



Fell Dyke Community Primary School

Nursery Curriculum Map 2017 - 2018

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme ideas	All about me!	Let's Celebrate!	Up, up and away!	A Tiny Seed	Down at the bottom of the garden	Happy and Healthy!
Educational Visits	Library (either to the Library or the Library to come to Nursery)	Farm – Christmas experience	Centre for life	Rising Sun Country Park	Bug Man – Guy Tansley	Saltwell Park
Curriculum Experience/ Hook	Starting school	Nativity		Planting seeds / flowers	Watching caterpillars grow into butterflies. Frog spawn Worm farm Duck eggs?	
Role Play	Teddy Bears Picnic	Post Office	Space station	Garden Centre Flower shop	Vets Bug research lab Duck incubation	Dance studio Seaside shop
Core Texts	On the way home Red Riding Hood Tiddler Sharing a shell Mine-o-saur Six Dinner Sid The Gruffalo	Winnie the Witch Winnie in winter Rama and Sita Nativity Story Chinese new year story Farmer duck (linked to farm visit)	Whatever next Aliens love underpants Topsy and Tim go on an Aeroplane What's out there? Non-Fiction On the Moon Goodnight Spaceman	Eric Carle – A Tiny seed Non Fiction texts about growing. How plants grow The Tree Jack and the beanstalk The enormous Turnip	The very hungry caterpillar Life Cycle of a frog What the ladybird heard The three little pigs What the ladybird heard next Super worm The ugly duckling	Olivers fruit salad Olivers milkshake Olivers vegetables The Ginger Bread Man Three Billy Goats Gruff Handa's surprise Funnybones
CL	<p>Daily story sharing LRH sequencing Circle Times: discussing sharing & being kind to others. Visit from the Library Talk For Write LRH & Gruffalo</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. (22-36) • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps 	<p>Nativity production Singing Christmas Songs Food tasting and sharing experience, likes and dislikes. Circle Times: Discussing Christmas and sharing special memories with friends. Daily Story Sharing. Talk Boost</p> <ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes. (22-36) • Recognises and responds to many familiar sounds, e.g. 	<p>Circle Times: Sharing experiences of holidays and being on different forms of transport. Daily Story Sharing. Talk Boost</p> <ul style="list-style-type: none"> • Understands more complex sentences, e.g. <i>'Put your toys away and then we'll read a book.'</i> (22-36) • Uses language as a powerful means of widening contacts, sharing feelings, 	<p>Circle Times: Discussing our local environment and the children's knowledge of natural and found objects. Daily Story sharing Retelling stories through Talk for Write (The Enormous Turnip, Jack and the Beanstalk) Story Sequencing and retelling the text in their own words. Talk Boost</p> <ul style="list-style-type: none"> • Listens to stories with 	<p>Daily Story Sharing. Circle Times: Sharing their knowledge of animals and their local environment. Forest Fridays- exploring their local environment & discussing what they have found. Talk Boost</p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. (30-50) • Is able to follow directions 	<p>Discussing healthy and unhealthy food types and having the opportunity to make fruit kebabs, fruit salads and vegetable soup. Talk for Write: Traditional Tales Book Talk: Discussing characters, feelings and beginning to make predictions. Talk Boost</p> <ul style="list-style-type: none"> • Understands use of objects (e.g. <i>"What do we use to cut</i>

