



St Stephen Churchtown Academy

Long Term Overview 2023-2024

Class: Nursery – Polzeath



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>General Themes</u>	All About Me Starting Nursery / welcome to our setting(rules, routines and boundaries)/new beginnings/all about me-what am I good at?/my family/our homes/our community	Celebrations The Little Red Hen – Harvest PSED focus Valuing Difference Library visits Bonfire Night Celebrations The Nativity Gingerbread Man Christmas	People Who Help Us People who help to keep me safe Emergency vehicles Show interests in different occupations	Amazing Animals Animal Arts and crafts Night and day animals Animal patterns Down on the Farm Mini Beasts Habitats Life Cycle of a Butterfly/Frog	Come Outside Plants & Flowers Weather / seasons The great outdoors Where do we live in the UK / world? Forest School Planting seeds	At the Seaside On the water/under the water/pirates/ beach safety/holidays/where in the world shall we go?/send me a postcard/marine life
<u>High quality texts</u>	Key Text: Elmer Elmer Only One You Dear Zoo What Makes Me a Me Spot Loves Nursery Incredible You The Three Little Pigs	Key Text: The Gingerbread Man Room on the Broom Diwali Rama and Sita The Christmas Story The Very Merry Mice Letter to Santa The Little Red Hen	Key Text: The Jolly Postman Flashing Fire Engines Going to the Doctor Police Officer Going to the Dentist Mog and the Vet People who help us – non-fiction	Key Text: Monkey Puzzle Handa's Surprise The Teeny Weeny Tadpole The Very Hungry Caterpillar One Night in the Zoo Rumble in the Jungle What the Ladybird Heard	Key Text: A Seed in Need The Tiny Seed Jack and the Beanstalk We're Going on a Bear Hunt Oliver's Vegetables Tree Sam Plants a Sunflower	Key Text: Rainbow Fish Tiddler the Fish Barry the Fish with Fingers Hooray for Fish Commotion in the Ocean Under the Sea – non fiction Sharing a Shell
<u>Topic Nursery Rhyme</u>	If you're happy and you know it	Twinkle Twinkle Little Star	Miss Polly had a dolly	Old McDonald had a farm	Pitter Patter Raindrops	I do like to be beside the seaside
<u>Wow moments</u>	Autumn Walk Birthdays Favourite Nursery Rhymes	Bonfire Night Christmas Time / Nativity Diwali Remembrance day Making Gingerbread Men World Space Week	Chinese New Year Fire fighter/ Police/ Vet / Nurse visits.	Tadpoles Caterpillars Observing a caterpillar turning into a Butterfly	Planting seeds, growing plants/ flowers/ beans. World Book Day Mother's Day Easter	Rock Pool roadshow visit Under the Sea – singing songs and sea shanties Father's Day Heathy Eating Week World Environment Day

		Children in Need Anti- Bullying Week			Easter Egg Hunt	
<u>Characteristics of Effective Learning</u>	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p style="text-align: center;">Lenny Lion's Learning Zoo:</p> <p style="text-align: center;">Playing and exploring: Go For It Gorilla, Exploring Elephant, I Know Rhino,</p> <p style="text-align: center;">Active learning: Proud Peacock, Concentrating Crocodile, Persevering Parrot,</p> <p style="text-align: center;">Creating and thinking critically: Choosing Chimp, Creative Chameleon, Slinky Linky Snake.</p>					
	<p style="text-align: center;">Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others</p>					

		All About Me	Celebrations	People Who Help Us	Amazing Animals	Come Outside	At the Seaside
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.						
Managing Self-regulation Making relationships	SCARF	Me and my Relationships Marvellous Me! I'm Special People who are special to me Class rules: Behavioural expectations in the class/boundaries set	Valuing Difference Me and my friends Friends and family Including everyone I know what it means to be respectful and to be treated with respect Independence: putting own coat and shoes on	Keeping myself safe People who keep me safe Safety indoors and outdoors What's safe to go into my body Oral hygiene: teeth cleaning linked to the dental nurse Handwashing	Rights and Responsibilities Looking after myself Looking after others Looking after my environment Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)	Being My Best What does my body need I can keep trying I can do it! Healthy eating: Fruit snacks Looking after our plants / beans.	Growing and changing Growing and changing in nature When I was a baby Girls, boys and families Transition into Reception
		All About Me	Celebrations	People Who Help Us	Amazing Animals	Come Outside	At the Seaside
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of						

