



Early Years Foundation Stage Planning

Nursery

Curriculum Overview Map 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<i>Me and My Family</i>	<i>Festivals and Fun</i>	<i>My Brilliant Body</i>	<i>Transport</i>	<i>People Who Help Us</i>	<i>Fairy tales</i>
Seasonal Activities	<ul style="list-style-type: none"> Starting Nursery Autumn 	<ul style="list-style-type: none"> Diwali Christmas 	<ul style="list-style-type: none"> Winter Chinese New Year 	<ul style="list-style-type: none"> Spring Pancake Day Mother's day Easter 	<ul style="list-style-type: none"> Hatching butterflies Father's day Snakes Alive visiting 	<ul style="list-style-type: none"> Sports Day Summer/transport School transition
Stories	Owl babies Binny's Diwali	Were Going on a Bear Hunt It's My Birthday There's an Elf in your Book	My 5 Senses Zog and the Flying Doctors Zodiac Story Happy in our Skin	Mr Gumpys Outing Naughty Bus The Train Ride	People who help us Emergency! Awesome engines What the Ladybird Heard	goldilocks and the Three Bears Jack and the Beanstalk The Gingerbread Man The Three Billy Goats Gruff
'Wow' experiences	Home visits Stay and Play sessions Starting Nursery	Theatre company visit Christmas singing with parents workshops	World Religion day- Parent workshops	Easter egg hunt Growing Beans World Book day Science week	Snakes Alive visit Caterpillars	Nursery Graduation Trip to library(School) Nursery Sports Day Picnic in the playground Trips to shops.
Communication and Language	<ul style="list-style-type: none"> Begin to talk to new people Understands and responds to simple questions Begin to retell stories through play Begin to explore different ways of communicating, e.g. gestures, words, leading an adult to an activity, mark making, etc To listen with enjoyment and respond to story 	<ul style="list-style-type: none"> Use language to share thinking – sharing thoughts/feelings/ideas/views Begin to use new vocabulary – naming colours Joining in singing familiar rhymes Understands simple instructions Begin to ask questions such as why? and where? Begin to use language to talk about likes and dislikes Begin to use language to describe what they can see/hear. Begin to listen for longer periods of time in a range of situations 	<ul style="list-style-type: none"> Develop an understanding of simple concepts, e.g. big/little Begin to speak in simple sentences Begin to use new vocabulary to describe things, e.g. new vocabulary to describe the snow. Begin to ask and answer questions about what they have heard or seen in stories. To talk about what they are doing and what they are trying to achieve when playing To use narrative when playing in role/small world Use appropriate language to express how they are feeling To begin to use language to express their needs and ideas 	<ul style="list-style-type: none"> Shows an understanding of simple prepositions Uses talk to connect ideas Uses a range of tenses(past/present/future) - 'swimmed' 'swimming' Ask and answer questions about things they are interested in Begin to respond physically to stories - acting out verbs such as dig Begin to know the name of more objects - increasing their vocabulary Explore, events and characters in stories Begin to retell stories from memory - through play/discussion/media 	<ul style="list-style-type: none"> Understanding two part instructions Beginning to understand how or why questions Retelling past events in order Join in with repetition, leading on to retelling the story. Engage in back-and-forth interactions with adults. Begin to share my ideas with others Begin to listen to the ideas of others Sing a range of songs and rhymes Can initiate a conversation with friends/adults and use talk to organise themselves and their play. 	<ul style="list-style-type: none"> Uses more complex sentences Questions why things happen and gives explanations Extend vocabulary Uses language to imagine and recreate roles and experiences Understanding two part instructions Beginning to understand how or why questions Retelling past events in order Join in with repetition, leading on to retelling the story. Engage in back-and-forth interactions with adults. Begin to listen to the ideas of others Sing a range of songs and rhymes

