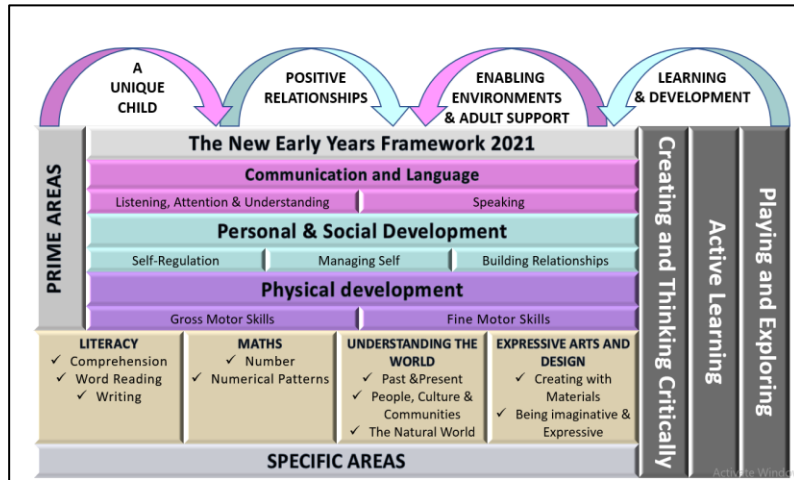


<b>School: St Catherine's</b>	
Completed by a School Leader/ Key Stage Leader: Heather Bishop (Nursery Manager)	Name/ Signature/ Date:
Shared with Curriculum Leaders: Louise Hussey/Anna Rowe	Name/ Signature/ Date:
Monitored by Curriculum Leader: Anna Rowe to ensure subject coverage and weighting.	Name/ Signature/ Date:



**Characteristics of Effective Learning**

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

**Overarching Principles**

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

**Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.



## St Catherine's Nursery EYFS Long Term Overview 2024-25



At St Catherine's Nursery the Curriculum has been designed to reflect our 'school vision', which is guided by our Christian values, the nature of our school environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment relates to other locations, cultures and nature in other parts of the world.

Each key text and linked provision are included in the curriculum for very specific reasons and we want to ensure that all children leaving Nursery are ready to continue the next stage of the EYFS curriculum.

Each theme/Interest does not last a specific amount of time but is based on the children's learning and interests at the time, so can be planned for from anything between two and seven weeks. All of the overarching themes have resources and activities ready to use in the enhanced provision. Specific concepts are introduced with a good quality storybook or age appropriate non-fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

This purposeful Early Year's curriculum aims to teach all children the skills and knowledge in order that they reach the Early Learning Goals described at the end of the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, group teaching, investigation and exploration. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their educator. All activities are knowledgeably modelled, and children are given sufficient time, support and resources to repeat and practise them. Diversity: we have carefully planned our curriculum to include diversity (gender, disability, BAME - Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum.

St Catherine's Nursery Long Term Overview						
Possible Themes/Interests/Lines of Enquiry <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<b>Marvellous Me</b> Healthy Me (Oral Hygiene)  Me, my family and the community I live in  Friendships & emotions  Harvest  The changes of the seasons - Autumn/Winter	<b>Ever changing colours</b> Diwali  Remembrance  Autumn + Fireworks  Christmas (Polish)	<b>Animal magic</b> Chinese New Year-year of the Dragon  Animals and their habitats  Dinosaurs  The changes of the seasons - Winter/Spring	<b>All aboard</b> Mothering Sunday  Easter  Transport	<b>Come outside</b> Down at the bottom of the garden (growing)  Nature hunts Bird spotting  Lifecycles  The changes of the seasons - Spring/Summer
<b>Key Texts Fiction</b>	Owl babies Monkey puzzle When I grow up This is our house The three little pigs What makes me a me? Sometimes I feel sunny Sharing a shell Huge bag of worries Little Red Hen	Lighting a lamp Stickman Gruffalo's child The Colour Monster Mary's baby	We're going on a bear hunt The bad-tempered ladybird Zog Alan's big teeth Squash and a squeeze	The train ride All afloat on Noah's boat All change Driving my tractor	Superworm The bad tempered ladybird Jack and the beanstalk The hungry caterpillar The tiny seed	The crunching munching Caterpillar Time for school
<b>Non-Fiction</b>	World Atlas Noah's Ark The children's Bible Magazines Recipe Books The Good Samaritan Harvest festival First Festivals Harvest	The Nativity World Atlas Noah's Ark The children's Bible Magazines Recipe Books The Good Samaritan	World Atlas Noah's Ark The children's Bible Magazines Recipe Books The Good Samaritan	The Easter Story World Atlas Noah's Ark The children's Bible Magazines Recipe Books The Good Samaritan	World Atlas Noah's Ark The children's Bible Magazines Recipe Books 'Frog' The Good Samaritan	World Atlas Noah's Ark The children's Bible Magazines Recipe Books The Good Samaritan

