Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Nursery Rhymes**	**Brilliant Birds**	**Pets**	**Splash**	**Transport**	**Mini beast Madness**
ART **Focus/ Content**	Collaborative collage to make ducks Drawing spiders using circles and lines. Making salt dough jam tarts Creating faces using natural materials the children have collected	Making binoculars for bird watching Collaborative collage of an owl using ripping and tearing technique Chalk pictures on black card of a forest at night time. Water themed artwork – wax resist	Collage of a friend Paint animals Creating different dogs, (spotty/hairy/curly) using collaging and different techniques	Drawing a present for Billy Designing own buckets Decorating plastic buckets with whiteboard pens Making our own boats- junk modelling Make and write Easter cards	Use paint to make representation from the story Making oil pastel seaside images Making small world city	Weaving a web/plates Paint pictures of bugs /animals we saw! Make a symmetrical butterfly print by folding over the paper. Painting the busy spider Make glittery web pictures Self portraits Junk modelling insects
Skills	I can join different materials and explore different textures EAD NUR I can create closed shapes and line to represent objects EAD NUR	I can use drawing to represent the storm in the story I can name some colours and what colour they make when mixed I can use one handed tools and equipment – chalk, tape I can explore what happens when you mix paint with crayons I can tear paper to create a collage	I can use a paint brush effectively and with increasing control I can manipulate materials to create different textures I can create closed shapes and line to represent objects	I can draw with increasing detail I can show preference for dominate hand I can join different materials and explore different textures I can use a range of tools (scissors, glue, tape) to create a boat	I can join different materials and explore different textures – oil pastels and collage I can show different emotions in my drawing I can make imaginative small worlds with blocks	I can join different materials and explore different textures I can use one handed tools and equipment – glue, scissors, take, hole punch I can draw my self-using a pencil with increasing detail I can use my own ideas and decide what materials to use to junk model and insect I can fold paper to create a symmetrical butterfly
Knowledge	I know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. I know that drawings and paintings can show feeling and emotion and I know how to include this in my artwork	I know that drawing can represent ideas like movement or loud noises. I know that colours can be mixed together to create new ones I know how to Join different materials and explore different textures	I know how to Draw with increasing complexity and detail I know how to Join different materials and explore different textures	I know how to Draw with increasing complexity and detail I know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. I know how to Join different materials and explore different textures	I know that drawings and paintings can show feeling and emotion and I know how to include this in my artwork I know how to explore different materials freely, develop my ideas about how to use them and what to make.	I know that drawings and paintings can show feeling and emotion and I know how to include this in my artwork I know how to Draw with increasing complexity and detail I know how to Join different materials and explore different textures I know how to explore different materials freely, develop my ideas about how to use them and what to make. I know how to Join different materials and explore different textures
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	**Drawing:** pencil, line, colour in, straight, circle/other shapes, rubber, portrait **Construction:** Cut, stick, tape, pull, push, on, below, next to, above **Painting:** brush, paint, mix, palette, dip, colour, names **Collage**: fabric, collage, stick, positional language **Artists:** Artist, painter, sculptor					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Nursery Rhymes**	**Brilliant Birds**	**Pets**	**Splash**	**Transport**	**Mini beast Madness**
