



St. Chad's Nursery

Long Term Planning Overview

2023 - 2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Super Rhymes, Super Me	Colours	Once Upon a Time	How does your Garden Grow?	People who help us	On our Way
General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting nursery, my new class and new beginnings. Sense of belonging. Routines and relationships. Personal attributes. Being kind and staying safe. Harvest Black History Month	Halloween Bonfire night The Nativity Father Christmas visits Christmas Lists Letters to Father Christmas Diwali Christmas	Seasonal change Changes to materials – making porridge. Chinese New Year Valentine's Day	The great outdoors Plants & Flowers Planting beans/seeds Caring for plants and animals Weather / seasons Mother's Day Shrove Tuesday Lent Easter	Who helps us? Fire Fighters Police officers Health Worker Dentist School Nurse	Where in the world shall we go? Where are our families from? Journeys and routes Maps Compare: Now and then!
Core texts & Favourite Five / Traditional Rhymes	Twinkle Twinkle, Little Star. The Wheels on the Bus. Incy Wincy Spider Wind the bobbin up One, two three, four, five once I caught a fish alive	The Rainbow Fish Elmer the Elephant The Colour Monster The Jolly Postman at Christmas Aliens Love Underpants The Nativity	Goldilocks and the Three Bears Little Red Riding Hood The Three Little Pigs Billy Goats Gruff Cinderella	The Enormous Turnip Jack and the Beanstalk Where the Wild Things Are What the Ladybird Heard The Hungry Caterpillar Jasper's Beanstalk	The Jolly Postman Busy People Zog and the Flying Doctors What will I be? Yasmin and the zookeeper.	Rosie's Walk The Gingerbread Man Rosie's Holiday When a Dragon Goes to school A Super Power Like Mine

<p>Communication and Language</p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions including WellComm. Daily story time using high quality texts.</p>	<p>Settling in activities, making friends. I can respond to my name and change my activity when encouraged. I can use everyday words to talk about people I know. I can follow simple instructions. I can listen and respond to adults / peers. Wellcomm screening Key vocabulary – Family, Mum, dad, friends, kind, safe, ready, respectful, rhyme</p>	<p>I can follow two-step simple instructions. I can concentrate for slightly longer periods. I can join in with a small group. I can remember and join in with stories and rhymes. Wellcomm interventions. Key vocabulary: celebrations, Diwali, Christmas, colours, Christmas, bright, colourful, colour names</p>	<p>I can speak in 2/3/4word sentences. I can understand more simple questions and answer appropriately. I can express desires, feelings and needs. I can begin to hold two-way conversations with adults and peers. Wellcomm interventions. Key vocabulary: Once upon a time, repeated refrains e.g who’s been eating my porridge, Main character names e,g Big Bad Wolf</p>	<p>I can begin to understand and ask why and how questions. I can remember and use new words. I can engage in imaginary role-play sometimes building stories around objects and toys. Wellcomm interventions. Key vocabulary: Growing, flowers, plants, spring, Forest school, soil, trees, nest,</p>	<p>I can explain my own thinking/ideas. I can describe the story settings and characters. I can join in with the repeated lines and refrains. I can use language as a powerful means of widening contacts and sharing feelings. Wellcomm interventions. Key vocabulary: Nurse, Fire Fighter, Police Officer, Help, Danger, Stranger</p>	<p>I can communicate effectively with my peers and adults. I can follow three-step simple instructions, sometimes without visuals. I can anticipate key events in stories. I can take turns in small Groups. I can ask simple questions and wait for a response. Wellcomm interventions. Key vocabulary: Country, transport, bus, car, train, aeroplane, journey, moving, maps</p>