<b>Communication and Language</b>	We aim to become a <b>Confident Communicators</b> in everyday play and focussed sessions, showing the ability to follow instructions, concentrate, think through and extend ideas and real and imaginary thoughts with others.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>B-3 years</b> <i>Listening, Attention, and Understanding Speaking</i>	<p>Turns towards familiar sounds.</p> <p>Gazes at faces, copying facial expressions and movements. Makes eye contact for periods at a time.</p> <p>Watches someone's face as they talk.</p> <p>Copies what adults do - taking 'turns in conversation'.</p> <p>Understands single words in context.</p> <p>Understands frequently used words such as 'all gone' and 'bye-bye'.</p> <p>Recognises and points to objects if asked about them</p>	<p>Recognises and is calmed by a familiar and friendly voice.</p> <p>Copies what adults do - taking 'turns in conversation'.</p> <p>Listens and responds to a simple instruction.</p> <p>Understands single words in context.</p> <p>Understands frequently used words such as 'all gone' and 'bye-bye'.</p> <p>Understands simple instructions like 'give it to me' or 'stop'.</p> <p>Reaches or points to something they want to communicate.</p>	<p>Listens to simple stories and understands what is happening with the help of pictures.</p> <p>Generally focuses on an activity of their own choice and finds it difficult to be directed by an adult</p> <p>Identifies familiar objects and properties for practitioners.</p> <p>Understands and acts on longer sentences (3 words).</p> <p>Recognises and points to objects if asked about them</p> <p>Makes themselves understood and can become frustrated when they cannot.</p> <p>Copies gestures or words.</p>	<p>Listens to simple stories and understands what is happening with the help of pictures.</p> <p>Generally focuses on an activity of their own choice and finds it difficult to be directed by an adult.</p> <p>Listens to people talk with interest but can be easily distracted by other things.</p> <p>Identifies familiar objects and properties for practitioners.</p> <p>Understands and acts on longer sentences (3 words).</p> <p>Recognises and points to objects if asked about them.</p> <p>Develop pretend play</p>	<p>Listens to simple stories and understands what is happening with the help of pictures.</p> <p>Generally focuses on an activity of their own choice and finds it difficult to be directed by an adult.</p> <p>Listens to people talk with interest but can be easily distracted by other things.</p> <p>Understands and acts on longer sentences (3 words).</p> <p>Understands simple questions about 'who', 'what', and 'where'.</p> <p>Develop pretend play</p> <p>Start to say how they are feeling using words as well as actions.</p>	<p>Listens to simple stories and understands what is happening with the help of pictures.</p> <p>Generally focuses on an activity of their own choice and finds it difficult to be directed by an adult.</p> <p>Listens to people talk with interest but can be easily distracted by other things.</p> <p>Understands and acts on longer sentences (3 words).</p> <p>Understands simple questions about 'who', 'what', and 'where'.</p> <p>Develop pretend play</p>

