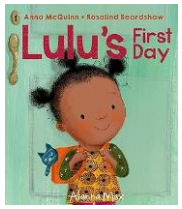
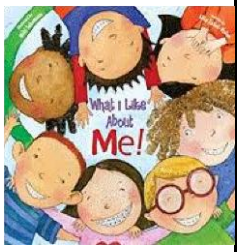
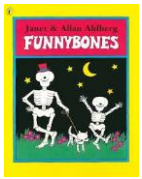
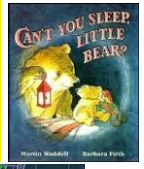
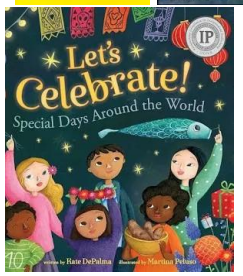
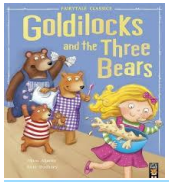
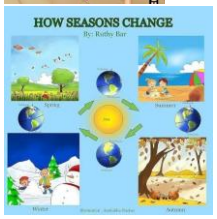
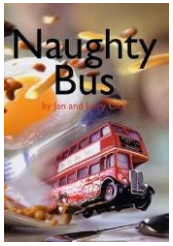
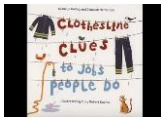
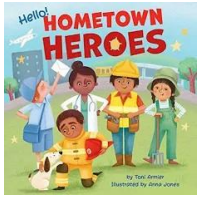
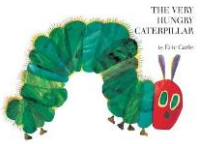
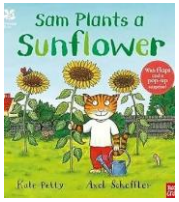
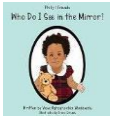
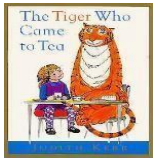
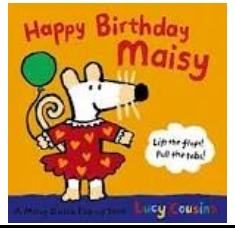
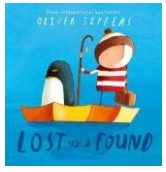
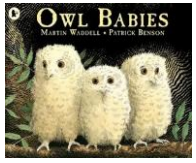
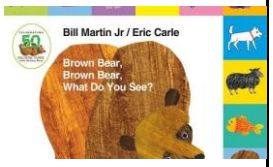
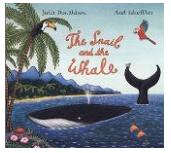
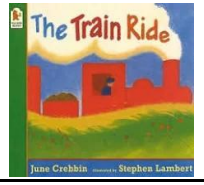
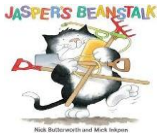
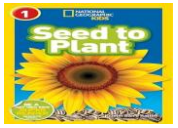
Our Curriculum Intent

We have designed our curriculum for the children at Laycock Primary to be inspired, enthused, engaged and active- not only with the power of their learning, but the power of their life choices within our school, community and wider world. We aspire to revolutionise each subject within our curriculum to ensure our children gain cultural capital, a wide variety of exposure to happenings around the world and first-hand experience which is crucial to all learners.

Our curriculum has been created based on the individuality of our local area, our community and the current world we live in. We will prepare our children to ask questions, hunt for answers and base decisions on their moral compass. Our enquiry based, experiential learning will ignite and develop our children to embody our school values: *aspirational, creative, curious, resilient, respectful and friendly*.

YEAR N	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	+ Settling-in + Staggered start + National Poetry Day The official theme for 2026 is **"Wonder"**, Michael Rosen to explore climate science and action + Black History Month "Honouring Our Communities Half-term 26.10 - 30.10	+ Anti-bullying 16 - 20 November + World Nursery Rhyme Week 9 -13 November +Remembrance day + Children in need 13.11.26 +World Science Day November 10th + Diwali Light Over Darkness" and "Unity," + Christmas End of term 21.12 - 4.1.27	+Settling-in/Staggered start + The Big Schools Birdwatch January 23–25, 2026 + National Story-telling week January 30 - 1 to Feb 7. + Lunar New Year Half-term15.2 - 19.2	+ World book day 3.3.27 + British Science Week 5.3 - 14.3 +Mothers Day 7.3.27 + Shrove Tuesday/Easter 9.2.27 + Holi 18 - 19 February 19.2 - 19.3.27 + Ramadan/Eid + Autism awareness April 2nd Easter Break 26.3 - 12.4	+ Settling-in/staggered start + Deaf awareness week 5/11 May + Earth Day 22.4.27 Half-term 31.5 - 4.6	+ World Ocean Day 8.6.27 +Fathers Day 20.6.27 + Sports Day + Supporting transitions Term ends 21.7.27

