Nursery Curriculum Map Overview 23/24

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		<u>Autumn 1 -</u>	<u>Autumn 2 –</u>	<u>Spring 1 –</u>	<u>Spring 2 –</u>	<u>Summer 1</u> -	<u>Summer 2 –</u>
	Subjects in ()- cover in	<u>Ourselves</u>	<u>Celebrations</u>	<u>Family</u>	Exploring /start of	<u>Growing/decay</u>	People who help us.
	subjects				Spring	Being Healthy	Transitions
PRIME AREAS OF LAERNING	Personal, Social & Emotional Development Making Relationships Self-confidence and self-awareness Managing feelings and behaviour	 Being Me in My World jigsaw Recognise feelings. Look at what I enjoy. Look at responsibilities. Gentle hands Keeping germs away -Develop their sense of responsibility and membership of a community (<i>RE</i>) (<i>PSED</i>) -Increasingly follow rules, understanding why they are important. (<i>English</i>) (<i>PE</i>) -Show more confidence in new social situations. (<i>English</i>) Talk about feelings using words like 'sad','angry','happy',or worried. (<i>English</i>) (<i>PSED</i>) -Selects and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (<i>PSED</i>)(<i>PE</i>) (<i>DT</i>) -Become more outgoing with unfamiliar people, in a safe context of their setting. (<i>PSED</i>) -Shows more confidence in a new social situation (<i>PSED</i>) -Do not always need an adult to remind you of the rules. (<i>PSED</i>) (<i>PE</i>) 	Celebrating Difference Jigsaw What I am good at Being different makes me special. Knowing we are different but the same. Families and Home Making friends Standing up for yourself Develop their sense of responsibility and membership of a community. (<i>RE</i>) (<i>PSED</i>) Increasingly follow rules, understanding why they are important. (<i>English</i>)(<i>PE</i>) Become more outgoing with unfamiliar people, in a safe context of their setting. (<i>PSED</i>) Shows more confidence in a new social situation (<i>PSED</i>) Begin to understand how others might be feeling. (<i>PSED</i>) Do not always need an adult to remind you of the rules. (<i>PSED</i>) (<i>PE</i>) Increasingly follow rules, understanding why they are important (<i>PSED</i>)	Dreams and Goals Jigsaw Perseverance Setting Goals Achieving Goals Making Links to the future Feelings when I achieve a goal Increasingly follow rules, understanding why they are important. (English) (PE) Develop appropriate ways of being assertive. (English) Talk to others to solve conflict. (English) Talk to others to solve conflict. (English) Play with one or more other children, extending and elaborating play ideas. (English) (PSED) Selects and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (PSED) (DT) (PE) Do not always need an adult to remind you of the rules. (PSED) (PE) Increasingly follow rules, understanding why they are important (PSED)	 Healthy Me Jigsaw Understanding exercise is healthy. Understanding moving and resting are good for my body. Healthy/Unhealthy foods Sleep Being clean Stranger danger -Increasingly follow rules, understanding why they are important (ICT) (English) (PE) -Develop appropriate ways of being assertive. (English) (PSED) -Talk to others to solve conflict. (English) -Play with one or more other children, extending and elaborating play ideas. (English) (PSED) -Help to find solution to conflicts and rivalries. Not everyone can be spiderman, suggest other ideas. (PSED) -Talk with others to solve conflict (PSED) -Talk with others to solve conflict (PSED) Do not always need an adult to remind you of the rules. (PSED) (PE) 	Relationships Jigsaw Friendships Solving Problems How to treat others How to manage my feelings How to be a good friend Increasingly follow rules, understanding why they are important. (English)(PE) Develop appropriate ways of being assertive. (PSED) (English) Talk to others to solve conflict. (English) Play with one or more other children, extending and elaborating play ideas. (English) (PSED) Selects and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (PSED)(DT) (PE) Help to find solution to conflicts and rivalries. Not everyone can be spiderman, suggest other ideas. (PSED) Talk with others to solve conflict. (PSED) To not always need an adult to remind you of the rules. (PSED) (PE)	Changing me Jigsaw Naming body parts Respecting your body Growing Up Expressing feelings about moving on Discussing worries Discussing memories Develop their sense of responsibility and membership of a community. (<i>RE</i>) (<i>PSED</i>) Increasingly follow rules, understanding why they are important. (<i>English</i>)(<i>PE</i>) Develop appropriate ways of being assertive. (<i>English</i>) (<i>PSED</i>) Talk to others to solve conflict. (<i>English</i>) (<i>PSED</i>) Talk to others to solve conflict. (<i>English</i>) (<i>PSED</i>) Help to find solution to conflicts and rivalries. Not everyone can be spiderman, suggest other ideas. (<i>PSED</i>) Talk with others to solve conflict (<i>PSED</i>) Talk with others to solve conflict (<i>PSED</i>) Do not always need an adult to remind you of the rules. (<i>PSED</i>) (<i>PE</i>) Core Skill: To understand how to solve conflict. To follow the class rules and boundaries.