		Copies gestures or words.		Start to say how they are feeling using words as well as actions.	Start to develop conversation, often jumping from topic to topic.	Start to say how they are feeling using words as well as actions.  Start to develop conversation, often jumping from topic to topic.
<p><b>3-4 years</b></p> <p><i>Listening, Attention, and Understanding Speaking</i></p>	<p>Beginning to listen to stories and nursery rhymes. Beginning to listen to instructions given. Listens during adult guided activities.</p> <p>Focusing on an activity of my own choice for a short period of time. Beginning to show attention to the adults in my setting.</p> <p>Recognises and points to objects that are spoken to me. Understands 1 key word instructions e.g. stop, drink.</p> <p>Links words together when speaking. Developing more speech sounds and pronunciation of sounds. I can use words to begin to communicate my needs.</p>	<p>Listens to simple stories. Listens to other people speaking to me. Focusing more attention on stories being told to them. Give attention to others who are speaking to me.</p> <p>Responds to adults and children that are trying to converse with me. Shows an understanding of text being read to them using the pictures. Understands simple concepts such as 'big/small'. Using words to communicate what I want and make myself understood. Asking 'what' questions.</p>	<p>Listens to others speaking and continues the conversation following on from what has been said. Paying attention when listening to longer stories. Switches attention between listening to others and completing a task. Answering 'who, what, where' questions. Follow a three key word sentence or instruction. Talks and responds to other children during play.</p> <p>Recalling what happens in a story I have read. Understanding a three key word sentence.</p> <p>Answering 'who, what, where' questions. I can recite Nursery Rhyme from memory. I am</p>	<p>Enjoying listening to longer stories. Pays more attention to what is happening in the stories being read. Focusing more attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate.</p> <p>I am responding during conversations and reasoning using the word 'because'. Beginning to understand one step instructions and questions.</p> <p>I can recite or retell a past event in my life to someone else. Asking 'where' and 'who' questions.</p>	<p>Listens more carefully. Knows why we should listen. Knows they sometimes have to wait their turn when speaking.</p> <p>Responds to simple questions. Understanding prepositional language e.g. on, under. Asking why things are happening.</p> <p>Using a wider range of vocabulary in my play. Singing some songs independently.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments, or actions.</p> <p>Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.</p> <p>Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'smart sitting on the carpet'. Follow 1 step instructions Understand 'why' questions.</p> <p>Use simple sentences. Sing a large repertoire</p>

		Using the terms 'me, him, her'.	beginning to speak simple sentences. I am beginning to link sentences with 'and'.			of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play.
<b>Carpet time</b>	Develop speaking and listening skills, interactions, following instructions, explaining ideas, thoughts and feelings.					
<b>Daily routines</b>	Practice using new vocabulary, develop social phrases, engage in communication with peers and adults, sing songs, sign, explain ideas and thoughts, engage in and talk about books, retell stories and create their own.					
<b>Letters and sounds RWI</b>	Practice using new vocabulary, develop social phrases, engage in conversation with peers and adults, speak clearly to explain ideas and thoughts, engage in and talk about books and activities. Learn rhymes, poems and songs					
<b>Speech &amp; Language support</b>	Focus group for children needing additional support, building their skills to enable them to listen, understand and speak clearly and with confidence.					
<b>Continuous Provision</b>	Learn new vocabulary, engage in singing or talk about the world around them. Learn rhymes and songs.					
	<b>Possible enhancements</b>					
	Home corner role play area	Nativity scene	Different types of homes and habitats	Globe, maps of the world, Cornwall and Launceston	Jack and the beanstalk story sack	Butterfly life cycle display
<b>PSED</b>	We aim to become a <b>'Confident collaborator'</b> who are able to separate from their main carer, happily greets and interacts with others, enjoys new routines and can share thoughts and resources patiently; valuing self and others and begin to be independent, willing to persist and not be daunted by failure.					
<b>B-3 years</b> <i>Self-Regulation Managing Self Building Relationships</i>	Finding ways of managing transitions e.g. from parent to Key Person. Find ways to calm themselves through being calmed and comforted by their key person.  Learn to use the toilet with help.  Engage with others through gesture, gaze and talk. Develops	Establish their sense of self. Express preferences and decisions.  Learn to use the toilet with help and then independently. Thrive as they develop self-assurance. Look back as they crawl or walk away from their Key person	Feel strong enough to express a range of emotions. Safely explores emotion beyond their normal range through play and stories. Talks about feelings in more elaborate ways  Learn to use the toilet with help and then independently.  -Engage with others through gesture, gaze and talk. Notice and ask	Start to feel more confident when taken out of the setting. Safely explores emotion beyond their normal range through play and stories. Talks about feelings in more elaborate ways  Learn to use the toilet with help and then independently. Grow in independence sometimes rejecting help. Begin to show	Feel more confident when taken out around the local neighbourhood and enjoy exploring new places with their Key Person. Safely explores emotion beyond their normal range through play and stories. Talks about feelings in more elaborate ways  Learn to use the toilet with help and then independently. Grow in	Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their Key Person  Learn to use the toilet with help and then independently. Grow in independence sometimes rejecting help.

