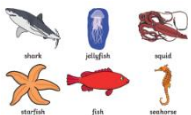
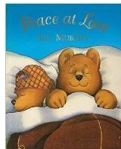
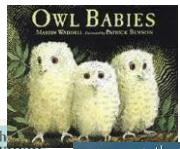
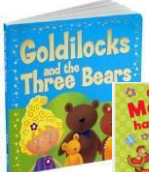
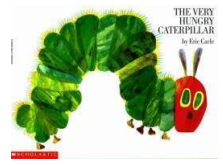
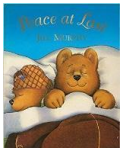
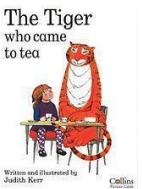
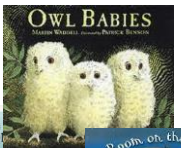
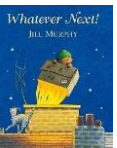
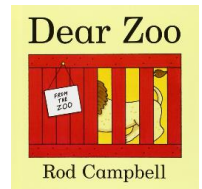
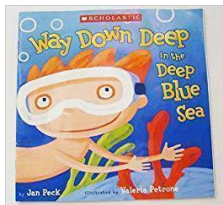




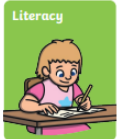
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	Festivals/Light and Dark	We're Going on a Bear Hunt	Goldilocks and the Three Bears	Handa's Surprise	The Very Hungry Caterpillar
Year A Themes	 My body My Face My Family My home I like to eat... When I was a baby- I could... Growth and change Now I am 3, I can...	 Dark and light Night and Day Animals that we see in the day time and at nighttime. Halloween Bonfire Night Hanukkah Weather Christmas	 Types of different bears from around the world. Going on a journey looking for a bear, finding out about different types of environments and weather along the journey. Repetitive story language. Chinese New Year Valentine's Day and Pancake Day	 Goldilocks and the Three Bears story – finding out and talking about the sizes of the bowls, chairs, beds and bears. Easter Farm animals Adult and young Farm produce	 Names of wild animals Descriptions of wild animals Habitats of wild animals Types of fruits Talking about the journey that Handa made and the order and sequence of events.	 What is growing in our garden? What is living in our garden? Visiting the Forest School Caterpillars growing into butterflies. Minibeasts in the garden
Topic	All About Me	Festivals/Light and Dark	Whatever Next!	People Who Help Us	Dear Zoo	Way Down Deep in the Deep Blue Sea
Year B Themes	 My body My Face My Family My home I like to eat... When I was a baby- I could... Growth and change Now I am 3, I can...	 Dark and light Night and Day Animals that we see in the day time and at nighttime. Halloween Bonfire Night Hanukkah Weather Christmas	 Types of different bears from around the world. Compare real bears with teddy bears. Journey into space – Whatever Next? Getting ready for a trip to the moon with your teddy. Colours of animals Repetitive story language. Chinese New Year Valentine's Day Pancake Day	 People who help us Occupations and roles Vehicles Construction vehicles Easter Farm animals Adult and young Farm produce	 Names of wild animals Descriptions of wild animals Habitats of wild animals Animal locomotion Animal sounds	 Water Seas and oceans Rivers and streams Sea creatures River creatures Boats and pirates 
Wow Moments	Stay and play Visit from a family with a baby	Stay and play Mini bonfire party Halloween party	Stay and play Bring your teddy to nursery Chinese Week	Stay and play Easter Egg Hunt	Stay and play Going on Safari	Stay and play Visiting school Caterpillar net

		A visit from Santa	Pancake Day, Valentine's Day			Teddy Bears Picnic
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Festivals/Light and Dark	We're Going on a Bear Hunt	Goldilocks and the Three Bears	Handa's Surprise	The Very Hungry Caterpillar