	Nursery Curriculum Map Overview 23/24							
Τ		<u>Get Set 4PE</u>	Get set 4 PE Dance Unit 2	Get Set 4 PE -Gymnastics Unit 2	Get Set 4 PE Ball Skills	<u>Games Unit 2</u>	<u> Team Games – prepare for</u>	
	Physical	Fundamentals Unit 2	Use large-muscle movements	Use large-muscle movements	Match their developing skills	Use a comfortable grip with	<u>sports day.</u>	
	Development	Use a comfortable grip with	to wave flags and streamers.	to wave flags and streamers.	to tasks and activities in the	good control when holding pens	Use a comfortable grip with	
		good control when holding pens	(Art) (Music) (DT)(English) (PE)	(Art) (Music) (DT) (English) (PE)	setting (ICT)	and pencils. (Art) (English)	good control when holding pens	
	Martin a sead base dias	and pencils. (Art) (English)					and pencils. (Art) (English)	
	Moving and handling Health and self-care		Use a comfortable grip with	Use a comfortable grip with	Use one-handed tools and	Use one-handed tools and		
		Use one-handed tools and	good control when holding pens	good control when holding pens	equipment, for example, making	equipment, for example, making	Use one-handed tools and	
		equipment, for example, making	and pencils. (Art) (English)	and pencils. (Art)(English)	snips in paper with scissors.	snips in paper with scissors.	equipment, for example, making	
		snips in paper with scissors.			(Art) (DT) (English)	(Art) (DT) (English)	snips in paper with scissors.	
		(Art) (DT)(English)	Use one-handed tools and	Use one-handed tools and			(Art) (DT) (English)	
			equipment, for example, making	equipment, for example, making	Choose the right resources to	Choose the right resources to		
		Use Large- muscle movements	snips in paper with scissors.	snips in paper with scissors.	carry out their own plan. (Art)	carry out their own plan. (Art)	Choose the right resources to	
		to Paint and Mark make. (Art)	(Art)(DT)(English)	(Art) (DT) (English)	(DT) (PE)	(DT) (PE)	carry out their own plan. (Art)	
		(Music) (DT) (English) (PE)					(DT) (PE)	
			Use Large- muscle movements	Choose the right resources to	Use Large- muscle movements	Use Large- muscle movements		
		Make healthy choices about	to Paint and Mark make. (Art)	carry out their own plan. (Art)	to Paint and Mark make. (Art)	to Paint and Mark make. (Art)	Use Large- muscle movements	
		food, drink, activity and	(Music) (PE)(DT)(English)	(DT) (PE)	(Music) (DT) (English) (PE)	(Music) (DT) (English) (PE)	to Paint and Mark make.	
		toothbrushing. (Science)(PSED)					(Art)(Music) (DT) (English) (PE)	
			Starting to eat independently	Use Large- muscle movements	Be increasingly independent as	Make healthy choices about		
		Starting to eat independently	and learning how to use knife	to Paint and Mark make. (Art)	they get dressed and undressed	food, drink, activity and	Be increasingly independent as	
		and learning how to use knife	and fork. (PSED)	(Music) (DT) (English) (PE)	(PSED)(PE)	toothbrushing. (Science)(PSED)	they get dressed and undressed	
		and fork. (PSED)					(PSED)(PE)	
			Be increasingly independent as	Be increasingly independent as	Be increasingly independent in	Be increasingly independent as		
		Be increasingly independent as	they get dressed and undressed	they get dressed and undressed	meeting their own care needs.	they get dressed and undressed	Be increasingly independent in	
		they get dressed and undressed	(PSED) (PE)	(PSED)(PE)	Using the toilet, brushing teeth,	(PSED)(PE)	meeting their own care needs.	