DT Focus/ Content	Make 3D spiders from junk modelling/pipe cleaners Collaborative collage to make ducks Drawing spiders using circles and lines. Making salt dough faces with natural materials the children have collected.	Making binoculars for bird watching Making finger puppets of Peter n Paul Making Xmas cards using foot finger printing Puffin masks Collaborative shades of blue whale picture Collaborative collage of an owl using ripping and tearing technique Chalk pictures on black card of a forest at night time. Creating shades of autumn leaves.	Drawing a friend Paint animals Creating different dogs, (spotty/hairy/curly) using collaging and different techniques – Animal masks Building kennels for George	Water themed artwork – wax resist and collaging a water droplet Drawing a present for Billy Decorating plastic buckets with whiteboard pens. Designing own buckets. 3D paper plate under the sea craft Tracing sharks Making our own boats Make and write Easter cards Paint a picture of a daffodil.	Use paint to make representation from the story Junk modelling bus/train Making oil pastel seaside images Self portraits Making small world city	Paper plate caterpillars Paint pictures of bugs /animals we saw! Make a symmetrical butterfly print by folding over the paper. Painting the busy spider Make glittery web pictures like the ones in the story
Skills	I can join different materials and explore different textures EAD NUR I can create closed shapes and line to represent objects EAD NUR	I can use drawing to represent the storm in the story I can name some colours and what colour they make when mixed I can use one handed tools and equipment – chalk, tape I can explore what happens when you mix paint with crayons I can tear paper to create a collage	I can use a paint brush effectively and with increasing control I can manipulate materials to create different textures I can create closed shapes and line to represent objects	I can draw with increasing detail I can show preference for dominate hand I can join different materials and explore different textures I can use a range of tools (scissors, glue, tape) to create a boat	I can join different materials and explore different textures – oil pastels and collage I can show different emotions in my drawing I can make imaginative small worlds with blocks	I can join different materials and explore different textures I can use one handed tools and equipment – glue, scissors, take, hole punch I can draw my self-using a pencil with increasing detail I can use my own ideas and decide what materials to use to junk model and insect I can fold paper to create a symmetrical butterfly
Knowledge	I know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. I know that drawings and paintings can show feeling and emotion and I know how to include this in my artwork	I know that drawing can represent ideas like movement or loud noises. I know that colours can be mixed together to create new ones I know how to Join different materials and explore different textures	I know how to Draw with increasing complexity and detail I know how to Join different materials and explore different textures	I know how to Draw with increasing complexity and detail I know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. I know how to Join different materials and explore different textures	I know that drawings and paintings can show feeling and emotion and I know how to include this in my artwork I know how to explore different materials freely, develop my ideas about how to use them and what to make.	I know that drawings and paintings can show feeling and emotion and I know how to include this in my artwork I know how to Draw with increasing complexity and detail I know how to Join different materials and explore different textures I know how to explore different materials freely, develop my ideas about how to use them and what to make. I know how to Join different materials and explore different textures
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	**Design**: Picture, drawing, use **Make**: Change, tools, materials, salt dough **Evaluate**: idea, improve **Cooking**: food, meal, snack, healthy, diet	**Design**: Picture, drawing, use **Make**: Change, tools, materials **Evaluate**: idea, improve	**Design**: Picture, drawing, use **Make**: Change, tools, materials **Evaluate**: idea, improve	**Design**: Picture, drawing, use **Make**: Change, tools, materials **Evaluate**: idea, improve	**Design**: Picture, drawing, use **Make**: Change, tools, materials **Evaluate**: idea, improve	**Design**: Picture, drawing, use **Make**: Change, tools, materials **Evaluate**: idea, improve