Possible themes, experiences, enhancements, activities, lines of enquiry etc.	**Marvellous Me** **Autumn (including senses and emotions)** **Autumn**	**Super Celebrations** **Light and Dark Festivals and Celebrations** **Nursery Rhymes** **Autumn**	**Seasonal Changes** **Chinese New Year, Big Garden Bird Watch,** **We are Story Tellers.** **Winter**	**Happy Travellers** **Looking at transport and journeys** **Spring**	**Super Helpers** **People who help us in our community** **Summer**	**Growing and Changing** **Nature and Insects** **Growing** **Life-cycles** **Summer**
Wow/Enrichment Memorable Experience	Play with leaves, nature art, Collaborative autumn artwork Black History month exhibition	Celebrate World Nursery Rhyme Week End of term party Sensory experience at Barnsbury woods Little Angel Theatre	Trip to Little Angel Puppet Theatre Take part in the Big Schools Birdwatch National Story-telling week Plan and enjoy a dragon/lion dance for Lunar New Year	Dress up as a favourite character for World Book Day	St George's Day, Visit from community people	Sports day End of term party Visit to Freighliners farm

Core texts.	 	  	  	 Were Going On a Bear Hunt  Naughty Bus	 Clothesline Clues  Hometown Heroes	 The very hungry caterpillar  Sam plants a flower
Supporting Text and texts linked to themes	 Who do I see in the Mirror? 	 	 Lost and Found  Owl Babies	 Brown bear, Brown bear	 	 Jaspers Beanstalk  Seed to Plant

PSE *Personal* *Social* *Emotional Development*	**Self-regulation** Separating from main carer with support Develop confidence in exploring the nursery environment and show preferences in play Expressing feelings eg sad, happy, worried Introduce children to the Colour monster **Managing self** Develop confidence in trying new activities Select and use activities with support Learning how to use the toilet with help Introduce class	**Self-regulation** Exploring and talking about our emotions with the help of the Colour monster Talk about kindness and unity. Why is it important to play nicely with our friends? Begin to show awareness of how others may be feeling. **Managing self** Continue to develop confidence in trying new things Develop an understanding of why class rules are important. Follow class routines with confidence	**Self-regulation** Learning to share experiences with other children. Learning to respond to others' feelings. **Managing self** Follow class routines with more confidence and independence Begin to understand right from wrong Develop independence in self-care routines **Building new relationships** Develop a sense of responsibility and membership of a community	**Self-regulation** Learning to initiate play with peers. Selecting and using activities appropriately. With support, begin to understand and talk to others to resolve conflict **Managing self** Continue to explore right from wrong through stories and role play activities. **Building new relationships** Begin to respond to other children's wants and needs	**Self-regulation** Learning to take turns and share resources. **Managing self** Develop appropriate ways of being assertive Develop confidence in talking about likes and dislikes **Building new relationships** Welcome new children into nursery Increasing confidence in talking with other children. Begin to play in a bigger group - building on each other's play	**Self-regulation** Growing and changing. Prepare for transitions to Reception Explains own knowledge and understanding. Asks appropriate questions of others **Managing self** Can describe self in positive terms and talk about abilities Manage own basic hygiene and personal needs successfully Reviewing that they have learnt and enjoyed in nursery **Building new relationships**

	routines and rules **Building new relationships** Understand how it feels to belong and that we are similar and different Engage in collaborative activities with others Children will seek support/help from adults and gain confidence in communicating with children and adults.	Develop confidence in asking for help when needed **Building new relationships** Explore and talk about different celebrations and special days. Why are they important? Share photos and experiences of special days and events	Welcome new children into nursery			Show more confidence in new social situations: preparing for transitions to Reception

