



Ellington Primary School

'Believe and Achieve'

Nursery Long Term Overview (Cycle 2) 2026-2027

Ellington Primary EYFS Vision	Our aim is to create a remarkable foundation for champions to flourish. We want every child to excel and become resilient, self-motivated, life-long learners.					
Ellington Primary School Values	*Honesty	*Respect	*Pride	*Resilience	*Teamwork	*Happiness

Area of Learning	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Possible Themes/Interests/Lines of Enquiry <i>(These themes may be adapted at various points to allow for children's interest)</i> Settling in – journey around	Down in Acorn Woods! (8) 1. Settling in! 2. All about me 3. Families and Pets 4. Seasonal Changes Autumn	Let's celebrate (7) 1. Halloween Bonfire/Diwali 2. Birthday celebrations 3. Winter/Christmas	Once upon a Time (6) 1 Settling in! 2. Nursery Rhymes 3. Traditional Tales	Ready, Steady Spring (5) 1. Growing Plants 2. Keeping Healthy 3. Spring/Easter 4. Seasonal Changes	Wild Animal Adventures (7) 1. Settling in! 2. Meet the Jungle Animals 3. Animal Families 4. Celebrating Differences	A Journey to... (6) 1. A Journey to ... the Woods. 2. A Journey to ... Space 3. A Journey to the seaside/summer seasonal changes 4. Transition – A journey to school...
High Quality Texts						

Enrichment Activities	Photographs from homes	Christmas Performance Christmas Crafts	Tiddlywink: 3 Little Pigs	Easter Hat Parade Easter Egg Hunt	Trip to Northumberland Zoo	Tiddlywinks: Whatever Next Julia Donaldson Day!
Visitors	Vet	Secret Reader-Vicar (Christmas)	Ascent Homes – Builders	Secret Reader-Vicar (Easter)		Secret Readers: EPS staff
Parent Link		Stay and Craft Christmas Performance		Stay and Play		Summer Time Fun
Ellington Champions: Julia Donaldson 	Who is Julia Donaldson? Who is Julia Donaldson's family	What was life like when Julia Donaldson was little?		Does Julia Donaldson only write stories?	Why is she a hero? What hero qualities does she have?	What's our favourite Julia Donaldson story?
Mainstream Curriculum links	Year 1 – What is the weather like in the UK? Year 1 – How am I making history? Year 4 – How have children's lives changed? Year 1 – The Human Body Year 1 – Seasonal Changes Year 2 – Growing Up	Year 1 – What is the weather like in the UK? Year 2 – Why is our world wonderful? Years 1 and 2 - Materials	Year 2 – Why is our world wonderful? Year 2 – Would you prefer to live in a hot or cold place? Year 5 – Why do oceans matter? Year 1 – How have explorers changed the world Y1 – Animals Year 2 – Living things and their habitats	Year 1 – What is the weather like in the UK? Year 1 – Caring for the Planet Year 1, and 3 – Plants Year 1 – Growing and Cooking Year 3 – Soils	Y1 – Animals Year 2 – Living things and their habitats Year 2 – Wildlife	Year 1 – What is the weather like in the UK? Y1 – Animals Year 2 – Living things and their habitats Year 2 – Wildlife
Communication and Language *Listening, Attention and Understanding						
*Speaking						
Three and Four Year Olds	*Listen to an adult during an adult led activity *Listen to adults/children in a small group	* Listen to simple stories and understand what is happening, with the help of the pictures.	*Enjoy listening to longer stories and can remember much of what happens. *Follow body percussions of 3	*Listen to others in a small group when not following my own interests *Listen to and learn rhymes	*Listen in a larger group *Enjoys listening to longer stories and can remember what happens in them.	*Sits quietly and listen for fifteen minutes *Join in at group time by putting up