				<ul style="list-style-type: none"> • Begin to link stories to own experiences • Begin to speak in simple sentences • Begin to speak in more complex sentences • Begin to listen and attend for longer periods of time on tasks of own choosing/adult-led tasks • Begin to respond with relevant comments or questions • Join in with repetitive refrains in stories, songs or rhymes 		<ul style="list-style-type: none"> • Can initiate a conversation with friends/adults and use talk to organise themselves and their play.
Physical Development	<ul style="list-style-type: none"> • Moving around the environment in safety (PE) • Travelling in space, avoiding obstacles (PE) • Show awareness of own needs, e.g. when I need the toilet, am hungry, etc • To learn to use the toilet with help, and then independently. • Use simple tools safely • Begin to climb and balance on a range of equipment (PE) • Begin to ride bikes and scooters - using my feet to push me along • To begin to use mark making tools, developing a comfortable grip • To begin to name different parts of the body. 	<ul style="list-style-type: none"> • Begin to manage own personal hygiene • Begin to move in different ways when using climbing and balancing equipment (L, D) • Begin to respond to music.(M) • Move in a variety of ways - moving safely to avoid obstacles • Begin to manage own clothing • Begin to use a range of tools to make marks. • Begin to demonstrate a preference for a particular hand for mark making • Begin to use a range of tools for a purpose, e.g. scissors, playdough cutters, etc • Begin to use a range of tools safely 	<ul style="list-style-type: none"> • Begin to throw or kick towards a target • Begin to move in a range of ways - balancing, going over, under through equipment • Begin to negotiate space successfully • Begin to take part in team games - e.g. races • Begin to explore different take-offs and landings when jumping • To begin to take risks when climbing • Begin to listen and respond to music through dance - Kitchen Fun dancing • Begin to understand that some foods are/are not healthy • Begin to understand how to stay warm in winter - warm clothing, being active when outdoors • Begin to manage own clothing, being able to do up such things as my own zip, put on an apron • Begin to use one-handed tools and equipment with increasing control 	<ul style="list-style-type: none"> • Move in a range of ways such as walking, crawling, sliding, jumping. • Use large-muscle movements to wave flags and streamers, paint and make marks. • To develop greater control over whole body movements • To enjoy physical activity - e.g. jumping bean game • Begin to be aware of space of self and of others • Begin to throw or kick towards a target • Use one-handed tools with increasing control such a knife to butter crackers • Continue to develop my pencil control, making lines and circles to represent marks • Begin to write letters/letter-like shapes • Give meaning to my marks • Begin to write some letters of my name 	<ul style="list-style-type: none"> • Begin to throw and catch balls/bean bags • Send and receive a ball • Begin to understand what rolling/aiming/a space is • Begin to understand that a team are people working together • Begin to understand that games have rules • Be increasingly independent as they manage their clothing and meet their own personal care needs such as using the toilet and washing their hands. • Increasingly able to use and create sequences of movements which are related to music and rhythm - Animal dancing • Match their developing physical skills to tasks and activities in the setting, e.g. crawling along a plank, balancing on a beam, etc. • Start taking part in group activities which they create themselves or in teams • Use one-handed tools and equipment with increasing control and accuracy • Be increasingly independent as they 	<ul style="list-style-type: none"> • Roll and receive a ball • Pass a ball • Throw and catch a range of equipment • To use other equipment such as skipping ropes and hoops • Understand that a team are people working together • Use a range of equipment to build own obstacle course • Take risk when climbing • To move at different speeds • To feel and talk about the effects of physical exercise on my body • To know some healthy and unhealthy practices when it comes to staying fit and being healthy • Begin to hold a pencil in a comfortable grip to make intended marks. • Write letters and letter-like shapes • Use marks to convey meaning

