



Nursery Long Term Plan							
Cycle A 2026/2027 Cycle B 2025-2026	Autumn 1 Marvellous Me! There's no place like home	Autumn 2 Let's celebrate! Reach for the stars!	Spring 1 Not all heroes wear capas Once upon a time	Spring 2 I went to visit a farm one day... Down at the bottom of the garden	Summer 1 If you go down to the woods today There's a rumble in the jungle	Summer 2 Under the sea Let's take a trip!	
Quality Texts	Me and my feelings Marvellous Me, inside and out Feelings books (set) Peace at Last Who's in my family? All about families	Non-fiction stories about celebrations/festivals Lighting a Lamp The Christmas Story Whatever Next Non-fiction space books Aliens Love Underpants	Superworm Supertato A Superpower like mine Real Superheroes Non-fiction Emergency books Goldilocks and the Three Bears Jack and the Beanstalk Three Little Pigs	The Three Little Pigs Farmer Duck Little Red Hen The Hungry Caterpillar Teeny Weeny Tadpole Oliver's Vegetables What the Ladybird Heard	We're going on a bear hunt Goldilocks Where's my Teddy? The Gruffalo Rumble in the Jungle Elmer Monkey Puzzle Giraffes Can't Dance The Tiger who came to Tea	The Rainbow Fish Commotion in the Ocean Shark in the Park Shark in the Dark Duck in the Truck Dig, Dig, Digging I wish I were a pilot Wheels on the bus Lost and Found Handa's Surprise Non-fiction stories about transport	
Nursery 10 Quality Books	1. Penguin – Polly Dunbar, 2. The Animal Boogie – Debbie Harter, 3. The Tiger who came to tea – Judith Kerr 4. The Gruffalo – Julia Donaldson, 5. We're going on a bear hunt – Michael Rosen, 6. The Very Hungry Caterpillar – Eric Carle, 7. Dear Zoo – Rod Campbell 8. One fox – Kate Read 9. Goldilocks and The Three Bears 10. Little Rabbit Foo Foo – Michael Rosen						
Nursery 10 rhymes and songs	1. Twinkle, Twinkle Little Star 2. I'm a little teapot 3. Baa Baa Black Sheep, 4. Incy Wincy Spider, 5. Hickory Dickory Dock 6. 1, 2, 3, 4, 5 Once I Caught a Fish Alive 7. Wind The Bobbin Up 8. Old McDonald had a farm 9. If you're happy and you know it 10. Humpty Dumpty						
Term	Autumn Term		Spring Term		Summer Term		End Of Nursery Goals

Communication and Language	Listening, Attention And Understanding	<ul style="list-style-type: none"> ● To sit and focus for a short amount of time. ● To concentrate on an activity of their own choice for a short period. ● To engage in pretend play. ● To begin to understand and act on longer sentences. ● To listen to a simple story with the help of pictures 	<ul style="list-style-type: none"> ● To understand simple questions: who, what, and where. ● To understand simple sentences. ● To listen to a simple story with the help of pictures. ● To understand an act on longer sentences. ● To respond to instructions with more than one part e.g. "pick up the blocks and put them in the box" 	<ul style="list-style-type: none"> ● To enjoy and remember lots of stories. ● To begin to retell a longer story. ● To begin to pay attention to more than one thing at a time. ● To listen to others 1-1 or small groups when the conversation interests them. ● To be able to follow simple instructions. ● To show an understanding of prepositions, such as under, on top or behind. ● To respond to instructions with more than one part e.g. 'pick up the blocks and put them in the box' 	<ul style="list-style-type: none"> ● Enjoys listening to longer stories and can remember much of what happens. ● Pay attention to more than one thing at a time. ● Understand a question or instruction that has two parts. ● Understands 'Why' question.