Skills/knowledge	**Self-regulation** Seeks comfort from familiar adults when needed Can express their own feelings such as sad, happy, cross, scared, worried **Managing self** Separates from main carer with support and encouragement from a familiar adult Expresses own preferences and interests	**Self-regulation** Responds to the feelings and wishes of others Aware that some actions can hurt or harm others **Managing self** Can select and use activities and resources with help Welcomes and values praise for what they have done. Learns about the importance for good health of physical exercise	**Self-regulation** Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity **Managing self** Enjoys responsibility of carrying out small tasks Is more outgoing towards unfamiliar	**Self-regulation** Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met Aware of own feelings, and knows that some actions and words can hurt others' feelings	**Self-regulation** Can usually adapt behaviour to different events, social situations and changes in routine Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them **Managing self** Confident to speak to others about own needs, wants, interests and opinions	**Self-regulation** Beginning to show consistent awareness of the boundaries set, and of behavioural expectations in the setting Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy **Managing self** Can describe self in positive terms and talk about abilities

	Can usually manage washing and drying hands **Building new relationships** Interested in others' play and starting to join in Seeks out others to share experiences Shows affection and concern for people who are special to them	Dressing and going to the toilet independently Beginning to be independent in self-care, but still often needs adult support. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Tries to help or give comfort when others are distressed Shows understanding and cooperates with some boundaries and routines **Building new relationships** May form a special friendship with another child	people and more confident in new social situations Increased ability to complete tasks such as putting on coats, independently **Building new relationships** Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	**Managing self** Can tell adults when hungry or tired or when they want to rest or play. Confident to talk to other children when playing, and will communicate freely about own home and community. **Building new relationships** Initiates play, offering cues to peers to join them	**Building new relationships** Keeps play going by responding to what others are saying or doing Initiates conversations, attends to and takes account of what others say	Manage their own basic hygiene and personal needs successfully **Building new relationships** Explains own knowledge and understanding, and asks appropriate questions of others

CL *Listening, attention and understanding* *Speaking*	**Listening, attention and understanding** Develop listening and attention skills by daily use of carpet and small group times Explore sound with musical instruments	**Listening, attention and understanding** Developing understanding of day and night Re-telling stories, making use of recently introduced vocabulary	**Listening, attention and understanding** Learning to listen to and identify different bird sounds in local area Begins to hear and suggest rhymes	**Listening, attention and understanding** Following instructions: e.g playing Simon says; follow the leader games Develop further children's ability to listen attentively and	**Listening, attention and understanding** Role play flower shop: enjoys taking on the roles of florists and customers Develop further children's ability to	**Listening, attention and understanding** Children to give and follow instructions Remember, reflect and talk about experiences in nursery

	Listening for sounds around nursery: Go on a sound walk Introduction to class rules and routines Story papers: sharing weekend/home news **Speaking** Learning names: playing name games such as 'Pass the hat' Learning names of different areas in the nursery Learn and join in with simple rhymes and poems Use language for simple requests and develop basic manners	from stories Developing attention skills through memory games (e.g. pairs; kim's game). **Speaking** Use speech to share experiences, feelings and thoughts Developing confidence in acting out/singing nursery rhymes and songs. Begin to expand vocabulary to describe their own experiences. Talk about own experiences and celebrations with more confidence	Enjoys joining in with memory games (e.g. Kim's game) **Speaking** Continue to Increase children's confidence with songs and rhymes. Use language to tell own stories using small world, props and puppets. Encourage children to make comments and ask appropriate questions Continue to expand vocabulary linked with the topic- through giving children real life experiences of joining in with bird watching activities.	recall with accuracy **Speaking** Talk more about characters in stories and join in discussions about favourite stories. Explain what is happening in a story. Use language to pretend.	respond positively to simple instructions. Reinforce with positive encouragement. Use their imagination to pretend and imagine **Speaking** Can name and identify different parts of a plant Can use language to describe changes observed in environment Use describing words when exploring, investigating and observing	**Speaking** Talk confidently about own experiences; expressing likes and dislikes Use language to develop their own role play based on familiar experiences and on stories Use language to build up play with others and develop ideas when creating, imagining or exploring Speak clearly in sentences and to a range of people