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Nursery Rhymes**	**Brilliant Birds**	**Pets**	**Splash**	**Transport**	**Mini beast Madness**
COMPUTING Focus/ Content		Dressing Lecky in appropriate clothes for the weather game on the IWB	Using a camera to take a picture of their favourite animal.	Using Beebots to find the hidden treasure on the squared board.	Colouring a bear outline on Purple Mash, focus on mouse control. Using remote control cars.	Using I-pads to draw mini beasts. Programming code-a-pillars.
NB: Due to a change in the EYFS curriculum Computing no longer comes under the EYFS development matters objectives. However, Computing skills are still taught using meaningful topic links as well as part of numeracy and literacy session throughout the year and opportunities to develop these skills are provided in the provision with free access to IPad and other ICT software.						
Skills	I can identify simple technology within my home and classroom. I can press buttons to turn technology on and off.	I can identify simple technology within my home and classroom. I can press buttons to turn technology on and off. I can select and move the cursor on an ipad or smartboard.	I can press a button on a camera/ipad to take a picture. I can select and move the cursor on an ipad or smartboard.	I can use a programmable toy.	I can select and move the cursor on an ipad or smartboard.	I can select and move the cursor on an ipad or smartboard to draw a picture.
Knowledge	I know the names of technological devices in my home and classroom.	I know when I move my finger whilst touching the screen that it will move the cursor.	I know how to use the Camera on the IPad to take pictures	I know how to make the robot go forwards or backwards.	I know which buttons control the remote control car I know how to make simple selections on purple mash	**I know how to code the caterpillar to move forwards and backwards** I know how to make simple selections on purple mash
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Toy Button Switch on/off IPad Smartboard Camera Click Sound Press Computer, Keyboard Mouse					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Nursery Rhymes**	**Brilliant Birds**	**Pets**	**Splash**	**Transport**	**Mini beast Madness**
GEOGRAPHY **Focus/ Content**	Talking about who lives in their house. Building relationships with adults and peers in order to be able to talk about their family, friends and significant events in their lives.	Talking about our family traditions based around Christmas/Eid. Retelling stories about birds in the correct order. Looking at birds from other countries	Explore the traditions based around Chinses New Year.	Understanding that pirates existed in the past. Sorting Animals that live in the sea Looking at the world's oceans on a map	Talking about local area- cars and transport we see Looking at other forms of transport from around the word	Finding out where mini beasts live.
Skills	I can continue to develop a positive attitude about the difference between people I can talk about members of my own family and friends	I can continue to develop a positive attitude about the difference between people I can understand the need to care of the environment and living things I can talk about and name birds from other countries	I can continue to develop and positive attitude about the difference between people I can talk about how Chinese new year is celebrate in different countries	I can name some animals that live in the sea/ocean I can talk about animals that live in different countries and compare to UK	I can show an interest in different occupations I can talk about what I might see on a road in Huddersfield I can talk about transport from other countries	I can understand the need to care of the environment and living things I can name some habitats of minibeasts in Huddersfield
Knowledge	I know there are differences between people and I can talk about this positively	I know there are differences between people. I know there are differences between animals/birds. I can talk about this positively	I know that there are different countries in the world and talk about the different photo/experiences I have seen UW	I know that there are different countries in the world and talk about the different photo/experiences I have seen UW	I know that there are different countries in the world and talk about the different photo/experiences I have seen UW	I know that there are different countries in the world and talk about the different photo/experiences I have seen UW
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	**Locational Knowledge**: Netherhall St James School, Rawthorpe, Huddersfield, England, place, school World, home, family **Human**: house, home, park, school, shop, nursery, road, map, family, place **Physical**: weather, rainy, sunny, cloudy, windy, world **Patterns**, change, same, different **Geographical Skills and Fieldwork:** left, right, straight, bottom, top, outside, in, down, inside, under, behind, below, farm, garage, train, shop, car, road **Place Knowledge:** Plants, trees, bushes, flowers, grass, ground, wall, leaves, animals, birds, caterpillars, bees, butterflies, bark, park, home, school, shop, road Same, different, place					