	<p>focus. (22-36)</p> <ul style="list-style-type: none"> • Developing understanding of simple concepts (e.g. <i>big/little</i>). (22-36) • Learns new words very rapidly and is able to use them in communicating. (22-36) • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. (22-36) • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). (30-50) 	<p>turning to a knock on the door, looking at or going to the door. (22-36)</p> <ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g., "Who's jumping?" (22-36) • Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>). (22-36) • Uses a variety of questions (e.g. <i>what, where, who</i>). (22-36) • Beginning to use word endings (e.g. <i>going, cats</i>). (22-36) • Uses simple sentences (e.g. 'Mummy gonna work.') 	<p>experiences and thoughts. (22-36)</p> <ul style="list-style-type: none"> • Holds a conversation, jumping from topic to topic. (22-36) • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (30-50) • Builds up vocabulary that reflects the breadth of their experiences. (30-50) • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). 	<p>increasing attention and recall. (30-50)</p> <ul style="list-style-type: none"> • Focusing attention – still listen or do, but can shift own attention. (30-50) • Responds to simple instructions, e.g. to get or put away an object. (30-50) • Uses vocabulary focused on objects and people that are of particular importance to them. (30-50) • Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.' (30-50) 	<p>(if not intently focused on own choice of activity). (30-50)</p> <ul style="list-style-type: none"> • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (30-50) • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). (30-50) • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50) 	<p><i>things?'</i>) (30-50)</p> <ul style="list-style-type: none"> • Beginning to understand 'why' and 'how' questions. (30-50) • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. (30-50) • Uses intonation, rhythm and phrasing to make the meaning clear to others. (30-50)
PD	<p>Daily open door during child initiated play. Promote independence with coats & shoes. Focusing on independence in toileting. Daily snack time- children to hand out the milk, select fruit and be able to tidy up area when finished. (AM self serve snack area) Forest Friday to begin with the children exploring the natural environment and explore different ways of moving. • Runs safely on whole foot. (22-36)</p>	<p>Daily open door during child initiated play. Forest Friday- exploring environment</p> <ul style="list-style-type: none"> • May be beginning to show preference for dominant hand. (22-36) • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. (22-36) • Can kick a large ball. (22-36) • Beginning to use three fingers (tripod grip) to hold 	<p>Daily open door during child initiated play. Forest Friday- Small Activity within the forest area P.E sessions to begin- Warm up/Cool down parachute & chasing games</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (30-50) • Can tell adults when hungry or tired or when they 	<p>Daily open door during child initiated play. Forest Friday- Small Activity within the forest area P.E sessions to begin- Warm up/Cool down parachute & chasing games</p> <ul style="list-style-type: none"> • Walks downstairs, two feet to each step while carrying a small object. (30-50) • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (30-50) • Holds pencil near point 	<p>Daily open door during child initiated play. Forest Friday- Small Activity within the forest area P.E sessions to begin- Warm up/Cool down Little Strikers</p> <ul style="list-style-type: none"> • Mounts stairs, steps or climbing equipment using alternate feet. (30-50) • Can stand momentarily on one foot when shown. (30-50) • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. 	<p>Daily open door during child initiated play. Forest Friday- Small Activity within the forest area P.E sessions to begin- Warm up/Cool down Little Strikers Pea Mashing station (Motor focus) Vegetables & fruit cutting station</p> <ul style="list-style-type: none"> • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. (30-50) • Can catch a large ball. (30-

	<ul style="list-style-type: none"> • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.(22-36) • Turns pages in a book, sometimes several at once. (22-36) • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. (22-36) • Walks upstairs or downstairs holding onto a rail two feet to a step. (22-36) • Clearly communicates their need for potty or toilet. (22-36) • Feeds self competently with spoon. (22-36) • Drinks well without spilling. (22-36) 	<p>writing tools (22-36)</p> <ul style="list-style-type: none"> • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. (22-36) • Beginning to be independent in self-care, but still often needs adult support. (22-36) • Imitates drawing simple shapes such as circles and lines. (22-36) 	<p>want to rest or play. (30-50)</p> <ul style="list-style-type: none"> • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. (30-50) • Beginning to recognise danger and seeks support of significant adults for help. (22-36) 	<p>between first two fingers and thumb and uses it with good control. (30-50)</p> <ul style="list-style-type: none"> • Can usually manage washing and drying hands. (30-50) 	<p>(30-50)</p> <ul style="list-style-type: none"> • Can copy some letters, e.g. letters from their name. (30-50) 	<p>50)</p> <ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. (30-50) • Observes the effects of activity on their bodies. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. • Understands that equipment and tools have to be used safely. (30-50)
PSED	<p>Being able to adjust their behaviour and familiarise themselves with routines. Sit during snack time and uses appropriate manners. Joins in with small group times. Familiarises themselves with adults in the class. Sharing with friends and being kind. Looking after our classroom / our friends Being truthful</p>	<p>Nativity show in nursery. Starting to share resources with adults support. Talk about things they enjoy Circle time – firework safety, keeping safe at Halloween, road safety (darker nights). Beginning to initiate play with others through modelling.</p> <ul style="list-style-type: none"> • Form a special friendship with another child. (22-36) • Seek out others to share 	<p>Responding to the feelings of others, showing affection to other when they are upset and seeking an adult’s support when needed. Being able to use their verbal language to communicate their interests and wants.</p> <ul style="list-style-type: none"> • Shows affection and concern for people who are special (22-36) • Can express my own 	<p>Beginning to be independent during child initiated and only approaching adults for help. Beginning to be aware of what upsets their friends and thinking of how this can be avoided (taking turns).</p> <ul style="list-style-type: none"> • Aware of own feelings and knows that some actions and words can hurt others (30-50) • Can usually tolerate 	<p>Independently initiating turn taking with friends. Being able to initiate play regularly and beginning to respond to what others say within imaginative play. Sharing experiences and special times for themselves and families.</p> <ul style="list-style-type: none"> • Begins to accept the needs of others and can take turns and share resources sometimes 	<p>Responding to others during imaginative play situations to keep play going. Being able to adapt their behaviours (P.E, assemblies) Having a larger number of friendships within the Nursery.</p> <ul style="list-style-type: none"> • Can usually adapt behaviour to different events social situations and changes in routine (30-50)

