NURSERY

Leading and Learning Together



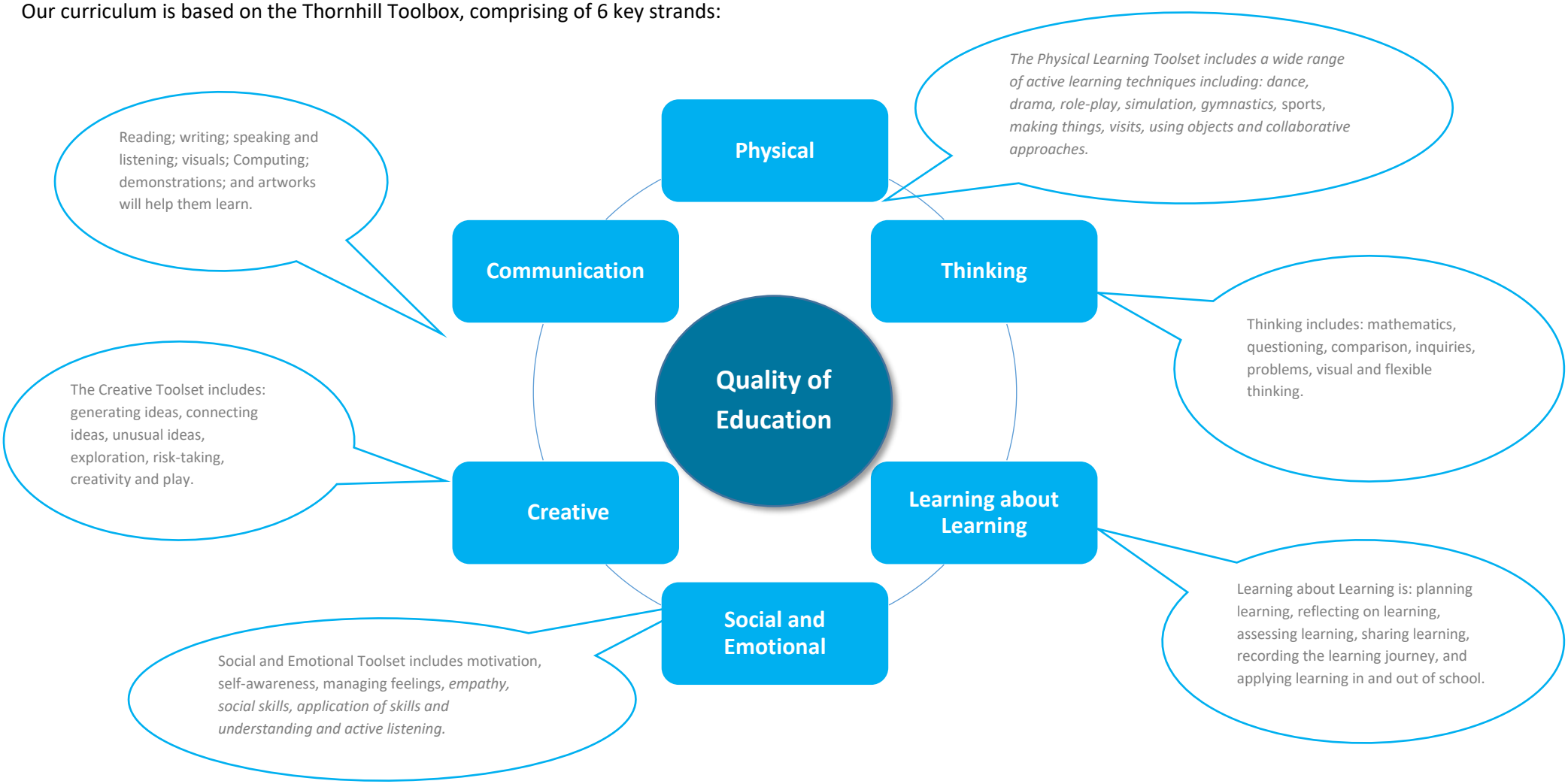
Thornhill Primary School Curriculum Framework

INTENT - Our Curriculum Intent

Our curriculum aims to inspire children to learn, celebrating the rich diversity within our community. Our curriculum places the child at the centre of learning, nurturing each individual enabling them to develop interpersonal skills, build resilience and become creative, critical thinkers.

