



# Nursery Long Term Overview Planning



| Area of learning                                                                 | Autumn 1                                                                                                                                                                                                               | Autumn 2                                                                                                                                                                                                    | Spring 1                                                                                                                                       | Spring 2                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                                                                                                 | Summer 2                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Possible Themes/Interests/Lines of Enquiry                                       | <p>Magical Me</p> <p>Growing up</p> <p>Generations</p> <p>Own life story and family history.</p> <p>Healthy Lifestyle</p> <p>Good oral health</p>                                                                      | <p>Once Upon a Time</p> <p>Christmas</p> <p>Traditional Tales</p> <p>The Season of Winter</p> <p>Christmas traditions</p> <p>Winter and Christmas crafts</p> <p>Nativity</p>                                | <p>Amazing Africa</p> <p>Jungle animals</p> <p>Animal Patterns</p> <p>Chinese New Year</p> <p>Good oral health</p>                             | <p>Springtime</p> <p>Plants and flowers</p> <p>Planting seeds</p> <p>Shrove Tuesday</p> <p>Easter</p> <p>Lent</p> <p>Spring</p> <p>Life cycles – plant and frog, plants.</p>                | <p>People Who Help Us</p> <p>Materials</p> <p>Forces</p> <p>Healthy Lifestyle</p> <p>Good oral health</p>                                                                                                                                                                                | <p>Beaches and Boats</p> <p>The season of Summer</p> <p>Under the Sea</p> <p>The Seaside</p> <p>Ship building in Wallsend</p> <p>Local area</p>                                                                                                                                                                  |
| Communication and Language (Listening and attention, understanding and speaking) | <p>Demonstrate joint attention when the group chant favourite rhymes.</p> <p>Imitate hand gestures and anticipate some words and join in with them.</p> <p>Play alongside an adult, attentive as play is narrated.</p> | <p>Join in with favourite rhymes – some lines, words and actions.</p> <p>Engage in short periods of joint attention with books.</p> <p>Participate with words, phrases or gestures as play is narrated.</p> | <p>Begin to engage in simple dialogue about play.</p> <p>Join in with longer sections of favourite rhymes – some lines, words and actions.</p> | <p>Use back and forth conversations about play.</p> <p>Answer 'why' questions.</p> <p>Remain attentive to the end of the book without prompts.</p> <p>Anticipate the ending of familiar</p> | <p>Use talk to organise play, assigning roles, directing others, choosing resources.</p> <p>Ask and answer why questions. Join in with very familiar repeated sections in books. Comment on or answer questions about illustrations. Know a range of rhymes and express preferences.</p> | <p>Able to talk about events now and in the past using appropriate tenses. Generate and complete causative sentences. Follow two part instructions</p> <p>Begin to "read along" with very familiar books.</p> <p>Comment on books as they are being read. Have favourite books Know a wider range of rhymes.</p> |
|                                                                                  | <p>Speech and Language assessments carried out to Baseline the children.</p> <p>Model and learn new vocabulary</p> <p>Use new vocabulary through the day.</p>                                                          |                                                                                                                                                                                                             |                                                                                                                                                |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                  |

