

## Progression of Skills & Curriculum Overview 2024-2025

Area of Learning	Autumn 1 - Me and my family 8 weeks	Autumn 2 - People who help us 7 weeks	Spring 1 - Traditional tales 6 weeks	Spring 2 - lifecycles and growing 7 weeks	Summer 1 - up up and away 4 weeks	Summer 2 - Under the Sea, holidays & Pirates 7 weeks
<b>Power of reading texts</b>	Sometimes I feel sunny Alfie gets in first Can't you sleep little bear? The Bog Baby I won't eat that A great big cuddle/ Cave baby Dogger	Bonfire night/Charlie the firefighter-lifting limits Teddy robber-police Dentist -give us a smile Cinderella Gruffalos child Stickman Snowman	Cinderella 3 little pigs Little red riding hood Chinese new year 3 Billy Goat's gruff Gingerbread man	Incredible you What the ladybird heard Runaway pea -science week Pirates love underpants Easter story Miss Honey's hat	The hungry caterpillar The teeny weeny tadpole Coronation Higgly hen Growing story Sam plants a sunflower Whatever next Ted's adventure	Rainbow fish Tom and Lucy go to the seaside (Blue planet) Don't worry little crab Elmer Puffin Peter Hooray for fish Splash
<b>Other Possible Themes</b>	Looking after ourselves Our Local Area Our Families	Autumn Firefighters Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night	Fairy stories Valentine's Day Chinese New Year	Pancake Day Fairtrade Easter International Women's Day	Journeys Transport Space David Attenborough	Holidays Lifeguards Mermaids Looking after the ocean
<b>Enrichment Activities</b>	Dress up as who you want to be when you grow up careers day Bring your own teddy into school Harvest festival	Visit from a Fire Fighter Beep beep day Children in need Secret Readers  Nativity Performance Christmas Jumper/Dinner Day Christmas trip	Food tasting Chinese New Year Parade Den building	Tadpoles Science week  World Book Day Easter Bonnet Parade	'Flying' to a different country. Animal Cam/ Virtual Zoo Trip Tiger Tea Party Grandparents afternoon tea Visit to the church  National Storytelling Week	Flying to the beach, sand & water play Science Day Water Day  World Music Day
<b>Communication and Language</b>  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories and Tapestry Time.	<b>Listening, Attention and Understanding</b>  Nursery- Enjoy listening to longer stories  Reception- Children will be able to understand how to listen carefully and know why it is important.  <b>Speaking</b>  Nursery-Use a wide range of vocabulary  Reception- Children will talk in front of small groups and their teacher offering their own ideas.	<b>Listening, Attention and Understanding</b>  Nursery- Enjoy listening to longer stories and can remember much of what happens  Reception- Children will begin to understand how and why questions.  <b>Speaking</b>  Nursery- Know many rhymes and sings a large repertoire of songs  Reception- Children will use new vocabulary throughout the day.	<b>Listening, Attention and Understanding</b>  Nursery- Enjoy listening to longer stories and can remember much of what happens  Reception- Children will learn to ask questions to find out more.  <b>Speaking</b>  <b>Nursery-</b> Talks about familiar books, and be able to tell a long story  Reception- Children will talk in sentences using conjunctions, e.g. and, because.	<b>Listening, Attention and Understanding</b>  Nursery- Understand 'why' questions, like: "Why do you think the caterpillar got o fat?"  Reception- Children will retell a story and follow a story without pictures or props.  <b>Speaking</b>  <b>Nursery-</b> Is able to tell a long story using longer sentences  Reception- Children will engage in non-fiction books and to use new vocabulary in different contexts.	<b>Listening, Attention and Understanding</b>  Nursery- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".  Reception- Children will be able to understand a question such as who, what, where, when, why and how.  <b>Speaking</b>  <b>Nursery-</b> Can start a conversation with an adult or a friend and continue it for many turns.	<b>Listening, Attention and Understanding</b>  Nursery- Answer simple why questions.  Reception- Children will be able to have conversations with adults and peers with back-and-forth exchanges.  <b>Speaking</b>  <b>Nursery-</b> Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

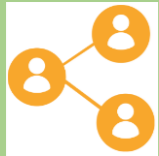
Reception- Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Reception- Children will use talk in sentences using a range of tenses.

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

**Speaking:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Personal, Social and Emotional Development



Children develop their personal, social and emotional skills throughout the year through My Happy Mind sessions, circle times, social stories, ELSA support, diversity stories, Tapestry Time etc.