	Speaking	<ul style="list-style-type: none"> ● To begin to talk to a familiar adult. ● To start to say how they feel using simple words and actions/gestures. ● To begin to hold a conversation flitting from topic to topic. ● To use the speech sounds p, b, w, m, w and begin to pronounce l, f, w, f, th. 	<ul style="list-style-type: none"> ● To use a wider range of words. ● To sing a variety of songs. ● To start a conversation with their peers or adults ● To begin to join in with repeated refrains in rhymes and stories. ● To begin to use the correct tense although may still get muddled e.g. "I bringed a bag". 	<ul style="list-style-type: none"> ● To use a wider range of words. ● To sing a variety of songs. ● To begin to use 'why' questions. ● To use the correct tense although may still get muddled e.g. "I bringed a bag" ● To use longer sentences of four to six words. ● To begin to express their point of view. ● To begin to use words to problem solve and organise their thoughts. ● To join in with repeated refrains in rhymes and stories. 	<ul style="list-style-type: none"> ● Uses a wider range of vocabulary. ● Sing a large repertoire of songs. ● Knows many rhymes. ● Is able to talk about familiar books and begin to tell a long story. ● May continue to have problems with irregular tenses and plurals such as 'runned' for 'ran'. 'swimmed' for 'swam'. ● May have problems saying some sounds and multi-syllabic words. ● Uses longer sentences of four to six words. ● To begin to express a point of view and debate when they disagree with an adult or peer, using words as well as actions. ● Start a conversation with an adult or peer and continue it taking turns when speaking. ● Uses talk to organise themselves and their play.

Personal, Social and Emotional Development	Self - Regulation	<ul style="list-style-type: none"> • To find different ways to calm themselves and/or be calmed by a familiar adult. • To begin to express a range of emotions. • To begin to have a sense of who they are. • To begin to self-regulate during transition times but may still struggle. • To begin to show 'effortful control' by waiting rather than grabbing. 	<ul style="list-style-type: none"> • To begin to explore a range of emotions. • To begin to sort out minor conflicts and begin to understand that not everyone can be chosen. • To be increasingly able to follow rules and not always need to be reminded of the rules by an adult. • To talk about how they are feeling. • To begin to understand how others are feeling. • To begin to show 'effortful control' by waiting rather than grabbing. 	<ul style="list-style-type: none"> • To begin to sort out minor conflicts and begin to understand that not everyone can be chosen. • To begin to solve own conflicts. • To be increasingly able to follow rules and not always need to be reminded of the rules by an adult. • To talk about how they are feeling. • To begin to understand how others are feeling. 	<ul style="list-style-type: none"> • Finds solutions to conflicts and rivalries. • Increasingly follows rules, understanding why they are important. • Remembers rules without needing an adult to remind them. • Develops appropriate ways of being assertive. • Talks with others to solve conflicts. • Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
	Managing Self	<ul style="list-style-type: none"> • To begin to play with increasing confidence. • To begin to grow in independence – "Me do it". • To begin to have high levels of wellbeing and involvement. • To use the toilet with support and increasing independence. 	<ul style="list-style-type: none"> • To self-select activities and seek help if necessary. • To have high levels of wellbeing and involvement. • To grow in independence – "Me do it". 	<ul style="list-style-type: none"> • To self-select activities and seek help if necessary. • To have high levels of wellbeing and involvement. • To grow in independence – "Me do it". 	<ul style="list-style-type: none"> • Selects and uses activities and resources, with help when needed. • Develops their sense of responsibility and membership of a community. • Becomes more outgoing with unfamiliar people, in the safe context of their setting. • Shows more confidence in more social situations. • Is increasingly independent in meeting their own care needs. • Makes healthy choices about food, drink, activity and tooth brushing.

	Building Relationships	<ul style="list-style-type: none">● To engage through gesture and gaze.● To begin to notice and ask about difference e.g. skin colour.● To enjoy playing alone, alongside and with others.● To begin to develop friendships with others.	<ul style="list-style-type: none">● To begin to see themselves as part of a community and have a developing sense of responsibility e.g. at tidy-up-time.● To begin to feel more confident in social situations.● To seek out companionship with adults and other children.● To enjoy playing alone, alongside and with others.● To invite others to play and attempt to join in with others play.	<ul style="list-style-type: none">● To become more confident and outgoing with unfamiliar and changes in routine.● To begin to see themselves as part of a community and have a developing sense of responsibility e.g. at tidy-up-time.● To enjoy playing alone, alongside and with others.● To invite others to play and attempt to join in with others play.● To play with other children extending and elaborating play ideas.	<ul style="list-style-type: none">● Plays with one or more other children, extending and elaborating play ideas.● Understands how others might be feeling.
