

Clowne Infant and Nursery School  
Nursery Long Term Plan  
Knowledge and Skills Curriculum Map



*Using Development Matters as a guide, transition discussions and knowledge of our children, we have made the following plans for the coming year.*

*This is a working document and the content remains fluid in response to the ever changing needs and interests of our children.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>  <i>NB: These themes can be changed/adapted at various points to allow for children's interests</i>	<b><u>Who is in my family?</u></b> Getting to know you Rules and Routines Family Summer photos Autumn Halloween Harvest Kindness - Introduction of the kindness jar	<b><u>What makes a magical place?</u></b> Bonfire night celebrations Diwali The Christmas story Imaginary lands Dinosaurs Light and colour Senses	<b><u>Where in the world do I live?</u></b> Travel and transport Space Chinese New Year Weather Traditional Stories	<b><u>How do things grow?</u></b> Easter Spring Planting/growing plants/veg/fruit Reduce/reuse/recycle Introduction of Karaoke Friday Giuseppe Arcimboldo	<b><u>What do animals need to live?</u></b> Pattern/Ramadan Diversity Farm animals/farming Baby animals Life cycles	<b><u>Who will we see on an exciting adventure?</u></b> Non-fiction superheroes – 999 Fictional superheroes Road safety Holidays Healthy eating week Vincent Van Gough - Sunflowers
<b>Key Texts</b>  <i>High quality texts chosen using 'Books for Topics' and the 'Book Trusts Recommended Reads'. Plus, a selection of 'old favourites'.</i>	-The Enormous Turnip -Room on the broom -Starting School -Peace at Last -Guess how much I love you -Goldilocks and the three bears -Harry and His Bucketful of Dinosaurs Start School	-Kitchen Disco -How do you make a rainbow? -Feelings -The First Christmas -The magic crayon - Kindness makes us strong -Diwali	-One day on our blue planet -Love our earth -Mini Rabbit not lost -Follow the Swallow -The marvellous moon map -The Owl and the Pussycat	-Jack and the Beanstalk -Lift and look fruit and vegetables -Over and under the pond -Seasons -Daisy eat your peas! -The little red hen	-Owl Babies -Find out about animal babies -Lulu gets a cat -A good place -Who is in the egg? -The Magic Porridge Pot	-Which food will you choose? -Amelia Earhart -The little red train – the runaway train - The Gruffalo - Poo in the zoo -The giant jam sandwich -We're going on a bear hunt
<b>Enrichment Texts</b>  <i>Carefully selected texts to be shared throughout the term during daily story time sessions. Opportunity is also given for 'child's choice'.</i>	-If only -Harvest Festival -Lakshmi and the clever washerwoman	-Stick Man The Gruffalo's Child -Elmer's Christmas -Peppa Pig Christmas - Harry and his bucketful of dinosaurs -One snowy night	-Alien's love underpants -The Gingerbread Man -3 Little Pigs -Elmer and the windy day -The Town Mouse and the country mouse	-Bugs, bees and buzzy creatures -Farm Animals -Forest Life and Woodland Creatures -Rainforest -Trees -How Flowers Grow	-Tadpoles and Frogs -Caterpillars and Butterflies -Bugs -Bees and Wasps -Ants -Reptiles -Spot visits the farm	-Supertato -Zippo the super Hippo -Superworm -Fireman Sam -Topsy and Tim Go On Aeroplane
<b>'Wow' moments / Enrichment</b>	New children joining school Harvest Festival Visit from Reverend Bryony Autumn listening walk around the School grounds First visit to the Sensory Garden	Diwali Halloween – 31 <sup>st</sup> October Bonfire night – 5 <sup>th</sup> November Remembrance day – 11 <sup>th</sup> November Children in Need	National Storytelling week Chinese New Year Valentine's day	Easter Mother's Day Food tasting – different cultures World Book Day Easter bonnet parade Red Nose Day	Caterpillars	Map work - Find the Treasure Father's Day – 16 <sup>th</sup> June Transition into full-time school New children visits Trip – an exciting adventure