Prime: Communication and Language Core Stories Year A	 	  	 	 	 	
	All About Me	Festivals/Light and Dark	Whatever Next!	People Who Help Us	Dear Zoo	Way Down Deep in the Deep Blue Sea
Prime: Communication and Language Core Stories Year B	 	  	 	 		
Prime: Communication and Language Spine Stories	I Love My Birthday – G. Andrea I'm Big Now – A. Simmons and G. Birkett My Grandparents Love Me – C. Freedman and J. Abbot I Love You Too – M. Foreman My Mummy Is Magic – C. Norac The Very Noisy House – J. Rhodes and K. Paul Pants, Vest, Getting Dressed – All By Myself – Wayland Daddy Is My Hero – D. Richards I Like It When..... – by M. Murphy	Aaaarrggghh, Spider! - L. Monks Incy Wincy Spider - K. Chapman When Will It Be Spring? – C. Walters Fly By Night – J. Crebbin Oliver's Wood – S. Hendra Shhh! – J. Sykes (Hurry Santa, Careful Santa, Bless you Santa series) Father Christmas Needs A Wee – N. Allan	Where's My Teddy? – J. Alborough My Friend Bear – J. Alborough It's The Bear! – J. Alborough Hands Off My Honey – J. Chapman My Brown Bear Barney – D. Butler Can't You Sleep Little Bear? – M. Waddell This Is The Bear and the Scary Night – S. Hayes This Is The Bear – S. Hayes	Different versions of The Three Little Pigs Bigger Digger – S. Webb Goodnight Digger – M. Robinson Noisy Farm – Rod Campbell Cat's Cake – R. Fowler Old MacDonald Had a Farm – various authors	The Tiger Who Came to Tea – J. Kerr; Night Monkey, Day Monkey – J. Donaldson Jazzy in the Jungle – Lucy Cousins Elmer series – D. McKee Open Very Carefully, A Book With Bite! – N. O'Byrne The Great Pet Sale – M. Inkpen Why Elephant has a Trunk – Tinga Tinga Tales Who's In the Jungle? N. Russell	Commotion in the Ocean – G. Andreae and D. Wojtowycz Fidgety Fish and Smiley Shark – R. Galloway Big Fish, Little Fish – A. Durrant... Barry the Fish with Fingers – S. Hendra Sharing a Shell – J. Macdonald I Love Boats – F. Macdonald The Fish Who Could Wish – J. Bush Tiddler, The Story Telling Fish – J. D
Prime: Communication and Language	Heads, shoulders, knees and toes If you're happy and you know it.... Wheels on the bus Polly put the kettle on I'm a little a teapot	Incy Wincy Spider Firework song Twinkle, twinkle little star Jingle bells Santa got stuck up the chimney	Teddy Bear, Teddy Bear 5 brown teddies sitting on a wall The bear went over the mountain 5 Polar Bears Round and round the garden	I'm going to build a little house Who's afraid of the big bad wolf? Peter Hammers Miss Polly had a dolly, Pat-a-cake,	Walking through the jungle Old Macdonald had a zoo The animals went in 2 by 2 We're Going to the Zoo	1,2,3,4,5 Once I caught... Fishing in the sea 5 little fish Row, row, row, your boat Alley O; A sailor went to sea

Rhyme of the week		Father Christmas 5 mince pies in a baker's shop and Christmas Pudding	When Goldilocks Went to the House of the Bears There's a bear over there!	Little Peter Rabbit/Sleeping bunnies/Hot cross buns/Chick, chick, chicken, Old MacDonald had a farm	Down in the jungle 5 furry monkeys swinging in the trees/ 5 little monkeys bouncing on the bed	There's a hole ...
