


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Nursery Rhymes Exploring Autumn	Sparkle and Shine Me and my community	Winter Wonderland Transport	Can we have a pet? Signs of Spring Long Ago	Lets Explore Sunshine and Sunflowers	Move it! On the beach
Driver	<div></div> <p>Leaf man, The Leaf Thief, Pumpkin Soup, A Mouse called Julian, The Hedgehog, A bit lost.</p>	<div></div> <p>My body, your body Skin, Love always everywhere, The Baby catalogue, Families, Postman Bear, The Christmas Story, Spots first Christmas.</p>	<div></div> <p>Pip and Posy-The snowy day, Jack Frost, Henry's Holiday, Maisy's Chinese New Year, We all go travelling by, Car Car Jeep, Maisy's Bus, Maisy's Train, Guess How Much I Love You</p>	<div></div> <p>Mr Wolf's pancakes, Dogs, Smelly Louie, Ginger, Mog and the Vet, Goodbye Winter Hello Sping, The Teeny Weeny Tadpole, The story of Easter.</p>	<div></div> <p>In every house on every street, A gift for Amma, The Tiny Seed, Guess how much I love you in summer, The Extraordinary Gardner, Sunny.</p>	<div></div> <p>Which food will you choose? Kitchen disco, Maisy's sports day, Billy's Bucket, Lucy and Tom at the seaside.</p>
PSED	<p><b>Skills</b></p> <ul style="list-style-type: none"><li>●To separate from main carer and learn to adapt to the Nursery environment.</li><li>●To select and use activities and resources, with some support if needed.</li><li>●To wash hands after using the toilet.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>●To know that they can approach adults in Nursery when needed.</li></ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"><li>●To learn about daily routines and classroom rules.</li><li>●To be aware of behavioural expectations in the Nursery.</li><li>●To select and use activities and resources, with some support if needed.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>●To know how to adapt behaviour to suit classroom routines.</li><li>●To show confidence in asking adults for support.</li></ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"><li>●To learn how to share resources and play in a group.</li><li>●To learn to look after resources within the class.</li><li>●To listen to, and show an awareness of rules set.</li><li>●To take turns whilst playing and waiting patiently to have a go.</li><li>●To independently follow daily routines</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>●To know how to manage their emotions in different situations.</li><li>●To know that there are boundaries set.</li><li>●To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.</li><li>●To know that we must respect our resources and out them back when we have finished with them.</li><li>●To know that when playing in a group they need to share and also know that they will get a turn.</li></ul>	<p><b>Skill</b></p> <ul style="list-style-type: none"><li>●To show independence in accessing and exploring the environment.</li><li>●To independently put on coats, use fastenings and use the toilet.</li><li>●To listen to, and follow rules set.</li><li>●To learn to look after resources within the class.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>●To be aware of the different areas in the Nursery and how to explore them safely.</li><li>●To approach an adult if they need support.</li><li>●To know that eating fruits and vegetables is healthy for teeth and our bodies.</li><li>●To know and follow the rules set.</li></ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"><li>●To be able to initiate play with peers and keep play going by giving ideas.</li><li>●To become more outgoing with unfamiliar people.</li><li>●To show more confidence in new social situations.</li><li>●To begin to find solutions to conflicts.</li><li>●To show an awareness of how others may be feeling.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>●To know that to play nicely it's important to share and take turns.</li><li>●To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.</li><li>●To know that it is OK to engage with others, even if in a different environment.</li><li>●To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</li></ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"><li>●To gain enough confidence to talk to adults and peers.</li><li>●To begin to be assertive towards others where necessary.</li><li>●To show an awareness of the importance of oral health.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>●To know how to talk politely and develop an understanding of what is appropriate.</li><li>●To know that it is OK to challenge others, but they must remember to always be kind.</li><li>●To know that oral hygiene is important</li></ul>
