Our Lady and St. Gerard's RC Primary School

Nursery Curriculum Map Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Knowing Me. Knowing You!**	**Festivals**	**Let's Explore Our Homes**		**On the Farm**	**Under the Sea!**
Curriculum Enrichment and Cultural Capital **Add trips and special events/visitors**	Roald Dahl Day (13.09) Recycle Week (16.09-22.09) National Fitness Day (25.09) Black History Month National Poetry Day (05.10) World Animal Day (04.10)	Halloween (31.10) All Saints Day (01.11) Bonfire Night (05.11) World Science Day (10.11) Remembrance Day (11.11) Diwali (12.11) Anti-Bullying Week (13.11- 17.11)	Epiphany (06.01) Winnie the Pooh Day (18.01) Burns Night (25.01) Holocaust Memorial Day (27.01) Rosa Parks Day (04.02) Chinese New Year (10.02)	St. David's Day (01.03) World wildlife day (03.03) World Book day (07.03) International Women's Day (08.03) Mother's Day (10.03) Holi Day (25.03)	St. Georges Day (23.04) Passover (22-30.04) International Dance day (29.04) Pentecost (19.05) Visit from live farm animals (lambs and chicks/chickens)	World Environment day (05.06) Father's Day (16.06) World Refugee day (20.06) World Music day (21.06)

	World Mental Health Day (10.10) Whole School Welly Walk Teddy Bear's Picnic My Family Show & Tell	Children In Need (21.11) Thanksgiving (23.11) First Sunday of Advent (03.12) Xmas Jumper Day (08.12) Hanukka (07-15.11) Christmas Sing-a-long Fire Service Visit Visit from Owl House	Valentine's Day (14.02) Shrove Tuesday (13.02) Ash Wednesday (14.02)	British Science Week (08- 17.03) Mother's Day (10.03) Palm Sunday (24.03) Maundy Thursday (28.03) Good Friday (29.03) Easter Sunday (31.03) Visit from Police Officers (Occupations Week) Spring/Easter Performance		
Possible child-led themes/interests/ lines of enquiry	All About Us Spooky Week Change	Diwali Bonfire Night Remembrance Day Anit-Bullying Week National Nursery Rhyme Week Children In Need The Nativity Story Space/Rockets	Chinese New Year/Food Tasting Baking (with oats) Transport and Travel Traditional Tales Teddy Bear's Picnic	Weather and Seasonal Change Easter People who help us Mini beasts and life cycles Colour Mixing (Extended/Revist) Cooking	Down on the farm Eid/Ramadan Traditional Tales Superheroes	Under the Sea Weather and Seasonal Change Seaside Holidays Countries Post Cards Euros (Football)
Historical Links	Families (grandparents etc.)	World War Old toys (links with Christmas time)	Changes of transport through time			
PSED	**Statutory Framework -** Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good					

	friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life					
	Marvellous Me Recognise that we are unique. -Describe different feelings and use this skill to manage relationships. -Understand that some families are different from theirs, but these families also love and care for one another. **Key vocabulary** Special, Family	**Being My Best** Talk about healthy choices and activities Develop resilience and persistence in their learning Working cooperatively with others when faced with a challenge **Key vocabulary** Challenge, encourage, energy, exercise, food, get better at, keep trying, practice, sleep, water	**Keeping Myself Safe** Explain what they should do if they feel unsafe. -Recognise potential dangers and how to stay safe, inside and outside. -Learn the importance of keeping safe around medicines and unknown products. **Key vocabulary** Careful, cleaning, products, clothing, fresh air, grown up, labels, medicines, safe, safety, signs, scissors, tummy, feeling, unsafe	**Growing and Changing** Talk about change in the environment Describe the changes in babies, young animals and plants as they grow Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like **Key vocabulary** Spring, Summer, Autumn, Winter, Hot, cold	**Valuing Difference** Recognise that there are differences and similarities between themselves. -Celebrate their friends and include them. -Understand people have different cultures and religions. **Key vocabulary** Different, family, feelings, friend, friendship, helping, kind, sharing, similar	**Rights and Responsibilities** Learn about taking some responsibility for their own health Describe ways in which they can help others and why they would do so Take care of their home, their learning environment and the natural environment **Key vocabulary** Care, classroom, clean, different, family, feelings, friends, fruit, germs, healthy snacks, helping, look after, similar, sugar, tidy, vegetables, wash, hands
Communication and Language	**Statutory Framework -** The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					

