

New Road Nursery Curriculum Map Overview **UPDATED 7th July 2024** - edits taken directly from Development matters. Aged 3-4 only- SUE TO DO 2yr olds.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Themes	ALL ABOUT ME! Children learn about their own identity, what makes them special.	LET'S CELEBRATE Know that everyone is different and to have an understanding of different cultures and beliefs within our community	WHAT'S THE WEATHER! Begin to understand about different types of weather and how weather changes.	AMAZING ANIMALS Begin to recognise and name different animals and know that some animals are similar and some different.	READY STEADY GROW To know where some food comes from and how to look after living things.	TRAVELLING ALONG... Begin to recognise different forms of transport. Prepare children for upcoming changes and how to deal with change.
	Special events and activities (Children's birthdays will be celebrated as and when they occur)	Starting Nursery 22 nd S. First Day of Autumn.	1st N. Diwali 5 th N. Bonfire Night 11 th N. Poppy Day 15 th N. Pudsey Day 15 th -19 th N. National Nursery Rhyme week 17 th to 23 rd N. Road Safety week Christmas Celebrations (tbc) 21 st D. First Day of Winter	Winter season 5 th J-22 nd F. Big School Birdwatch 14 th J. Whittlesea Straw Bear Festival 10 th F. Chinese New Year- Dragon. 13 th F. Pancake Day	1 st M. St. David's 3 rd M. World Book Day 3 rd M. World Wildlife Day 27 th M. Mother's Day 29 th M. Easter Egg Hunt	Starting Nursery 23 rd A. St. George's Day 27 th A. Tell a Story Day 17thJ. Trooping the Colour	19 th J. Father's Day 22 nd J. First day of Summer Healthy Eating Week Sports Day-tbc. Transition-tbc.
	Parental involvement tbc	Phonic and writing Information - tbc	New parents and children visiting Nursery. Christmas Sing a-long - tbc . Stay and Play Week - tbc	Birdwatch Diaries- Photo sent in on seesaw. Storytelling session- the importance of stories- come for a shared story? Stay and Play Week - tbc	Easter Egg Hunt (tbc) New parents and children visiting Nursery. Phonics info session RWI Stay and Play Week - tbc	New parents and children visiting Nursery. Readiness for Reception session. Stay and Play Week - tbc	Visits to Reception New parents and children visiting Nursery Stay and Play Week - tbc
	Core texts	What makes me a me? What I like about me. Me and my amazing body Marvellous Me (Inside and Out) My must have mum Who's in my family?	There's an alien in your book Room on the Broom - RWI Alien's love underpants - Twinkl & RWI Alien's Love Panta Claus The Gingerbread Man - Twinkl Laura's Star The Nativity story - Twinkl The Christmasaurus	One Snowy Night- RWI Rosie's Hat Peppa Pig- the biggest muddy puddle in the world.	A little bit Brave- RWI Rainbow Fish- RWI Farmer Duck- RWI Handa's Hen- RWI Geckho's Echo- RWI Going on an Easter Egg Hunt	Oliver's vegetables- Twinkl Supertato- RWI The Very Hungry Caterpillar ALLOTMENT TRIP?	The Three Billy Goats Gruff - Twinkl The Train Ride We're Going on a Bear Hunt - Twinkl Where the Wild Things Are – RWI & Twinkl Rosie's Walk - Twinkl Zog - RWI