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Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> ● To independently use a range of appropriate resources (crawl in tunnels, use Lego etc.). ● To run, jump, climb and begin to use stairs independently. ● To sit on push-along toys, scooters and trikes. ● To develop their manipulation and control, exploring different tools and materials. 	<ul style="list-style-type: none"> ● To want to be increasingly independent, e.g. dressing and undressing. ● To know that their playing is developing their body, "Biggest bendy bits to smallest." ● To use large and small motor skills to do things independently - zips, buttons, pour drinks etc. ● To begin to throw and release objects overarm. ● To participate in finger and action rhymes. ● To walk a greater distance. ● To roll, crawl, jump and run. ● To use large movements, e.g. with ribbons. ● To self-select things that they want to use. ● To work with others, e.g., to move a big box. ● To create lines and circles, pivoting from the shoulder and elbow. ● To have explored Dough Gym to include low-load control. ● To develop their shoulder, elbow and wrist pivot. 	<ul style="list-style-type: none"> ● To developing their proprioception and control of their body - body movements, use of space and fundamental movement abilities. ● To develop their hand/eye coordination. ● To develop their movements to balance, ride and use balls. ● To climb using alternate feet, including climbing stairs. ● To balance on one leg, momentarily. ● To hop, skip and climb. ● To begin to work in a team or group. ● To increasingly remember a sequence of movements related to rhythm and rhyme. ● To understand how to use equipment safely. ● To grasp and release with two hands to throw and catch a large ball. ● To comfortably hold a pencil, pen or paintbrush. 	<ul style="list-style-type: none"> ● Continues to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ● Goes up steps and stairs, or climbs up apparatus, using alternate feet. ● Skips, hops, stands on one leg and holds a pose for a game like musical statues. ● Uses large-muscle movements to wave flags and streamers, paint and make marks. ● Starts taking part in some group activities which they make up for themselves or in teams. ● Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. ● Matches their developing physical skills to tasks and activities in the setting. ● Chooses the right resources to carry out their own plan. ● Collaborates with others to manage large items such as moving a long plank safely or carrying large hollow blocks.

	Fine Motor Skills	<ul style="list-style-type: none">● To develop manipulation and control, exploring different tools and materials.● To pick up objects using a palmer grip.● To sit comfortably and begin to hold scissors in their preferred hand.● To open and close scissors smoothly with no paper to cut.		<ul style="list-style-type: none">● To use large and small motor skills to do things independently – pour drinks, buttons, zips.● To point with their first finger, sharing their attention with an adult.● To take part in finger and action rhymes.● To self-select things that they want to use.● To use one-handed tools and equipment – snipping with scissors with support.● To show the ‘thumb up’ of holding scissors.● To make snips on a piece of paper, with support and then independently.● To experiment with mark making and emergent writing.		<ul style="list-style-type: none">● To begin to use equipment safely.● To use one-handed tools and equipment – snipping with scissors independently.● To hold mark making tools using thumb and all fingers.● To control the paper using non-dominant hand when cutting.● To cut a straight and curved line.● To begin to cut a circle, square and complex shape.● To have a dominant hand.● To arch their palm; have in-hand manipulation fluidity; use thumbs in opposition and have finger isolation.		<ul style="list-style-type: none">● Use one-handed tools and equipment e.g. making snips in paper using scissors.● Uses a comfortable grip with good control when holding pens and pencils.● Show a preference for a dominant hand.● Is increasingly independent getting dressed and undressing e.g. putting coats on and doing up zips.	