	*Understand a question with two parts like “Can you get your coat and wait by the door please?” *Identify familiar objects and properties for practitioners when they are described. For example: ‘blue car’, ‘shiny apple’ * Respond to an adult’s conversation *Ask what, who, where questions *Use plurals *Talk about what I am doing *Answer a register with good morning/good afternoon * Use consonants correctly (k/c, g, f, s and y)in my consonant range *Know a few simple songs – Begin the routine of the Nursery Rhyme Bag - Library Day	*Able to follow directions with 3 parts *Able to select an object based on its use *Understand and act on longer sentences like make teddy jump or find your coat *Understands and uses simple questions about ‘who’, ‘what’ and ‘where’ *Be able to talk about familiar books *Join in with repeated refrains in a story	*Understand ‘how’ and ‘why’ questions *Start a conversation with adults and friends *Speak in a full sentence *Have a bank of songs *Comment on what they hear *Use various tenses	*Hear rhyming words *Give a word which rhymes with another *Able to follow instructions which involve holding 3 items: e.g. bring the banana, plate and knife from... *Learns lots of new words and use them in play *Ask my own questions in a range of situations *Know many rhymes * Use consonants correctly (z, v, sh, ch, j, and ng)in my consonant range	*Focuses on a chosen activity for at least ten minutes *Follow longer instructions whilst engaged in an activity *Understand and follow instructions containing ‘before’, ‘after’, ‘first, *Answer simple problem solving questions: e.g. What do you do if you are cold? *Use talk to organise play e.g. “Let’s go on a bus...you sit there... I’ll be the driver” *Start to use connectives to link ideas – and, because, so *sustain a two way conversation with an adult/child	- hand and waiting their turn to talk *Able to move away from distractions when concentrating *Listen and attend well in the nursery even when there are distractions *Understands when asked questions like “Why do you want to wear your boots today?” and “How can we mop up the juice?” *understand more complicated instructions e.g. roll up your sleeves, put on an apron and go to the painting area *Uses longer sentences of four to six words when talking *Be able to talk about thoughts even when they disagree and can discuss this using words and actions *Use most consonants correctly (l, r, , th, may be still developing)
Knowledge and Skills Overview	*Learn vocabulary linked to themselves *Talk About Yourself!	*Learn vocabulary linked to celebrations	*Recount an event! *Learn vocabulary linked to traditional stories	*Tell me why! *Be able to talk about familiar books, and be able to tell a longer story	*Tell me a story! *Explains describe and recount	*Know what good listening looks like *Explain your thinking! *Stick to the topic

	*Learn vocabulary linked to themselves *Tell me about differences! *Learn vocabulary linked to Autumn	*Learn about different cultures and festivals *Use comparative language *Learn vocabulary linked to Winter/Christmas	*Be able to talk about weekend/holiday news *Learn story vocabulary *Learn vocabulary linked to Winter	*Develop scientific based vocabulary. *Learn vocabulary linked growth *Learn vocabulary linked to Spring *Learn vocabulary linked to	*Use comparative vocabulary – same/different *Use language linked with animals. *Understand animals come from different parts of the world *Understand who helps animals. *Understand jungle and rainforest animals.	*Add detail to talk *Clarify ideas by a running commentary to self/others *Use a wide range of words correctly and in context *Learn vocabulary linked to science *Learn vocabulary linked to Summer. *Learn vocabulary linked to Journeys.
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Personal, Social and Emotional Development

*Self-Regulation

*Managing Self

*Building Relationships

Three and Four Year Olds	*Wait my turn with adult support *Choose where to work from a choice *Use resources with help *Separate from carer with support *Know the children belong in their group/class *Know the areas in the nursery and what we do there *Know we are part of a family and community - Independence *Know the nursery boundaries, rules,	*Choose what I want to do there and find the resources I need *Tolerates delay when needs not met immediately *Source/request resources to follow their plans *Follow daily routines with some support *Initiate and join in play *Engage in pretend play *Build relationships with adults/children through talk	*Take turns playing a game in a group with an adult *Talk about what they have done/made in a small group *Say how they feel *Identify other's feelings in stories *Talk about what they intend to do and how *Follow daily routines with developing independence *Actively seek out others *Form friendships with others *Keep play going by responding to what others are doing	*Engage in the company of other children *Identify other's feelings when they are obvious *Work towards individual and shared rewards *Have self-chosen friends *Initiate conversations with adults and children	*Use words to negotiate rather than actions *Usually adapt behaviour to different situations *confident asking adults for help *Know why rules are important *Show sympathy towards children in distress *Explain my understanding to others *Ask questions of others *Begin to use talk to negotiate and manage conflict	*Pleased to win games *Switch between activities and areas *Regulate feelings by drawing on strategies known *Recognise that living things have feelings *Deal with change positively *Adapt their plans and review their progress with increasing independence *Adapt behaviour to different situations *Respond with resilience to challenges
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	sanctions, rewards and routines *Know about people in the community who keep us safe/healthy – Dentist, Police etc. *Talk to children in play *Seek adult support to have needs met					*Listen to others and sometimes accept their ideas in play *Play cooperatively most of the time
Knowledge and Skills Overview	*Select activities from those available with adult help *Eat using a spoon and fork *Tells an adult they need the toilet *Tells an adult if hungry/tired *Can wash/sanitise hands with support *Learn the names of new children *Learn the names of the adults Baking/Snack table	*Set the table for snack *Know how to return the resources correctly *Know the names of feelings – happy, sad, worried, excited, proud, angry *Put on a coat/waterproof independently	*Can use a knife to cut food *Goes to the toilet *Can pour a drink *Can drink from a cup (one handed) *Can wash/sanitise hands independently *Fasten a zip on a coat/waterproof	*Talk about what they might do to adapt work *Use a knife and fork correctly *Use a knife to spread	*I choose from a range of activities *Know some simple strategies for managing their feelings *Know we are part of the wider world *Dry and clean through the day *Know how to meet some care needs, such as brushing teeth, using the toilet, and wiping my bottom washing and drying my own hands	*Know that all emotions are ok but not all responses are *Remove and replace socks and shoes/jumpers etc. *Know some foods are good for you *Know that other's may have different ideas and that is ok

