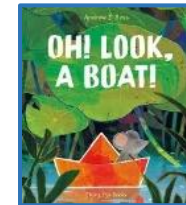
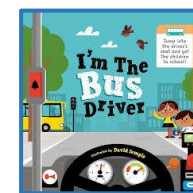
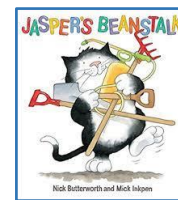
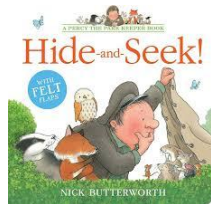
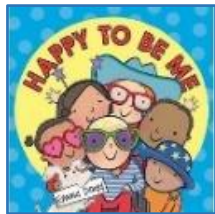


Royton Hall Primary Nursery Curriculum



A carefully sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	Marvellous Me	Autumn & Woodlands	Animals in Cold Countries <i>The Wider World</i>	Animals in Hot Countries <i>The Wider World</i>	Life Cycles: Animals & Plants	Transport/ Journeys/Water
Quality Focus Text	 	 	 	 	 	 
Linked Texts	<ul style="list-style-type: none"> o We're Going to the Dentist o My First Body o Time to Get Dressed o Amazing Me! Dance o Amazing Me! Dressing Up o I'm Big Now! o So Much! o Busy Kitties o The Babies and Kitties Book o The Babies and Doggie Book o Socks o Matilda's Cat o I'm Thinking of a Pet o Cat Chat o Lulu Gets a Cat 	<ul style="list-style-type: none"> o Percy the Park Keeper 123 o Percy the Park Keeper Opposites o Percy the Park Keeper ABC o Who is Hiding in the Woods o Peep Inside the Forest o Percy and the Badger o Percy and the Rabbit o One Snowy Night o Hedgehog Howdedo o Owl Babies o Autumn o Woods o Time to Go to Bed o Busy Birdies o Oliver's Wood o It Was a Cold, Dark Night o A Busy Day for Birds 	<ul style="list-style-type: none"> o Winter is Here o Busy Penguins o Over in the Arctic o Snowy Animals o Are You There Little Penguin? o Penguin Says Please o Well Done Mummy Penguin o Blue Penguin o Be Brave Little Penguin o Busy Bear Cubs o Cubs o Bear and Hare o Bear Counts o Bear and Hare Snow! o Big Bear, Little Bear o I Love You to the Moon and Back 	<ul style="list-style-type: none"> o Busy Monkeys o Busy Elephants o Hang On Monkeys o Five Little Monkeys Jumping on the Bed o Little Why o Dear Zoo o Have You Seen Elephant o Roar! o Are You Sleeping? o Safari o Jungle o Who's Hiding on Safari? o Who's Hiding in the Jungle? o Who's Stripes? o The Animal Boogie o Augustus and His Smile o Slow Down Monkey o Kangaroo Kisses 	<ul style="list-style-type: none"> o Watch the Bean Grow o Plant the Tiny Seed o Seeds o How Does a Seed Sprout o Lulu Loves Flowers o The Tiny Seed o Ten Seeds o Jack and the Beanstalk o We Found a Seed o Who is in the Egg? o Busy Chickens/Barnyard o See How They Grow: Farm o Big Outdoors for Little Explorers – Farm o The Odd Egg o Daisy and the Egg o The Very Hungry Caterpillar o Who's in the Egg? o Ergo 	<ul style="list-style-type: none"> o I'm the Fire Engine Driver/ Train Driver/Digger Driver/ Tractor Driver/Lorry Driver o This Bus is for Us o The Train Ride o We Catch the Bus o How to Lose a Lemur o Big Outdoors for Little Explorers (i) Seaside (ii) River o Peep Inside the Pond o We Need Water o Brilliant Boats o Boats Are Busy o Mr Gumpy's Outing o Together o The Flying Bath o The Storm Whale o Sharing a Shell o Hooray for Fish

