







Ashlands EYFS Yearly Overview 2023-2024

	Autumn Term		Spring Term		Summer Term	
Themes	My Colourful world	Into the night	The Wonders of winter	Traditional Tales	The Great Outdoors	Into the Wild
Characteristics of Effective Learning Underpinning our curriculum	<p>Playing and Exploring Children investigate and experience things and 'have a go'.</p> <p>Active Learning Children concentrate and keep on going even if they encounter difficulties, and enjoy their achievements.</p> <p>Creating and Thinking Critically Children have and develop their own ideas, make links between ideas and develop their strategies for doing things.</p>					
	<u>'Can Do' Bee</u> 	<u>Team Bee</u> 	<u>Thinking Bee</u> 			
<p>PSED - Children's personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</p>						
	<p>Learning the school rules, routines and boundaries. Forming positive relationships with staff and peers. Turn taking, sharing resources. How to be a friend. Small communication groups to get to know each other and develop social skills. My feelings. Recognising similarities and differences between each other. Talking about our own families and introduce feelings through the use of 'zones of regulation'. Begin to manage personal needs. COEL - introduce characters and our class display.</p> <p>Me and My Relationships/Valuing Difference</p> <ul style="list-style-type: none"> • Marvellous me! • I'm special • People who are special to me • Me and my friends • Friends and family • Including everyone 	<p>Thinking about people around us who can keep us safe Thinking about keeping ourselves safe in both the indoors and outdoor environments. Understanding what is safe and not safe to put inside our bodies What foods keep us healthy Looking after our belongings and classroom</p> <p>Keeping Safe/ Caring for our World (Rights and Respect)</p> <ul style="list-style-type: none"> • People who help me and keep me safe • Safety Indoors and Outdoors • What's safe to go into my body • Looking after myself • Looking after others • Looking after my environment • 	<p>Continuing to think about what is good for our bodies - drinking water, taking exercise and getting enough sleep. Reflecting on a positive mindset.</p> <p>Growing and Changing/Being My Best</p> <ul style="list-style-type: none"> • What does my body need? • I can keep trying • I can do it! • Growing and changing in nature • When I was a baby • Girls, boys and families 			
<p>Look at different festivals across the year, discussing family traditions and looking at how others enjoy celebrating. Look at Diwali, Bonfire Night, Christmas, Chinese New Year, Easter 19th-25th November - Road Safety Week - incorporate other ways to keep ourselves safe - NSPCC 'Pantosaurus'</p>						

	<p>ELG (by the end of the Foundation Stage)</p> <p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>
<p>British Values</p>	<p>The British Values - Democracy, Rule of Law, Individual Liberty, Mutual Respect & Tolerance are taught throughout Foundation Stage and built on through the rest of school.</p> <ul style="list-style-type: none"> • Democracy: We make decisions together, for example, choosing equipment we want to use, voting on a story to read or snack for the day. We give children opportunities to develop enquiring minds in an atmosphere where questions are valued and as a team, we solve problems or find things out together. • Rule of Law: We want children to have a clear understanding of the expectations of adults and staff at school and for everyone to know why rules matter in school and at home. We share ideas for rules and codes of behaviour at school and sort out any differences by giving each party time to talk, listen to each other and decide on how to sort things fairly. We look at following laws in society to keep safe and well and reflect on this in the community when we go out of school and when our local PCSO visits school. • Individual Liberty: We want all children to feel free to be themselves and reflect and celebrate their differences and understanding we are all free to have different ideas and opinions. • Mutual Respect and Tolerance: We treat others as you want to be treated, for example listening to others, sharing and respecting everyone's opinions.