	friendships with other children	Engage with others through gesture, gaze and talk. Notice and ask questions about differences between people. Develops friendships with other children	questions about differences between people. Develops friendships with other children	'effortful control' e.g. waiting their turn  Use engagement to achieve a goal. Notice and ask questions about differences between people. Develops friendships with other children.	independence sometimes rejecting help. Begin to show 'effortful control' e.g. waiting their turn  Use engagement to achieve a goal. Develops friendships with other children	Be increasingly able to talk about and manage their emotions.  Use engagement to achieve a goal. Notice and ask questions about differences between people. Develops friendships with other children
<b>3-4+ years</b>  <i>Self-Regulation Managing Self Building Relationships</i>	Finding ways of managing transitions e.g. from parent to Key Person. Find ways to calm themselves through being calmed and comforted by their key person.  Learn to use the toilet with help.  Engage with others through gesture, gaze and talk. Develops friendships with other children	I can sit nicely and keep my feet to myself. I can look after the toys and equipment at my setting  I will have a go at new things. I am washing my hands after using the toilet with some reminders to do so I will play alongside other children in my setting and may need adult support to do this. I play simple turn taking games in adult guided groups. I am showing more interest in other children's play	I will talk about my feelings. I can wait my turn. I tidy up the resources that I have used. I am following the behaviour expectations of my nursery  I am showing more independence and confidence in my setting and when exploring areas. I will use the visual timetable to know what is happening in my day  I can come into my setting with minimal support from an adult. I can talk about my family. I am beginning to show friendly behaviours to my peers.	I know what 'right' choices are, and I try my best to make the right choice. I can talk about my feelings and explore why I might be feeling this way.  I can use the toilet independently. I can focus on my task for a longer period of time. I can talk about healthy food choices  I am forming friendships with some children in my setting. I am becoming more confident in the social situations	I can calm myself down using a strategy that works for me. I am managing my feelings. I show control with my emotions. I can think about how others feel.  I can manage when routines change. I can talk about why we need to wash our hands. I can play nicely with others and extend others play  I help others who are upset. I am beginning to solve conflicts with others. I am showing more social confidence.	I am showing more control over my feelings and behaviours. I am showing more perseverance and resilience when facing a challenge. I can talk about the changes as I start school and how I feel  I can talk about my achievements in a positive way. I am becoming more independent in looking after myself, ready to start school  I can ask new adults questions. I find solutions to conflicts I have had. I can talk about what a friend is and name some of my friends when asked

<b>Carpet time</b>	<p>I can express when I feel happy, sad, tired or upset. I can find out about emotions through stories and discussions</p> <p>I can take turns with other children with adult support. I can explore the classroom with adult support. I can use the toilet with adult support</p> <p>I can take turns with other children with support from the adults in my setting. I can separate from my parent/caregiver with adult support.</p>
<b>Daily routines</b>	Self-registration, song and story-time, book voting, tidy-up time, use the toilet with support, washing hands independently, change into wet weather gear, snack time, lunchtimes, getting ready for home, follow our school vision, to be ready, safe and respectful
<b>Continuous provision</b>	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity and kindness to others
<b>Physical Development</b>	<p>We aim to become a confident <b>'Risk Taker'</b> and develop body strength when climbing up, across and down various climbing equipment, cycling around the playground on a trike and digging and building with a variety of items.</p>
<i>Gross Motor Skills</i>	<p>Develop movement skills- gross motor, body control and strength.</p> <p><b>Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Climbing on various equipment</li> <li>• Craw, walk, run, jump, matching skill to task</li> <li>• Use large muscle movements to wave flags and streamers</li> <li>• Kick, throw and catch a ball</li> <li>• Clap and stamp to music</li> <li>• Dance and hold a pose</li> <li>• Paint and make marks</li> <li>• To be able to begin to sit on a push-along wheeled toy (scuttle bugs) (2-3 years)</li> <li>• Riding balance bikes (3-4 years)</li> <li>• Going up and down steps</li> <li>• Carrying heavy items</li> <li>• Building with large construction</li> <li>• Movement and mindfulness</li> </ul>
<b>Physical Development</b>	<p>We aim to become a <b>'Talented tool user'</b> enthusiast who builds up hand and whole-body strength through adventurous play, to be able to enjoy mark making readily and confidently with a good grip.</p>
<i>Fine Motor Skills</i>	<p>Develop fine motor skills- scissor skills, cutlery, preference for a dominant hand</p> <p><b>Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Use tools and equipment like spades, knife, fork and spoon, water and milk jugs, scissors, scoops, tweezers, large pipettes</li> <li>• Funky finger activities</li> </ul>