				<ul style="list-style-type: none"> • Develop my pencil grip, developing from a palmer towards a pincer grip • Begin to use physical activity as a means to calm and focus, e.g. Yoga/breathing activities • Begin to adjust speed and direction to avoid obstacles - such as playing follow the leader/through the gates 	<p>manage their clothing and meet their own personal care needs such as using the toilet and washing their hands.</p> <ul style="list-style-type: none"> • Begin to know when they are hungry or thirsty and independently access a snack to meet their needs 	<ul style="list-style-type: none"> • To write for a range of purposes • To use a range of mark-making tools • To show a preference for a dominant hand
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Begin to separate from my carer with the support of a familiar adult • Begin to support from carer without adult support • Begin to feel safe and happy in nursery • Begin to know which adults can help me in nursery • Begin to know that I can ask the adults for help • Begin to take turns and share with others • Begin to play alongside others, sometimes engaging in the same play • To begin to follow Nursery routines 	<ul style="list-style-type: none"> • Begin to talk about people who are significant to me • Begin to share and understand my beliefs/my family beliefs and celebrations • Begin to talk about similarities and differences • Begin to feel more confident to try new activities • To talk about their feelings using words like 'happy', 'sad', 'angry', 'worried'. • To begin to know that I belong to Grafton Nursery or other groups (developing a sense of belonging) • Begin to know ways to keep self safe, e.g. seeking an adult to resolve conflicts • Build relationships with a range of adults • Begin to show more confidence in new social situations 	<ul style="list-style-type: none"> • Begin to recognise my feelings, e.g. sad, angry, happy, excited, etc • Begin to take turns and share with/without support of an adult • Show an interest in new activities and resources in my environment • Begin to try new activities with/without the support of an adult • Begin to suggest ways to resolve conflicts with peers • Begin to play with one or more peers, beginning to elaborate on play ideas. • Begin to talk about things that they like and dislike 	<ul style="list-style-type: none"> • Begin to understand and communicate my feelings - zones of regulation • Begin to show care and concern for others • To know that my family and friends are important to me • Begin to feel more confident with new and unfamiliar people • To share and take turns with others • To be able to wait my turn • To be able to resolve conflicts with/without adult support • Understand that there are rules that I need to follow, e.g. how to cross the road safely 	<ul style="list-style-type: none"> • To manage own behaviour so as not to frighten/harm animals • Know ways to keep self safe - in particular when around animals • Talk about own experiences and listen to the experience of others • They develop a sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people in the safe context of their setting • Increasingly follow rules, understanding why they are important • They do not always need an adult to remind them of the rules • Talk with others to resolve conflicts - developing appropriate ways to be assertive • Talk about their feelings using words like 'happy', 'sad', 'angry', 'worried'. • Begin to understand how others are feeling 	<ul style="list-style-type: none"> • Begin to talk about change • Begin to show emotions that reflect how I feel about change • To know that we have new experiences • To look back at how I have changed and what I have learnt • Talk about own experiences and listen to the experience of others • They develop a sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people in the safe context of their setting • Increasingly follow rules, understanding why they are important • They do not always need an adult to remind them of the rules • Talk with others to resolve conflicts - developing appropriate ways to be assertive • Talk about their

