

**Meltham Moor Primary School – Nursery Long Term Plan**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Themes</b>	<b>Me and My World</b>	<b>Colour, Light and Celebrations</b>	<b>Dream Big</b>	<b>Explore the Wider World</b>	<b>How Does your Garden Grow?</b>	<b>Are we Nearly there Yet?</b>
<b>School Value</b>	<b>Love of Learning</b>		<b>Aspiration</b>	<b>Compassion</b>	<b>Resilience</b>	<b>Confidence</b>
<b>Experiences and Hooks</b>	Painting a self-portrait Sharing photos of themselves as a baby/family photo's Baking buns – spots and stripes Autumn Walk	Nativity performance Celebrate Bonfire Night and Halloween	Making snowmen, painting in ice, ice balloons. Firefighters/police visits	Making pancakes – Pancake Day Celebrate Easter Spring walk to look for signs of spring and baby animals. Animal visits Make Gingerbread Man	Growing caterpillars to butterflies Planting cress Collecting tadpoles from school ponds	Building a pirate ship Making sandcastles Sand collages Holiday photos from home. Making porridge
<b>Core Books Fiction / non-fiction/poetry</b>	Lulu's Nursery My Mum and Dad Make Me Laugh Owl Babies Funnybones Pumpkin Soup	Little Red Riding Hood Brown Bear, Brown Bear. Elmer Divali The Nativity Story	Winter – Kipper and the Snowy Day Emergency! There's a Hole in the Road Superworm Super Daisy Non-fiction books about different occupations	Dear Zoo. Rumble in the Jungle Giraffes Can't Dance Farmer Duck Harry and his Bucketful of Dinosaurs The Gingerbread Man	The Teeny Weeny Tadpole The Very Hungry Caterpillar Handa's Surprise Jasper's Beanstalk	Goldilocks (capacity) Seaside Poems We're Going on a Bear Hunt. Billy's Bucket Sharing a Shell Pirate Pete
<b>Favourite songs and rhymes</b>	<ul style="list-style-type: none"> <li>• I've Got a Body</li> <li>• Heads, Shoulders, Knees and Toes.</li> <li>• Dingle Dangle Scarecrow</li> </ul>	<ul style="list-style-type: none"> <li>• Rainbow Song</li> <li>• Christmas songs</li> </ul>	<ul style="list-style-type: none"> <li>• I'm a little Snowman</li> <li>• Fire Little Firefighters</li> </ul>	<ul style="list-style-type: none"> <li>• Walking in the Jungle</li> <li>• Old Mcdonald had a Farm.</li> </ul>	<ul style="list-style-type: none"> <li>• There's a Tiny Caterpillar on a Leaf.</li> <li>• Five Little Speckled Frogs</li> </ul>	<ul style="list-style-type: none"> <li>• Five Little Crabs</li> <li>• When Goldilocks Went to the House of the Bears.</li> </ul>
<b>Core Vocabulary focus</b>	Names of family members. Bigger/smaller, older/younger, family, school, home.	Colours names, Light/dark, bright, shine, Divali, Christmas, celebrate.	Cold/warm, weather, Ice, melt, freeze, names of clothes, names for different jobs, equipment for	Names of animals, stripes, spots, jungle, desert, forest, field etc.	Grow, change, egg, frogspawn, grow, fruit, vegetables, seeds, water, plant,	Types of transport and accommodation for holidays. Place names for holidays.

			jobs. Chinese New Year.	Big/small, animal movements.	soil, roots, petal, stem, leaves, cocoon.	Beach, sand, sea, hot/cold.