<p>PRIME AREAS</p>	<p>Personal, Social & Emotional Development Skills</p>	<p>2-year-olds Children will: Find ways of managing transitions, for example from their parent to their key person Adults to support children as they leave their parent/carer - child may need special object from home, pictures of family, get straight into playing, comfort from key person</p> <p>Find ways to calm themselves, through being calmed and comforted by their key person Key person will discuss with parent how their child can be soothed, i.e. rocking, cuddling, singing and if they need a comfort object, ensuring child can get it if needed.</p> <p>Establish their sense of self Adults to interact and encourage children to explore objects, inside and outdoors; build on expressions and gestures, point to adult nose/eyes/mouth and child's nose/eyes/mouth</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy Adult to be interested and positive in what children do as they try new things</p>	<p>2-year-olds Children will: Engage with others through gestures and talk Encourage children to make choices, i.e. choosing what they want for snack; using rhyme cards to choose what they want to sing by pointing</p> <p>Use that engagement to achieve a goal, for example, gesture towards their cup to say they want a drink See above</p> <p>Thrive as they develop self-assurance Ensure someone familiar is there to comfort if key person not available. Encourage children to develop relationships with other adults by joining their play, praising their achievements</p>		<p>2-year-olds Children will: Look back as they walk away from adult. Look for clues about how to respond to something interesting- Provide Treasure Baskets and a variety of activities/resources for free choice.</p> <p>Play with increasing confidence on their own and with other children, knowing adult is nearby- Choose own activities with support, ensure resources are easily accessible</p> <p>Feel confident when taken out and around the local neighbourhood and explore new places with adult- Short walk around school field, then neighbourhood then plan a trip Easter Egg hunt</p> <p>Feel strong enough to express a range of emotions- Likes and dislikes How are they feeling? Emotions board/each adult to have an emotions fan</p>	<p>2-year-olds</p>	<p>2-year-olds Children will Safely explore their emotions beyond their normal range (i.e. happy, sad, tired) through play and stories Adults will model language and use stories and props to talk about different emotions. Adults will use emotions board visuals to support.</p> <p>Talk about their feelings in more elaborated ways – ‘I’m sad because...’ or ‘I love it when....’ Adults will provide language to support and describe emotions</p> <p>Learn to use the toilet with help, and then independently Adults will support children in their toileting and become to recognise each child's signs of needing the toilet</p>
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Personal, Social & Emotional Development Skills

3- & 4-year-olds Children will: **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**
Adult will model activities to encourage children to take part

Develop their sense of responsibility and membership of a community
Adult will give children appropriate tasks to carry out i.e. wiping tables, washing own cups and plates after snack, washing paint pots.

3- & 4-year-olds Children will: **Become more outgoing with unfamiliar people in the safe context of their setting**
Invite parents in for Stay and Play weeks. Invite fire fighters in to talk about fire safety; can they bring the fire engine?
Invite police officer to talk about road safety. Invite parents to Christmas sing-a-long

Increasingly follow rules, understanding why they are important Children will be encouraged to look after resources and be able to tidy them away using the rhyme 'Choose it, use it, put it away'.
Taking one piece of fruit at snack time. Adults will encourage children to follow the rules of the setting, i.e., kind hands, quiet indoor voices, magnet eyes, no running indoors, listening ears.

3- & 4-year olds Children will: **Develop a sense of responsibility and member of the community-** helping with winter clothing for outdoors.
Become more out going with unfamiliar people to the setting-
Bird Watch visit/ Weather expert? Chinese new year link?
Show more confidence in new social situations
Bird watch walk.
Increasingly follow rules, understanding why they are important- It is cold so we need a coat to stay warm that is the rule.

3- & 4-year-olds Children will: **Develop their sense of responsibility and membership of a community-**
Begin to attend KS1 assembly on a Thursday.
Washing up rota for snack time.
Collect lunches with support.

Become more outgoing with unfamiliar people in the safe context of their setting-
Listening in assembly
Invite main school adults for story time.

Show more confidence in social situations-
Short walk around the school, then neighbourhood then plan a trip.
Easter Egg hunt

Select and use activities and resources, with help when needed-
Weaving animals
Folding paper animals
Sticking/cutting

With examples to look at but free choice to make.

Increasingly follow rules, understanding why they are important-
Resetting activities- take a photo of it set and they return it to that when finished.

Understand gradually how others might be feeling-
Like and dislikes with animals
How was the Rainbow fish feeling?
What was Brave? What do we do that shows we are brave? What new things can we try? – Link to assembly and new adults.

3- & 4-year-olds Children will: **Remember rules without needing an adult to remind them-** Taking one piece of fruit/putting equipment away/hanging up a coat.

Develop appropriate ways of being assertive- Model explaining opinions and following routines.

Talk about their feelings using words like happy, sad, angry and worried- Link to transition and the feelings around it.

Be increasingly independent in meeting their own needs e.g using the toilet, washing and drying hands making healthy food choices- Hand hygiene lesson and pictures. Now and next pictures for independent toileting.

Show more confidence in social situations-
Short walk around the school, then neighbourhood then plan a trip.
Allotment Trip

3- & 4-year-olds Children will **Develop appropriate ways of being assertive** Ensure clear boundaries and routines are in place. Adults to model appropriate language

Talk with others to resolve conflict
Adults to model appropriate language and to give ideas how to resolve issues

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Use visual emotions board, adult to model language

Understand how others might be feeling Adults to model language and talk to children about how another child may be feeling, or how adult is feeling. Use stories to discuss.