<p>Speaking</p>	<p>Is using a wider range of vocabulary (mainly based on experience)</p> <p>Is talking in basic sentences.</p> <p>Is using pronouns correctly more often.</p> <p>Uses prepositions more frequently and accurately.</p> <p>Can retell using the past tense almost correctly - I went down the slide, I saw a bird.</p>	<p>Using more complex sentences structures when speaking.</p> <p>Can use pronouns correctly when referring to others e.g. in a story, in play.</p> <p>Uses prepositions more frequently and accurately.</p> <p>More confidently using plurals in talk.</p> <p>Has an increasing control of tense but will still make mistakes such as 'runned'.</p> <p>Asks lots of questions, when is it snack? Where is the...,Why is that dog barking?</p> <p>Can explain some of their actions and process using 'because'.</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>Use a wider range of vocabulary.</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 longer sentences of four to six words</p> <p>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.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</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>
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<p>Personal, Social and Emotional Development</p>	<p>PSED is not specifically planned for across the year, however PSED Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<p>Managing Self Self-regulation Making relationships</p>	<p>Me and relationships - all about me and what makes me special? Who can help me? (self-regulation) Me and my feelings (naming different feelings, thinking about how to feel with ‘not so good feelings’, know some self-care techniques) Know that some actions and words can hurt other’s feelings.</p>	<p>Valuing Difference Same and different Same and different families Same and different homes I am caring. Kind and caring Independence: Selecting and putting back own belongings. I can express my own feelings. I am aware of my own feelings and</p>	<p>Keeping myself safe. What’s safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings People who help to keep me safe Class rules: Behavioural expectations in the class/boundaries set Class rules</p>	<p>Rights and responsibilities. Looking after my special people. I know that caring relationships are at the heart of happy families. Looking after my friends: I know what makes a good friend. Being helpful at home and caring for our classroom. Caring for our world. Healthy eating: Fruit kebabs.</p>	<p>Being my best. Bouncing back when things go wrong: resilience. Confidence and resilience. Healthy eating. Move your body. A good night’s sleep. Importance of exercise Know who helps us Identify key worker uniforms Knowing who to speak to when feeling upset, in danger, not well Understanding stranger danger</p>	<p>Human life stages. Who will I be? Getting bigger Me and my body, girls and boys. Transition into Reception. I enjoy the responsibility of carrying out small tasks</p>

	<p>Oral hygiene: teeth cleaning linked to the dental nurse.</p> <p>Handwashing</p> <p>Nursery rules – behavioural expectations in the class/boundaries set.</p> <p>I can separate from my main carer with support. I can distract myself when I am upset. I know about oral hygiene.</p>	<p>am beginning to understand that some actions and words can hurt other's feelings. I can demonstrate friendly behaviour and form good relationships with adults and peers.</p>	<p>I can separate from my main carer with support I can distract myself when I am upset. I can use an adult as a secure base. I can begin to accept the needs of others and can take turns and share resources. I can show confidence in asking adults for help.</p>	<p>I am beginning to understand about foods that are healthy and unhealthy. I can express my own preferences and interests. I can respond to a few appropriate boundaries.</p>	<p>I can separate from my main carer with support. I can distract myself when I am upset. I can use an adult as a secure base. I am confident to talk to other children when playing. I can usually tolerate delay when my needs are not immediately met. I can seek out others to share experiences. I welcome value and praise for what I have done.</p>	<p>I can select and use activities and resources independently. I can follow rules and understand why they are important. I understand that my wishes my not always be met. I am confident and outgoing with familiar people in the safe context of my setting.</p>
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<p>Building Relationships</p>	<p>Will separate from parent/carer and shows signs of feeling safe within setting.</p> <p>Will play alongside other children and begins to spend more time playing with one or more children.</p>	<p>Happy and settled with familiar adults and beginning to become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Seeks other children to play with and joins in their play.</p> <p>Increased confidence with new activities and social situations</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop their sense of responsibility and membership of a community.</p>
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<p>Physical Development</p> <p>Fine motor</p> <p>Continuously check the process of children's</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence.</p>
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<p>handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Daily opportunities for Fine Motor Activities</p>	<p>I can hold a pencil. (fisted/digital pronate grip) to make marks. I am beginning to do up my own large buttons. I can turn the pages in a book.</p>	<p>I can fit the pieces of a puzzle together. I can pick up tiny objects using a fine pincer grasp. I can use one-handed tools and equipment, e.g., make snips in paper with child scissors. Use a comfortable grip with good control when holding pens and pencils.</p>	<p>I can use tools effectively in playdough (eg: cutters/rollers). I can take off and put on my own coat and shoes (not laces).</p>	<p>I am beginning to do up my own zip. I can show increasing control over tools like pencils and crayons. I can use tools for mark making with control.</p>	<p>I can grip using five fingers or preferably two fingers and thumb for control. I can use a 4-finger grip to hold my pencil. I can use pincers, tweezers and threading equipment with increasing control and confidence.</p>	<p>I can use scissors effectively to cut straight lines in paper. I am beginning to use 3 fingers. (tripod grip) to hold my pencil.</p>
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<p>Gross motor</p> <p>Cosmic Yoga and Wake up, Shake up</p>	<p>Balance and different ways of moving. Negotiate space Travelling with confidence. Refining fundamental skills.</p>	<p>Ball skills: throwing, catching, kicking Using different sized balls. Follow the rules of a game Sit on a push-along wheeled toy, use a scooter, or ride a tricycle.</p>	<p>Move energetically. Copy basic actions. Move to music. Negotiate space.</p>	<p>Balance Core muscle strength. Jumping and landing. Awareness of space. To be able to follow a simple sequence of movements to music and rhythm.</p>	<p>Follow the rules of a game. I can join in with a game. To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.</p>	<p>Running skills. Agility Sports day To successfully take part in group games with support from an adult. To move confidently and safely in a range of ways, avoiding obstacles, running/ hopping/ skipping etc.</p>
<p>CONTINUOUS PROVISION: Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and wheelbarrows, prams and carts are all good options.</p> <p>From Development Matters 2023:</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>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.</p> <p>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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>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. Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>						
<p>Literacy</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					