<b>Our Community – events and dates</b>	Harvest Festival Parents Evening	Parent’s Meetings Children in Need Remembrance Day Bonfire Night Halloween Diwali	Chinese New Year Online safety week	Pancake Day World Book Day Mother’s Day Easter Comic Relief	Anti-Bullying Day Platinum Jubilee Meltham Memories	Father’s Day One World Week Sports Day

## Communication and Language

	<ul style="list-style-type: none"> <li>• Come to the carpet area during group sessions.</li> <li>• Use sentences of 3-4 words.</li> <li>• Answer a simple question that requires a one word answer.</li> <li>• Use pretend language in their play.</li> <li>• Use new vocabulary taught each week in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit for a short period and listen to part of a story/songs and rhymes.</li> <li>• Start to switch their attention with adult support (e.g. please stop and listen)</li> <li>• Answer a simple question from an adult or another child using a short sentence.</li> <li>• Use gestures or simple language to ask for help if they need it.</li> <li>• Be able to use social phrases when playing with a friend.</li> <li>• Use the vocabulary taught each week in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit still and listen to a short story, songs and rhymes.</li> <li>• Be able to stop and listen to an adult instruction.</li> <li>• Confidently use sentences of 4-5 words.</li> <li>• Start to have a simple conversation with other children or adults – listen and respond.</li> <li>• Listen and wait until appropriate to ask a question at group time.</li> <li>• Use a simple sentence to ask for help.</li> <li>• Use talk in play to pretend they are different characters.</li> <li>• Use the vocabulary taught each week in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit still and listen to longer stories and start to comment/answer questions.</li> <li>• Start to switch attention without adult support.</li> <li>• Follow a single step instruction (1-1)</li> <li>• Have a simple conversation with another child or adult.</li> <li>• Put up their hand to ask/answer a question at group time.</li> <li>• Know how to greet adults/children appropriately when they come into nursery.</li> <li>• Use the vocabulary taught each week in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit still and listen to longer stories and answer simple questions about the story.</li> <li>• Follow a single step instruction in a whole class situation.</li> <li>• Be able to talk about familiar books.</li> <li>• Start a back and forth conversation with another child or adult and continue it.</li> <li>• Know to put up their hand and wait to ask/answer a question at group time.</li> <li>• Be able to use a sentence to ask for help and explain why they need it.</li> <li>• Use the vocabulary taught each week in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit still and listen to a longer story and remember and talk about what happens.</li> <li>• Be able to pay attention to more than one thing.</li> <li>• Follow a question or instruction that has two parts.</li> <li>• Talk about a familiar book using vocabulary and language from the story.</li> <li>• Confidently use sentences of 4-6 words.</li> <li>• Have a conversation with another child or adult using mostly full sentences.</li> <li>• Use language to make up pretend stories in play.</li> <li>• Use the vocabulary taught each week in context.</li> </ul>
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## Personal, Social and Emotional Development

	<ul style="list-style-type: none"> <li>• Select and use resources with help.</li> <li>• Start to follow simple rules such as sitting still at group time.</li> <li>• Follow simple routines with adult support, such as getting their coat at home time.</li> <li>• Separate from parents or carer with support.</li> <li>• Start to share resources with adult support.</li> <li>• Join in with whole class activities such as Farmers in his Den.</li> <li>• Use the toilet independently.</li> <li>• Know how to brush their teeth and practise using the 'big teeth'. Talk about the dentist when reading 'Peppa Pig goes to the Dentist'.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use their own resources independently.</li> <li>• Start to take turns in a simple game with adult support.</li> <li>• Know about different feelings and make faces of different feelings using feelings stones.</li> <li>• Be able to share resources with adult support.</li> <li>• Ask an adult for help if they need it.</li> <li>• Say please and thank you at snack time.</li> <li>• Be responsible for their own needs such as going to the toilet, washing hands, knowing to put their coat on to go outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently separate from parent or carer.</li> <li>• Be able to say some of the rules in place in nursery.</li> <li>• Be able to follow the majority of these rules, with a little support.</li> <li>• Be able to follow nursery routines, such as getting their things at home time, putting their snack things away.