

Nursery Long Term Plan 2023-2024						
Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes:	Nursery Rhymes Colour of the Week Seasons	Nursery Rhymes Colour of the Week Festivals	Traditional Tales Number of the Week Seasons	Traditional Tales Number of the Week Festivals	Space Dinosaurs Transport	Minibeasts Wild animals Festivals
Focus Books:	<ul style="list-style-type: none"> • Hickory Dickory Dock • Twinkle Twinkle Little Star • Humpty Dumpty • Old MacDonald • The Grand Old Duke of York • Five Little Ducks • Melrose and Croc • Brown Bear Brown Bear 	<ul style="list-style-type: none"> • Handa's Surprise • Thelma and The Unicorn • The Elephant and the Bad Baby • The Gigantic Turnip • Not Now Bernard • The Colour Monster • The Story of Christmas 	<ul style="list-style-type: none"> • The Tiger Who Came to Tea • The Hare and the Tortoise • The Three Billy Goats Gruff • The Gingerbread Man • We're Going on a Bear Hunt 	<ul style="list-style-type: none"> • The Pancake that Ran Away • Tacky the Penguin • The Little Red Hen and the Ear of Wheat • Rosie's Walk • Easter story 	<ul style="list-style-type: none"> • On the Moon • Whatever Next! • William's Dinosaurs • If I Had a Dinosaur • Duck in the Truck • Mr Gumpy's Outing 	<ul style="list-style-type: none"> • Fireman Fred • The Bad Tempered Ladybird • The Hungry Caterpillar • Dear Zoo • Time to Get Out • The Rainbow Fish • Spot Goes on Holiday
Communication and Language	<p>Throughout the year children will be learning to:</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 					

	The above is covered every term.					
Personal, Social and Emotional Development	<p>Throughout the year children will be learning to:</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 					
	To identify people in my class and how they are similar or different. To recognise achievements.	To play with other children. To identify how to keep clean and healthy.	To learn how to keep myself safe. To celebrate being similar and different. To understand and explain the importance of a healthy lifestyle.	To understand how to stay safe online. To identify and understand basic feelings. To fundraise for a charity.	To understand the feeling of loss. To talk about our friends and family. Relationships Education: To consider the routines and patterns of a typical day.	Relationships Education: To explain how to keep myself clean and healthy and explain why it is important. Relationships Education: To identify the people in my family and explain where I can get help. To identify basic ways to use medicine correctly.

						To identify how to manage feelings.
Topics:	<p>Weekly cooking activity including playdough, banana milk, jam sandwich, cucumber sandwich, chocolate crispy cakes, fruit kebabs.</p> <p>Learning what resources are available in the Nursery and how to use them.</p> <p>Learning rules and routines.</p> <p>Learning about how to be a good friend.</p> <p>Using 'please' and 'thank you'.</p> <p>Using talk and the sand timer to share toys.</p> <p>Putting own book bag, water bottle and coat in the correct place.</p> <p>Learning to stay dry at Nursery by pushing up sleeves.</p>	<p>Weekly cooking activity – healthy choices discussions. (grey yoghurt, orange veg and orange humus, pink milk, cream cheese and blueberry on cracker, coconut barfi)</p> <p>Using the resources independently.</p> <p>Becoming more confident in the setting both with adults and peers.</p> <p>Finding solutions to conflicts.</p> <p>Putting on own coat and doing up zip.</p> <p>Going to the toilet independently.</p>	<p>Weekly cooking activity – healthy choices discussions. (playdough, cheese sandwiches, hot chocolate, goats cheese on crostini with strawberry, icing fairy cake, vege noodles, cheese and pineapple sticks, pancakes)</p> <p>Begin to extend friendship groups.</p> <p>Learning words to describe feeling.</p> <p>Understanding how others might be feeling.</p> <p>Putting on own coat and doing up zip.</p>	<p>Weekly cooking activity – healthy choices discussions. (toast with butter, Easter nests)</p> <p>Remembering rules.</p> <p>Dressing independently.</p>	<p>Weekly cooking activity – healthy choices discussions. (playdough, St George's Day biscuits, pizzas, egg sandwiches, salad, traffic light crackers)</p> <p>Talk about feelings.</p> <p>Dressing independently.</p>	<p>Weekly cooking activity – healthy choices discussions. (ladybird biscuits, playdough, potato salad)</p> <p>Talk about feelings.</p> <p>Dressing independently.</p>

	Remembering to go to the toilet. Washing hands with soap.					
Physical Development	<p>Throughout the year children will be learning to:</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 					
<i>Gross motor skills</i>	<p>Weekly activities involving: tricycles, balancing, climbing frame, running, hopping, jumping, batting, throwing, catching, streamers, parachute, circle games.</p> <p>Song actions.</p> <p>Choosing resources outside for activities and</p>	<p>Weekly activities involving: tricycles, balancing, climbing frame, running, hopping, jumping, batting, throwing, catching, streamers, parachute, circle games.</p> <p>Song actions.</p> <p>Choosing resources outside for activities and</p>	<p>Weekly activities involving: tricycles, balancing, climbing frame, running, hopping, jumping, batting, throwing, catching, streamers, parachute, circle games.</p> <p>Song actions.</p> <p>Choosing resources outside for</p>	<p>Weekly activities involving: tricycles, balancing, climbing frame, running, hopping, jumping, batting, throwing, catching, streamers, parachute, circle games.</p> <p>Song actions.</p> <p>Choosing resources outside for</p>	<p>Weekly activities involving: tricycles, balancing, climbing frame, running, hopping, jumping, batting, throwing, catching, streamers, parachute, circle games.</p> <p>Song actions.</p> <p>Choosing resources outside for</p>	<p>Weekly activities involving: tricycles, balancing, climbing frame, running, hopping, jumping, batting, throwing, catching, streamers, parachute, circle games.</p> <p>Song actions.</p> <p>Choosing resources outside for</p>