		(PSED) (PE)			washing, and drying hands		Using the toilet, brushing teeth,	
			Be increasingly independent in	Be increasingly independent in	thoroughly. (PSED)	Be increasingly independent in	washing and drying hands	
		Be increasingly independent in	meeting their own care needs.	meeting their own care needs.		meeting their own care needs.	thoroughly. (PSED)	
		meeting their own care needs.	Using the toilet, brushing teeth,	Using the toilet, brushing teeth,	Shows a preference for a	Using the toilet, brushing teeth,		
		Using the toilet, brushing teeth,	washing, and drying hands	washing, and drying hands	dominant hand (English)(PE)	washing and drying hands	Shows a preference for a	
		washing, and drying hands	thoroughly. (PSED)	thoroughly. (<i>PSED)</i>		thoroughly. (PSED)	dominant hand (English)(PE)	
		thoroughly. (PSED)			Continue to develop their balls			
			Shows a preference for a	Shows a preference for a	skills (PE)	Shows a preference for a	hold a pose for a game like a	
		Shows a preference for a	dominant hand (English) (PE)	dominant hand (English)(PE)		dominant hand (English)(PE)	statue (PE)	
		dominant hand (English) (PE)			Collaborate with others to			
			Skip, hop, stand on one leg and	increasingly able to use and	manage large items, such as	Start taking part in some group	Start taking part in some group	
		Skip, hop, stand on one leg	hold a pose for a game like a	remember sequences and	moving long planks safely,	activities which they make up	activities which they make up	
		and hold a pose for a game like	statue (PE)	patterns of movement which	carrying large hollow blocks.	for themselves, or in teams (PE)	for themselves, or in teams (PE)	
		a statue (PE)	Continue to develop their	are related to music and	(PE)	Co up stops and stairs as all sub	Co up stone and stairs as all as	
		Match their developing skill to	Continue to develop their	rhythm. (PE)	Match their developing skill to	Go up steps and stairs or climb	Go up steps and stairs or climb	
		Match their developing skill to task. Example: crawl, walk	movement, balancing riding (scooters, bike, trikes) (PE)	Collaborate with others to	 Match their developing skill to task. Example: crawl, walk 	up apparatus, using alternate feet (PE)	up apparatus, using alternate feet (PE)	
		across the plank depending on	(SCOOLETS, DIKE, LITKES) (PE)		across the plank depending on	leet (PE)	leet (PE)	
		the width. (PE)	increasingly able to use and	manage large items, such as moving long planks safely,	the width. (PE	Collaborate with others to	Collaborate with others to	
			remember sequences and	carrying large hollow blocks.		manage large items, such as	manage large items, such as	
			patterns of movement which	(PE)		moving long planks safely,	moving long planks safely,	
			are related to music and	(F =)		carrying large hollow blocks.	carrying large hollow blocks.	
			rhythm. <i>(PE)</i>	Match their developing skill to		(PE)	(PE)	
			() <u>(</u>)	task. Example: crawl, walk		(12)	(7 2)	
				across the plank depending on			Match their developing skill to	
				the width. (PE)			task. Example: crawl, walk	
							across the plank depending on	
							the width. (PE)	
							Core Skill: To be able to use	
							scissor to snip or cut along a	
							line.	

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		All about me	Celebrations	Elmer,	Harry and robots,	Use some of their print a letter	Use some of their print a letter
	Literacy	While we cannot hug	Fireworks night, Remembrance	The mitten, Owl babies	I love my Mummy,	knowledge in their early writing.	knowledge in their early writing.