	<ul style="list-style-type: none"> <li>• Play-dough (dough disco)</li> <li>• Tearing Paper</li> <li>• Scissors- using double handled scissors progressing to child scissors - snipping paper developing to cutting around a shape</li> <li>• Mark making using a variety of tools and media</li> <li>• Use of Clips, Clasps, zips, buttons, screwing Jars and nuts and bolts</li> <li>• Threading</li> </ul>					
<b>Literacy</b>	<p>We aim to become a <b>Book Worm</b> enthusiast, readily accessing books for pleasure, turning pages individually, describing characters, scenes and outcomes in illustrations and recognising some symbols and letters of personal interest in their environment including digital material.</p> <p><b>And a Phase 1 Superhero Listener</b> with excellent listening skills, discriminating, remembering, sequencing and creating sounds in everyday play, with rhyme awareness and ability to segment and blend orally.</p>					
<b>B-3 years</b>	<p>Getting to know routines      Letters and sounds phase 1</p>					
<i>Word Reading</i>						
<i>Writing</i>						
<i>Comprehension</i>						
	<p>Enjoys songs and rhymes, tuning in and paying attention.</p> <p>Copies finger movements and other gestures.</p> <p>Notices and engages with sounds and images in the environment As part of sensory exploration, may touch and handle books and digital reading devices.</p> <p>Enjoys looking at books and other suitable printed or digital</p>	<p>Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Says some of the words in songs and rhymes.</p> <p>Enjoys sharing a book with an adult.</p> <p>Pays attention and responds to the pictures or the words.</p> <p>Develop an interest in making marks.</p>	<p>Says some of the words in songs and rhymes.</p> <p>Asks questions about a book. Makes comments and shares their own ideas.</p> <p>Draws marks that are not always distinguishable.</p>	<p>Have favourite books and seeks them out to share with an adult, with another child or to look alone.</p> <p>Develop play around favourite stories using props.</p> <p>I am beginning to distinguish between marks and pictures/drawings.</p>	<p>Notices some print such as the first letter of their name, a bus or door number, or familiar logo.</p> <p>Repeats words and phrases from familiar stories.</p> <p>Adds some marks to drawings. Adds marks that to them symbolises their name.</p> <p>Follows large pattern templates available.</p>	<p>Beginning to join in with familiar rhymes and stories. Singing some parts or certain Nursery Rhymes. Hears new vocabulary from stories, rhymes, poems and non-fiction books. Have a favourite book and seeking it/them out to share with an adult or look at alone.</p> <p>Uses some of their print and letter knowledge in their early writing.</p>