<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions. Daily story time using high quality texts (from the eyfs recomme</p>	<p>contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>						
	<p>Key Activities</p>	<p>Welcome to Nursery</p> <p>Settling in activities Making friends Sharing 'All About Me' booklets This is me! Foundations for Phonics activities Familiar Print Sharing facts about me! Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Weekly Nursery rhyme.</p>	<p>Tell me a story!</p> <p>Enjoy listening to longer stories Foundations for Phonics – listening and attention activities Develop vocabulary Tell me a story – be able to talk about familiar books and rhymes Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully Why listening is important. Weekly Nursery rhyme.</p>	<p>Tell me why!</p> <p>Using language well Ask's why questions... Begin to express point of view Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Weekly Nursery rhyme.</p>	<p>Talk it through!</p> <p>Understand how to listen carefully and why listening is important. Use talk to organise themselves and their play Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story. Weekly Nursery rhyme.</p>	<p>What happened?</p> <p>Begin to use future and past tense. Modelling the use of simple connectives e.g. 'and' 'because' and 'or' Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Weekly Nursery rhyme</p>	<p>Time to share!</p> <p>Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons Weekly Nursery rhyme Discussing our feelings – preparing for Reception</p>

ended reads list)							
		All About Me	Celebrations	People Who Help Us	Amazing Animals	Come Outside	At the Seaside
Physical Developme nt	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>						
	Fine Motor Skills	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Large scale construction to support muscles in hands e.g. duplo and mobilo</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, mark make or copy.</p> <p>Daily name writing</p> <p>Use large muscle</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Use one handed tools and equipment – scissors and glue sticks</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p> <p>Daily name writing</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to use a comfortable grip with good control when holding a mark making tool.</p> <p>Show a preference to a dominant hand</p> <p>Interactive whiteboard for large scale mark making.</p> <p>Daily name writing</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and begin teaching of letter formation</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors. Start to cut along a curved line, like a circle /draw a cross.</p> <p>Daily name writing.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle.</p> <p>Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable.</p> <p>Be more confident with doing up zips and putting on own shoes.</p> <p>Daily name writing.</p>

		Playdough Disco Daily name writing	movements to wave flags and make marks				
	Gross Motor Skills	Practice basic physical skills such as, skipping, hopping, running and jumping. Support in place for toilet training Different ways of moving to be explored with children Changing for outside play. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Continue to develop movement e.g. balancing, riding scooters and ball skills. Crates play-climbing. Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers Provide regular reminders about thorough handwashing	Cooperation games i.e. parachute games Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance Support children with physical independence e.g. putting on their coat.	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Support children with physical independence e.g. putting on their coat.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music Be increasingly independent in meeting their own care needs.	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Make healthy choices about food, drink, activity and toothbrushing.

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Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world.						