Linked Rhymes and Songs	Rhymes/Poems: <ul style="list-style-type: none"> o Heads, Shoulders, Knees and Toes o If You're Happy and You Know it o Two Little Eyes o Finger Family Song Songs: <ul style="list-style-type: none"> o Happy Birthday (<i>also in different language to represent cohort</i>) 	Rhymes/Poems: <ul style="list-style-type: none"> o Wide Eyed Owl Songs: <ul style="list-style-type: none"> o Christmas show songs 	Rhymes/Poems: <ul style="list-style-type: none"> o I'm a Little Penguin Songs: <ul style="list-style-type: none"> o Marching in the Snow o Put Your Coat On o Mister Wind o Flip it, Flop it! 	Rhymes/Poems: <ul style="list-style-type: none"> o Pitter, Patter, Pitter, Patter o Down in the Jungle Where Nobody Goes Songs: <ul style="list-style-type: none"> o Socks o Wet Wet Wet o Walking through the Jungle o Hop, Hop, Hop! o Easter Bunny 	Rhymes/Poems: <ul style="list-style-type: none"> o I'm a Little Seed o Mary, Mary Quite Contrary o Five Little Ducks Songs: <ul style="list-style-type: none"> o Old McDonald Had a Farm o Wake Up! o New Day Blues o Everything Starts with a Seed o A Tiny Seed Was Sleeping 	Rhymes/Poems: <ul style="list-style-type: none"> o Wheels on the Bus o Row, Row, Row Your Boat Songs: <ul style="list-style-type: none"> o The Journey Home From Grandpa's o We All Go Travelling By
Key Poem		We can... <i>Michael Rosen</i>				Little Seed <i>Anon</i>
Trips/Visitors Enrichments	Visitors: <ul style="list-style-type: none"> o Headteacher story time o Parents/Carers o Grandparents o School nurse o Vet o Family pets 	Visitors: <ul style="list-style-type: none"> o Birds of Prey Visit (owls) o Site Manager o Photographer Trip: <ul style="list-style-type: none"> o Autumn Walk around school grounds o Walk to post box 	Visitors: <ul style="list-style-type: none"> o Parents/Carers Stay & Play Trip: <ul style="list-style-type: none"> o Forest School visit o Royton Library 	Visitors: <ul style="list-style-type: none"> o Dentist o Parents/Carers Stay & Play Trip: <ul style="list-style-type: none"> o Walk to corner shop o Classroom Jungle Jamboree 	Visitors: <ul style="list-style-type: none"> o Live duck eggs o Gardener (Parent/Carer Garden Project) Trip: <ul style="list-style-type: none"> o Smithill's Farm 	Visitors: <ul style="list-style-type: none"> o Emergency Services o Parent Picnic Trip: <ul style="list-style-type: none"> o Bus Stop traffic survey o Trip on a double decker bus o Blue Planet Aquarium
Linked Role Play <i>Indoors and outdoors</i>	<ul style="list-style-type: none"> o Home Corner – Snack Time o Outdoors – Going to the Shops 	<ul style="list-style-type: none"> o Home Corner – Bedtime o Outdoors – Post box and deliveries 	<ul style="list-style-type: none"> o Home Corner – Wash & Clean o Outdoors – Animal Rescue 	<ul style="list-style-type: none"> o Home Corner – Shopping o Outdoor Stage – Movement & Dance 	<ul style="list-style-type: none"> o Home Corner – New Kitten o Outdoors – Car Wash 	<ul style="list-style-type: none"> o Home Corner – Picnic Time o Outdoors – Picnic Time
Celebrations / Festivals / Special Events	<ul style="list-style-type: none"> o Birthdays o Harvest Festival 	<ul style="list-style-type: none"> o Birthdays o Diwali / Hannukah o Bonfire Night o Christmas 	<ul style="list-style-type: none"> o Birthdays 	<ul style="list-style-type: none"> o Birthdays o Easter 	<ul style="list-style-type: none"> o Birthdays o Eid al-Fitr 	<ul style="list-style-type: none"> o Birthdays o Sports Day o World Oceans Day o Transition

Literacy

Little Wandle Foundations for Phonics *Word Reading*

(English)	Listen and differentiate between environmental sounds	Learn mouth position for following sounds: s a t p i n m Use the above sounds to - Hear initial sound - Blend CVC words using oral blending and objects	Learn mouth position for following sounds: d g o c k e Use the above sounds to; - Identify initial sounds - Distinguish between different sounds - Blend a wider range of CVC words using oral Blending	Learn mouth position for following sounds: u r h b f l Use the above sounds to; - Identify initial sounds - Articulate sounds correctly - Blend a wider range of CVC words using oral blending	Learn mouth position for following sounds: j v w y z qu ch Use the above sounds to; - Identify initial sounds - Blend a wider range of CVC words using oral blending	Learn mouth position for following sounds: ck x sh th ng nk Use the above sounds to; - Identify the final sounds in a word - Blend a wider range of CVC words using oral blending
	Reading & Comprehension – Linked to key texts					
	<ul style="list-style-type: none"> - Begin to pay attention during group time, joining in with activities. - Enjoy sharing a book with an adult. - Begin to join in with storytelling – actions / words. - Begin to understand how a book works – front cover / pages. - Begin to identify a picture / illustration. - Develop vocabulary linked to body parts and actions. - Develop vocabulary linked to pets. - Discriminate between different environmental sounds. - Begin to identify different environmental sounds. - Begin to identify instrumental sounds. - Recognise own name with visual prompt. 	<ul style="list-style-type: none"> - Begin to engage in conversations about the story, learning and using new vocabulary. - With support, begin to (i) recognise own name without visual prompt (ii) hear / say initial phoneme of name (iii) identify initial letter and place initial letter of name the correct way up. - Begin to be aware of rhyming words. - Develop an awareness of vocal sounds. - Know the difference between print / pictures; begin to realise that in English text is read from left to right. - Begin to match words with the same initial phoneme. 	<ul style="list-style-type: none"> - Read name without visual prompt, hear initial phoneme. - Begin to identify some initial phonemes in words. - Begin to hear when two words start with the same phoneme. - Develop an awareness of rhyming words. - Listen to longer stories and answer questions with relevant comments, joining in with repeated refrains. - Begin to retell a simple story. - Carefully turn pages in a book one at a time. - Begin to understand that print carries meaning – label / simple sentence. - Know where to start reading – L to R. - Begin to understand concept of a word / letter. - Begin to understand that their name is a word which is made up of letters. 	<ul style="list-style-type: none"> - Recognise name without visual prompt. - Hear and say when two words start with the same sound – alliteration. - Show an awareness of rhyme. - Use a variety of voice sounds. - Explore and distinguish between different voice sounds. - Begin to orally blend & segment simple CVC words. - Join in with repeated refrains. - Sequence story illustrations and anticipate what might happen next. - Begin to follow print – left to right with one-to-one correspondence. - Understand the concept of word / letter. 	<ul style="list-style-type: none"> - Show an awareness of alliteration & identify initial phoneme in words. - Orally blend & segment simple CVC words. - Count / clap syllables in words. - Anticipate what might happen next - Begin to respond to a wider variety of questions. - Begin to talk about the beginning / middle / end of story. - Understand that print has meaning & can be used to communicate. - Follow print – left to right, with one-to-one correspondence and return sweep. - Understand the concept of word / letter. 	<ul style="list-style-type: none"> - Discriminate between similar environmental sounds. - Show an awareness of alliteration & identify initial phoneme in words. - Orally blend and begin to orally segment simple CVC words. - Begin to sequence simple story into beginning, middle and end. - Answer questions with relevant comments. - Continue to understand that print carries meaning – labelling / simple sentence. - Know where to start reading, L-R & T-B (return sweep), one-to-one correspondence. - Begin to understand the concept of word / letter.