C & L	<p><b>Skills</b></p> <ul style="list-style-type: none"><li>●To sing rhymes and look at picture books.</li><li>●To talk about the different characters and what they are doing.</li><li>●To talk about themselves and their families.</li><li>●Develop communication that can be understood by others.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>●To know that stories have different character which could be real and pretend.</li><li>●To know to sing words clearly so that they are audible.</li><li>●To know that it is OK to talk to others about wants and needs.</li></ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"><li>●To talk about celebrations at home.</li><li>●To listen to stories on celebrations such as birthdays, Diwali, Christmas etc and to talk about them and why they are celebrated.</li><li>●To listen to, and follow simple instructions.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>●To know that stories have a beginning, middle and an end.</li><li>●To remember and talk about key Celebration events form their life time – birthdays etc</li><li>●To be able to understand simple instructions.</li></ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"><li>●To begin to use a wide range of vocabulary in the correct context.</li><li>●To talk in short sentences that others can understand.</li><li>●To listen to, and follow simple instructions and respond to questions appropriately.</li><li>●To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</li><li>●To learn and talk about modes of transportation.</li><li>●To be able to identify the different types of vehicles they see on the road and air</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>●To be able to differentiate and categorise objects based on their properties.</li><li>●To remember new words I am learning when talking to others.</li><li>●To be able to understand simple instructions, questions and commands</li></ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"><li>●To listen to, and follow simple instructions and respond to questions appropriately.</li><li>●To talk in short sentences that others can understand.</li><li>●To learn and talk about different pets we have and what we have to do to look after them.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>●To know that stories have a beginning, middle and an end.</li><li>●To be able to answer questions related to the story.</li><li>●To be able to understand simple instructions, questions and commands</li></ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"><li>●To listen to traditional stories and retain key vocabulary.</li><li>●To be able to talk about the setting, characters and the structure of the story.</li><li>●To be able to use connectives e.g. Once upon a time and then.</li><li>●To learn and talk about our local area such as the different houses on the streets around school.</li><li>●To learn and talk about sunflowers and gardening and what a plant needs to grow.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>●To know that stories have a beginning, middle and an end.</li><li>●To be able to answer questions related to the story.</li><li>●To be able to use vocabulary learnt to have a conversation with others.</li></ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"><li>●To be able to answer questions and share opinions using the relevant vocabulary.</li><li>●To be able to talk about the setting, characters and the structure of the story with confidence.</li><li>●To learn and talk about how we keep fit and healthy and different skills needed for sports day.</li><li>●To learn and talk about summer activities such as going to the beach, and sea creatures</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>●To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.</li><li>●To use the words they know appropriately to organise themselves and their play.</li></ul>

PD	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To take care of toileting needs independently.</li> <li>•To begin to show a preference for a dominant hand.</li> <li>•To climb apparatus safely.</li> <li>•To begin to show awareness of moving equipment safely with peers.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>•To know about personal hygiene and the importance of being clean and tidy.</li> <li>•To know that washing hands is important after using the toilet and before we eat.</li> <li>•To use alternate feet when climbing apparatus.</li> <li>•To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To independently put on their coats, with some support for the zipper and buttons.</li> <li>•To learn about different fine motor activities e.g. dough disco, lego.</li> <li>•To develop a comfortable grip when holding a range of objects.</li> <li>•To copy dance move and to move to different kinds of rhythms.</li> <li>•To use mark making resources with increasing independence.</li> <li>•To name and identify different parts of the body</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>•To show confidence in dressing up and self-care activities.</li> <li>•To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.</li> <li>•To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To learn about different fine motor activities, e.g. threading, cutting, using tools, mark making, 'Letter join' etc.</li> <li>•To mark make in sensory trays and copy patterns.</li> <li>•To mark make using a comfortable grip when using pencils and pens.</li> <li>•To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</li> <li>•To hold jugs and containers confidently and pour from one into another.</li> <li>•To show awareness of healthy food choices and impact on our body.