



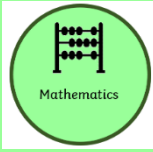




# Nursery Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	From Little Seeds Grow Mighty Trees	Crackling, Crunching, Crinkling	Feeling Frosty	Spring Fever	Fresh as a Daisy	Rays of Sunshine
<p><b>Communication and Language</b></p> <p>Listening, Attention and Understanding</p> <p>Speaking</p> 	<ul style="list-style-type: none"> <li>-Make comments about their play which may lead to a conversation.</li> <li>-Know when they are being addressed directly and respond appropriately.</li> <li>-When prompted talk about experiences in the immediate past.</li> <li>- Consistently use short phrases when expressing their needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Engage in back-and-forth conversations with a peer or teacher.</li> <li>-Ask 'why' questions about the world around them.</li> <li>- Use a teacher's model when narrating their play.</li> <li>- Engage with and begin to perform teacher created stories.</li> <li>-Respond to questions posed by familiar adults around school.</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to their name being called.</li> <li>-Talk about previous experiences.</li> <li>-During teacher created stories join in with repeated refrains.</li> </ul>	<ul style="list-style-type: none"> <li>- Know when they are being spoken to and react to this.</li> <li>-Ask 'why' questions about their play.</li> <li>- When questioned, recall the play they have engaged in.</li> <li>-Greet familiar adults in a friendly way.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to questions that are asked of them and begin to form responses verbally.</li> <li>-Observe teacher created stories and imitate these through their play.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to questions posed by peers and teachers, to demonstrate understanding.</li> <li>-Ask 'why' questions about the books which are read to them.</li> <li>- When questioned, talk to their teacher or peers about their play.</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p> 	<ul style="list-style-type: none"> <li>- Use the words 'sad', 'happy', 'scared' and 'excited' to describe how they are feeling.</li> <li>- Work towards a play-related goal which has been set by a teacher.</li> <li>- Listen to a single-step instruction and complete it with a teacher.</li> <li>- Begin to vary play choices across the environment.</li> <li>- Verbally inform teachers when they need the toilet.</li> <li>- Ask for food or drink when necessary.</li> <li>- Try a selection of fruit and vegetables.</li> <li>- Play alongside peers when Learning Through Play.</li> </ul>	<ul style="list-style-type: none"> <li>- Comfort a peer who is feeling a negative emotion.</li> <li>- Observe models from teachers and peers as to how play and work can be revisited and improved.</li> <li>- Understand the results of good and poor choices.</li> <li>- Know when to wash hands throughout the school day.</li> <li>- Use clothing to adapt to weather.</li> <li>- Know the equipment needed to effectively brush their teeth.</li> <li>- Tell a peer when they have caused a negative emotion.</li> <li>- Talk confidently with trusted adults in school.</li> </ul>	<ul style="list-style-type: none"> <li>- When being read to, identify simple emotions being felt by characters.</li> <li>- Play and decide when they have achieved what they wanted.</li> <li>- Observe teacher models of completing instructions.</li> <li>- Explore the environment and discover favoured play.</li> <li>- Make it known that they need the toilet.</li> <li>- Communicate their feelings of thirst and hunger.</li> <li>- Join in with Learning Through Play, at times alongside their peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about what makes them happy in school and at home.</li> <li>- Know when they have made a good choice around the classroom.</li> <li>- Know we wash our hands after going to the toilet.</li> <li>- Talk about brushing their teeth at home.</li> <li>- Communicate with a teacher when a conflict takes place.</li> <li>- Use teaching staff as a source of comfort when needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Match feelings/emotions to facial expressions.</li> <li>- When playing, learn from their mistakes to make improvements.</li> <li>- Follow basic instructions involving movements around the classroom.</li> <li>- Play with different peers when following interests.</li> <li>- Independently attempt to use the toilet.</li> <li>- Understand how food and hunger and drink and thirst relate.</li> <li>- Talk about the food they eat at home.</li> <li>- Choose to join play already being completed by peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise when peers are happy to play and interact.</li> <li>- Play with their friends, using the same toys and equipment.</li> <li>- Talk to teachers about what poor and good choices result in.</li> <li>- Know when coats and jumpers should be worn.</li> <li>- Brush their teeth with the support of a trusted adult.</li> <li>- Talk to a teacher when a conflict takes place.</li> <li>- Approach teaching staff to celebrate their achievements during play.</li> </ul>