#### **Self-Regulation**

**Nursery-** Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

#### **Reception**

Children will be able to follow one step instructions.

Children will recognise different emotions.

Children will focus during short whole class activities.

#### **Managing Self**

**Nursery-** Show more confidence in new social situations.

**Reception-** Children will learn to wash their hands independently.

#### **Building Relationships**

**Nursery-** Become more outgoing with unfamiliar people, in the safe context of their setting.

**Reception-** Children will seek support from adults and gain confidence to speak to peers and adults.

#### **Self-Regulation**

**Nursery-** Develop their sense of responsibility and membership of a community.

Increasingly follow rules, understanding why they are important.

**Reception-** Children will talk about how they are feeling and to consider others feelings.

#### **Managing Self**

**Nursery-** Show more confidence in new social situations.

**Reception-** Children will understand the need to have rules.

#### **Building Relationships**

**Nursery-** Play with one or more other children, extending and elaborating play ideas.

Takes part in pretend role play

**Reception-** Children will begin to develop friendships.

#### **Self-Regulation**

**Nursery-** Increasingly follow rules, understanding why they are important.

Do not always need an adult to remind them of a rule.

**Reception-** Children will be able to focus during longer whole class lessons.

#### **Managing Self**

**Nursery-** Shows confidence when tackling new tasks and challenges

**Reception-** Children will begin to show resilience and perseverance in the face of a challenge.

#### **Building Relationships**

**Nursery-** Play with one or more other children, extending and elaborating play ideas.

Takes part in pretend role play

Begin to understand how others might be feeling.

**Reception-** Children will be able to use taught strategies to support in turn taking.

#### **Self-Regulation**

**Nursery-** Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

**Reception-** Children will identify and moderate their own feelings socially and emotionally.

#### **Managing Self**

**Nursery-** Shows confidence when tackling new tasks and challenges

**Reception-** Children will develop independence when dressing and undressing.

#### **Building Relationships**

**Nursery-** Begin to understand how others might be feeling.

**Reception-** Children will listen to the ideas of other children and agree on a solution and compromise.

#### **Self-Regulation**

**Nursery-** Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

**Reception** -Children will be able to control their emotions using a range of techniques.

#### **Managing Self**

**Nursery-** Children begin to demonstrate independence when tackling new tasks and challenges

**Reception-** Children will manage their own basic needs independently.

Children will learn to dress themselves independently.

#### **Building Relationships**

**Nursery-** Understand how others might be feeling to help solve conflicts

**Reception-** Children will learn to work as a group.

#### **Self-Regulation**

**Nursery-** Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

**Reception-** Children will be able to follow instructions of three steps or more.

**Managing Self**  
**Nursery-** begins to show resilience in the face of new challenges

**Reception**  
Children will show a 'can do' attitude.

Children will understand the importance of healthy food choices.

#### **Building Relationships**

**Nursery-** understands others feelings and negotiates conflicts

**Reception-**Children will have the confidence to communicate with adults around the school.

**Self-Regulation:** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.

**Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Building Relationships:** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

**Physical Development**



Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle.

**Gross Motor**  
**Nursery-** Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Use large-muscle movements to wave flags and streamers, paint and make marks.

**Reception-** Children will learn to move safely in a space.

**Fine Motor**  
**Nursery-** Show a preference for a dominant hand.

Start to eat independently, exploring how to use a knife and fork.

**Reception-** Children will begin to use a tripod grip when using mark making tools.

**Gross Motor**  
**Nursery-** Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

**Reception-** Children will explore different ways to travel using equipment.

**Fine Motor**  
**Nursery-** Use a comfortable grip (for them) when holding pens and pencils.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

**Reception-** Children will accurately draw lines, circles and shapes to draw pictures.

**Gross Motor**  
**Nursery-** Start taking part in some group activities which they make up for themselves, or in teams.

**Reception**  
Children will be able to control a ball in different ways.

Children will balance on a variety of equipment and climb.

**Fine Motor**  
**Nursery-** Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.

**Reception-** Children will handle scissors, pencil and glue effectively.

**Gross Motor**  
**Nursery-** Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

**Reception-** Children will jump and land safely from a height.

**Fine Motor**  
**Nursery-** Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

**Reception-** Children will use cutlery appropriately.

**Gross Motor**  
**Nursery-** Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

**Reception-** Children will move safely with confidence and imagination, communicating ideas through movement.

**Fine Motor**  
**Nursery-** Children will begin to gain more control when using one handed tools such as scissors

Make healthy choices about food, drink, activity and toothbrushing.