MUSIC

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Nursery Rhymes**	**Brilliant Birds**	**Pets**	**Splash**	**Transport**	**Mini beast Madness**
Focus/ Content	Singing and learning nursery rhymes. Getting to know each other ring dance games. Introduction to instruments, stopping and starting following a signal, playing fast/slow and loud/quiet. Accompanying Incy Wincy with different instruments and performing it.	Learning and singing 2 little dickie birds Imagining being in a storm. Singing and playing rain makers to; I hear Thunder, Rain, rain go away Sea Artwork to Vivaldi storm	Changing words to familiar songs to make up our own, based on 'How much is that Doggy' Singing BINGO and accompanying actions.	Hole in the bottom of the sea song- perform and sing Write Dance – storm/calm themed. Singing and dancing to Baby shark song	Singing and adding instruments to wheels on the bus, down at the station Dancing to transport songs-moving like a vehicle Down at the station- acting and singing	Can you move with me? poem Explore body shapes/speed/flow Eg scurrying ants/buzzing bees/slow snails Learning songs about mini beasts. Bug ball dancing Use music to imitate bugs' movement
Skills	I can respond to what I have heard with my own thoughts and feeling I can remember and sing entire sounds I can 'pitch match' another person I can play an instrument with increasing control and express feelings to others	I can respond to what I have heard with my own thoughts and feeling I can 'pitch match' another person I can sing in a melodic shape I can play an instrument with increasing control and express feelings to others	I can listen with increasing attention to sounds I can remember and sing entire sounds I can create my own songs	I can listen with increasing attention to sounds I can respond to what I have heard with my own thoughts and feeling I can sing in a melodic shape	I can listen with increasing attention to sounds I can respond to what I have heard with my own thoughts and feeling I can remember and sing entire sounds I can develop a phonological awareness I can play an instrument with increasing control and express feelings to others	I can listen with increasing attention to sounds I can sing in a melodic shape I can play an instrument with increasing control and express feelings to others
Knowledge	*Knowledge for music is taught on the this objectives and progression and developed through a range of songs throughout the year** I know how to listen with increased attention to sounds. I know how to talk about what I have heard, expressing my thoughts and feelings. I know how to sing entire songs. I know how to pitch match- Sing the pitch of a tone sung by another person I know how to Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Nursery Rhymes**	**Brilliant Birds**	**Pets**	**Splash**	**Transport**	**Mini beast Madness**
PD/PE Focus/ Content		Puffin school – children move in a variety of ways		Water assault course – children travel over/under etc whilst carrying water	Driving test – children pass a mini driving test on the bikes.	
	**Ongoing throughout the year as [part of outdoor provision; bikes, scooters, climbing/balance activities, games, small and large equipment skills, throwing, catching and aiming.*					
Skills **EYFS - Three and Four-Year-Olds**	**PD** I can move in a range of ways including when balancing, riding (scooters, trikes and bikes) I can kick, throw, catch a ball (not always with accuracy) I can go up steps and stairs, or climb up apparatus, using alternate feet. I can skip, hop, stand on one leg and hold a pose for a game like musical statues. I can use large-muscle movements to wave flags and streamers, paint and make marks. I can begin to follow rules, understanding why they are important. (PSED) I can remember rules without needing an adult to remind them. (PSED)					
Knowledge	**PD** I know that some group activities need teams and can make these up myself I know how to use and remember sequences and patterns of movements which are related to music and rhythm. I am beginning to know I need to follow rules to make a game successful. **PSED** I know how to healthy choices about food, drink, activity and tooth brushing.					
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Ball, bean bag, hoop, Throw, catch, aim, target, kick Jump, climb, land safely. Balance jumping, running, hopping, crawling, skipping, walking safe space					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Nursery Rhymes**	**Brilliant Birds**	**Pets**	**Splash**	**Transport**	**Mini beast Madness**
RE - Focus/ Content		Christmas	Chinese New Year	Easter Eid	Noah's Ark	
Skills		I can talk about how and what my family celebrate and have celebrated in the past I can talk about members of my family I can continue to develop a positive attitude about the difference between people I can develop my sense of responsibility and membership of a community. I can build constructive and respectful relationships.	I can continue to develop a positive attitude about the difference between people I can continue to develop a positive attitude about the difference between people I can enjoy listening to longer stories and can remember much of what happens. I can build constructive and respectful relationships.	I can talk about how and what my family celebrate and have celebrated in the past I can talk about members of my family I can continue to develop a positive attitude about the difference between people I can build constructive and respectful relationships. I can develop my sense of responsibility and membership of a community.	I can enjoy listening to longer stories and can remember much of what happens.	
Knowledge		I know about my own life-story and family's history and talk about this	I know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	I know about my own life-story and family's history and talk about this		
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***		Christmas Christians Celebration Special clothes Advent calendar Christmas cards and presents Jesus, Mary, Joseph, angels, shepherds, stable, star, kings God	Dragon Goat Snake Rabbit Tiger Sheep Horse Pig Rat Rooster Chinese New Year Celebration China Greetings cards Money wallet	Easter Christian Celebration Eggs Cross Jesus God Eid Ramadan Allah Quran Prayer Prayer mat Special clothes Cards and gifts	Bible Christians Noah's ark Animals Flood, storm Dove Peace rainbow	