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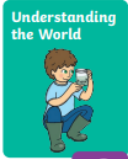
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prime: Communication and Language <i>-Listening, attention and Understanding</i> <i>-Speaking</i> 	Encouraging children's confidence to communicate via gesture or action. Developing their listening and attention skills. Listen to core stories and answer simple factual recall questions. Play with sounds Explore rhyme and rhythm.	Encouraging children's confidence to communicate via one or two word phrases. Developing their listening and concentration skills. Listen to core stories and describe what happened during 4 key events and story ending. Explore rhyme and rhythm.	Encouraging children's confidence to communicate via short sentences. Respond to questions. Imagine/recreate roles using the core story as a stimulus. Listen to core stories and answer questions and begin to infer more information from the text. Explore rhyme and rhythm.	Listening and responding to others. Developing uses of correct tenses and plurals. Listen to core stories and walk through the story, recounting main events. Explore rhyme and rhythm	Understanding and responding to two part instructions. Listen to core stories, can remember what happens in them and begin to design our own story maps. Explore rhyme and rhythm	Understanding relevant who, where, why, what questions. Taking turns in conversations - my turn/your turn. Expanding sentences/talking in sentences of four to six words. Listen to core stories and re-telling them to other people. Explore rhyme and rhythm
Prime: Communication and Language End of Year Goals <i>-Listening, attention and Understanding</i> <i>-Speaking</i>	Nursery Goal for 3 and 4 Year Olds * Able to speak in sentences of 4 to 6 or more words. * Able to use some future and past tenses correctly e.g. I went to the shop. I am going on holiday. * Can understand and respond appropriately to a 'Why? 'Who?' 'Where?' 'What?'" question. * Able to sit for short periods of time, such as carpet time teaching (like listening to a story) * Able to communicate with their peers whilst they play, making relevant comments to the conversation, or activity, negotiate accordingly and extend play ideas. * Enjoys listening to our core and spine stories and talking about the pictures and what happened in the story with an adult, using story maps, role-play etc.			Nursery Goal for Birth to 3 Nursery Goal for Birth to 3 * Can understand and respond appropriately to a 'what' question * Can focus on an activity for a short amount of time with an activity of their own choice. * Can successfully pronounce multisyllabic words such as 'banana' or 'computer'. * Can understand and follow simple instructions such as 'give that to me' or 'sit down' etc... * Can communicate and be understood by using simple phrases e.g., 'my juice', 'all gone' etc...		
Prime: Communication	General sound discrimination		Voice Sounds and Rhythm and Rhyme		Alliteration and Segmenting and Blending	

and Language <i>Phonics:</i> <i>Supersonic</i> <i>Phonics</i> 	Aspect 1 - Environmental sounds Linking to topic: All About Me 	Aspect 3 – Body percussion Aspect 2 – Instrumental sounds Linking to topic: Light/dark, Festivals	Aspect 4 – Rhythm and Rhyme Linking to topic: Goldilocks and the Three Bear, The Three Little Pigs, Farm Animals.	Aspect 6 – Voice sounds Linking to topic: We're Going on a Bear Hunt, Whatever Next! Brown Bear, Brown Bear, What Do You See?	Aspect 5 - Alliteration Linking to topic: Wild animals, Handa's Surprise, Dear Zoo. Aspect 7 – Oral blending and segmenting - introduce daily segmenting games	Aspect 7 – Oral blending and segmenting Linking to topic: In the garden- The Very Hungry Caterpillar, In the Ocean – Way Down Deep in the Deep Blue Sea
	Aspect 4: Rhythm and Rhyme is also taught on a daily through rhymes and songs Aspect 7: Oral blending and segmenting - Start orally blending daily from Term 3, at register time.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prime: PSED Jigsaw Program	BM (Being Me in My World) 'Who am I and how do I fit?' 	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique.	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this.	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