	<p>Making friendship bracelets. Being able to separate from adults within Nursery to play with friends.</p> <ul style="list-style-type: none"> Interested in others' play and starting to join in. (22-36) Seek out others to share experiences. (22-36) Separate from main carer with support and encouragement from a familiar adult. (22-36) Express own preferences and interests. (22-36) Seek comfort from familiar adults when needed.(22-36) Shows understanding and cooperates with some boundaries and routines.(22-36) 	<p>experiences with. (22-36)</p> <ul style="list-style-type: none"> Can inhibit own actions or behaviours (22-36) Aware that some actions can hurt or harm others 	<p>feelings such as sad, happy, cross, scared, and worried. (22-36)</p> <ul style="list-style-type: none"> Growing ability to distract self when upset, e.g. by engaging in a new play activity. (22-36) Responds to the feelings and wishes of others. (22-36) 	<p>delay when needs are not immediately met and understands that wishes may not always be met (30-50)</p> <ul style="list-style-type: none"> Welcomes and values praise for what they have done (30-50) Can select and use activities and resources with help (30-50) Shows confidence in asking adults for help (30-50) 	<p>with support (30-50)</p> <ul style="list-style-type: none"> Enjoys responsibility of carrying out small tasks (30-50) Confident to talk to other children when playing and will communicate freely about home and community (30-50) Initiates play offering cues to peers to join them. (30-50) 	<ul style="list-style-type: none"> Is more outgoing towards unfamiliar people and more confident in new social situations (30-50) Confident to talk to other children when playing and will communicate freely about home and community (30-50) Keeps play going by responding to what others are saying or doing (30-50) Demonstrates friendly behaviour initiating conversations and forming good relationships with peers and familiar adults (30-50) Can play in a group, extending and elaborating play ideas (30-50)
Literacy	<p>Daily Story Sharing. Weekly Library Slot. Story Sequencing. Talk For Write LRH & Gruffalo Name Writing Daily Song time Sensory mark making opportunities e.g. glitter tuft tray, shaving foam & coloured sand). Phase 1 daily phonics sessions</p> <ul style="list-style-type: none"> Has some favourite 	<p>Daily Story Sharing with Book Talk Weekly Library Slot. Story Sequencing Talk For Write Name Writing Daily Song time Phase 1/2 daily phonics sessions Dough Disco to develop fine motor. Winnie the Witch phonics spooky tuft tray</p>	<p>Daily Story Sharing. Weekly Library Slot. Story Sequencing Talk For Write Name Writing Daily Song time Phase 1/2 daily phonics sessions Dough Disco to develop fine motor. Moon Dust mark making.</p> <ul style="list-style-type: none"> Joins in with repeated 	<p>Daily Story Sharing. Weekly Library Slot. Story Sequencing Talk For Write Name Writing Daily Song time Phase 1/2 daily phonics sessions Dough Disco to develop fine motor.</p> <ul style="list-style-type: none"> Suggests how a story 	<p>Daily Story Sharing. Weekly Library Slot. Story Sequencing Talk For Write Name Writing Daily Song time Phase 1/2 daily phonics sessions Dough Disco to develop fine motor. Vegetable mark making & sound identifying</p>	<p>Daily Story Sharing. Weekly Library Slot. Story Sequencing Talk For Write Name Writing Daily Song time Phase 1/2 daily phonics sessions Dough Disco to develop fine motor. Wiggly worm mark making</p> <ul style="list-style-type: none"> Enjoys rhyming and