	<p>material with familiar people, and being read to.</p> <p>Enjoys drawing freely.</p>					
<p><b>3-4 years</b></p> <p><i>Word Reading</i></p> <p><i>Writing</i></p> <p><i>Comprehension</i></p>	<p>Letter and sounds phase 1 <span style="float: right;">RWI (Summer Term)</span></p>					
	<p>Beginning to join in with familiar rhymes and stories. Singing some parts or certain Nursery Rhymes. Hears new vocabulary from stories, rhymes, poems and non-fiction books. Have a favourite book and seeking it/them out to share with an adult or look at alone.</p> <p>Develop an interest in making marks. I am beginning to distinguish between marks and pictures/drawings.</p> <p>Hear different environmental sounds around me. Begin to recognise some environmental print such as supermarket logos.</p>	<p>To understand that we should turn one page at a time in a book. To begin to understand that print has meaning. To talk about the pictures in a book with support.</p> <p>Draws marks that are not always distinguishable. Follows large pattern templates available.</p> <p>Discriminate between different instrument sounds. To sing and perform actions to a familiar nursery rhyme. Say the rhyming word at the end of a familiar rhyme</p>	<p>To enjoy singing a range of rhymes and songs. To enjoy listening to longer stories. To join in with some simple repeated refrains in well know stories/ rhymes</p> <p>Adds some marks to drawings. Adds marks that to them symbolises their name.</p> <p>To begin to recognise my own name with support. Recognise rhythm in spoken words by clapping syllables.</p>	<p>To begin to understand we read from left to right and top to bottom. To begin to name the parts of a book e.g., front cover, title, author.</p> <p>Beginning to give meaning to the marks I make.</p> <p>To identify signs and symbols in the environment and recall what they mean. Spot or suggest rhymes.</p>	<p>To enjoy listening to longer stories and remember much of what happens. To talk about a story, turning one page at a time. To answer simple questions about stories.</p> <p>Beginning to predict what might happen in a story.</p> <p>Understands that a written word conveys meaning. Name writes with the first letter of their name to 'sign' their mark making.</p> <p>To begin recognising some words that start with the same initial sound. To begin to recognise some individual letter sounds with support</p>	<p>To engage in extended conversations about stories. To know and say how the story might end. To tell a longer story. To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.</p> <p>To recognise my own name independently. To begin to recognise some individual letter sounds with support.</p> <p>Gives meanings to the marks made. Can pretend to write in a range of contexts. Becoming more confident with name writing - I can write some or all of my name.</p>



		- bigger/little/smaller, high/low, tall, heavy etc.	others and take them out again.  Compare sizes, weights etc. using gesture and language - bigger/little/smaller high/low, tall, heavy etc.	Complete inset puzzles.		Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
<p><b>3-4 years</b></p> <p><i>Number</i></p> <p><i>Numerical Pattern</i></p> <p><i>Shape and Space</i></p>	<p>To recognise, name and match colours. To begin to show an interest in counting aloud verbally to 5. To be able to 'give 1' when asked.</p> <p>To be able to play with shapes and begin to make pictures with these. To build a simple jigsaw.</p>	<p>To be able to verbally count to 5 with developing accuracy. To develop an understanding of '2' e.g. giving 2 items or noticing 2 in the environment.</p> <p>To begin to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'.</p>	<p>To begin to be able to verbally count to 10 with developing accuracy. To develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment. To begin to compare quantities that are significantly more than and less/ fewer than visually without counting them.</p> <p>To use positional language 'in', 'out', 'on'. To find shapes in the environment. To use 3D shapes to build models</p>	<p>To verbally count to 10 with developing accuracy. To develop an understanding of '4' e.g. giving 4 items or noticing 4 in the environment. To compare quantities that are significantly more and less visually without counting them.</p> <p>To use the terms 'long' and 'short' when describing height and size. To understand and follow the instructions 'forwards' and 'backwards'.</p>	<p>To accurately count to 10. To develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment. To play simple dice and track games developing Subitising skills.</p> <p>To begin to understand what a pattern is and follow a 2 part simple pattern. To begin to describe and name some simple shapes - circle, square, triangle.</p>	<p>To begin to understand that 5 can be shown in different ways, To begin to subitise to 5. To count to 10 and beyond</p> <p>To describe weight using 'heavy, light. To copy or create a 2 part pattern. To understand and use a range of prepositional language.</p>
<p><b>Understanding of the World</b></p>	<p>We aim to become an <b>Excellent Explorer</b> who investigates challenges with an inquiring mind and uses a breadth of vocabulary and investigative tools to observe, remember, explain and predict.</p>					