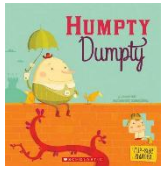
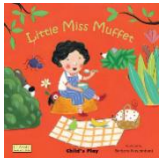
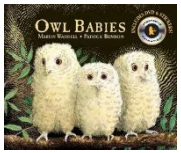
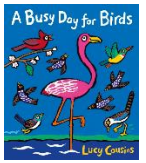
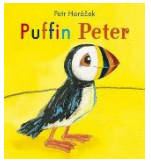
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Nursery Rhymes**	**Brilliant Birds**	**Pets**	**Splash**	**Transport**	**Mini beast Madness**
PSHE/Jigsaw **Focus/ Content**	**Being Me in My World** 1. Who…Me?! 2. How am I feeling today? 3. Being at Nursery 4. gentle hands 5. Our rights – Nursery charter 6. Our responsibilities	**Celebrating Difference** 1. What am I good at? 2. I'm special, I'm me! 3. Families 4. Houses and homes 5. Making friends 6. Standing up for yourself	**Dreams and Goals** 1. Challenge 2. Never giving up 3. Setting a goal 4. Obstacles and support 5. Flight to the future 6. Footprint awards	**Healthy Me** 1. Everybody's body 2. We like to move it move it 3. Food glorious food 4. Sweet dreams 5. Keeping clean 6. Stranger danger	**Relationships** 1. May family and Me 2. Make friends, make friends, never ever break friends Part 1 3. 2. Make friends, make friends, never ever break friends Part 2 4. Falling out and bullying Part 1 5. Falling out and bullying Part 2 6. Being the best friends we can be	**Changing Me** 1. My body 2. Respecting my body 3. Growing up 4. Growth and change 5. Fun and fears 6. Celebration
Skills	I can understand how it feels to belong and that we are similar and different I can understand how feeling happy and sad can be expressed I can work together and consider other people's feelings I can use gentle hands and understand that it is good to be kind to people I am starting to understand children's rights and this means we should all be allowed to learn and play I am learning what being responsible means	I know how it feels to be proud of something I am good at I can tell you one way I am special and unique. I know that all families are different. I know there are lots of different houses and homes. I can tell you how I could make new friends. I can use my words to stand up for myself.	I understand what a challenge means I can keep trying until I can do something I can set a goal and work towards it I know some kind words to encourage people with I can start to think about the jobs I might like to do when I'm older I can feel proud when I achieve a goal	I know the names for some parts of my body and am starting to understand that I need to be active to be healthy I can tell you some of the things I need to do to be healthy I know what the word 'healthy' means and that some foods are heathier than others I know how to help myself go to sleep and that sleep is good for me I can wash my hands and know it is important to do this before I eat and after I go to the toilet I know what to do if I get lost and how to say NO to strangers	I can tell you about my family I understand how to make friends if I feel lonely I can tell you some of the things I like about my friends I can use Calm Me time to manage my feelings I can work together and enjoy being with my friends	I can name parts of my body and show respect for myself I can tell you some things I can do and some food I can eat to be healthy I understand that we all start as babies and grow into children and then adults I can talk about how I feel moving to School from Nursery I can remember some fun things about Nursery this year
Knowledge	I know how I am feeling and can name these feelings. I know why it is important to be kind to others.	I know what I am good at and what is special about me I know we are all different in some ways.	I know what a goal is how I might work towards one. I know what I need to do when I find something tricky.	I know why it is important to eat healthy, brush my teeth, exercise and keep my hands clean. I know how to keep safe if approached by a stranger.	I know how to make friends with others and how to be a good friend. I know that words can hurt others. I know what to say and do if somebody is mean to me	I know that I grow and change I know that we all grow from babies to adults. I know how I feel about moving on and can talk about this. I know different parts of my body.
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Me, myself, feelings – sad, happy, tired, excited etc school gentle Hands Our Rights Our Responsibilities	special Families Houses and Homes Making Friends Standing Up for Yourself	Challenge Never Giving Up! Setting a goal persevere future proud encourage	Being healthy, healthy choices Healthy food Exercise Sleep, dreams Keeping Clean Stranger Danger	Family and friends Falling out Bullying Solving problems Lonely	My Body (eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg) Respecting My Body Growing Up My fears, Celebration