	Listening Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations. **Attention** Pays attention to own choice of activity. May move quickly from activity to activity. **Understanding** Knows and understands simple words and phrases in context. **Speaking** Beginning to tell you about things they have said or done.	**Listening** Listens to simple stories and understands what is happening with the help of pictures. Listens to other people's talk with interest, even though they can get distracted. **Attention** Pays attention for a short period of time during choice activities or group activities. **Understanding** Follows a story with pictures or props. **Speaking** Beginning to know a range of tenses, e.g. *play, playing, played*.	**Listening** Listens to others one-to-one or in small groups when the conversation interests them. **Attention** Focusing attention-still listen or do, but can shift own attention. **Understanding** Beginning to understand 'how' and 'why' questions and knows to respond. **Speaking** Builds up a vocabulary that reflects the breadth of their experiences.	**Listening** Listens to and talks about stories to build familiarity and understanding. **Attention** Follows directions. **Understanding** Understands instructions with 2 parts e.g. give the big ball to me; collect up all the blocks and put them in the box. **Speaking** Uses 'and' and 'because'. Uses more complex sentences.	**Listening** Enjoys listening to longer stories and can remember much of what happens. **Attention** Maintains attention, concentrates and sits quietly during appropriate activity. **Understanding** Understands a range of complex sentence structures including negatives, plurals and tense markers **Speaking** Connects one idea or action to another using a range of connectives.	**Listening** Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understands how to listen carefully and why listening is important. **Attention** Two-channelled attention e.g. paying attention to something of interest for short or long periods; can both listen and do for a short span. **Understanding** Listens and responds to ideas expressed by others in conversation or discussion. Responds to 'how' and 'why' questions appropriately about stories and events. **Speaking**

						Articulates their ideas and thoughts in well-formed sentences.
Physical Development	**Statutory Framework -** Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives6. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. 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. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Gross Motor: Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. **Fine motor:** May be beginning to show preference for dominant hand and/or leg/foot.	**Gross Motor:** Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. **Fine motor:** Turns pages in a book, sometimes several at once.	**Gross Motor:** Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles **Fine motor:** Holds mark-making tools with thumb and all fingers.	**Gross Motor:** Walks down steps or slopes whilst carrying a small object, maintaining balance and stability **Fine motor:** Holds mark-making tools with thumb and all fingers.	**Gross Motor:** Creates lines and circles pivoting from the shoulder and elbow **Fine motor:** Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.	**Gross Motor:** Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. **Fine motor:** Draw lines and circles using gross motor movements.

<table>
<tr><td>Fundamental Movement Skills</td><td colspan="6">Start to perform fundamental skills at an emerging level
Travelling skills- Running fast, Hopping on both feet.
Sending skills –Roll a ball underarm, Underarm throw, Overarm throw, Bounce a ball
Receiving skills - Catch a large ball</td></tr>
<tr><td>Literacy
(Year B)</td><td colspan="6">Statutory Framework - It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</td></tr>
<tr><td></td><td>Narrative
Text: Friends by Kim Lewis
Key Skills: Become more outgoing with unfamiliar people, within the context of their setting.
Oral and or Writing Outcome: What makes a good friend? Why do you like…?
I can start to make marks with a variety of materials e.g. sticks in the mud, flours, paint etc.

Non-Fiction
Text: Let’s Get Talking by DK Publishing
Key Skills: Identifying and naming body parts.
Oral and or writing outcomes: Mark</td><td>Narrative
Text: Owl Babies by Martin Waddell & Patrick Benson
Key Skills: Habitats, Autumn, natural materials, identifying seasons.
Oral and or Writing Outcome: Why are owls awake at night? What is the difference between the sizes? What’s the weather like? What is in their house and why? Draw a time when you were brave.
I can add marks to pictures giving meaning to them.
Owl Tree Trunk (underside of tables) – messages to mummy owl from babies.</td><td>Narrative
Text: In Every House, On Every Street by Jess Hitchman
Key Skills: Develop their sense of responsibility and community
Oral and or Writing Outcome: Routes – children using photographs of landmarks seen on their way to school, sent in by parents, to discuss, draw and ‘label’ their map of familiar route.
Completing road map puzzles/fine motor sheets – tripod grip and pencil control focus.
To demonstrate good gross motor skills in making large marks</td><td>Narrative
Text: Jasper’s Beanstalk by Nick Butterworth
Key Skills: Plant seeds and care for growing plants.
Oral and or Writing Outcome:

Text Vocabulary:

Non-Fiction
Text: This is How We Keep Healthy by DK Publishing
Key Skills: make healthy choices about food, drink, activity and tooth brushing
Oral and or Written Outcome:</td><td>Narrative
Text: Farmyard Hullabaloo by Giles Andreae & David Wojotowycz
Key Skills: Use some pf their print and letter knowledge in their early writing.
Oral and or Writing Outcome:

Text Vocabulary:

Non-Fiction
Text: One Little Chick by Lesley Sims
Key Skills: Understand the key features of the life cycle of a plant and an animal.</td><td>Narrative
Text: Maisie Goes on Holiday
Key Skills: Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.
Oral and or Writing Outcome: Postcards – to write their friends name, holiday ‘buzz’ words from text mat (hot, sun, pool, sand etc.) and ‘love from and name’

Text Vocabulary:

Non-Fiction
Text: My First Seas and Oceans Book</td></tr>
</table>

	making and labelling with photos. **Rhymes and Songs** One Little Finger Eyes, nose, cheeky, cheeky chin 'My body' song Three Brown Bears Hokey Cokey My Name/Friendship Song (…..'s here today etc.) **Linked Texts**: *You choose* by Nick Sharrott *Elmer by David McKee* *When I'm feeling kind- Trace Moroney* *Me and my dad- by Alison Ritchie* *Give that back Jack* *Friends by Kim Lewis* *My friend Fred by Hiawyn Oram & Rosie Reeve.* *If your happy and you know it by Jan Omerod & Lindsey Gardiner.* **Linked Skills**: Continue developing positive attitudes about the differences between people	**Text Vocabulary**: trunk, branch, ivy, soft, silent, swooped, thoughts, move, flat, danced, bounced, night, woods, hole, mice, feathers, owls, hunting, through, flat, dark, gone, lost, waited, up, down, closed, baby, eyes. **Non-Fiction Text:** *The Christmas Story/Nativity* by Juliet David **Key Skills**: Take part in simple pretend play, using an object to represent something else even though they are not similar **Oral and or written outcome**: Name writing for Christmas cards/birthday cards for Jesus. **Rhymes and Songs** Two Little Owls Sitting in a Tree Autumn Colours All Around ('Are you sleeping' tune) I'm a Little Hedgehog The Autumn Song	e.g. playground chalk, water spraying and painting etc. **Text Vocabulary**: route, map, road, traffic lights, signals, road safety, lollipop lady, satnav, zebra crossing, school, church, library, shops, local landmarks, left, right, straight on, forwards, backwards, close by, next door, neighbours, mine, my, I, travel, follow, listen, home, house, street **Non Fiction Text: Bears –** *Amazing Pictures and Fun Facts on Animals In Nature (Our Amazing World).* **Key Skills:** Colours, habitats, tasting, diet, camouflage, hibernation, nature facts **Oral and or Writing Outcome**: Fish signs, mark making polar bear menus, bear cave – bear scratches	**Text Vocabulary**: **Linked Texts** *Hello Spring* by Jo Lindley *What Jobs Could YOU do?* By Catherine Barr *The Easter Story* **Rhymes and Songs**	**Oral and or Written Outcome**: **Text Vocabulary**: **Linked Texts** *The Colour Monster* by Anna Llenas *The Enormous Turnip* by Irene Yates **Rhymes and Songs**	**Key Skills**: Engage in extended conversations about stories, learning new vocabulary. **Oral and or Written Outcome**: **Text Vocabulary**: **Linked Texts** *Meerkat Mail* by Emily Gravett **Rhymes and Songs**

	Themed Vocabulary: head, hands, feet, legs, arms, nose, hair (label with real phots).	**Linked Texts**: *Simon Sock* by Nick East, Spark in The Sky, Under the Love Umbrella **Themed Vocabulary**: Patterns, repeating, patterns, colour words, zigzag, spotty, wiggly, fireworks.	and messages: chn to use torches to follow along pencil control lines with black/white pens. 'Missing Bear' posters, drawing bears and writing their name, CL 1:1 focus with AC to discuss and scribe their own missing bear story. (Made into large class text for chn to access in CP). **Rhymes and Songs** Teddy Bears Picnic Round and Round the Garden Teddy Bear, Teddy Bear, Turn Around **Linked Texts**: *Goldilocks and the Three Bears*, *The Magic Sky* by Lucy Richards, *I Love Chinese New Year* by Eva Wong Nava **Themed Vocabulary**: Brown bears big, medium, small, biggest, smallest, scared, shocked,			