			Day, Diwali, Christmas,		Old Mac Donald farm	For example: writing a pretend	For example: writing a pretend
	Written	Write some or all their name.	birthdays,	Enjoys rhyming and rhythmic		shopping list that starts the top	shopping list that starts the top
	Spoken	(English)	Stick man.	activities.	Use some of their print a letter	of the page, write m for	of the page, write m for
	reading	(English)	SUCK IIIdil.	activities.	•		
	roading				knowledge in their early writing.	mummy. (English)	mummy. (English)
		Engage in extended	letter to Father Christmas	Write some or all their name.	For example: writing a pretend		
		conversation about stories,	The journey of a letter	(English)	shopping list that starts at the	Engage in extended	Engage in extended
		learning new vocabulary.			top of the page, write m for	conversation about stories,	conversation about stories,
		(English)	Write some or all their name.	Develop their phonological	mummy. <i>(English)</i>	learning new vocabulary.	learning new vocabulary.
		(English)			indininy. (English)	. .	3 <i>1</i>
			(English)	awareness, so that they can:		(English)	(English)
				Spot and suggest rhymes.	Engage in extended		
			 Engage in extended 	(English)	conversation about stories,	Write some or all their name.	Write some or all their name.
			conversation about stories,		learning new vocabulary.	(English)	(English)
			learning new vocabulary.	Develop their phonological	(English)		
			(English)	awareness, so that they can:	(Write some letters accurately	Write some letters accurately
			(English)			-	
				Count or clap syllables in words.	Write some or all their name.	(English)	(English)
פ				(English)	(English)		
LEARNING						 Develop their phonological 	 Develop their phonological
S				Engage in extended	Write some letters accurately	awareness, so that they can:	awareness, so that they can:
1				conversation about stories,	(English)	Count or clap syllables in words.	Count or clap syllables in words.
Ū.				learning new vocabulary.	((English)	(English)
				,	Develop their shore lesion	Linghishy	(Linglish)
5				(English)	Develop their phonological		
2					awareness, so that they can:	Develop their phonological	Develop their phonological
AREAO					Count or clap syllables in words.	awareness, so that they can:	awareness, so that they can:
Ę					(English)	Spot and suggest rhymes.	recognise words with the same
						(English)	initial sound, such as money and
					Develop their phonological	(9)	mummy. <i>(English)</i>
5					awareness, so that they can:	Develop their phonological	manniny. (English)
ú							
Ľ					recognise words with the same	awareness, so that they can:	
					initial sound, such as money and	recognise words with the same	understand the five key
					mummy . (English)	initial sound, such as money and	concepts about print:
						mummy. (English)	Print can have
						, , , ,	different purpose.
							 Names of different
						understand the five key	parts of a book
						'	
						concepts about print:	Print has a meaning.
						Print can have	Page sequencing
						different purpose.	English read text left
						Names of different	to right.
						parts of a book	(English)
							(English)
						Print has a meaning.	
						Page sequencing	
						 English read text left 	
						to right.	
						(English)	
						-	

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	Describe a familiar route	Recite numbers past 5.	Recite numbers past 5.	Discuss routes and locations,	Recite numbers past 5.	Describe a familiar route
Mathematics	(Geography) (Mathematics)	(Mathematics)	(Mathematics)	using words like 'in front of' and	(Mathematics)	(Geography) (Mathematics)
	(), (,	(,	(,	'behind'. (Geography)	(,	(
Numbers	Discuss routes and locations	Chow finger numbers up to F	Courses number name for	bennu . (Geography)	Show finger numbers up to 5.	Discuss routes and locations
Shape, space and	Discuss routes and locations,	Show finger numbers up to 5.	Say one number name for		0	Discuss routes and locations,
measure	using words like 'in front of' and	(Mathematics)	each item in order:	Recite numbers past 5.	(Mathematics)	using words like 'in front of' and
	'behind'. (Geography)		(Mathematics)	(Mathematics)		'behind'. (Geography)
		Make comparisons between			Say one number name for	(Mathematics)
	Recite numbers past 5.	object relating to size and	Compare quantities using	Show finger numbers up to 5.	each item in order:	
	(Mathematics)	weight. (Mathematics)	language 'more than', 'fewer	(Mathematics)	(Mathematics)	Understand position through
	, ,	5 ()	than' (Mathematics)	, ,	. ,	words alone. For example, "The
	Show finger numbers up to 5.	Begin to describe a sequence		Say one number name for	Know that the last number	bag is under the table" – with no
		-	Solve real world mathematical			pointing. (Geography)
	(Mathematics)	of events, real or fictional, using		each item in order:	reached when counting a small	
		words, such as 'first', then.	problems with numbers up to 5.	(Mathematics)	set of objects tells you how	(Mathematics)
	Begin to describe a sequence	(Mathematics)	(Mathematics)		many there are in total.	
