

## Foundation Stage Yearly Overview

Our yearly planning is flexible in the Foundation Stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children do not always fit with the planned topics, with this in mind we adapt our planning to the needs and interests of the children. Our topic headings are broad allowing us to adapt and allow for individual needs and interests to be explored.

## **Nursery Long Term Plan**

| <b>2022-2023</b>   | <b>Autumn 1</b>  | <b>Autumn 2</b>  | <b>Spring 1</b>   | <b>Spring 2</b>                                 | <b>Summer 1</b>  | <b>Summer 2</b>   |
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| <b>Theme</b>   | <i>Amazing me</i>  | <i>Rhymes and repetition</i><br><i>Celebrations</i>  | <i>Winter and Traditional stories</i>                           | <i>People who help us</i>                       | <i>Our garden</i>  | <i>The Great world</i>  |
| <b>Key Text</b><br><b>Key vocabulary displayed separate.</b>   | <b>*This is The Bear</b><br><b>*Going on a Bear Hunt</b><br><b>*Colour monster</b>   | <b>*The Tiger who came to tea</b><br><b>*Owl and the Pussy Cat</b>                                     | <b>*Jack and the Beanstalk</b><br><b>*The Three Little pigs</b> | <b>*Dogger</b><br><b>*My Pet Star</b>           | <b>*The Hungry Caterpillar</b><br><b>*The Very Busy Spider</b>   | <b>*Rainbow Fish</b><br><b>*Salty Sam</b><br><b>*Simon Sock</b> |
| <b>Books to be used to support key texts in children's library.</b><br><br><b>Rhyming books alongside a basket to support personal interests</b> | <b>Going on a Bear Hunt</b><br><b>Where's my Teddy?</b><br><b>My Friend Bear</b><br><b>Bear in a Square</b><br><b>Elmer</b><br><b>My Friend Bear</b> | <b>Action Rhymes</b><br><b>Fantastic first Poems</b><br><b>Meg and Mog</b><br><b>Row Row Your Boat</b> | <b>Billy Goats Gruff</b><br><b>The Three Bears</b>              | <b>Non-fiction – Easter, people who help us</b> | <b>10 Little Ladybirds</b><br><b>Super Worm</b><br><b>Bug Hunt</b><br><b>The Very Quiet Cricket</b><br><b>Leo and The Magic Forest</b> | <b>Only one you</b>   |

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| <b>Rhyme and poetry</b>   | <b>Poetry by Jessica Mcdonald.</b>  |  |  |  |  |  |
| <b>Non-Fiction</b>  | <b>Autumn Halloween Amazing me</b>  | <b>Divali, fireworks, Christmas</b>  | <b>Chinese New Year, Winter</b>  | <b>Easter, people who help us</b>  | <b>ladybirds and insects.</b>  | <b>Atlas, books about countries Under the sea</b>  |
| <b>Communication and Language (L&amp;A)</b><br><br><i>Auditory skills</i> | <p><b>To know how to listen to a story and understand what is happening.</b></p> <p><b>To know how to listen and respond to a request by carrying out a simple instruction.</b></p> <p><b>To know how to listen in a small group with visual support and clues.</b></p> <p><b>To know how to carry out simple</b></p> | <p><b>To know how to sing a simple song, performing rhymes to an audience, and beginning to show a repertoire of nursery rhymes</b></p> <p><b>To know how to listen to stories with increasing attention and share ideas.</b></p> <p><b>To know how listen in small groups with minimal distractions.</b></p> <p><b>To know how to listen to others in one to one or small group time.</b></p> | <p><b>To know how to show enjoyment whilst listening to longer stories and recalling key parts of the story.</b></p> <p><b>To know how to listen to more complex instruction and respond appropriately</b></p> <p><b>To know how to fill in gaps in familiar songs and rhymes.</b></p> | <p><b>To know how listen and respond to how and why questions.</b></p> <p><b>To know how to listen attentively in a class group, offering comments or questions linked to the topic of conversation.</b></p> | <p><b>To know how to show confident to talk in large and small groups, expressing interests and opinion.</b></p> <p><b>To know how to answer a question, and give explanations</b></p> | <p><b>To know how to show confidence to talk in large and small groups, expressing interests and opinion.</b></p> <p><b>To know how to Question why things happen.</b></p> <p><b>I know how to listen and recognise words begin with different phonemes.</b></p> |