	Writing					
Physical Development	<ul style="list-style-type: none"> - Hold a pencil and explore mark making and drawing, beginning to give meaning to these marks. - Make marks on pictures to represent name. - Begin to draw Beery Shapes: vertical lines. - With support, find first letter of name. 	<ul style="list-style-type: none"> - Recognise name with visual prompt and begin to make marks to represent name. - With support, identify initial letter and begin to write initial letter of name. - With support, order letters in name. - Begin to ascribe meaning to marks – orally labelling. - Make vertical lines and begin to make horizontal lines and circles. 	<ul style="list-style-type: none"> - Read name without visual prompt, hear initial phoneme, write first letter with confidence, and begin to write full name. - Begin to use a comfortable grip with some control. - Begin to break the flow of speech into words. - Give meaning to marks. 	<ul style="list-style-type: none"> - Recognise name without visual prompt and write initial letter. - Begin to write full name using name card, with focus on correct sequence of letters, letter formation and directionality. - Begin to use a comfortable grip with control. - Begin to break the flow of speech into words. - Give meaning to marks. 	<ul style="list-style-type: none"> - Recognise name without visual prompt, hear initial phoneme and write initial letter, sequence letters. - Write full name without name card, using correct sequence of letters, and recognisable letters, most correctly formed. - Use comfortable pencil grip with control. - Begin to use some print / letter knowledge in early writing. 	<ul style="list-style-type: none"> - Write full name without name card, using correct sequence of letters, and recognisable letters, most correctly formed. - Use comfortable pencil grip with control. - Begin to use some print / letter knowledge in early writing.
	P.E Gross Motor					
	<p><u>Introduction to PE: Unit 1</u></p> <ul style="list-style-type: none"> - I am beginning to demonstrate balance. - I am beginning to negotiate space safely. - I am beginning to take turns with others. - I can explore movement skills. - I can make guided choices. - I follow instructions with support. 	<p><u>Fundamentals: Unit 1</u></p> <ul style="list-style-type: none"> - I am beginning to negotiate space safely. - I am beginning to take turns with others. - I am building my confidence to try new challenges. - I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games. - I follow instructions with support. - I play games honestly guided by rules with support. 	<p><u>Gymnastics: Unit 1</u></p> <ul style="list-style-type: none"> - I am beginning to negotiate space safely. - I am beginning to take turns. - I am building my confidence to try new challenges. - I can explore movement skills. - I can match skills to tasks and apparatus. - I can use a range of large and small apparatus with an awareness of safety. - I follow instructions with support. 	<p><u>Games: Unit 1</u></p> <ul style="list-style-type: none"> - I am beginning to explore a range of ball skills. - I am beginning to negotiate space safely. - I am beginning to take turns with others. - I am beginning to understand how I feel in different situations. - I can explore movement skills. - I follow instructions with support. - I play games honestly guided by the rules with support. 	<p><u>Dance: Unit 1</u></p> <ul style="list-style-type: none"> - I am beginning to negotiate space safely. - I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm. - I am building my confidence to try new challenges and perform in front of others. - I can explore movement skills. - I follow instructions with support. - I show respect towards others. 	<p><u>Ball Skills: Unit 1</u></p> <ul style="list-style-type: none"> - I am beginning to explore a range of ball skills. - I am beginning to negotiate space safely. - I am beginning to take turns with others. - I can make guided choices. - I persevere with support when trying new challenges. - I play ball games guided by the rules with support.
Fine Motor/Handwriting (Squiggle Whilst You Wiggle)						
<ul style="list-style-type: none"> - Children have continuous daily access to fine motor activities and resources throughout the year, focusing on develop key skills. (pinching, scooping, pouring, tweezing, weaving, threading, handling scissors and tools) - Weekly fine motor challenges in provision. 						