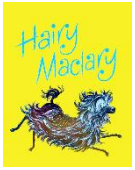
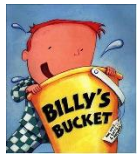
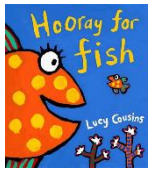
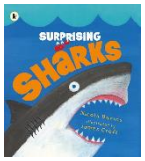
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Nursery Rhymes**	**Brilliant Birds**	**Pets**	**Splash**	**Transport**	**Mini beast Madness**
SCIENCE **Focus/ Content**	Wild Area : Collect natural materials Find out if an egg can really sit on a wall! Knowing what makes them unique, similarities/differences with friends	Looking outdoors for birds, exploring where they live, eat. Sorting swim/fly animals Observing puffin movement and behaviour Knowing some facts about owls eg behaviour and eye colour. Sorting daytime and night-time animals. Bird life cycle	Talk about pets tell everyone their name what they are and what they like to do/eat Understanding of a pet being an animal that can live in our homes. What does a pet need to be healthy/happy? Matching Animal Cards: animals and their babies Talking about how wild animals can't be pets. Animal's characteristics, eyes, mouth, nose, ears etc. H/a why do they have ..?	NF book about how water is important for all living things and comes from the sky as rain. Simple explanation of the water cycle using big book 'The drop goes Plop' Watching clips and looking at photographs of the sea creatures Billy saw in his bucket. Floating and sinking focus - testing objects and making predictions, link to the story Correct names for parts of a boat. Link back to floating and sinking - why does a boat float? Moving the boats we have made by wind power! Observing how water makes a plant grow (cress seeds)	Naughty Bus freezing toys Look at where different transport can be seen Reflection- what can we see	Talking about which animals can hatch out of eggs. Find out more about the insects we saw (power point about what they eat/ where they like to live) Make observations about the bugs from the visit. Look at the life cycle of a butterfly. Observe different patterns and marking on butterflies. Wild Area visit to look for spider webs and bugs Extra Science: Grow a sunflower
Skills **EYFS - Three and Four-Year-Olds**	I can talk about what I see, using a wide vocabulary. I can begin to understand the need to respect and care for the natural environment and all living things. I can talk about why an egg can or cannot sit on the wall	I can talk about what I see, using a wide vocabulary. I can explore how things work. I can understand the key features of the life cycle of a bird I can sort things that happen in the day/night I can name some facts about owls/birds	I can talk pet and animals using a wide range of vocabulary I can plant seeds and care for growing plants. I can understand the key features of the life cycle of a pet I can begin to understand the need to respect and care for animals	I can use all my senses in hands-on exploration of natural materials. I can explore collections of materials with similar and/or different properties. I can talk about what I see, using a wide vocabulary. I can explore how things work. I can understand the key features of the life cycle of a plant. I can talk about the differences between materials and changes they notice.	I can use all my senses in hands-on exploration of natural materials. I can explore collections of materials with similar and/or different properties- reflective I can talk about what I see, using a wide vocabulary. I can explore how things work. I can talk about the differences between materials and changes they notice.	I can use all my senses in hands-on exploration of natural materials. I can talk about what I see, using a wide vocabulary. I can plant seeds and care for growing plants. I can understand the key features of the life cycle of a plant and an animal. I can begin to understand the need to respect and care for the natural environment and all living things.
Knowledge	I know how to talk about the different natural materials I explore using my senses I know how to talk about different forces they can feel throughout exploration I know how some things work through exploration	I know how to talk about what they see, using a wide vocabulary I know the key features of the life cycle of an animal.	I know why we need to respect and care for the natural environment and all living things.	I know how to plant and care of seeds and growing plants I know how to name and talk about the different natural materials I explore using my senses I know how to talk about different forces they can feel throughout exploration I know why we need to respect and care for the natural environment and all living things. I know the key features of the life cycle of an plant	I know about the differences between materials and changes they notice I know how to talk about collection of different materials comparing similarities and differences I know how to talk about the different natural materials I explore using my senses	I know how to talk about the different natural materials I explore using my senses I know the key features of the life cycle of a butterfly

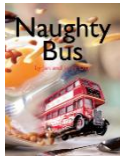
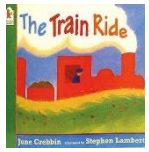
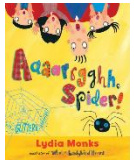
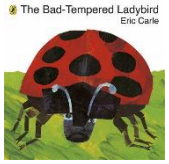
				I know about the differences between materials and changes they notice		
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Spider, web, garden, Head, body, arm, leg, eyes, ears, nose, mouth, hands, feet, same, different,	birds, tree, nest, beak, wings, feathers, fly, seeds, worms, puffin, owl, blackbird, robin, seagull, animal, dig, swim, fly, fish, food, egg,	pets, day time, tea time, night time, dog, cat, rabbit, hamster, guinea pig, tortoise, kennel, hutch,	boat, mast, sail, float, sink,		insects, slug, snail, woodlouse, worm, butterfly, dragonfly, mini beast, shell, antennae, sunflower, plant

