

Nursery Curriculum Overview



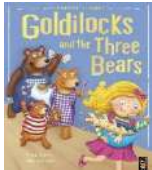
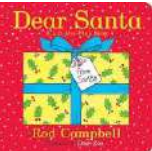
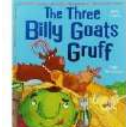
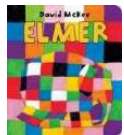
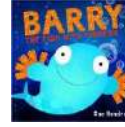
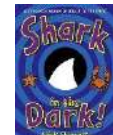
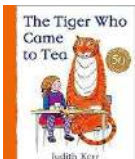
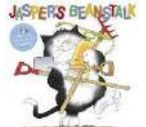
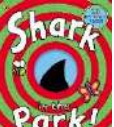
Nursery Curriculum

Our curriculum is led from quality texts supported by high quality continuous provision both inside and outside of the classroom. Communication and language underpin our curriculum. Children have ample opportunities to learn through play. All staff will ensure that learning will be fun, engaging and will challenge children to be the best that they can be. As an EYFS team, we deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS framework.

The three characteristics of effective teaching and learning underpin all that we do:

1. **Playing and exploring**- children investigate and experience things, and 'have go'.
2. **Active Learning**- children concentrate and work on building resilience to keep on trying if things get difficult, as well as enjoying their achievements and successes.
3. **Creating and thinking critically**- children develop their own ideas, make links between ideas and acquire strategies for doing things.

Key texts, songs and rhymes

Cycle A Autumn	Cycle A Spring	Cycle A Summer
   	   	   
Cycle B Autumn	Cycle B Spring	Cycle B Summer
   	   	   

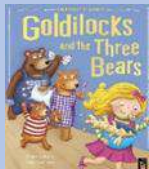
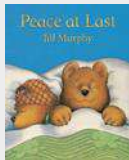
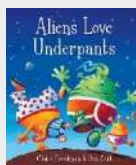
Mini topics		
- Autumn/Harvest - Halloween - Bon Fire Night - Remembrance Day - Nursery Rhyme Week - Children in Need - Christmas/Winter	- Chinese New Year - Pancake Day - Valentine's Day - Mother's Day - World Book Day - Spring - Easter	- Planting seeds - Sports Day - Toddle and picnic - Annual trip (farm/sea life) - Father's Day - Summer
Core Rhymes and Songs- from Master the Curriculum and Little Wandle		
1,2,3,4,5 Once I caught a fish alive 1 potato, 2 potato, 3 potato, 4 5 little speckled frogs 5 little ducks 5 current buns When Goldilocks went to the house of the bears 5 sausages 1 finger, 1 thumb 5 Little men in a flying saucer 2 little dickie birds Zoom, Zoom, Zoom Round and Round the Garden Wind the Bobbin Up Miss Polly had a Dolly The Wheels on the Bus	Three blind mice Three little kittens 5 snowmen 4 teddy bears 5 fingers Alice the Camel Sing a song of six pence I'm a little bean 5 cheeky monkeys swinging through the trees Head, shoulders, knees and toes Baa, Baa, Black Sheep Hickory, Dickory Dock The Grand old Duke of York Jack and Jill Down at the station	1, 2 buckle my shoe Humpty Dumpty sat on a wall One elephant went out to play Ring-a roses London bridge is falling down One big hippo 5 cheeky monkeys jumping on the bed 5 little apples Incy Wincy Spider Hey Diddle, Diddle Row, Row, Row Your Boat A Sailor Went to Sea Hey Diddle Diddle
Our Nursery curriculum offer - Little Wandle Phonics - BLAST! - Talk Boost - Colour monsters (feelings) - Feeling chart - Dough Disco - Squiggle while you wiggle - Daily circle time, box of tricks - British Values - School values, Protected Characteristics		Open ended questions to prompt deeper discussion: - I wonder how you get there? - I wonder who lives there? - I wonder what it looks/tastes/sound/feels like...? - I wonder what happens if...? - I wonder what it is...? - I wonder how it's made...? - I wonder how many...? - I wonder who/how/why...?
Autumn Key Knowledge	Spring Key Knowledge	Summer Key Knowledge ✓ Know how to join in with some team games.