	Back to Basics – Our Fingers and Toes & Where Are My Fingers?	Up and Down & Side to Side	A Wiggle and a Wiggle & Circles, Circles and Squircles	Arches and Arches & In and Out	Reverse and Turn & Lay Down Straight	Stand Straight, Stand Tall & Straight, Straight Lines
Maths	White Rose Hub <i>Number & Numerical Patterns</i>					
	<u>Comparison 1</u> More than, fewer than, same <u>Shape, space and measure 1</u> Explore and build with shapes and objects <u>Pattern 1</u> Explore repeats <u>Counting 1</u> Hear and say number names <u>Counting 2</u> Begin to order number names	<u>Subitising 1</u> I see 1,2,3 <u>Pattern 2</u> Join in with repeats <u>Shape, space and measure 2</u> Explore position and space	<u>Subitising 2</u> Show me 1, 2, 3 <u>Counting 3</u> Move and label 1, 2, 3 <u>Shape, space and measure 3</u> Explore position and routes <u>Pattern 3</u> Explore patterns <u>Counting 4</u> Take and give 1, 2, 3	<u>Shape, space and measure 4</u> Match, talk, push and pull <u>Subitising 3</u> Talk about dots <u>Comparison 2</u> Compare and sort collections	<u>Pattern 4</u> Lead on own repeats <u>Shape, space and measure 5</u> Start to puzzle <u>Pattern 5</u> Making patterns together <u>Subitising 4</u> Make games and actions <u>Counting 5</u> Show me 5	<u>Pattern 6</u> My own pattern <u>Counting 6</u> Stop at 1, 2, 3, 4, 5 <u>Comparison 3</u> Match, sort, compare
Personal, Social and Emotional Development	Adult-Led Daily Routines					
	<ul style="list-style-type: none"> - ‘Choose it, Use it, Put it back’ – To discuss selecting and using resources in the classroom and outdoor environment. By Autumn 2, name the various areas of the classroom and whether playing alone, with a friend or in a group. By Spring 2, begin naming resources used in specific areas. In Summer term, begin talking about what can be learnt or made in different areas. - ‘Self-Regulation Station’ – To use the SRS to name and explore feelings and identify how others may feel, including as a result of their own behaviour. - To co-regulate with an adult where necessary. Continue to develop the ability to regulate own behaviour and express and moderate feelings in appropriate ways. - To work cooperatively with adults and peers. Begin to find resolutions to conflict (with gradually less adult support). - To continue to develop the skills to manage own basic hygiene, including by brushing teeth daily, washing hands after going to the toilet or outside, or before eating. - To begin to understand the importance of exercise and healthy eating, including trying new foods in snack and at lunch time. - To continue to develop understanding which parts of our bodies are private and should not be touched by other people. - To begin to understand that we can interact with other people on the internet and how we should tell an adult if there is a problem. 					
	PSHE <i>Building Relationships, Self-Confidence and Self Awareness & Managing Self (JIGSAW)</i>					
	<u>Being Me in My World</u> - I understand how it feels to belong and that we are similar and different. - I understand how feeling happy and sad can be expressed. - I can work together and consider other people’s feelings.	<u>Celebrating Difference</u> - I know how it feels to be proud of something I am good at - I can tell you one way I am special and unique - I know that all families are different - I know there are lots of different homes - I can tell you how I could make new friends	<u>Dreams and Goals</u> - I understand what a challenge means - I can keep trying until I can do something - I can set a goal and work towards it - I know some kind words which can encourage people	<u>Healthy Me</u> - I know the names for some parts of my body and am starting to understand that I need to be active to be healthy - I can tell you some of the things I need to do to be healthy. - I know what the word ‘healthy’ means and that	<u>Relationships</u> - I can tell you about my family. - I understand how to make friends if I feel lonely. - I can tell you some of the things I like about my friends. - I know what to say and do if somebody is mean to me. - I can use Calm Me time to manage my feelings.	<u>Changing Me</u> - I can name parts of my body and show respect for myself. - I can tell you some things I can do and some food I can eat to be healthy. - I understand that we all start as babies and grow into children and then adults.

