things together</p> <p><b><u>Being Imaginative &amp; Expressive</u></b></p> <p>To create our own songs, or improvise a song around one I know</p>
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	<p>talk it for a walk in the pram</p> <p>To show attention to sounds and music</p>		<p>To use small world resources to imagine, begin to develop complex stories using animals, cars and play people</p> <p>To know how to make a variety of sounds using our body</p> <p>To understand that I cannot talk and listen at the same time</p>		<p>To talk about the music/sounds that I have listened to</p> <p>To know how to clap and repeat simpl repeated patterns</p> <p>To recognise and name familiar musical instruments</p>	<p>To perform my favourite song in front of a small group</p> <p>To take on a role within 'role play' talking about who I~ am and interacting with a peer</p> <p>To play instruments in different ways, dynamics, tempo</p>
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