	of events, real or fictional, using	Adventure bear		Know that the last number	(Cardinal principle).	Say one number name for
	words, such as 'first', then.		Make comparisons between	reached when counting a small	(Mathematics)	each item in order:
	(Mathematics)	Select shapes appropriately;	object relating to size, and	set of objects tells you how		(Mathematics)
	All about me.	flat surfaces for a building	length. (Mathematics)	many there are in total.	Link numerals and amounts:	
		(Mathematics)	, ,	(Cardinal principle).	for example, showing the right	Know that the last number
	Select shapes appropriately;	(mainemailes)	Begin to describe a sequence	(Mathematics)	number of objects to match the	reached when counting a small
	flat surfaces for a building	Create ADAD pattorns stick		(Mathematics)	numeral up to 5. (<i>Mathematics</i>)	set of objects tells you how
	0	Create ABAB patterns – stick,	of events, real or fictional, using		numeral up to 5. (<i>Mathematics)</i>	
	(Mathematics)	leaf, stick, leaf. (Mathematics)	words, such as 'first', then.	Fast recognition of up to 3		many there are in total.
			(<i>Mathematics)</i> Chatter box	objects, without having to count	Compare quantities using	(Cardinal principle).
	 Create ABAB patterns – stick, 		Proud clouds	them individually('subitising')-	language 'more than', 'fewer	(Mathematics)
	leaf, stick, leaf. (Mathematics)			(Mathematics)	than' (Mathematics)	
			Combine shapes to make new			Experiments with their own
			ones. (Mathematics)	Compare quantities using	Make comparisons between	symbols and marks as well as
			, ,	language 'more than', 'fewer	object relating to size, and	numerals. (Mathematics)
			Talk about and identify the	than' (Mathematics)	length. (Mathematics)	
			patterns around them. For	than (Muthematics)	length. (Mathematics)	Compare quantities using
				Desire to describe a service of	Desis to describe a second	
			example, stripes on clothes,	Begin to describe a sequence	Begin to describe a sequence	language 'more than', 'fewer
			designs on rugs and wallpaper.	of events, real or fictional, using	of events, real or fictional, using	than' (Mathematics)
			Use informal language pointy,	words, such as 'first', then.	words, such as 'first', then.	
			spotty, blobs. (Mathematics)	(<i>Mathematics)</i> Chatter box	(Mathematics) Chatter box	 Make comparisons between
				Proud clouds	Proud clouds	object relating to size, length,
			Create and extend ABAB			weight, and capacity.
			patterns – stick, leaf, stick, leaf.	Combine shapes to make new	Talk about and explore 2D and	(Mathematics)
			(Mathematics)	ones. (Mathematics)	3D shapes. Mathematical	, ,
			,,		language- Sides, corners,	Begin to describe a sequence
				Talk about and identify the	straight, flat, round.	of events, real or fictional, using
				-	. –	
				patterns around them. For	(Mathematics)	words, such as 'first', then.
				example, stripes on clothes,		(<i>Mathematics)</i> Chatter box
				designs on rugs and wallpaper.	Notice and correct an error in	Proud clouds
				Use informal language pointy,	a repeating pattern.	
				spotty, blobs. (Mathematics)	(Mathematics)	Talk about and explore 2D and
						3D shapes. Mathematical
				Link numerals and amounts:		language- Sides, corners,
				for example, showing the right		straight, flat, round.
				number of objects to match the		(Mathematics)
				numeral up to 5. (<i>Mathematics</i>)		
				numeral up to 5. (muthemutics)		Notice and correct an error in
						a repeating pattern.