<p>Communication and Language</p>						
<p>Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of conversation's children have with adults and peers throughout the day in a language rich environment is crucial. As we engage with the children we comment on their interests, echo back what they say to us and add new vocabulary and gently pose questions that invite them to elaborate on what they are saying.</p>		<p>Children's personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</p>		<p>Physical activity is vital in children's all-round development, enabling them to pursue happy and health lives. By creating games and providing opportunities for play both indoors and outdoors adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</p>		
<p>'Chatter Box' activities to talk about things that are special to me or what I really like. Sharing photos of my family and talk about the people that are special to me. I have back and forth interactions in provision such as using the home corner full of familiar items. Developing social phrases through register and open snack.</p>	<p>Engage in non-fiction books and use new vocabulary in different contexts. Ask questions to find out more and to check my understanding of what has been said to me or asked of me. Using talk to organise myself and my play.</p>	<p>Learn rhymes, poems and songs from other countries. Listen to and talk about non-fiction to develop a deeper familiarity with new knowledge and vocabulary. Use clear sentences to share my knowledge and ideas. Ask questions to find out more about animals that interest me</p>	<p>Engage in story times and talk about my ideas with others. Use repetition of familiar phrases and create the stories in my own words. Developing different endings for my stories. Enjoy bringing well known stories to life through role play.</p>	<p>Talk about what we can see in our school grounds. Find out about the lives of our resident bees. Know how to care for minibeasts and why we need them. Talk about the things I notice about their colours, patterns, similarities and differences. Know how we grow plants to attract minibeasts and help other plants grow.</p>	<p>Learning new rhymes and poems from different parts of the world to develop my vocabulary. Talk about the places I have visited or would like to see. I can tell you about a visit I have been on and what it was like. How can we care for our world? What can we do? How are places similar or different to where I live?</p>	

ELG (by the end of the Foundation Stage)

Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

PE HUB

PE - Movement and travelling, getting used to the space and negotiating obstacles.
Circle games in PE and stop start games.

Gross and Fine Motor:

- Zips on coats
- Show a preference for a dominant hand
- Snipping with scissors

PE - Movement and travelling, using space and negotiating obstacles.

Body management - Unit one

- Balancing beanbags on different parts of the body.
- Moving through hoops
- Reach and stretch for equipment.

PE-Send and receive objects with control.

Manipulation and Coordination

- Send and receive a variety of different objects with different body parts.

PE-Dance - Unit 1 Animal Actions

- Recognise actions can be
- performed to music.
- Copy, repeat and perform some actions to music.

Gross & Fine Motor:

PE-Gymnastics Unit 1

- Develop confidence in a range of movements
- Experience jumping, rolling, sliding and balancing.
- Develop coordination and gross motor skills.

PE-Cooperate and Solve Problems

- Organise and match items, images, colours and symbols.
- Work with a partner to listen, share ideas and question.

	<ul style="list-style-type: none"> • Begin to use a knife and fork • Painting, printing • Pencil control • Cornflour • Name writing • Dough Disco • Baking • Digging, scooping, pouring, rolling, pushing, pulling... • Daily funky fingers 	<ul style="list-style-type: none"> • Make bridges and tunnels with our body. • Different movements across equipment - over and under. <p>Gross & Fine Motor:</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing • Work on tripod grip • Pencil control activities • Name writing • Use a range of small tools - scissors, paint brushes, cutlery • Daily funky fingers 	<ul style="list-style-type: none"> • Work with others to control objects in space. • Coordinate body parts such as hand-eye, foot-eye over a variety of activities. <p>Gross & Fine Motor:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely through play • Take part energetically in running, jumping, dancing, hopping, skipping and climbing activities • Begin to show accuracy • and care when drawing • Work on tripod grip • Pencil control activities • Name writing • Daily handwriting 	<ul style="list-style-type: none"> • Negotiate space and obstacles safely through play • Take part energetically in running, jumping, dancing, hopping, skipping and climbing activities • Handling tools & equipment to make models in the DT area. • Work on pincer grip • Name writing, word & simple sentence writing • Daily handwriting 	<p>Gross & Fine Motor:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely through play • Begin to show accuracy and care when drawing • observational drawing of plants and flowers • Write words and sentences • Daily handwriting 	<ul style="list-style-type: none"> • Collect, distinguish and differentiate colours and make a shape as a team. • Sports Day Practise <p>Gross & Fine Motor:</p> <ul style="list-style-type: none"> • Show more accuracy and care when drawing • Write words and sentences using capital letters and full stops • Becoming a fluent writer using the tripod grip • Daily handwriting
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Funky Fingers table/Playdough tools/Outdoor play with climbing frame and obstacle courses and large sand pit. Scissors, tape, pens/pencils, hole punches in the Writing/ DT Areas.

ELG

Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing

Literacy

It is crucial for children to develop a life-long love of reading. Language comprehension develops when adults talk with children about the world around them and enjoy the books, rhymes, poems and songs they share together. Children should develop their phonological awareness through songs, poems, games and rhymes. Writing involves mark making and using some of their print and letter knowledge.

I can understand print has meaning.

Print can have different purposes.