✓ Know, repeat and use actions, words or phrases from key texts. ✓ Know vocabulary from key texts and use in their own play. ✓ Know some key facts about, Autumn, Harvest, Bonfire Night, Remembrance Day & Christmas. ✓ Know some safety rules around Bonfire Night (the role of firefighters) ✓ Recognise and name primary colours ✓ Know that you can create a new colour by mixing two colours together ✓ Know whether they need to tap, shake, scape an instrument to make a sound. ✓ Join in with familiar songs and rhymes ✓ Know how to make marks and print ✓ To begin to know how to "notice and see" ✓ Know that there are different types of weather and what typical Autumn weather is like. ✓ Know that ice is frozen water ✓ Know how to move things by pushing ✓ To understand that they need to wear different types of clothes depending upon the weather. ✓ Know the names of some common materials within the indoor and outdoor nursery environment. ✓ Know some key vocabulary to describe how things look, smell and feel in Nursery, the changes in the environment. ✓ To begin to understand that we have different environments, eg, Lingdale/Seaside/Woods. ✓ Know how to keep themselves safe in a variety of ways, NSPCC PANTS, internet safety, stranger danger. ✓ To begin to understand the concepts of same and different. ✓ Know what is special about themselves and that everybody is different. ✓ Know that there are different types of feelings and that we can all feel differently. ✓ Know appropriate manners, eg, please/thank you. ✓ Know some of the rules and routines of Nursery life ✓ Know how to look after their teeth ✓ Know some obvious feelings such as laughing if you are happy.	✓ Know some key facts about Chinese New Year, Easter, Valentines Day, Shrove Tuesday, Mother's Day and World Book Day. ✓ Know how to keep themselves safe in a variety of ways, NSPCC PANTS, internet safety, stranger danger. ✓ Know and name some people in their lives that are important to them ✓ Know, repeat and use actions, words or phrases from key texts. ✓ Know vocabulary from key texts and use in their own play. ✓ Know that you can create a new colour by mixing two colours together ✓ Know how to join two pieces of junk to make a 3D model ✓ Know how to move and respond to music ✓ Know and sing some familiar songs, being able to pitch match ✓ To develop the ability to "notice and see" ✓ Know the names of adult and baby animals ✓ Know where some animals live eg, farm animals on a farm, sea creatures in the sea ✓ Know that it is cold in Winter and what this looks and feels like ✓ Know that Winter turns into Spring and begin to notice some changes eg, our Autumn bulbs growing ✓ Know that we live in Lingdale and recognise some local landmarks ✓ Notice the changes in materials eg, ice, chocolate, mud, jelly ✓ Know how to make things move ✓ Know how to plant a seed and take care of it, notice changes. ✓ Know that fruits and vegetables are good for you and be willing to try new foods ✓ Know some of the routines in Nursery and follow our Nursery rules ✓ Know how to look after their teeth ✓ Begin to know how other people might be feeling	✓ Know and name some people in their lives that are important to them. ✓ Know that we are all special, yet different. ✓ Know that fruits and vegetables are good for you and be willing to try new foods. ✓ Know where we live and recognise and talk about some features in the local area eg, Lingdale Meadow garden. ✓ Know that we live on Earth and begin to explore maps and Google Earth. ✓ Know some features of a map and begin to work in a group to draw a collaborative map. ✓ Know some of the different environments animals live in eg, the jungle, a farm ✓ Know the names of adult and baby animals ✓ Know that it is warm in Summer and what this looks and feels like ✓ Know that Spring turns into Summer and begin to notice some changes eg, longer days. ✓ Know about the concept new and old, exploring with real objects and pictures in books. ✓ Begin to know about the life cycle of a butterfly ✓ To begin to use yesterday/today/tomorrow ✓ Talk about the changes to our spring seeds ✓ Know how important it is to brush our teeth ✓ Know how to join different things ✓ To use the skills of 'noticing' and 'observing' ✓ Know that you can create a new colour by mixing two colours together. ✓ Know how to draw and paint a person showing a range of emotions. ✓ Know how to manipulate clay and mod roc. ✓ Know how to clap syllables in names.
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Nursery Autumn