At Thornhill our curriculum provides opportunities for all children, breaking barriers and stereotypes. We pride ourselves on having a curriculum that gives a voice to all pupils enabling them to play a major role in their learning journey.

Our curriculum is based on the Thornhill Toolbox, comprising of 6 key strands:



IMPLEMENTATION – How We Will Deliver Our Curriculum

Our curriculum will be taught by highly trained teachers and professionals, with excellent subject knowledge. We value the individuality and skill-sets of our teachers and trust them to deliver high quality learning.

The school has a topic based curriculum which incorporates the statutory programmes of study in the National Curriculum as our starting point. We believe that learning is about the acquisition and understanding of knowledge, skills, emotions, attitudes and beliefs. We use this as a platform for our children to become engrossed in good quality experiences. Our curriculum provides children with subject specific knowledge that is built upon throughout the years. Subject overviews identify the core knowledge and sequence of learning as well as identifying key vocabulary for the pupils to learn and understand. We help children to develop the skills to be able to reflect on their learning and talk about how they are learning. Our curriculum supports development in all of these areas

Each topic starts with an Initial Learning Experience (such as a trip, visit from an expert, review of an artefact, role play/hot seating, etc.) and ends with a review.

Community involvement is a vital part of the curriculum experiences we provide for all children. Through a comprehensive programme of volunteering, parents and visitors facilitate the teaching of 'real life' skills. By sharing their skills, they bolster and deepen the experiences of our children. Through our enrichment programme, we provide a range of physical, social, cultural, artistic, technological and organisational experiences. We have developed strong links within our local community, with small/ medium-sized businesses and large corporations. Every Friday afternoon, children from Nursery to Year 6 experience an 'enrichment' programme for 6 weeks.

IMPACT – How We Will Evaluate Our Curriculum

From their different starting points, all children will make good progress academically, emotionally, creatively, socially and physically.

Pupils who can effectively articulate their learning using the Thornhill Toolbox.

Pupils with transferable skills, knowledge and understanding that is secure enabling them to attain highly and are fully prepared for secondary school.

They will have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others.

They will take pride in all that they do, always striving to do their best.

They will demonstrate emotional resilience and the ability to persevere when they encounter challenge.

They will have a sense of self-awareness and be confident in their own abilities. They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.

The quality and breadth of work seen in pupil's books and the learning environment showcase their learning over time.

Engaged learners that are resilient, questioning, resourceful, and self-sufficient.

Self-aware learners, with well-formed characters, who have a thirst for learning and see it as a route to maximising their life's chances.

Individuals who value and respect one another.

Thornhill Primary Curriculum Framework- Experiences Offer

'Education is the sum total of one's experience,'
Mortimer J Adler

Thornhill Graduates in Year 6 will leave our school having…



Developed a sense of social responsibility by taking part in community projects.



Been actively and physically involved in their learning.



Taken part in a range of different ways of communicating such as debating.



Performed to an audience



Persevered with a task, showing the resilience to do so.



Developed a range of transferable skills.



Asked and answered questions and developed their critical thinking skills.



Seen a live music performance.



Designed and carried out a scientific investigation.