Physical Development

***Gross Motor *Fine Motor *Visual Discrimination**

Three and Four Year Olds	*Move freely in a range of ways *Negotiate obstacles/corners *Hold a simple body shape *Climb steps with alternate feet	*Move freely in a range of ways. *Run skilfully with wheeled toys, turning around obstacles and corners.	*Be aware of others and space *Walk up to 10 steps using alternate feet. *Develop balance. *Choose the right resources to carry out their own play.	*Traverse the climbing wall *Run smoothly with changes in speed, negotiating space successfully. *Jump off an object and land	*Use a range of resources to build a den *Know different ways of attaching resources – e.g. string, pegs	*Use large materials to build an outdoor construction *Use a variety of PE resources *Increasingly use and remember sequences and patterns of
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	* Use large muscle movements to wave flags and streamers, paint and make marks *Match physical skills to tasks and activities in the setting. *Recognise something when only shown part of the object *Find and point out pictures from a book	*Match physical skills to tasks and activities in the setting. *Climb with confidence * Use large muscle movements to wave flags and streamers, paint and make marks *Apply increasing pressure with a pencil *Match a familiar item to its shadow at tidy time	*Work with others to move large construction resources safely *Show a preference for a dominant hand *Use a range of printing tools *Match an unfamiliar shadow to a picture *Match the letters of their name to name strip with support	- appropriately. Travel with increasing confidence and skill over, under, around and through equipment. *Match the letters of their name to name strip independently *Climb low level ladders using alternate hands and feet. *Become increasingly independent when getting dressed (including zipping up). *Start taking part in group activities which they make up themselves or in teams. *Collaborate with others to manage large blocks planks.	*Construct more complex models with large construction * Copy most letters from name	- movements which are related to music and rhythm *Find a space and play a spatial awareness game *Build models with construction kits *Use cutlery effectively without support
Knowledge and Skills Overview	*Ride trikes *Run with wheeled toys *Roll dough into a ball/sausage *Stack 10 blocks *Use large tweezers *Hold a pencil between 2 fingers and thumb *Trace zig zag patterns *Hold scissors	*Ride scooters *Climb on tyres with safety and jump off *Balance on a beam *Traverse the A frame *Build 3 steps with 6 cubes *Build 3 block bridges from a model *Trace wavy patterns	*Run, jump, hop, skip *Hold a body shape *Construct with large construction *Use large construction blocks with safety *Thread objects *Use large tweezers to pick up small items *Copy first letter of name	*Play running and chasing games *catch a large ball with two hands *Throw a large ball *Sit upright on the carpet *Build 3 steps from 6 cubes from a model *Have a comfortable tripod hold	*Hang from the A frame *Sit correctly at a table *Cut out shapes with curved lines *Copy simple shapes – circle, square, cross *Select a correct sized brush for a task *Use a knife to push food onto a fork (e.g peas)	*Hold the paper *Use a pencil with some control *Cut a range of simple shapes *Draw with increasing detail *Use tools to create a picture *Use a knife to spread effectively *Use a knife to cut a sandwich