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>•To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.</li> <li>•To know that they need to use tools with a dominant hand.</li> <li>•To be able to fill containers with different materials, and to show confidence in carrying them from one point to another.</li> <li>•To know how to use the outdoor climbing frame as well and bikes/scooters to move in different ways and safely.</li> <li>•To know what making right food choices looks like.</li> <li>•To show independence in self-help skills - toileting and dressing</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To mark make using a comfortable, developing tripod grip when using pencils and pens.</li> <li>•To begin to form numbers and familiar letters, e.g. letters in their name.</li> <li>•To look at books independently whilst turning pages one at a time.</li> <li>•Using balancing apparatus, maintaining balance using hands and feet to stabilize.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>•To know that the pencil needs to be held comfortably and with one hand to form letters and numbers.</li> <li>•To know how to use one handed tools effectively.</li> <li>•To be able to follow a simple sequence of movements to music and rhythm.</li> <li>•To know that books in English should be read from left to right and one page at a time.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To hold the pencil confidently, using a developing tripod grip and beginning to form letters and numbers mostly correctly.</li> <li>•To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.</li> <li>•To run skillfully and be able to negotiate space.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>•To know the correct ways of forming letters.</li> <li>•To know that snips should be made on the line and the pattern should be followed.</li> <li>•To know how to feed paper/materials through hand when cutting around objects.</li> <li>•To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.</li> <li>•To independently write their name.</li> <li>•To confidently use scissors and other tools safely.</li> <li>•To grasp and release with two hands to throw and catch a large ball</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>•To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly.</li> <li>•To successfully take part in group games with support from an adult.</li> <li>•To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc</li> </ul>
Lit	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To be able to mark make and identify their marks.</li> <li>•To recognise familiar logos and labels within the environment.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>•To know that text can be used as a form of identification.</li> <li>•To know that text has a meaning.</li> <li>•To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To find and identify familiar letters, e.g. letters in their names.</li> <li>•To talk about and retell a range of familiar stories and Nursery rhymes.</li> <li>•To begin to explore initial sounds in familiar words.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>•To know that each letter makes a sound, focussing on sounds in their names.</li> <li>•To learn that stories have a sequence; beginning, middle and end.</li> <li>•To know that text is read from left to right and top to bottom in English.</li> <li>•To begin to acknowledge initial sounds and their relevance in the environment</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To begin to attempt writing familiar letters, e.g letters in their name.</li> <li>•Adults will consistently model correct formation.</li> <li>•To find and identify familiar letters, e.g. letters in their names.</li> <li>•To talk about and retell a range of familiar stories.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>•To know that letters are used to make up words.</li> <li>•To join in with repetition within rhymes.</li> <li>•To be able to talk about different parts of the story.</li> <li>•To learn a range of Nursery Rhymes</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To be able to mark make and give meaning to their marks.</li> <li>•To begin to identify the pictures linked to RWI sound.</li> <li>•To begin to form some letters correctly, e.g. letters in their name.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>•To be able to talk about their marks with confidence.</li> <li>•To talk about the sounds they have identified from the RWI program delivered so far.</li> <li>•To be able to talk about different parts of the story</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To identify the pictures linked to RWI sound.</li> <li>•Children will begin to identify some sounds during oral blending games.</li> <li>•To begin to make predictions about a story, sometimes supported by an adult with vocabulary.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>•To know that blending sounds makes words.</li> <li>•To join in with repetition within stories.</li> <li>•To identify and sequence pictures from a known story</li> <li>•To be able to talk about different parts of the story.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•Children are able to blend orally, and join in with RWI Fred games focussing on oral blending.</li> <li>•Children are able to identify initial sounds and blend familiar CVC words.</li> <li>•Make predictions about a story using the relevant vocabulary with independence.</li> <li>•To mark make for a purpose and be able to talk about the marks.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>•To identify CVC words orally.</li> <li>•To know that letters make sounds.</li> <li>•To engage in extended conversations about stories.</li> </ul>