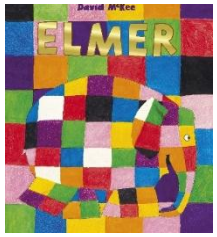
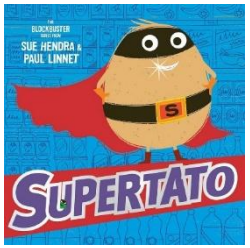
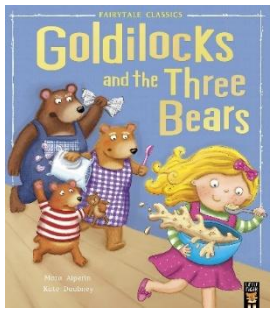
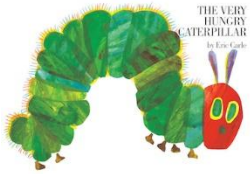
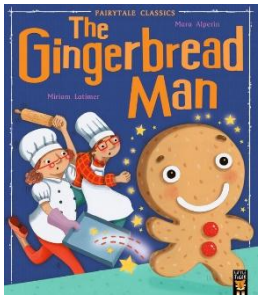
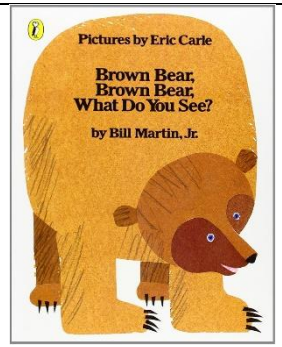
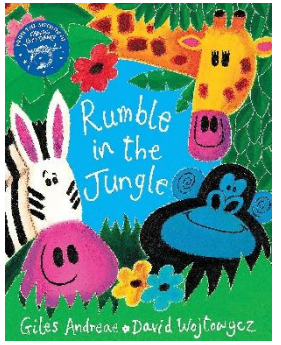
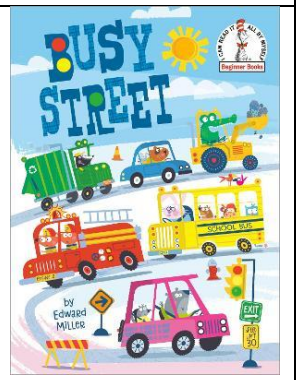
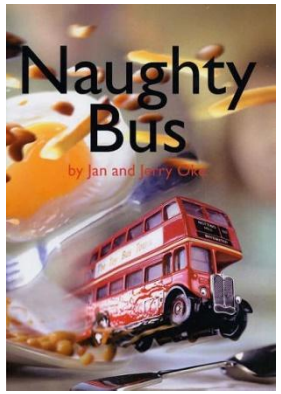
Collaborated effectively with others



With a curiosity that drives their thirst for knowledge and understanding



Showcased their learning and celebrated success and achievements.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Project- Key Idea	**Who Am I?** **(Personal identity/what makes people special?)**	**Who do I know?** **(People in our community/Real life superheroes)**	**What do I eat?** **(Food around the world)**	**Where do I live?** **(London, local environment)**	**Where do animals live?** **(Animals and habitats)**	**How do we travel?** **(Transport and Journeys)**
Core text Literacy	 	 	 	 	 	 

Supporting Texts	The Gingerbread man Three Billy Goats Gruff Books about families People from around the world Shades of People I believe I can King of the classroom	The Ugly Duckling You can be my friend? Snail and the whale People who help us (Fire fighters, police officers, doctors, dentists) We all belong All are welcome Rainbow fish	The Little Red Hen Farmer Duck Owl Babies Listening With my heart Books about healthy eating Magic paintbrush What should I make?	Cinderella The Three Little Pigs A Superhero like You Real Superheroes The little red riding hood Katie in London In every house on every street	Polar Bear polar Bear what do you see? Farmyard Hullabaloo! Monkey puzzle Gruffalo Animals from around the world Owl babies	Naughty bus Tortoise and the Hen Astro Girl Taby mc tat Cock-a-doodle doo! Mr Gumpy's outing
Role play opportunities	The home	The 3 Bear's cottage / police station	Supermarket	Fire station / underground	Pet shop / Vet?	Train station / bus stop
Initial Experience	Settling into Nursery. Sharing diary from summer holidays	Home corner broken into by Goldilocks Goldilocks and the three bears. Children to help the bears and Goldilocks to be friends	Cultural food from around the world. Invite families to share cultural food/information	Bear hunt sensory walk. Different items in a tray for chn to touch and feel and discuss what it would feel like to travel through.	Chn to search around the room/playground to see what animals they can see.	Chn to go on a learning walk and observe how many different vehicles they can see travelling past.
Ending experience	Pumpkin carving/Harvest party	Bears invite Goldilocks for Tea Doctor to visit EYFS / Police visit to school	Being Chefs – Children to take part in cooking and take home to share with family.	Poetry competition Bear hunt/flower hunt in the local park	Farm trip / Animal visit	Family picnic
Current affairs/wider world	Black history month	Anti-bullying week Winter show Winter Celebrations:	Shrove Tuesday Lunar New Year Mother's Day	Easter celebrations World Book Day	Father's Day	Look at pollution in the ocean Science week