	Get set for PE	Introduction to PE	Ball Skills	Dance	Fundamentals	Games	Gymnastics		

Literacy	Comprehension	<ul style="list-style-type: none">● To enjoy sharing books with adults.● To repeat words and phrases.● To ask questions about simple stories.● To touch and handle books and digital devices.● To notice pictures and symbols and begin to recognise what they stand for.	<ul style="list-style-type: none">● To have favourite stories they love to share.● To react and respond to illustrations, characters and narratives through sharing books, using questions and imaginative play.● To handle a book carefully.● To maybe engage with print around them – digital and media texts.● To talk about stories. <p>To begin to understand the 5 Key concepts of print:</p> <ol style="list-style-type: none">1. Print can have different purposes.2. We read English text from left to right and top to bottom.3. The names of the different parts of a book.4. The page sequencing.	<ul style="list-style-type: none">● To use their memory of story to retell and recount and perform, interpret and invent based on what they have seen and heard.● To be increasingly familiar with a storyline and increasingly predict when they work with memorable texts.● To become an oral storyteller and re-enact a text. These skills help them to develop a growing awareness of what is involved for being able to read themselves. <p>To understand the 5 Key concepts of print:</p> <ol style="list-style-type: none">1. Print can have different purposes.2. We read English text from left to right and top to bottom.3. The names of the different parts of a book.4. The page sequencing.	<ul style="list-style-type: none">● Understand that print has meaning.● Understand that print has different purposes.● Understand that we read English text from left to right and from top to bottom.● Understand the names of the different parts of a book and page sequencing.

	<p>Word Reading</p>	<p>Phonics Letters and Sounds – Autumn 1 and 2 Environmental sounds (Autumn 1)</p> <ul style="list-style-type: none"> • Listens to and identifies environmental sounds. • Use the voice to sing at different volumes. • Guess and make animal noises. <p>Instrumental sounds (Autumn 1)</p> <ul style="list-style-type: none"> • Listen to and identify instrumental sounds. • Remember and repeat rhythms. • Copy loud and quiet sounds. <p>Body percussion (Autumn 2)</p> <ul style="list-style-type: none"> • Perform songs with actions. • Identify body sounds. • Use the voice to make sounds. • Move the body in response to an instrument. • Listens attentively. • Explore and experiment with sounds and words. <ul style="list-style-type: none"> • Distinguish between different sounds in the environment and sounds in words (phonemes) • To begin to sing songs independently. • To enjoy songs and rhymes. • To notice some print. • To enjoy rhythmic and musical activities. • To play percussion instruments. 	<p>Phonics Letters and Sounds – Spring 1 and 2 Rhythm, Rhyme and Alliteration (Spring 1)</p> <ul style="list-style-type: none"> • Join in with story phrases and perform actions. • Move in time to a beat. • Continue a rhyming string. • Recognise some initial sounds e.g. box (b) • Identify people or objects beginning with a given sound <p>Body percussion (Spring 2)</p> <ul style="list-style-type: none"> • Perform songs with actions. • Identify body sounds. • Use the voice to make sounds. • Move the body in response to an instrument. <p>Little Wandle – Foundations for Phonics Spring 1</p> <ul style="list-style-type: none"> • Begin to identify initial sounds of words and names of objects for m,d,g,o,c,k,e • Begin to distinguish between different sounds • Begin to use oral blending to blends words aloud with the new sounds the children have learnt. • Children begin to join in and blend aloud. • Recognise the initial sound of their name. 	<p>Phonics – Letters and Sounds – Summer 1 Voice sounds (Summer 1)</p> <ul style="list-style-type: none"> • Make sounds with the voice and practise robot talk e.g. c-a-t • Describe voice sounds e.g. loud, quiet, high, low. • Use the voice to add sounds to a story. <p>Oral blending and Segmenting (Summer 2)</p> <ul style="list-style-type: none"> • Understand ‘sound talk’ words that are segmented c-o-a-t • Sound out and clap CVC words. • Count phonemes in a word e.g. b-i-g (1,2,3) • Identify objects with 3 phonemes e.g. f-i-sh. <p>Little Wandle – Foundations for Phonics Summer 1</p> <ul style="list-style-type: none"> • Identify initial sounds of words and objects for v,w,y,z,qu,ch • Use oral blending to blend words aloud with the new sounds the children have learnt. • Children to blend words learnt themselves. • Match their name to their picture. <p>Summer 2</p> <ul style="list-style-type: none"> • Begin to identify final sounds of words and objects for ck, x, sh, th, ng, nk 	<ul style="list-style-type: none"> • Develop their phonological awareness, including understanding of rhyme, alliteration, syllables, initial and voice sounds and oral blending. • Love stories and rhymes and learn by heart a bank of familiar favourites. • Increase their vocabulary and confidence to talk. • Improve their listening and ability to take part in back-and-forth conversations.