						feelings using words like 'happy', 'sad', 'angry', 'worried'. <ul style="list-style-type: none"> Begin to understand how others are feeling
Literacy	<ul style="list-style-type: none"> Begin to listen to stories in a small and large group Begin to join in with some familiar refrains Begin to make comments on what I have seen or heard in a story Begin to choose to look at books independently Begin to handle books correctly Begins to make marks Begins to make marks and ascribing meaning to marks To begin to start making marks to represent my name Begin to create narratives during my play, e.g. driving a car to the shops 	<ul style="list-style-type: none"> Begin to enjoy rhyming and rhythmic activities To join in with repeated refrains in stories and songs Begin to notice print in the environment Make marks using different media Begin to give meaning to their marks Ascribe meaning to the marks they see in the environment To engage in extended conversations about stories, learning new vocabulary. To listen to and share a story with pictures. Begin to retell simple or familiar stories through language and/or play Begin to know the different parts of a book - title, front cover, back cover, author, etc. Begin to know that in English we read from left to write and top to bottom Begin to turn the pages of a book one at a time, ensuring to read every page Begin to predict what may happen next in a familiar story Begin to make marks to represent their name Begin to make letter like shapes Begin to write some letters of their name Begin to write for a range of purposes, e.g. cards, shopping lists, etc 	<ul style="list-style-type: none"> Describe the main events and characters in stories Begin to relate stories to their own experiences Begin to know that we can learn information from books (non-fiction books) Begin to show an interest in print in the environmental print Shows an interest in illustrations in books Begins to give meaning to their marks Begin to write some letters of their names Begin to recognise their name on their name card. Begin to make a range of linear marks, e.g. straight lines, wavy lines, zig-zag lines Begin to write for a purpose - writing a postcard and posting it 	<ul style="list-style-type: none"> Phonics - begin to discriminate between different sounds (environmental sounds) Phonics - begin to hear and say sound patterns, e.g. swish, swoosh... Phonics - begin to tap the syllables in words (on/two syllable words) Begin to hear some phonemes Begin to name some objects that begin with a phoneme Begin to hear different sounds that can be made with our voices and copy, e.g. boing, boing, hiss, hiss Phonics - begin to know words that rhyme, e.g. sea, bee, see Phonics - play with words - make up nonsense rhymes Knows that information is relayed in the form of print Continue a rhyming string Begins to give meaning to their marks Begin to write letters Begin to write letters of their name/write their own name Write for a range of purposes such as: shopping lists, instructions, diary, etc 	<ul style="list-style-type: none"> Phonics - begin to discriminate between different sounds (including environmental sounds) Phonics - begin to hear and say sound patterns Phonics - begin to tap the syllables in words Begin to hear some phonemes Begin to name some objects that begin with a phoneme Begin to hear different sounds that can be made with our voices and copy Phonics - play with words - make up nonsense rhymes Phonics - begin to know words that rhyme Phonics - alliteration, begin to recognise words with beginning with the same sound and copy a nonsense alliterative phrase Understand the five key concepts of print: that it has meaning Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list and writing known letters from their name to represent the items to be bought. Write some or all of their name Write some letters accurately Know that some books provide information (non-fiction books) 	<ul style="list-style-type: none"> Phonics - begin to discriminate between different sounds (including environmental sounds) Phonics - begin to hear and say sound patterns Phonics - begin to tap the syllables in words Begin to hear some phonemes Begin to name some objects that begin with a phoneme Begin to hear different sounds that can be made with our voices and copy Phonics - play with words - make up nonsense rhymes Phonics - begin to know words that rhyme Phonics - alliteration, begin to recognise words with beginning with the same sound and copy a nonsense alliterative phrase Understand the five key concepts of print: that it has meaning Begins to recognise some familiar words Can segment the sounds in simple words and blend them back together Uses some clearly identifiable letters to communicate meaning Know that some books provide information (non-fiction books)

					<ul style="list-style-type: none"> • Gives meaning to the marks they draw, write and paint • Begin to read stories from memory • To read books independently - reading familiar stories from memory • To hold the book the correct way up and turn one page at a time when reading • Begin to link actions to stories • To write for a range of purposes such as lists, or making an animal book 	<ul style="list-style-type: none"> • Gives meaning to the marks they draw, write and paint • Begin to read stories from memory • To read books independently - reading familiar stories from memory • To hold the book the correct way up and turn one page at a time when reading • Begin to link actions to stories • To write for a range of purposes such as lists, or making a card
Mathematical Development	<ul style="list-style-type: none"> • Begin to say some numbers during my play • Begin to count by rote to five • Begin to count through number songs and rhymes • Begin to count objects with 1:1 correspondence • Reciting numbers in order • To begin to notice patterns and arrange things in patterns. • Begin to explore shape and size through constructing with different media, e.g. blocks 	<ul style="list-style-type: none"> • Begin to explore shapes and making arrangements • Begin to notice shapes in the environment • Begin to sort shapes using own criteria • Identifying and naming 2D shapes • To begin to sing number songs and rhymes - using our fingers to start counting on • Begin to link numerals to an amount. • Begin to count objects to find out how many there are • Begin to make marks to represent numerals • Begin to recognise numerals that are significant • Begin to recognise some numerals. • Begin to say some number names in order • Begin to know that the last number said is how many there are 	<ul style="list-style-type: none"> • Counting with 1:1 correspondence a group of objects, counting from a larger group • Recognising numerals • Reciting numbers in order • Know a group of things can change in quantity if something is added/taken away • Begin to predict amounts • Begin to line objects up and touch count them one at a time • Begin to match numeral to amount • Begin to use the language of size - big/bigger/small/smaller • Begin to compare objects • Begin to use shapes to build and balance • Begin to use shapes for a purpose • Begin to complete simple puzzles, rotating pieces as appropriate • Begin to name some 2D shapes • Begin to count forwards and backwards to 5 	<ul style="list-style-type: none"> • Begin to use positional language, e.g. under, over, next to, in front, behind, on top • Begin to recognise some 2d shapes • Begin to use mathematical language to describe 2d shapes, e.g. corners, round, flat • Use shapes for a range of purposes • Talk about the shapes of everyday objects • Begin to recognise shapes in the environment • Compare objects - size/height • To make arrangements using loose parts • Use non-standard measures to measure objects • Copy and create simple AB patterns using a range of resources, e.g. shells and lolly sticks 	<ul style="list-style-type: none"> • Representing number (marks on paper/pictures) • Compares two groups of objects, saying when they have the same number • Separates a group of objects in different ways, knowing the total stays the same • Recognise (at increasing speed) up to 3 objects without having to count them individually (subitising) • Recite numbers past 5 • Know that the last number said when counting a set of objects tells you how many there are in principle (cardinal principle). • Show fingers up to 5. • Link numerals and amounts, e.g. showing the right number of objects to match the numeral. • Experiment with their own symbols/marks as well as numerals. • To count with 1:1 correspondence - lining objects up so as to count with accuracy • Compare quantities using language 'more than', 'fewer than' 	<ul style="list-style-type: none"> • Recognising numerals • Match numbers to amounts • Representing number • Describe a familiar route. • Discuss routes and locations • Know that the last number said when counting a set of objects tells you how many there are in principle (cardinal principle) • Experiment with their own symbols/marks as well as numerals • Solve real world mathematical problems with numbers up to 5 • Talk about and explore 2D/3D shapes using informal and mathematical language • Understand position through words alone (without adult prompting) • Combine shapes to make new ones, e.g. two triangles to make a square.

					<ul style="list-style-type: none"> • Make comparisons between objects relating to size, weight, length and capacity. • Talk about and identify patterns around them, e.g. stripes on tigers, spots on leopards, etc 	<ul style="list-style-type: none"> • Use informal language such as 'pointy', 'spotty', 'blobby' • Extend and create ABAB patterns - noticing and correcting an error in a pattern
Understanding the World	<ul style="list-style-type: none"> • Begin to know my environment - know where to access specific resources for a purpose and where to return them • Begin to learn my daily routine • Begin to know how things work – ICT equipment in the home corner/IWB • Begin to explore collections of materials with similar and/or different properties. • To select resources and return to the correct place. • Begin to ask questions about the world around them • Comment on the features they see in their school and the school grounds • Exploring different forms of technology through provision 	<ul style="list-style-type: none"> • Begin to notice changes in my natural environment – leaves, seasons/celebrations/change/nature • Begin to celebrate special events • To begin to develop positive attitudes about the differences between people. • To begin to know of some celebrations that I and my family/some people celebrate • Begin to understand the need to respect and care for all living things • Begin to use a camera/ipad to take photographs and record what we have found. • To know my environment - know where to access specific resources for a purpose and where to return them • Begin to ask questions about the world around them • Comment on the features they see in their school and the school grounds • Exploring different forms of technology through provision 	<ul style="list-style-type: none"> • Begin to know that some things can change - over time/because of hot/cold, etc • Begin to know the properties of some materials • Begin to know that in the winter it is cold and we can get snow and ice • Begin to sort objects using a set criteria - winter and not winter • Begin to know the names of some animals that live in contrasting hot/cold climates • Begin to know how ice is made • Begin to know that heat melts ice • Begin to know that we can post letters to people • Begin to talk about their own homes and families - talking about food they eat at home and shopping they buy • To select a nursery rhyme on the IWB • Use a variety of electronic toys in play situations using basic programming language (on/off, stop/start) • Explore the commands needed to control a range of electronic toys 	<ul style="list-style-type: none"> • Begin to understand that plants are living and need food, water and sunlight to survive • To notice how seeds/bulbs/plants change over time • Use apps to draw and paint • Use apps on an ipad • Use an ipad to take photograph as a record of an event/time • To know that I can use the camera on an ipad to take photographs • Begin to use web channels such as You Tube to watch information videos, e.g. the phases of the moon • Begin to know about the celebrations of self and others • Begin to know the differences and similarities between different cultures • Begin to know the names of some religious buildings, e.g. church, mosque • Explore and talk about different forces they can feel.(fast and slow- talking about how we cars go fast we might feel a breeze on face etc. • Begin to use technology to find out information 	<ul style="list-style-type: none"> • To know the name of their school and the place that they live • Understand the key features of a life-cycle of an animal • To use some vocabulary to describe the characteristics of different places, e.g. hill, park, road, house, Morrisons, etc • beginning to use the names of seasons in the correct context • Begin to know the characteristics of each season • Show care and concern for living things • To understand that living things usually need food and water to survive • Knows information can be retrieved from computers • Begin to programme - giving instructions, beginning to understand the importance of being precise (first to adults and then the use of beebots) 	<ul style="list-style-type: none"> • To discuss how they have changed over time • To know that a map is a picture of a place • Know that there are different countries around the world and talk about the differences they have experienced or seen in photos • Explore and talk about different forces they can feel • Begin to programme - giving instructions, beginning to understand the importance of being precise (first to adults and then the use of beebots) • Begin to know the names of different parts of the computer (Hardware) • Begin to use a keyboard to produce text on a screen • Begin to use the paint program to make marks • Know the importance of being safe online • Begin to sort animals (e.g. two legs/four legs) Data Handling