Prime:PSED End of Year Goals <i>-Self Regulation</i> <i>-Managing self</i> <i>-Building Relationships</i> 	Nursery Goal for 3 and 4 Year Olds *Able to play alongside other children in the setting independently. *Able to understand and follow the nursery and school rules – Be Kind, Be Ready, Be Safe. *Have at least one good friend who they share experiences with. *Beginning to understand how others are feeling and show empathy is a child is sad or upset *Able to share resources, sometimes needing support from an adult. *Able to move from activity to activity independently during child-initiated time, sometimes with support from an adult. *Able to manage their own personal hygiene (dry most days, communicate when they need the toilet, pull up and down their own clothes, wash hands.)			Nursery Goal for Birth to 3 *Able to tell an adult when they need to use the toilet and are beginning to become more independent. *Able to wait for their turn, sometimes with an adult to support. *Able to communicate their own feelings to others. *Children have developed their own friendships with other children. *Children understand how to use 'kind hands' with support from an adult.		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prime: Physical Development <i>-Gross Motor</i> <i>-Fine Motor</i>	Locomotion: Walking Exploring walking Developing walking Exploring walking along different pathways Explore marching Explore different ways of walking: ● Normal ● Tip toes	Locomotion: Jumping Exploring jumping Developing jumping Jumping for distance Jumping for height Jumping in a sequence Jumping using 2 feet Jumping using 1 foot Jumping with legs together	Locomotion: Running Exploring running Exploring running at different speeds Exploring running in different directions Running for team games Running for speed, thinking about acceleration	Ball skills: Hands Exploring pushing, rolling and bouncing Exploring bouncing balls of different sizes and textures , in a controlled manner: into a space, bouncing to a friend or against a wall or target,	Balls Skills: Feet Exploring moving a ball using our feet. Developing moving with a ball using our feet. Developing dribbling skills Developing dribbling skills against an opponent Dribbling competitions	Small apparatus: Hoops – Rolling hoops to a friend Spinning hoops, hula-hooping on different parts of our bodies Bean bags - Balancing bean bag on different parts of our bodies Throwing bean bags using different throwing techniques and

 Physical Development	● Striding ● Fairy footsteps ● Backwards ● Sideways ● Invent your own Fine Motor: -Hold a pencil, using a palmer grip in a consistent hand.	Jumping with legs apart Jumping styles – tuck, scissor, pencil etc Jumping like an animal – bunny hop, frog leap, kangaroo bounce etc Combining different jumps Fine Motor: -Begin to use the correct grip when guided e.g. pencils. -Begin to help adult to dress them eg put on coat with support.	Exploring running and dodging each other and equipment Exploring running with a bean bag on your head Fine Motor: -Talks about the marks they have made. -Begin to understand that tools and equipment can be used safely.	shooting a goal in the basketball hoop; Exploring throwing – under arm, over arm, chest passes Exploring catching – two hands then one hand, pulling ball into chest, throwing to a friend, throwing in a ring game. Fine Motor: -Form a few letters from their name. -Have a dominant hand.	Kicking the ball at a target Kicking the ball to a partner with good aim and precision Fine Motor: -Dress and undress independently, e.g. put on your own shoes and coat. -Hold a pencil, using the correct grip.	at targets, passing bean bags at different heights and speeds Quoits –Rolling quoits to a friend Throwing quoits at a target, catching on our hands and feet Ribbons –Making different movements and patterns. Parachute/stretchy lycra games Using gross motor skills to manipulate parachute and lycra Fine Motor: -Copy some letters, including letters in my own name. -Form a few recognisable letters
Prime: Physical Development End of Year Goals -Gross Motor -Fine Motor	Nursery Goal for 3 and 4 Year Olds *Able to make marks on paper confidently using a four-finger/tripod grasp. *Able to make marks, form letters and shapes, numbers and talk confidently about their marks. *Able to use scissors confidently and safely to make snips in paper and cut out shapes. *Able to catch, throw, kick and bounce a large ball. *Able to climb using the outside apparatus (steps.) *Able to walk and run with increased confidence, without falling over and demonstrating different ways of moving. *Able to use the nursery trikes and scooters without needing adult support, whilst negotiating obstacles, children and staff!			Nursery Goal for Birth to 3 *Able to use the balance bikes or trundle bikes without much adult support *Children will use a palmar supinate grasp to make marks using things like chunky crayons / felts. *Children can walk independently *Children can use a spoon independently and feed themselves with ‘finger foods.’ *Able to kick a ball, with some awareness of the ‘target’. *Children are able to jump with both feet leaving the ground. *Able to hold scissors and make snips in paper.		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Specific: Literacy - Reading - Writing 	-Daily story and rhyme of the week. -Enjoys rhyming and rhythmic activities. -Recognises rhythm in spoken words. -Shows interest in illustrations and print in books and print in the environment. -Make marks on their picture to stand for their name (recognise important prints to me.)	