	*Snip with scissors *Copy a cross (+) and circle *Draw a person with a head and 2 features (eyes & mouth) *Use a large paintbrush and hold it correctly. *Pour accurately from a jug	*Hold scissors *Copy a v shape *Draw a person with head and legs *Trace a simple house *Use paint palettes *Use a fork to hold food still to cut	*Cut out a straight line *Draw a house *Trace a simple person *Can use a knife to cut food	*Trace anti-clockwise patterns *Cut a zig zag line *Draw a person with a head, body, arms, legs and fingers *Explore smaller brushes *Peel, chop a variety of fruits and vegetables	*Use a pencil with some control.	
Literacy *Comprehension *Word Reading *Writing						
Three and Four Year Olds	*Listen and enjoy sharing books *Recognise rhythm in words *Blend compound words (snow-man) *Know signs and symbols carry meaning *Ascribe meaning to marks when drawing and painting Phase 1 Phonics Focus Aspect 1 *Discrimination between general environmental sounds	*Listen and respond to stories by answering simple questions *Hold a book correctly, handle with care and turn pages from front to back *Fill in missing phrases and words in known stories *Recognise own name *Provide a running commentary when mark making Phase 1 Phonics Focus Aspect 2 and 3 *Discriminate between musical instruments sounds	*Actively listen to stories *Can retell familiar stories *Listen to a full story and answer questions *Orally blend 3 syllable words (E-lephant) *Copy the first letter of name *Match the letters of their name to name strip with support *Say what writing means Phase 1 Phonics Focus Aspects 4 and 5 *Develop understanding of rhythm and rhyme	*Listen to and learn rhymes and poems *Respond to Rhymes *Give a rhyming word *Use speech influenced by books *Use writing around the nursery Phase 1 Phonics Focus Aspects 6 *Make various sounds with the voice	*Retell a familiar story *Read Simple Non-Fiction books *To talk about the places and people in stories and the important things that are happening *To write some or all of my name *Say what I am going to write before doing it *Form some letters from their name correctly *Hear the initial sound in a word *Recognise words with the same initial sound orally *Copy most letters from name	*Recall familiar stories and use them to support play *Have conversations about stories and using learnt vocabulary *Orally blend three syllable words. *Look at book independently and know that print carries meaning. *Recognise words with the same initial sound. *Represent some sounds correctly when writing *Form most of the letters in their name correctly

		*Listen and repeat sound and body patterns	*Develop understanding of alliteration *Make various sounds with the voice		*Begin to Orally Blend and segment words	Phase 1 Phonics Focus Aspect 7 *Orally Blend and segment words and begin to recognise words with the same initial sound
Knowledge and Skills Overview	*Talk about key features of a familiar story *Say who was in the story (character) *Say where they were (setting) *Clap name syllables	*Know what sound name starts with *Know writing and drawing is different * Tracing patterns	* Begin to understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book *See letters from name in other words *Know words are made up of letters *Tracing patterns	*Spot a mistake in a rhyming activity *Match the letters of their name to name strip independently *Retrace a vertical line in a handwriting pattern	*Know how to use non-fiction books *Uses some print and letter knowledge in early writing. *Add a correct rhyming word	*Know that stories have beginnings and endings and sometimes guess how the story will end *Able to make up own stories, with characters, a beginning, middle and an end *Spot and suggest rhymes.