**Reception-** Children will hold scissors correctly and cut out small shapes.

**Gross Motor**  
**Nursery-** Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

**Reception-** Children will be able to play by the rules and develop coordination.

**Fine Motor**  
**Nursery-** Children will begin to use a more elaborate pencil grip with increasing control drawing more detail

Make healthy choices about food, drink, activity and toothbrushing.

**Reception-** Children will form letters correctly using a tripod grip.

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

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

**Literacy**



**Comprehension**  
**Nursery-** Enjoy listening to longer stories and talk about these stories.  
**Reception-** Children will independently look at a book, hold it the correct way and turn pages.  
**Word Reading**  
**Nursery-** Children independently looks at books, holding them correctly and turning the pages  
**Reception-** Children will segment and blend sounds together to read words.  
**Writing**  
**Nursery-** explores their own marks  
**Reception-** Children will give meanings to the marks they make.

**Comprehension**  
**Nursery-** Engage in extended conversations about stories talking about the main events or characters.  
**Reception-**Children will engage and enjoy an increasing range of books. Drawing club - reading and shoring stories. New vocabulary introduced.  
**Word Reading**  
**Nursery-** children begin to understand page sequencing and where we start to read a book from  
**Reception-**Children will begin to read captions and sentences. Sound recognition. Beginning to blend sounds.  
**Writing**  
**Nursery-** explores their own marks talking about what they have drawn  
**Reception-** Children will form letters correctly. Beginning to write words.

**Comprehension**  
**Nursery-** Engage in extended conversations about stories and learn new vocabulary  
 Can order and sequence some events that happen in a story.  
**Reception-** Children will act out stories using recently introduced vocabulary.  
**Word Reading**  
**Nursery-** children begin to understand print has meaning  
**Reception-** Children will recognise taught digraphs in words and blend the sounds together.  
**Writing**  
**Nursery-** Use some of their print and letter knowledge in their early writing.  
**Reception-** Children will write words representing the sounds with a letter/letters.

**Comprehension**  
**Nursery-** Uses new vocabulary from stories in their play  
 Retell the story in their own words  
**Reception-** Children will be able to talk about the characters in the books they are reading.  
**Word Reading**  
**Nursery-** children begin to understand that print has different purposes  
 Understand and name the different parts of a book  
**Reception-** Children will read words containing tricky words and digraphs,  
**Writing**  
**Nursery-** Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.  
**Reception-** Children will write labels/[phrases representing the sounds with a letter/letters.

**Comprehension**  
**Nursery-** Retell the story in their own words, using key vocab and detail  
**Reception-** Children will retell a story using vocabulary influenced by their book.  
**Word Reading**  
**Nursery-** Children can confidently name different parts of a book  
**Reception-** Children will read longer sentences containing phase 4 words and tricky words.  
**Writing**  
**Nursery-** write some of their name forming letter like symbols  
**Reception-** Children will write words which are spelt phonetically.

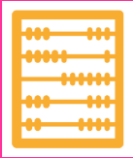
**Comprehension**  
**Nursery-** confidently talka about stories, main events and characters  
**Reception-** Children will be able to answer questions about what they have read.  
**Word Reading**  
**Nursery-** Children understand that we read English text from left to right and from top to bottom  
**Reception-**Children will read books matched to their phonics ability.  
**Writing**  
**Nursery-** write some or all of their name using accurate letters  
**Reception-** Children will write simple phrases and sentences using recognisable letters and sounds.

**Comprehension:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

**Word Reading:** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Writing:** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others

**Mathematics**



**Number**  
**Nursery-Children can recite numbers past 5.**

**Reception**  
 Getting to know you  
 Match sort and compare  
 -identify a set  
 -sort objects to a type

**Talk about measure and patterns-**  
 -big, medium and small  
 -explore simple patterns

**It's me 1,2,3**  
 Subitise 1,2,3. Then represent,1,2,and 3.  
 Composition of 1,2 and 3.

**Circles and triangles**  
 -identify and name circles and triangles  
 -shapes in the environment  
 -describe position

**Numerical Patterns**  
**Nursery-** Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.

**Reception-** Children will verbally say which group has more or less.

**Number**  
**Nursery-** Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

**Reception-**  
 -

**1,2,3,4,5**  
 -find 4 and 5  
 -subitise and represent 4 and 5  
 -1 more and 1 less  
 Composition of 4/5 then 1-5

**Shapes with 4 sides**  
 -identify and name shapes with 4 Sides  
 -combine shapes with 4 sides  
 -my day and night

**Numerical Patterns**  
**Nursery-** Extend and create ABAB patterns - stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Reception- Children will compare equal and unequal groups.