Maths	<p><b>Areas of learning covered</b></p> <p>Number songs and rhymes, colours, matching, sorting.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To recognise and name colours in a variety of contexts e.g. toys within the classroom, colours in nature, colours in the environment, matching colours, colours on themselves such as hair, skin, clothes.</li> <li>•To say when objects are and are not the same colour.</li> <li>•To create, explore and match objects which are the same.</li> <li>•To independently say why the objects are the same.</li> <li>•To sort collections into sets based on attributes such as colour, size or shape.</li> <li>•To consider what is the same about all the objects in one set and how they are different to the other sets.</li> <li>•They understand that the same collection of objects can be sorted in different ways</li> </ul>	<p><b>Areas of learning covered</b></p> <p>Compare amounts, compare size, mass, capacity, simple patterns.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To identify, describe and compare groups of objects according to size, shape or the amount.</li> <li>•To compare and order objects according to their weight and capacity.</li> <li>•To copy and continue a pattern.</li> <li>•To independently create and talk about own patterns using a range of objects and resources.</li> <li>•To talk about and explore patterns in the environment</li> </ul>	<p><b>Areas of learning covered</b></p> <p>Number 1, Weight, Number 2</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To be able to subitise or count to find out how many and make their own collections of 1 or 2 objects.</li> <li>•To develop fast recognition of numbers 1 and 2.</li> <li>•To show an awareness of how numerals are formed and to experiment with own mathematical mark making.</li> <li>•To identify representations of 1 and 2 . To be able to match the number names to quantities and numerals.</li> <li>•To locate 1 and 2 on a number line. To identify:</li> <li>•Numicon 1, 2, Dice 1, 2</li> <li>•Make direct weight comparisons of objects, using hands and scales.</li> <li>•To use the language heavy, heavier than, heaviest, light, lighter than, lightest to compare items</li> </ul>	<p><b>Areas of learning covered</b></p> <p>Number 3, length and height, number 4</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To be able to subitise or count to find out how many and make their own collections of up to 4 objects.</li> <li>•To count on and back to 4.</li> <li>•To develop fast recognition of numbers 3 and 4.</li> <li>•To show an awareness of how numerals are formed and to experiment with own mathematical mark making.</li> <li>•To identify representations of 3 and 4. To be able to match the number names to quantities and numerals.</li> <li>•To locate 3 and 4 on a number line. To identify:</li> <li>•Numicon 3,4, Dice 3, 4</li> <li>•Make direct length and height comparisons of objects, using correct vocabulary.</li> <li>•To find objects that are longer/ shorter, taller shorter than a given item.</li> </ul>	<p><b>Areas of learning covered</b></p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To select and use shapes appropriately in play, combining them to make models and enclosures.</li> <li>•To be able to subitise up to 5 items and to count forwards and backwards to 5 accurately using the counting principles.</li> <li>•To represent 5 items on a five frame</li> <li>•To identify the numeral and representations of 5.</li> <li>•To locate 5 on a number line. To identify:</li> <li>•Numicon 5, dice 5</li> <li>•Practical problem solving with numbers up to 5.</li> <li>•One more/less using a number line.</li> </ul>	<p><b>Areas of learning covered</b></p> <p>My Day, capacity, positional language</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•To begin to describe a sequence of events accurately.</li> <li>•To recall simple facts about a familiar journey order.</li> <li>•To explore measuring time.</li> <li>•To identify and make direct capacity comparisons of containers using different materials: water, sand, rice and loose parts, being able to pour from one container to another.</li> <li>•To use the language of capacity: full, half full, and empty.</li> <li>•To show an awareness of positional language such as under/behind/infront next to/over/ on top of.</li> <li>•To develop fast recognition of numbers facts to 5.</li> <li>•To use relevant mathematical vocabulary when talking about learning.</li> </ul>