<p>Expressive Art and Design</p>	<ul style="list-style-type: none"> • Begin to explore different ways to represent my ideas, e.g. role play, music, painting, etc • Begin to combine different media and materials, e.g. adding material to my construction or adding matchsticks into my playdough cake • Begin to act out my experiences through role play • Begin to paint and draw my ideas • To begin to make a range of marks to represent objects/people, etc. • To begin to use lines and circles to enclose spaces and as part of my drawing/painting. • To begin to sing simple songs and nursery rhymes from memory. • Explore different mediums e.g. pencil and crayon or pastels, etc to create different marks on paper 	<ul style="list-style-type: none"> • Begin to name some colours • Begin to explore mixing colours • Begin to use specific colours for a purpose • Sing a range of songs from memory • Begin to explore the different sounds that instruments make. • Begin to make up own sound patterns using instruments • Begin to use voice in different ways • Begin to sing as part of a group • Participate in performances to a small group • To use drawing to represent ideas like movement or loud noises. • Begin to know the technique for mixing colours • Begin to combine materials for a purpose - collage • Explore different mediums e.g. pencil and crayon or pastels, etc to create different marks on paper • Begin to explore lyrics in songs by suggesting appropriate actions 	<ul style="list-style-type: none"> • Begin to explore the different sounds that instruments make. • Begin to use blocks to build and balance - make scenarios for small world play • Begin to use colours appropriately. • To paint a representational picture of a winter scene • Begin to use printing as a technique. • Begin to use printing to represent objects • Begin to use collage as a technique - combining different media and materials • Begin to use collage as a technique to make a representational picture • Explore malleable materials such as playdough, cornflour • Begin to impress and apply simple decoration of malleable materials, e.g. making a cake for a family member 	<ul style="list-style-type: none"> • Begin to act out simple stories • Use a range of 3D objects to build and balance, e.g. making beanstalks, building towers • Use gesture and talking and arrangement of materials to show design • Use language of designing and making • Adapt work if necessary • Respond to what I have seen or heard through a range of means • Begin to be able to keep a simple beat • Begin to add details to their drawings • Draw with increasing complexity and detail, e.g. drawing a face using a circle and including features • Begin to make patterns - rangoli patterns • Use a range of one-handed tools to make marks, e.g. forks to make firework pictures • Begin to mix colours • Begin to mix black/white to a colour to create shades and tones • Combine media, materials and techniques, e.g. painting, 3d modelling and collage • Begin to respond to music through dance • Begin to know that before preparing food it is important to practice good hygiene 	<ul style="list-style-type: none"> • Begin to know how to weave thread in and out - passing over and under • The toys need an action from us to make them work • Begin to know that objects move when they are pushed, pulled or twisted. These are all forces. • Draw a self-portrait • Begin to show emotions through pictures, e.g. adding a smile, etc • Create their own songs, improvise a song around one they already know • Play instruments with increasing control, expressing their feelings and ideas • Begin to identify that we can change the tempo when playing an instrument • Recognise loud and quiet sounds • Use voice in different ways • Clap syllables in words to form simple rhythms • Experiment with playing instruments in different ways • Begin to know that before preparing food it is important to practice good hygiene • To know that good hygiene includes making sure our surface is clean and that our hands have been washed properly 	<ul style="list-style-type: none"> • Begin to know that before preparing food it is important to practice good hygiene • To know that good hygiene includes making sure our surface is clean and that our hands have been washed properly • To know that food acts as fuel to power our bodies • The toys need an action from us to make them work • Begin to know that objects move when they are pushed, pulled or twisted. These are all forces. • Begin to know what is making the moving part of the toy move • Begin to copy back simple rhythmic phrases • Follow the cues of an adult during singing • Begin and end singing at the right time • Sing in unison • Participate in performances to a small group
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				<ul style="list-style-type: none"> To know that good hygiene includes making sure our surface is clean and that our hands have been washed properly. 		
Working with Parents	Home visits, Parents stay during settling	Parents stay and play sessions (linked to Christmas singing concert) – share profiles, Parent's meetings	Parent's stay and play (cooking) introduction of library books	Parents stay and play – mother's day/ Love of reading	Parents bring in pets Sponsored toddle	Picnics Nursery graduation