</li> <li>• Start to talk about our own feelings using words such as happy, sad, angry and worried.</li> <li>• Know how people who help us can keep us safe.</li> <li>• Read Cleversticks and talk about things we are good at.</li> <li>• Recognise that they might not always get a turn at something.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently choose their own resources, playing purposefully the majority of the time.</li> <li>• Take turns with other children when playing a simple game.</li> <li>• Use feeling fans to help us recognise different feelings. Use them to show how we feel in different situations.</li> <li>• Be able to share with adult support and start to recognise that they will not always be able to have a toy or resources that they want.</li> <li>• Join in with whole class games with rules, such as What Time is it Mr Wolf.</li> <li>• Talk about why we need to brush our teeth (Dental Health Month) and read books</li> </ul>	<ul style="list-style-type: none"> <li>• Come into nursery happily, offering greeting to teacher and saying goodbye to parent.</li> <li>• Know nursery rules and be able to talk about why some of the rules are in place.</li> <li>• Follow the nursery rules without adult support.</li> <li>• Confidently follow the routines in nursery without adult support.</li> <li>• Start to recognise how other children might be feeling and respond appropriately.</li> <li>• Be confident to ask an adult or other child for help if needed.</li> <li>• Know that fruit and vegetables are healthy. Sort unhealthy and healthy foods into groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns with other children when playing independently.</li> <li>• Understand that they will soon be moving to Reception.</li> <li>• Find out about what happens in Reception class. Learn about things that will be different/the same.</li> <li>• Start to be able to organise themselves to share out resources with other children.</li> <li>• Start to think how they could solve problems themselves.</li> <li>• Join in with whole class games that involve following rules and taking turns such as Duck, Duck, Goose.</li> <li>• Be independent in self care such as drinking water when thirsty,</li> </ul>
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			<ul style="list-style-type: none"><li>• Have milk at fruit every day at snack-time and understand that it is healthy food.</li></ul>	and stories about brushing our teeth. Talk about why we need to eat healthy food to keep our teeth healthy.		putting on a sun hat when it is hot, using the toilet independently. <ul style="list-style-type: none"><li>• Listen to a story about the NSPCC PANTS rule and start to talk about how to keep their bodies safe.</li></ul>
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## Physical Development

<p><b>Gross Motor</b></p>	<ul style="list-style-type: none"> <li>• Sports Court – be able to move around in different ways and stop on the whistle.</li> <li>• Be able to walk across the stepping stones in the EY playground holding an adults hand.</li> <li>• Be able to crawl through a small tunnel.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to use the nursery climbing frame, climbing the steps and sliding down the slide.</li> <li>• Be able to roll a large ball, chase it and pick it up.</li> <li>• Be able to play simple games that involving moving in different ways such as ‘Traffic Lights’.</li> <li>• Be able to control themselves in large scale environments such as the hall and sports court.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to use two feet to move a small trike around the playground.</li> <li>• Be able to complete a simple obstacle course with support.</li> <li>• Jump with two feet together.</li> <li>• Be able to throw a large ball at a target.</li> <li>• Move in different ways to music – walking, marching, skipping, galloping etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use large scale movements when dancing with streamers and ribbons.</li> <li>• Draw lines and circles with chalk on the floor and on the blackboard</li> <li>• Be able to throw and catch a large ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to pedal a bike around the playground.</li> <li>• Be able to complete a simple obstacle course which includes a short balance track.</li> <li>• Be able to perform simple movements such as star jumps, hopping, skipping and jogging on the spot.</li> <li>• Be able to kick a ball and chase after it.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to walk across the stepping stones in the EY playground without any support.</li> <li>• Be able to play simple team games where they each take it in turns.</li> <li>• Start to use equipment with skill such as a bat and ball, hula hoop, space hopper and skipping rope.</li> </ul>