<p>Literacy</p> <p>Comprehension - Developing a passion for reading</p> <p>Word Reading - We will follow Phase 1 Phonics</p>	<p><u>Reading Comprehension</u> Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. <u>Reading Word</u> Spot and suggest rhymes.</p>	<p><u>Reading Comprehension</u> Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult. Ask questions about the book. Make comments and shares own ideas. Develop play around favourite stories using props. <u>Reading Word</u> Notice some print, such as a bus or door number, or a familiar logo.</p>	<p><u>Reading Comprehension</u> Have favourite books and seek them out, to share with an adult. Ask questions about the book. Make comments and shares own ideas. Develop play around favourite stories using props. Engage in extended conversations about stories, learning new vocabulary. <u>Reading Word</u> Print has meaning. page sequencing. Develop phonological awareness and spot and suggest rhymes and repeated refrains.</p>	<p><u>Reading Comprehension</u> Have favourite books and seek them out, to share with an adult. Ask questions about the book. Make comments and shares ideas. Develop play around favourite stories using props. Engage in extended conversations about stories, learning new vocabulary. <u>Reading Word</u> Print has meaning. Page sequencing. Develop phonological awareness and can recognise words with the same initial sound, such as mouse and man.</p>	<p><u>Reading Comprehension</u> Engage in extended conversations about stories, learning new vocabulary. <u>Reading Word</u> Print has meaning. Page sequencing. Print can have different purposes. The names of the different parts of a book. Develop phonological awareness and can recognise words with the same initial sound, such as mouse and man.</p>	<p><u>Reading comprehension</u> Engage in extended conversations about stories, learning new vocabulary. <u>Reading Word</u> Print can have different purposes. The names of the different parts of a book. We read English text from left to right and from top to bottom. Develop phonological awareness and can recognise words with the same initial sound. Recognise most set 1 sounds orally and visually.</p>
<p>Writing</p>	<p>Enjoy drawing freely. I can randomly scribble on the page, sometimes with both hands. I can begin to balance when sitting. I can make connections between my actions and the marks being made.</p>	<p>Enjoy drawing freely. Add some marks to drawings and give meaning to. For example: "That says mummy." Make marks on pictures to stand for my name. I can control the marks on the page. I can use a range of tools to make marks and show an</p>	<p>Continue to add some marks to drawings and give meaning to. For example: "That says mummy." -Make marks on pictures to stand for my name. I can make connections between my actions and the marks being made. I ascribe meaning to my marks.</p>	<p>I can distinguish between the different marks I make. Use some of my print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page. I can tell an adult what my marks mean.</p>	<p>I can identify sounds from my own name in other words. I can count or clap syllables in a word. Use some of my print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of</p>	<p>I can use some of my print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all my name. Write some letters accurately (in my name).</p>

		interest in my own marks and other's marks.		I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.	the page writing 'm' for mummy. Write some or all my name.	
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Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	We will follow the White Rose scheme and Mastering the Curriculum	I can recite some number names in sequence. I can show interest in and join in with number rhymes. I can recognise colours – red, blue, green, yellow, and purple. I can match socks, buttons, and shoes. I can sort colour, size, and shapes.	I can recite some number names past 5. I can have conversations about numbers. I can say when two small groups have the same number. I can sort objects using one simple criteria. I can share play toys with a friend when asked. I can count 1 and 2 objects. I recognise numerals 1 and 2. I can subitise to 2. I can extend AB colour patterns.	I can recite some number names in sequence. I can show interest in and join in with number rhymes. I can bring one or two objects to an adult when asked. I can count 3, 4 and 5 objects. I recognise numerals 3, 4 and 5. I can subitise 3, 4 and 5. I recognise a 5 frame.	I can recite some number names in sequence. I can show interest in and join in with number rhymes. I can bring up to 4 objects to an adult when asked. I can count to 6 objects. I recognise numerals to 6. I can subitise to 6. I recognise a 10 frame. I am beginning to understand height and length – tall, long, and short.	I can recite some number names in sequence. I can show interest in and join in with number rhymes. I can correct a simple pattern. I can show understanding of simple comparisons more or less. I understand positional language such as in, behind and under. I can name and compare a variety of 2D and 3D shapes.