Maths	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>●To know a range of number songs and rhymes.</li> <li>●To know that there are different colours in the environment around us and that each has a different colour name.</li> <li>●To learn vocabulary linked to different colour names, to use this language to talk about and match coloured objects.</li> <li>●To be able to sort and match objects in a set, finding an object exactly like mine and explaining why it is the same.</li> <li>●To be able to find an object that is different and explain why.</li> <li>●To know that collections can be sorted into sets based on attributes of the objects.</li> <li>●Sorting enables the children to consider what is the same about all the objects in one set and how they are different to the other sets.</li> <li>●To know that the same collection of objects can be sorted in different ways.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>●To understand that when making comparisons a set can have more, the same or fewer than another set.</li> <li>●To know that objects can be compared and ordered according to their size, weight or capacity.</li> <li>●To use language such as big and little, small, large, heavy, light, full and empty to describe a range of objects.</li> <li>●To use the language of more and less to compare amounts</li> <li>●To know that a group of objects can also be represented by a number</li> <li>●To copy, create and repeat simple patterns.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>●To subitise to 2.</li> <li>●To know number order beyond 2 when counting.</li> <li>●To say number names in order.</li> <li>●To know that each object should only be counted once.</li> <li>●To touch count in different arrangements and recognise the final number is the quantity of the set.</li> <li>●To independently sing a range of number songs.</li> <li>●To make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check.</li> <li>●To learn vocabulary linked to describing weight heavy, heavier than, heaviest, light, lighter than, lightest</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>●To subitise to 4.</li> <li>●To know number order beyond 4 when counting.</li> <li>●To know that numbers can be ordered.</li> <li>●To count different arrangements and recognise the final number is the quantity of the set, being able to say which set has more and fewer items</li> <li>●Singing a range of number songs.</li> <li>●To make direct comparisons of items to identify the longest/ shortest, tallest/ shortest .</li> <li>●To learn vocabulary linked to describing height and length: <ul style="list-style-type: none"> <li>●Length - longer, shorter, height – taller, shorter</li> <li>●Breadth – wider, narrower</li> </ul> </li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>●To show an awareness and name some 2D shapes in the environment.</li> <li>●To know that some shapes more appropriate than others when building.</li> <li>●To subitise to 5.</li> <li>●To know number order beyond 4 when counting both forwards and backwards.</li> <li>●To know that numbers can be ordered.</li> <li>●To count different arrangements and recognise the final number is the quantity of the set, being able to say which set has more and fewer items.</li> <li>●To count, subitise and compare as they explore one more and one less. Linking one more to counting forwards and one less to counting back.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>●To remember the order in which things happen.</li> <li>●To know language to describe when things happen: day, night, morning, afternoon, before, after, today and tomorrow.</li> <li>●To remember different aspects of a journey, e.g. “I walked over a bridge to get to school, then I went passed the shops”.</li> <li>●To make direct capacity comparisons of items.</li> <li>●To identify when a container is full, half full or empty.</li> <li>●To be able to demonstrate through games and role play an understanding of positional language.</li> </ul>
EAD (Green Skills and Knowledge from whole school curriculum meetings)	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Listening to and join in with known songs and rhymes and use musical instruments to tap out a rhythm.</li> <li>● Uses various construction materials</li> <li>● <a href="#">Designing a wall for Humpty Dumpty</a></li> <li>● <a href="#">Painting with different tools.</a></li> <li>● <a href="#">Exploring different mediums.</a></li> <li>● <a href="#">Simple Collage.</a></li> <li>● <a href="#">Transient art working with natural objects.</a></li> <li>● <a href="#">Printing to reveal different textures.</a></li> <li>● <a href="#">Simple clay work.</a></li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>●Sing familiar Nursery Rhymes.</li> <li>●To use different colours, patterns and materials to make Rangoli Patterns.</li> <li>●To make clay Diva’s.</li> <li>●To make Christmas cards and decorations for friends and family using a range of media.</li> <li>●To draw a self portraits including specific facial features.</li> <li>●To be able to choose correct colour choice to match skin tone.</li> <li>●Collage work.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>●To know how different colours and materials can be used to create things.</li> <li>●To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>●Listening to, join in with and perform with Nursery rhymes and use musical instruments and body percussion to tap out a rhythm.