-Daily story and rhyme of the week. -Listens to and joins in with stories and poems, one-to-one and also in small groups. -Looks at books independently. -Handles books carefully. -Sometimes gives meaning to marks as they draw and paint. -Suggests how the story might end. -Become familiar with a story map, based on our core story.	-Daily story and rhyme of the week. -Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. -Holds books the correct way up and turns pages. -Talk through a story map, based on our core story. * Begin to understand the five key concepts about print: - print has meaning - print can have different purposes	-Daily story and rhyme of the week. -Beginning to be aware of the way stories are structured. -Recognises familiar words and signs such as my own name and advertising logos. -Know information can be relayed in the form of print. -Gives meaning to marks they make as they draw, write and paint. *Develop their phonological awareness, so that they can: - spot and suggest rhymes. - clap out syllables in a word. - recognise words with the same initial sound.	-Daily story and rhyme of the week, conversations and new vocabulary. -Ascribes meanings to marks that they see in different places. -Knows that print carries meaning and, in English, is read from left to right and top to bottom. -Links sounds to letters. -Shows awareness of rhyme and alliteration. -Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the	-Daily story and rhyme of the week. -Listens to stories with increasing attention and recall. -Describes main story settings, events and principal characters -Can segment the sounds in simple words/CVC words and blend them together -Makes and continues a rhyming string. -Hears and says initial sounds in words -Labelling their pictures with initial sounds -Writes own name -Use some of their letter sound knowledge in their early writing. –

			- we read English text from left to right and from top to bottom - the names of the different parts of a book.		top of the page; write 'm' for mummy. -Know that stories have beginnings and endings and sometimes guess how the story will end. -Recognise words with the same initial sound orally. -Write some letter sounds accurately.	Make up my own stories, with characters, a beginning, middle and an end.
Specific: Literacy End of year goals - <i>Reading</i> - <i>Writing</i>	Nursery Goal for 3 and 4 Year Olds *Able to talk about a core story with an adult using story maps, puppets, masks, small world resources. *Able to write the majority of their first name forming the letters correctly. *Able to make marks with confidence, talking about what they have drawn or written. *Recognise their own name on a name card from a small choice, then from a larger choice of names. *Able to sound out their name, saying the sounds they can hear. *Able to hear and identify the initial sound in words that are said orally. *Beginning to understand oral blending from an adult e.g. Look, on my head I have a h-a-t...hat! *Beginning to segment words independently. Robot talk – 'l-o-g.' *Able to identify the initial sound in words. *Able to identify rhyming pairs of words using picture cards e.g. cat and hat.			Nursery Goal for Birth to 3 *Able to repeat words and phrases from a familiar story. *Make marks and give meaning to the marks e.g., that says Mummy or that is my name. *Enjoy sharing a book with an adult. *Able to identify sounds in the environment e.g., birds in the trees, a car beeping or a helicopter in the sky.		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Specific: Maths -Numbers -Numerical Patterns White Rose Maths  	Counting 1 - Hear and say number names. Subitising 1 - I see 1, 2, 3. Pattern 1 - Explore repeats Pattern 2 - Join in with repeats. Pattern 3 - Explore patterns.	Counting 2 - Begin to begin to order numbers. Subitising 2 - Show me 1, 2, 3. Shape, space and measure 1 - Explore and build with shapes and objects. Shape, space and measure 2 - Explore position and space,	Counting 3 - Move and label 1, 2, 3. Subitising 3 - Talk about dots. Shape, space and measure 3 - Explore positions and routes. Shape, space and measure 4 - Match, talk, push and pull.	Counting 4 - Take and give 1, 2, 3. Subitising 4 - Make games and actions. Pattern 4 - Lead on own repeats. Shape, space and measure 4 - Match, talk, push and pull continued.	Counting 5 - Show me 5 Comparison 1 - More than, fewer than, same. Shape, space and measure 5 - Start to puzzle. Pattern 5 - Making patterns together.	Counting 6 - Stop at 1, 2, 3, 4, 5. Comparison 2 - Compare and sort collections. Comparison 3 - Match, sort and compare. Pattern 5 - Making patterns together continued. Pattern 6 - My own pattern.