Skills/Knowledge	**Listening, attention and understanding** Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g.	**Listening, attention and understanding** Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus Listens to others one to one or in small groups,	**Listening, attention and understanding** Joins in with some repeated refrains and anticipates key events and phrases in simple rhymes and stories Focusing attention –	**Listening, attention and understanding** Listens to stories with increasing attention and recall Is able to follow directions (if not intently focused on own choice of activity)	**Listening, attention and understanding** Beginning to maintain attention, concentrates and sit quietly during an appropriate activity. Beginning to understand 'why' and 'how' questions	**Listening, attention and understanding** Maintains attention, concentrates and sits quietly during appropriate activities for periods of time throughout the day Shows understanding of prepositions such as

	turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Identifies action words by pointing to the right picture, e.g., "Who's jumping?" Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' **Speaking** Holds a conversation, jumping from topic to topic. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it' Uses simple sentences (e.g.' Mummy gonna work)	when conversation interests them. Listens to stories with increasing attention and recall Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Developing understanding of simple concepts (e.g. big/little). Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture **Speaking** Uses a variety of questions (e.g. what, where, who) Learns new words very rapidly and is able to use them in communicating. Beginning to use word endings (e.g. going, cats)	still listen or do, but can shift own attention. Listens to stories with increasing attention and recall Understands use of objects (e.g. "What do we use to cut things?') Responds to simple instructions, e.g. to get or put away an object **Speaking** Beginning to sometimes use more complex sentences to link thoughts (e.g. using and, because) Questions why things happen and gives simple explanations. Asks e.g. who, what, when, how.	**Speaking** Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them	Increasingly able to follow a short story without pictures or props **Speaking** Uses talk in pretending that objects stand for something else in play, e,g, 'This box is my castle.' Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Listens and responds to ideas expressed by others in conversation or discussion. **Speaking** Uses language to imagine and recreate roles and experiences in play situations.

PD *Gross motor* *Fine motor*	**Gross motor skills** Develop confidence in using Nursery climbing and outdoor	**Gross motor skills** Increase confidence in using climbing and outdoor equipment.	**Gross motor skills** Begin to recognise danger and seek support from adults.	**Gross motor skills** Increase confidence in moving in a variety of ways, such as running,	**Gross Motor skills** Understanding that equipment and tools must be used safely.	**Gross motor skills** Develop confidence in playing ball games
	equipment Helping with gardening activities: e.g. transporting weeds/leaves in wheelbarrow Join in with action songs and rhymes **Fine Motor Skills** Learning how to wash hands hygienically. Playdough activities: using tools such as knives and cutters Introduction into using one handed tools such as tweezers	Focus on balancing and jumping skills Understand why equipment must be used safely Dance: Learn some simple moves and join in with Bhangra dancing Practice putting on and taking off coats, hats and gloves **Fine Motor Skills** Learning to turn pages in books, one at a time Develop skills in using cutlery when feeding Join in with tear and stick activities Introduction to using clay and tools Cooking skills: Making apple crumble	Join in with group parachute games Begin recalling sequences of movement **Fine Motor Skills** Develop ability in holding and using scissors correctly Helping to prepare food for birds in winter: filling bird feeders; making bird pizzas etc Develop ability in completing tasks such as putting on coats independently Develop control in using jugs to pour, hammers in construction etc	slithering, jumping. Practise throwing and catching skills. Music and movement: Going on a bear hunt **Fine Motor Skills** Practise using three fingers to hold writing tools. Pouring and filling activities using beans and seeds	Development of ball skills Begin to observe the effects of exercise on our bodies Increased independence in using the toilet. Washing hands hygienically. **Fine Motor Skills** Develop tripod grip when holding pencils, supported through lots of fine motor activities.	Enjoy joining in with group games. e.g. 'Duck, Duck, Goose' Nursery sports day activities – experiment with different ways of moving. Can work together to move large items (e.g. planks safely). Dance activities: Zumba **Fine Motor Skills** Continued developing of tripod grip and cutting skills

Skills/knowledge	**Gross Motor Skills** Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.	**Gross Motor Skills** Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	**Gross Motor Skills** Walks downstairs, two feet to each step while carrying a small object. Can stand momentarily on one foot when shown. Can catch a large	**Gross Motor Skills** Dresses with minimal help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is	**Gross Motor Skills** Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.	**Gross Motor Skills** Experiments with different ways of moving. Jumps off an object and lands appropriately.

	Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Walks upstairs or downstairs holding onto a rail two feet to a step. **Fine Motor Skills** Feeds self competently with cutlery Drinks well without spilling.	Mounts stairs, steps or climbing equipment using alternate feet **Fine Motor Skills** Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines May be beginning to show preference for dominant hand Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.	ball. **Fine Motor Skills** Draws lines and circles Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors Understands that equipment and tools have to be used safely	fastened at the bottom Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. **Fine Motor Skills** Holds pencil between thumb and two fingers, no longer using whole-hand grasp	**Fine Motor Skills** Draws lines and circles with increasing control	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. **Fine Motor Skills** Developing an understanding of a handwriting style

Literacy	**Reading** Sharing a wide range of stories with children Encourage children to join in with repetitive	**Reading** Enjoy listening to and joining in with repeated refrains and anticipating key events.	**Reading** Develop ability to recognise their own name Developing phonological	**Reading** Look at books independently. Handle books carefully. Developing	**Reading** Recognise familiar words and signs such as own name and Nursery signs. Developing phonological	**Reading** Linking some sounds to letters. naming and sounding letters of the alphabet

	text from familiar stories. Enjoy sharing a book with an adult 1:1 or in small groups Developing phonological awareness: Environmental sounds Self-registration name cards Create hand washing posters **Comprehension** Introduce children to poetry basket Create a poetry book/poster for National Poetry Day Joins in with stories, songs, poems and rhymes **Writing** Mark making - develop confidence in making marks using a range of different tools and mediums e.g making marks in sand, with paint, using chalk	Recognising familiar logos and environmental print Naming some books parts (front cover, back cover) Developing phonological awareness: Tuning into nursery rhymes. Alliteration **Comprehension** Acting out stories/rhymes through role play and small world activities **Writing** Continue to develop confidence in mark making activities Make marks on their pictures to stand for their names Celebrations poster Sharing weekly/holiday news Creating posters/shop signs for role play activities	awareness: Body percussion and Instrumental sounds Environmental sounds Visits from teachers in school to read their favourite books to children. **Comprehension** Learning how to handle books carefully and correctly Talk about characters and settings in stories Looking at story and information books Looking at fact files of birds **Writing** Continue to develop confidence in mark making activities Recording observations/findings of bird watching activities Story papers: Holiday news/favourite characters Clap out syllables in	phonological awareness; Listening to and identifying initial sounds in words Focus author: Michael Rosen **Comprehension** Begin to understand what a word/letter is Understand that a story has a beginning, middle and an end Sequencing stories using pictures Retell stories using through role play and small world activities **Writing** Continue to develop confidence in mark making activities Creating shopping lists /passports for an adventure holiday Drawing a story map Writing cards/postcards	awareness: Voice sounds/oral blending Looking at gardening/supermarket magazines **Comprehension** Reading and following instructions to plant seeds/follow a recipe Retell stories using through role play and small world activities **Writing** Continue to develop confidence in mark making activities Shopping lists/order forms in role play area Labeling parts of a plant Introduce children to Fred Frog (RWI)	Developing phonological awareness: Oral blending and segmenting Focus author: Julia Donaldson **Comprehension** Retell stories using through role play and small world activities **Writing** Continue to develop confidence in mark making activities Name writing End of year self-portraits

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

Maths	**Number/Numerical Patterns**	**Number/Numerical Patterns**	**Number/Numerical Patterns**	**Number/Numerical Patterns**	**Number/Numerical Patterns**	**Number/Numerical Patterns**