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|  | <p><b>body percussion activities.</b></p> <p><b>I know how to copy two instruments from a choice with visual support.</b></p>  | <p><b>To know how to discriminate a sound in the environment and name it.</b></p> <p><b>I know how to take part in adult-led small group activities.</b></p>  | <p><b>To know i can add sound effects to stories and songs.</b></p> <p>.</p>  |  |  |  |
| <p><b>Understanding</b></p> <p><i>Receptive Skills</i></p> | <p><b>To know how to respond to questions like “where is your coat.” “Give the <u>banana</u> to the <u>teddy</u>”</b></p> <p><b>To know how to follow instructions containing three key words. (Put your shoes under the table)</b></p> <p><b>To know I can follow instructions containing <u>on, in</u> and <u>under</u>.</b></p> | <p><b>To know how to follow instructions which include a list of items to retrieve from another area.</b></p> <p><b>To know how to follow 3-word level instructions, eg “Give the <u>little banana</u> to the <u>teddy</u>”</b></p> | <p><b>To know how to respond to a question or instruction that has two parts.</b></p> <p><b>To know how to respond to ‘why’ questions.</b></p> <p><b>To know how to respond to open ended questions.</b></p> <p><b>To know how to follow 4-word level instructions, eg “Give the <u>yellow box</u> to the <u>big teddy</u>”</b></p> | <p><b>To know and understand words relating to first/ last.</b></p> <p><b>To know and understand and follow instructions with <u>behind, in front</u> and <u>next to</u> included.</b></p> | <p><b>To know how to respond to open ended questions.</b></p> <p><b>To know how to respond to how and why questions appropriately.</b></p> | <p><b>To know how to use talk to organise myself</b></p> |

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|  | <p><b>To know how to select a familiar object based on how it is used.</b></p> <p>”</p>   |   |   |   |  |   |
| <p><b>Speaking</b></p> <p><i>Vocabulary and expressive language skills</i></p> | <p><b>To know how to recognise familiar sounds, learning unfamiliar words rapidly.</b></p> <p><b>To know the name of things used in activities eg, animals, instruments</b></p> <p><b>To know how to join in a conversation.</b></p> <p><b>To know how to link three words together to form a short sentence.</b></p> | <p><b>To know a wider range of vocabulary.</b></p> <p><b>To know how to make sentences of at least 4-6 words.</b></p> <p><b>To know how to start a conversation with an adult or friend and continue it.</b></p> <p><b>To know how to describe an activity using a verb.</b></p> <p><b>To know how to use simple comparisons e.g., bigger, tallest etc</b></p> <p><b>To know how to anticipate and join in with key phrases in stories and rhymes</b></p> <p><b>To know how to sort a set of objects into</b></p> | <p><b>To know how to recall and talk about experiences, recalling past events.</b></p> <p><b>To know how to talk about familiar books.</b></p> <p><b>To know how to use appropriate story language to re-tell a short story.</b></p> <p><b>To know how to work out and describe what makes a group of objects go together.</b></p> <p><b>To know how to sing familiar rhymes in full.</b></p> | <p><b>To know how to use more complex sentences adding consonant range</b></p> <p><b>To know how to use more specific vocabulary to name people/objects and describe events</b></p> | <p><b>To know more complex sentences to link thoughts and ideas using ‘because’ and ‘so’</b></p> <p><b>To know how to retell stories including the main event in the correct order. I know how to offer simple definitions for familiar words.</b></p> | <p><b>To know how to talk to connect ideas</b></p> <p><b>To know how to use a range of word endings to describe the present tense.</b></p> <p><b>I know how to tell my own stories.</b></p> |

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|   |   | <b>two groups, based upon a simple link eg food, clothes ect.</b>   |  |   |  |  |
| <b>Pretend Play</b><br><br><i>Role play and creativity skills</i> | <b>To know how I can pretend play, based on my first-hand experiences.</b><br><br><b>To know how to engage in small world play.</b> | <b>To know how to substitute objects that do not resemble the real thing.</b><br><br><b>To know how to engage in simple role play.</b><br><br><b>To know how to ascribe meaning to the things I have created.</b> | <b>To know how to use puppets; role play characters and small world characters a voice.</b><br><br><b>To know how to play alongside others who are engaged in the same pretend play theme as me.</b> | <b>To know how to play imaginatively within a theme I have not hand first-hand experience of.</b> | <b>To know how to use talk to organise themselves in their play.</b> | <b>To know how I can act out key parts in a story.</b><br><br><b>To know how to construct and create with a purpose.</b> |

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| <p><b><u>Personal, social, and emotional development</u></b></p> <p><b><u>Key texts</u></b><br/> <b>Calm Down Boris</b><br/> <b>Thank you for being my friend</b><br/> <b>Rory's Story</b><br/> <b>Bad Mood</b><br/> <b>Its mine</b><br/> <b>Giraffes cannot dance</b><br/> <b>Kindness is my superpower</b></p> | <p><b>To know how to respond appropriately to the visual timetable and music anchors.</b></p> <p><b>To know how to make a line, how to make a circle to support behavioural expectations.</b></p> <p><b>To know how to begin to develop friendships with other children and staff.</b></p> <p><b>To know how to self-register.</b></p> <p><b>To know how to join in play</b></p> <p><b>To know how to engage in simple pretend play.</b></p> <p><b>To know how I feel using happy/sad</b></p> | <p><b>Emotions- To know and recognise different expressions showing awareness of feelings whilst demonstrating friendly behaviour.</b></p> <p><b>To know the importance of rules.</b></p> <p><b>To know how to share resources.</b></p> <p><b>I know how to seek out others for help.</b></p> <p><b>I know how to use simple sentence and manners to ask for things.</b></p> <p><b>To know what makes somebody feel happy.</b></p> <p><b>To know how to perform a selection of nursery rhymes to an audience.</b></p> | <p><b>To know how to tolerate delay when my needs are not immediately met.</b></p> <p><b>To know how to select and use resources independently.</b></p> <p><b>To become familiar with the Zones of Regulation-To know the key words in all four zones.</b></p> <p><b>To know ways to self-regulate.</b></p> <p><b>To know how to take turns in a small group with a simple resource.</b></p> | <p><b>To know how to adapt behaviours to events, social situations, and changes in routines.</b><br/> <b>Zones of Regulation</b></p> <p><b>To know what is expected of me in a session.</b></p> <p><b>I know how to ask when I need help or when I would like a turn.</b></p> <p><b>To know how to use my mini me.</b></p> <p><b>To know how to talk about home and other people in my world, as well as characters from familiar stories.</b></p> | <p><b>Teach collaboration skills in a larger group, extending and elaborating play ideas.</b></p> <p><b>To know how to Independently use and practice Zones of Regulation</b></p> <p><b>To know how to stay safe whilst using the computer at home or school.</b></p> <p><b>To know strategies to support self-regulation.</b></p> | <p><b>To know how to recognise that we are all different, we are all friends.</b></p> <p><b>To know it is okay to feel worried. (Teach strategies to support a successful Transition to Reception whilst embracing the Zones of Regulation)</b></p> <p><b>To know we are all unique. (diversity)</b></p> <p><b>To know we are all special.</b></p> <p><b>To be able to stay dry during the session.</b></p> |
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**To know how to wait my turn.**