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Nursery Rhymes**	**Brilliant Birds**	**Pets**	**Splash**	**Transport**	**Mini beast Madness**
MATHS Focus/ Content	Counting to 5 number rhymes/Little Miss Muffet big book Counting ducks, making sets to 5 Which is more? activity – plates of tarts say which has more/ fewer ? Take away some and repeat.	Making long/short worms with playdough Making and comparing sets of eggs in nests - Numicon Making Missing Owl posters using 2D shapes	Size ordering of dogs/cats – big and small/tall and short Counting and number recognition - count out a given number of animals to match a numeral– Noahs's Ark Numberblock characters tuff tray with items labelled 1-5 Dear Zoo – heavy and light	Features of sea creatures– describe spotty/stripy etc Compare sharks in terms of length and size Order 3 objects from around classroom in order of size Capacity – full and empty. Which container will hold more?	Postional language – where is the Naughty bus hiding? (outdoors) Counting people on and off buses, and saying what 1 more or 1 less passenger would make. Shape trains 2D Building a 'city' using 3D shapes	Counting groups of bugs to 10 and making sets of bugs of a given number to match numeral Subitising – insects in a box, quick show, say how many without counting Numberblocks – build the characters with bricks 1-10
Skills **3 and 4 year olds will be learning to:**	I can develop fast recognition of up to 3 objects, without having to count them individually. (subitising) I can recite numbers past 5. I can say one number name for each item in order: 1,2,3,4,5 I can show finger numbers up to 5. I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. I can experiment with their own symbols and marks as well as numerals. I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' I can understand position through words alone – for example, "The bag is under the table," – with no pointing. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.					
Knowledge **3 and 4 year olds will be learning to:**	I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) I know how to solve real world mathematical problems with numbers up to 5. I know how to compare quantities using language: 'more than', 'fewer than'. I know how to describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. I know how to make comparisons between objects relating to size, length, weight and capacity.					
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	count, order, compare, more, less, more than, less than add, altogether, take away share, group long/longer, short/shorter, tall/taller, heavy, light, big/biggest/bigger, small/smallest/smaller empty, full, half full/empty rectangle, square, circle, triangle, flat, straight, curved, 2D shapes time, quick/quickest/quicker, slow/slowest/slower, later, before, after, first, next, today, yesterday, tomorrow over, under, around, on, into, next to, behind, on top of					

ENGLISH

Term	Subject	Overview
Autumn	Writing	**Nursery rhymes** **Brilliant Birds**
	Core Texts	      
	Communication and Language	I know how to pay attention to more than one thing at a time I know a range of new vocabulary which I can use to communicate with others
	Literacy	I know and understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom I know how to spot rhymes and can suggest other rhyming words I know what has happened in the stories we read and can retell main events I know how to count or clap syllables in a word

Term	Subject	Overview
	Writing	**Pets/Animals** **Splash!**
	Core Texts	    
Spring	**Communication and Language**	I know how to pay attention to more than one thing at a time I know a range of new vocabulary which I can use to communicate with others I know that a question or instruction that has two parts and can follow them with support I know how to answer 'why' questions, I know how to Use longer sentences of four to six words.
	Literacy	I know and understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom I know how to spot rhymes and can suggest other rhyming words I know what has happened in the stories we read and can retell main events I know how to count or clap syllables in a word I know how to recognise words with the same initial sound, such as money and mother I know how to engage in extended conversations about stories, learning new vocabulary.

Term	Subject	Overview
	Writing	**How can we get there?** **Mad about Mini beasts**
	Core Texts	    

Summer	**Communication and Language**	I know how to pay attention to more than one thing at a time I know a range of new vocabulary which I can use to communicate with others I know that a question or instruction that has two parts and can follow them with support I know how to answer 'why' questions, I know how to Use longer sentences of four to six words. I know how to express my point of view and to debate when I disagree with an adult or a friend, using words as well as actions. I know how to start a conversation with an adult or a friend and continue it for many turns.
	Literacy	I know and understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom I know how to spot rhymes and can suggest other rhyming words I know what has happened in the stories we read and can retell main events I know how to count or clap syllables in a word I know how to recognise words with the same initial sound, such as money and mother I know how to engage in extended conversations about stories, learning new vocabulary. I know how to use some of their print and letter knowledge in their early writing I know how to Write some or all of their name. I know how to Write some letters accurately