opportunities	Introduce the 'Giving Tree' (The tree in Nursery)	• Christmas • Hanukkah • Winter Solstice Class to start recycling How to be environmental superheroes				End of year celebrations Sports day Meet your new teacher
Trips & experiences	Fire engine/station	Superhero day	Café Farm	Barnsbury woods	Little Angel theatre	Cinema trip to view film Pond dipping
British Values ***Democracy*** ***Rule of law*** ***Individual liberty*** ***Mutual respect and tolerance***	**What is the United Kingdom?** Simple outline map – naming countries of the United Kingdom.	**What is Britain like within the wider world?** World Map and Globe in the classroom.	**What is London like?** Recognise River Thames, position of some famous buildings etc.	**What is money?** Recognise coins/count money. Images on coins and notes familiar to children.	**Do I recognise the Union Flag?** Describe the flag and recognise the flags of England, Northern Ireland, Wales and Scotland.	**What are Britain's most iconic buildings?** Big Ben, Buckingham Palace, London Eye, Wembley, Liver Building, Albert Dock etc.

Literacy *Curriculum coverage/ Carpet inputs/ Provision*	**Word Reading** RWI: Environmental sounds Recognising own name and print **Comprehension** Poem about celebrations 'Five Candles' Joins in with stories and poems **Writing** All about me books Portraits	**Word Reading** RWI: exposure to Set 1 **Comprehension** Children to use 'Talk For Writing' to retell the story Children to recreate the story using images **Writing** Record evidence that they find in the home corner Wanted posters Superhero plans Children to make cards for the bears to make them feel better Identifying special times for you and your family Letters to Santa Writing Christmas cards Writing wish lists	**Word Reading** RWI: exposure to Set 1 **Comprehension** Group time reading sessions to teach handling books with care. Children to use 'Talk For Writing' to retell the story Look at fact files about people who help us (firefighters, doctors, police officers) **Writing** Information posters Describing character and setting	**Word Reading** RWI: exposure to Set 1 **Comprehension** Children to use 'Talk For Writing' to retell the story Identify logos of products in the supermarket **Writing** Descriptions Drawing story maps Sequencing the story	**Word Reading** RWI: exposure to Set 1 **Comprehension** Children to use 'Talk For Writing' to retell the story Reading and following instructions to cook **Writing** To label items from the characters My favourite food books Menus Ingredients Recipes Shopping lists	**Word Reading** RWI: exposure to Set 1 **Comprehension** Children to use 'Talk For Writing' to retell the story Print in the local environment/identifying shops and labels, etc **Writing** To label a map Routes and signs for the bus etc Writing/labelling our local area/the world Labelling a local map Name writing

Skills/ knowledge	**Reading** Has some favourite stories, rhymes, songs, poems or jingles Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a …'. Enjoys rhyming and rhythmic activities Listens to and joins in with stories and poems, one-to-one and also in small groups **Writing** Distinguishes between the different marks they make	**Reading** Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment **Writing:** Sometimes gives meaning to marks as they draw and paint	**Reading** Recognises familiar words and signs such as own name and advertising logos. Handles books carefully. Knows information can be relayed in the form of print •Holds books the correct way up and turns pages. **Writing** Ascribes meanings to marks that they see in different places	**Reading:** Knows information can be relayed in the form of print. Hears and says the initial sound in words Listens to and joins in with stories and poems, one-to-one and also in small groups **Writing:** Gives meaning to marks they make as they draw, write and paint.	**Reading:** Knows that print carries meaning and, in English, is read from left to right and top to bottom Looks at books independently **Writing:** Hears and says the initial sound in words and can write these, sometimes correctly	**Reading** Links some sounds to letters, naming and sounding the letters of the alphabet **Writing** Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions.
<u>Mathematics</u> *Curriculum coverage/ Carpet inputs/ Provision*	We use PA Maths to inform our planning. The **<u>PA EYFS Maths Programme</u>** provides activities for whole-class, small group and continuous provision activities that are used to develop the skills listed below.					