	<p>Communication and Language</p>	<p>2-year-olds Children will: Understand simple instructions like ‘stop’, ‘give to me’ Adult will use gestures, pointing, facial expressions and visuals to help children to understand instructions</p> <p>Recognise and point to objects if asked about them Share books and ask children to point to objects. Adult to name things whilst playing and comment on what they are doing</p>	<p>2-year-olds Children will: Generally focus on an activity of their own choice and find it difficult to be directed by an adult Adult to use child’s name to help them focus, use gestures, pointing, facial expressions and visuals, as required</p> <p>Listen to other people’s talk with interest but can easily be distracted by other things Adult to use child’s name to help them focus, use gestures, pointing, facial expressions and visuals, as required</p>	<p>Children will know and retell the story ‘One Snowy Night’.</p> <p>Understand Why questions.</p> <p>Children will answer why questions linked to their theme</p> <p>Children will answer where questions. Children will know vocabulary linked to their theme ‘What’s the Weather!’ including Autumn, Winter, Spring, Summer.</p> <p>Children will: Enjoy listening to longer stories and can remember much of what happens.- DEAR Use a wider range of vocabulary- See RWI plan Understand a question or instruction that has two parts- get your coat and wait at the door/ what do you think we need a coat today? Engage in storytimes-quality books in attractive books corners. Understand how to listen carefully and why listening is important- links to walk out. Learn new vocabulary- Weather linked.</p>	<p>2-year-olds Children will Make themselves understood and can become frustrated when they cannot- Adult to calm and reassure</p> <p>Start to say how they are feeling, using words, as well as actions- Adult to suggest words to describe their emotions, i.e., sad, angry, happy. Use emotion board/fan to show them the emotion</p> <p>Start to develop conversation, often, often jumping from one topic to topic- Adult to commentate on what children are doing, introducing words</p> <p>Develop pretend play- Introduce scenarios, i.e. put baby to sleep; drive to the shops; make dinner using play dough. Adult to model, commentate and introduce words</p>	<p>2-year-olds</p>	<p>2-year-olds Children will: Identify familiar objects and properties when they are described. Adult to ask children to point to pictures in books or use 100 words to check understanding.</p> <p>Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. Adult to model as necessary.</p> <p>Understand simple questions about ‘who’, ‘what’, and ‘where’. Adult to ask questions regarding stories or children’s lives, give children time to process (at least 10 seconds) Children will know and retell the story ‘The 3 Billy Goats Gruff’.</p>
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	<p>Communication and Language</p>	<p>3- & 4-year-olds Children will know vocabulary linked to their theme 'All About Me!' including family, home, and friends.</p> <p>Children will: Pay attention to more than one thing at a time, which can be difficult Adult will say child's name and ask them to stop and listen, then tell them what is going to happen. Use visual timetable</p> <p>Sing a large repertoire of songs Heads, shoulders, knees and toes If you're happy and you know it Tommy Thumb One finger, one thumb keep moving</p>	<p>3- & 4-year-olds Children will: know and retell the stories 'Room on the Broom', 'Aliens love Underpants', 'The Gingerbread Man' and 'The Nativity Story'.</p> <p>Children will: Listen to simple stories and understand what is happening, with the help of the pictures Comment on the pictures and wait for their response, provide suggestions if necessary</p> <p>Understand what questions Adult will give children time to process and answer the question</p>	<p>Children will know and retell the story 'One Snowy Night'.</p> <p>Understand Why questions.</p> <p>Children will answer where questions. Children will know vocabulary linked to their theme 'What's the Weather!' including Autumn, Winter, Spring, Summer.</p> <p>Children will: Enjoy listening to longer stories and can remember much of what happens.- DEAR Use a wider range of vocabulary- See RWI plan Understand a question or instruction that has two parts- get your coat and wait at the door/ what do you think we need a coat today? Engage in storytimes-quality books in attractive books corners. Learn new vocabulary- Weather linked.</p>	<p>3- & 4-year olds</p> <p>Children will know and retell the story 'The Rainbow Fish, Farmer Duck and Going on an Easter Egg Hunt.</p> <p>Children will answer when questions.</p> <p>Children will use a wider range of vocabulary- See RWI Talk through stories plans for each story.</p> <p>Children will: Enjoy listening to longer stories and can remember much of what happens- Story boarding Rainbow Fish. Puppets to act of the story. Re-tell the story- learn to play 'RWI jump in'.</p> <p>Understand a question or instruction that has two parts- Link to Easter egg hunt When link- When do we see chicks? When do we need a coat? Etc.