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<p><b>Fine Motor</b></p>	<ul style="list-style-type: none"> <li>• Be able to make marks in sand, play dough and on paper.</li> <li>• Draw a simple face with adult support – add eyes, nose, mouth.</li> <li>• Use equipment that involves squeezing their fingers and hands such as tongs, tweezers and squeezey scissors.</li> <li>• Put on their own coat with adult support.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to complete a simple inset puzzle.</li> <li>• Use squeezey scissors to make snips in paper.</li> <li>• Choose which resources they need for a task (e.g. a spade to dig a bigger hole, a rake to spread the sand)</li> <li>• Put on their own coat unaided.</li> <li>• Put on their own apron.</li> <li>• Trace circles, lines and simple shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use child scissors with hand over hand adult support.</li> <li>• With adult support, carry large equipment safely.</li> <li>• Hold a pencil effectively to make marks on their paper.</li> <li>• Put on their own dressing up clothes with help if required.</li> <li>• Take off their shoes and put on a pair of wellies for wet play.</li> </ul>	<ul style="list-style-type: none"> <li>• Put their fingers in the scissor holes to make snips in paper.</li> <li>• Be able to fasten two jigsaw pieces together.</li> <li>• Fasten the zip of their coat when it has been started at the bottom.</li> <li>• Use circles and lines to draw an animal – add legs, tail, eyes, nose, mouth.</li> <li>• Start to trace over letters and numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with other children to carry large equipment safely.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Independently fasten the zip on their coat.</li> <li>• Draw a person with a body, arms, legs and facial features.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a pair of scissors correctly and cut a short, straight line in paper.</li> <li>• Start to develop a tripod grip to hold pens and pencils.</li> <li>• Be able to make a good attempt to write the letters in their name.</li> <li>• Be able to complete a simple jigsaw that involves fitting pieces together.</li> </ul>
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Literacy						
	<ul style="list-style-type: none"> <li>• Enjoy listening to short, simple stories.</li> <li>• Know that there are both pictures and words in books.</li> <li>• Know that we need to look after books and hold them carefully.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an interest in books and print in the reading area.</li> <li>• Be able to independently select their name card for self-registration.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to longer stories</li> <li>• Start to copy their name from a card.</li> <li>• Know how to turn the pages of a book and look at a book from front to back.</li> <li>• Be able to talk about what is happening on a page in a book.</li> </ul>	<ul style="list-style-type: none"> <li>• Select their own books from the reading area.</li> <li>• Know about different types of print in the environment (e.g. books, signs, leaflets)</li> <li>• Begin to make marks to represent letters and words in their play (e.g. writing a shopping list)</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to talk about what is happening on each page of a book.</li> <li>• Know the names for some parts of the book (e.g. cover, spine, page, word, space)</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to select their own favourite stories and talk about what happens in them.</li> <li>• Be able to write their name using recognisable letters.</li> <li>• Enjoy favourite poems in the book 'Seaside Poems'</li> <li>• Start to use props to act out favourite stories such as Goldilocks and the Three Bears.</li> </ul>
	<p>Nursery phonics is taken from Unlocking Letters and Sounds Phase 1. New activities are introduced every half term but previous activities are regularly revisited to reinforce previous learning.</p>					
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• Start to show awareness of rhyme by joining in singing rhymes.</li> <li>• Identify environmental sounds with games such as What Can You Hear?</li> <li>• Identify sounds of different objects with games such as Noisy Neighbour.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify instruments that sound the same by playing games such as Match the Sound game.</li> <li>• Know which sound their name begins with playing games such as 'I spy names'</li> <li>• Start to be aware of alliteration</li> </ul>	<ul style="list-style-type: none"> <li>• Match initial sounds in simple games such as What is on My Shopping list?</li> <li>• Identify objects that start with the same sounds playing games such as What is in My Hoop? with collections of objects.</li> <li>• Start to orally blend using</li> </ul>	<ul style="list-style-type: none"> <li>• Identify words that rhyme through stories such as 'Oi Frog' and books by Julia Donaldson. Support children to finish the rhyme.</li> <li>• Begin to recognise graphemes for some single letter sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to match words that rhyme using games such as Rhyming Bingo.</li> <li>• Start to sound talk (orally segment) CVC words using games such as Robot Rob.</li> <li>• Be able to blend CVC words using games such as What Am I?</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to understand rhyme through simple rhyming games such as Rhyming Bingo.</li> <li>• Recognise graphemes for some single letter sounds.</li> <li>• Be able to orally blend and segment CVC words using games such as Robot Rob</li> <li>• Start to be able to count the phonemes using their fingers.</li> </ul>