**To know how I am feeling using the 4 zones of regulation.**

**To know what I need when selecting an activity.**

**To know how to take turns.**



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| <p><b><u>Physical Gross Motor Development</u></b></p> | <p><b>To use bi lateral movements.</b></p> <p><b>To know how to make a range of arm movements. (See write dance programme)</b></p> <p><b>To know how to cross the midline.</b></p> <p><b>To know how to find a space-positional awareness.</b></p> <p><b>To know how to run Safely on whole foot</b></p> <p><b>To know how to draw a circle</b></p> | <p><b>To know an identified hand preference.</b></p> <p><b>To be able to pick up small objects and collect in palm.</b></p> <p><b>To know how to keep our bodies healthy.</b></p> <p><b>To know how to use large shoulder and arm movements.</b></p> <p><b>To know vocabulary of movement (gallop, slither etc) matching the collect movement.</b></p> <p><b>Recall sequence of dance.</b></p> <p><b>To know how to take off shoes and socks.</b></p> <p><b>To know the importance of safety</b></p> <p><b>To know how to draw simple shapes</b></p> | <p><b>To know how join in team games.</b></p> <p><b>To imitate an adult standing on one foot</b></p> <p><b>Teach vocabulary of instruction (follow, lead, copy)</b></p> <p><b>To know how to balance using a balance bike (teach balance bike programme)</b></p> <p><b>To know how to use the toilet independently.</b></p> | <p><b>To know how to collaborate, managing and handling bulky items.</b></p> <p><b>To know how to Jump off an object, travel around, under, over and through balancing and climbing equipment.</b></p> <p><b>To know how to run with control.</b></p> <p><b>To walk up and down stairs with alternate feet.</b></p> <p><b>To know how to make 5 jumps in a row with two feet.</b></p> | <p><b>To know how to hold a pose through balance.</b></p> <p><b>To know how to travel at different speeds</b></p> <p><b>To know how to catch a ball</b></p> <p><b>To know how to jump over low level obstacles.</b></p> <p><b>To know how to kick a ball.</b></p> | <p><b>To know how to travel in a variety of ways.</b></p> <p><b>To know how to put on and take off shoes and socks.</b></p> <p><b>To know how to jump off an object and land safely.</b></p> <p><b>To know how to hop on one foot.</b></p> <p><b>To know the toilet routine and use independently. tricycle</b></p> <p><b>To know how to walk on tip toe.</b></p> <p><b>To know how to pedal a tricycle</b></p> <p><b>To know how to walk along a line.</b></p> |
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| <p><b><u>Physical development</u></b><br/><b><u>Fine motor</u></b></p> | <p><b>To know how to hold scissors safely.</b></p> <p><b>To know how to snip with scissors.</b></p> <p><b>To know how to take lid and replace lid on pens.</b></p> <p><b>To know and show a preference for a dominant hand.</b></p> <p><b>To know how to wash, dry hands</b></p> <p><b>To know how to put on own coat</b></p> <p><b>To know how to run safely on whole foot.</b></p> <p><b>To know how to roll playdough into a ball and sausage shapes.</b></p> | <p><b>To know how to hold a pencil correctly.</b></p> <p><b>To know how to draw a circle and add features eg eyes.</b></p> <p><b>To know how to draw a v shape.</b></p> <p><b>To know how to roll playdough into a ball and sausage shapes</b></p> | <p><b>To know how to follow a tracing pattern.</b></p> <p><b>To know how to follow vocabulary instructions (top, bottom, side, up, down, round back)</b></p> <p><b>To know how to thread a bead string.</b></p> <p><b>To know how to cut a straight line.</b></p> | <p><b>To know how to write for a purpose</b></p> <p><b>To know how to write some letters accurately</b></p> | <p><b>To know how to write letters in their name.</b></p> <p><b>To know how to independently put on shoes and socks</b></p> | <p><b>To cut out simple shapes with scissors.</b></p> <p><b>To know how to fasten a zip</b></p> <p><b>To know how to put on own clothing</b></p> <p><b>To know how to cut along a curved line with scissors.</b></p> <p><b>To know how to draw a person with a head and line legs and usually, arms and legs.</b></p> <p><b>To know how to hold my pencil with a pincer grip.</b></p> |