	<ul style="list-style-type: none"> - I can use gentle hands and understand that it is good to be kind to people. - I am starting to understand children's rights and this means we should all be allowed to learn and play. - I am learning what being responsible means. 	<ul style="list-style-type: none"> - I can use my words to stand up for myself 	<ul style="list-style-type: none"> - I can start to think about the jobs I might like to do when I'm older - I can feel proud when I achieve a goal 	<ul style="list-style-type: none"> some foods are healthier than others. - I know how to help myself go to sleep and that sleep is good for me. - I can wash my hands and know it is important to do this before I eat and after I go to the toilet. - I know who my safe adults are and how to stay safe if they are not close by me. 	<ul style="list-style-type: none"> - I can work together and enjoy being with my friends. 	<ul style="list-style-type: none"> - I know that I grow and change. - I can talk about how I feel moving to School from Nursery. - I can remember some fun things about Nursery this year.
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Understanding the World	Science Natural World					
	<p><u>Our Bodies</u></p> <ul style="list-style-type: none"> - To name and point to basic body parts through rhymes/songs with actions. - To learn how our body moves through rhymes/songs. - To explore senses through hands on experiences. - To explore how to look after their body through stories, songs and rhymes. (washing hands & brushing teeth) <p><u>Animals & Habitats: Domestic Pets</u></p> <ul style="list-style-type: none"> - To share information with others about their own family pet. - To name the different parts of a cat. - To explore how a cat moves. - To listen and talk about the different sounds a cat makes. - To identify cat & dog sounds and match them to photographs. 	<p><u>Nature & Environment</u></p> <ul style="list-style-type: none"> - To take part in sensory exploration of natural resources: sorting, matching and comparing. (leaves, twigs, conkers, acorns, pine cones) - To talk about what they see on an autumnal walk. - To look for animal homes and hiding places. - To show respect and care for the natural environment (making bird feeders, building bug hotels) <p><u>Natural Phenomena: Light & Dark</u></p> <ul style="list-style-type: none"> - To sort things into daytime or night-time boxes. (clothes, animals, sounds, events) - To be able to sequence bedtime and 'getting up' routines. - To create a day and night book. 	<p><u>Animals & Habitats</u></p> <ul style="list-style-type: none"> - To point to and name a penguin and a bear. - To describe a penguin and a bear in simple terms e.g., a penguin has a beak, a bear has claws. <p><u>Nature & Environment</u></p> <ul style="list-style-type: none"> - To explore natural resources in the environment to make a nest for a mouse or bird. <p><u>Natural Phenomena: Freezing & Melting</u></p> <ul style="list-style-type: none"> - To explore freezing and melting in the natural habitat. - To mark make in ice with sticks, observing what slowly happens to the ice – talking about feel and changes. 	<p><u>Animals & Habitats</u></p> <ul style="list-style-type: none"> - To observe and talk about wild animals in their natural environment – with a focus on size, patterns, animal sounds and movement. - To match animal illustrations to photos of real animals. - To look at the mother and baby animals in key texts. - To match mums to their young with small world figures and images. <p><u>Natural Phenomena: Light & Dark</u></p> <ul style="list-style-type: none"> - To recap the difference between day and night (link back to Aut 2) - To look at images of sunsets in the story and explain what is happening. - To explore 'dusk' using illustrations and photographs. 	<p><u>Plants & Life Cycles</u></p> <ul style="list-style-type: none"> - To grow plants from seeds. - To observe, discuss and sequence the growth of the seeds. - To verbalise how to plant a seed and how to look it. - To explore what foods we can get from plants. <p><u>Minibeasts</u></p> <ul style="list-style-type: none"> - To explore different types of minibeasts. - To go on a minibeast hunt and record findings. - To discuss minibeast features and compare what is the same/different. <p><u>Animals & Life Cycles</u></p> <ul style="list-style-type: none"> - To look for birds and nests with binoculars. - To use simple fact files/books to identify birds. (what they look like, how they move, what sound they make, what they eat) - To explore which animals hatch from eggs. 	<p><u>Natural Phenomena: Forces</u></p> <ul style="list-style-type: none"> - To explore how different objects move e.g., push, pull (collection of objects to test) - To experiment with making objects/vehicles move faster/slower/further with ramps. (Make predictions) - To explore how objects move in water. - To find different ways to move a boat across water. (push, pull, blow) - To explore what objects float like a boat? (making predictions) - To explore how many animals can go in a boat before it sinks. (link to Mr Gumpy's outing) <p><u>Animals & Habitats</u></p> <ul style="list-style-type: none"> - To name and describe a variety of water animals. - To make water scenes in the small world and

	<p><u>Nature & Environment</u></p> <ul style="list-style-type: none"> - To know how to make mud. (soil and water) - To make marks in mud, exploring thick and thin mud. 				<ul style="list-style-type: none"> - To compare the size and look of different eggs. - To match the egg to the animal. - To order the life cycle of a duck. - To look after real duck eggs in class, discussing key events. - To name and describe some farm animals. - To match adult farm animals to their young. 	<p>match with the correct water animals.</p>
<p><u>History Past & Present</u></p>						
	<p><u>My History</u></p> <ul style="list-style-type: none"> - To explore what a baby looks like/can do. - To explain how they have changed since birth. (When I was a baby...) - To know what a birthday is and how old they are and how old they will be next. - To know who is in their immediate family. - To compare what is the same/different with their family and others. <p><u>Black History</u></p> <ul style="list-style-type: none"> - To know who Nina Simone was and explore some of her music. 	<p><u>Changes I See</u></p> <ul style="list-style-type: none"> - To talk about the changes they have seen in the weather and their surroundings through Autumn. 	<p><u>Changes I See</u></p> <ul style="list-style-type: none"> - To talk about the changes they have seen in the weather and their surroundings from Autumn to Winter. 	<p><u>Lives of Significant People: Royal Family</u></p> <ul style="list-style-type: none"> - To use pictures to name items that a king or queen might have. - To use role play and small world to act out the roles and stories of kings and queens. - To know that we have a king called Charles. 	<p><u>Changes I See</u></p> <ul style="list-style-type: none"> - To sequence pictures of the seeds growth in chronological order. - To explain the changes seen when growing a seed. - To sequence pictures of the life cycle of a plant in chronological order. - To sequence pictures of the life cycle of a duck in chronological order. <p><u>Changes I See</u></p> <ul style="list-style-type: none"> - To talk about the changes they have seen in the weather and their surroundings from Winter to Summer. 	<p><u>My History</u></p> <ul style="list-style-type: none"> - To look back at their year in nursery and talk about changes in themselves. (age, height, skills & abilities etc)
<p><u>Geography Natural World & People, Cultures and Communities</u></p>						
<ul style="list-style-type: none"> - To find the different provision areas in the classroom, locate the resources they need independently. - To explore and describe weather daily. - To explore and describe the four seasons of the year - To talk about environmental changes they see in the school grounds, reflecting on previous findings. 						
	<p><u>My Classroom</u></p>	<p><u>Places I Go</u></p>	<p><u>Weather</u></p>	<p><u>Countries</u></p>	<p><u>Places with Water</u></p>	<p><u>Transport</u></p>