</p> <p>Know many rhymes and be able to talk about familiar books, and be able to tell long stories- Animals rhymes Rainbow fish, Farmer Duck etc- know the stories. Other nursery rhymes linking to animals.</p> <p>Be able to express a view point and debate when disagreeing with a friend or adult using words and actions- My favourite animal is.. because....</p>	<p>3- & 4-year olds</p> <p>Children will know and retell the story 'Supertato, Oliver's vegetables and The Very Hungry Caterpillar'.</p> <p>Children will answer how questions- Link to PSED/feelings.</p> <p>Children will use a wider range of vocabulary- See RWI Talk through stories plans for each story.</p> <p>Children will: Enjoy listening to longer stories and can remember much of what happens- Story boarding Hungry Caterpillar, Oliver's veg and Supertato. Puppets to act of the story. Re-tell the story- learn to play 'RWI jump in'.</p> <p>Understand a question or instruction that has two parts- Link to the stories- how were the feeling? How do you know?</p> <p>Pay attention to more than one things at a time, which can be difficult- Switching attention when playing- stop, magnet eyes etc.</p> <p>Use longer sentences of four to six words- Model back to the children how to orally extend a sentence.</p> <p>Start a conversation with an adult or a friend and continue it for many turns- Opened ended I wonder questions. Use for conflict resolution also.</p> <p>Sing a large repertoire of songs- Encourage creating own songs/caterpillar linked/ cauliflower's fluffy etc.</p>	<p>3- & 4-year olds</p> <p>Children will know and retell the story 'The 3 Billy Goats Gruff', 'Going on a Bear Hunt' and Rosie's Walk</p> <p>Use talk to organise themselves and their play. - 'Let's go on a bus...you sit there...I'll be the driver'. Adults to suggest ideas if they are unable to solve their own problems.</p> <p>Understand 'why' questions. Adults will give their own answers and encourage children to think about their answers.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Adults to express their point of view and encourage children to express their viewpoint by asking them open ended questions and why questions. I.e. My favourite vehicle is because</p>
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	<p>Physical Development</p>	<p>2-year-olds Children will: Clap and stamp to music Encourage children to join in action songs and rhymes, adult to join model</p> <p>Build independently with a range of appropriate resources Provide a range of construction materials, i.e. duplo, magnetico, train track, encourage children to join them together, model as necessary</p>	<p>2-year-olds Children will: Walk, run, jump and climb independently Model and offer support, as necessary. Slide, tyres, planks, logs</p> <p>Spin and roll independently Provide hoops, balls, small tyres, encourage to use own body to spin and roll</p>		<p>2-year olds</p> <p>Children will:</p> <p>Fit themselves into spaces like tunnels, dens, large boxes and move around in them-tunnel, large boxes, blankets to make dens</p> <p>Enjoy starting to kick, throw and catch balls-large and small balls</p> <p>Develop manipulation and control-paper to tear, various mark making equipment</p> <p>Explore different materials and tools-play dough, clay, paintbrushes, finger paint, spoons, shells</p> <p>Start eating independently and learn how to use a knife and fork-play dough with knives and forks, snack and lunch times</p>	<p>2 Year olds</p> <p>3- & 4-year olds</p> <p>Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm- model follow, lead, gallop, copy- Link to knowing sounds and repeating patterns.</p> <p>Use one handed tools and equipment, for example, making snips in paper with scissors- Model and then use hand over hand.</p> <p>Use a comfortable grip with good control when holding pens and pencils- Establish a tripod grip with pencils and pens when writing names.</p> <p>Show a preference for a dominant hand- do this with small objects as well as with writing tools.</p>	<p>2-year olds Children will Use large and small motor skills to do things independently, i.e. buttons, zips and pour drinks Adult to model and encourage children to pour drinks, help themselves to snacks, provide dolls clothes with buttons and zips, and to dress and undress independently</p> <p>Start eating independently and learn how to use a knife and fork Adult to model how to use knife and fork</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle Provide plenty of opportunities for children to use the ride on toys.</p>