|                                            |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn thymes, poems and songs.</p> <p>Use talk to organise themselves and their play.</p> |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Personal, Social and Emotional Development | <p>Form a secure bond with the adult and play in parallel, observing others and copying ideas.</p> <p>Select from a small range of resources on offer within a single activity.</p>                                            | <p>Become more outgoing with other adults in the setting.</p> <p>Begin to link up with others from their group by holding hands and travelling to the same play area.</p> <p>Locate and bring additional resources to activities to achieve a particular goal.</p> | <p>Follow rules with simple verbal prompts or visual reminders. Take turns with verbal prompts from adults to pass over equipment.</p> <p>Choose and locate the resources they need to achieve a goal.</p> | <p>Follow very simple rules to stay safe when visiting the wider locality with familiar adults. Spontaneously take turns. Join in with simple discussions with an adult about how to make things fair. Choose the tools and materials they need to achieve a goal. Develop ways to calm themselves and use these with adult support</p> | <p>Follow rules without reminders. Listen and talk to special visitors to the setting. Contribute to decisions about room layout and resources. Use play with another child to extend and elaborate ideas. Accept simple resolutions suggested by adults and move on with play.</p> <p>Use self- calming spontaneously. Carry out simple tasks requested to help someone else Use a small range of adjectives to describe the emotions of story characters and friends.</p> | <p>Articulate simple rules to other children. Develop appropriate ways of being assertive. Use a wider range of adjectives to describe feelings of friends and characters in books and films. Help new children by directing them towards activities and resources and solving simple practical tasks for them. Initiate simple plans to resolve conflict such as offering to go second or passing over a resource. Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe. Take a role in domestic play and speak from another point of view.</p> |
| Physical Development                       | <p>Drive trikes by pushing feet.</p> <p>Climb steps or stairs with alternate feet, using a hand or handrail for support. Jump two feet to two feet on the spots.</p> <p>Jump down from a higher</p>                            | <p>Run and freeze on command.</p> <p>Climb apparatus with alternate feet, using own hands for support. Know they need to use the toilet and go independently,</p>                                                                                                  | <p>Hop on the spot and to travel. Bowl, roll, chase and collect, tyres and barrels.</p> <p>Use the toilet independently, managing clothing and washing hands without a reminder.</p>                       | <p>Drive tricycles by pedalling.</p> <p>With an adult hand travel above floor height by walking or crawling.</p> <p>Using pincer movements to pick up small items or nip malleable materials. Post</p>                                                                                                                                  | <p>Run at speed negotiating obstacles. Travel above floor height by slowing and controlling movement.</p> <p>Weave materials into frames.</p>                                                                                                                                                                                                                                                                                                                               | <p>Drive ride on toys at speed, using the pedals and steering round obstacles.</p> <p>Collaborate with others to transport large items safely.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                              |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>to a lower height.<br/>Travel by galloping with a leading foot. Run at speed in the outdoor space.<br/>Kick, roll, chase and collect a ball.<br/>Copy some aspects of whole body action rhymes.<br/>Know they need to use the toilet and ask adults to help them with clothing.<br/>Wash hands with guidance.</p> <p><b>NUF – Fundamental Movements</b></p> <p><i>Pencil control :- Mark making using tools such as chunky crayons, mark makers in sand etc, predominantly using palmer grasp.</i></p>                                                                                             | <p>following adult guidance with clothing. Wash hands with a reminder.<br/>Copy most aspects of whole body action rhymes.</p> <p><b>NUF – Fundamental Movements</b></p> <p><i>Pencil control :- Mark making using tools such as chunky chalks, mark makers in sand etc, predominantly using palmer grasp.</i></p> | <p>Copy all aspects of whole body action rhymes and challenges. Use a fork and spoon independently.</p> <p><b>NUF – Multi –Skills</b></p> <p><i>Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines such as wavy lines or straight lines</i></p> | <p>and thread. Imitate a tooth brushing routine.<br/>Take own coat off and put it on.</p> <p><b>NUF – Multi- Skills</b></p> <p><i>Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines such as wavy lines or straight lines. Beginning to form letter shapes.</i></p> | <p>Follow a tooth brushing routine. Attempt some very simple fastenings when helping an adult with dressing and undressing.<br/>Develop techniques for working simple mechanisms.</p> <p><b>NUF – Team Games</b></p> <p><i>Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes.</i></p> | <p>Compete in a simple challenge with adult support.<br/>Copy adults to move in a variety of ways. Use a knife and fork independently.<br/>Play follow my leader in a small group, imitating a range of gross motor movements</p> <p><b>NUF – Team Games</b></p> <p><i>Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes.</i></p> |
|  | <p>Develop fine motor skills-holding pencil correctly, using scissors etc.<br/>Becoming increasing independent using the toilet and getting dressed and undressed, for example, putting on jumpers/coats and doing up zips etc.<br/>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.<br/>Help to develop good personal hygiene. Provide regular reminders about thorough hand washing and toileting.</p> |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                              |

**Literacy  
Comprehension, word reading,  
Writing**

Maintain focus on a short picture book shared with an adult until the end.