	Early mathematical experiences through songs, rhymes and daily counting opportunities Exploring colours - naming/matching colours Sorting and categorizing objects - identifying those that are the same Use the language of 'same' when matching objects. Begin to understand 'different'. Practice counting aloud to 5 Use some number names and number language within play Developing spatial awareness Developing understanding of positional language: up, down, in, out Developing a sense of time: introduce daily timetable and days of the week song	Early mathematical experiences through songs, rhymes and daily counting opportunities Begin to recite number names in sequence past 5 Begin to represent numbers using fingers Select a small number of objects from a larger group Begin to recognise numbers in the environment Exploring numbers 1 and 2 Positional language: over, under, through Join in with days of the week song and sequencing daily events (visual timetable) Notice and look at patterns in the natural world and nursery environment	Early mathematical experiences through songs, rhymes and daily counting opportunities Know that the last number reached when counting a small set of objects tells how many there are in total (cardinal principle) Exploring number 3 Read stories with the number three Begin to recognise quantities up to three without counting (subitise) Develop shape awareness through construction activities. Talk about 2D shapes using informal language Make comparisons between objects relating to size, length, weight and capacity Experiment with own symbols and marks Create an obstacle course for the gingerbread man and talk about the route	Early mathematical experiences through songs, rhymes and daily counting opportunities Link numerals and quantity to 5 Exploring number 4 Understand position through words alone Describe a familiar route Describe routes and locations Outdoor games with chalk and dice	Early mathematical experiences through songs, rhymes and daily counting opportunities Create a height chart - who is taller? Who is shorter? Exploring capacity through filling containers (sand/water/soil/beans) Count and group plants and seeds - match to corresponding numerals, dice etc Have mathematical conversations using 'more than' and 'fewer than' Record plant growth and make comparisons about height Exploring number 5	Early mathematical experiences through songs, rhymes and daily counting opportunities Solve real world mathematical problems with numbers up to 5 in play and meaningful activities Exploring number through sports related activities Track games with dice Board games e.g. Connect 4

Skills/knowledge	Number/Numerical patterns	Number/Numerical patterns	Number/Numerical patterns	Number/Numerical patterns	Number/Numerical patterns	Number/Numerical patterns

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

UW	**Past and Present** Talk about family, who	**Past and Present** Talk about children's past	**Past and Present** Encourage children to	**Past and Present** Seasons passing:	**Past and Present** Looking at babies - can	**Past and Present** Growing up and moving on

	children live with and if they have any pets Introduce visual timetable and days of the week song Celebrate the legacy of the people who travelled from the Caribbean to work for London transport **People, Culture and Communities** Develop children's sense of their own identity through artwork, talk and role play Introduce learning to say hello in different languages Talk about transport used in children's community Role play: Bus/train **Natural World** Use all their senses to explore the nursery indoor and outdoor areas.	experiences e.g birthdays, what they did at the weekend Explore how things work e.g. turning light switches/torches on and off. How did people light homes in the past? **People, Culture and Communities** Talk about events which are special to the children eg birthdays, Halloween, Christmas, Diwali, Eid. Develop understanding that there are different countries in the world. Look at class map and globe. Show an interest in different occupations e.g. firefighters/nurse/police officer Explore different houses/buildings in local community Role play: cafe/restaurant **Natural World** Exploring seasonal	notice signs of winter within their environment. Develop understanding of 'old' and 'new'. **People, Culture and Communities** Explore the celebration of Lunar New Year Continue to build on children's understanding that there are different countries in the world. Visits from teachers in school to read favourite stories Role play: 3 bears house **Natural World** Encourage children to notice signs of winter within their environment. Helping to care for wildlife in winter: Take part in the Big Schools Birdwatch. Discuss how and why it is important to help to care for birds during winter	develop an understanding of growth, decay and changes over time. Look for signs of seasonal change in the nursery garden. **People, Culture and Communities** Discuss the importance of road safety Show curiosity about transport used now and in the past Role play: Travel agent **Natural World** Prepare garden for summer planting: plant potatoes, tomatoes and carrots.	children talk about what they could do as babies and what they can do now. **People, Culture and Communities** Learning that children have similarities and differences that connect them to and distinguish them from others by learning about our different cultures. Role play: Florist/garden centre **Natural World** Growing plants from seeds and caring for them: Cress/herbs Exploring life cycles: The life cycle of a bean/frog/butterfly	Reflect on past experiences in nursery: I remember when… Develop children's confidence to move on to Reception class, by using stories and role play. **People, Culture and Communities** Role play: Coffee shop/ice-cream shop **Natural World** Exploring summer - observe growing fruits,vegetables and plants in garden. Sun safety: discuss the importance of staying safe in hot weather. Go on a bug hunt in nursery garden