<p>- To find the different provision areas in the classroom and outdoors.</p> <p>- To locate resources they need independently (e.g a pencil for drawing)</p> <p>- To tidy items away in their correct place in the classroom and outdoors.</p> <p>- To talk about patterns they can see in the outdoor area, such as rubbings from bricks and grids etc.</p> <p><u>Weather</u></p> <p>- To explore the rain. (watch/stand in the rain, stand under and umbrella in the rain, splash in puddles)</p> <p>- To wash and dry wellies & socks on a dry day.</p> <p><u>Human Geography - Occupations</u></p> <p>- To explore different occupations through stories and videos (Doctor, Nurse, Dentist, Vet)</p>	<p>- To talk about what they see on their way to school.</p> <p>- To name some places in the local area that they have been to. (park, shops, play centres etc)</p> <p>- To make imaginative & complex 'small worlds' with blocks and construction materials, such as a city or park.</p> <p>- To name things they see on an Autumnal walk around the school grounds.</p> <p><u>Weather</u></p> <p>- To talk about the changes in weather through Autumn.</p> <p>- To know what clothes keep you warm and dry.</p> <p><u>Human Geography - Occupations</u></p> <p>- To explore different occupations through stories and videos (Park Keeper, Site Manager)</p>	<p>- To talk about what they see on a winter walk, comparing the changes since autumn.</p> <p>- To know what clothes you need during Winter time.</p> <p><u>Countries</u></p> <p>- To use books and videos to explore animals and people who live in cold countries.</p> <p>- To begin to comment on the differences between where we live and cold countries.</p>	<p>- To use books and videos to talk about places the animals live naturally.</p> <p>- To discuss some ways these places are the same/different to where we live.</p> <p>- To use natural resources to make jungle habitats – photographs as stimulus.</p> <p><u>Human Geography - Occupations</u></p> <p>- To explore different occupations through stories and videos (Zookeeper, Safari Ranger)</p> <p><u>Directions</u></p> <p>- To listen carefully and follow simple directions. (forwards, backwards, up, down)</p>	<p>- To explore different places we can find water in the natural world. (pond, river, waterfall, sea, ocean)</p> <p>- To describe the features of these places in simple terms. (what animals can be found there, size, surroundings etc)</p> <p>- To create a pond scene with different natural resources and small world animals/minibeasts.</p> <p><u>Weather</u></p> <p>- To talk about what they see on a summer walk, comparing the changes since winter.</p> <p>- To know what clothes you need during summer time.</p> <p><u>Human Geography - Occupations</u></p> <p>- To explore different occupations through stories and videos (Gardener, Farmer)</p>	<p>- To name different types of transport.</p> <p>- To verbally label key features of different transport.</p> <p>- To discuss experiences of going on a bus.</p> <p>- To discuss how they travel to school. (what do they see, what other transport do they see)</p> <p>- To go on a short journey together and talk about what they can see.</p> <p>- To talk about road safety and keeping safe on a journey.</p> <p>- To explore different ways to travel on water.</p> <p>- To use pictorial maps to talk about a journey on a mode of transport.</p> <p><u>Human Geography - Occupations</u></p> <p>- To explore different occupations through stories and videos (vehicle drivers: bus driver, pilot, train driver, captain/sailor, paramedic, fire fighter, police officer etc)</p>
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RE People, Cultures and Communities

Which places are special to members of our community?
What makes a place special?

- Use the word 'special' to talk about somewhere important to them.
- Ask questions about special places.
- Listen to why places are special for other people

Who cares for me and how do I help others?
What rules do we have at home and at school?

- Recognise rules they are familiar with at school and home and talk about why they are needed.

Who belongs in my family and community?
Where do we live? Where do we belong?

- Recognise that we belong in our homes, families and local area.
- Describe the features of their

How do people celebrate special times in Spring?
What is a celebration? (recap)

- Talk about their own celebrations and begin to notice the celebrations which are important to others.

Why are some objects special?
What makes a home?

- Talk about pictures of different families and homes.
- Recognise that all families and homes are different and special.

How do we understand and care for the world?
What is beautiful about the natural world?

- Use their senses to explore and talk about the natural world around them.