Joins in with familiar rhymes and stories.

Singing Nursery Rhymes.

Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books Story times/ topic learning.

Develop preferences for picture books and seek out adults to share them.

Anticipate favourite sections as the book is shared.

Hold books independently, opening to find pages of interest. Process language to locate key features in illustrations. Demonstrate join attention during rhyme time, imitating some actions.

Make marks on a range of scales with a range of tools and grips.

Turn the pages of books from beginning to end, noting items of interest along the way.

Name pertinent features in book illustrations as a story is being shared.

Remain engaged from the beginning to end of short books. Select books independently and locate aspects of interest within the pages.

Use all actions to map the pace and shape of a rhyme with some words and phrases.

Focus on marks as they are being created by a range of tools.

Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. Remain engaged from the beginning to the end of longer books.

Answer closed questions as a book is being shared.

Join in sections of familiar rhymes with all actions. Recognise a few examples of environmental print such as shop logos and food labels.

Make continuous linear marks and other effects with hands and tools on a range of scales.

Locate familiar books within a larger collection. Begin to participate in the repetitive features of very familiar books. Suggest what might happen next from memory.

Answer how or why questions about a book. Know a few complete rhymes off by heart. Create a range of marks with different tools and talk about their purpose. Recognise further examples of environmental print from the immediate locality.

Make marks, including strings of symbols for others and ascribe meaning to them.

Name and locate favourite books and give very brief descriptions of plot elements or characters. Re-enact very short excerpts from favourite texts using puppets or small world figures.

Use the structure of the text to anticipate when to join in.

Suggest what might happen next in unfamiliar books, drawing on the plot so far. Distinguish between the text and the illustrations. Notice very familiar letter symbols in the environment such as letters from their name.

Have a repertoire of known rhymes.

Complete a phrase with the final rhyming word.

Accurately claim familiarity with a small number of symbols such as letters from their names, house numbers

Use imitative writing during role play. Demonstrate a hand preference.

Write symbols in an order which approximate to their name.