<p><b>Physical Development</b></p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p> 	<ul style="list-style-type: none"> <li>- Sit on a scooter board and use feet to control movements.</li> <li>- When playing games, follow rules which are set by an adult.</li> <li>- Sit on an inflatable exercise ball, lifting one and two feet off the ground.</li> <li>-Mirror the turns of their teacher when dancing.</li> <li>- Hold a paintbrush using a fist grip technique.</li> <li>- Dry hands using a hand dryer and know when they are dry.</li> <li>- Do and undo Velcro on items including shoes and book bags.</li> </ul>	<ul style="list-style-type: none"> <li>- Play indoor and outdoor games with an adult and begin to learn about rules.</li> <li>- Use two hands to catch a scarf which has been thrown into the air.</li> <li>- Enjoy joining in with songs, dances and ring games.</li> <li>- Work with an adult to use dual-control scissors when cutting.</li> <li>- With a jumper over their head, independently place arms through each sleeve.</li> <li>- Use a four-finger grip when using a pencil.</li> <li>- Use a spoon and fork to scoop food from a bowl or plate.</li> </ul>	<ul style="list-style-type: none"> <li>- Push an object around the classroom and outdoor area with wheels, manipulating pace and direction.</li> <li>- Stop a rolling ball with both hands.</li> <li>- Jump, over a painted line, forward, backwards and side to side.</li> <li>- Use both hands to tear paper and other tearable materials.</li> <li>- Rinse hands where soap may have been applied for them.</li> <li>- Know when teeth should be brushed (point in the day).</li> </ul>	<ul style="list-style-type: none"> <li>- Ride a tricycle, with pedals, and manipulate the handle to make changes in direction.</li> <li>- Follow direct instructions from an adult including 'freeze', 'jump', 'clap' and 'sit'.</li> <li>- Paint using hands and fingers.</li> <li>- Put arms into a coat which is being held by an adult.</li> <li>- Rehearse using the pincer grasp to move smaller objects.</li> <li>- Apply glue from a glue stick to a flat surface, experimenting with the pressure needed.</li> </ul>	<ul style="list-style-type: none"> <li>- When sitting, catch a soft ball using hands and lap.</li> <li>- Walk between two lines, following a set path, where the width changes.</li> <li>- Experiment with different movements that are inspired by the movements of their teacher when dancing.</li> <li>- Use loop scissors to make cuts in paper and other materials.</li> <li>- Roll sleeves up before washing hands.</li> <li>- Know which hand is best used for writing.</li> <li>- Use a fork to pierce food from a plate and into mouth.</li> <li>- Know when and how often teeth should be brushed for.</li> </ul>	<ul style="list-style-type: none"> <li>- Ride a pedal-less tricycle, using both feet for movement.</li> <li>- Jump, with both feet, over a low obstacle forward, backwards and side to side.</li> <li>- Experiment with different ways of moving, indoors and outdoors.</li> <li>- Apply soap, scrub hands and rinse independently.</li> <li>- Pull a jumper over their head, when putting it on or taking it off.</li> <li>- Hold a pencil using the fist grip technique.</li> <li>- Remove and return a glue stick lid.</li> </ul>
			<ul style="list-style-type: none"> <li>- Ride a balance bike using a walking motion for movement.</li> <li>- Step and jump from point to point, staying in the marked area each time.</li> <li>- Jump to avoid a rope being swung in a circle.</li> <li>- Copy arm and leg movements of their teacher when dancing.</li> <li>- Turn the tap on independently when hand washing.</li> <li>- Place shoes on the floor in the correct position (right and left).</li> <li>- Open and close a selection of toothpaste containers.</li> </ul>	<ul style="list-style-type: none"> <li>- When throwing one-handed, overarm and underarm, use the non-throwing arm to aim.</li> <li>- Throw and catch a bean bag using two hands.</li> <li>- Use scissors independently to make cuts in materials.</li> <li>- Remove arms from a jumper independently.</li> <li>- Use a knife to cut soft food and a spoon to move food from one container to another.</li> <li>- Twist a glue stick to release more glue and to return the glue.</li> </ul>	<ul style="list-style-type: none"> <li>- When riding a scooter, rest one foot on the scooter and use the other to push.</li> <li>- Play games, both indoors and outdoors, where the rules have been set by an adult and know what happens if they are broken.</li> <li>- Jump and hop whilst skipping over a rope being swung by 2 people.</li> <li>- Follow rehearsed movements when dancing to known songs.</li> <li>- Spontaneously imitate the turns, arm and leg movements of their teacher when dancing.</li> <li>- Wash, with soap, and dry hands independently and know when to do this.</li> <li>- Hold a pencil using a static tripod grip.</li> <li>- Know how long teeth should be brushed for.</li> </ul>	<ul style="list-style-type: none"> <li>- Ride a balance bike with one foot at a time used for accelerating and both for decelerating.</li> <li>- Throw balls with one or two hands, depending on the size, weight, and situation.</li> <li>- Catch a small ball and bean bag from a short distance with two hands.</li> <li>- Balance to keep both feet on a line when following a painted path.</li> <li>- Use scissors to cut lines and shapes.</li> <li>- Put shoes on the right feet, arms in a coat and put on and take off a jumper and t-shirt.</li> <li>- Use and care for a glue stick independently.</li> </ul>

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<p><b>Literacy</b></p> <p>Comprehension</p> <p>Word Reading</p> <p>Writing</p> 	<ul style="list-style-type: none"> <li>- Use peg dolls and assign roles to them from familiar stories.</li> <li>- Notice repeated words and refrains in shared stories.</li> <li>- Discuss their experiences in school with teachers.</li> <li>- Recognise the capital letter at the start of their name.</li> <li>- Fold page carefully when reading lift-the-flap books.</li> <li>- Use mark making alongside a teacher during play.</li> </ul>	<ul style="list-style-type: none"> <li>- Join in with memorable and repeated vocabulary.</li> <li>- Describe what they can see in illustrations.</li> <li>- Recall rhymes from revisited stories and nursery rhymes.</li> <li>- Join in with teachers when clapping syllables for words from the stories they read.</li> <li>- Create images for words which are read to them.</li> <li>- Turn pages by sliding an individual page.</li> <li>- Form their name's capital letter.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore props and costumes from familiar stories.</li> <li>- Repeat words, actions and sounds made by the teacher.</li> <li>- Listen to teacher models of narratives when talking about their play.</li> <li>- Introduce themselves by saying their own name.</li> <li>- Make marks using sand, water and mud.</li> </ul>	<ul style="list-style-type: none"> <li>- Notice when words and refrains are repeated.</li> <li>- Study illustrations as a class and talk about them.</li> <li>- Listen to and join in with nursery rhymes.</li> <li>- Clap along to songs and nursery rhymes.</li> <li>- Recognise images of animals and everyday objects.</li> <li>- Flick through books, watching pages turn.</li> <li>- Make marks which they represent as their name.</li> </ul>	<ul style="list-style-type: none"> <li>- Use dolls which directly represent characters from familiar stories.</li> <li>- Repeat words and refrains when prompted by a teacher. – Talk about their play, showing signs of narrative.</li> <li>- Say their name and the names of their friends.</li> <li>- Observe teachers reading a range of texts, including lift-the-flap books.</li> <li>- Observe teachers making marks during play and talking about these marks.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to, and begin to join in with, repeated refrains.</li> <li>- Identify familiar characters and settings in illustrations.</li> <li>- Listen to a selection of rhyming stories.</li> <li>- Listen to and begin to join in with teachers modelling the clapping of syllables.</li> <li>- Assign words to images presented to them.</li> <li>- Turn pages, although more than one may be turned.</li> <li>- Practise name writing over a stencil.</li> </ul>
<p><b>Mathematics</b></p> <p>Number</p> <p>Numerical Patterns</p> 	<ul style="list-style-type: none"> <li>- Make vertical, horizontal and curved marks in preparation for digit writing.</li> <li>- Observe teachers modelling adding and taking away during play.</li> <li>- Mirror teacher models of 'touch counting' and any associated mnemonics.</li> <li>- Use shapes in their play and art.</li> <li>- Create repeating patterns with their teacher.</li> <li>- Observe teacher-modelled language relating to length, weight and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>- Use manipulatives to represent numbers to 5.</li> <li>- Use manipulatives to represent amounts to 5 during play.</li> <li>- Take away and add one from quantities during play.</li> <li>- Count objects up to 10 independently.</li> <li>- Count aloud when using counting in their play.</li> <li>- Follow a teacher's model for equal sharing.</li> </ul>	<ul style="list-style-type: none"> <li>- Assign made marks to numbers from 0-10.</li> <li>- Explore quantities by adding to and taking away from them.</li> <li>- Join in with everyday counting as part of the classroom's routines.</li> <li>- Make patterns with resources, although these may not repeat.</li> </ul>	<ul style="list-style-type: none"> <li>- Count physical objects around the classroom.</li> <li>- Observe teachers counting objects during play.</li> <li>- Complete one of different actions ("Do one jump.")</li> <li>- Observe teacher models of counting objects up to 10.</li> <li>- Listen to and take part in counting songs with actions and props.</li> <li>- Share resources whilst playing with peers and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- Make numerical marks in a range of materials.</li> <li>- Recognise when amounts are getting greater or smaller.</li> <li>- Observe and join in with teacher models of 'touch counting' up to 10.</li> <li>- Listen to stories about shapes.</li> <li>- Talk about patterns they can see in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Match numbers to manipulatives.</li> <li>- When prompted by teacher, provide amounts of objects during play ("2 cakes.")</li> <li>- Follow instructions involving one ("Fetch me one apron.")</li> <li>- Count objects up to 10 alongside peers and teachers.</li> <li>- Count everyday objects around the classroom aloud.</li> <li>- Study equal sharing and begin to join in.</li> </ul>
<p><b>Understanding the World</b></p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p> 	<ul style="list-style-type: none"> <li>- Knows the 5 days of our school week.</li> <li>- Identifies changes in humans over time using examples in their own lives.</li> <li>- Talk about special events, other than birthdays, they have attended or celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks to their teacher about events in the recent past.</li> <li>- Talks with a teacher about the changes they can see in themselves over time.</li> <li>- Talk about what play they want to complete next.</li> </ul>	<ul style="list-style-type: none"> <li>- Takes part in "Daily News" to discuss days and dates.</li> <li>- Talks about changes they can spot when growing plants in school.</li> <li>- Knows the names of and recognises Nursery teaching staff.</li> <li>- Can name the 7 days of the week in order.</li> <li>- Uses examples in school to identify changes in plants and animals.</li> <li>- Can name religious festivals celebrated, over more than one religion.</li> <li>- Know the name of and recognise the school's Headteacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the play they have completed with their peers.</li> <li>- Studies pictures of themselves from the past.</li> <li>- Look at images of celebrations and begin to talk about these.</li> <li>- Knows the difference between events which have, and which have yet occurred.</li> <li>- Spots changes in the natural world over time.</li> <li>- Talk about their play, attempting to use the past and future tense.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows what day it is.</li> <li>- Studies images of animals and plants over time and spots changes.</li> <li>- Knows that we celebrate birthdays and how we do this.</li> <li>- Knows the days of the week and which days make up the weekend.</li> <li>- Knows that plants and animals grow and change over time and can describe these changes.</li> <li>- Knows that special events are celebrated by different people.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about what they have done previously, knowing this has already happened.</li> <li>- Knows that they used to be a baby.</li> <li>- Consciously attempts to talk in the correct tense when speaking about events in their life.</li> <li>- Identifies the changes which have taken place since they were one.</li> <li>- Talk about what they have done, are doing and will do in the immediate past, present and future.</li> <li>- Identifies changes in themselves over short periods of time.</li> </ul>
	<ul style="list-style-type: none"> <li>- Explores home corners in their play and compares this with their own life.</li> <li>- Uses loose parts to create representations of maps.</li> <li>- Talks about the physical features of our school.</li> </ul>	<ul style="list-style-type: none"> <li>- Meets members of our community who follow different religions.</li> <li>- Meets and talks with members of the school's Student Parliament.</li> </ul>	<ul style="list-style-type: none"> <li>- Familiarises themselves with the school environment.</li> <li>- Follows maps around the classroom to explore the environment.</li> <li>- Compares their life outside of school with their peers.</li> <li>- Creates maps of their classroom and other parts of the school which are significant to them.</li> </ul>	<ul style="list-style-type: none"> <li>- Know different ways we can celebrate and talks about they have in the past.</li> <li>- Meets members of staff across the school.</li> <li>- Learn about religious celebrations from those who celebrate them.</li> <li>- Knows their place in relation to the whole-school community.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about their life outside of school.</li> <li>- Makes marks and ascribes meaning to them as maps.</li> <li>- Begins to compare the different areas of their learning environment.</li> <li>- Shares their in-school and at-home experiences with others.</li> <li>- Verbally labels parts of maps which they have created.</li> </ul>	<ul style="list-style-type: none"> <li>- Explores images and artefacts to learn about religious festivals.</li> <li>- Knows that there are other classes and children in the school who are older than them.</li> <li>- Names and talks about religious and cultural celebrations.</li> <li>- Meets, talks and plays with children in Reception.</li> <li>- Talks about similarities and differences between their classroom and Reception's.</li> </ul>
	<ul style="list-style-type: none"> <li>- Groups animals in different ways (legs, size, shape etc.).</li> <li>- Knows how to use the school's recycling bins.</li> <li>- Knows what is meant by 'heated' and 'cooled' and how this can be done.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the key features of autumn (weather, what we can see etc.).</li> <li>- Know what plants need to grow.</li> <li>- Talks about what they can see in the school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>- Names and talks about animals they have encountered in person.</li> <li>- Knows what to do with rubbish.</li> <li>- Experience and talk about hot and cold weather.</li> </ul>	<ul style="list-style-type: none"> <li>- Notices changes in the weather.</li> <li>- Know whether something is a plant or an animal.</li> <li>- Talks about what they can see in their classroom.</li> <li>- Constructs when playing, including with loose parts.</li> </ul>	<ul style="list-style-type: none"> <li>- Names animals around the world observed digitally and in books.</li> <li>- Tidies up after themselves.</li> <li>- Groups foods to know whether they should be eaten hot and cold.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the weather and how it affects them.</li> <li>- Observe plants in our school environment.</li> <li>- Talks about what they can see inside our school.</li> <li>- Knows that materials have differences.</li> </ul>

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		<ul style="list-style-type: none"> <li>- Talks about the names for different materials with a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Names features of different animals (diet, body parts etc.).</li> <li>- Identifies recyclable materials independently.</li> <li>- Suggests materials to heat and cool.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the key features of spring (weather, what we can see etc.).</li> <li>- Help plant and care for seeds until they grow.</li> <li>- Talks about what they can see as they explore our local area.</li> <li>- Identifies different types of materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows what a life cycle is and can describe a simple cycle.</li> <li>- Understands how to respect our outdoor areas.</li> <li>- Observes changes to materials when they are heated and cooled.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the key features of summer (weather, what we can see etc.).</li> <li>- Names the basic features of plants.</li> <li>- Describes our local environment using age-appropriate vocabulary (roads, houses, trees, grass etc.).</li> <li>- Plays and builds with a variety of materials.</li> </ul>
<p><b>Expressive Arts and Design</b></p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p> 	<ul style="list-style-type: none"> <li>-Can hold a paint brush in the palm of their hand.</li> <li>-Use large blocks or sponges to print, using different colours.</li> <li>-Draws faces with features and draws enclosed spaces, giving meaning.</li> <li>-Uses various construction materials to build structures, e.g. joining pieces, stacking vertically and horizontally, balancing.</li> <li>-Listen to songs being sung by a teacher or peers.</li> <li>-Hums and makes sounds when listening to songs.</li> <li>-Experiment with a variety of musical instruments when Learning Through Play.</li> <li>-Start to re-enact familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>-Can hold a paint brush in the palm of their hand, with some control.</li> <li>-Use sculpture to support making enclosures and creating spaces.</li> <li>-Create a collage of an object or person.</li> <li>-Join in whole class singing activities and sing repeated refrains.</li> <li>-Assign roles to loose-part materials as part of their Learning through Play.</li> </ul>	<ul style="list-style-type: none"> <li>-Use pre-made paints (the three primary colours)</li> <li>-Enjoys using hands, feet, and fingers to paint.</li> <li>-Print with hands, fingers and feet.</li> <li>-Makes marks. Draws circles and lines.</li> <li>-Explore different materials freely how they chose, Eg. playdough, junk modelling.</li> <li>-Listen with increased attention to different sounds.</li> <li>-Begin to watch performances for short periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>-Use pre-made paints and are able to name the three primary colours.</li> <li>-Use hands, feet, fingers to paint, exploring the different ways they make marks.</li> <li>-Load a given object with paint and print it.</li> <li>-Explore a range of musical instruments.</li> <li>-Plays with familiar resources, eg. Doctors kit.</li> </ul>	<ul style="list-style-type: none"> <li>-Name primary colours and identifies them within the environment.</li> <li>-Begin to use different mediums to paint, eg. paintbrushes, forks, sponges, cotton wool.</li> <li>-Print with large blocks and larger sponges.</li> <li>-Children are able to draw things that they observe.</li> <li>-Explore how to join different materials, eg glue, cello tape.</li> <li>-Listen to different music and respond with simple comments 'I like it' 'It is loud'.</li> <li>-Sing and clap along to simple familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to mix primary colours and explore the different colours they make.</li> <li>-Explore different tools and textures when sculpting. Eg rolling, pulling, printing, cutting, poking.</li> <li>-Choose a colour for a particular purpose.</li> <li>-Begin to use collage to explore texture, colour and patterns.</li> <li>-Respond to music by jumping, running, swaying.</li> <li>-Explore dressing up outfits and name them.</li> <li>-Use realistic toys when Learning Through Play.</li> </ul>
		<ul style="list-style-type: none"> <li>-Mix colours to form an appropriate consistency.</li> <li>-Begin to print with a range of large objects eg. Potatoes, sponges, 3D shapes.</li> <li>-Uses tools for a purpose, eg playdough tools to make patterns and shapes, or cello tape to join junk modelling materials.</li> <li>-Copy an adult when shown simple beat.</li> <li>-Dress up and role-play as different characters and people in our community.</li> </ul>	<ul style="list-style-type: none"> <li>-Can choose a thick or thin paint brush to help them paint.</li> <li>-Children are able to draw simple things from memory, eg. Their house, a flower, an animal.</li> <li>-Sing in a group, trying to keep in time with the music.</li> <li>-Use different instruments to make different sounds, e.g loud noises, quiet noises.</li> <li>-Explore a range of musical instruments, singing known songs whilst playing them.</li> </ul>	<ul style="list-style-type: none"> <li>-Able to mix primary colours to make secondary colours and name them.</li> <li>-Can use thick brushes to add some detail.</li> <li>-Draws potato people (no neck or body).</li> <li>-Express how music makes them feel through dance and movement.</li> <li>-Re-enact a familiar tale, with planned actions and movements.</li> </ul>	<ul style="list-style-type: none"> <li>-Use thick and thin brushes to add detail to a creation.</li> <li>-Print with small blocks, small sponges, fruit, shapes, and other resources.</li> <li>-Draws faces with features and draws with purpose and can explain their drawings.</li> <li>-Experience an array of materials and experiment with different tools when sculpting.</li> <li>-Sing routine songs, nursery rhymes and seasonal songs as part of a class.</li> <li>-Explore music and can follow a modelled rhythmic pattern.</li> <li>-Share their opinions on the books they read, the music they hear and the experiences they encounter.</li> </ul>	
	<p>Diwali</p> <p>Halloween</p>	<p>Christmas Trip to Denso to visit Father Christmas and take part in Christmas crafts</p> <p>World Nursery Rhyme Week</p> <p>Bonfire Night</p>	<p>Chinese New Year</p>	<p>National Jump in Muddy Puddles Day.</p> <p>Visit from a farmer/visit the lambs in Reception</p> <p>Looking after frogspawn</p> <p>Pancake Day</p> <p>World Book Day</p> <p>Easter</p> <p>Mother's Day</p>	<p>Exotic Zoo visit. – can this be moved here?</p> <p>Father's Day</p> <p>Eid</p>	<p>Sports Day</p>
	<p><b>Key Texts and Rhymes</b></p>					