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|                             | <b>To know how to stack wooden blocks.</b>  |  |  |  |   |  |
| Literacy<br>reading/phonics | <p><b>To know how to identify sounds that are heard inside/outside.</b></p> <p><b>To know how to add sound effects to stories and songs.</b></p> <p><b>To know how to listen to short stories.</b></p> <p><b>To know how to join in a simple rhyme and poem.</b></p> <p><b>To know how to say some words in songs and rhymes.</b></p> <p><b>To know how to hold and open a book correctly.</b></p> <p><b>To know my</b></p> | <p><b>To know that print carries a meaning</b></p> <p><b>To know how to change the words in familiar rhymes.</b></p> <p><b>To know how to combine compound word eg, football, laptop.</b></p> <p><b>To know how to identify quieter and louder sounds.</b></p> <p><b>To know how to start and stop playing an instrument, playing an instrument at a signal</b></p> <p><b>To know how to join in with an action rhyme.</b></p> | <p><b>To know how to recognise their own name card.</b></p> <p><b>To know how to clap out syllables in words.</b></p> <p><b>To know how to distinguish between words and pictures in a book.</b></p> <p><b>To know how to be able to move their body in response to music /sounds.</b></p> <p><b>To know how to complete a familiar rhyme.</b></p> <p><b>To know how to match rhyming items.</b></p> | <p><b>To know how to write some of my name, writing some letters accurately.</b></p> <p><b>To know how to clap out up to three syllable words.</b></p> <p><b>To know how to Spot and suggest rhymes</b></p> <p><b>To know how to use new vocabulary.</b></p> <p><b>To know how to match items with the same initial sound.</b></p> <p><b>To know how to retell a story</b></p> | <p><b>To know how to look at books independently and know that print carries a meaning</b></p> <p><b>To know how to tell you what I am going to write and draw before I make my marks.</b></p> <p><b>To know what sound my name starts with.</b></p> <p><b>I enjoy stories containing alliteration.</b></p> | <p><b>To know the various parts of a book.</b></p> <p><b>To know how to Identify items by blending.</b></p> <p><b>To know how to be able to count or clap 1-3 syllables in a word.</b></p> <p><b>To know how to speak in sound talk.</b></p> <p><b>To know when some words start with the same initial sound.</b></p> <p><b>To know how to name the various parts of the book.</b></p> <p><b>To know and use robot talk.</b></p> |

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|                                      | <p><b>picture representation.</b></p>   | <p><b>To know how to recognise my own name.</b></p> <p><b>To know how to blend compound words, e.g., snowman</b></p> <p><b>To know how ‘read’ signs and symbols within the environment carry meaning.</b></p> | <p><b>To know how to can clap out one to three syllable words and blend two syllable words e.g” ta-ble”</b></p> <p><b>I can recognise rhyme in spoken word.</b></p> <p><b>To read my own name.</b></p> | <p><b>in my own words</b></p> <p><b>To know how to orally blend three syllable words e.g. e-le-phant</b></p> |  | <p><b>To know how to copy recognisable letters.</b></p> <p><b>To know how to orally blend cvc words.</b></p>                                     |
| <p><b>Literacy comprehension</b></p> | <p><b>To know how to can comment and share ideas about stories.</b></p> <p><b>*Tool kit</b></p> | <p><b>To know how to talk about key features in stories I have heard, naming characters and where they were (setting).</b></p>  | <p><b>To know how to demonstrate that I have listened and attended by answering simple questions about the story that has been read to me.</b></p>   | <p><b>To know how to Understand why/how questions.</b></p>   | <p><b>To know how to Use a wider range of vocabulary. (See vocab list for each term)</b></p> | <p><b>To know how to I actively listen to stories and can retell familiar stories. I can engage in extended conversations about stories.</b></p> |
| <p><b>Writing</b></p>                | <p><b>To know how to mark marks in showing emergent writing/basic marks.</b></p>                | <p><b>To know how to give meaning to marks.</b></p> <p><b>To know how to draw a line.</b></p>   | <p><b>To know how to use writing in my play to e.g to write a shopping list during role-play.</b></p>  | <p><b>To know how to copy the first letter of my name.</b></p>   | <p>To say what I am going to write before I write it.</p> <p>To know how to make a list.</p> | <p><b>To know how to print my own name with most letters formed correctly.</b></p>   |