We read English text from left to right and top to bottom.

There are different parts of books that I can name.

There is a sequence to pages.

I am learning to spot and suggest rhymes.

Count and clap syllables in words.

Recognise words with the same initial sound.

I can talk about the stories I have heard.

I can use some of the words I hear in books in my conversations.

I can give meaning to the marks I make.
 I can make marks that represent writing.
 I can write some letters that I see around me when I write in play.
 I can recognise my name.
 I can write some of the letters in my name.

<p>Literacy</p>	<p>Recognise and begin to write some or all of my name. Reading individual letters by saying the sounds for them. Begin to write some letters using our letter rhymes. Some activities- Write initial letters for names, trace name, write lists in role play, draw plans for role play.</p> <p>Main Texts: Mixed, Mouse Paint, Colour and Me, Colour Monster, Super Duper You</p>	<p>Write my name correctly. Begin to form lower case letters correctly. Write initial letter sounds in words. Blend CVC word. Some activities - Writing captions, lists, labels wanted posters linked to Goldilocks, party invitations, lists and letters to Santa.</p> <p>Main Text: Owl Babies, Percy the Parkkeeper, After the Storm. Pumpkin Soup, Plus Christmas Stories</p>	<p>Blending captions and short sentences. Write CVC words. Begin to write captions and short sentences. Some activities- Write and send a simple postcard home, brushing teeth poster, thank you letters.</p> <p>Main Texts: Naughty Penguins, Gruffalo's Child One Snowy Night</p>	<p>Blending captions and sentences. CVC writing. Caption and short sentence writing. Some activities - Design a pet advert, letter from Isaac, Dear Zoo page, animal fact file.</p> <p>Main Texts: Traditional Stories. There are no Dragons in this Story</p>	<p>Read common exception words in simple sentences. Write a simple sentence with a capital letter and full stop. Some activities- Write a minibeast riddle, write about their own bog baby, write about your favourite animal on the farm, labels basic parts of a plant, record chick/caterpillar diary.</p> <p>Main Text: The Kings of Tiny Things Alfie and the Great Outdoors. Rosie's Walk Jasper's Beanstalk</p>	<p>Extended sentences using common exception words and capital letters and full stops. Reread what I have written to check it makes sense. Some activities- Write a list of items to pack, write a postcard, write a simple story. Riddle from our farm visit. Questions for Year 1.</p> <p>Main Text: We all Went on Safari, Handa's Surprise. Little Red and the Very Hungry Lion.</p>
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ELG
Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate - where appropriate - key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