<p><b>B-3 years</b></p> <p><i>People, culture, and Communities</i></p> <p><i>Past and Present</i></p> <p><i>The Natural World</i></p>	<p>Repeat actions that have an effect.</p> <p>Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with.</p> <p>Recognises key people in their own lives.</p> <p>Explores natural materials indoors and outside.</p> <p>Moves eyes, then head, to follow moving objects.</p> <p>Reacts with abrupt change when a face or object suddenly disappears from view.</p>	<p>Develops a sense of belonging to their family and their key person.</p> <p>Recognises key people in their own lives.</p> <p>Is interested in photographs of themselves and other familiar people, animals and objects.</p>	<p>Smiles with pleasure at recognisable playthings.</p> <p>Explores materials with different properties.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Watches toy being hidden and tries to find it.</p> <p>Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers.</p>	<p>Notices differences between people.</p> <p>Is interested in photographs of themselves and other familiar people, animals and objects.</p> <p>Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc).</p> <p>Reacts with abrupt change when a face or object suddenly disappears from view.</p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</p>	<p>. Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc).</p> <p>Notices differences between people.</p> <p>Explores natural materials indoors and outside.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Closely observes what animals and people do.</p> <p>Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life.</p> <p>Watches intently where a minibeast has scuttled away under leaves/log Looks for dropped objects.</p>	<p>Make connections between the features of their family and other families.</p> <p>Is interested in photographs of themselves and other familiar people, animals and objects.</p> <p>Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc).</p> <p>Explores natural materials indoors and outside.</p> <p>Explore and respond to different natural phenomena in their setting.</p> <p>Closely observes what people and vehicles do</p> <p>Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.</p> <p>Remembers where objects belong</p> <p>Matches parts of objects that fit together, e.g. puts lid on teapot.</p>
---	---	---	--	--	--	---

<p><b>3-4 years</b></p> <p><i>People, culture, and Communities</i></p> <p><i>Past and Present</i></p> <p><i>The Natural World</i></p>	<p>Children using words 'now' and 'next'. Children talking about their family, who they live with and any pets</p> <p>Children talking about their families. Children talking about who is special to them and why. Children naming their family members.</p> <p>Children showing respect and care for their environment. Children talking about their home environment and school environment. Children exploring their world and environment through their senses.</p>	<p>Children talking about their past life experiences e.g. birthdays, Christmas. Children using the words 'then' 'now' 'next' 'before'.</p> <p>Children talking about how we look after our friends and families. Children talking about their homes and what they have inside their homes. Children talking about the celebration of Christmas.</p> <p>Children exploring the changing weather and seasons, Children continuing to explore using their senses. Children naming parts of the body. Children showing more of an interest in the world.</p>	<p>Children understanding the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos</p> <p>Children recognising familiar signs, shops in my environment and local environment. I can talk about the transport used in my community. I can talk about the similarities and differences between celebrations I know and celebrations in other countries e.g. Christmas and Chinese New Year.</p> <p>Children understanding how and why we respect and care for animals. Children exploring a range of materials and natural objects.</p>	<p>Children commenting on their own past experiences e.g. Easter. Children showing curiosity about objects from the past.</p> <p>Children speaking positively about differences between people and ways of life. Children showing an interest in people with a range of occupations.</p> <p>Children exploring the changing weather and seasons (Spring), Children learning about new life and plants based around Springtime</p>	<p>Children confidently talking about who they are and who they live with, Children asking questions to family members about when they were young.</p> <p>Children developing an idea of 'belonging'. Children beginning to understand what the 'wider world' is and how we all play a part and get along with one another.</p> <p>Children growing plants from seeds and caring for them, Children exploring how these plants grow and change over time.</p>	<p>Children beginning to understand how to sequence two events. Children sequencing family members e.g. baby, mum, grandma.</p> <p>Children using the correct vocabulary to name different features of their community. Children know there are other countries than England and that they look different to ours.</p> <p>Children exploring the changing weather and seasons (Summer), Children noticing changes such as ice melting in the sun and offering a reason why.</p>
<p><b>Expressive Arts and Design</b></p>	<p>We aim to become a <b>Creativity Expresser</b> who develops their ideas, imagination, singing and dancing; using embedded skills, techniques and knowledge of experiences. And a <b>Crafty Constructor</b> who builds models with multilayers, purposefully positioned pieces and spaces between.</p>					