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|   | <p><b>To know how to scribble spontaneously in different directions.</b></p> <p><b>To know how to draw a circle</b></p> |  | <p><b>To know how to copy an adult when making marks.</b></p>   |   |  | <p><b>I know how to write some letters accurately in my early writing.</b></p> <p><b>To know movement concepts e.g. up, down, around.</b></p>  |
| <p><b>Mathematics number</b></p> <p><b>Each term a new number song or rhyme will be used.</b></p> | <p>To know how to begin counting.</p> <p>To know how to join in with number related rhymes.</p>                         | <p><b>I know how to recite numbers to 5</b></p> <p><b>I know how to count by rote.</b></p> <p><b>I know how to make comparisons between size, length</b></p> | <p><b>I know how to count reliably up to 5 objects using the cardinal principle.</b></p> <p><b>I know how to use my fingers and five frame to represent number.</b></p> | <p><b>I know how to solve real world mathematical problems with numbers to 5.</b></p> <p><b>I know how to understand and use positional language.</b></p> | <p><b>I know how to sequence events such as first, last with the correct language.</b></p> | <p><b>I know how to make comparisons between weight and capacity.</b></p> <p><b>I know how to use positional language in play.</b></p> <p><b>I know how to make comparisons between length and height.</b></p> <p><b>To know how to mirror 3-5 items.</b></p> <p><b>To know how to record number in play.</b></p> <p><b>To recognise numerals of a</b></p> |

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|  |   |  |  |  |  | <b>significant importance.</b>   |
| <b>Mathematics numerical pattern and shape</b> | <p><b>To know and name colours.</b></p> <p><b>To know how to sort by a given category.</b></p> <p><b>To know how to match</b></p> <p><b>To develop an awareness of pattern.</b></p> | <p><b>To know how to continue a pattern and create my own.</b></p> <p><b>To know how to compare objects by size.</b></p> <p><b>To know how to recognise simple shapes.</b></p>   | <p><b>I know how to build with 2D and 3D shapes</b></p> <p><b>To know how to play 'Kims game' with 4 to 6 objects.</b></p>   | <b>To know how to describe 2D and 3D shape using their properties.</b>   | <p><b>To know how to create ABAB patterns, correcting a repeating pattern.</b></p> <p><b>To know how to order events in my day.</b></p>                    | <b>To know how to discuss routes and locations.</b>  |
| <b>Understanding the world</b>                 | <p><b>To know how to use their senses to explore the world around them.</b></p> <p><b>To know where I belong.</b></p> <p><b>To know how things work.</b></p>                        | <p><b>To know who is in my family</b></p> <p><b>To know how to explore and talk about different forces they can feel.</b></p> <p><b>To know about how different celebrations in my home.</b></p> <p><b>To know about attitudes about</b></p> | <p><b>To know how to plant seeds/plants.</b></p> <p><b>To know how materials change</b></p> <p><b>To know what makes you unique.</b></p> <p><b>To know about weather and</b></p> | <p><b>To know people who help us in the local community.</b></p> <p><b>To know about our emergency services.</b></p> <p><b>To know how to care for the</b></p> | <p><b>To know how to look after a plant.</b></p> <p><b>To know the life cycle of an animal.</b></p> <p><b>To know how to look after living things.</b></p> | <p><b>To know there are different countries in the world and talk about the differences they have experienced or seen in photos.</b></p> <p><b>To know the importance of teeth and healthy eating.</b></p> <p><b>To know our identity.</b></p> |

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|  | <p><b>To know the structure of the day.</b></p> | <p><b>differences between people.</b></p> <p><b>To know lots of families are different.</b></p> <p><b>To know what happens on different days of the week.</b></p> | <p><b>season changes.</b></p> | <p><b>natural environment.</b></p> <p><b>To know how to care for our teeth.</b></p> |  | <p><b>To know about our local culture.</b></p> <p><b>To know the different seasons.</b></p> |
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| <p><b>Expressive art and design</b></p> | <p><b>To know how to take part in pretend play.</b></p> <p><b>To know how to represent a circle.</b></p> <p><b>To know primary colours</b></p> <p><b>To know how to use a paintbrush</b></p> <p><b>To make basic marks</b></p> | <p><b>To know how to explore different materials.</b></p> <p><b>To know how to join different materials together.</b></p> <p><b>To know how to develop stories with small world equipment.</b></p> <p><b>To know colours.</b></p> <p><b>To know how to sing entire songs.</b></p> <p><b>To know how to start and stop playing an instrument at a signal.</b></p> | <p><b>To know how to draw with detail.</b></p> <p><b>To know and repeat different pitches in songs.</b></p> <p><b>To know how to play instruments with increasing control.</b></p> <p><b>To draw a face with features.</b></p> | <p><b>To know that mixing colours together changes.</b></p> <p><b>To know how to copy simple rhythms containing up to 3 beats</b></p> | <p><b>To know an artist.</b></p> | <p><b>To know how to show emotions in pieces of art.</b></p> <p><b>To know how to draw a person with a head, body, arms and legs.</b></p> |
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| <p>School Award:</p> <p>**Home Challenge</p> <p>Staying Healthy</p> | <p>Explore seasonal changes - Autumn</p> <p>Take care of nursery environment- know where things belong</p> | <p>Explore seasonal changes - Autumn</p> <p>Plant bulbs</p> <p>Take care of school environment – sweeping outdoor area</p> | <p>Explore seasonal changes - Winter</p> <p>Take care of school environment – litter picking</p> | <p>**Explore seasonal changes – Spring</p> <p>Take care of school environment</p> <p>Plan a route using the balance bikes</p> | <p>Explore seasonal changes – Spring</p> <p>Take care of mini beasts</p> | <p>Take care of school environment</p> <p>Visit forest school and explore the environment.</p> <p>Act of kindness – for new teacher</p> |
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| <p>Our World</p> <p>Great Outdoors</p> <p>Creativity</p> | <p>Act of kindness – food bank (key stage)</p> <p>Learn how to wash your hands</p> <p>Learn how to look after and feed our plants</p> <p>Log on to purple mash</p> <p>**Enjoy a colour day at home.</p> | <p>Find a place to read in the great outdoors.</p> <p>Keep fit challenge (PTA muddy obstacle course)</p> <p>Design and make a decoration.</p> <p>Perform to an audience (nativity)</p> <p>**Learn a new nursery rhymes</p> | <p>Name mini beasts and animals</p> <p>Make a healthy smoothy</p> <p>Look after our teeth-learn the teeth song)</p> <p>**Log on and complete a purple mash programme.</p> | <p>**Re-tell a familiar story - story map/ video/ artwork/ writing</p> <p>Make a bug hotel</p> <p>** find out about the pets in your family and learn how to take care of them.</p> | <p>Take care of living things - plants</p> <p>Put on your own shoes and socks</p> <p>Name plants</p> <p>Make a mini beast from clay.</p> | <p>Setting goals (for nursery/reception)</p> <p>**Design and make a kite from weatherproof materials.</p> <p>Draw your family</p> |
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