Mathematics

*Number *Numerical Patterns

Three and Four Year Olds	*Explore colour and colour mixing *Make comparisons between objects relating to size *Complete inset puzzles *Compare sizes using gestures and language 'bigger/little/small' *Talk about and explore 2D shapes	*Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). *Say one number for each item in order: 1,2,3,4,5. *Know that the last number reached when counting a small set of objects	*Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') *Show 'finger numbers' up to 5 Say one number for each item in order: 1,2,3,4,5. *Know that the last number reached	*Recite numbers past 5. *Subitise within 5 *Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). *Link numerals and amounts: for example, showing	*Compare quantities using language: 'more than', 'fewer than'. *Explore the composition of numbers to 10. *Subitise within 5 *Recite numbers past 5. *Know that the last number reached	*Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' *Understand position through words alone for example, "The bag is under the table," with no pointing. *Talk about and explore 2D and 3D
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	using informal and mathematical language sides, corners, straight, flat *Make comparisons between objects relating to size	tells you how many there are in total *Show 'finger numbers' up to 5. *Extend and create ABAB patterns – stick, leaf, stick, leaf. *Notice and correct an error in a repeating pattern.	when counting a small set of objects tells you how many there are in total ('cardinal principle'). *Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. *Experiment with their own symbols and marks as well as numerals. *Make comparisons between objects relating to size and capacity.	the right number of objects to match the numeral, up to 5. *Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' *Make comparisons between objects relating to length and weight	when counting a small set of objects tells you how many there are in total ('cardinal principle') *Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5	shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' *Explore the composition of numbers to 10. *Recite numbers past 5. *Solve real-world mathematical problems with numbers up to 5
Knowledge and Skills Overview – Little Big Maths	<u>Early Years Number</u> I can use any adjectives to describe objects Be able to ask for more Understand the concept not enough Understands too much Amount in a group increases: Adult Key Vocab: Add/adding Understands hotter/colder older/younger bigger/smaller faster/smaller Understands gone/all gone Says some familiar numbers Know number exist and be able spot them in the environment. Touches 1 body part at a time Learn it 1,2,3,4,5 picture cards I know my own name I have 2 hands I can group objects <u>Wider Maths</u> I can show awareness of shapes as I play I know 2D shapes exist I can match shapes	<u>Early Years Number</u> Introduce long/short into list of vocabulary Understands just right in goldilocks story Understand when the amount in a group doesn't change (no counting) Understands all gone *Learn all about the number 1,2,3, *Subitise using dice patters, different patterns and sizes for the numbers 1,2,3 *show the correct amount of fingers for 1,2,3 *Practise counting and ordering numbers up to 3 *Find the correct numeral for numbers up to 3. *Introduce a 5 frame *Explore capacity and size of objects linked to Goldilocks story. *Learn number rhymes within 5. Be able to count 1,2,3 – using number rhymes, games, environment Reading numbers 1,2,3 Matches numerals to number 1-3	<u>Early Years Number</u> *Subitise within 5 *show the correct amount of fingers for 1-5 *Practise counting numbers up to 5 *Order numbers up to 5. *Find the correct numeral for numbers up to 5. Recognises lots/few Recognises just right in different contexts Recognises more/less than Understands all gone Recognises most/least Children to be able to identify what comes before, after using a number stick Counting numbers 1,2,3,4,5 Reading number 1,2,3,4,5 Matches numerals to number 1-5 Order numbers 1-5 Find own context to count without purpose Count within a given context Finds own context to count			

	I can describe an object as tall or short' I can play with containers and begin to use the words heavy/light I understand now and later I can sort a pile of objects I notice patterns in pictures and stories	Know numbers exist Find own context to count without purpose Count within a given context Can touch and say the object name in a line Can touch and say one object at a time in a pile Can touch and say one object at a time when taking out of the pile. I know I have 1 head I can group objects Wider Maths I can show awareness of shapes as I play I know 2D shapes exist I can match shapes I know 3-D shapes exist I can follow some early position talk I can follow 1-step movement instructions I can describe an object as tall/short I can describe a mass as heavy/light I can show awareness of money I can describe an amount of space I understand the word hot/cold I understand fast/slow I can sort a pile of objects I notice patterns in pictures and stories	Repeats last word said. Repeats after an adult, Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') I know my hand has five fingers I can group objects Wider Maths I can explore symmetry in my play I can use 2-d shapes to play/make I know 2D shapes exist I can match shapes I know 3-D shapes exist I can follow some early position talk I can follow 2-step movement instructions I can describe tall/short/heavy/light I can play shop I can describe an amount of space I understand the word cold I understand the word fast slow I can copy simple patterns clapping I can record my sorting using my mark making.
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Understanding the World