	<p><i>Where are special places for me at home, school or in the community?</i></p> <ul style="list-style-type: none"> ▪ Talk about what is special to them and where special places are. ▪ Think about and talk about why these places are special to them. 	<ul style="list-style-type: none"> ▪ Talk about the classroom and school rules. ▪ Talk about the rules in their homes. <p><i>How can we help at home and at school?</i></p> <ul style="list-style-type: none"> ▪ Talk about ways they can be helpful to friends and classmates. ▪ Talk about ways they can be helpful to parents and grandparents; brothers and sisters. ▪ Talk about ways they can look after their pets ▪ Talk about how they can help their teachers. <p><u>How do people celebrate special times?</u></p> <p><i>What is a celebration?</i></p> <ul style="list-style-type: none"> ▪ Talk about their own celebrations and begin to notice the celebrations which are important to others. <p><i>What happens at festivals? (Christmas)</i></p> <ul style="list-style-type: none"> ▪ Talk about what they see at Christmas time. ▪ Take part in Christmas festivities in school. 	<p>house and state their address.</p> <p><i>What makes a good friend?</i></p> <ul style="list-style-type: none"> ▪ Talk about their friends and say what qualities friends should display. ▪ Explain what being a friend means. ▪ Talk about how they should treat others. 	<p><i>What happens at festivals? (Easter)</i></p> <ul style="list-style-type: none"> ▪ Talk about what they see at Easter time. ▪ Take part in Easter festivities in school. 	<ul style="list-style-type: none"> ▪ Name members of their family, especially those who live in their home. ▪ Notice differences and similarities between different homes. <p><i>Which objects are special to me?</i></p> <ul style="list-style-type: none"> ▪ Talk about special objects and explain why they are special. ▪ Talk about someone they love and what is precious to them. ▪ Talk about how to show respect. 	<ul style="list-style-type: none"> ▪ Notice changes that occur throughout the seasons. ▪ Create artwork in the outside area using natural resources and IT skills.
<p><u>Computing</u></p>						
	<p><u>Systems and Networks - Technology Around Us</u></p> <p>- To name some technology around them in the classroom and explain what it is used for. (Lights, interactive whiteboard, laptop, iPads, headphones)</p>	<p><u>Systems and Networks - Operating Hardware</u></p> <p>- To know how to stop and start the story phones and skip the story.</p> <p>- To know how to operate sound buttons to hear recordings.</p>	<p><u>E-Safety</u></p> <p>- To use and handle equipment safely.</p> <p>- To know that they need to ask an adult before using a device.</p>	<p><u>Programming – Moving a Robot</u></p> <p>- To know how to program a BeeBot to go forwards. (Press forward and GO)</p>	<p><u>Creating Media – Digital Drawing</u></p> <p>- To know how to draw a picture on the IWB app and know how to erase it.</p>	<p><u>Systems and Networks - Operating Hardware</u></p> <p>- To know how to record their voice on a talking tin.</p>
<p><u>Everyday Provision</u></p>						

Expressive Arts and Design

- To use playdough – moulding, shaping and adding detail.
- To engage in both free choice and adult directed activities: children are taught new skills with the opportunity to embed these.
- To experiment with colour, form, function, texture and design through a range of media and materials, which grow and vary throughout the year.
- To use transient art materials for exploration of shape, making links with creative and mathematical play.
- To articulate purpose and to move from exploration into creation, particularly with painting.
- To use a range of construction and joining tools for ongoing experimentation and mastery.
- To use a range of musical instruments and expressive materials – scarves, ribbons, wands – available for performances.

Art *Creating with Materials & Being Imaginative and Expressive*

Printing

- To explore printing with fingers, hands and feet.
- To explore printing abstract patterns with objects to make lines and circles.
- To print repeating patterns ABAB
- To explore printing a trail using wellies

Drawing & Painting

- To create a self-portrait using different resources. (pencils, chalks, crayons, finger painting)

3D Sculpture

- To create faces (happy/sad) using playdough, cutters and open-ended resources.
- To roll playdough in different ways to make a cat model.

Printing

- To explore printing with leaves, sticks, potatoes.
- To explore printing to make animal prints.

Drawing & Painting

- To use a variety of media (chalk, paint, felt tips, pastels, brushes, feathers etc) to create Percy and the animals.

3D Sculpture

- To roll and manipulate playdough to create a model of animal characters.

Drawing & Painting

Artist Focus:

Wassily Kandinsky

- To draw and paint clockwise and anticlockwise circles and horizontal and vertical lines with control.
- To draw and paint concentric circles in the style of Wassily Kandinsky.
- To use skills in painting and drawing lines and circles to create a penguin picture.

3D Sculpture

- To mould playdough and clay in different ways to make penguins and bears.

Printing

- To explore printing with different tools to make animal print patterns.
- To use prints to make bunting for the classroom for the Jungle Jamboree.

Drawing & Painting

- To use a variety of media (chalk, paint, felt tips, pastels, brushes, feathers etc) to draw pictures of animals to display for the Jungle Jamboree.

3D Sculpture

- To roll and manipulate playdough and clay to create a model of animal characters, adding natural resources for animal features.

Printing

- To explore printing with fruit and vegetables to make patterns.

Drawing & Painting

- To use a variety of media (chalk, paint, felt tips, pastels, brushes, feathers etc) to make observational drawings of plants and minibeasts.
- To draw circles and line patterns to decorate eggs.
- To explore colours mixing to paint pictures of flowers.

Materials

- To know how to manipulate tissue paper to use it in different ways. (flat, crumpled, twisted, rolled, ripped etc)
- To use the tissue paper to create a beanstalk.

Printing

- To explore printing with wheels to make tracks.

Drawing & Painting

- To use a variety of media to draw/paint types of transport, adding increasing detail.
- To explore colours mixing to create desired colours for paintings.
- To use bubble painting to create water patterns.

Materials

- To know how to manipulate tissue paper to use it in different ways. (flat, crumpled, twisted, rolled, ripped etc)
- To use the tissue paper to create a textured picture of the sea.

DT *Creating with Materials & Being Imaginative and Expressive*

Materials: Cutting and sticking

- To explore using scissors to make snips in paper.
- To explore cutting a variety of materials into pieces.
- To explore using glue to stick small pieces of paper onto a larger piece.

Structures: Animal Homes

- To use junk modelling to build homes for animals.
- To arrange and stack natural resources to build a bug hotel.
- To attach junk modelling and natural resources to create bird feeders.

Cooking: Popcorn

- To follow instructions to make popcorn.
- To discuss the changes of the corn kernels before and after cooking.
- To make sweet and salty flavour and talk about which they prefer.

Cooking: Jelly

- To follow instructions to make jelly for the Jungle Jamboree.
- To make different flavours and jelly and talk about which they prefer.

Textiles: Threading

Cooking: Fruit Kebabs

- To learn the names of different fruits – common and exotic fruits.
- To taste different fruits discussing likes and dislikes and how they taste.

Structures: Junk

- Modelling
- To attach junk modelling and materials to create a 3D boat and bus.

	<ul style="list-style-type: none"> - To explore attaching different materials together using glue. 		<p><u>Structures: Junk Modelling</u></p> <ul style="list-style-type: none"> - To use junk modelling to make animals masks. - To attach junk modelling and materials to create a 3D penguin. 	<ul style="list-style-type: none"> - To use string and pasta to make jewellery for the Jungle Jamboree. - To thread/loop paper to make paper chain decorations. <p><u>Materials: Cutting and sticking</u></p> <ul style="list-style-type: none"> - To cut and stick a variety of materials together to make party hats/crowns and musical instruments for the Jungle Jamboree. 	<ul style="list-style-type: none"> - To use fruit preferences to follow instructions to make a fruit kebab. <p><u>Structures: Junk Modelling</u></p> <ul style="list-style-type: none"> - To attach junk modelling and materials to create a 3D castle and a musical harp (link to Music: Jack and the Beanstalk) 	
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Music Being Imaginative and Expressive (Twinkl)

	<p><u>Nursery Rhymes</u></p> <ul style="list-style-type: none"> - To sing a variety of nursery rhymes from memory. <p><u>My Body Percussion</u></p> <ul style="list-style-type: none"> - To listen with increasing attention to sounds and rhythm. - To know how to make a variety of sounds using my body, e.g. clap, stamp, whisper etc - To know that there are a variety of ways of making sounds with our hands. (rubbing, patting, tapping, clapping etc) - To know that there are a variety of ways of making sounds with our voice. (scream, click, blow, whistle, pop etc) - To explore how sounds & movements can be changed e.g. louder/quieter. - To copy a continuous rhythm using one body part. - To make a continuous rhythm using one body part. 	<p><u>School Production</u></p> <ul style="list-style-type: none"> - To know how to listen carefully to songs and join in. - To learn new songs and perform as a group, keeping in time with others and matching the pitch. - To take part in a Christmas performance in front of an audience. 	<p><u>'Who's Working?' People Who Help Us Sounds</u></p> <ul style="list-style-type: none"> - To know which part of their body will help them to listen. - To know what things they need to remember when they are trying to listen carefully. - To use sounds clues to find out who is 'working'. - To describe the sounds they can hear. (Loud/Quiet/Soft/Noisy) - To name and describe the sounds they would hear when a builder is working. (Sawing, hammering etc) - To explore a variety of instruments that could mimic the sounds of a builder working. - To explore how to play these instruments in different ways to match the dynamics. 	<p><u>Musical Instruments: Stop, Go, Fast, Slow</u></p> <ul style="list-style-type: none"> - To name some instruments. - To explore how to play a variety of instruments with some control. - To talk about the sounds that each instrument makes. - To know when to start and stop playing an instrument using picture clues. - To know when to play their instrument slowly or quickly using picture clues. - To play instruments to express ideas and feelings. 	<p><u>Busy in the Garden</u></p> <ul style="list-style-type: none"> - To learn and sing new simple songs as a group adding appropriate actions. - To name some instruments and demonstrate how they can be played. - To describe the sounds that different instruments make. - To select instruments to match the sounds of planting. (digging, patting the soil, sprinkling the seeds, pouring the watering can etc) - To explore different ways of playing the instruments to make the desired sound. - To perform the song (with instruments) as a group to an audience. <p><u>Musical Storytelling</u></p> <ul style="list-style-type: none"> - To play instruments to express ideas and feelings. - To explore how to play a variety of instruments in different ways to alter the sound. 	<p><u>Singing Superstars!</u></p> <ul style="list-style-type: none"> - To sing familiar songs as a group following the melody. - To sing a familiar song or nursery rhymes as a solo to a small audience. - To listen to others perform and discuss what they liked about their peers performance. - To change lyrics in songs to create their own version and perform.
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	- To share their ideas with others.					
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ROYTON HALL