**Number**  
**Nursery-** Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show 'finger numbers' up to 5.

**Reception-**  
**A-live in 5**  
 Find and represent 0 to 5  
 1 more /1 less  
 Conceptual subitising to 5

**Mass and capacity**  
 -compare mass  
 -find a balance  
 -explore and compare capacity

**Growing 6,7 and 8**  
 -find and represent 6,7,8  
 -1 more and 1 less  
 -composition of 6,7,8  
 -make pairs odd and even  
 -double to 8  
 -combine 2 groups

**Length height and time**  
 --explore length and height  
 -talk about time  
 -order and sequence

**Numerical Patterns**  
**Nursery-** Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Reception- Children will understand and explore the difference between odd and even numbers.

**Number**  
**Nursery-** Show 'finger numbers' up to 5.

Fast recognition of up to 3 objects, without having to count them individually ('subitising').

**Reception-**  
**-Building 9 and 10**  
 -find 9 and 10  
 -represent 9 and 10  
 -1 more and 1 less  
 -composition to 10  
 -Bonds to 10  
 -doubles to 10  
 -explore odd and even

**Explore 3D shapes**  
 -recognise and name 3D shapes  
 -find 2D shapes within 3D shapes  
 -3D shapes in the environment  
 -identify more complex patterns  
 -copy and continue patterns  
 -patterns in the environment

**Numerical Patterns**  
**Nursery-** Make comparisons between objects relating to size, length, weight and capacity.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Reception- Children will add and subtract using number sentences.

**Number**  
**Nursery-** Fast recognition of up to 3 objects, without having to count them individually ('subitising').

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

**Reception-**  
**-To 20 and beyond**  
 Build numbers beyond 10-13  
 -continue patterns beyond 10  
 -verbal counting beyond 20  
**-How many now?**  
 -add more  
 -takeaway  
 Manipulate, compose and decompose  
 -select shapes for a purpose  
 -rotate and manipulate shapes  
 -compose and decompose shapes  
 -copy 2d shapes  
 -find 2d within 3d shapes.

**Numerical Patterns**  
**Nursery-** 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.

Reception- Children will share quantities equally.

**Number**  
**Nursery-** Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5

**Reception**  
**-Sharing and grouping**  
 -Explore sharing and grouping  
 -even and odd sharing  
 -play with and build doubles  
**-Visualise build and map**  
 -Identify units of repeating patterns  
 -create own pattern rules  
 -replicate and build scenes and constructions  
 Visualise and describe different positions  
 -explore mapping  
 -create own maps from story situations

**Numerical Patterns**  
**Nursery-** Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Reception- Children will be able to count beyond 20 and higher.

**Number:** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**Numerical Patterns:** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**Understanding the World**



**History: Past and Present**

**Nursery-** Begin to make sense of their own life-story by talking about themselves.

**Reception-** Children will know about their own life story and how they have changed.

**Geography: People, Culture and Communities**

**Nursery-** Children explore how things work.

**Reception-** Children will know about features of the immediate environment and discuss autumn changes.

**Science: The Natural World**

**Nursery-** Children use all their senses in hands-on exploration of natural materials.

**Reception-** Children will understand the terms 'same' and 'different'.

**RE: People, Culture and Communities**

Being special :where do we belong.

**History: Past and Present**

**Nursery-** Begin to make sense of their own life-story and how they have changed.

**Reception-** Children will know some similarities and differences between things in the past and now.

**Geography: People, Culture and Communities**

**Nursery-** Children show interest in different occupations.

**Reception-** Children will know that there are many countries around the world.

**Science: The Natural World**

**Nursery-** Children begin to understand the need to respect and care for the natural environment and all living things.

**Reception-** Children will explore and ask questions about the natural world around them.

**RE: People, Culture and Communities**

Why is Christmas special to Christians ?

**History: Past and Present**

**Nursery-** Children talk about family members and begin to make sense of their family's history by naming and describing people who are familiar to them.