ART				
Drawing	Printing	Painting	Collage	Sculpture
<ul style="list-style-type: none"> Hold a drawing tool e.g. pencil/crayon correctly and use it with some dexterity and control Draw different types of lines, e.g. straight, curved, angled, wavy, etc Imagine to create art, using our own choice of marks, symbols and patterns Explore different mediums, e.g. pencils and crayons or pastels to create different marks on paper Describe the different marks they make Patterns are a repeated decorative design A pencil must be held in a firm grip 	<ul style="list-style-type: none"> Different materials such as paper, cardboard, wood and fabric can be printed on A man-made pattern is one that is made by a human such as textiles Copy and create simple patterns Create simple pictures by printing using a range of objects 	<ul style="list-style-type: none"> Enjoy using a variety of tools including different sized/shaped/material brushes to make a range of marks Recognise and name some colours Begin to mix colours to make new colours Begin to understand how to create tones/shades Explore working with paint on different surfaces and in different ways, e.g. different coloured and sized paper A paintbrush should be held in a tripod grip 	<ul style="list-style-type: none"> Begin to know that collage is an art form which is made up of overlapping pieces of materials such as paper Glue is used to attach materials together, e.g. paper onto paper, fabric onto paper When making a collage, first we arrange the materials and then we glue them down 	<ul style="list-style-type: none"> Sculptures come in many shapes and sizes Sculptures are 3D art Sculptures can be made by carving, modelling or placing materials together Enjoy using a variety of malleable media such as clay, playdough, etc Impress and apply simple decorations onto malleable materials Build a construction/sculpture using a variety of objects

Design and Technology			
Sculpture	Textiles	Mechanisms	Cooking and Nutrition
<ul style="list-style-type: none"> A structure is made up of connected parts Use gestures, talking and arrangements of materials to show design Use language of design making (join, build, balance, shape, longer, shorter, heavier, etc) Construct with a purpose in mind using a variety of resources 	<ul style="list-style-type: none"> Weaving is a process whereby threads are passed under and over each other 	<ul style="list-style-type: none"> Toys move when pushed/pulled/twisted - forces Toys need an action to make them work 	<ul style="list-style-type: none"> Food acts as fuel to power our bodies Before preparing food it is important to practise good hygiene Good hygiene includes washing their hands before cooking and using clean surfaces

<ul style="list-style-type: none"> • Build on small and large scale • Adapt work where necessary • Consider and manage some risks 			
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Computing				
Communication	Digital Literacy and Research	Multimedia	Data	Programming
<ul style="list-style-type: none"> • Use a paint program to make marks, using simple tools to communicate their ideas • Begin to use a keyboard to produce text on the screen • Take turns using ICT equipment • Use a range of ICT equipment within the environment, e.g. telephones, microwaves, etc 	<ul style="list-style-type: none"> • Use a shortcut to open an appropriate app • Know who to go to if they need help online 	<ul style="list-style-type: none"> • Listen to stories and music on digital devices • Use cameras or mobile devices to collect photographs 	<ul style="list-style-type: none"> • Begin to develop simple classification skills by carrying out simple sorting activities away from the computer 	<ul style="list-style-type: none"> • Use a variety of electronic toys in play situations using basic programming language, e.g. start stop, volume up/down • Respond to simple cause and effect devices, e.g. push a button to hear a sound • Begin to program simple toys to move forwards, backwards and turn • Begin to understand the precision needed for accurate programming