Our Nursery curriculum offer	Key Knowledge	Future Learning Links
✓ Little Wandle Phonics ✓ BLAST! ✓ Talk Boost ✓ Master the Curriculum ✓ Feelings chart and pegs ✓ Colour Monsters (feelings) ✓ Dough Disco ✓ Squiggle while you wiggle ✓ Daily circle time, box of tricks ✓ Reflection corner/Sensory room books linked to feelings and emotions ✓ NSPCC Pants ✓ British Values ✓ School Virtues: Kindness and Respect ✓ Protected Characteristics, through Picture News	✓ Know, repeat and use actions, words or phrases from key texts. ✓ Know vocabulary from key texts and use in their own play. ✓ Know some key facts about Harvest, Autumn, Bonfire Night, Remembrance Day & Christmas. ✓ Know some safety rules around Bonfire Night (the role of firefighters) ✓ Recognise and name primary colours ✓ Know that you can create a new colour by mixing two colours together ✓ Know whether they need to tap, shake, scrape an instrument to make a sound. ✓ Join in with familiar songs and rhymes ✓ Know how to make marks and print ✓ To begin to know how to "notice and see" ✓ Know that there are different types of weather and what typical Autumn weather is like. ✓ Know that ice is frozen water ✓ Know how to move things by pushing ✓ To understand that they need to wear different types of clothes depending upon the weather. ✓ Know the names of some common materials within the indoor and outdoor nursery environment. ✓ Know some key vocabulary to describe how things look, smell and feel in Nursery, the changes in the environment. ✓ To begin to understand that we have different environments, eg, Lingdale/Seaside. ✓ Know how to keep themselves safe in a variety of ways, NSPCC PANTS, internet safety, stranger danger. ✓ To begin to understand the concepts of same and different. ✓ Know what is special about themselves and that everybody is different. ✓ Know that there are different types of feelings and that we can all feel differently.	✓ Know, repeat and use actions, words or phrases from key texts to retell stories and begin to identify key events within them. ✓ Recall some key facts about Harvest, Autumn, Bonfire Night, Remembrance Day & Christmas. ✓ Know that you can create a new colour by mixing two colours together ✓ Know how to change pitch when singing and using instruments. ✓ Know that vegetables and other objects can be used to print and how to do this. ✓ To use the skills of 'noticing' and 'observing' ✓ Know that there are different types of weather and what typical seasonal weather is like. ✓ Know the force 'pull' and give an example of where it is used. ✓ Know that Lingdale (where live) is different to other places and story settings.

	✓ Know appropriate manners, eg, please and thank you. ✓ Know some of the rules and routines of Nursery life ✓ Know how to look after their teeth ✓ Know some obvious feelings such as laughing if you are happy.	✓ Know how to keep themselves safe and tell trusted adults if they have a problem. ✓ Know that everyone is different but in some ways we are the same and begin to explain these differences. ✓ Know that everyone has different feelings and begin to understand the reasons for these. ✓ Know how to keep healthy, including teeth. ✓ Know that humans have 5 senses including smell and taste.
Key texts, songs and rhymes		
Cycle A		Cycle B
	 	    
		Open ended questioning to prompt deeper discussion I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like..? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?

Yellow Happiness/happy Sunny Blue Sadness/sad, Tears Rainy Red Anger/angry, Fiery Black Fear/Scared Green Calm Quiet Peaceful Pink Love/loving/loved Mixed up Sorting Feelings	Bear House Cottage (Large, Medium And Small) Chair Bowl Spoon Bed Table Woods Cottage Sit Sleep Eat Walk Run Taste Break Wake	Bear Box Boots Helmet Lunch Rocket Moon Owl Aeroplane Fly Bump	Santa Present Car Kite Ball Mask Paint Trumpet Cat Wrote Wrapped Think Christmas/Eve	Daddy Mummy Baby Car Owl Cat Clock Plane Sleep Snore Snuffle Miaow Tweet Shine Hum	Aliens Underpants Pants Spaceship Washing line Bloomers Knickers Planet Love Zoom Steal / Take Wear	Star Sky Night Light Shiny Friend Lonely Sad Care Broken Fix	Christmas/Eve Christmas Eve Kipper Christmas Tree Heave Presents Reindeer Star Snowball	Nursery Rhymes (From Master the curriculum and Little Wandle) 1, 2, 3, 4, 5, Once I Caught a Fish Alive 1 Potato, 2 Potato, 3 Potato 4 5 Little Speckled Frogs 5 Little Ducks 5 Currant Buns 5 Sausages 1 Finger, 1 Thumb 1,2, Buckle my Shoe 2 Little Dickie Birds Head, Shoulders, Knees and Toes Zoom, Zoom, Zoom Round and Round the Garden Wind the Bobbin Up Miss Polly had a Dolly The Wheels on the Bus	
If you're happy and you know it...	When Goldilocks went to the house of the bears There's a great big bear	Zoom, zoom, zoom	When Santa got stuck up the chimney Christmas songs	Teddy bear teddy bear turn around 5 little bears bouncing on the bed	5 Little men in a flying saucer	Twinkle, Twinkle Little Star	Christmas songs	Autumn songs and rhymes	Christmas/Nativity songs We Wish you a merry Christmas Jingle Bells S-A-N-T-A Twinkle Twinkle Santa on the Sleigh
Key Learning Opportunities linked to National Curriculum subject areas							Self-regulation and executive function		