	<ul style="list-style-type: none"> <li>• Be able to make a variety of voice sounds and observe mouth movements using mirrors. E.g. Look at Me game.</li> <li>• Make a variety of sounds with different objects, instruments and homemade shakers. E.g. The Zookeeper is Coming.</li> </ul>	<p>with games such as 'Odd one out'.</p> <ul style="list-style-type: none"> <li>• Know how many syllables are in their name through clapping/tap out with instruments e.g. How Many Syllables do I have?</li> <li>• Be able to talk about sounds (loud/quiet etc) through simple games such as Noisy Neighbour.</li> <li>• Be able to make sounds with body percussion with games such as What Sounds Can I Make?</li> </ul>	<p>simple games such as Robot Rob and What Am I?</p>	<ul style="list-style-type: none"> <li>• Begin to be able to identify objects that begin with each letter sound.</li> <li>• Be able to orally blend using games such as What Am I?</li> </ul>	<ul style="list-style-type: none"> <li>• Start to recognise graphemes for some single letter sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose appropriate sounds to add to stories such as We're Going a Bear Hunt and use body percussion to make the sounds.</li> </ul>
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**Mathematics**

	<p>Baseline: Counting, sorting, colours and basic shapes</p> <ul style="list-style-type: none"> <li>• Be able to subitise up to 3.</li> <li>• Count in sequence to 10 – claps, hops, jumps etc.</li> <li>• Sing counting songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to count objects, pointing out the last number.</li> <li>• Play number games that involve collecting a specific number of items.</li> <li>• Show finger numbers to 5.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore numerals and number tracks.</li> <li>• Start to be able to solve real world mathematical problems. (e.g. sharing fruit at snack time)</li> <li>• Be able to make simple visual</li> </ul>	<ul style="list-style-type: none"> <li>• Explore prepositions and follow instructions involving simple prepositions (Where's Bear? Book)</li> <li>• Use positional language – be able to give and</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to recognise, match and order 1-10</li> <li>• Be able to subitise 3 plus amounts.</li> <li>• Hold up finger numbers to 10.</li> <li>• Be able to match numerals to amounts.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to recognise, match and order 1-10.</li> <li>• Name and know the properties of 2D and 3D shapes</li> <li>• Be able to writing some numerals 1-5.</li> <li>• Be able to subitise 3 plus amounts.</li> <li>• Show finger numbers to 10. Know that they can put fingers up on</li> </ul>
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	<p>and use children or their fingers to support their understanding.</p> <ul style="list-style-type: none"> <li>Count objects, pointing out the last number.</li> <li>Explore and name basic 2D shapes.</li> <li>Use their fingers to show numbers to 5. (Finger 'Shoe me')</li> <li>Know about patterns – spots and stripes</li> </ul>	<ul style="list-style-type: none"> <li>Be able to link numerals to amounts.</li> <li>Know about different patterns – patchwork (Elmer)</li> <li>Be able to say whether a container is full/half/ full/ empty.</li> </ul>	<p>comparisons (more/less than)</p> <ul style="list-style-type: none"> <li>Explore and name 2D and 3D shapes. Start to talk about how many faces, sides and corners they have.</li> <li>Continue to look for patterns around us.</li> <li>Be able to compare two items by length and weight.</li> </ul>	<p>follow directions using a Bebot.</p> <ul style="list-style-type: none"> <li>Know the names and properties of some 2D and 3D shapes.</li> <li>Find and talk about shapes in the environment.</li> <li>Sort shapes into sets.</li> <li>Be able to recognise, match and order 1-5.</li> <li>Be able to sequence events using simple picture cards e.g. morning routine.</li> </ul>	<ul style="list-style-type: none"> <li>Know the names and properties of some 2D and 3D shapes</li> <li>Be able to make a simple 2 colour repeating pattern.</li> <li>Be able to comparing 2 or more items by length and weight.</li> </ul>	<p>each hand as long as it represents the same amount.</p> <ul style="list-style-type: none"> <li>Be able to match numerals to amounts.</li> <li>Name and know the properties of 2D and 3D shapes.</li> <li>Create their own pattern using sounds, people, etc.</li> <li>Be able to sort items – comparing size and capacity. (Goldilocks)</li> </ul>