			angry, happy, excited, stranger danger, forest, journey, hot, cold, just-right, lumpy, smooth, salty, sugar, tasty, hard, soft, mix, stir, combines, oats, bake, measure, ingredients, method.			
CLL Phonological Awareness Phase 1	**Each CLL Phonological Awareness aspect focuses on the following strands**: Tuning into Sounds, Listening and Remembering Sounds and Talking About Sounds.					
	Aspect 1-4 Phase 1 **Aspect 1** – Environmental Sound Discrimination **Aspect 2** – Instrumental Sound Discrimination **Aspect 3** – Body Percussion Sound Discrimination **Aspect 4** – Rhythm and Rhyme		**Aspect 5 –** Alliteration	**Aspect 6 –** Voice Sounds **Aspect 4 Recap –** Rhythm and Rhyme	**Aspect 5 Recap –** Alliteration **Aspect 7 –** Oral Blending and Segmenting	**Aspect 7 –** Oral Blending and Segmenting **Aspect 5 Recap** – Alliteration
Mathematics	**Statutory Framework -** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including					

<table>
<tr><td></td><td colspan="6">shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</td></tr>
<tr><td></td><td colspan="2">White Rose
Match, sort and compare.
Talk about measure and patterns
It’s me 1, 2,3
Circles and Triangles
1, 2, 3, 4, 5
Shapes with 4 sides.</td><td colspan="2">White Rose
Alive in 5
Mass and capacity
Growing 6, 7, 8
Length, height & time
Building 9 & 10
Explore 3-D shapes</td><td colspan="2">White Rose
To 20 and beyond
How many now?
Manipulate compose & decompose
Sharing and grouping
Visualise, build & map
Make connections</td></tr>
<tr><td>RE: Come and See</td><td colspan="2">Myself – Domestic Church and Family Welcome – Baptism/ Conformation/ Belonging Birthday - Advent</td><td colspan="2">Celebrating – Community
Gathering – Eucharist
Growing – Lent</td><td colspan="2">Good News - Pentecost
Friends – Reconciliation
Our World</td></tr>
<tr><td>Catholic Social Teaching</td><td>Rights and responsibilities
God wants everyone to be happy God gives us all we need to be happy

Options for the poor and vulnerable
God’s gifts are for everyone Learning to share our toys and food with our friends so that everyone has enough</td><td>Family and community
My family at home My school family</td><td>The dignity of work
We are helping to do God’s work We use our gifts for each other</td><td>Stewardship
Discovering God’s beautiful creation Playing in and caring for creation</td><td>Solidarity and the common good
We are friends We play together in love and peace</td><td>Dignity of the human person
God made me and loves me very much God made me and all my friends beautiful</td></tr>
<tr><td>The Natural World</td><td colspan="6">Statutory Framework for Understanding the World - Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</td></tr>
</table>

	Humans Use all their senses in hands-on exploration of natural materials. Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal. **Seasonal changes** Understand the effect of changing seasons on the natural world around them.	**Animals excluding humans** Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. **Electricity** Explore how things work.	**Forces** Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. **Sound** Explore how things work. **Seasonal changes** Understand the effect of changing seasons on the natural world around them.	**Living things and their habitats** Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Begin to understand the need to respect and care for the natural environment and all living things.	**Light** Explore how things work. Talk about the differences in materials and changes they notice. **Plants** Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	**Materials, including changing materials** Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice. **Seasonal changes** Understand the effect of changing seasons on the natural world around them.
People, Cultures and Communities	Shows interest in the lives of people who are familiar to them. Remembers and talks about significant	Enjoys joining in with family customs and routines. Understand that some places are special	Draw information from a simple map.		Shows interest in different occupations and ways of life – such as being a farmer.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