|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Oral blending focus |                                                                                                                                                                                                                                                                                                                                                                                                                                                              | CVC words using oral blending and objects.                                                                                                                                                                                                                                                                                                                           | using oral blending.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | wider range of words using oral blending.                                                                                                                                                                                                                                                                                                                                                                                                                                                          | oral blending when playing.                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Mathematics         | <p><b>Early Mathematical Experiences/Number Rhymes.</b><br/>Explore simple composition of number through number rhymes. 1-5<br/>Having numbers around the Nursery environment.<br/>Complete the maths display in class.<br/>Know and sing a selection of number rhymes.</p> <p><b>Numbers to 5</b><br/>Practice counting aloud to 5.<br/>Show finger numbers to 3.</p> <p><b>Sorting</b><br/>Colour size and shape.</p> <p>Days of the week and seasons.</p> | <p><b>Numbers to 5</b><br/>Subitise small amounts up to 3 objects.<br/>Link numeral and quantity to 3.<br/>Subitise to 3<br/>Number focus 1 and 2</p> <p><b>Shape and Space</b><br/>Explore 2D shapes to create patterns/as construction resources.<br/>Extend AB colour</p> <p><b>Number Patterns</b><br/>Days of the week, seasons.<br/>Sequence daily events.</p> | <p><b>Numbers to 5</b><br/>Count reliably to 5, and beginning to count beyond 5.<br/>Say one number name for each item in order– 1, 2, 3, 4, 5.<br/>Begin to experiment with symbols and marks.<br/>Number focus 3 and 4</p> <p><b>Compare Quantities</b><br/>Sort objects by a variety of criteria. More than and fewer than.<br/>Describes similarities and differences.<br/>Sort objects by height and length.</p> <p><b>Shape and Space</b><br/>Explore 2D and 3D shapes to create patterns/as construction resources.</p> <p>Understand position through words alone.</p> | <p><b>Numbers to 5 and beyond</b><br/>Know the last number reached when counting a set of objects tells you how many there are ('cardinal principle')<br/>Subitise to 5.<br/>Number focus 5 and 6</p> <p><b>Shape and Space</b><br/>Talk about and explore 2D and 3D shapes, using i n f o r m a l a n mathematical language i.e. sides/ corners.<br/>Understand and use positional language.</p> <p><b>Number Patterns</b><br/>Extend and create simple ABAB' patterns.<br/>Spotting and exploring errors in repeating patterns.</p> | <p><b>Numbers to 5 and beyond</b><br/>Solve real world mathematical problems up to 5.<br/>Experiments with own symbols and marks as well as numerals.<br/>Verbally rote count to 10<br/>Subitise to 6.</p> <p><b>Shape and Space</b><br/>Make comparisons between objects relating to size, length, weight and capacity.</p> <p><b>Number Patterns</b><br/>Extend and create simple AABB' patterns.<br/>Spotting and exploring errors in repeating patterns.</p> <p>Describe a familiar route.</p> | <p><b>Numbers to 5 and beyond</b><br/>Solve r eal world mathematical problems up to 5.<br/>Experiments with own symbol and marks as well as numerals.<br/>Verbally rote count to 10.<br/>Subitise to 6.</p> <p><b>Compare Quantities</b><br/>Compares quantities by using the terms 'more than', 'less than' and 'the same'.</p> <p><b>Number Patterns</b><br/>Begin to describe a sequence of events (real or fictional) using words such as first, then etc...</p> |