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## Understanding the World

	<ul style="list-style-type: none"> <li>• Know who is in their family and be able to say how their close family are related (i.e. who is their sister, brother.)</li> <li>• Talk about things that have happened in their lives so far, such as birthdays and holidays.</li> <li>• Recognise that they have changed since they were babies. Know how they have changed and talk about how they have different needs.</li> <li>• Know the names of the four seasons and know which season it is now.</li> <li>• Be able to talk about some of the things that happen in Autumn.</li> <li>• Know that some animals go to sleep through the Winter</li> <li>• Body – know the names of some bones and body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to talk about Christmas and Bonfire night and share their experiences with others.</li> <li>• Name and talk about artefacts linked to Divali.</li> <li>• Talk about where light comes from.</li> <li>• Know how different lights work (batteries, plugs etc) and know how to turn things on/off.</li> <li>• Know that some animals come out at night.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names for different jobs.</li> <li>• Be able to talk about what jobs people do, the uniform they wear, the equipment they need.</li> <li>• Be able to say how people help us in some of these jobs, for example, how a nurse helps a poorly person.</li> <li>• Be able to talk about past experiences eg. did they ever take their pet to the vet, visit the hospital when they were younger etc.</li> <li>• Name and talk about artefacts linked to Chinese New Year</li> <li>• Be able to talk about what happens in Winter.</li> <li>• Investigate freezing and melting and be able to talk about changes they see.</li> </ul>	<p>Be able to talk about Easter and share their experiences with others.</p> <ul style="list-style-type: none"> <li>• Be able to talk about some of the things that happen in Spring.</li> <li>• Know the names of different animals and be able to talk about how they move, what they eat and where they live.</li> <li>• Know that different animals live in different countries.</li> <li>• Explore which items are magnetic and non-magnetic</li> </ul>	<ul style="list-style-type: none"> <li>• Plant a seed and know what they need to do to make it grow.</li> <li>• Know the names for the parts of a plant (seed, leaf, root, stalk, petal).</li> <li>• Know they need to look after and care for plants and animals.</li> <li>• Talk about how a caterpillar changes into a butterfly and a tadpole turns into a frog.</li> <li>• Name minibeasts and talk about some of their features e.g. legs, wings spots/stripes.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what a holiday is.</li> <li>• Remember and talk about their experiences of holidays they have been on in the past.</li> <li>• Talk about different ways to travel on a journey.</li> <li>• Talk about a holiday they have been on/are going on.</li> <li>• Know that there are different countries in the world.</li> <li>• Talk about how countries are different.</li> <li>• Know what they would need to pack for a holiday in a hot/cold place.</li> <li>• Be able to talk about some of the things that happen in Summer.</li> <li>• Explore whether items move by pushing or pulling and sort them into sets.</li> </ul>
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<p><b>ICT</b></p>	<p>Across the year, children will be exposed to technology for a purpose in the role play area e.g. telephones, keyboards, cash registers, scales. They will also use technology when baking e.g. electronic scales; investigating in Science e.g. torches; using musical devices e.g. CD player; using iPads for a variety of purposes.</p>					
	<ul style="list-style-type: none"> <li>• Use an age appropriate game on the interactive whiteboard.</li> <li>• Explore different types of technology in the role-play area.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a picture on the interactive whiteboard using Smartboard software.</li> <li>• Use technology for different purposes e.g. torches.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that we can use the computer to find information.</li> </ul>	<p>Be able to program a Bebot to follow a two step program.</p>	<ul style="list-style-type: none"> <li>• Complete a jigsaw game on the interactive whiteboard.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use a mouse to interact with a PC.</li> <li>• Be able to use an age appropriate game on a PC.</li> </ul>

## EXPRESSIVE ARTS AND DESIGN

### Creating with Materials

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| <ul style="list-style-type: none"> <li>• Be able to draw simple lines and circles.</li> <li>• Use gross motor skills to paint spots and stripes in response to story 'My Mum and Dad Make me Laugh'.</li> <li>• Start to draw a face and add simple features such as eyes, nose, mouth.</li> <li>• Confidently recognise and name primary colours.</li> <li>• Be able to make marks in the dough using tools and natural resources.</li> <li>• Know how to stick two materials together using glue.</li> </ul> | <ul style="list-style-type: none"> <li>• Confidently recognise and name secondary colours.</li> <li>• Explore what happens when they mix different colours.</li> <li>• Create colour collages, sorting and choosing different shades of the same colour.</li> <li>• Use box modelling resources to make their own representations of fireworks.</li> <li>• Explore splatter painting to make a firework picture.</li> <li>• Use construction resources to build towers and enclosures.</li> </ul> | <ul style="list-style-type: none"> <li>• Create a mixed media picture using paint and oil pastels to draw a snowman and add their own features and detail.</li> <li>• Choose appropriate colours to paint a person who helps us. Add a body, arms, legs and features of a face.</li> <li>• Use box modelling resources to make an emergency vehicle. Learn how to join resources using tape and glue.</li> </ul> | <ul style="list-style-type: none"> <li>• Learn how to use split pins to make a simple moving snake.</li> <li>• Use construction resources or box modelling resources purposefully and be able to tell an adult what they have made.</li> <li>• Make their own animal collage using patterned paper. Use scissors to cut out different shapes.</li> </ul> | <ul style="list-style-type: none"> <li>• Use watercolours to paint a picture of spring flowers choosing appropriate colours.</li> <li>• Make their own resources to use for imaginative play (e.g. play dough buns, a collage mask)</li> <li>• Explore symmetry by painting a pattern on a butterfly and folding the paper in half.</li> <li>• Start to choose their own resources to join materials together effectively.</li> </ul> | <ul style="list-style-type: none"> <li>• Use construction resources or box modelling resources to work purposefully to make something of their own choice. Be able to talk about what their model is and what it does.</li> <li>• Explore different media by creating an under the sea picture using wax crayons and colour wash.</li> <li>• Create a sandcastle collage using real sand. Be able to talk about different textures.</li> <li>• Make their own small world play settings using blocks and construction kits.</li> </ul> |
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<p><b>Being imaginative and expressive</b></p>	<ul style="list-style-type: none"> <li>• Listen and try to join in with familiar songs and nursery rhymes.</li> <li>• Play with pretend familiar resources in the home corner and start to make links with their own home life.</li> <li>• Explore the sounds of different instruments.</li> <li>• Start to play with small world play resources – talking about what they see and moving figures around with purpose.</li> <li>• Listen, watch and start to join in with the class in weekly movement and music sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Join in simple songs and rhymes.</li> <li>• Perform for an audience (Christmas nativity)</li> <li>• Know how to play instruments – which to bang, tap, blow etc.</li> <li>• Join in dancing and move to the beat during music and movement sessions.</li> <li>• Join in role-play with other children. Use home corner resources to act out familiar situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to follow stop/start directions when using simple instruments.</li> <li>• Sing familiar songs and nursery rhymes in a group or in a pair.</li> <li>• Join in with singing and dancing during music and movement sessions.</li> <li>• Pretend they are people from familiar occupations such as Police and firefighters. Choose appropriate props to support their play in these roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Move small world figures around with purpose, starting to develop their own storylines.</li> <li>• Be able to play an instrument louder/quieter.</li> <li>• Know the names of different instruments.</li> <li>• Sing familiar songs and nursery rhymes in a group or in a pair.</li> <li>• Start to copy and follow simple action routines in time to music – music and movement sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to play an instrument faster/slower.</li> <li>• Sing familiar songs and nursery rhymes in a group or in a pair.</li> <li>• Be able to join in fully with music and movement sessions – singing, dancing and doing the actions in time to the music.</li> <li>• Play collaboratively to act out storylines in the home corner/role play area using a variety of props.</li> <li>• Show different emotions in their drawings and paintings.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to tap out a simple beat on a musical instrument.</li> <li>• Play collaboratively with other children using small world play resources to develop their own storylines.</li> <li>• Sing familiar songs and nursery in a group or pair.</li> <li>• Start to develop their own role-play with other children, thinking of their own scenarios, settings and resources.</li> </ul>
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