<p>Maths</p>	<ul style="list-style-type: none"> • Pupils will build on previous experiences of number from their home and nursery environments. • Further develop their subitising and counting skills. • They will explore the composition of numbers to 5. • Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. • Identify when a set can be subitised and when counting is needed. • Spot smaller numbers 'hiding' inside larger numbers. • Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. • Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. • Know the last number reached when counting tells you the total (cardinal number). • To be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds. • Count beyond 10. • Experiment with their own marks as well as numerals. • Compare quantities using language, 'more than', 'fewer than.' • They will begin to compare sets of objects and use the language of comparison. • Compare sets of objects by matching. • Begin to develop the language of 'whole' when talking about objects which have parts. • Spot smaller numbers 'hiding' inside larger numbers. • They will begin to compare sets of objects and use the language of comparison. • Recognising that each number is one more than the number before. 	<ul style="list-style-type: none"> • Pupils will continue to develop their subitising and counting skills. • Recognising that each number is one more than the number before. • Explore the composition of numbers within and beyond 5 and increasingly connect quantities to numerals. • They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. • They will begin to connect quantities to numerals. • Begin to identify missing parts for numbers within 5. • Automatic recall of number bonds to 5. • Solve problems with numbers to 5. • Explore the structure of the number e.g. 6 and 7 as '5 and a bit' and connect this to finger and visual patterns. • Explore the composition of numbers to 10. • Focus on equal and unequal groups when comparing numbers. • Understand that two equal groups can be called a 'double' and connect this to finger patterns. • Sort odd and even numbers according to their 'shape'. • Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. • Compare numbers. • Order numbers and play track games. • Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. • Name and talk about the properties of 2D shapes and introduce pentagon and hexagon. • Compose and decompose shapes to see shapes can have other shapes within it, just as numbers can. • Extend and create ABAB patterns. • length and weight. • Describe a familiar route and locations-'in front', 'behind'. • Explore similarities and differences between shapes. • Introduce some 3D shapes. • Match, sort and compare using our routines of the day and tidy up time. • Describe a sequence of events, real or fictional using words such as 'first, then...' • Play games with numbers and shapes. • Numberblocks 6-10 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Continue to develop their counting skills, counting larger sets as well as counting actions and sounds.</p> <p>Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. Automatically recall some number bonds to 10.</p> <p>Compare quantities and numbers, including sets of objects which have different attributes</p> <p>Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</p> <p>Begin to generalise about 'one more than' and 'one less than' numbers within 10</p> <p>Continue to identify when sets can be subitised and when counting is necessary</p> <p>Develop conceptual subitising skills including when using a rekenrek.</p> <ul style="list-style-type: none"> • Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Share quantities equally. • Combine 2 groups. • Counting on and back from 10. • Solve real problems with numbers to 10. • Continue, copy and create repeating patterns. • Notice and correct an error in a repeating pattern. • Match, sort and compare using our routines of the day and tidy up time. • Describe a sequence of events, real or fictional using words such as 'first, then...' • Play games with numbers and shapes.
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	<ul style="list-style-type: none"> • Introduce basic shapes - square, rectangle, triangle and circles - how many sides, corners, straight, flat, round... • Sequencing time, sorting morning, afternoon and evening activities. • Compare capacity. • Identify and talk about patterns around them. • Extend ABAB patterns. • Understand position through words alone. • Counting songs • Match, sort and compare using our routines of the day and tidy up time. • New routines-'first and next' language. • Describe a sequence of events, real or fictional using words such as 'first, then...' • Numberblocks 1-5 					
	<p>ELG Number: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
	<p>Understanding the World Children need an understanding and respect for the place they live and know about different places in to world. They celebrate similarities and differences between people. Seasonal changes will continue through the year as we look at the weather and important processes taking place and changes in natural.</p> <p>I can use all my senses to explore the world. I can explore and compare different materials. I can talk about the things I see around me. I can recognise and talk about the changes I see around me. I can talk about myself. I can talk about my family. I can use the things I know about different occupations in my role play. I can explore how different things work. I can plant a seed and look after it so it grows. I know what living things need to help them grow. I can talk about the different forces around me. I can see and celebrate my friends' differences. I can say that there are other countries in the world that may be different to where I live.</p>					
<p>UW</p>	<p>Share the 'All about Me' information and 'Chatterboxes' bags in group time. Discussion similarities and differences.</p>	<p>Recognise that people have different beliefs and show respect for this. -Bonfire Night -Diwali</p>	<p>Recognise some environments are different to the one in which we live. Understand the need to respect and care for the natural environment and all living things.</p>	<p>Traditional stories - stories of the past that have been around for a long time. Compare the settings and characters. Look at old objects from stories and use these in our role play.</p>	<p>Explore the natural world around us. Describe what they see, hear and feel outside. Take part in minibeast hunts in our school grounds. See how our</p>	<p>Create passports and 'visit countries around the world.' Compare life in this country to life in other countries. Look at the geographical differences, homes, jobs, children's lives.</p>

<p>Celebrate the differences between people. My Family-talk about the people who are important to me. Investigate the History of Me. Sequencing activities-baby, toddler, school child. How have I changed since I was a baby? What toys did I use to play with? What do I play with now? Discuss the similarities and differences. Take photographs of our emotions.</p>	<p>Why are these occasions celebrated? Christmas story - What traditions do we have in our own homes? Visit from our local PCSO, vet, dentist. Places in our community of importance - Library, Fire station, Post Office, train station, church. Create a simple map of our local area and the places that are important to me. Understand places are important to the community and why. Take photographs on our local walk. Beebots - create maps for the beebots and program their journey.</p> <p>Nativity Production- retelling the story of Christmas.</p>	<p>Conservation. Look at how animals use their environment to protect themselves, stay safe and find food. Focus on David Attenborough and his work with animals.</p>	<p>Recognise that people have different beliefs and show respect for this. -Chinese New Year celebrations</p>	<p>bees are helping plants to grow and attract more minibeasts. Plant seeds and care for growing plants. Understand and experience a life cycle for both plants and animals. Take photographs. Understand the need to respect and care for nature. Look at our role in recycling.</p>	<p>Comment on images of familiar objects from now and the past. Celebrating and reflecting on our journey this year. What can you now do that you couldn't last year?</p>
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ELG
Past and Present Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
 Understand the past through settings, characters and events encountered in books read in class and storytelling;
People Culture and Communities Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
 Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design: Art, Dt and Music
 It is important for children to develop stories and extend their imagination through pretend play. Children need time to explore colour, materials and textures and express themselves through a range of media. Children use songs and instruments to find out about pitch and melody and to create their own songs.