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	<p>Physical Development</p>	<p>3- & 4-year-olds Children will: Continue to develop their movement, balancing, riding scooters, trikes, and bikes, and ball skills Provide scooters, balance bikes, balancing equipment, i.e. planks, tyres</p> <p>Go up steps and stairs, or climb up apparatus using alternate feet Slide</p>	<p>3- & 4-year-olds Children will: Use large-muscle movements to wave flags, and streamers, paint and make marks Provide paint, large paper on floor or outside wall, buckets of water and large paint brushes, outdoor chalk boards</p> <p>Be increasingly independent as they get dressed and undressed, such as putting on coats and doing up zips Adults to show children the laying on floor method and whoosh over the head and demonstrate how to zip up coats</p>	<p>Children will know how to throw a ball.</p> <p>Children will know how to use hammers to hit a large headed nail.</p> <p>Children will: Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Show a preference to a dominant hand- tripod grip/scissors.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Match their developing physical skills to task activities in the setting. Walk, crawl, run across a plank depending on length and width- Forest area/Grass zone.</p>	<p>3- & 4-year olds</p> <p>Children will:</p> <p>Start taking part in some group activities which they make for themselves, or in teams-</p> <p>Den building Making giant animals with junk modelling Create a doggy assault course.</p> <p>Match their developing physical skills to tasks and activities in the setting. Run/Crawl walk across a plank etc.</p> <p>Child assault course Bike course Hall Equipment- circuit</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Working together to create assault courses. Setting up circuits.</p> <p>Use a comfortable grip with good control when holding pens and pencils-</p> <p>Establish a tripod grip with pencils and pens when writing names. Fine motor skills with tweezers and the small animals- Bugs.</p> <p>Planting Bulbs- fine motor link- for Summer 1</p>		<p>3- & 4-year olds Children will Collaborate with others to manage large items, such as moving planks of wood. Adults to explain why safety is important when moving equipment and handling tools. Explain rules clearly.</p> <p>Show preference for a dominant hand. Using pens and pencils, paintbrushes, scissors</p> <p>Use a comfortable grip and good control when using pens and pencils. Use the phrase 'nip, flip, grip' and adult to model</p>
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	<p>Literacy (Reading & Writing)</p>	<p>2-year-olds Children will Enjoy sharing books with adults Provide a wide range of simple books and picture books</p> <p>Pay attention and respond to the pictures of the words Share books with adults who will point out different things, and encourage child to point out things in the story</p> <p>Enjoy songs and rhymes, tuning in and paying attention Action rhymes and songs adult to sing and model actions</p>	<p>2-year-olds Children will: Repeat words and phrases from familiar stories Read same stories often</p> <p>Say some of the words in songs and rhymes Sing same songs and rhymes often. Use picture cards so child can choose what to join in with</p> <p>Copy finger movements and other gestures Adult will model actions. Use picture cards so child can choose what to join in with</p>		<p>2-year olds Children will: Develop play around favourite stories using props-books, puppets, masks, dressing up materials</p> <p>Enjoy drawing freely-water and paint brushes outside, variety of mark-making equipment, cornflour and water, shaving foam, etc</p>	<p>2 Year olds 3 and 4 Year olds</p>	<p>2-year-olds _Children will Give meaning to the marks they make for their drawings i.e. that's my mummy Provide plenty of opportunities for children to make marks in various ways, i.e. in sand, cornflour, etc. Talk to children about their drawings</p> <p>Make marks on their picture to stand for their name Provide opportunities for children to see their name in print, i.e. snack and peg name labels, adult to model writing children's names on pictures</p>
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	<p>Literacy (Reading & Writing)</p>	<p>3- & 4-year-olds Children will: Engage in extended conversations about stories, learning new vocabulary Use storyboards, read same story often, explain meaning of unfamiliar words</p>	<p>3- & 4-year-olds Children will 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 their own initial Provide paper, pens, mark making opportunities such as cornflour and water, shaving foam</p>	<p>Children will know print has different purposes by exploring menus, magazines, newspapers, labels. Children will know familiar words with the same initial sound such as mum and milk. Children will know how to draw circles.</p> <p>Children will: Develop their phonological awareness so that they can: Spot rhyme, Clap syllables, recognise words with same initial sound. Understand the 5 concepts about print. Engage in extended conversations about stories, learning new vocabulary- OWL link. Write some or all of their name</p>	<p>3- & 4-year olds</p> <p>Children will know the names of different parts of a book including the cover, title, author.</p> <p>Children will: Understand the five key concepts about print: It has meaning It has different purposes We read English left to right and top to bottom The names of different parts of the book Page sequencing. Showing children written words all around them. Posters, signs etc. Teach/model how to handle books and turn pages together. Point out long words and short words and spaces between each word. Display ambitious words around the room and point when saying them.</p> <p>Children will know the RWI pictures for m, a, s, d, t, l, n, p, g, o, c, k.