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<b>British Values</b>  <i>British Values underpin everything we do within Reception. Although some aspects will be more evident within certain terms, we promote all values throughout the year.</i>	<b>Mutual respect and Tolerance</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. A variety of cultures are learned, respected, and celebrated. Everyone is valued, a variety of cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Taught through celebrations. <b>Democracy</b> We can share with others We ask questions We can work with our friends to complete a project We know where our display space is and that we can choose to what to display there <b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. <b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. We know the class rules.					
<b>Assessment Opportunities</b>	In-house - Baseline data on entry WellComm entry assessments PP Baseline assessments EYFS weekly team meetings Parents evening info	On-going assessments WellComm – end of block assessments Pupil progress meetings Learning Plan updates EYFS weekly team meetings Cluster moderation Mid-point assessments – Jan/Easter intake Cherry Garden SEND Assessment PP assessments	In-house - Baseline data on entry WellComm entry assessments EYFS weekly team meetings Phase meeting and internal moderations Cluster moderation Cherry Garden SEND Assessment Parents evening info PP assessments Learning Plan updates	On-going assessments WellComm– end of block assessments Pupil progress meetings EYFS weekly team meetings End of term Assessments Cluster moderation Cherry Garden SEND Assessment PP assessments Learning Plan updates	In-house - Baseline data on entry Cluster moderation EYFS weekly team meetings PP assessments Learning Plan updates	On-going assessments WellComm– end of block assessments Pupil progress meetings Reports EYFS weekly team meetings Exit F1 data Cluster moderation Cherry Garden SEND Assessment PP assessments Learning Plan updates
<b>Parental Involvement</b>	Meet and Greet Home visits Dojo involvement Photos from home for the home corner Parents evening	Dojo involvement Nativity Home Visits Christmas Craft Day	Dojo involvement Parents evening	Dojo involvement Easter bonnet parade Home visits	Dojo involvement Home visits	Dojo involvement End of year trip