</li> <li>●To use available props to develop stories and rhymes, and make imaginative play more purposeful.</li> <li>●To use scissors effectively.</li> <li>●To begin to act out different scenarios using props to enhance imaginative play.</li> <li>●Sing familiar songs or make up own songs.</li> <li>●Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>●To play instruments with increasing control</li> <li>● <a href="#">Creating a model of a Vehicle</a></li> <li>● <a href="#">Winter colours (cool colours).</a></li> <li>● <a href="#">Exploring colour and media on different surfaces.</a></li> <li>● <a href="#">Painting with elements of how paints mix.</a></li> <li>● <a href="#">Drawing with links to self portraits with different drawing tools.</a></li> <li>● <a href="#">Early silhouettes.</a></li> <li>● <a href="#">Printing using sponge and toy cars.</a></li> <li>● <a href="#">Understanding shape.</a></li> <li>● <a href="#">Transient art working with ice.</a></li> <li>● <a href="#">Early step by step drawing.</a></li> <li>● <a href="#">Texture work.</a></li> <li>● <a href="#">Painting with links to use of line.</a></li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>●To know how colours can be mixed to make a new colour.</li> <li>●To use their imagination to create different works and forms of art.</li> <li>●For children to be able to construct with a purpose and safely.</li> <li>●To play instruments to express feelings and ideas.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>●To learn about different textures and talk about them.</li> <li>●Feely bag activities with different objects for children to feel and describe.</li> <li>●Realises tools can be used for a purpose.</li> <li>●To create closed shapes with continuous lines which represent objects that can be spoken about or identified.</li> <li>●To engage in role play by making stick puppets of different story characters.</li> <li>● <a href="#">Spring water colour painting.</a></li> <li>● <a href="#">Easter egg printing with ink.</a></li> <li>● <a href="#">Collage cats.</a></li> <li>● <a href="#">Observation drawing of school.</a></li> <li>● <a href="#">Grey scale portraits .</a></li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>●To know about the different materials and what can be created with them.</li> <li>●To use their knowledge of stories in acting them out with friends.</li> <li>●Sing songs clearly using correct words that have been learned.</li> <li>●To know how to create recognisable representations of objects.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>●To use puppets and props to act out different traditional stories.</li> <li>●To make masks for role play.</li> <li>●Sing familiar songs in the correct tone and changing melody if appropriate.</li> <li>●Uses available resources to create props to support role-play.</li> <li>●To show different emotions in pictures clearly.</li> <li>●To draw with increasing control, representing features and detail clearly.</li> <li>● <a href="#">Van Gough Sunflowers.</a></li> <li>● <a href="#">Observation paintings.</a></li> <li>● <a href="#">Construction of houses using recyclable materials.</a></li> <li>● <a href="#">Colour choice based on emotions (linked to The Extraordinary Gardener book)</a></li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>●To know how to use props appropriately for particular stories.</li> <li>●To know that they can change their voices whilst singing or acting out stories to create a dramatic effect.</li> <li>●For children to be able to construct with a purpose and safely.</li> <li>●To know how to use available props to develop stories and make imaginative play more purposeful.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>●Sing and perform new and familiar Nursery Rhymes and songs alongside playing instruments and following the rhythm.</li> <li>●To listen to music and create movements to the different beats</li> <li>●To construct with bricks and blocks to make an enclosure.</li> <li>●Explore different materials freely, using them with a purpose.</li> <li>●To draw increasing complexity, using drawings to represent ideas</li> <li>● <a href="#">Creating a healthy snack</a></li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>●To know that body movements can be changed depending on the rhythm to achieve a desired effect.</li> <li>●To show confidence in choice of media when creating a model or picture.</li> </ul>