</p> <p>Recognise words with the same initial sound. Link to RWI- Use Jump in with known stories.</p> <p>Engage in extended conversations about stories, learning new vocabulary- Tier 2 words linked to TTS RWI. Diversity- Handa's Hen and Windows and Mirrors books.</p> <p>Write some or all of their name- every day give opportunities for this. Ensure each child has their name on a mat to help initially.</p> <p>Write some letters accurately- Link to RWI letters taught and name.</p>		<p>3- & 4-year olds Children will Write some or all of their name Provide opportunities for children to write their name, remind them to put names on their pictures</p> <p>Write some letters accurately Adults to model and provide letters for children to copy/draw around</p> <p>Children will know the RWI pictures for sh, th, ch, qu, ng, nk. Fred Talk/RWI phonics time in groups</p>
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	<p>Mathematics</p>	<p><u>2-year-olds</u> Children will: Combine objects like stacking blocks and cups. Put things inside others and take them out again Shape sorters, pots and pans, boxes, stacking cups, bags</p>	<p><u>2-year-olds</u> Children will: Take part in finger rhymes with numbers Sing number rhymes, i.e. round and round the garden, two little dicky birds</p> <p>Complete inset puzzles provide inset various puzzles, adult to model as necessary, use language to help, i.e. turn around, in, out, name objects on puzzle</p>	<p>Develop counting like behaviour, i.e. making sounds, pointing or saying some numbers in sequence- Repeated experiences, i.e. count steps when climbing, count buttons as do them up, etc</p>	<p>2-year olds Children will: Compare amounts using vocabulary 'lots', 'more' or 'same'- talk about amounts, i.e. add more bricks, build a tower with the same amount of bricks</p> <p>Count in everyday contexts, sometimes skipping numbers, i.e. '1-2-4-5'- Encourage children to count objects, adult to model</p>	<p>2 Year olds 3 and 4 Year olds</p>	<p><u>2-year olds</u> Children will Compare sizes, weights, etc, using gesture and language - 'bigger/smaller', 'high/low', 'tall', 'heavy' Provide objects with the differences, adults to model language</p> <p>Notice patterns and arrange things in patterns Provide patterned paper and materials, point out that the patterns are repeated and the same</p>
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	<p>Mathematics</p>	<p>3- & 4-year-olds Children will: Say one number for each item in order: 1,2,3,4,5 Adult to model pointing and counting various objects. Sing number rhymes</p> <p>Show ‘finger numbers’ up to 5 Sing number rhymes, adult to model counting using fingers</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’) Adult to model and repeat last number, i.e. 1,2,3 – 3 cars. Adult to point out number of things whenever possible, i.e. there are 3 children, 2 chairs</p>	<p>3- & 4-year-olds Children will: Develop fast recognition of up to 3 objects, without having to count (subitising) Provide opportunities for children to recognise how many objects, use recognised number patterns. Display numbers with their number patterns using different objects</p> <p>Recite numbers past 5 Sing number rhymes forwards and backwards 1-5, 5-1, use higher numbers such as a rocket countdown, play games such as hide and seek, What’s the time Mr Wolf</p> <p>Compare quantities using language: ‘more than’ ‘fewer than’ Provide many opportunities for comparing, i.e. snack time, there are more oranges and fewer apples, encourage children to count by pointing or using finger numbers</p>	<p>Children will count in correspondence to 5, knowing that the total is 5.</p> <p>Children will use positional language including on top, under, next to and behind.</p> <p>Children will: Recite Number past 5. Know cardinal principle- when you reach the last number when counting a small set of object then that tells you how many there are. Show Finger numbers up to 5. Solve real world Maths problems up to 5. Begin to describe a sequence of events real of fictional using words such as first, then. First get your coat, next put it on etc.</p>	<p>3- & 4-year olds</p> <p>Children will: Develop fast recognition of up to 3 objects without having to count them individually(subitising)-Small sets- look there are two. Using language like- Oh look 2 elephants etc.</p> <p>Recite numbers past 5- Daily counting sequence inside and outside. Objects to count/see in the environment. Display numbers beyond 5.</p> <p>Show finger numbers up to 5- Show on your fingers then repeat- I have 1, 2, 3 cars- I have 3 cars.</p> <p>Link numerals and amounts- showing the right numeral to match the amounts- Label pots- 3 pencils, 4 pens etc. Ask How many should we have? How many have we got? (could link to resetting areas- 5 elephants, 3 zebras etc).</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc- Provide construction materials and Den building materials. Use language to teach appropriate shapes for den parts.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as first, then- Talk about events in known stories. Count down to events – tomorrow we will, next week we will etc. Link to cooking first we add this, next we add this etc.