	<p>stories, rhymes, songs, poems or jingles. (22-36)</p> <ul style="list-style-type: none"> Repeats words or phrases from familiar stories. (22-36) Fills in the missing word or phrase in a known rhyme, story or game. (22-36) Distinguish between the different marks I make. (22-36) 	<ul style="list-style-type: none"> Looks at books independently. (30-50) Handles books carefully. (30-50) Holds the book the correct way and turns pages. (30-50) Listens to and joins in with stories and poems, on-to-one and also in small groups. (30-50) Gives meaning to marks they make as they draw, write and paint. (30-50) 	<p>refrains and anticipates key events and phrases in rhymes and stories. (30-50)</p> <ul style="list-style-type: none"> Shows interest in illustrations and print in books and print in the environment. (30-50) Ascribes meanings to marks that they see in different places. (30-50) 	<p>might end. (30-50)</p> <ul style="list-style-type: none"> Listens to stories with increasing attention and recall. (30-50) Describes main story settings; events and principal characters. (30-50) 	<ul style="list-style-type: none"> Recognises familiar words and signs such as own name and advertising logos. (30-50) Knows information can be relayed in the form of print. (30-50) Knows that print carries meaning and, in English, is read from left to right and top to bottom. (30-50) 	<p>rhythmic activities. (30-50)</p> <ul style="list-style-type: none"> Shows awareness of rhyme and alliteration. (30-50) Recognises rhythm in spoken words. (30-50)
<p>Maths</p>	<p>Daily Home Board: Counting friends & identifying correct numeral. Identifying what happens in the daily routine. Shape Hunt/ Number Hunt Working towards earing multiplication awards. Counting food into numbered baskets Gruffalo shape Twister</p> <ul style="list-style-type: none"> Recites some number names in sequence (22-36) Selects a small number of objects from a group when asked. (22-36) 	<p>Daily Home Board: Counting friends & identifying correct numeral. Identifying what happens in the daily routine. Working towards earing multiplication awards. Counting parcels into Santa's sack Counting spooky items into the cauldron Ordering parcels according to size Throwing hoops onto numbered witches hats.</p> <ul style="list-style-type: none"> Knows that a group of things changes in quantity when something 	<p>Daily Home Board: Counting friends & identifying correct numeral. Identifying what happens in the daily routine. Working towards earing multiplication awards. Rocket Number Lines Shape Rockets Making a number line with washing. Making patterned underpants!</p> <ul style="list-style-type: none"> Recites numbers in order to 10. (30-50) Shows interest in numeral Realises not only objects, but anything can be 	<p>Daily Home Board: Counting friends & identifying correct numeral. Identifying what happens in the daily routine. Working towards earing multiplication awards. Numbered magic bean number line. Jack's magic number beanstalk. Shape Beanstalk Ordering turnips/vegetables according to size. Planting seeds counting tuft spot</p> <ul style="list-style-type: none"> Knows that numbers identify how many objects 	<p>Daily Home Board: Counting friends & identifying correct numeral. Identifying what happens in the daily routine. Working towards earing multiplication awards. Appearing numbered ducks! Speckled frog number problems. Shape Bug twister Beautiful Shape Butterfly Exploring weight with animals/minibeasts Ordering animals according to size.</p> <ul style="list-style-type: none"> Shows an interest in number problems. (30- 	<p>Daily Home Board: Counting friends & identifying correct numeral. Identifying what happens in the daily routine. Working towards earing multiplication awards. Comparing baskets of fruit/vegetables Making Shape Ginger Bread Men Ladybird counting spots Making fruit kebabs. Repeating pattern wriggly worms Counting wiggly worms. Sometimes matches numeral and quantity correctly. (30-50)</p>