						(Mathematics)
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	Use All their senses in hands-	Know that there are different	Use All their senses in hands-	Use All their senses in hands-	Use All their senses in hands-	Compare nursery and
Understanding	on exploration of natural	countries in the work and talk	on exploration of natural	on exploration of natural	on exploration of natural	reception.
the world	materials. (Geography)(Science)	about the differences they have	materials. (<i>Geography)(Science)</i>	materials. (Geography)(Science)	materials. (Geography)(Science)	
		experienced or seen in photos.				- Continue to develop positive
People and communities	Explore the woodland area in	(English)(Geography) (PSED)	Explore the woodland area in	Explore the woodland area in	Explore the woodland area in	attitudes about the difference
The world	school – Autumn.	India, Scotland	school – Winter.	school – Spring.	school – Summer.	between people. (RE) (PSED)
Technology						
	Begin to understand the need	Begin to make sense of their	Begin to understand the need	Explore how things work (ICT)	Begin to understand the need	Begin to make sense of their
	to respect and care for the	own life-story and family history	to respect and care for the	(Science) (DT)	to respect and care for the	own life-story and family
	natural environment and all the	(History) (PSED)	natural environment and all the		natural environment and all the	history. (History) (Science)
	living things. (Geography)	St Andrew's Day	living things. (Geography)	Know that there are different	living things. (Geography)	(PSED)
		Bonfire night, Rememberance	(Science)	countries in the work and talk	(Science)	()
	Know that there are different	day.	(0010100)	about the differences they have	()	Talk about what they see,
	countries in the work and talk		Know that there are different	experienced or seen in photos.	Talk about what they see,	using a wide vocabulary.
	about the differences they have	- Continue to develop positive	countries in the work and talk	(PSED) (English)	using a wide vocabulary.	(Science) (English)
	experienced or seen in photos.	attitudes about the difference	about the differences they have	(Geography)England.	(Science) (English)	(Selence) (English)
	(English) (PSED) (Geography)-	between people. (RE) (PSED)	experienced or seen in photos.	(Geography)England.	(Science) (Linglish)	Show an interest in different
	Holidays	Diwali, Nativity	(PSED) (English)	Begin to understand the need	Plant seeds and care for	occupations.
	Holidays	Diwall, Nativity	(Geography) China, Wales.	to respect and care for the	growing plants	(PSED)
	Desis to make some of their		(Geography) China, Wales.	natural environment and all the	0 0.	(PSED)
	Begin to make sense of their	Talk about what they see,			(Science)	Mathe frame film and the second states
	own life-story and family history	using a wide vocabulary.	Begin to make sense of their	living things. (Geography)		Visits from Fire, police, and visits
	(PSED)(History)(Science)	(Science) (English)	own life-story and family		Understand the key features of	from parents to share their
	All About me and Family.		history. (PSED)(History)	- Continue to develop positive	the life cycle of a plant and an	occupations.
		Talk about the differences	(Science)	attitudes about the difference	animal. (science)	
	- Continue to develop positive	between materials and changes	Chinese New Year, St David's	between people. (RE) (PSED)		Explore and talk about
	attitudes about the difference	they notice. (English) (Science)	Day,	Easter,	Begin to make sense of their	different forces they can feel.
	between people. (RE) (PSED)				own life-story and family history	(Science)
	Harvest festival,		 Continue to develop positive 	Talk about the differences	(History) (Science)	
			attitudes about the difference	between materials and changes	(PSED)	
			between people. (RE) (PSHE)	they notice. (English) (Science)	St George's Day.	Core Skill: To be able to
						explain the differences
					Show an interest in different	between two items.
					occupations.	
					(PSED)	To be able to experiment and
						explain the difference
					Explore and talk about	between them.
					different forces they can feel.	