Specific: Maths End of Year Goals -Numbers -Numerical Patterns	Nursery Goal for 3 and 4 Year Olds *Able to subitise up to 3, then 5, then higher (using numicon or dice) *Have a deep understanding of numbers 5/10 (to include counting using a 5/10 frame, recognising numerals, talking about more/less.) *Able to name and recognise some 2D and 3D shapes (square, triangle, rectangle, circle, star, diamond, hexagon, pentagon, cube, cuboid, sphere, pyramid.) *Able to verbally count up to 10 (and possibly beyond to 20) confidently by rote *Able to use words like long, short, tall and short and understand their meaning whilst involved in play, whilst using comparative vocabulary. *Able to touch count accurately up to 5, then 10 and beyond. *Can create and continue ABAB patterns.				Nursery Goal for Birth to 3 *Engage in number songs and rhymes with an adult. *Able to use gestures or simple phrases to compare objects e.g. small, big, heavy, little. *Able to count orally within everyday contexts *Able to count to 3 items. *Can complete ‘inset’ puzzles.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Specific: Understanding the World <i>-Past and Present</i> <i>-People and Communities</i> <i>-The Natural World</i> 	*Make connections between the features of their family and other families. *Notice differences between people. *Explore and respond to different natural phenomena in their setting and on trips.	*Begin to make sense of their own life-story and family's history *Explore how things work. *Plant seeds/bulbs and care for growing plants.	*Begin to 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. *Talks about plants and animals that interest them, like next door's dog that barks and the really tall tree in the park *Joins in with routines, like going shopping, and times that are special to them and their family like birthdays.	. *Begin to talk about the differences between materials and changes they notice. *Continue to develop positive attitudes about the differences between people. *Shows an interest in different occupations.	*Uses all of their senses to explore natural materials. *Knows that we have to be careful with animals and plants and remember not to pick the flowers or to stroke animals gently *Talks about people and times that are special to them and their family and friends, like "remember the party when we had fireworks and big bangs *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	*Understands the key features of the life cycle of a plant and an animal. *Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed. *Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year.
Specific: Understanding the World RE 	<i>What makes people special to me and others?</i> Special People and me (Christianity and Judaism) Baby Photos Family photos of different events	<i>What is Christmas to me and others?</i> Christmas and me (Christianity concept: Incarnation) The Nativity Story/Nativity Set	<i>How do I and other people celebrate?</i> Celebrations and me (Sanatana Dharma) Chinese New Year Story Holi Story and games	<i>What is Easter to me and others?</i> Easter and me (Christianity concept: Salvation) The Easter Story Hot Cross Buns Easter Eggs	<i>What can I and other people learn from stories?</i> Stories and me (Christianity, Islam, Sanatana Dharma, Sikhi) The Hare and the Tortoise The Lost Sheep Story	<i>What makes places special to me and others?</i> Special places and me (Christianity, Islam, Judaism) Me and My Home Our World and Me
Specific: Understanding the World End of Year Goals <i>-Past and Present</i> <i>-People and Communities</i> <i>-The Natural World</i>	Nursery Goal for 3 and 4 Year Olds *Show an interest in different local occupations and wider ones. *Know and enjoy celebrating a wide range of religious celebrations. *Enjoy exploring and talking about changes they see, such as the seasons. *Talk about things that have happened in the past, such as birthdays, celebrations and festivals. *Talk about festivals, customs, traditions. *Able to talk about different environments such as mountains, deserts, forests and the ocean. *Understand where they live and their street and that there are places to visit in Oxford and beyond.			