around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Phonics	Phonic Sounds: Letters and Sounds Revised – Foundations for Phonics Whole class	Phonic Sounds: Letters and Sounds Revised – Foundations for Phonics Whole class	Phonic Sounds: Letters and Sounds Revised – Foundations for Phonics Whole class	Phonic Sounds: Letters and Sounds Revised – Foundations for Phonics Whole class	Phonic Sounds: Letters and Sounds Revised – Foundations for Phonics Whole class	Phonic Sounds: Letters and Sounds Revised – Foundations for Phonics Whole class	Phonic Sounds: Letters and Sounds Revised – Foundations for Phonics Whole class
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<p>Reading Comprehension - Developing a passion for reading</p> <p>Writing</p> <p>Physical Development: 3 & 4 year olds Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with</p>	<p>Aspect 1: General sound discrimination – environmental</p> <p>Aspect 2: General sound discrimination – instrumental</p> <p>Aspect 3: General sound discrimination – body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice Sounds</p> <p>All of these aspects of foundations for phonics will be taught continuously in no structured order to allow children to continuously develop upon</p>	<p>Aspect 1: General sound discrimination – environmental</p> <p>Aspect 2: General sound discrimination – instrumental</p> <p>Aspect 3: General sound discrimination – body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice Sounds</p> <p>All of these aspects of foundations for phonics will be taught continuously in no structured order to allow children to continuously develop upon</p>	<p>Aspect 1: General sound discrimination – environmental</p> <p>Aspect 2: General sound discrimination – instrumental</p> <p>Aspect 3: General sound discrimination – body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice Sounds</p> <p>All of these aspects of foundations for phonics will be taught continuously in no structured order to allow children to continuously develop upon</p>	<p>Aspect 1: General sound discrimination – environmental</p> <p>Aspect 2: General sound discrimination – instrumental</p> <p>Aspect 3: General sound discrimination – body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice Sounds</p> <p>All of these aspects of foundations for phonics will be taught continuously in no structured order to allow children to continuously develop upon</p>	<p>Aspect 1: General sound discrimination – environmental</p> <p>Aspect 2: General sound discrimination – instrumental</p> <p>Aspect 3: General sound discrimination – body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice Sounds</p> <p>All of these aspects of foundations for phonics will be taught continuously in no structured order to allow children to continuously develop upon</p>	<p>Aspect 1: General sound discrimination – environmental</p> <p>Aspect 2: General sound discrimination – instrumental</p> <p>Aspect 3: General sound discrimination – body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice Sounds</p> <p>All of these aspects of foundations for phonics will be taught continuously in no structured order to allow children to continuously develop upon</p>	<p>Aspect 1: General sound discrimination – environmental</p> <p>Aspect 2: General sound discrimination – instrumental</p> <p>Aspect 3: General sound discrimination – body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice Sounds</p> <p>All of these aspects of foundations for phonics will be taught continuously in no structured order to allow children to continuously develop upon</p>

<p>good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>Literacy: 3 & 4 year olds Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letter accurately.</p>		and use new skills.	and use new skills.	and use new skills.			
	Key Texts						
	Additional Texts	Only One You Dear Zoo What Makes Me a Me Spot Loves Nursery Incredible You The Three Little Pigs	Room on the Broom Diwali Rama and Sita The Christmas Story The Very Merry Mice Letter to Santa The Little Red Hen	Flashing Fire Engines Going to the Doctor Police Officer Going to the Dentist Mog and the Vet People who help us – non-fiction	Handa's Surprise The Teeny Weeny Tadpole The Very Hungry Caterpillar Superworm Rumble in the Jungle What the Ladybird Heard	The Tiny Seed Jack and the Beanstalk We're Going on a Bear Hunt Oliver's Vegetables Tree Sam Plants a Sunflower	Tiddler the Fish Barry the Fish with Fingers Hooray for Fish Commotion in the Ocean Under the Sea – non fiction Sharing a Shell
	Writing	Daily name writing practice. Daily Phonics sessions. Use of 'Paint' on interactive whiteboard for large scale mark making. Access to an enriched environment providing children with opportunities to develop skills (indoor and out).	Daily name writing practice. Daily Phonics sessions. Use of 'Paint' on interactive whiteboard for large scale mark making. Access to an enriched environment providing children with opportunities to develop skills (indoor and out).	Daily name writing practice. Small group name writing intervention. Daily Phonics sessions to write sound of the week. Access to an enriched environment providing children with opportunities to develop skills (indoor and out). Access to different tools	Daily name writing practice. Small group name writing intervention. Daily Phonics sessions to write sound of the week. Access to an enriched environment providing children with opportunities to develop skills (indoor and out). Access to different tools to manipulate (all resources/ tools are modelled and taught before use). Half termly name writing assessment. 'Funky Fingers' area of the classroom to develop fine motor control. 'Dough Disco' weekly. Opportunities for large scale mark making activities	Daily name writing practice. Small group name writing intervention. Daily Phonics sessions to write sound of the week. Access to an enriched environment providing children with opportunities to develop skills (indoor and out). Access to different tools to manipulate (all resources/ tools are modelled and taught before use). Half termly name writing assessment. 'Funky Fingers' area of the classroom to develop fine motor control.	Daily name writing practice. Small group name writing intervention. Daily Phonics sessions to write sound of the week. Access to an enriched environment providing children with opportunities to develop skills (indoor and out). Access to different tools to manipulate (all resources/ tools are modelled and taught before use). Half termly name writing assessment. 'Funky