Expressive Arts and Design
 I can use the objects around me to extend my role-play.



I can introduce a storyline into my role-play.
 I can use the small world toys to create new worlds.
 I can select the materials I want to use to express my ideas.
 I can decide how I want to fix and join materials.
 I can draw a picture and talk about what I have drawn.
 I can draw a person who is happy.
 I can draw a person who is sad.
 I can choose the colours I want to use to paint a picture.
 I can mix colours together and talk about the changes.
 I can listen to the sounds I hear around me.
 I can sing a song.
 I can play a musical instrument to accompany a song.
 I can make different sounds with a musical instrument or my voice.
 I can make up my own songs.

<p>Special People- Me Find the pulse. Copy-clap the rhythm of names. Explore high sounds and low sounds. Join in with singing time and remember whole songs. Introduce our provision areas. Role play, small world play developing imaginative ideas and stories. Express ideas and feelings through drawings and painting. Learning the skills for model making-tape, PVA glue, string, treasury tags as way to join and connect things together. Colour mixing. Experiment with printing, brush size/strokes to create different effects. Autumn Art-Leaf Man inspired</p>	<p>Reflect, Rewind, Replay Consolidate learning and revise skills covered. Explore music making and dance, performing solo pieces or in a group. Enjoy performing on a stage to an audience. This could be in a group or solo performances. Make props for their role play or games to enhance their story telling. Talk about their approach and explain how they made their models.</p>	<p>Everyone Invent ways to find the pulse. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. Use the starting note to explore melodic patterns using one or two notes. Engage in music making and perform in a group. Creating 2D maps of our local area. House models. Create models with others, sharing ideas, resources and skills. Talk about their work. Explore and use a variety of artistic effects to express their ideas and feelings. Artist-Jackson Pollock, large splatter art. Using a range of materials, tools and techniques. Express opinions about the work. Book-Splashing Paint and wasn't sorry.</p>	<p>My Stories Find the pulse Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs. Explore music making. Invent a pattern to go with a song using one note. Play instruments with increasing control. Develop stories in pretend play. Role play and story-telling familiar tales. Develop their own stories too. Explore different materials freely, develop own ideas and find the things they need. Work independently but ask for help if needed. Return to and build on previous learning, refining ideas to represent ideas.</p>	<p>Big Bear Funk Find a funky pulse. Copy-clap 3/ 4 word phrases from the song. Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E. Enjoy performing to an audience. This could be in a group or solo performances. Sing in a group or on their own, increasingly matching pitch and following the melody. Artist-Look at and be inspired by the artwork of McKenzie Thorpe-farm animals.</p>	<p>Our World Find the pulse and show others your ideas. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs. Use the starting note to explore melodic patterns using one or two notes. Engage in music making and perform in a group. Music from around the world - try African drumming. Create pastel and pencil drawings of wild animals. Talk about the different techniques used. Listen and respond to different types of music moving to the beat. Watch and talk about different dance styles and performance art, expressing their own feelings.</p>
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Conker rolling, natural art pictures.



	 <p>Conker rolling, natural art pictures.</p>					
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ELG
Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