	events in their own experience. Knows some of the ways they are unique and can talk about them.	to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.				
Past and Present			Comment on images of familiar situation in the past.	Compare and contrast characters from stories, including figures from the past.		
Expressive Arts and Design	**Statutory Framework for Expressive Arts and Design -** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	EAD Development Matters Statements Three-Four-Year-Old (Art & Design): • **Explore different materials freely, to develop their ideas about how to use them and what to make.** • **Develop their own ideas and decide which materials to use to express them.** • **Join different materials and explore different textures.** • **Create closed shapes with continuous lines and begin to use these shapes to represent objects.** • **Draw with increasing complexity and detail, such as representing a face with a circle and including details.** • **Use drawing to represent ideas like movement or loud noises.** • **Show different emotions in their drawings and paintings, like happiness, sadness, fear etc**					
	Art & Design ***Mark-making and Sculpture*** **Skill Focus**: Mark Making/Line and Circle Work **Artist**: Hanoch Piven **Focus Vocab**: wavy, long, short, thick, thin,	**Art & Design** ***Mixed Media (Collage)*** **Skill Focus**: Tearing and cutting large scale shapes **Artist**: James Rosenquist	**Art & Design** ***Printing*** **Skill Focus**: Stamping/Rolling/Pressing **Artist**: Ruth Thorp **Focus Vocab**: Paint, paintbrush, roller,	**Art & Design** ***Painting (Lines & Patterns)*** **Skill Focus**: Experimental Tools & Surfaces Recognising/Naming colours &	**Art & Design** ***Models/3D Form*** **Skill Focus**: Experimenting with Malleable Media & Junk Modelling **Skill Focus**: Materials, Textures,	**Art & Design** ***Materials & Textures*** **Skill Focus**: Combing Natural Materials **Key Vocab**: Materials, texture, model, small world.

	pattern, hard, soft. Model, sculpture, join, materials. To know how to mark make with purpose: draw a self-portrait. To make marks intentionally. To explore, scribble and draw through sensory activities – foam sand, sticks in mud, paint etc. To notice patterns with strong contrasts and be attracted to patterns resembling the human face. To talk about their marks and drawings. To express ideas and feelings through making marks, and sometimes giving meaning to the marks they make. To develop their own ideas and decide which materials to use to express them.	**Focus Vocab**: join, build, construct, model, print, pattern. To use a range of tools – wax, crayons, pencil crayons, chalks, felt/gel pens, pastels, charcoal, paper, card, chalkboard, whiteboard, boxes, walls, floor, paper, under tables, easels, paints, spray bottles etc. To create collages using different materials. To create different textures. To experiment with different papers and fabric (cut, tear, pull, twist, crumple, crush, fold, curl). To talk about what they are going to create and how. To discuss, plan, create and evaluate using a range of construction materials and different techniques for joining materials.	print, press(ing), stamp(ing), roll(ing) To notice features in the natural world. Define colours, shapes and texture. To print by using different sized materials and objects with varying pressure on materials. To select and use tools to draw lines and patterns – zigzags, spirals, wavy, long, short, thick, thin. To select and use a range of media – wax crayons, pencil crayons, chalks, felt/gel pens, pastels, charcoal, paper card & plastic, chalkboard, whiteboard, boxes, walls, floor, paper, under tables and easels etc. To choose tools for a purpose – hard (biro, felt tips), soft (crayon), smudgy (chalk, pastel or charcoal).	experimenting with mixing **Artist**: Vincent Van Gogh **Focus Vocab**: zigzags, spirals, wavy, long, short, thick, thin, texture, smudgy, hard, soft, charcoal, chalk, pastel, crayon. To notice features in the natural world. Define colours, shapes and texture. To explore colour and colour mixing. To explore paint, using fingers and other parts of their bodies as well as paintbrushes and other tools. To use their knowledge of plants and the natural world to create floral pictures using paint.	Design, Evaluate, Improve To make models which express their ideas. To explore different materials, using all their senses to investigate them. To manipulate and play with different materials. To use their imagination as they consider what they can do with different materials. To explore materials freely, to develop their ideas about how to use them and what to make. To join materials and explore different textures. To design and evaluate. To display and celebrate their work. To discuss what worked well and how they could make it better.	To use their imagination as they consider what they can do with different materials. To make imaginative and complex 'small worlds' using a variety of models in/out of water trays to represent beaches/expanses of water with marine animals etc.

	To create a sculpture of my family/myself (using playdough, stones, natural materials, classroom resources & objects etc.)		To print with a variety of found materials and rubbings to make leaves. To arrange printing and shape collection to represent a real life object (tree/snowflake).			
	Continuous provision includes a variety of resources for children to access freely. Paint, scissors, glue, colouring pencils, collage materials and junk modelling is always within the provision to develop their skills.					
	Music					
	Sing the pitch of a tone sung by another person ('pitch match').	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Play instruments with increasing control to express their feelings and ideas.	Create their own songs or improvise a song around one they know.	Create their own songs or improvise a song around one they know.	Remember and sing entire soángs.