History			
Changes within living memory	Events beyond living memory	Lives of significant others	Significant historical events
<ul style="list-style-type: none"> • Begin to talk about change - transitions (starting Nursery and starting Reception) • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends, families, communities and traditions. • Talk about experiences and listen to the experiences of others#To begin to develop positive attitudes about the differences between people. • Begin to talk about their own homes and families - talking about food they eat at home and shopping they buy • To discuss how they have changed over time 	<ul style="list-style-type: none"> • Begin to know the differences and similarities between different cultures 	<ul style="list-style-type: none"> • Begin to know which adults can help me in Nursery • Begin to talk about people who are significant to me • Begin to know to know that my family and friends are important to me 	<ul style="list-style-type: none"> • Begin to share and understand my beliefs/my family beliefs and celebrations • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Information can be retrieved from books and computers.

Geography

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> Begin to know the name of their school and where they live Begin to know some of the features of their local environment, e.g. Valence park, the Leisure Centre, Morrisons To know some vocabulary to describe the characteristics of different places, e.g. hill, road, park 	<ul style="list-style-type: none"> To know that places within this country can differ from each other To know that there are differences between places in this country and other countries, e.g. hot and cold countries 	<ul style="list-style-type: none"> Begin to use the names of seasons in correct context To know some of the key characteristics of each season 	<ul style="list-style-type: none"> Ask questions about the world around them Comment on the features they can see in their school and school grounds, e.g. climbing frames, playground, garden Create real or imaginary maps Know that a map is a picture of a place

Music

Listening	Singing	Composition	Performance
<ul style="list-style-type: none"> Respond to music through movement reflecting pitch and tempo Copy back simple rhythmic phrases Recognise loud and quiet sounds Explore lyrics by suggesting appropriate actions 	<ul style="list-style-type: none"> Use voices in different ways Copy back simple rhythmic and melodic phrases (sing simple songs and rhymes) Sing as part of a group Begin to sing alone 	<ul style="list-style-type: none"> Clap syllables in words to form a simple rhythm Experiment with playing instruments in different ways Explore the sounds of different instruments 	<ul style="list-style-type: none"> Follow the cues of an adult (conductor) Begin and end singing at the right time Sing in unison Participate in performances to a small audience

Physical Education

Games	Gymnastics	Dance	Athletics
<ul style="list-style-type: none"> Roll and receive a ball Pass a ball Throw and catch objects Aim towards a target Move at different speeds Understand what rolling is Understand what aiming is To develop increasing control and accuracy To begin to be aware of space of self and of others To know that teams are people working together To know some rules of different games 	<ul style="list-style-type: none"> To travel in a variety of ways - under, over, through climbing and balancing equipment Show an awareness of space of self and others Respond by movement to stimuli Take risks when climbing 	<ul style="list-style-type: none"> Responds to music through movement Can express ideas and feelings through dance Can join in movement sessions Can perform a sequence of movements 	<ul style="list-style-type: none"> Can travel at speed, change direction to avoid obstacles and collisions Explore different ways of taking off and landings when jumpings To understand when jumping to bend my knees when landing and move my hands to in front of my body

Religious Education

Learning about and understanding religions and worldviews

- Observe, notice and recognise objects of personal significance
- To begin to know that I belong to Grafton Nursery or other groups (developing a sense of belonging)
- To know that my family and friends are important to me
- To begin to develop positive attitudes about the differences between people.
- Begin to know the names of some religious buildings, e.g. church, mosque

Expressing and communicating ideas related to religions and worldviews

- Recall, name and talk about things that are significant about me, e.g. that I am sikh
- Begin to share and understand my beliefs/my family beliefs and celebrations
- Begin to talk about similarities and differences
- Begin to talk about people who are significant to me

Gaining and deploying the skills needed for studying religion and worldviews

- Notice and find out about the beliefs of self and others
- Find out about the practices and traditions of other cultures and religions
- Begin to ask questions about the world around them
- Begin to celebrate special events
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