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		<p>Little Wandle — Foundations for Phonics — Autumn 2</p> <ul style="list-style-type: none"> ● Begin to hear the same initial sounds for words and names of objects for s,a,t,p,i,n ● Begin to use oral blending to blend words aloud with the new sounds the children have learnt. ● Children begin to join in and blend aloud. ● Find their name using their picture. 	<p>Spring 2</p> <ul style="list-style-type: none"> ● Identify initial sounds of words and names of objects for u,r,h,b,f,l,j ● Begin to articulate sounds correctly — including playing with voice sounds. ● Use oral blending to blend words aloud with the new sounds the children have learnt. ● Pause before you blend the words — see if children can jump in and blend the words. ● Recognise the capital letter that starts their name. 	<ul style="list-style-type: none"> ● Begin to distinguish other sounds at the end of words. ● Use oral blending to blend words aloud with the new sounds the children have learnt. ● Children to begin to blend words they have learnt themselves. 	
	Writing	<ul style="list-style-type: none"> ● To add meaning to marks they make. ● To make marks to be their name. ● To enjoy the sensory experience of making marks. ● To distinguish between the marks that they make. ● To enjoy drawing and writing on screen and on paper and in different textures e.g. sand or shaving foam. ● To enjoy free drawing. ● To copy movements. 	<ul style="list-style-type: none"> ● To add meaning to marks they make. ● To make marks to be their name. ● To imitate adults' writing by making continuous lines circles or shapes. ● To identify the initial letter of their name. ● To begin to make letter type shapes to represent the initial sound of their name. 	<ul style="list-style-type: none"> ● To write some of or all of their name. ● To write some letters accurately. ● To show an interest in words and illustrations in the environment. ● To begin to navigate apps and websites on digital media using drop down menus. ● To show an interest in letters on a keyboard and begin to make letter type shapes to represent the initial sound of their name and other familiar words. 	<ul style="list-style-type: none"> ● Uses some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list that starts at the top of the page or writing 'm' for mummy. ● Writes some or all of their name. ● Beginning to write some letters accurately.

Mathematics	Number	<ul style="list-style-type: none"> • To combine objects. • To take part in finger number rhymes. • To react to changes in a group up to 3. • To show counting like behaviour. • To count in everyday contexts but may miss out or muddle number sequences. • To notice numbers around them, both inside and out. • To develop an awareness of numbers through rhymes and in their surroundings. • To maybe enjoy counting verbally as far as they can go. 	<ul style="list-style-type: none"> • To give 2 or 3 objects from a group. • To begin to count on their fingers. • To point or touch each item, saying one number for each item, using the stable order 1, 2, 3, 4, 5. • To use some number names in play and be fascinated with big numbers. • To begin to recognise numerals 0-10. • To solve everyday problems to 5. • To recite numbers beyond 5. • To have fast recognition of up to 3 objects. • To begin to understand that each counting number is one more than the one before. 	<ul style="list-style-type: none"> • To compare groups of up to 5 objects. • To show finger numbers to 5. • To know the 'cardinal principle' – the last number reached when counting tells them how many there are in total. • To link numerals and amounts, e.g. show 4 fingers. • To experiment with their own marks for numbers. • To subitise to 3 with no need to count them. • To begin to know that a bigger number can be created out of smaller numbers. • To begin to use their understanding of numbers to solve everyday problems – in play and meaningful activities. • To separate a group of objects in different ways and know that the total is still the same. • To understand the 'order relevance' principle that the order they count the objects in is irrelevant; there will still be the same number. 	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually (subitising). • Recites numbers past 5. Says one number for each item in order: 1,2,3,4,5. Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). • Show's 'finger numbers' up to 5. • Links numerals and amounts e.g. showing the right number of objects to match the numeral, up to 5. • Experiments with their own symbols and marks as well as numerals. • Solves real world mathematical problems with numbers up to 5. Compares quantities using language 'more than', 'fewer than'.