UTW	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>●To know that everyone has a birthday and they are usually celebrated in a similar manner around the world</li> <li>● <a href="#">To discuss belonging and being part of a nursery community.</a></li> <li>● <a href="#">To name features of our school environment.</a></li> <li>● <a href="#">To show caring for our classroom ( school environment) linked to settling in and following nursery routines. E.g. looking after our classroom and outdoor area.</a></li> <li>● <a href="#">To talk about the signs of Autumn compared to Summer</a></li> </ul> <p><a href="#">Living things and their habitats</a></p> <ul style="list-style-type: none"> <li>● <a href="#">To name and identify woodland creatures.</a></li> <li>● <a href="#">Role playing a woodland animal and using materials to build themselves home.</a></li> </ul> <p><a href="#">Seasons</a></p> <ul style="list-style-type: none"> <li>● <a href="#">To introduce seasons and introduction to signs of autumn. Daily weather chart.</a></li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>●To be able to talk about their body parts and what the function is of each part.</li> <li>●To draw silhouettes and orally label body parts.</li> <li>●To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu’s and Sikhs, and Christmas is celebrated by Christians.</li> <li>● <a href="#">To Understand how we change over time from being a baby to a child.</a></li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>●To know about different types of festivals and celebrations and to be able to talk about their similarities and differences.</li> <li>●To make Rangoli patterns on the computer, Diva lamps, fireworks and Christmas decorations.</li> <li>●To learn about the different stories related to Autumn and Winter festivals and celebrations around the world</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <a href="#">To identifying the weather in Winter</a></li> <li>● <a href="#">To identify places they have travelled to on which type of transport through adult focused activities and role play.</a></li> <li>●To name their local area.</li> <li>●To begin to use maps and globes as part of role play/discussion of where they have travelled to and how.</li> <li>●To begin to draw simple maps and begin to use positional language to direct the transport to where they want it to go in the nursery outdoor area.</li> </ul> <p><a href="#">Materials</a></p> <p><a href="#">Making boats. Do they float or sink? Introducing that different materials have different properties.</a></p> <p><a href="#">Seasons</a></p> <ul style="list-style-type: none"> <li>● <a href="#">To talk about signs of Winter compared to Autumn</a></li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>●To know we live in the town of Walsall.</li> <li>●To know there are different countries in the world and how we could travel to them</li> <li>●To understand simple forces</li> <li>●To know that in winter the weather gets colder and the trees are bare</li> </ul>	<p><b>Skills</b></p> <p><a href="#">Animals including humans</a></p> <ul style="list-style-type: none"> <li>● <a href="#">To identify what a pet needs to survive.</a></li> <li>● <a href="#">To be able to talk about the lifecycle of a chick.</a></li> </ul> <p><a href="#">Seasons</a></p> <ul style="list-style-type: none"> <li>●To talk about signs of spring compared to Winter</li> <li>●To look at what we have done ‘yesterday’, ‘last week’ and ‘last year’.</li> <li>●To talk about our family histories, when our parents/ teachers/ grandparents were young.</li> <li>●To look at features of Victorian schools and our school building.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>●To know that every living being has a life cycle and they change in shape and size as they grow.</li> <li>●To know that living beings follow a similar growth pattern and make comparisons</li> <li>●To know that in spring new animals are born and plants and flowers start to bud.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>●To take part in fieldwork activities by going on a walk around the local area.</li> <li>●To identify some human features of their local area - eg house, shop, school.</li> <li>●To begin to draw simple maps of the local area.</li> <li>●To explore and compare countries England and India. E.g. weather, food, clothes etc.</li> <li>●To begin to use maps and globes to find England and India.</li> </ul> <p><a href="#">Plants</a></p> <ul style="list-style-type: none"> <li>●To plant a sunflower seed and talk about what it needs to survive.</li> <li>●To exploring different types of seeds</li> </ul> <p><a href="#">Seasons</a></p> <ul style="list-style-type: none"> <li>●To talk about signs of summer compared to spring.</li> <li>●To use ipads to take photos of areas in nursery/outside nursery (linked to map work)</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>●To know that a seed needs water, light and soil/cotton wool to enable it to grow.</li> <li>●To know that there are different types of buildings with different purposes in the streets surrounding school.</li> <li>●To know that in summer the weather gets hotter and the days get longer.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <a href="#">To begin to identify physical features of the seaside.</a></li> <li>● <a href="#">Plants</a></li> <li>● <a href="#">To observing a tomato plant growing– linking to foods which are healthy.</a></li> </ul> <p><a href="#">Habitats</a></p> <ul style="list-style-type: none"> <li>● <a href="#">To begin to name some sea creatures.</a></li> <li>● <a href="#">To be able to identify which creatures would live on land and which would live in the sea.</a></li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>●To know there are places in the world that are near to the sea.</li> </ul>