Skills/ knowledge	**Number/Numerical Patterns** Develop a fast recognition of up to 3 objects (without having to count them individually subitise) Say what is different and what is the same about collections Respond to words like 'lots' and 'more' Begin to understand that things might happen 'now' or 'at another time' in routines	**Number/Numerical Patterns** Recite number names in sequence past 5 Select a small number of objects from a group Compare quantities and recognise changes in numbers of things using words such as 'more', 'lots', 'fewer', 'less' Begin to categorise objects according to properties such as shape (and colour) Begin to categorise objects according to their11 properties such as size Talk about and identify patterns in the environment	**Number/Numerical Patterns** Say one number for each item in order; 1, 2, 3, 4, 5. (One to one corresponde-nce) Compare quantities using words such as 'the same' Show an interest in shapes in the environment Talk about and explore 2D/3D shapes (e.g. circles, rectangles, triangles and cuboids) Make comparisons between objects relating to size	**Number/Numerical Patterns** Match numeral and quantity to 5 (including showing the right number of objects) Know that a group of things changes in quantity when something is added or taken away Talk about and explore 2d and 3d shapes using mathematical language: sides, corners, straight, flat, round Make comparisons between objects relating to weight Extend, continue and create ABAB patterns (e.g.11 stick, leaf, stick leaf)	**Number/Numerical Patterns** Show 'finger numbers' up to 5 Count objects in a line (to 5) Understand positional language through words alone: in, on, under, up, down, between, beside Explore capacity and make comparisons between objects relating to capacity (which holds more/less) Anticipate times of the day- such as meal times and home time Understand some talk about immediate future and immediate past (e.g. later or before) Begin to describe a sequence of, real or	**Number/Numerical Patterns** Know that when counting a group the last number represents the quantity (within 5) Experiment with their own symbols and marks as well as numerals Solve real mathematical problems with numbers up to 5 Describe a familiar route Discuss routes and locations, using words like 'in front of' and 'behind' Explore how things look from different viewpoints11 including things that are near or far away Select shapes appropriately when

				Notice and correct an error in a repeating pattern	fictional events, using words such first, then	building (e.g. triangular prism for a roof) Combine shapes to make new ones Make comparisons between objects relating to length
Personal, Social and Emotional Development: *Curriculum coverage/ Carpet inputs/ Provision* **Article 1, 2, 3, 4, 7, 12, 15, 16, 17, 23, 28, 29, 30, 31**	**Self-regulation** Settling in/separating from carers and show independence in exploring the new class Talking about our emotions **Managing self** Try new activities Individual star chart and assembly for children of the week Introduce class rules **Building new relationships** Children work as part of a group or class	**Self-regulation** Children to help Goldilocks to see what she has done is wrong Children to help make the bears feel better Children to think of ways to make bears and Goldilocks friends. **Managing self** Begin to understand right from wrong Show an understand of their own feelings through Back to green **Building new relationships**	**Self-regulation** Role-play – explore how people live and work together e.g. garage, office, home, station… **Managing self** Continue exploring right from wrong through stories **Building new relationships** A range of visitors including older children Small world: work, home contexts with different people	**Self-regulation** What would you like to be when you grow up? Puppets reflecting different roles Outdoor: how people travel (link to Book Power) and interact on trains, buses; road safety etc **Managing self** Talking about likes and is likes **Building new relationships** Representations of different people:	**Self-regulation** Expressing preference of activity with reasoning **Managing self** Personal hygiene **Building new relationships** Building relationships through role play- a café.	**Self-regulation** Adjust their behaviour to different situations and can adapt with a new routine. **Managing self** Reviewing what we have learnt and enjoyed in Nursery/ Preparing for transition for year Reception **Building new relationships** Demonstrate sensitivity to other children and form positive relationships

	Making new friendships in the class with adults and children Celebrating learning in the class	Share photos/experience of celebrations and special times Discuss different celebrations and why they are important for our friends		photos, film, art… ♣ Poems, songs, dance about people and their routines		
Skills/ knowledge	**Building new relationships** Interested in others' play and starting to join in Seeks out others to share experiences Shows affection and concern for people who are special to them **Managing self** Separates from main carer with support and encouragement from a familiar adult Expresses own preferences and interests	**Building new relationships** May form a special friendship with another child **Managing self** Can select and use activities and resources with help Welcomes and values praise for what they have done. Learns about the importance for good health of physical exercise Dressing and going to the toilet independently Beginning to be independent in self-care, but still often needs adult support. Gains more bowel and bladder control and can attend to toileting needs	**Building new relationships** Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. **Managing self** Enjoys responsibility of carrying out small tasks	**Building new relationships** •Initiates play, offering cues to peers to join them. **Managing self** Can tell adults when hungry or tired or when they want to rest or play. Confident to talk to other children when playing, and will communicate freely about own home and community. **Self-regulation** Begins to accept the needs of others and can take turns and share resources,	**Building new relationships** Keeps play going by responding to what others are saying or doing Initiates conversations, attends to and takes account of what others say **Managing self** Confident to speak to others about own needs, wants, interests and opinions **Self-regulation** Can usually adapt behaviour to different events, social	**Building new relationships** Explains own knowledge and understanding, and asks appropriate questions of others **Managing self** Can describe self in positive terms and talk about abilities Manage their own basic hygiene and personal needs successfully **Self-regulation** Beginning to show consistent awareness of the boundaries set, and of behavioural