look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Maths

Number Rhyme
Focus: 2 little
dicky birds (up
to 2)

Counting
principle:
Knowing
numbers up to
3 in order
Cardinal
principle: the
number name
assigned in a
group is the
total number of
objects.

Extend ABAB
pattern

Number Rhyme
Focus: The
goats came
marching (up to
3)

Counting
principle:
Subitising
numbers to 3

Talk about and
explore 2D
shapes

Number Rhyme
Focus: Here is
the
beehive (up to
5)

Rhyme 2: 5 little
ducks (back
from 5)

Counting
principle: Say
one item for
counting in
order up to 5
Cardinal
principle:
The abstraction
principle:
Children
understanding
that anything
can be
counted
including things
that cannot be
touched
(sounds and
movement)

Make
comparisons
between
objects relating
to size and
length

Number Rhyme Focus: 5
speckled frogs
Rhyme 2: 5 current buns
Rhyme

Counting principle:
Cardinal principle:

Discuss and explore 3D
shapes

Discuss routes and locations
using words like 'in =front of'
and 'behind'

Number Rhyme Focus:
One potato (counting up
to 7)
Rhyme 2: 5 little monkeys
(counting back from 5)

Counting principle:
Knowing numbers up to 10
in order
The order irrelevance
principle: children
understanding that the
order we count a group of
objects is irrelevant.

Link numerals and
amounts. For example,
showing the right number
of objects to match the
numeral up to 5.

Number Rhyme Focus:
1,2,3,4,5 once I caught
a fish alive (counting
to 10)

Rhyme 2: 1 little, 2
little... (counting to
10)

Counting principle:
Knowing numbers up
to 10 in order

Solve real world
mathematical
problems with
numbers to to 5.
Comparing quantities
with language more
than and fewer.

Making comparison
between weight and
capacity.
(heavier/lighter/full/e
mpty)

				Create ABAB patterns			
		All About Me	Celebrations	People Who Help Us	Amazing Animals	Come Outside	At the Seaside
Understanding The World	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>						
	Links to History / Geography / Science / Computing	<p>Myself/My life/My special things/People who are special to me</p> <p>Share All About Me boxes to share special things about ourselves and our families. Autumn Hunt in our Nursery garden Observe seasonal changes Use all their senses in hands-on exploration of natural materials (this will be supported</p>	<p>Special times: Diwali, Bonfire night, Christmas</p> <p>Observe daily weather. Explore how things work. Begin to make sense of their own life-story and family history.</p> <p>The Christmas story</p> <p>Computing-Interactive Whiteboard.</p> <p>Science – melting ice and chocolate investigation.</p>	<p>People who help us/Our community</p> <p>Special times: Chinese New Year, Shrove Tuesday Show interest in different occupations.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Visit from police/nurse/firefighter/vet.</p>	<p>Animals and their habitats</p> <p>The life cycle of a frog/butterfly Learning how to respect and care for living things and our natural environment Use Handa's Surprise to explore a different country.</p> <p>Environments – Features of local environment</p> <p>Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Computing - Interactive Whiteboard. iPads.</p> <p>Science – Animals</p>	<p>The natural world: Special times</p> <p>St Pirans day, Mothering Sunday Easter Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Grow our own sunflowers and vegetables.</p> <p>Computing - Interactive Whiteboard. iPads.</p> <p>Science – Plants and Lifecycles</p>	<p>Stories</p> <p>Links to traditional tales e.g. 'The Three Little Pigs' Begin to make sense of their own life story and family's history. Explore and talk about the different forces they can feel.</p> <p>Computing - Interactive Whiteboard. iPads.</p> <p>Science – Seasonal changes: Summer</p>