	<ul style="list-style-type: none"> • Uses some language of quantities, such as 'more' and 'a lot'. (22-36) • Begins to make comparisons between quantities. (22-36) • Begins to use the language of size. (22-36) • Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. (22-36) 	<ul style="list-style-type: none"> • Creates and experiments with symbols and marks representing ideas of number. (22-36) • Uses some number names number language spontaneously. (30-50) • Uses some numbers accurately in play. (30-50) • Notices simple shapes and patterns in pictures. (22-36) • Beginning to categorise objects according to properties such as shape or size. (22-36) • Anticipates specific time-based events such as mealtimes or home time. (22-36) 	<ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. (30-50) • Uses positional language. (30-50) • Shows interest in shapes in the environment. (30-50) 	<ul style="list-style-type: none"> • Beginning to represent numbers using fingers, marks on paper or pictures. (30-50) • Shows an interest in numerals in the environment. (30-50) • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (30-50) 	<ul style="list-style-type: none"> • Shows an interest in representing numbers. (30-50) • Shows curiosity about numbers by offering comments or asking questions. (30-50) • Uses shapes appropriately for tasks. (30-50) 	<ul style="list-style-type: none"> • Compares two groups of objects, saying when they have the same number. (30-50) • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. (30-50) • Shows awareness of similarities of shapes in the environment. (30-50) • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (30-50)
<p>Understanding of the World</p>	<p>Forest Friday Exploring the home corner provision with modelled play. Exploring small world provision with modelled play. Circle Games: being kind and sharing focus Making biscuits for Grandma and Gruffalo feet cakes. Leaf Printing.</p> <ul style="list-style-type: none"> • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and 	<p>Forest Friday ICT equipment- being able to handle the equipment carefully and retuning them on their charging docks. Modelling and supporting ICT use to allow the children to be successful. Circle Times: Discussing different family structures & who lives in their home. Looking at different celebrations celebrated. Home Transition Display. Food Tasting from different</p>	<p>Forest Friday ICT- Continuous provision available to explore with specific app's locked to work on a key skill. Circle Time: Reflection discussion</p> <ul style="list-style-type: none"> • Learns that they have similarities and differences that connect them to, and distinguish them from, others. (22-36) • Remembers and talks 	<p>Forest Friday ICT- Working on a key skill during a SGT e.g. taking photos or videos. Recording the growth of a seed on Ipad. Planting of seeds e.g. sunflower/beanstalk Looking at seasons. Where do seeds come from exploration tray- pumpkins, watermelon etc. Exploring roots.</p>	<p>Forest Friday ICT- Working on a key skill during a SGT e.g. opening and closing desired apps. Watching key videos of lifecycles online. Mini Beast Hunt Comparing animals/minibeast. Living eggs- Life Cycle of a duck Growing cress caterpillars</p> <ul style="list-style-type: none"> • Talks about why things happen and how things work.(30-50) 	<p>Forest Friday ICT- Working on a key skill during a SGT e.g. simple coding Circle Times- Discussing and sorting healthy and unhealthy foods. Visits from professionals e.g. Doctor, Nurse & Librarian Celebrating being unique!</p> <ul style="list-style-type: none"> • Shows interest in different occupations and ways of life. (30-50) • Knows that information can

	<p>drinking tea. (22-36)</p> <ul style="list-style-type: none"> • Beginning to have their own friends. (22-36) • Enjoys playing with small-world models such as a farm, a garage, or a train track. (22-36) 	<p>cultures.</p> <ul style="list-style-type: none"> • Notices detailed features of objects in their environment (22-36) • Seeks to acquire basic skills in turning on and operating some ICT equipment. (22-36) • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. (22-36) • Has a sense of own immediate family and relations. (22-36) 	<p>about significant events in their own experience. (30-50)</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. (30-50) 	<ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends. (30-50) • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. (30-50) • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (30-50) 	<ul style="list-style-type: none"> • Shows care and concern for living things and the environment. (30-50) • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (30-50) • Knows how to operate simple equipment e.g. turns on CD player and uses remote control. (30-50) 	<p>be retrieved from computers (30-50)</p> <ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes over time. (30-50) • Can talk about some of the things they have observed such as plants, animals, natural and found objects. (30-50) • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (30-50)
<p>Computing (UW Technology)</p>	<p>Exploration of continuous ICT provision e.g. drawing apps, driving remote control car & mobile phones. Using technology to support role play.</p> <ul style="list-style-type: none"> • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. (22-36) 	<p>Continual exploration of continuous ICT provision. Supporting children to use ICT resources appropriately e.g. opening and closing apps</p> <ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. (22-36) • Recognise purposes for using technology at home and in school (e.g.TV for watching movies; interactive whiteboard for showing work in school) 	<p>SGT- Key skill focus</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment e.g. turns on CD player and uses remote control. (30-50) • Understand to take turns when using Technology. • Know that care is needed when using equipment 	<p>SGT- Key skill focus Phonics Burst to accelerate phonic knowledge. Using play technology e.g. toy mobile phones to support imaginative role play.</p> <ul style="list-style-type: none"> • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (30-50) 	<p>SGT-Key skill focus Phonics Burst to accelerate phonic knowledge. Taking iPad's to document Forest exploration.</p> <ul style="list-style-type: none"> • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. (30-50) • Understand that the internet can be used to play and learn • Can use a camera, sound recorder or mobile device to collect 	<p>SGT- Key skill focus Phonics Burst to accelerate phonic knowledge. Taking iPad's to document Forest exploration.</p> <ul style="list-style-type: none"> • Knows that information can be retrieved from computers (30-50) • Understand that a password protects a device from someone else using it • Can match images to appropriate sounds (e.g. 'duck' to 'quack')