</p> <p>Notice and correct an error in a repeating pattern- Engage children in following and inventing movement and music patterns, such as clap clap stamp stamp- link to stories- Easter egg hunt swish swish etc. Animal sounds .</p>		<p>3- & 4-year olds Children will Describe a familiar route Take children on a short walk, ask them to recall the route. Talk to children about their journey to Nursery, can they recall the route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’ Read Rosie’s Walk – ask them to recall the route Rosie took. Set up obstacle courses ask children to give directions to others</p> <p>Make comparisons between objects relating to size, length, weight and capacity Provide different containers in the water and sand for children to compare whether they are the same, more or less. Provide different objects in other areas, i.e. ribbons, paper, vehicles, train track to compare. Measure children – can the children arrange themselves in height order – take a picture and display it</p>
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	<p>Understanding the world</p>	<p>2-year olds Children will: Repeat actions that have an effect, provide cause and effect toys i.e. push and pull, pop-up toys, spinning toys, toys with buttons to press, ball run, adult to model as necessary</p>	<p>2-year olds Children will: Explore materials with different properties provide opportunities for children to explore different textures, i.e. play dough, shaving foam, cornflour and water, sand, water, open-ended</p> <p>Explore natural materials, indoors and outside Treasure baskets with different textures, boxes with lids, cones, feathers, shells, stones. Sand and water, paint</p>		<p>3- & 4-year olds</p> <p>Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.</p> <p>Children will know about hot and cold places in our world.</p> <p>Children will know that a butterfly comes from an egg.</p> <p>Children will know how to respect and care for living things.</p> <p>Children will investigate light, dark and shadows. Children will find out about Palm Sunday.</p> <p>Children will know some people celebrate Easter.</p> <p>Children will know how to make digital art on the iPad/IWB.</p> <p>2-year olds</p>	<p>2 Year olds Children will Explore and respond to different natural phenomena in their setting and on trip</p> <p>3 and 4 Year olds</p>	<p>2-year-olds Children will Make connections between the features of their family and other families Talk about differences between children and their peers, i.e. hair colour, skin colour/ Encourage them to bring in pictures of their families</p> <p>.</p> <p>Notice differences between people Provide books showing pictures of people who are disabled, different family structures, i.e. 2 dads/mums/people of colour</p>
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	<p>Understanding the world</p>	<p>3- & 4-year-olds Children will: Begin to make sense of their own life-story and family's history Ask parents to provide pictures of children as a baby and key members of child's family – display. Make a book with children about things that are important to them, i.e. family, pets, favourite colour, toys, book, song, etc</p>	<p>3- & 4-year-olds Children will: know about Poppy Day, Bonfire Night, Diwali and Christmas.</p> <p>Talk about what they see, using a wide vocabulary Encourage children to talk about their experiences of fireworks, Remembrance Parade. Provide materials to help them re-create, i.e. paint, teabags (to create firework pictures), pictures of fireworks, poppies</p> <p>Use all their senses in hands-on exploration of natural materials Provide cones, stones, shells, feathers, magnifying glasses encourage them to talk about what they see. Adult to model observational and investigation skills using 'I wonder if.....?' Adult to introduce new vocabulary, i.e. rough, smooth, prickly</p>	<p>Children will celebrate and find out about Chinese New Year.</p> <p>The Year of the Dragon (2024).- link text- Peppa's Chinese New Year.</p> <p>Children will: Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs- Chinese New year pictures. Decorations. Chinese dishes to taste? Visitor?</p> <p>Children will know the name of the town that our school is in.</p> <p>Children will: Understand what they see, using a wide vocabulary- link to bird watch and walk. Explore and respond to different natural phenomena in their setting and on trips.- storms/rainbows/puddle splashing (Ppig link) Nature reserve- tall grass etc.</p>			<p>3- & 4-year-olds Children will Continue developing positive attitudes about the differences between people Encourage children to talk about the differences they notice about themselves and their peers, i.e. skin colour, hair type. Use props such as dolls, puppets, books to encourage them to notice differences and similarities.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Encourage children to talk about their experiences of travel. Have they been on an aeroplane to a different country, was it hot/cold, what was the food like.</p>