				I am beginning to understand mass and capacity.		
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Understanding of the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	<p><u>People, Culture, and communities</u> Notice differences between people. <u>The Natural World</u> Use all five senses in hands on exploration of natural materials. To explore the season, Autumn. Explore collections of materials with similar and/or different properties.</p>	<p><u>Past and Present</u> Begin to make sense of my own life story and family’s history. <u>People, Culture, and communities</u> Notice differences between people. <u>The Natural World</u> Use all five senses in hands on exploration of natural materials. Explore and respond to different natural phenomena in my setting. Explore collections of materials with similar and/or different properties. I can, in pretend play, imitate everyday actions and events from own family and cultural</p>	<p><u>Past and Present</u> Continue to make sense of my own life-story and family’s history. <u>People, Culture, and communities</u> Continue developing positive attitudes about the differences between people. <u>The Natural World</u> I will learn how I keep warm during winter. I will explore different items of clothes to keep them warm.</p>	<p><u>Past and Present</u> Continue to make sense of my own life-story and family’s history. <u>People, Culture, and communities</u> Make connections between people who help us. I will learn about the occupations of a Zookeeper, Vet, Farmer, Doctor, and Dentist. <u>The Natural World</u> I will plant seeds and care for growing plants.</p>	<p><u>Past and Present</u> Continue to make sense of my own life-story and family’s history. <u>People, Culture, and communities</u> Make connections between people who help us. I will learn about the occupations of a Zookeeper, Vet, Farmer, Doctor, and Dentist. <u>The Natural World</u> I will use positional language to describe the route and locations of the Gingerbread man when he escaped from Nursery. I will then create a story map to retrace this journey. (links to Maths Numerical Pattern).</p>	<p><u>Past and Present</u> Continue to make sense of my own life-story and family’s history. <u>People, Culture, and communities</u> Show interest in different occupations. Know that there are different countries in the world and talk about the differences I have experienced or seen in photos. <u>The Natural World</u> I will look at a globe and a simple map of the world and identify land as green and water as blue. I will learn about different ways to travel. I will go on a walk of the local area to observe what</p>

		background, e.g. making and drinking tea.				types of transport people use to make journeys. I will explore the foods and places of interest in our school's diverse community
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Painting, messy play, collage, cutting, drama, role play, threading, moving to music, following music patterns with instruments, singing songs. Self-portraits will be displayed in the classroom. Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.	<u>Creating with Materials</u> Start to make marks intentionally. Explore paint, using fingers as well as brushes and other tools. Manipulate and play with different materials. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Paint self-portraits. <u>Being Imaginative and Expressive</u> Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds.	<u>Creating with Materials</u> Manipulate and play with different materials. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Explore colour and colour mixing. <u>Being Imaginative and Expressive</u> Join in with songs and rhymes, making some sounds. Respond emotionally and physically to music when it changes.	<u>Creating with Materials</u> Make simple models which express their ideas. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. <u>Being Imaginative and Expressive</u> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	<u>Creating with Materials</u> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Explore colour and colour mixing. <u>Being Imaginative and Expressive</u> Continue to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Remember and sing entire songs.	<u>Creating with Materials.</u> Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. <u>Being Imaginative and Expressive</u> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds. Respond to what they	<u>Creating with Materials</u> Draw with increasing complexity and detail, such as representing a face. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. <u>Being Imaginative and Expressive</u> Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. Create their own songs or improvise a song around one they know.

	<p>Explore a range of sound makers and instruments and play them in different ways. Explore their voices and enjoy making sounds. Enjoy and take part in action songs.</p>	<p>Use their imagination as they consider what they can do. Take part in simple pretend play, using an object to represent something else even though they are not similar different materials. Start to develop pretend play, pretending that one object represents another. Remember and sing entire songs.</p>	<p>Remember and sing entire songs.</p>		<p>have heard, expressing their thoughts and feelings.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p>
Educational Visits / Enhancements	<p>Autumn walk around school looking for leaves, pinecones, acorns and conkers.</p>	<p>Pantomime Walk to post box to post letter to Father Christmas.</p>	<p>The life cycle of a butterfly.</p>	<p>Visits from a Firefighter and Dentist.</p>	<p>Visit to a farm – Smithills Farm.</p>	<p>Walk around local area. I spy (vehicles). Visit to the bus museum. Sport's Day Transition morning.</p>
Parental engagement	<p>Home visits Wow moments on Seesaw. Parents evening</p>	<p>Stay and Play sessions. Parents Evening Wow moments on Seesaw. Nativity performance</p>	<p>Wow moments on Seesaw. Parents Evening Parents workshops</p>	<p>Wow moments on Seesaw. Parents Evening Stay and Play sessions.</p>	<p>Wow moments on Seesaw. Parent's Evening Stay and Play sessions.</p>	<p>Wow moments on Seesaw. End of Year Reports.</p>