Nursery Goal for Birth to 3 *Know they live at home and are able to talk about it. *Enjoy exploring natural materials both indoors and outdoors. *Notice and talk about changes, such as the weather (rain, sun etc...) *Make comments about their own families, using photos to support. *Notice differences between people. *Talk about special times and events in their lives.		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Specific Expressive arts and Design <i>-Creating with Materials</i> <i>-Being Imaginative and Expressive</i> 	-Use paintbrush, glue, roller, paint, combine materials, mixed media, explore and name colours. -Join in singing and actions to Nursery rhymes. -Tap out simple rhymes. Introduce a storyline into play. -Use a range of tools and techniques: printing, painting, playdough, cutters and rolling pins. -Explore construction kits. -Begin to move rhythmically, join in with action songs	-Harvest craft and cooking. -Remembrance poppies. -Diwali diva's and rangoli patterns, modelling using clay, -Christmas crafts such as cards and decorations. -Use scissors to snip. Investigate the natural world e.g. streamers and bubbles to explore the effects of wind. -Enjoys playing with small world models. -Joining in with singing Nursery rhymes, traditional songs, festival songs. -Perform songs to parents and others	-Use various construction materials to build and balance. -Use a variety of joining materials such as Sellotape, glue, hole punch, treasury tags, stapler. -Chinese New Year Dragon dancing. -Valentine's Day cards -Mother's Day cards -Sing to self and make up a few songs and rhymes.	-World book day dressing up and activities. -Easter crafts -Practice using a range of tools and techniques including digital media. -Construct using found and natural materials. -How the sounds of instruments can be changed eg. Loud/quiet, fast/slow.	-Explore different instruments. -Make snips in paper using scissors using forward snipping motion. -Create simple representations of events, people and objects. -Use cooking tools e.g. grater, safety knife, whisks -Make simple instruments -Tap out a simple repeated rhythm	-Junk modelling skills to create with a purpose in mind. -Manipulate materials to show a planned effect. -Use tools competently and appropriately. -Complete art challenges, using art equipment, found and natural materials. -Engage in role play based on own experiences. -Use construction kits to build for challenges.
Specific Expressive arts and Design Artist study	Mark Rothko – Colour blocks Painting using rollers 	Wassily Kandinsky – Concentric Circles Drawing and colour wash 	Henri Matisse – The Snail Collage and cutting skills 	Kawase Hasui Collage and printing blossom pictures 	Native Australian Art Printing 	Claude Monet – Water Lilies Painting and collage  Paul Klee – Goldfish – wax resist 
Specific Expressive Arts and Design Role Play	Home corner Baby Clinic	Baby Clinic Christmas Workshop	Home Corner – Chinese House/Restaurant Optician	Builders Yard Hairdressers Bakery	Wild animal hospital Supermarket shop	Garden Centre Fruit and vegetable shop
Specific Expressive Arts and Design End of Year Goals <i>-Creating with Materials</i> <i>-Being Imaginative and Expressive</i>	Nursery Goal for 3 and 4 Year Olds *Knows and sings familiar Nursery Rhymes and a range of songs. *Able to safely use tools like scissors, playdough tools and tweezers. *Able to draw with increasing detail, like including eyes and a mouth on a face. *Take part in imaginative play, taking on roles and becoming increasingly expressive. *Explore musical instruments and enjoy making different sounds. *Explore mixing colours. *Experiments with creating models using different materials, talking about what they are going to make before or during the process.			Nursery Goal for Birth to 3 *Knows and sings familiar Nursery Rhymes with support from an adult. *Create drawings and are able to say what it is. *Take part in imaginative play with support from an adult (pretending to make a cup of tea, bake a cake etc...) *Use materials to create different models. *Able to successfully name most primary and secondary colours.		

F. Coates/Nursery Teacher/Nursery Long Term Planning Overview/Oct 2025