<p>Trips Visits Wow moments</p>	<p>Stay and Play Making New Friends Nativity Christmas Party-Visit from Father Christmas Local area walk Library visit Fire Station visit Visitors in class - dentist, vet, PCSO, animal charity</p>	<p>Stay and Play World Book Day Parents/Grandparents sharing favourite books Nell Bank trip Fairy Tales / Traditional Tales WOW day</p>	<p>Stay and Play Camping trip Hatching chicks Hatching butterflies Visiting lambs Sports Day End of FSU Graduation Visits to Year 1</p>
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<p>Prime Areas</p>	<p>Communication and Language I can sit and listen to a story. I can talk about the stories I have heard. I can tell a simple story. I can hold a conversation using the words I have learnt. I can say a long sentence using 6 words. I can take turns in a conversation.</p>	<p>Personal, Social and Emotional Development. I can choose the activities I want to do. I can select the resources I need to achieve my goal. I can feel proud about being a member of Nursery. I can help my friends. I can be kind to my friends I can look after the equipment in Nursery and help to tidy up. I can let other children join in my games. I can listen to and take on other children's ideas. I can accept that it is not always my turn first.</p>	<p>Physical Development I can keep my balance when I walk along the stepping stones/balance beams. I can kick a ball. I can throw a ball. I can catch a large ball. I can bounce a ball. I can ride a wheeled toy. I can skip, stand on one leg and hop. I can hold a pose. I can climb up steps and apparatus using alternate feet I can paint on the easel, window or walls. I can hold a paintbrush and control it to make marks.</p>
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<p>I can answer a simple question.</p> <p>I can follow a 2-part instruction.</p> <p>I can understand simple questions about 'who' 'what' and 'where'</p> <p>I can sing lots of songs.</p> <p>I can use talk to explain my play.</p> <p>I can use talk to explain my likes and dislikes.</p> <p>I can start to use talk to sort out disagreements with my friends.</p>		<p>I can come up with ideas to resolve disagreements.</p> <p>I can follow simple rules in a game.</p> <p>I can understand why we have some rules.</p> <p>I can follow simple rules and routines without being reminded.</p> <p>I can use my voice not my hands to make sure I am heard.</p> <p>I can talk about my own feelings.</p> <p>I can understand that other people have feelings too.</p> <p>I can manage by myself when I go to the toilet.</p> <p>I can wash and dry my own hands.</p> <p>I can tell you why I have to wash my hands.</p> <p>I can tell you why I have to brush my teeth.</p> <p>I can say some of the things I need to do and eat to keep me healthy.</p>	<p>I can follow and remember the actions in songs and rhymes.</p> <p>I can make up my own dances.</p> <p>I can choose the tools I need for a job.</p> <p>I can manipulate dough and use one handed tools to change it.</p> <p>I can use one handed tools e.g. spade for digging, spoon for stirring.</p> <p>I can hold scissors correctly and make snips in paper.</p> <p>I can pour myself a drink from a jug.</p> <p>I can peel an orange.</p> <p>I can use a safety knife to cut up fruit and vegetables.</p> <p>I can hold a pencil and use it to make marks.</p> <p>I can put on my own coat.</p>
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<p>Specific Areas</p>	<p>Literacy</p> <p>I can understand print has meaning.</p> <p>Print can have different purposes.</p> <p>We read English text from left to right and top to bottom.</p> <p>There are different parts of books that I can name.</p> <p>There is a sequence to pages.</p>		<p>Understanding the World</p> <p>I can use all my senses to explore the world.</p> <p>I can explore and compare different materials.</p> <p>I can talk about the things I see around me.</p> <p>I can recognise and talk about the changes I see around me.</p> <p>I can talk about myself.</p> <p>I can talk about my family.</p> <p>I can use the things I know about different occupations in my role play.</p> <p>I can explore how different things work.</p> <p>I can plant a seed and look after it so it grows.</p> <p>I know what living things need to help them grow.</p> <p>I can talk about the different forces around me.</p> <p>I can see and celebrate my friends' differences.</p> <p>I can say that there are other countries in the world that may be different to where I live.</p>	<p>Expressive Arts and Design</p> <p>I can use the objects around me to extend my role-play.</p> <p>I can introduce a storyline into my role-play.</p> <p>I can use the small world toys to create new worlds.</p> <p>I can select the materials I want to use to express my ideas.</p> <p>I can decide how I want to fix and join materials.</p> <p>I can draw a picture and talk about what I have drawn.</p> <p>I can draw a person who is happy.</p>

I am learning
to spot and
suggest
rhymes.
Count and
clap syllables
in words.
Recognise
words with
the same
initial sound.
I can talk
about the
stories I have
heard.
I can use
some of the
words I hear
in books in my
conversations.
I can give
meaning to
the marks I
make.
I can make
marks that
represent
writing.
I can write
some letters
that I see
around me
when I write
in play.
I can
recognise my
name.
I can write
some of the
letters in my
name.

I can draw a person who
is sad.
I can choose the colours
I want to use to paint a
picture.
I can mix colours
together and talk about
the changes.
I can listen to the
sounds I hear around
me.
I can sing a song.
I can play a musical
instrument to
accompany a song.
I can make different
sounds with a musical
instrument or my voice.
I can make up my own
songs.