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	Numerical Patterns	<ul style="list-style-type: none"> ● To note patterns. ● To show an interest in patterns, songs and rhymes. 	<ul style="list-style-type: none"> ● To begin to predict what might happen in a predictable situation. ● To talk about patterns around them. ● To join in with simple patters in rhymes, games, dances, stories and predict what many come next. 	<ul style="list-style-type: none"> ● To extend a simple ABABABAB pattern. ● To notice and correct an error in a simple pattern. ● To explore repeating patterns in everyday objects. 	<ul style="list-style-type: none"> ● Talks about and identifies the patterns around them, e.g. stripes on clothes, designs on rugs and wallpaper. ● Uses informal language like 'pointy', 'spotty', 'blobs', etc. ● Extends and creates ABAB patterns — stick, leaf, stick, leaf. ● Notices and corrects an error in a repeating pattern. ● Begins to describe a sequence of events, real or fictional, using words such as 'first', 'then'
	Shape, Space and Measures	<ul style="list-style-type: none"> ● To have some spatial awareness, e.g. climbing into a space, doing a puzzle. ● To enjoy exploring spaces around them. ● To begin to put objects inside each other. ● To begin to know their way around familiar environments. ● To explore shapes around them in their play. ● To choose puzzle pieces and try to fit them in. ● To make simple constructions. 	<ul style="list-style-type: none"> ● To respond to spatial and positional language. ● To explore how things look from different views, points, near and far. ● To explore different shapes and sizes. ● To recognise when two shapes are the same. ● To compare sizes. ● To compare amounts and use words like 'lots' and 'more'. ● To explore the difference in weight, length, size and capacity. ● To attempt to make arches and enclosures in their play with construction sets. 	<ul style="list-style-type: none"> ● To respond to and use the language of direction. ● To use position. ● To describe a familiar route. ● To use words like 'in front of' and 'behind'. ● To show an awareness of shape similarities and differences in objects. ● To enjoy partitioning and combing 2D and 3D shapes, making new shapes. ● To talk about and explore 2D and 3D shapes, talk about their names and some properties. ● To combine shapes in play. 	<ul style="list-style-type: none"> ● Talks about and explores 2D and 3D shapes using informal and mathematical language, e.g. 'sides', 'corners', 'straight', 'flat', 'round'. ● Understands position through words alone e.g. 'The bag is under the table' — with no pointing. ● Describes a familiar route. Discusses routes and locations, using words like 'in front of' and 'behind'. ● Makes comparisons between objects relating to size, length, weight and capacity. ● Selects shapes appropriately, e.g. flat surfaces for building, a triangular prism for a roof, etc. ● Combines shapes to make new ones, e.g. an arch, a bigger triangle, etc.

Understanding the World	Past and Present	<ul style="list-style-type: none"> ● To begin to make sense of their own life-story and family history. ● To enjoy playing with small world, building on their first-hand experiences. 	<ul style="list-style-type: none"> ● To begin to make sense of their own life-story and family history. ● To enjoy playing with small world, building on their first-hand experiences. 	<ul style="list-style-type: none"> ● To enjoy playing with small world, building on their first-hand experiences. ● To know there are different countries in the world and talk about the differences they have experienced or seen in photos. ● To comment and ask questions about their world such as the place where they live. 	<ul style="list-style-type: none"> ● Begins to make sense of their own life story and family's history. ● Shows interest in different occupations. ● Explores how things work.
	People, Culture and Communities	<ul style="list-style-type: none"> ● To make connections between the features of their family and other families. ● To notice differences between people. ● To be curious and show an interest in stories about people or animals. ● To enjoy looking at photographs of themselves and other familiar people. ● To begin to make their own friends. ● In pretend play, to imitate everyday actions and events from their own family and cultural background. 	<ul style="list-style-type: none"> ● In pretend play, to imitate everyday actions and events from their own family and cultural background. ● To enjoy looking at photographs of themselves and other familiar people. 	<ul style="list-style-type: none"> ● To be interested in different occupations. ● To continue to develop a positive attitude about the differences between people. ● To know there are different countries in the world and talk about the differences they have experienced or seen in photos. ● To comment and ask questions about their world such as the place where they live. 	<ul style="list-style-type: none"> ● Continues developing positive attitudes about the differences between people. ● Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos.