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<p>Expressive arts and design</p>	<p>2-year-olds Children will know the nursery rhymes/songs:</p> <p>Heads, shoulders, knees and toes If you're happy and you know it Tommy Thumb One finger, one thumb keep moving 1,2,3,4,5</p> <p>Children will: Anticipate phrases and actions in rhymes and songs, like 'Peepo' Explore their voices and enjoy making sounds Join in with songs and rhymes, making some sounds Make rhythmical and repetitive sounds Sing action rhymes and songs, give time for children to join in, use different pitches, tempos, rhythms, loud and quiet, fast, slow, high and low. Sing during routines such as handwashing, i.e. this is the way we wash our hands</p>	<p>2-year-olds Children will know the nursery rhymes/songs:</p> <p>5 Little Men in a Flying Saucer Twinkle Twinkle Little Star</p> <p>Children will: Explore a range of sound makers and instruments and play them in different ways Provide a range of instruments. Provide materials to make instruments, i.e. rice, pasta, dried peas, boxes, materials to cover. Model natural instruments, i.e. banging a stick on a bottle, or run it over the fence Notice patterns with strong contrasts and be attracted by patterns resembling the human face Provide different coloured pens, pencils, paints, materials such as wool, shredded paper</p>	<p>Children will know the nursery rhymes/songs: 5 Little Ducks If You're Happy and You Know It Incy Wincy Spider/Snow Alternative Children will draw to represent ideas like movement and loud noises.</p> <p>Children will: Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Create their own songs or improvise a song around one they know. Begin to develop complex stories using small world equipment like dolls, animal sets etc.</p> <p>Children will explore colour mixing.</p> <p>Children will use pencils to draw closed shapes such as squares and rectangles.</p> <p>Children will: Explore different materials using all their senses to investigate them. Make simple models that express their ideas. Join different materials and explore different textures.</p>	<p>2-year olds:</p> <p>Children will know the nursery rhymes/songs:</p> <p>5 Currant Buns Three Blind Mice Old Macdonald Had a Farm 5 Little Speckled Frogs Hickory Dickory Dock</p> <p>Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc.</p> <p>Children will explore and make art in the style of Piet Mondrian.</p> <p>3- & 4-year olds:</p>	<p>2 Year olds 3 and 4 Year olds</p>	<p>2-year-olds Children will enjoy and take part in action songs/rhymes:</p> <p>Twinkle, Twinkle Chocolate Bar Row, Row, Row, Your Boat Down at the Station The Pirate Song The Wheels on the Bus</p> <p>Children will:</p> <p>Start to develop pretend play, pretending that one object represents another, i.e. a wooden block for a phone:</p> <p>Explore different materials using all their senses to investigate them. Manipulate and play with different materials:</p> <p>Make simple models which express their ideas:</p>
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	<p>Expressive arts and design</p>	<p>3- & 4-year-olds</p> <p>Children will know the nursery rhymes/songs:</p> <p>Heads, shoulders, knees and toes If you're happy and you know it Tommy Thumb One finger, one thumb keep moving 1,2,3,4,5</p> <p>Children will: Take part in simple pretend play, using an object to represent something else even though they are not similar Home corner and small world such as farm, train tracks, cars</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Provide various construction such as duplo, magnetico, train track</p>	<p>3- & 4-year-olds Children will know the nursery rhymes/songs:</p> <p>5 Little Men in a Flying Saucer Twinkle Twinkle Little Star r</p> <p>Children will: Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own idea and then decide which materials to use to express them. Join different materials and explore different textures Provide different size and shape boxes, materials with different textures, paper, glue (stick and PVA), wool, ribbon, pipe cleaners, feathers, masking tape</p>	<p>Children will know the nursery rhymes/songs:5 Little DucksIf You're Happy and You Know ItIncy Wincy Spider/Snow AlternativeChildren will draw to represent ideas like movement and loud noises.</p> <p>Children will: Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Create their own songs or improvise a song around one they know. Begin to develop complex stories using small world equipment like dolls, animal sets etc.</p> <p>Children will explore colour mixing.</p> <p>Children will use pencils to draw closed shapes such as squares and rectangles.</p> <p>Children will: Explore different materials using all their senses to investigate them. Make simple models that express their ideas. Join different materials and explore different textures.</p>			<p>3- & 4-year-olds</p> <p>Children will</p> <p>Remember and sing entire songs: Twinkle, Twinkle Chocolate Bar Row, Row, Row, Your Boat Down at the Station The Pirate Song The Wheels on the Bus</p> <p>Sing the pitch of a tone sung by another person (pitch match):</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs:</p> <p>Create their own songs or improvise a song around one they know:</p> <p>Play instruments with increasing control to express their feelings and ideas:</p>
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