		through half termly visual and sensory display) Talk about what they see, using wide vocabulary Discuss weather Computing - Interactive Whiteboard.		Computing - Interactive Whiteboard. Science – Emergency services visits			
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		All About Me	Celebrations	People Who Help Us	Amazing Animals	Come Outside	At the Seaside
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Expressive Art and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.						
	Art/Design	Activities based on topic work, seasonal changes and children's interests that promote the following skills: Self-portraits. Identify meaning to marks which they draw and paint.	Activities based on topic work, seasonal changes and children's interests that promote the following skills: Christmas decorations, Christmas cards, Divas, Free painting.	Activities based on topic work, seasonal changes and children's interests that promote the following skills: Junk model vehicles – People who Help Us.	Activities based on topic work, seasonal changes and children's interests that promote the following skills: Cutting and sticking life cycle of a butterfly/ sunflower/ frog. Create and make their own 'small worlds' with blocks and construction kits. Join different materials and explore different textures. Continue to model correctly using resources such as, scissors and	Activities based on topic work, seasonal changes and children's interests that promote the following skills: Painting / pastel painting flowers. Fruit Salad Kebabs. Creating safari animal role play masks.	Activities based on topic work, seasonal changes and children's interests that promote the following skills: Collage Rainbow fish craft puppets. Jelly fish paper plate craft. Develop complex stories using small

		<p>Free painting. Explore colour mixing.</p> <p>Small world topic based play experiences.</p> <p>Model and teach using resources appropriately such as, scissors and glue sticks.</p> <p>Explore different materials such as long strips of paper, boxes and different surfaces to work on.</p> <p>Begin to develop their own ideas about what to make and how to choose resources for purpose. Join different materials and explore different textures.</p>	<p>Explore colour mixing.</p> <p>Small world topic based play experiences.</p> <p>Model and teach using resources appropriately such as, scissors and glue sticks.</p> <p>Explore different materials such as long strips of paper, boxes and different surfaces to work on.</p> <p>Begin to develop their own ideas about what to make and how to choose resources for purpose. Join different materials and explore different textures.</p>	<p>Create and make their own 'small worlds' with blocks and construction kits.</p> <p>Join different materials and explore different textures.</p> <p>Continue to model correctly using resources such as, scissors and glue. Draw with increasing complexity and detail, such as representing a face. Show different emotions in their drawings.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Junk modelling vehicles.</p>	<p>glue. Draw with increasing complexity and detail, such as representing a face. Show different emotions in their drawings. Easter crafts.</p>	<p>Artwork themed around African art (Handa's surprise)</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>world equipment like animal sets, dolls and dolls houses.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>
	Music (Charanga)	Music sessions through Charanga.	Christmas songs/poems.	Music sessions through Charanga – respond to	Music sessions through Charanga – respond to what they hear by expressing their thoughts and feelings, sing	Music sessions through Charanga- play instruments with increasing control to express their	Music lessons planned through Charanga- play instruments with increasing control to

		<p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs, sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Exploring musical instruments</p> <p>Nativity</p> <p>Role play and singing practice.</p> <p>Squiggle While</p> <p>You Wiggle.</p>	<p>what they hear by expressing their thoughts and feelings, sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p>	<p>the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>feelings and ideas, create their own songs, or improvise a song around one they know.</p>	<p>express their feelings and ideas, create their own songs, or improvise a song around one they know.</p>
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