	The Natural World	<ul style="list-style-type: none">● To explore and respond to their environment, natural phenomena and natural materials.● To use their senses.● To explore materials.● To talk about what they see using a wide vocabulary.	<ul style="list-style-type: none">● To talk about what they see using a wide vocabulary.● To know that things can be used in different ways.● To talk about some of the things they have observed such as plants, animals and natural objects.● To understand the life-cycle of a plant and animal.● To plant and care for seeds and plants.	<ul style="list-style-type: none">● To explore how things work.● To talk about materials and changes they notice.● To begin to understand the need to respect and care for the world.● To explore and talk and about different forces they can feel.● To talk about materials and changes they notice.	<ul style="list-style-type: none">● Uses all their senses in hands-on exploration of natural materials.● Explores collections of materials with similar and/or different properties.● Talks about what they see, using a wide vocabulary.● Plants seeds and cares for growing plants.● Understands the key features of the life cycle of a plant and an animal.● Begins to understand the need to respect and care for the natural environment and all living things.● Explores and talks about different forces they can feel.● Talks about the differences between materials and changes they notice
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Expressive Arts and design	Creating with Materials	<ul style="list-style-type: none">● To start to make marks intentionally.● To maybe give meaning to the marks they make.● To engage in pretend play.● To explore colours.● To create using small world and construction.● To show a range of emotions in their drawings.	<ul style="list-style-type: none">● To use their senses to explore different materials.● To make simple models and talk about them.● To explore colours.● To take part in pretend play.● To create using small world and construction.● To join materials and explore textures.● To show a range of emotions in their drawings.● To explore colours and colour mixing.● To respond to their senses.	<ul style="list-style-type: none">● To begin to develop stories using small world and equipment.● To explore using 2D and 3D structures.● To freely explore different materials and think about how they may use them.● To develop their own ideas.● To create closed shapes with continuous lines.● To draw with increasing complexity and detail.● To use their drawings to represent ideas like movements and loud noises.● To respond to their senses.	<ul style="list-style-type: none">● Takes part in simple pretend play using an object to represent something else even though they are not similar.● Begins to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.● Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.● Explores different materials freely to develop their ideas about how to use them and what to make.● Develops their own ideas and then decides which materials to use to express them.● Joins different materials and explores different textures.● Creates closed shapes with continuous lines and begins to use these shapes to represent objects.● Draws with increasing complexity and detail such as representing a face with a circle and including details.● Uses drawing to represent ideas like movement or loud noises.● Shows different emotions in their drawings and paintings like happiness, sadness, fear, etc.● Explores colour and colour mixing.● Shows different emotions in their drawings – happiness, sadness, fear, etc.

	Being Imaginative and Expressive	<ul style="list-style-type: none"> • To respond emotionally and physically to music. • To move and dance to music. • To explore their voice. • To enjoy songs and rhymes. • To explore different sound makers. • To create sound effects and movements, e.g., the sound of a car. • To use words to describe sounds and music. • To enjoy taking part in action songs. 	<ul style="list-style-type: none"> • To make rhythmical and repetitive sounds. • To enjoy taking part in action songs. • To move, sing and listen whilst playing instruments. • To listen with increased attention to sounds. • To enjoy songs and rhymes. To explore different sound makers. 	<ul style="list-style-type: none"> • To maybe create their own songs. • To sing loudly. • To 'pitch match'. • To play a range of instruments with increasing control, expressing their ideas and feelings/emotions. • To create sounds, movements and drawings to accompany stories. 	<ul style="list-style-type: none"> • Listens with increased attention to sounds. • Responds to what they have heard, expressing their thoughts and feelings. • Remembers and sings entire songs. • Sings the pitch of a tone sung by another person ('pitch match'). • Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Creates their own songs or improvises a song around one they know. • Plays instruments with increasing control to express their feelings and ideas.
	Get Set For Music	<ul style="list-style-type: none"> • Nursery rhymes: Unit 1 	<ul style="list-style-type: none"> • All about me: Unit 1 	<ul style="list-style-type: none"> • Walking in the Jungle: Unit 1 	