***Past and Present *People, Culture and Communities *The Natural World**

History Geography Science R.E Computing

Three and Four Year Olds	*Talk about what they see and experience *Respect and care for the environment *Use all of their senses in hands-on exploration of natural materials. *Observe the changes in the	*Make connections between the features of their family and other families. *Explore collections of materials with similar and different properties. *Explore natural materials indoors and outdoors	*Talk about what they see, using a wide vocabulary. *Sense of local community. *Know that there are different countries in the world *Talk about differences they see in	*Know that there are other countries in the world through story *Begin to understand the need to respect and care for the natural environment and all living things.	*Identify roles and occupations in the community which keep us healthy *Be interested in different occupations Explore local community and recall all of the community visitors from through the year.	*Be interested in different occupations *Know that life may be different in other countries *Talks about similarities and differences in cultures through story *respect and care for living things
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	garden and local area in Autumn *Interested in photographs of themselves and family. *Begin to make connections between the features of their family and other families Shows curiosity about people. Show interest in stories about people	*Talk about similarities and differences *Talk about the differences between materials and changes they notice. Begin to make sense of their family history Develop positive attitudes about the differences between people.	materials as they change (porridge) *Explore collections of materials with similar and different properties. *Recount past events and news	*Plant seeds and watch their growth *Understand the life cycle of a plant *Talk about what they notice using their senses *Observe changes during growth *Observe the changes in the garden and local area in Spring *Explore forces *Talk about past experiences of celebrating Easter	Talk about what they see using a wide range of vocabulary. Observe changes over time. Explore changes in the history of artefacts (What did they use in the past to help animals?) *Take photographs using the ipad	*Begin to understand the need to respect and care for the natural environment and all living things. *Explore forces (magnets) *Understand the key features of the life cycle of an animal. *Observe the changes in the garden and local area in Summer *Observe and talk about past significant events *Talk about experiences in nursery and transition into Reception
Knowledge and Skills Overview	*Know our school is in Ellington *Compare ourselves to our friends – what is the same/different *Know it is ok to be different *Identify roles and occupations in the nursery Comment on how to care for living things *Explore the indoor and outdoor area *Talk about what they see and experience	*Talk about experiences of bonfire night *Talk about past experiences of celebrating Christmas *Know Christians celebrate Xmas *Know about some cultural traditions – Xmas, Bonfire, Halloween *Know how/why Christmas is celebrated *Begin to be aware that different cultures have special	*Comment on how to care for living things Ask questions about different occupations -builders *Explore how things work and change over time – porridge exploration *Explore different materials – straw, sticks, bricks *Explore materials for a bridge- how can we make a bridge strong? *Use vocabulary related to the past *know how to use a paint app	*Know how/why Easter is celebrated *Joins in with celebrations which are special to them *Know some things that a plant needs to grow *Use vocabulary related to growth and Spring *Observe and talk about the life-cycle of a sunflower *Respect and care for plants in the environment	Ask questions about different occupations *At the Zoo Compare to vet occupation – Autumn link *Animals around the world – map out animals around the world- world map *Compare different animal environments, why are they different Hot/Cold Climates Caring for animals – look at a endangered animal – understand why some animals are extinct.	*Compare 2 different ways of travel past and present *Talk about past summer memories *Understand how space travel has changed over time. *Look at the first moon landing. *Explore sources/artefacts linked to the past Show interest in stories about people. Ask questions about different occupations *Wood surgeon

	*Listen and comment on stories about Autumn *Sort materials (float/sink) *Have a sense of self *Name who lives in their house *Talk about extended family members *Understand changes between baby animals to adult and how needs change over time. *Know how to use an app on an iPad	- stories and celebrations *Talk about differences they see in materials as they change (clay) *Observe the changes in the garden and local area in Winter *Listen and comment on stories about Winter *Know how to find information with a computer		*Know where food comes from – begin to plant our own.	Shows curiosity about people.	*School Occupations *Draw a simple map of a journey. *Forces – Why do people not walk normally on the moon? Why do we need a helmet in space? *Seasonal changes within summer – Summer walk/what activities can we do in Summer – compare to other seasons *Harvest and prepare food we've grown.
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Expressive Arts and Design