## Communication and Language

<b>Children in Nursery will be learning to:</b> *Enjoy listening to longer stories and can remember much of what happens. *Pay attention to more than one thing at a time, which can be difficult.* Use a wider range of vocabulary. *Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". *Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" *Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. * Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. *Develop their pronunciation but may have problems saying: · some sounds: r, j, th, ch, and sh · multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. * Use longer sentences of four to six words. * 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. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."						
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Key Skills	I can follow simple 1 part instructions.  I can respond to simple questions from an adult.  I can describe objects in simple terms such as 'big', little'.  I can ask simple questions.  I enjoy listening to short stories and rhymes.	I can listen to an adult in a group or 1:1.  I can follow simple instructions containing 2 key words.  I am beginning to join in with a simple conversation with a small group if the subject interests me.  I am beginning to use vocabulary related to topics that interest me such as space and dinosaurs.	I can follow instructions that contain 3 key words.  I understand some basic prepositions such as 'on top' and 'under'.  I can understand and use 'how' and 'why' questions.  I am beginning to use talk for a wider range of purposes to explain and describe.	I enjoy listening to stories in a small group.  I can recite some familiar rhymes by heart.  I can answer simple questions about a story.  I can retell some parts of a familiar story.	I can engage in conversation with both my peers and adults.  I can ask questions of others.  I can use a range of vocabulary in different contexts.  I can use plurals and tenses correctly.	I can demonstrate a good understanding of language by following a series of instructions.  I listen attentively to a story.  I can talk about the main events in a story.  I can use spoken language for a wider range of purposes and join in with simple discussions.
Key Knowledge	I know that to be able to follow instructions I need to look at a person when they are talking to me and listen to what they are saying.  I know how to respond to closed questions from adults (e.g. yes/no).  I know that I can ask questions of adults to meet my need (e.g. When Mummy coming?)  I have a favourite song or story.  I know the names of the people in my immediate family (mummy, daddy etc.)  I know the name of my keyworker (whose team I am in)	I know that to be able to listen at group times, I need to do 'good sitting' (on my bottom, with my legs crossed, my eyes looking at the person talking and nothing in my hands).  I know that during group time or in 1:1 sessions, I need to be ready to listen to the adult by doing 'good sitting'.  I know how to respond to my peers or adults in a conversation when the subject interests me.  I know the names of some of the celebrations that are important to my friends and I (such as Halloween, Bonfire Night, Diwali, Christmas)  I know some key facts/words about celebrations.  I know the names of all the adults in nursery.	I know to listen for key familiar words in instructions such as 'lunch, wash hands'.  I know that using 'how' and 'why' questions will give me further information about an interesting topic.  I know that I can use vocabulary I have heard at home, or in familiar places (supermarkets etc.) in my play.  I know the names of the planet, country and village that I live.	I know 5 familiar traditional rhymes by heart and can recite these in group situations/when linked to my play.  I know that to be able to follow a story I need to listen to what is happening and look at the pictures in the book/on the screen.  I know some key sentences/repeated refrains from familiar stories and can recite these in my play.  I know the names of 2 different flowers/plants.  I know and can talk about what flowers/plants need to grow.  I know that an artist is someone who paints, collages, makes sculptures as their job.  I know that Guiseppe Arcimboldo was an artist a long time ago and he was best known for creating paintings of fruit and vegetables and turning them into people.	I know how to keep the conversation going with an adult or peer (using connectives such as 'and', 'because' etc.)  I know how to ask a range of questions to further my knowledge.  I know that when there is more than 1 object the word I use changes (i.e. duck - ducks, goose-geese)  I know that when something is in the past or future the word I use to describe it changes (i.e. swim - swam - swimming)  I know and can talk about what animals need to live.  I know that a baby pig is called a piglet, a baby cow is a calf, and a baby sheep is a lamb.	I know how to follow a series of instructions.  I know the main events in a story and can talk about them in detail.  I know how to give my opinion (about interests, votes etc.) when in a discussion with my peers or adults.  I know which foods are healthy and good for my body and which foods I should only eat a little bit of.  I know that Vincent Van Gough was an artist a long time ago and one of his most famous paintings was called Sunflowers.  I know and can name several different modes of transport and compare them.  I know key facts about holidays/days out I have had and can discuss these with my peers/adults.

## Personal, Social and Emotional Development

Children in Nursery will be learning to:						
*Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. *Develop their sense of responsibility and membership of a community. *Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. *Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. *Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. *Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. *Understand gradually how others might be feeling. *Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. *Make healthy choices about food, drink, activity and tooth brushing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Who is in my family?</i>	<i>What makes a magical place?</i>	<i>Where in the world do I live?</i>	<i>How do things grow?</i>  <i>Giuseppe Arcimboldo</i>	<i>What do animals need to live?</i>	<i>Who will we see on an exciting adventure?</i>  <i>Vincent Van Gough - Sunflowers</i>
Key Skills	I can play alongside my peers but still prefer to follow my own interests.  I am beginning to understand and follow the rules in nursery.  I can give attention on a 1:1 basis but find it more challenging in a larger group.	I can make simple choices with encouragement from an adult.  I am beginning to help with putting my coat and hat on.  I am beginning to wash and dry my hands independently.	I enjoy being part of a group and am beginning to show more confidence in sharing my ideas with others.  I have started to access more areas in nursery independently.  I can talk to familiar adults about what I am doing.  I can follow simple instructions and understand and follow the rules and routines.	I can talk about myself and what I am doing.  I can confidently try new things.  I am becoming more focused in small groups.  I am beginning to identify and name emotions.  I can dress myself independently with encouragement.	I am beginning to have friends in nursery.  I am beginning to take turns and share with other children.  I am developing my understanding of emotions.  I am able to regulate my own behaviour most of the time.  I am aware of how my behaviour can affect others.	I can independently choose resources that I need.  I can maintain concentration for an increasing amount of time in a busy environment.  I can dress and undress independently, only needing help with fastenings.
Key Knowledge	I know that if my peers are playing a game I like, that I can join in with them.  I know some of the nursery rules and can follow them some of the time.  I know that some actions and words can hurt others and that I have to use 'kind hands' in nursery.  I know that if I need help from an adult I can approach any of the adults in nursery.	I know how to choose between two activities/objects.  I know how to put my coat on, but sometimes struggle with the arms etc.  I know that to wash my hands I have to put soap on them, with water and wash my palms, top of my hands and in between my fingers.  I know that to put my socks on after PE I have to stretch the opening over my toes.	I know that my ideas are valid and that I can share these with my peers/adults.  I know that I can access all areas within the nursery and that I might be able to play with some of my favourite toys in different areas.  I know how to explain what I am doing in simple terms.  I know that I have to share the toys in nursery and that I might not be able to play with my favourite toy all of the time.	I know the rules in nursery without needing to be reminded by an adult.  I know how to dress myself when an adult supports me to say what I need to do next.  I know how to talk about myself in positive terms and I can say some things that my friends like about me.  I know that it is important to look after the Earth and our own community.	I know who my friends are in Nursery and that sometimes we will play what I decide and sometimes we will play what my friend decides.  I know that I need to take turns in Nursery and wait for my friends to finish before it is my turn.  I know how to describe how I am feeling in simple terms (happy, sad) but may not know why.  I know how to make good choices with my behaviour and that if I am feeling unhappy, angry or sad I can access the Calm Corner.  I know that I have to be kind to animals and how to look after them.	I know how to choose resources that I need to complete tasks.  I know that I have to concentrate on what I am doing even if it is busy around me.  I know how to dress myself only need a little support with buttons/zips/press studs etc.  I know that if I have a different opinion to one of my friends (such as what game to play) I use talk to solve any conflicts.



## Physical Development

### Children in Nursery will be learning to:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. \*Go up steps and stairs, or climb up apparatus, using alternate feet. \*Skip, hop, stand on one leg and hold a pose for a game like musical statues. \*Use large-muscle movements to wave flags and streamers, paint and make marks. \*Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. \*Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. \*Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. \*Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. \*Use one-handed tools and equipment, for example, making snips in paper with scissors. \*Use a comfortable grip with good control when holding pens and pencils. \*Show a preference for a dominant hand. \*Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

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Key Skills	I am beginning to avoid obstacles and other people when moving around.  I enjoy running around and playing in a large open space such as outside or the hall.  I can use 2 hands symmetrically to do the same action e.g. clap hands.	I can draw lines and attempt to draw basic shapes using a palmer grip.  I can use circular shapes to represent my name.  I am beginning to balance on some low balancing equipment.	I am able to twist my body when crossing the midline.  I have a pincer grip.  I am beginning to manipulate a range of different tools.	I am beginning to use climbing equipment with some confidence when supported by an adult.  I can use one handed tools such as a paintbrush and play dough cutters.  I am beginning to form anticlockwise movements.	I am beginning to trace vertical lines.  I am able to coordinate my body with some precision.  I have started to use 2 hands together when cutting and threading (e.g. one hand on the paper, one on the scissors)	I have developed finger strength and isolation in readiness for a tripod grip.  I can control writing tools to create some recognisable shapes.
Key Knowledge	I know should go to the toilet in plenty of time and that an adult can help me if I need them to.  I know that washing hands is important after using the toilet and before we eat.  I know that I need to use a knife and fork with some accuracy when I am eating.  I know how to pour water from a jug in an open top cup when I am thirsty.  I know that it is important that I brush my teeth twice a day.	I know how to dress myself (put on trousers and a tshirt) and can independently put on dressing up clothes most of the time. I know that I need to use alternate feet when climbing apparatus.  I know how to find a 'magic space' when I am in the hall.  I know how to join hands with my friends to make a circle.  I know how to make a line when we are travelling around the school.  I know that it is important that I brush my teeth twice a day.	I know what the different tools in the Nursery are and how to use them safely, e.g. scissors, pencils, wooden hammers, pegs. I know how to fill containers with different materials, e.g. sand, water etc and can confidently carry them from one point to another without dropping.  I know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.  I know that it is important that I brush my teeth twice a day.	I know that the pencil needs to be held comfortably and with one hand to form letters, numbers and draw.  I know how to use one handed tools effectively.  I know how to follow a simple sequence of movements to music and rhythm.  I know that it is important that I brush my teeth twice a day.	I know how to avoid obstacles whilst running, riding a scooter/bike etc.  I know how to throw a ball and catch it again.  I know how to play with my peers in a team.  I know that it is important that I brush my teeth twice a day.	To know how to hold the pencil correctly.  To successfully take part in group games with support from an adult.  To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.  I know that it is important that I brush my teeth twice a day.
	<b>Gross Motor Continuous Provision;</b> Cooperation games i.e. parachute games, climbing - outdoor equipment., Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, imaginative play. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Three-wheeled trikes, two-wheeled balance bikes and scooters, wheelbarrows, prams and carts.					

## Literacy (Twinkl Phonics)

### Children in Nursery will be learning to:

\*Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing.  
 \*Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother. \*Engage in extended conversations about stories, learning new vocabulary. \*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. \*Write some or all of their name.  
 \*Write some letters accurately.

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Phonics	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1
	<div>Level 1</div> <div>Nursery/Preschool</div> <p><b>By the end of Level 1, children will:</b></p> <ul style="list-style-type: none"> <li>• have experienced a wealth of listening activities including songs, stories and rhymes;</li> <li>• be able to distinguish between speech sounds and many will be able to blend and segment words orally.</li> </ul> <p>Some children will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Level 2 as these speaking and listening activities continue.</p>					
Key Skills	I can match identical environmental sounds with visual prompts but cannot yet sequence sounds.  I enjoy rhyming songs/stories.  I enjoy listening to stories on a 1:1 or small group basis.	I can answer simple questions about events.  I give meaning to the marks I make which mainly consist of lines and shapes.  I enjoy singing and rhyme time and will sometimes join in with my favourite ones.	I enjoy looking at a book with an adult and can turn the pages in order, talking about what I see.  I understand the difference between print and pictures.  I enjoy exploring mark making on a large scale outside and can talk about what my pictures mean.	I can join in with repetitive phrases in simple rhymes and stories.  I can demonstrate a sense of rhythm and can keep the beat when clapping and marching to rhymes.  I enjoy story time and can talk about stories I have heard.	I can recognise my name from a choice of two.  I enjoy drawing and can talk in detail about what I have drawn.  I can retell a simple story using vocabulary and visual clues.	I can discriminate between sounds.  I can order a short sequence of sounds with a model.  I can keep a simple rhythm and match words that rhyme.  I can say the initial sound in my name and other simple words.  I can create some recognisable letter shapes when writing my name.
Key Knowledge	I know that text can be used as a form of identification (e.g names on pegs).  I know that text has a meaning.  I know some of the words to my favourite nursery rhyme.  I know that different objects make different sounds.	I know that stories have a sequence; beginning, middle and end.  I know that text is read from left to right and top to bottom in English.  I know that some objects make loud sounds and some make quiet sounds.  I know how to describe environmental sounds and can identify them.	I know some stories and rhymes and can join in with repeated refrains.  I know the main events in familiar stories.  I know the names of the different parts of a book, e.g. front cover/ back cover/ spine/ pages  I know the names of familiar instruments and how to identify them.  I know how to make body percussion.	I know how to describe the marks I have made.  I know how to make my own beat.  I enjoy rhyming stories and know some words that rhyme (e.g. bat and cat)	I know how to copy and keep a simple beat.  I know how to clap syllables to short words.  I know how to move my mouth to make different sounds.  I know some of the noises animals make and can copy them with some accuracy.	I know the main story line of my favourite story and can talk about it.  I know that each letter makes a sound - focussing on sounds in their names.  I know how to identify the initial sound in words.  I know how to blend sounds when I hear them to work out a word.  I know how many sounds are in a CVC word.

Mathematics (Master the Curriculum)

<b>Children in Nursery will be learning to:</b> *Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). *Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. *Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). *Show 'finger numbers' up to 5. *Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. *Experiment with their own symbols and marks as well as numerals. *Solve real world mathematical problems with numbers up to 5. *Compare quantities using language: 'more than', 'fewer than'. *Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. *Understand position through words alone - for example, "The bag is under the table," - with no pointing. *Describe a familiar route. *Discuss routes and locations, using words like 'in front of' and 'behind'. *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. *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. *Extend and create ABAB patterns - stick, leaf, stick, leaf. *Notice and correct an error in a repeating pattern. *Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'. 						
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	<i>Who is in my family?</i>	<i>What makes a magical place?</i>	<i>Where in the world do I live?</i>	<i>How do things grow?</i>  <i>Giuseppe Arcimboldo</i>	<i>What do animals need to live?</i>	<i>Who will we see on an exciting adventure?</i>  Vincent Van Gogh - Sunflowers
Key Skills	I show an interest in numbers and can rote count to 5.  I can match things that are the same and sort objects by colour.  I enjoy exploring shapes when building.  I recognise some simple patterns (red, yellow, red, yellow etc.).	I can rote count to 7.  I can compare and sort objects by size.  I can recognise groups of 1 and 2 without counting.  I can recognise numerals 1 and 2.	I can talk about the shape of everyday objects.  I can copy over a pattern working left to right.  I can count sets up to 5 using 1 to 1 correspondence.	I can recognise when there are more and less when comparing amounts.  I can subitise up to 3.  I can recognise numerals up to 6 and can read the numerals 0-3.  I can identify some shapes by name.	I can count groups of objects accurately to 5.  I know the last number I counted is the total.  I can continue a repeating pattern that has been started.  I can use mathematical language to talk about and compare sizer and shape.	I have a good understanding of numbers to 5.  I know that the amount stays the same if objects are rearranged.  I can count by rote to 10.  I can read numerals to 5 and can match these to an amount.  I can recognise a repeated pattern and am beginning to create my own.
Key Knowledge	I know the names of and can recognise primary and colours  I know how to sort and match objects by properties such as colour, type, size.  I know and can name the numbers 1 and 2  I know that when I count the first number I say is 1		I know how to recognise and identify numbers 3-6  I know how to sort 2 items by length, height, mass and capacity  I know how to compare 2 items by length, height, mass and capacity and use language related to this (i.e. long, short, heavy, light etc.)		I know how to identify more than and few than when sorting a range of objects  I know how to identify and name the 4 basic 2d shapes  I know how to identify and name the 4 basic 3d shapes  I know how to identify opposites and can use this in my play/language  I know how to use positional language appropriately in my play	



## Understanding of the World

Children in Nursery will be learning to:						
*Use all their senses in hands-on exploration of natural materials. *Explore collections of materials with similar and/or different properties. *Talk about what they see, using a wide vocabulary. *Begin to make sense of their own life-story and family's history. *Show interest in different occupations. *Explore how things work. *Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. 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. *Talk about the differences between materials and changes they notice. *Continue developing positive attitudes about the differences between people. *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Who is in my family?</i>	<i>What makes a magical place?</i>	<i>Where in the world do I live?</i>	<i>How do things grow?</i>  <i>Giuseppe Arcimboldo</i>	<i>What do animals need to live?</i>	<i>Who will we see on an exciting adventure?</i>  <i>Vincent Van Gogh - Sunflowers</i>
Key Skills	I am interested in my immediate environment, particularly the outdoors.  I enjoy exploring using all of my senses.  I am beginning to notice things around me.  I can talk in simple terms about myself, my family and key events in my life such as birthdays or family celebrations.	I am interested in the natural world around me.  I am beginning to talk about what I see and am enjoying learning new knowledge.  I can recognise myself as a baby and am aware of how I have changed over time.	I love to spend time outside and can talk in simple terms about the features of the outdoor environment.  I notice when things change and am beginning to make comments about these.  I am fascinated by new topics that interest me.	I notice and talk about what I can see in the natural world.  I am starting to ask questions to find out more.  I am building up my knowledge about living things and the names of different plants.	I am building up my knowledge about living things and the names of different animals.  I am developing my awareness of significant historical events in my own life.  I listen carefully with interest to stories about different places and can recall some simple facts.	I am confident to talk about the world around me and people or places that are familiar to me.  I can talk about how things grow and change and recognise that other places might have features different to where I live.  I can talk in detail about my family.  I am developing an understanding that things were different in the past through topics such as dinosaurs, Guy Fawkes, Transport and the Curiosity Box.
Key Knowledge	I know who is part of my family.  I know that when I go outside I need to dress appropriately e.g. if it is cold I need my coat on.  I know that sometimes I will need to use different senses when I am playing (e.g. smelly playdough, watching but not touching the curiosity box etc.)	To know key facts about the different stories related to celebrations.  I know how to make Rangoli patterns using a variety of mixed media.  I know how to manipulate clay to create a diva lamp.  I know that in December some people celebrate Christmas.  I know that Dinosaurs lived a very long time ago.  I know that some things happened a long time ago in real life and some things are imaginary (e.g. mermaids, unicorns etc.)	I know the importance of looking after our environment and all living things.  I know how to use technology in play to operate toys.  I know where I live (e.g. Clowne)  I know what type of house I live in (e.g. house, bungalow, flat, caravan, boat)  I know what type of weather we have where I live.	To know that living beings follow a similar growth pattern and make comparisons.  To know about who celebrates Easter and what is its significance.  I know that we all live on a planet called Earth.  I know that we need to look after Earth by recycling what we use.  I know what plants need to grow (light, water, soil, space)	I know that different creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful.  I know that wild animals live in forests/jungles/safari and sometimes zoo's or aquariums.  I know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. I know the names of some baby farm animals.	I know similarities and differences between modes of transportation.  I know that adults do a variety of jobs and that they are not all the same.  I can show an awareness of the emergency services and how they can help us.  I know about where some foods come from.  I know what an emergency is.  I know that it is important to eat healthily and look after our bodies.

## Expressive Art and Design

### Children in Nursery will be learning to:

\*Take part in simple pretend play, using an object to represent something else even though they are not similar. \*Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. \*Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. \*Explore different materials freely, to develop their ideas about how to use them and what to make. \*Develop their own ideas and then decide which materials to use to express them. \*Join different materials and explore different textures. \*Create closed shapes with continuous lines and begin to use these shapes to represent objects. \*Draw with increasing complexity and detail, such as representing a face with a circle and including details. \*Use drawing to represent ideas like movement or loud noises. \*Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. \*Explore colour and colour mixing. \*Show different emotions in their drawings - happiness, sadness, fear, etc. \*Listen with increased attention to sounds. \*Respond to what they have heard, expressing their thoughts and feelings. \*Remember and sing entire songs. \*Sing the pitch of a tone sung by another person ('pitch match'). \*Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. \*Create their own songs or improvise a song around one they know. \*Play instruments with increasing control to express their feelings and ideas.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Who is in my family?</i>	<i>What makes a magical place?</i>	<i>Where in the world do I live?</i>	<i>How do things grow?</i> <i>Giuseppe Arcimboldo</i>	<i>What do animals need to live?</i>	<i>Who will we see on an exciting adventure?</i> <i>Vincent Van Gogh - Sunflowers</i>
Key Skills	<p>I enjoy experimenting with paint with my hands.</p> <p>I can confidently manipulate malleable materials.</p> <p>I like to experiment with board markers and can draw lines and circles.</p> <p>I can move my body when I hear music.</p> <p>I enjoy using different props in the home corner, such as the pots and pans.</p>	<p>I will explore a wider range of creative opportunities.</p> <p>I have started to use tools to roll and cut playdough and can talk about what I am making.</p> <p>I can now often use a circle to represent and face and arms/legs coming from the head.</p> <p>I can use different body parts to print using paint.</p>	<p>I am becoming more confident in using a range of equipment and props in the home corner to extend my play.</p> <p>I will now join in with some repeated refrains in familiar rhymes and songs.</p> <p>I can manipulate scissors to snip paper.</p> <p>I have started to experiment with different techniques such as printing, tearing and joining.</p> <p>I have started to use a wider range of tools in the creative area.</p>	<p>I am more confident to talk about what I am doing.</p> <p>I can now add facial features to a person when I am drawing.</p> <p>I enjoy building structures and models and show a growing imagination in what I create.</p> <p>I can use ICT to experiment with making marks and exploring colour.</p> <p>I can explore different materials when creating stick puppets to use in role play.</p>	<p>I know a number of songs and rhymes and will join in during singing time.</p> <p>I can use my imagination and confidence to try new techniques and experiment with different materials.</p> <p>I make independent choices about the resources I need and can talk about my creations.</p> <p>My drawings are detailed and contain a range of different shapes and lines.</p>	<p>I am developing more control over tools and can cut continuously with scissors.</p> <p>I can represent my ideas in both 2d and 3d forms.</p> <p>I enjoy experimenting with tuned and untuned instruments and enjoy sharing my music making with others.</p> <p>I enjoy pretend play and can act out a part of a familiar story or experience.</p>
Key Knowledge	<p>I know that different musical instruments make different sounds and begin to differentiate between them.</p> <p>I know the routine of the creative area – drying rack, aprons, displays etc.</p> <p>I know I use one paint brush at a time when I am painting.</p> <p>I know to put the creative resources back when I have finished using them.</p>	<p>To know how different colours and materials can be used to create things.</p> <p>I know the names of primary colours (red, blue, green and yellow)</p> <p>I know about art from different cultures (Diwali – Rangoli patterns etc.)</p> <p>I know I have to press down on the rolling pin when rolling out playdough so that I can use other cutters etc. successfully.</p>	<p>I know that if I mix two colours together it will create a different colour.</p> <p>I know how to use my imagination to create different works of art.</p> <p>I know how to use my knowledge of stories in their play.</p> <p>I know the routine of the creative area – drying rack, aprons, displays etc.</p> <p>I know I use one paint brush at a time when I am painting.</p> <p>I know to put the creative resources back when I have finished using them.</p> <p>I know some topic based songs, and some nursery rhymes by heart.</p>	<p>I know how to safely make marks on the IWB.</p> <p>I know how to describe the texture of things using words such as bumpy, soft, hard, sticky, smooth etc.</p> <p>I know that when I am drawing pictures of people they need to include eyes, a nose and a mouth.</p>	<p>I know that I can use a range of different media to create art.</p> <p>I know that they can change my voice whilst acting out stories to create a dramatic effect.</p> <p>I know the routine of the creative area – drying rack, aprons, displays etc.</p> <p>I know I use one paint brush at a time when I am painting.</p> <p>I know to put the creative resources back when I have finished using them.</p> <p>I know that when it is singing time I can join in using an appropriate volume.</p>	<p>I know a range of different ways to join objects together when I am constructing (eg tape, PVA, glue stick, stapler (with support))</p> <p>I know that body movements can be changed depending on the rhythm to achieve an effect.</p> <p>I know how to play a range of musical instruments so that they make a noise.</p>