	Can usually manage washing and drying hands **Self-regulation** Seeks comfort from familiar adults when needed Can express their own feelings such as sad, happy, cross, scared, worried	most of the time themselves. **Self-regulation** Responds to the feelings and wishes of others Aware that some actions can hurt or harm others Tries to help or give comfort when others are distressed Shows understanding and cooperates with some boundaries and routines	Is more outgoing towards unfamiliar people and more confident in new social situations Increased ability to complete tasks such as putting on coats, independently. **Self-regulation** Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity	sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met Aware of own feelings, and knows that some actions and words can hurt others' feelings.	situations and changes in routine Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them	expectations in the setting Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy
<u>Communication and Language</u> *Curriculum coverage/ Carpet inputs/ Provision*	**Listening, attention and understanding** Introduce talk partners Explore sound with musical instruments Go on a sound walk	**Listening, attention and understanding** Express their feelings and experiences about why Goldilocks misbehaved. Retelling the stories, making use of recently introduced vocabulary from stories	**Listening, attention and understanding** Emergency services role play **Speaking** Make comments and ask appropriate	**Listening, attention and understanding** Bus and transport role play **Speaking** Buying and selling tickets. Describing	**Listening, attention and understanding** Listen to and respond appropriately when being read to **Speaking**	**Listening, attention and understanding** Children to give and follow instructions Children to describe a beach **Speaking**

Article 1, 4, 12, 13, 23, 28, 29	Create class rules and leadership roles Introduce class pet. Children to share what they did at the weekend **Speaking** Sharing 'all about me' bags with class circle time Guess the animal speaking and listening game	**Speaking** Hot seating Goldilocks Role play festivals and celebrations we learn about. Use full sentences to speak about past, present and futures experiences and celebrations.	questions of fire fighters during visit Use language to recreate roles and experiences in play situations to reenact the story	where they are going on the bus Naming significant buildings Discussing how they normally travel to school and around London	Fairy tale puppets to retell stories	Children to cut and stick the lifecycle of a butterfly in the correct order Children to describe a lifecycle
Skills/ knowledge	**Listening, attention and understanding** Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes.	**Listening, attention and understanding** Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall Understands 'who', 'what', 'where' in simple questions	**Listening, attention and understanding** Joins in with some repeated refrains and anticipates key events and phrases in simple rhymes and stories Focusing attention – still listen or do, but can shift own attention. Listens to stories with increasing attention and recall	**Listening, attention and understanding** Listens to stories with increasing attention and recall Is able to follow directions (if not intently focused on own choice of activity) **Speaking** Uses a range of tenses (e.g. play, playing, will play, played).	**Listening, attention and understanding** Beginning to maintain attention, concentrates and sit quietly during an appropriate activity. Beginning to understand 'why' and 'how' questions Increasingly able to follow a short story without pictures or props **Speaking**	**Listening, attention and understanding** Maintains attention, concentrates and sits quietly during appropriate activities for periods of time throughout the day Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