*Creating with Materials

*Being Imaginative and Expressive

Art D.T Music

Three and Four Year Olds	*Explore different materials freely and develop ideas about how to use them and what to make. *Create closed shapes with continuous lines. *Name Primary colours *Explore mixing colours *Mix primary colours to create secondary colours (poster paint) *Know how to put on an apron *Use available role play resources to recreate experiences *Using costumes to support role play *Act out first hand experiences in role play and small world *Start to develop pretend play, pretending that one object represents another *Explore musical instruments *Enjoy and take part in action songs/nursery rhymes	*Use their imagination as they consider what they can do with different materials. *Make simple models which express their ideas *Use resources available to them to create a clay Diwali lamp *Deciding what to make and what is needed (Card) *Know how to use a hole punch *Continue to explore mixing colours *Create a collage in mixed media *Add mixed media to decorate Diwali lamp *Use story props to act out familiar stories *Take on the role of familiar people *Begin to develop storylines with adult support *Tap name syllables *Watching and responding to a live performance *Responding to their own performance – Stay and Perform with parents	*Plan a 3D construction – bridge/house structures *Talk about what they have done/made *Evaluate the end result *Use a colour for a purpose *Explore pastels as a mark making - Create a 3D construction from construction kits/junk modelling *Draw with texture *Use available role play resources to recreate experiences *Using costumes to support role play of stories (Home & 3 Bears cottage)& *Play alongside others involved in the same theme *Use available construction and resources to make small world situations *Retell a familiar simple story *Talk about music they have heard – fast/slow *Move to a beat	*Know how to overlap bricks to build a strong wall *Evaluate the end result *Decide if they would they adapt it *Learn techniques for printing *Use natural materials to make patterns and pictures *Explore colouring in within the lines *Use available role play resources to recreate experiences *Using costumes to support role play of stories *Explore using loose parts and general small world resources to act out stories *Pretend with others with each having a role *Explore different sounds	*Exploring attaching with string (Dens) *Create a large scale construction mixed media (Dens) *Evaluate and change design *Explore colouring in within the lines *Use mixed media to create *Use drawings to represent ideas like movement or loud noises. *Create collaboratively sharing resources, ideas and skills. *Look and respond to Ranger Hamza wildlife photography. *Create our own observational drawings or photos of wildlife. *Use story props to act out familiar stories *Using costumes to support role play of stories *Explore using loose parts and general small world resources to act out stories *Use gesture and expression in voice to	*Join different materials and explore different textures *Evaluate the end result. *Create a moving structure *Choose colours appropriately for task. *Explore watercolour paints *Show different emotions in their drawings *Draw with increasing complexity and detail. - Explore simple shapes to create art. *Draw freely with increasing detail *Use story props to act out familiar stories *Using costumes to support role play of stories *Explore using loose parts and general small world resources to act out stories *Act out stories heard *Develop complex story lines * Sing a range of songs with some attention to tune (pitch match)
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		*Talk about music they have heard – loud/quiet			bring characters to life *Use appropriate language and vocabulary for the role *Retell a simple story with words and actions *Sing a range of songs with some attention to tune	*Remember and sing entire songs *Listen and respond to different music *Respond to own and others performances *Respond to what they have heard expressing their thoughts and feelings.
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Knowledge and Skills Overview	*Use the Playdough tools *Be able to Ball & Roll the dough *Natural materials- Explore pattern and texture *Colour in a picture *Copy a cross (+) and circle *Draw a person with a head and 2 features (eyes & mouth) *Name various mark making implements *Wash and return palettes, brushes etc *Explore Autumn colours *Learn their names and clap them out *Learn simple songs *Listen to environmental sounds (Phonics) *Say a favourite song/nursery rhyme	*Know how to glue (Pritt) and attach with tape (Sellotape) *Begin to use materials to create a model *Know how to replace the lid *Know how to stick tape on the table *Know how to care for pens, pencils etc. *Know how to use a rubber *Copy a v shape *Draw a person with head and legs *Trace a simple house *Continue to learn simple songs *Play loud/quiet sounds *Move to match their mood (Party)	*Know how to use a stapler *Know how to join bricks in construction kits *Explore construction kits (Chair for BB) *Select paper for the task – colour, size *Follow a colour mixing chart *Textiles - Large scale weaving *Draw a house *Trace a simple person *Give puppets and characters a voice *Tap out character names *Learn simple songs *Play fast/slow sounds	*Explore creating strong models with Duplo, Lego, outdoor bricks etc. *Make a strong wall *Use playdough to create different objects *Choose media for a task *Explore printing techniques *Draw a person with a head, body, arms, legs and fingers *Create observational drawings of a sunflower *Look at and responding to Van Gogh's art 'Sunflower' *Pretend with gesture, mime *Substitute an unrealistic object *Keep a beat to a song *Sing simple nursery rhymes and songs *Create a melodic shape with a chime bar *Move to melodic shape *Create their own song or improvise a song around one they know.	*Think of ways to make the den strong *Copy simple shapes circle, square, cross *Choose media for a task *Explain the role taken *Add music appropriately to a story	*Know how to use a split pin *Choose media for a task *Make up a story together *Learn simple songs *Add music to a story - Move in response to music * Listen and respond to story
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