					(Science)	
					(

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		Show different emotions in	Remember and sing entire	Respond to what they have	Respond to what they have	Respond to what they have	Draw with increasing
	Expressive arts	their drawings and painting, like	songs – Christmas. (Music)	heard, expressing their thoughts	heard, expressing their thoughts	heard, expressing their thoughts	complexity and detail, such as
	and design	happiness, sadness, fear, etc	(English)	and feelings. (Music)(PE)	and feelings. (Music) (PE)	and feelings. (Music) (PE)	representing a face with a circle
	_	(Art)	(b)				and including details. (Art)
	Exploring and using	1 3	Respond to what they have	Begin to develop complex	Begin to develop complex	Begin to develop complex	, , , , , , , , , , , , , , , , , , ,
	media and materials Being imaginative	Respond to what they have	heard, expressing their thoughts	stories using small world	stories using small world	stories using small world	Remember and sing entire
	Donig inaginativo	heard, expressing their thoughts	and feelings. (Music) (PE)	equipment, animal sets, doll,	equipment, animal sets, doll,	equipment, animal sets, doll,	song – Ugly Bug Ball. (<i>Music</i>)
		and feelings. (Music) (PE)		and doll houses.	and doll houses.	and doll houses.	(English)
			Begin to develop complex	(English)	(English)	(English)	(2.19131)
		Listen with increased attention	stories using small world	(Lingiish)	(English)	(English)	Respond to what they have
		to sound.	equipment, animal sets, doll,	Listen with increased attention	Listen with increased attention	Listen with increased attention	heard, expressing their thoughts
		(English) (Music)	and doll houses.	to sound.	to sound.	to sound.	and feelings. (Music) (PE)
			(English)	(English) (Music)	(English) (Music)	(English) (Music)	
		Take part in simple pretend	(English)				Begin to develop complex
			Liston with increased attention	Create their own congo or	Take part in simple protond	Take part in simple protond	
		play, using an object to	Listen with increased attention	Create their own songs or	Take part in simple pretend	Take part in simple pretend	stories using small world
		represent something else even	to sound.	improvise a song around one	play, using an object to	play, using an object to	equipment, animal sets, doll,
		though they are not similar.	(English) (Music)	they know.	represent something else even	represent something else even	and doll houses.
		(English)	Tala and to struct a sector of	(English)	though they are not similar.	though they are not similar.	(English)
		December 11 history of the	Take part in simple pretend	Talla and to structure and	(English)	(English)	
		Draw with increasing	play, using an object to	Take part in simple pretend			Listen with increased attention
		complexity and detail, such as	represent something else even	play, using an object to	Develop their own ideas and	Develop their own ideas and	to sound.
		representing a face with a circle	though they are not similar.	represent something else even	then decide which materials to	then decide which materials to	(English) (Music)
		and including details. (Art)	(English)	though they are not similar.	use to express them. (DT) (Art)	use to express them. (DT)	
				(English)			Take part in simple pretend
		Create closed shapes with	Explore colour and colour		Explore different materials	Explore different materials	play, using an object to
		continuous lines, and begin to	mixing (Art)	Join different materials and	freely, to develop their ideas	freely, to develop their ideas	represent something else even
		use these shapes to represent		explore different textures (Art)	about how to use them and	about how to use them and	though they are not similar.
		objects (DT) (Art)			what to make. (DT) (Art)	what to make. (DT)	(English)
				Use drawing to represent ideas			
		Explore colour and colour		like movement or loud noises	Join different materials and	Make imaginative and complex	Make imaginative and complex
		mixing (Art)		(Art)	explore different textures (Art)	'small worlds' with blocks and	'small worlds' with blocks and
						construction kits, such as a city	construction kits, such as a city
				Create their own songs around	Use drawing to represent ideas	with different buildings and a	with different buildings and a
				one they know. (Music)	like movement or loud noises	park. (DT)	park. (DT)
					(Art)		
						Join different materials and	Sing the pitch of a tone sung
					Play instruments with	explore different textures (Art)	by another person ('pitch
					increasing control to express		match'). (English)(music)
					their feelings. (Music)	Sing the pitch of a tone sung	
						by another person ('pitch	Sing the melodic shape
						match'). (English) (Music)	(moving melody, such as up and
							down of familiar songs. (English)
						Sing the melodic shape	(Music)
						(moving melody, such as up and	
						down of familiar songs. (English)	Core Skill:
						(Music)	To move to music.
							To recall a song and action
							they have learnt.
							To investigate and
							experiment different
							materials. Can say what has
							happened.