	Identifies action words by pointing to the right picture, e.g., "Who's jumping?" Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' **Speaking** Holds a conversation, jumping from topic to topic. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it' Uses simple sentences (e.g.' Mummy gonna work.')	(e.g. Who's that/can? What's that? Where is.?). Developing understanding of simple concepts (e.g. big/little). Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. **Speaking** Uses a variety of questions (e.g. what, where, who. Learns new words very rapidly and is able to use them in communicating. Beginning to use word endings (e.g. going, cats)	Understands use of objects (e.g. "What do we use to cut things?') Responds to simple instructions, e.g. to get or put away an object **Speaking** Beginning to sometimes use more complex sentences to link thoughts (e.g. using and, because) Questions why things happen and gives simple explanations. Asks e.g. who, what, when, how.	Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them.	Uses talk in pretending that objects stand for something else in play, e,g, 'This box is my castle.' Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	Listens and responds to ideas expressed by others in conversation or discussion. **Speaking** Uses language to imagine and recreate roles and experiences in play situations**.**
<u>Understanding the world:</u> *Curriculum coverage/ Carpet inputs/ Provision*	**Past & Present/ People, Culture and Communities** Celebrating similarities and differences – learning about my	**Past & Present/ People, Culture and Communities** Talk about celebrations and special times for themselves and their families (traditions, story-telling)	**Past & Present/ People, Culture and Communities** Children to learn about more people who help us in the community (heroes),	**Past & Present/ People, Culture and Communities** Road safety Ramps and cars	**Past & Present/ People, Culture and Communities** Thinking about the different food people eat around the world and in our class	**Past & Present/ People, Culture and Communities** Exploring streets and houses through Book Power Text

Article 1, 4, 8, 14, 16, 17, 22, 23, 29, 30, 36	teachers when they were younger Getting to know our classmates Being special: where do we belong? **The Natural World** Autumn walk Harvests	Look at people who help us in the community i.e. police Special stories and special people **The Natural World** Children to explore bears and their habitat Learn about season - winter	occupations and ways of life Explore different houses/buildings Learn about season – winter (ice) Immediate environment/wider world	Children to use photography and video to create a class film **The Natural World** Learn about season – Spring – grow cress. Planting opportunities Exploring food from around the world	**The Natural World** Learn about season – Early summer Observe and discuss change over time – planting and growing sunflowers Fruit kebabs Think about where our food comes from and how it grows	Special places, what is special about our world? **The Natural World** Children to learn about the life cycle of a butterfly– caterpillars Children to decorate and design butterflies Learn about season – Summer Show care and concern for living things –caterpillars
Skills/ knowledge	**Past & Present/ People, Culture and Communities** Has a sense of own immediate family and relations In pretend play, imitates everyday actions and events from own family and cultural	**Past & Present/ People, Culture and Communities** Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others.	**Past & Present/ People, Culture and Communities** Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in	**Past & Present/ People, Culture and Communities** Shows interest in different occupations and ways of life. **The Natural World** Can talk about some of the things they	**Past & Present/ People, Culture and Communities** Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	**Past & Present/ People, Culture and Communities** Enjoys joining in with family customs and routines and can talk about these **The Natural World** Shows care and concern for living

	background, e.g. making and drinking tea. **The Natural World** Enjoys playing with small-world models such as a farm, a garage, or a train track.	Recognises and describes special times or events for family or friends. **The Natural World** Notices detailed features of objects in their environment.	their own experience. **The Natural World** Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	have observed such as plants, animals, natural and found objects.	**The Natural World** Talks about why things happen and how things work. Beginning to develop an understanding of growth, decay and changes over time.	things and the environment. Beginning to look at similarities, differences, patterns and change in living things
Expressive arts and design *Curriculum coverage/ Carpet inputs/ Provision* **Article 1, 4, 15, 23, 29, 31**	**Exploring and using media and materials** Self-portraits Family portraits Poppy paintings **Being imaginative and expressive** Role play in the home corner/small world etc **Music** - Me! (Charanga) Main songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five	**Exploring and using media and materials** Diwali lamps Mehndi hand patterns Bonfire night paintings Christmas cards Design and label a new house for the three little pigs – build it using materials **Being imaginative and expressive** Nativity performance **Music -** My stories (Charanga).	**Exploring and using media and materials** Junk modelling emergency service vehicles – combine materials and use simple tools Stick puppets and masks Combine materials to create crowns/wands Lunar New Year **Being imaginative and expressive**	**Exploring and using media and materials** Children to draw and create a class book Children to create characters for the class book Design your own superhero Easter art activities Police officer badges **Being imaginative and expressive** Can we create movements for	**Exploring and using media and materials** Children to make observational drawings of animals. They should add texture to the paintings Children to use dough to create different animals Animal collages **Being imaginative and expressive** Poetry performance **Music -** Big Bear Funk (Charanga)	**Exploring and using media and materials** Pendulum painting Observational drawings and paintings of animals Observational drawings/paintings of mini-beasts End of year self-portraits **Being imaginative and expressive** Learning assembly for parents