<p><b>B-3 years</b></p> <p><i>Creating with materials</i></p> <p><i>Being Imaginative and expressive</i></p>	<p>Manipulates and plays with different materials.</p> <p>Shows attention to sounds and music.</p> <p>Make rhythmic and repetitive sounds.</p> <p>Notices patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>Explores paint using fingers and other parts of their body.</p> <p>Explores different materials using all their senses to investigate them.</p>	<p>Manipulates and plays with different materials.</p> <p>Explores their voice and enjoys making sounds.</p> <p>Joins in with songs and rhymes making some sounds.</p> <p>Create sound effects - listen to everyday sounds.</p> <p>Explores a range of sound makers and instruments.</p> <p>Explores paint using fingers and other parts of their body.</p> <p>Explores different materials using all their senses to investigate them.</p> <p>Manipulates and plays with different materials.</p>	<p>Manipulates and plays with different materials.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Enjoys and takes part in action songs.</p> <p>Create sound effects - listen to everyday sounds.</p> <p>Explores a range of sound makers and instruments and plays them in different ways.</p> <p>Explores paint using fingers and other parts of their body.</p> <p>Explores different materials using all their senses to investigate them.</p>	<p>Manipulates and plays with different materials.</p> <p>Enjoys and takes part in action songs.</p> <p>Explores paint using fingers and other parts of their body as well as brushes and other tools.</p> <p>Explores different materials using all their senses to investigate them.</p>	<p>. Start to develop pretend play, pretending one object represents another.</p> <p>Uses their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p> <p>Anticipates phrases and actions in rhymes and songs like 'Peepo'.</p> <p>Starts to make marks intentionally.</p> <p>Enjoys and takes part in action songs.</p> <p>Explores paint using fingers and other parts of their body as well as brushes and other tools.</p> <p>Explores different materials using all their senses to investigate them.</p> <p>Start to develop pretend play, pretending one object represents another</p>	<p>Make simple models which express their ideas.</p> <p>Start to develop pretend play, pretending one object represents another.</p> <p>Uses their imagination as they consider what they can do with different materials.</p>
--	---	--	--	--	---	--

<p><b>3-4 years</b></p> <p><i>Creating with materials</i></p> <p><i>Being Imaginative and expressive</i></p>	<p>Recognises colours and chooses them for a purpose. Uses thick paint brushes. Uses playdough to roll, cut, ball, sausage. Builds towers with large construction equipment.</p> <p>Children dancing to music, Children exploring moving to music in different ways, Children showing an interest in the small world and roleplay areas, children roleplaying their first-hand experiences.</p>	<p>Uses a glue stick to join materials together. Creates an independent craft using available materials e.g. An independent Christmas Card.</p> <p>Children developing storylines in their play, children using familiar props in their play, children singing to familiar songs and nursery rhymes they have learnt or are learning.</p>	<p>Becoming more confident when drawing e.g. potato people, Names what they have drawn and draws from memory, Adding more to their pictures and creations e.g. pom-poms, glitter.</p> <p>Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like), children knowing and singing along to more nursery rhymes, children listening to songs from different cultures.</p>	<p>Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes, Continues to develop their drawing skill.</p> <p>Children exploring a range of musical instruments and learning to hold a beat, children using vocals and instruments to make music either together or separately, children linking real life and stories into the small world, children using props in their play.</p>	<p>Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function, children experimenting and mixing colours together, Children may create with a friend.</p> <p>Children joining in with the actions to songs, children engaging in roleplay in and out of the home-corner and becoming more immersed in their play</p>	<p>Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with, Children building for a purpose using a range of construction equipment. Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick.</p> <p>Children making up stories verbally while playing, children acting out stories with the small world or in their play, children performing songs either vocally or with an instrument</p>
<p><b>Important to note:</b></p>	<p><i>Children join our setting at various times of the year and at different ages. Children will always be assessed when they start and their learning and development journey will be individual to them. This curriculum enables us to sequence and structure activities across the year to ensure adequate coverage across all 7 areas of learning and development. Although some statements have been split for extra focus, they will all apply on an ongoing basis/be revisited throughout the year.</i></p>					
<p><b>References</b></p>	<p>Development Matters (2021) Department for Education</p>					