|                                                                         |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Understanding the World</p> <p>History<br/>Geography<br/>Science</p> | <p>Actively collect and enjoy transporting materials. Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language. Sustain interest in action and reaction toys. Engage in joint attention with adults for short periods of time in respectful observations of living things.</p> | <p>Use some very simple adjectives to describe the sensory properties of everyday materials. Respond appropriately to adult guidance to treat living things with care. Improve techniques with a range of action and reaction toys</p> | <p>Collect particular materials for a purpose. Make mechanisms such as pegboard cogs and other simple construction kit components such as wheels and axles work to a particular end. Respond appropriately to adult guidance to treat living things with care.</p> | <p>Collect materials for a particular purpose and explain. Work alongside adults imitating their actions as they care for living things. Narrate, a stage at a time, the way a growing plant or animal is changing. Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits. Give very simple explanations of how they work.</p> | <p>Actively explore the properties of everyday materials through spontaneous experimentation. Demonstrate a range of actions with remote control toys. Work alongside adults imitating their actions as they care for living things. Narrate, a stage at a time, the way a growing plant or animal is changing. Name family members in photographs. Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately. Describe and enact some of the roles of community figures.</p> | <p>Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings. Answer closed and anticipatory questions in simple adult led experiments about the properties of materials Use remote control toys to a particular end and explain how to do it. Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys. Recognise self in baby photographs and relate simple family stories about babyhood. Work alongside adults imitating their actions as they care for living things. Narrate a stage at a time the way a growing plant or animal is changing.</p> |
|                                                                         | <p>Describe what they see, hear and feel whilst outside.<br/>Explore the natural world around them.<br/>Understand the effect of changing seasons on the natural world around them. – Links with Time (Months/Days/Morning/Evening)<br/>Bee-Bots<br/>E-safety – Links to Ten Ten Resources<br/>Forest School</p>                                                   |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                         | <p>Use props, similar to the items they represent, appropriately, during simple</p>                                                                                                                                                                                                                                                                                | <p>Use props, similar to those they represent, appropriately during role play with simple</p>                                                                                                                                          | <p>Use materials for a purpose.<br/>Use props appropriately to</p>                                                                                                                                                                                                 | <p>Use a wider range of objects as props in spontaneous story telling.</p>                                                                                                                                                                                                                                                                                                                     | <p>Speak in role in simple story telling. Join materials in a range of ways to make</p>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Generate simple stories inspired by props. Create original stories with small</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                            |                                                                                                                                                                                                                                |                                                                                                                                                                   |                                                                                                                                                                                                           |                                                                                                                                           |                                                                                                                                                                            |                                                                                                                                                                                                                                                                        |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expressive Arts and Design | domestic role play.<br>Use small world props in short non-verbal narratives.<br>Make marks with a wide range of tools and grips.                                                                                               | dialogue. Use small world props in simple stories with some narration. Make marks with a wide range of tools and grips.                                           | recreate a wider range of simple role plays such as driving vehicles and shopping. Use figures from familiar stories and films to recreate short episodes. Use mark making tools to make enclosed shapes. | Create original stories with small world figures. Join materials for a purpose. Use mark making tools to make a range of enclosed shapes. | things for a purpose. Use mark making tools with control to add detail to shapes. Accurately match environmental sounds to pictures.                                       | world figures, including dialogue Use mark making tools to make very simple representational drawings. Accurately match instrumental sounds to familiar percussion instruments. Know by heart most of the words of simple repetitive songs and melodic nursery rhymes. |
|                            | Create collaboratively, sharing ideas, resources and skills.<br>Develop storylines in their pretend play.<br>Sing in a group or on their own, increasingly matching the pitch and following the melody.<br>Observation drawing |                                                                                                                                                                   |                                                                                                                                                                                                           |                                                                                                                                           |                                                                                                                                                                            |                                                                                                                                                                                                                                                                        |
| RE                         | <p align="center"><b>Branch 1 &amp; 2</b><br/><b>The Way</b><br/>Creation and Covenant<br/>Prophecy and Promise<br/><b>Ten Ten</b><br/>Created and loved by God</p>                                                            |                                                                                                                                                                   | <p align="center"><b>Branch 3 &amp; 4</b><br/><b>The Way</b><br/>Galilee to Jerusalem<br/>Desert to Garden<br/><b>Ten Ten</b><br/>Created to love others</p>                                              |                                                                                                                                           | <p align="center"><b>Branch 5 and 6</b><br/><b>The Way</b><br/>To the Ends of the Earth<br/>Dialogue and Encounter<br/><b>Ten Ten</b><br/>Created to live in community</p> |                                                                                                                                                                                                                                                                        |
| Key Books                  | <i>Brown Bear, Brown Bear</i><br><i>Come on Daisy</i><br><i>Elmer</i><br><i>Oh Dear, Look What I Got</i><br><i>The Colour Monster</i><br><i>We're Going on a Bear Hunt</i>                                                     | <i>Goldilocks and the Three Bears</i><br><i>The Three Little Pigs</i><br><i>The Three Billy Goats Gruff</i><br><i>Peace at Last</i><br><i>The Christmas Story</i> | <i>Handas Surprise</i><br><i>Monkey Puzzle</i><br><i>The Tiger Who Came to Tea</i><br><i>Giraffes Can't Dance</i><br><i>A New Home for Tiger</i>                                                          | <i>The Very Hungry Caterpillar</i><br><i>Rosie's Walk</i><br><i>Oi Frog</i><br><i>The Growing Story</i><br><i>The Go Away Bird</i>        | <i>Fireman Piggy wiggly</i><br><i>Ness the Nurse</i><br><i>The Train Ride</i>                                                                                              | <i>Rainbow Fish</i><br><i>Shark in the Park</i><br><i>World Atlases</i><br><i>Under the Sea Non-Fiction Commotion in the Ocean</i><br><i>Tourist Maps/leaflets for</i>                                                                                                 |