<table>
<tr>
<td rowspan="2">English
Communication and Language
Children:
Enjoy listening to stories.
Listen to longer stories and remember much of what happens.
Understand simple questions and instructions.
Learn and use new vocabulary.
Speak in sentences of increasing length.
Begin conversations with adults and friends.
Literacy
Children:
Notice print in the environment.
Enjoy books independently.
Join in with repeated phrases.
Recognise rhyme.
Hear some initial sounds.
Give meaning to marks they make.
Begin drawing and writing-like marks.
These prepare children for KS1 reading and writing.

Drama
Children:
Engage in imaginative play.
Take on different roles.
Retell familiar stories.
Create narratives during play.</td>
<td>Mathematics
Children begin to:
Count objects accurately.
Say some number names in order.
Compare quantities.
Recognise small groups without counting (subitising).
Describe patterns.
Sort objects.
Compare size, weight and capacity.
Recognise simple 2D shapes.
Use positional language.</td>
<td>Art & Design
Children:
Explore paint.
Draw with increasing control.
Use collage materials.
Experiment with colour mixing.
Build models.
Explore texture and pattern.
Create representations of people and objects.
Design & Technology
Children:
Construct with blocks and loose parts.
Use tools safely.
Join materials.
Adapt and improve models.
Choose resources independently.
Solve simple design problems.</td>
<td>Physical Education
Gross Motor
Children:
Run confidently.
Jump.
Climb.
Balance.
Ride wheeled toys.
Throw and catch large balls.
Fine Motor
Children:
Use one-handed tools.
Hold pencils with increasing control.
Thread beads.
Cut with scissors.
Manipulate small objects.</td>
</tr>
<tr>
<td>Religious Education
Children:
Learn about different families.
Celebrate festivals.
Explore different traditions.
Respect similarities and differences.
Talk about belonging to groups.</td>
<td>PSHE / RSHE
Children:
Express feelings.
Begin to regulate emotions.
Share and take turns.
Build friendships.
Develop independence.
Manage personal care with support.
Follow routines.
Learn about healthy food and exercise.</td>
<td>Computing
There are no specific Nursery computing outcomes, but children develop foundations by:
Using simple digital devices with support.
Operating cause-and-effect toys.
Following simple instructions.
Beginning logical sequencing through routines.
Talking about technology they use at home.</td>
</tr>
</table>

• Act out experiences and stories. **Music** Children: • Sing familiar songs. • Copy rhythms. • Play percussion instruments. • Explore loud/quiet and fast/slow. Move expressively to music.	**Geography** Children: • Talk about where they live. • Notice different environments. • Learn about occupations in the community. • Compare homes. • Explore maps through play. • Notice weather changes. • Learn about different countries through stories.	**History** Children: • Talk about birthdays and celebrations. • Describe family experiences. • Talk about things that happened in the past. • Begin to understand the passing of time. • Compare "when I was a baby" to now.	**Science** Children: • Explore using all their senses. • Notice changes in seasons and weather. • Observe plants and animals. • Explore materials. • Ask questions. • Investigate through play. • Begin talking about what they notice.

Summary Mapping

KS1 Subject	Nursery Learning (3–4 years)
English	Listening, vocabulary, speaking, stories, rhyme, mark making, early literacy
Maths	Counting, quantity, patterns, shape, sorting, measures
Science	Exploring nature, materials, plants, animals, observing changes
Geography	Familiar places, weather, environments, communities
History	Personal past, family experiences, sequencing familiar events
Art	Drawing, painting, collage, sculpture, colour and texture
Design & Technology	Construction, joining materials, choosing tools and resources
Computing	Early technology use, sequencing, cause and effect
RE	Festivals, families, communities, respecting differences
PSHE	Emotions, relationships, independence, health and routines
PE	Gross and fine motor development, coordination and control
Music	Singing, rhythm, instruments and movement
Drama	Role play, storytelling and imaginative play

This mapping mirrors the progression into Reception, showing how the broad, play-based learning in Nursery lays the foundations for both the Reception Early Learning Goals and the more subject-specific curriculum children encounter in Key Stage 1.