	Little Ducks Name Song Things For Fingers	Main songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Lunar New Year parade **Music -** Everyone! (Charanga) Main songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	different music? Which one would be best for a superhero? Design and build special equipment for emergency services **Music -** Our World (Charanga) Main songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Main song: Big Bear Funk	Creating a film of the Naughty Bus **Music -** Reflect, Rewind & Replay (Charanga) Main song: Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Skills/ knowledge	**Exploring and using media and materials** Beginning to make-believe by pretending **Being imaginative and expressive** Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Joins	**Exploring and using media and materials** Experiments with blocks, colours and marks. Developing preferences for forms of expression **Being imaginative and expressive**	**Exploring and using media and materials** Begins to explore colour and how colours can be changed **Being imaginative and expressive** Sings to self and makes up simple songs.	**Exploring and using media and materials** Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks	**Exploring and using media and materials** Explores colour and how colours can be changed, e.g. lighter, darker Understands that they can use lines to enclose a space, and then begin to use	**Exploring and using media and materials** Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.

	in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. **Music** Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	Shows an interest in the way musical instruments sound. Enjoys joining in with dancing and ring games. Sings a few familiar songs Creates movement in response to music. **Music** Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Beginning to move rhythmically. Imitates movement in response to music. **Music** Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance, sometimes successfully **Being imaginative and expressive** Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. •Uses available resources to create props to support role-play **Music** Musical Activities that embed pulse, rhythm and pitch,	these shapes to represent objects Understands tools can be used for a purpose **Being imaginative and expressive** Create simple representations of events, people and objects **Music** Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	Chooses particular colours to use for a purpose. Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. **Being imaginative and expressive** Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. **Music** Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.

				explore voices and classroom instruments.		
Physical Development: *Curriculum coverage/ Carpet inputs/ Provision* **Article 1, 4, 6, 23, 24, 29, 31**	**Gross Motor Skills** Moving around the school environment. Obstacle course 'We're going on a bear hunt' **Fine Motor Skills** Washing hands Cooking healthy food	**Gross Motor Skills** Children to make dens for the bears using duplo, blocks and different material Multi skills Dance- Winter celebration performance **Fine Motor Skills** Using tools effectively to paint creatures Make creatures with playdough, etc Children to cook different types of porridge using their fine motor control i.e. sweet, cinnamon, plain	**Gross Motor Skills** Children to develop ball skills. Different ways of throwing a ball, rolling, kicking, balls and parachute Participate in group games – parachutes, catch. Begin recalling sequences of movement – music (percussion), poetry and T4W. **Fine Motor Skills** Increasing level of skill in using 1 handed tools to manipulate objects. Increased ability to complete tasks such as putting on coats, independently.	**Gross Motor Skills** Children to move like different animals Beginning to observe the effects of exercise on our bodies **Fine Motor Skills** Children to manipulate dough using fine motor skills How do we hold pencils	**Gross Motor Skills** Developing actions for our poetry performance **Fine Motor Skills** Develop tripod grip when holding pencils, supported through lots of fine motor activities – tweezers, threading, cooking.	**Gross Motor Skills** Sports day and physical activities using a variety of equipment **Fine Motor Skills** Continued developing of tripod grip and scissor skills

Skills/knowledge	**Gross Motor Skills** Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Walks upstairs or downstairs holding onto a rail two feet to a step. **Fine Motor Skills** Feeds self competently with cutlery Drinks well without spilling.	**Gross Motor Skills** Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet **Fine Motor Skills** Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines. May be beginning to show preference for dominant hand	**Gross Motor Skills** Walks downstairs, two feet to each step while carrying a small object. Can stand momentarily on one foot when shown. Can catch a large ball. **Fine Motor Skills** Draws lines and circles Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors Understands that equipment and tools have to be used safely.	**Gross Motor Skills** Dresses with minimal help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. **Fine Motor Skills** Holds pencil between thumb and two fingers, no longer using whole-hand grasp	**Gross Motor Skills** Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. **Fine Motor Skills** Draws lines and circles with increasing control	**Gross Motor Skills** Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. **Fine Motor Skills** Developing an understanding of a handwriting style

		Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.				