					photographs and/or sound	
EAD	<p>Daily Home Base- Singing session daily Music area continuous provision linked to phase 1 phonics. Self-portraits describing what they are drawing. Drawing who lives in our home. Continuous provision throughout Nursery. Making a clay Gruffalo! Paper Plate snakes. CD Rainbow Fish.</p> <ul style="list-style-type: none"> • Joins in singing favourite songs. (22-36) • Creates sounds by banging, shaking, tapping or blowing. (22-36) • Experiments with blocks, colours and marks. (22-36) 	<p>Daily Home Base- Singing session daily Music area continuous provision Home Corner Continuous Provision with modelled play. Firework paintings. Nativity production. Making Witches Hats to support imaginative play.</p> <ul style="list-style-type: none"> • Beginning to make-believe by pretending. (22-36) • Shows an interest in the way musical instruments sound. (22-36) 	<p>Daily Home Base- Singing session daily Music area continuous provision Building Area provision S&M Junk model rockets Bubble Painting Aliens Creating playdough aliens! Creating a spaceship (Construction Area) Potato printing aliens. Puffy Paint Moon Paper Plate Sun, Moon & Clouds. Marbled planets</p> <ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' (22-36) • Enjoys joining in with dancing and ring games. (30-50) • Sings a few familiar songs. (30-50) • Imitates movement in response to music. (30-50) • Uses various construction materials. (30-50) • Notices what adults do, imitating what is observed and then doing it spontaneously when the 	<p>Daily Home Base- Singing session daily Flower Colour Mixing Natural flower pictures (Forest Friday) Development of Termly role play around children's interest e.g. Doctors Bottle Flower Printing Hoop threading beanstalks</p> <ul style="list-style-type: none"> • Joins construction pieces together to build and balance. (30-50) • Explores colour and how colours can be changed. (30-50) • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (30-50) • Uses movement to express feelings. (30-50) • Engages in imaginative role-play based on own first-hand experiences. (30-50) 	<p>Daily Home Base- Singing session daily The Beautiful Butterfly paint printing Ugly Bug Ball! Moving in a range of ways to music. Creating homes for the mini beasts (Forest Friday) Mini Beast paint prints & Clay fossils. Development of termly role play around children's interests e.g. Doctors</p> <ul style="list-style-type: none"> • Explores and learns how sounds can be changed. (30-50) • Beginning to move rhythmically. (30-50) • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. (30-50) • Developing preferences for forms of expression. (30-50) • Creates movement in response to music.(30-50) • Uses available resources to create props to support role-play. (30-50) 	<p>Daily Home Base- Singing session daily Development of termly role play around children's interests e.g. Doctors Fruit Kebab, Vegetable soup & milkshake making using various tools & describing textures. Fruit & vegetable printing. Experimenting with different ways of moving. Nursery Sports Day. Sensory Tubs in investigation area. Imaginative play- farm tuft spot Creating TLP houses and discussing textures Constructing houses for the pigs.</p> <ul style="list-style-type: none"> • Taps out simple repeated rhythms. (30-50) • Realises tools can be used for a purpose. (30-50) • Beginning to be interested in and describe the texture of things (30-50) • Makes up rhythms. (30-50) • Sings to self and makes up simple songs. (30-50) • Builds stories around toys, e.g. farm animals needing

			adult is not there. (30-50)			rescue from an armchair 'cliff'.(30-50) • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (30-50)
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