**Reception-** Children will talk about the lives of people around them.

**Geography: People, Culture and Communities**

**Nursery-** Children continue to develop positive attitudes about the differences between people.

**Reception-** Children will know that people around the world have different religions.

**Science: The Natural World**

**Nursery-** Children explore collections of materials with similar and/or different properties.

Children talk about what they see, using a wide vocabulary.

**Reception-** Children will talk about features of the environment they are in and learn about the different environments.

**RE: People, Culture and Communities**

Which stories are special?

**History: Past and Present**

**Nursery-** Children talk about members of their immediate family and community.

**Reception-** Children will talk about past and present events in their lives and what has been read to them.

**Geography: People, Culture and Communities**

**Nursery-** Children know that there are different countries in the world.

**Reception-** Children will know about people who help us within the community.

**Science: The Natural World**

**Nursery-** Children plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

**Reception-** Children will make observations about plants discussing similarities and differences.

**RE: People, Culture and Communities**

Children will know why Easter is special to Christians

**History: Past and Present**

**Nursery-** Children talk about present and past events with family members.

**Reception-** Children will know about the past through settings and characters.

**Geography: People, Culture and Communities**

**Nursery-** Children know that there are different countries in the world and begin to talk about these.

**Reception-** Children will know that people in other countries may speak different languages.

**Science: The Natural World**

**Nursery-** Children talk about the differences between materials and changes they notice.

**Reception-** Children will make observations about animals discussing similarities and differences.

**RE: People, Culture and Communities**

Special places

**History: Past and Present**

**Nursery-** Children begin to talk about past and present events that have been read to them.

**Reception-** Children will know about the past through settings, characters and events.

**Geography: People, Culture and Communities**

**Nursery-** talk about the differences they have experienced or seen in photos.

**Reception-** Children will know that simple symbols are used to identify features on a map.

**Science: The Natural World**

**Nursery-** Children explore and talk about different forces they can feel.

**Reception-** Children will know some important processes and changes in the natural world, including states of matter.

**RE: People, Culture and Communities**

Why is God important to Christians?

*Past and Present*

**People, Culture and Communities**

**The Natural World:**

**Past and Present:** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People, Culture and Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

**The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Expressive Arts and Design**



**Music: Being Imaginative**  
**Nursery-** Children take part in simple pretend play, using an object to represent something else even though they are not similar.

Children remember and sing entire songs.

**Reception-**Children will sing and perform nursery rhymes.

**Art & Design: Creating with Materials**

**Nursery-** Children explore different materials freely, in order to develop their ideas about how to use them and what to make.

Children enjoy to colour mix.

**Reception -**Children will experiment mixing with colours.

**Music: Being Imaginative**  
**Nursery-** Children begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Children sing the pitch of a tone sung by another person ('pitch match').

**Reception -**Children will experiment with different instruments and their sounds.

**Art & Design: Creating with Materials**

**Nursery-** Children Join different materials and explore different textures.

**Reception -**Children will experiment with different textures.

**Music: Being Imaginative**  
**Nursery-** Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Children sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

**Reception -**Children will create narratives based around stories.

**Art & Design: Creating with Materials**

**Nursery-** Children create closed shapes with continuous lines, and begin to use these shapes to represent objects.

**Reception -**Children will safely explore different techniques for joining materials.

**Music: Being Imaginative**  
**Nursery-** Children play instruments with increasing control to express their feelings and ideas.

**Reception -**Children will move in time to the music.

**Art & Design: Creating with Materials**

**Nursery-** Children develop their own ideas and then decide which materials to use to express them.

**Reception -**Children will make props and costumes for different role play scenarios.

**Music: Being Imaginative**  
**Nursery-** Children show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

**Reception -**Children will play an instrument following a musical pattern.

**Art & Design: Creating with Materials**

**Nursery-** Children use their drawing to represent ideas like movement or loud noises.

**Reception -**Children will explore and use a variety of artistic effects to express their ideas and feelings.

**Music: Being Imaginative**  
**Nursery-** Children create their own songs, or improvise a song around one they know.

**Reception -**Children will invent their own narratives, stories and poems.

**Art & Design: Creating with Materials**

**Nursery-** Children draw with increasing complexity and detail, such as representing a face with a circle and including details.

**Reception -** Children will share creations, talk about process and evaluate their work.

**Creating with Materials**

**Being Imaginative**

**Creating with Materials:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

**Being Imaginative:** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.