Art	To make an Autumn art collage, using a range of media and materials To explore colour mixing with poster paint To explore and learn printing skills To draw a person To introduce observational drawing and draw what they see	Executive function includes the child's ability to: • Hold information in mind- <i>Playing games like "Kim's game", "Memory pairs". Story memory bag</i> • Focus their attention- <i>Box of tricks oracy rules, Lola activities to promote listening & attention</i> • Think flexibly- <i>Problem solving opportunities, links to STEM</i> • Inhibit impulsive behaviour- <i>Follow Nursery routines and expectations appropriately, eg, inside voice</i> These abilities contribute to the child's growing ability to self-regulate: • Concentrate their thinking- <i>Focus on one thing at a time</i> • Plan what to do next- <i>Have the opportunity to talk to an adult about making a decision as to what they will do next., which area they will play and learn in next</i> • Monitor what they are doing and adapt-
Design Technology	To explore colour mixing with paddles, cellophane and light box resources To build with purpose and meaning using a range of construction materials	
Music	To explore and learn how sounds and movement can be changed To create sounds by rubbing, tapping, shaking, striking or blowing To show an interest in how sound makers and instruments sound and experiment with ways of playing them. eg, loud, quiet, fast, slow To listen with increased attention to sounds	
Science	To use our senses to explore materials To use vocabulary to describe and sort materials To learn new vocabulary about the outside environment, seasons, weather etc To plant bulbs. To discuss the changes from Summer to Autumn and Autumn to Winter. To experience melting e.g. chocolate, ice To understand that a push force can make something move e.g. pushing a pram, pushing a pedal	
History	To retell and order events in real life eg, yesterday, today and tomorrow. To retell and order events in stories, using vocabulary eg , beginning, middle and end. To introduce Remembrance Day and make a poppy Learn about significant past events including their own and family events as well as events such as Bonfire Night and Remembrance	

	To use language of time	• Regulate strong feelings- <i>use the reflection area to talk about emotions</i> • Be patient for what they want- <i>wait their turn during snack time</i> • Bounce back when things get difficult- <i>Nurture and encouragement to move on when upset because something hasn't gone their way, eg sharing a toy. "If you try, try, try, you can, can, can"</i>
Geography	To go on an Autumn walk and explore the surroundings. To explore materials eg, mud, puddles, grass, sticks, straw, bricks To compare different environments eg town and country	The characteristics of effective teaching and learning • playing and exploring – children investigate and experience things, and 'have a go' • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things
RE	Talk about their family and personal experiences. Begin to learn about what makes people important or meaningful to others. To introduce the Christmas story and why we celebrate Christmas To take part in Christmas singing and celebrations	
Computing	To be aware of how to stay safe online when at school and at home To follow simple instructions when using technology and battery operated toys eg torches, CD player and light box To show an interest in toys with buttons, flaps and simple mechanisms and begin to learn how to operate them. To use a simple programme on the IWB	

Nursery Spring



Our Nursery curriculum offer

- ✓ Little Wandle Phonics
- ✓ BLAST!
- ✓ Talk Boost
- ✓ Master the Curriculum
- ✓ Feelings chart
- ✓ Colour Monsters (feeling)
- ✓ Dough Disco
- ✓ Squiggle while you wiggle
- ✓ Daily circle time, box of tricks
- ✓ Reflection corner, books linked to feelings and emotions
- ✓ NSPCC Pants
- ✓ British Values
- ✓ School Virtues: Resilience and Fairness
- ✓ Protected Characteristics

Key Knowledge

- ✓ Know some key facts about Chinese New Year, Easter, Valentines Day, Shrove Tuesday, Mother's Day and World Book Day.
- ✓ Know how to keep themselves safe in a variety of ways, NSPCC PANTS, internet safety, stranger danger.
- ✓ Know and name some people in their lives that are important to them
- ✓ Know, repeat and use actions, words or phrases from key texts.
- ✓ Know vocabulary from key texts and use in their own play.
- ✓ Know that you can create a new colour by mixing two colours together
- ✓ Know how to join two pieces of junk to make a 3D model
- ✓ Know how to move and respond to music
- ✓ Know and sing some familiar songs, being able to pitch match
- ✓ To develop the ability to "notice and see"
- ✓ Know the names of adult and baby animals
- ✓ Know where some animals live eg, farm animals on a farm, sea creatures in the sea
- ✓ Know that it is cold in Winter and what this looks and feels like
- ✓ Know that Winter turns into Spring and begin to notice some changes eg, our Autumn bulbs growing
- ✓ Know that we live in Lingdale and recognise some local landmarks
- ✓ Notice the changes in materials eg, ice, chocolate, mud, jelly
- ✓ Know how to make things move
- ✓ Know how to plant a seed and take care of it, notice changes.
- ✓ Know that fruits and vegetables are good for you and be willing to try new foods
- ✓ Know some of the routines in Nursery and follow our Nursery rules
- ✓ Know how to look after their teeth

Future Learning Links

- ✓ Recall some key facts about Chinese New Year, Easter, Valentine's Day, Shrove Tuesday, Mother's Day and World Book Day.
- ✓ Know how to keep themselves safe and tell trusted adults if they have a problem.
- ✓ Know and name who is in their immediate family and listen to other children.
- ✓ Know that you can create a new colour by mixing two colours together
- ✓ Know how to manipulate a range of materials to make a worm, poppy, a character home and a boat.
- ✓ Know how to sing taught songs.
- ✓ To use the skills of 'noticing' and 'observing'
- ✓ Know and name some farm animals and their babies e.g sheep and lambs.
- ✓ Know and name some animals and their habitats
- ✓ Know that there are different types of weather and what typical seasonal weather is like.
- ✓ Know that Lingdale (where live) is different to other places and story settings.
- ✓ Know that liquids freeze and solids melt when their temperature is changed.
- ✓ Know the force 'pull' and give an example of where it is used.
- ✓ Know how to plant, grow and take care of seeds and bulbs.
- ✓ Know some fruits and vegetables and how they are grown.
- ✓ Know how to keep healthy including, teeth.
- ✓ Know that everyone has different feelings and begin to understand the reasons for these.

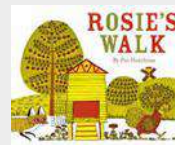
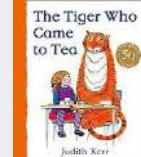
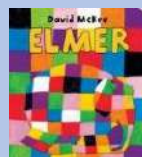
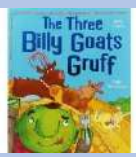
✓ Begin to know how other people might be feeling

Key texts, songs and rhymes

Cycle A

Cycle B

Open ended questioning to prompt deeper discussion



I wonder who lives there?
I wonder how you get there?
I wonder what it looks/tastes/sounds/feels like..?
I wonder what happens if...?
I wonder who it is...?
I wonder how it's made...?
I wonder how many?
I wonder why/how/who?

Bear
Grass
River
Forest
Snow
Cave
Walk
Run
Tip-Toe
Stumble Trip

Dinosaurs
Cavemen
Mystery
Itchy
Titchy
Roar
Stomp
Claws
Teeth

Billy goats
Bridge
Trip
trapping
Over
Under
Troll
Splash
Strong
Green
grass
River
Big
Medium
Small

Elephant
Berries
Herd
Happy
Sad
Roll
Laugh
Celebrate
Same
Different
Alone
Friendship
Colours

Tiger
Tea
Cake
Sandwiches
Buns
Milkman
Grocer
Teapot
Milk Jug
Saucepan
Café
Eat
Drink
Bought

Owl
Mummy owl
Baby
Three
Tree
Nest
Swoop
Wait
Miss

Hen
Yard
Fox
Pond
Haycock
Goat
Mill
Flour
Fence
Beehive
Cart
Hen
house/coop
Walk

Pig
Wolf
Straw
Stick
Brick
House
Chimney
Pot
Fire
Build
Huff
Puff
Blow
Run
Climb

Nursery Rhymes (From Master the Curriculum and Little Wandle)

Three blind mice
Three little kittens
5 snowmen
4 teddy bears
5 fingers
Alice the Camel
Sing a song of six pence
I'm a little bean
5 cheeky monkeys swinging through the trees
Head, shoulders, knees and toes

Baa, Baa, Black Sheep
Hickory, Dickory Dock
The Grand old Duke of York
Jack and Jill
Down at the station

The Bear
Went Over
the
Mountain

The Big
Dinosaurs
Go Stomp,
Stomp,
Stomp

Over the
Bridge

5 elephants
when out to
play
5 elephants
on a string

I'm a little
teapot

Polly put the
kettle on

Three Baby
Owls

The farmer's in his
den

The 3 little pigs
song

Old McDonald

Spring songs and rhymes

10 Little Daffodils
5 Warm Eggs
Wiggly Giggles
Currant Buns
5 Little Peas in a Peapod Pressed

							Over in the Meadow I went to the cabbages Peter Rabbit In and out the dusty bluebells
Key Learning Opportunities linked to National Curriculum subject areas							Self-regulation and executive function
Art	To make imaginative small worlds with a full range of resources eg a forest, a farmyard, under the sea, a bathroom/kitchen To develop observational drawing To draw story characters with a face and beginning to add detail To draw a person To make a 3D model To colour mix using powder paint both indoors and outdoors						Executive function includes the child's ability to: • Hold information in mind- <i>Playing games like "Kim's game", "Memory pair"s". Story memory bag</i> • Focus their attention- <i>Box of tricks oracy rules, Lola activities to promote listening & attention</i> • Think flexibly- <i>Problem solving opportunities, links to STEM</i> • Inhibit impulsive behaviour- <i>Follow Nursery routines and expectations appropriately, eg, inside voice</i>
Music	To use movements and sounds to express experiences, ideas and feelings To listen to a wide range of music, across different cultures To play instruments with increasing control to express their feelings and ideas To sing the pitch of a tune sung by another person, pitch match To sing the melodic shape of familiar songs						
Design Technology	To make imaginative small worlds with a full range of resources eg a forest, a farmyard, under the sea, a bathroom/kitchen To build with purpose and meaning using a range of construction materials eg. A bridge to cross a river To build with purpose and intent To match blocks to silhouettes						
Science	To begin to learn the names of adult and baby animals To learn new vocabulary about the outside environment, seasons, weather etc To discuss the changes from Winter to Spring To plant seeds To know how to care for plants e.g. bulbs from Autumn, herbs To explore how things work e.g. water wheels, ramps, bikes, wind up toys						
History	• Discuss their own life story; • Understand the concept of past and present through their life-baby, child, adult etc • Recall significant events in their past/present/future such as birthdays, Christmas and family or school events. Learn about different jobs in particular nursing and firefighting to support						These abilities contribute to the child's growing ability to self-regulate: • Concentrate their thinking- <i>Focus on one thing at a time</i> • Plan what to do next- <i>Have the opportunity to talk to an adult about making a decision as to what they will do next., which area they will play and learn in next</i> • Monitor what they are doing and adapt- • Regulate strong feelings- <i>Use the reflection area to talk about emotions</i> • Be patient for what they want- <i>Wait their turn during snack time</i> • Bounce back when things get difficult- <i>Nurture and encouragement to move on when upset</i>

		<i>because something hasn't gone their way, eg sharing a toy. "If you try, try, try, you can, can, can"</i>
RE	To introduce Chinese New Year To introduce Shrove Tuesday To introduce Easter	
Geography	To go on a Winter walk. To go on Spring walk. To talk about and explore where we live, making links to own lives in Lingdale To notice and describe a range of resources and artefacts, eg shells in the investigation area continuous provision. To introduce the fact that we are all different.	The characteristics of effective teaching and learning • playing and exploring – children investigate and experience things, and 'have a go' • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things
Computing	To be aware of how to stay safe online when at school and at home. To follow simple instructions to observe a process and achieve an end result eg. Baking, To use a simple programme on the IWB	

Nursery Summer



Our Nursery curriculum offer

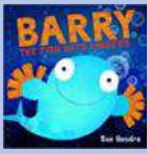
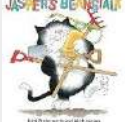
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- ✓ Squiggle while you wiggle
- ✓ Daily circle time, box of tricks
- ✓ Reflection corner, books linked to feelings and emotions
- ✓ NSPCC Pants
- ✓ British Values
- ✓ School Virtues: Teamwork and Ambition
- ✓ Protected Characteristics

Key Knowledge

- ✓ Know how to join in with some team games.
- ✓ Know and name some people in their lives that are important to them.
- ✓ Know that we are all special, yet different.
- ✓ Know that fruits and vegetables are good for you and be willing to try new foods.
- ✓ Know where we live and recognise and talk about some features in the local area eg, Lingdale Meadow Garden.
- ✓ Know some of the different environment's animals live in eg, the jungle, a farm
- ✓ Know the names of adult and baby animals
- ✓ Know that it is warm in Summer and what this looks and feels like
- ✓ Know that Spring turns into Summer and begin to notice some changes eg, longer days.
- ✓ Know about the concept new and old, exploring with real objects and pictures in books.
- ✓ Begin to know about the life cycle of a butterfly
- ✓ To begin to use yesterday/today/tomorrow
- ✓ Talk about the changes to our spring seeds
- ✓ Know how important it is to brush our teeth
- ✓ Know how to join different things
- ✓ To use the skills of 'noticing' and 'observing'
- ✓ Know that you can create a new colour by mixing two colours together.
- ✓ Know how to draw and paint a person showing a range of emotions.
- ✓ Know how to manipulate clay and mod roc.
- ✓ Know how to clap syllables in names.

Future Learning Links

- ✓ Know and name who is in their immediate family and listen to other children.
- ✓ Know that families have a range of structures and began to name differences in families.
- ✓ Know that everyone is different but in some ways we are the same and begin to explain these differences
- ✓ Know that Lingdale (where we live) is different to other places and story settings.
- ✓ Know and name some animals and their habitats
- ✓ Know that there are different types of weather and what typical seasonal weather is like.
- ✓ Know and name some farm animals and their babies eg, sheep and lambs.
- ✓ Begin to name events and when they occur eg, going to school.
- ✓ Know how to plant, grow and take care of seeds and bulbs.
- ✓ Know how to manipulate a range of materials to make a poppy, a character and a home.
- ✓ To use the skills of 'noticing' and 'observing'
- ✓ Know that you can create a new colour by mixing two colours together
- ✓ Know how to follow step by step instructions to draw a character/person.
- ✓ Know how to clap syllables in names.
- ✓ Explore the concept of some new and old household objects.

Key texts, songs and rhymes							
Cycle A				Cycle B			
							
Titch Little Small Big Brother Sister Bike Kite Musical instrument Seed Plant Grow.	Caterpillar Leaf Flower Bumble bee Dragonfly Flower pot Butterfly Grasshopper Ladybird Spider Crept/creep Dozing Sleep Struggle Buzzed Danced Hopped Fluttered	Fingers Ocean Sea Under the Sea Friends Tickling/Tickle Finger Painting Knitting Cutting Finger Puppets Piano Trumpet Pointing Saving	Dark Shark Moon Telescope Sail Seagull Ice cream Night Favourite Up Left/right	Caterpillar Egg Leaf Moon Apple Pear Plum Strawberry Orange Monday Tuesday Wednesday Thursday Friday Saturday Sunday Munch Pop	Bean Beanstalk Grow Tall Up Down Sun Rain Plant Water Dig Soil Seeds Garden	Dad Telescope Shark Fin Park Look/Looking See Around Through Left / Right Sky Ground	Whale Friend Shy Alone Sad Happy Brave Hero Sea
Tall and Small	Incy Wincy Spider	Waves on the Sea	Swim, swim little shark	5 Little Caterpillars There's a Little Caterpillar on a Leaf	I'm a Little Seed	Scary Shark	5 Little Fish Swimming in the Sea
Key Learning Opportunities linked to National Curriculum subject areas						Self-regulation and executive function	

Open ended questioning to prompt deeper discussion

I wonder who lives there?
 I wonder how you get there?
 I wonder what it looks/tastes/sounds/feels like...?
 I wonder what happens if...?
 I wonder who it is...?
 I wonder how it's made...?
 I wonder how many?
 I wonder why/how/who?

Nursery Rhymes (From Master the curriculum and Little Wandle)

5 little men in a flying saucer
 Humpty Dumpty sat on a wall
 One elephant went out to play
 Ring-a roses
 London bridge is falling down
 One big hippo
 5 cheeky monkeys jumping on the bed
 5 little apples

Incy Wincy Spider
 Hey Diddle, Diddle
 Row, Row, Row Your Boat
 A Sailor Went to Sea

Art			To draw and identifiable picture of a person and basic animal. E.g. Body, head, arms, legs. Begin to explore colour mixing with a range of media- paints, tissue paper and food colouring/water. Develop finger strength and control to manipulate and use tools independently- holding scissors to make snips in paper. Begin to show emotions in their drawings/paintings like happiness, sadness, e.g. on people's faces- linked to the Colour Monster text.	Executive function includes the child's ability to: • Hold information in mind- <i>Playing games like "Kim's game", "Memory pairs". Story memory bag</i> • Focus their attention- <i>Box of tricks oracy rules, Lola activities to promote listening & attention</i> • Think flexibly- <i>Problem solving opportunities, links to STEM</i> • Inhibit impulsive behaviour- <i>Follow Nursery routines and expectations appropriately, eg, inside voice</i> These abilities contribute to the child's growing ability to self-regulate: • Concentrate their thinking- <i>Focus on one thing at a time</i> • Plan what to do next- <i>Have the opportunity to talk to an adult about making a decision as to what they will do next., which area they will play and learn in next</i> • Monitor what they are doing and adapt- • Regulate strong feelings- <i>Use the reflection area to talk about emotions</i> • Be patient for what they want- <i>wait their turn during snack time</i> • Bounce back when things get difficult- <i>Nurture and encouragement to move on when upset because something hasn't gone their way, eg sharing a toy. "If you try, try, try, you can, can, can"</i>
Design Technology			To draw with increasing complexity and detail, such as representing a face with a circle and including detail. To join different materials with tape, glue and staples. To build with purpose and meaning using a range of construction materials eg. A Building	
Music			To sing a simple Nursery rhyme all the way through independently To remember and sing entire songs To listen and respond to music and the patterns in music, matching the sound of a musical instrument, copying a sound pattern etc. To move creatively in response to music To create their own songs or improvise a song around one they know	
Science			To continue to learn the names of adult and baby animals To learn new vocabulary about the outside environment, seasons, weather etc To discuss the changes from Spring to Summer To care for the plants that we have nurtured from seed. To discuss the life cycles of different plants and animals e.g owls, butterflies	
History			Discuss their own life story Understand the concept of past and present through their life-baby, child, adult etc Recall significant events in their past/present/future such as birthdays, Christmas and family or school events.	

			Learn about different jobs in particular nursing and firefighting to support KS1 future learning-Nurturing Nurses.	
Geography			To talk about different environments eg farm, jungles, space etc. To look at google maps to identify farms, train tracks, rivers, lakes. To make a collaborative map of created environments eg, in small world play. To go on a Summer walk	The characteristics of effective teaching and learning • playing and exploring – children investigate and experience things, and 'have a go' • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things
RE			To begin to understand that we are all different	
Computing			To be aware of how to stay safe online when at school and at home preparing the children for Rec CEOP To follow simple instructions to observe a process and achieve an end result eg. Baking, To use a simple programme on the IWB	