	Caring for the environment:	changes: collecting leaves; dressing				

	sweeping leaves; weeding, planting for spring (daffodil and tulip bulbs) Observe and comment on weather/seasonal changes - go on a walk around school grounds Investigating sunflowers	appropriately for the weather. Discussing and comparing day and night activities Animal habitats: Focus on British wildlife. Make a bug hotel in the nursery garden.				
Skills/Knowledge	**Past & Present/ People, Culture and Communities** Has a sense of own immediate family and relations In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. **The Natural World** Enjoys playing with small-world models such as a farm, a garage, or a train track.	**Past & Present/ People, Culture and Communities** Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others. Recognises and describes special times or events for family or friends. **The Natural World** Notices detailed features of objects in their environment.	**Past & Present/ People, Culture and Communities** Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. **The Natural World** Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	**Past & Present/ People, Culture and Communities** Shows interest in different occupations and ways of life. **The Natural World** Can talk about some of the things they have observed such as plants, animals, natural and found objects.	**Past & Present/ People, Culture and Communities** Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. **The Natural World** Talks about why things happen and how things work. Beginning to develop an understanding of growth, decay and changes over time	**Past & Present/ People, Culture and Communities** Enjoys joining in with family customs and routines and can talk about these **The Natural World** Shows care and concern for living things and the environment. Beginning to look at similarities, differences, patterns and change in living things

EAD *Expressive Arts and Design*	**Exploring and using media and materials**	**Exploring and using media and materials**	**Exploring and using media and materials**	**Exploring and using media and materials**	**Exploring and using media and materials**	**Exploring and using media and materials**

	Exploring paint using a variety of different sized brushes How to use glue spreaders and glue sticks Enjoys using playdough and other resources Self-portraits Join in with collaborative and seasonal art activities **Being imaginative and expressive** Listen to music from Africa and the Caribbean Explore and create sounds with instruments Begin to copy and follow a steady beat using percussion instruments	Creating firework pictures using printing techniques Joining different materials and exploring textures e.g tear and stick activities Creating junk model houses Focus artist: Vincent Van Gogh: Starry Night **Being imaginative and expressive** Joining in with action songs and rhymes for World Nursery Rhyme Week: Five Currant Buns; The Big Ship Sails; Incy Wincy Spider; Old Macdonald; Twinkle, Twinkle Participates in small world play relating to rhymes and stories Learn some simple moves and join in with Bhangra dancing Explore how to make high and low sounds; fast and slow sounds, loud and quiet sounds	Combine materials to make puppets Using a range of props and material to create own puppet shows Developing children's ability to plan and build with construction materials. **Being imaginative and expressive** Creating narratives based around stories Identify different sound sources Engage in lion dancing for Lunar New Year Begin to perform in front of others within a small group session	Painting and colour Close observational drawings of plants and flowers using pencils, pastels and paint Focus artist: Wassily Kandinsky **Being imaginative and expressive** Begin to talk about how music makes them feel Musical journeys: Can choose instruments to develop musical stories (e.g to represent the weather, parts of a story)	Develop children's spontaneous imitation of adults' actions by using role play. Exploring paint: symmetrical butterfly art **Being imaginative and expressive** Find a singing voice and use it confidently Begin to repeat patterns of sounds Create own songs	Observational drawings/paintings of flowers and plants End of year self portraits Develop children's spontaneous imitation of adults' actions by using role play. **Being imaginative and expressive** Sing echo songs and perform movements to a steady beat Learn and join in with a dance sequence: e.g. Zumba dance class

Skills/knowledge	Exploring and using media and materials	Exploring and using media and materials	Exploring and using media and materials	Exploring and using media and materials	Exploring and using media and materials	Exploring and using media and materials

	Beginning to make-believe by pretending **Being imaginative and expressive** Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. **Music** Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments	Experiments with blocks, colours and marks. Developing preferences for forms of expression **Being imaginative and expressive** Shows an interest in the way musical instruments sound. Enjoys joining in with dancing and ring games. Sings a few familiar songs Creates movement in response to music. **Music** Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments	Begins to explore colour and how colours can be changed **Being imaginative and expressive** Sings to self and makes up simple songs. Taps out simple repeated rhythms. Explores and learns how sounds can be changed Beginning to move rhythmically. Imitates movement in response to music. **Music** Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments	Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance, sometimes successfully **Being imaginative and expressive** Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play	Explores colour and how colours can be changed, e.g. lighter, darker Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects Understands tools can be used for a purpose **Being imaginative and expressive** Create simple representations of events, people and objects **Music** Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments	Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Chooses particular colours to use for a purpose. Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. **Being imaginative and expressive** Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. **Music** Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments

				Music Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments		