

# Nursery Topic Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key themes:</b>	Head, shoulder, knees and toes...	If you go into the woods...	Wheels on the bus...	Twinkle twinkle little star...	Incy Wincy Spider	Old Macdonald had a Farm...
<b>Core texts:</b>	<p>We start the year by learning all about one another, our names, what we enjoy and how to respect each other. The children bring in photos of their families and we discuss differences.</p> <p>Owl babies</p> <p>The three billy goats gruff</p>	<p>During this topic we read some traditional tales. We explore prepositions and positional language . Children will also learn about different celebrations including Christmas.</p> <p>Goldilocks and the Three Bears</p> <p>Rosie's Walk</p> <p>We're going on a bear hunt</p>	<p>We discuss transport we use and see in our environment whilst linking to different people who help us.</p> <p>All Change!</p> <p>Duck in the truck</p>	<p>Space is our main topic and we explore a range of scientific processes in the natural world around us. This topic creates wonderful opportunities for role play and describing what we see. Discussing different feelings and size of objects.</p> <p>Whatever Next</p> <p>The way back home</p>	<p>We learn about life cycles using our key text and create repeating patterns and look at the life cycle of a plant. We plant seeds and talk about what they need to grow.</p> <p>The very hungry caterpillar</p> <p>Jack and the Beanstalk</p>	<p>Children will explore the life and habitats of wild and sealife animals from around the world whilst looking at different animal patterns. We learn to talk about the familiar route we take to school and the structure of our school day.</p> <p>Farmyard Hullabaloo</p> <p>Sharing a shell</p> <p>Handa's Surprise</p>
<b>Curriculum Focus</b>	<p>Prime areas- C&amp;L, PSED and PD are to run throughout the year</p> <p>UTW-History/PD</p>	<p>Prime areas- C&amp;L, PSED and PD are to run throughout the year</p> <p>Maths/UTW-Geo/PD</p>	<p>Prime areas- C&amp;L, PSED and PD are to run throughout the year</p> <p>UTW-Science</p>	<p>Prime areas- C&amp;L, PSED and PD are to run throughout the year</p> <p>UTW-Science. Geo, Maths</p>	<p>Prime areas- C&amp;L, PSED and PD are to run throughout the year</p> <p>UTW- Science</p>	<p>Prime areas- C&amp;L, PSED and PD are to run throughout the year</p> <p>UTW- Science</p>
<b>Core songs</b>	Head, shoulders, knees and toes	If you go into the woods today...	The wheels on the bus Down at the station	Twinkle twinkle little star Zoom zoom zoom	Incy wincy spider I'm a little seed	Noah's arc song

	<b>If you're happy and you know it.</b>	<b>When Goldilocks went to the house of the bears...</b>	<b>Big Red Bus</b>	<b>5 aliens in flying saucer</b>	<b>Mary, Mary Quite contrary</b>	<b>Old Mcdonald had a farm...</b>  <b>A sailor went to sea</b>
<b>School Value bible story</b>	<b>Respect</b>  <b>Mary and Martha</b>	<b>Love</b>  <b>The Christmas Story</b>	<b>Love</b>  <b>The Good Samaritan</b>	<b>Forgiveness</b>  <b>The Prodigal Son</b>	<b>Truth</b>  <b>Zacchaeus the tax collector</b>	<b>Commitment</b>  <b>Noah's Arc</b>
<b>Communication and language (CL)</b>	<b>0-3:</b> Understand simple instructions like "give to nanny" or "stop".  Generally focus on an activity of their own choice and find it difficult to be directed by an adult  Make themselves understood and can become frustrated when they cannot.	<b>0-3:</b> Start to say how they are feeling, using words as well as actions.  Start to develop conversation, often jumping from topic to topic.  Recognise and point to objects if asked about them.  Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.	<b>0-3:</b> Listen to simple stories and understand what is happening, with the help of the pictures.  Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'	<b>0-3:</b> Listen to simple stories and understand what is happening, with the help of the pictures.  Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'	<b>0-3:</b> Listen to simple stories and understand what is happening, with the help of the pictures.  Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.  Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')	<b>0-3:</b> Listen to simple stories and understand what is happening, with the help of the pictures.  Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.  Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')

	<p><b>3-4:</b> Start a conversation and continue it for many turns.</p> <p>Sing a large number of songs.</p> <p>Start a conversation with an adult or a friend and continue it for many turns</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p>	<p><b>3-4:</b> Be able to disagree with an adult or a friend.</p> <p>Start a conversation and continue it for many turns.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Pay attention to more than one thing at a time, which can be difficult</p>	<p><b>3-4:</b> Understand longer stories and remembers much of what happens</p> <p>Use talk to organise play.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Use longer sentences of four to six words.</p>	<p><b>3-4:</b> Understand 2 part instructions</p> <p>Understand longer stories and remember much of what happens</p> <p>Know many rhymes from books</p> <p>Use a wider range of vocabulary</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p><b>3-4:</b> Use a wider range of vocabulary</p> <p>Able to retell a long story</p> <p>Use talk to organise play.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>	<p><b>3-4:</b> Able to retell a long story</p> <p>Use talk to organise their play</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use a wider range of vocabulary.</p>
<p><b>Physical, emotional and social development (PSED)</b></p>	<p><b>0-3:</b> Find ways of managing transitions, for example from their parent to their key person.</p> <p>Feel strong enough to express a range of emotions.</p>	<p><b>0-3:</b> Find ways of managing transitions, for example from their parent to their key person.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Feel strong enough to express a range of emotions.</p>	<p><b>0-3:</b> Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Grow in independence, rejecting help ("me do it").</p>	<p><b>0-3:</b> Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Be increasingly able to talk about and manage their emotions.</p>	<p><b>0-3:</b> Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Begin to show 'effortful control'.</p> <p>Develop friendships with other children.</p>	<p><b>0-3:</b> Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Develop friendships with other children.</p>

	<p><b>3-4:</b> Develop their sense of responsibility and membership of a community. (tidy up, work as a team)</p> <p>Increasingly follow rules.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Select resources to achieve a goal.</p>	<p><b>3-4:</b> Develop their sense of responsibility and membership of a community. (tidy up, work as a team)</p> <p>Increasingly follow rules.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Select resources to achieve a goal</p>	<p><b>3-4:</b> Play with one or more other children, extending and elaborating play ideas.</p> <p>Remember rules without needing reminding.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs. using the toilet, washing and drying their hands thoroughly.</p>	<p><b>3-4:</b> Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules.</p> <p>Be increasingly independent in meeting their own care needs. using the toilet, washing and drying their hands thoroughly.</p>	<p><b>3-4:</b> Show more confidence in new social situations.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Find solutions to conflicts.</p> <p>Develop appropriate ways to be assertive.</p>	<p><b>3-4:</b> Find solutions to conflicts.</p> <p>Develop appropriate ways to be assertive.</p> <p>Become more outgoing with unfamiliar people</p>
<p><b>Physical development (PD)</b></p>	<p><b>0-3:</b> Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p><b>0-3:</b> Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p><b>0-3:</b> Clap and stamp to music.</p> <p>Use large and small motor skills to do things Independently</p> <p>Show an increasing desire to be independent</p>	<p><b>0-3</b> Clap and stamp to music.</p> <p>Use large and small motor skills to do things Independently</p> <p>Show an increasing desire to be independent</p>	<p><b>0-3:</b> Start eating independently and learning how to use a knife and fork.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools</p>	<p><b>0-3:</b> Start eating independently and learning how to use a knife and fork</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools</p>

	<p><b>3-4:</b> Choose resources to achieve a plan or goal (spade for digging).</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes).</p> <p>Wave flags and pom poms.</p>	<p><b>3-4:</b> Use a comfortable grip with good control.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Choose how move over and around different objects.</p> <p>Use one handed tools to make snips.</p>	<p><b>3-4:</b> Eat independently.</p> <p>Show preference for dominant hand</p> <p>Use comfortable grip with good control.</p> <p>Remember movements to songs. Climb on apparatus using alternative feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Make snips in paper using scissors</p> <p>Use knife and fork</p>	<p><b>3-4:</b> Put coats on independently</p> <p>Work with others to move large objects.</p> <p>Balance on scooters and bikes.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>Use knife and fork</p>	<p><b>3-4:</b> Make healthy choices about food and drink.</p> <p>Pose and balance on one leg.</p> <p>Put coats on independently</p> <p>Develop their ball skills</p> <p>Use knife and fork</p>	<p><b>3-4:</b> Make up group activities. Work on their throwing and catching skills.</p> <p>Use knife and fork</p> <p>Develop their ball skills</p>
<p><b>Literacy</b></p>	<p><b>0-3:</b> Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p>	<p><b>0-3:</b> Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing</p>	<p><b>0-3:</b> Enjoy sharing books with an adult.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Ask questions about the book.</p> <p>Enjoy drawing freely.</p>	<p><b>0-3:</b> Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Make comments and shares their own ideas.</p> <p>Enjoy drawing freely.</p>	<p><b>0-3:</b> Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>.</p> <p>Enjoy drawing freely.</p>	<p><b>0-3:</b> Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p>

	<p><b>3-4:</b> Turn pages independently</p> <p>Sing songs</p> <p>Notice print around them.</p> <p>Understand that print can have different purposes.</p>	<p><b>3-4:</b> Repeat phrases from stories</p> <p>Develop play around books</p> <p>Sing songs independently</p> <p>To know that we read English text from left to right and from top to bottom</p>	<p><b>3-4:</b> Spot and suggest rhymes</p> <p>Recognise words with the same initial sound</p> <p>we read English text from left to right and from top to bottom</p> <p>Develop play around books.</p> <p>Hold a book the right way up</p>	<p><b>3-4:</b> Recognise words with the same initial sound</p> <p>Develop play around books.</p> <p>Count or clap syllables in a word</p> <p>Name different parts of a book</p> <p><b>Engage in extended conversations about stories, learning new vocabulary.</b></p>	<p><b>3-4:</b> Page Sequencing</p> <p>Count or clap syllables in a word</p> <p><b>Engage in extended conversations about stories, learning new vocabulary.</b></p> <p>Play around favourite stories using props.</p>	<p><b>3-4:</b> Have extended conversations about book.</p> <p>Page Sequencing</p>
<p><b>Writing 3-4</b></p>	<p>Give meaning to marks.</p> <p>Name Puzzles <b>(5 term children)</b></p> <p>Initial letter writing <b>(5 term children)</b></p>	<p>Initial letter writing</p> <p>Name writing <b>(5 term children)</b></p>	<p>Name writing.</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<p>Name writing.</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<p>Name writing.</p> <p><b>Write some letters accurately.</b></p>	<p>Name writing.</p> <p>Write some letters accurately. Write some or all their name.</p> <p><b>Write some letters accurately.</b></p>

<b>Maths</b>	<p><b>0-3:</b> Combine objects like stacking blocks and cups.</p> <p>Put objects inside others and take them out again.</p> <p>Take part in finger rhymes with numbers.</p> <p>Climb and squeeze themselves into different types of spaces.</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles</p>	<p><b>0-3:</b> Notice patterns and arrange things in patterns.</p> <p>Combine objects like stacking blocks and cups.</p> <p>Put objects inside others and take them out again.</p> <p>Take part in finger rhymes with numbers.</p> <p>Climb and squeeze themselves into different types of spaces.</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles</p>	<p><b>0-3:</b> React to changes of amount in a group of up to three items.</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p>	<p><b>0-3:</b> Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p>	<p><b>0-3:</b> Notice patterns and arrange things in patterns.</p> <p>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p>	<p><b>0-3:</b> Notice patterns and arrange things in patterns.</p> <p>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p>
	<p><b>3-4:</b> Sorting objects- Basic comparisons</p> <p>Say 1 number for each item in order</p> <p>Showing finger numbers up to 5</p> <p>Building-Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Count objects, actions and sounds.</p>	<p><b>3-4:</b> Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Comparing size of objects (Big, Small and medium)</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p><b>3-4:</b> Say one number for each item in order: 1,2,3,4,5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Show 'finger numbers' up to 5.</p> <p>Experiment with their own symbols and</p>	<p><b>3-4:</b> Make comparisons between objects relating to weight and capacity (Heavy, light, half full, full and empty).</p> <p>Recite numbers past 5</p> <p>Positional language (Over, under, next to, inside, outside)</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Count objects, actions and sounds.</p>	<p><b>3-4:</b> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...</p> <p>Make comparisons between objects relating to length (long, short, tall)</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Talk about and identify the patterns around them.</p>	<p><b>3-4:</b> Compare quantities using language: 'more than', 'fewer than'.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p>

		<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Count objects, actions and sounds.</p>	<p>marks as well as numerals.</p> <p>Link numerals and amounts</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>		<p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p>	
<b>Understanding the world (UW)</b>	<p><b>0-3:</b> Repeat actions that have an effect.</p> <p>Make connections between the features of their family and other families.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p>	<p><b>0-3:</b> Make connections between the features of their family and other families.</p> <p>Repeat actions that have an effect.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p>	<p><b>0-3:</b> Repeat actions that have an effect.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p>	<p><b>0-3:</b> Repeat actions that have an effect.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p>	<p><b>0-3:</b> Repeat actions that have an effect.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p>	<p><b>0-3:</b> Repeat actions that have an effect.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p>
	<p><b>3-4:</b></p> <p>Talk about their families.</p> <p>Continue developing positive attitudes to differences in people.</p> <p>Use all their senses in hands-on exploration</p>	<p><b>3-4:</b></p> <p>Explore materials with different properties.</p> <p>Explore and talk about different forces they feel.</p> <p>Use their senses to explore natural materials.</p> <p>Winter tuff tray</p>	<p><b>3-4:</b></p> <p>Explore and talk about different forces they feel.</p> <p>Talk about what they see using wide vocabulary.</p> <p>Talk about different materials and the changes they notice.</p>	<p><b>3-4:</b></p> <p>Notice differences between people.</p> <p>Talk about how materials change.</p>	<p><b>3-4:</b></p> <p>Understand they key features of a life cycle.</p> <p>Show interest in different occupations.</p> <p>Plant seeds and care for growing plants.</p>	<p><b>3-4:</b></p> <p>Know that there are different countries in the world and talk about their differences.</p> <p>Care for natural environment and living things.</p>

	of natural materials- Autumnal tuff tray		Show interest in different occupations.			
<b>Expressive art and design (EAD)</b>	<p><b>0-3:</b> Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of soundmakers and instruments and play them in different ways.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>	<p><b>0-3:</b> Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of soundmakers and instruments and play them in different ways.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>	<p><b>0-3:</b> Start to make marks intentionally.</p> <p>Start to develop pretend play, pretending that one object represents another.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p>	<p><b>0-3:</b> Start to develop pretend play, pretending that one object represents another.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p>	<p><b>0-3:</b> Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>	<p><b>0-3:</b> Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>
	<p><b>3-4:</b> Sing the melodic shape of songs.</p> <p>Pitch match another person.</p> <p>Remember and sing entire songs.</p> <p>Take part in simple pretend play, using an object to represent something else even</p>	<p><b>3-4:</b> Listen with increased attention to sounds.</p> <p>Show different emotions in their drawings.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p><b>3-4:</b> Explore colour mixing.</p> <p>Create closed shapes with continuous lines and create objects with those shapes.</p> <p>Take part in pretend play. Make stories up using animals etc.</p>	<p><b>3-4:</b> Draw with increasing detail.</p> <p>Listen with increased attention to sounds.</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p><b>3-4:</b> Join different materials together.</p> <p>Make complex small worlds.</p> <p>Take part in pretend play. Make stories up using animals etc.</p>	<p><b>3-4:</b> Create their own songs or improvise one they know.</p> <p>Develop their own ideas and decide which materials to use.</p> <p>Make complex small worlds.</p>

	<p>though they are not similar</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Show different emotions in their drawings.</p>		<p>Respond to what they have heard, expressing their thoughts and feelings</p>		
<p><b>How are we going to enable the whole child to flourish?</b></p>	<p>Play guess who game where children have to ask a question to help them build relationships and have conversations</p> <p>How could we cross the bridge?.</p>	<p>Baking biscuits for our class picnic</p>	<p>Think about floating and sinking. What things float and what things sink.</p>	<p>Create a sun dial (pencil in paper plate) look at how our shadow changes. Show children the earth moving.</p> <p>Making Sandwiches for our picnic.</p>	<p>Plant seeds and look after our plants.</p>	<p>How can we look after our sea animals? Recycling etc.,</p>

Trips and Enrichment Opportunities	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Settling</p>	<p>Nativity Celebrating Diversity Diwali Bonfire Night</p>	<p>People who help us... Pancake day Lunar New Year</p>	<p>Picnic on the moon (Making and cutting our own sandwiches)</p>	<p>Caterpillars to Butterflies</p>	<p>Farm Visit</p>