	making up games, supported.	making up games, supported.	activities and making up games.	activities and making up games.	activities and making up games.	activities and making up games.
<i>Fine motor skills</i>	How to hold a pencil. Drawing/writing activities. Peg boards, tweezers, threading activities weekly. Painting, small construction toys, putting coat on peg, putting own coat on.	How to hold a pencil. Drawing/writing activities. Painting, small construction toys, putting coat on peg, putting own coat on.	Weekly cutting skills practise. Drawing/writing activities. Painting, small construction toys, putting coat on peg, putting own coat on.	Weekly cutting skills practise. Drawing/writing activities. Painting, small construction toys, putting coat on peg, putting own coat on.	Biweekly cutting skills practise. Drawing/writing activities. Painting, small construction toys, putting coat on peg, putting own coat on.	Biweekly cutting skills practise. Drawing/writing activities. Painting, small construction toys, putting coat on peg, putting own coat on.
Literacy	Throughout the year children will be learning to: <ul style="list-style-type: none"> Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. 					
	Learning to listen to and enjoy stories. Learning the five key concepts.	Enjoying stories. Retelling stories. Learning the five key concepts. Syllable clapping.	Enjoying stories. Retelling stories. Learning the five key concepts. Rhyme. Initial sounds.	Enjoying stories. Retelling stories. Learning the five key concepts. Rhyme. Initial sounds.	Enjoying stories. Retelling stories. Learning the five key concepts. Initial sounds. Letters.	Enjoying stories. Retelling stories. Learning the five key concepts. Name writing: Writing whole name.

	<p>Initial sounds or children's colour groups/name.</p> <p>Name writing: Make marks for their name. Activities involving name recognition.</p>	<p>Initial sounds or children's colour groups/name.</p> <p>Name writing: Begin writing first letter. Activities involving name recognition.</p> <p>Pretend writing in role-play area.</p>	<p>Letters.</p> <p>Name writing: Continue writing first letter and having a go at the next letter.</p> <p>Pretend writing.</p> <p>Pretend writing in role-play area.</p>	<p>Letters.</p> <p>Name writing: Continue writing first letter and having a go at the next letter.</p> <p>Pretend writing in role-play area.</p>	<p>Name writing: Writing most letters in their name.</p> <p>Pretend writing in role-play area.</p>	<p>Pretend writing in role-play area.</p>
<p>Mathematics</p>	<p>Throughout the year children will be learning to:</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. <ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. <ul style="list-style-type: none"> • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. <ul style="list-style-type: none"> • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. 					

	<ul style="list-style-type: none"> • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 					
Topics:	Fast recognition of up to 3 (using books and song).	Fast recognition of up to 3 (using books and song).	Fast recognition of up to 3/6 (dice games).	Fast recognition of up to 3/6 (dice games).	Reciting numbers to 10 .	Reciting numbers to 10 .
	Reciting numbers to 10 .	Reciting numbers to 10 .	Reciting numbers to 10 .	Reciting numbers to 10 .	1:1 counting.	1:1 counting.
	1:1 counting.	1:1 counting.	1:1 counting.	1:1 counting.	Finger counting songs.	Finger counting songs.
	Finger counting songs.	Finger counting songs.	Finger counting songs.	Finger counting songs.	Beginning to learn the cardinal principal.	Beginning to learn the cardinal principal.
	Beginning to learn the cardinal principal.	Beginning to learn the cardinal principal.	Beginning to learn the cardinal principal.	Beginning to learn the cardinal principal.	Size, length, weight and capacity.	Patterns.
	Using numerals in number songs.	Using numerals in number songs.	Using numerals in number songs.	Using numeral in number songs.	Patterns.	Using mathematical language.
	Positional language.	Using mathematical language.	Using mathematical language.	Using mathematical language.	Using mathematical language.	3D construction activities.
	3D construction activities.	3D construction activities.	3D construction activities.	Positional language.	3D construction activities.	2D shape activities.
	2D shape activities.	2D shape activities.	2D shape activities.	Describing a familiar route	2D shape activities.	Using numerals in number songs.
						Size, length, weight and capacity.

			Looking at doubles to 10.	3D construction activities. 2D shape activities. Sequencing events in stories and activities. Looking at doubles to 10.	Sequencing events in stories and activities.	Sequencing events in stories and activities.
Understanding the World	<p>Throughout the year children will be learning to:</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 					
RE	What makes people special to us?	What can we learn from special stories?	What times are special for us?	How should we look after the world?	What makes a place special?	What things are special to us?
Topics:	Five Senses	Light and Dark	Cafe owners & waiters	Animal doctors	Space scientists & astronauts	Fire Fighters

	<p>Autumn</p> <p>Creative Area: using different materials to build and create</p> <p>Friendship (being positive about differences)</p> <p>Kenya focus</p> <p>Weekly cooking</p>	<p>Christmas</p> <p>Diwali</p> <p>Doctors and Nurses</p> <p>Creative Area: using different materials to build and create</p> <p>Patron Saint (looking at map or world)</p> <p>Weekly cooking</p>	<p>Feeding the birds</p> <p>Winter</p> <p>Creative Area: using different materials to build and create</p> <p>Hot and Cold</p> <p>Weekly cooking</p>	<p>Growing Cress</p> <p>Plants outside: wheat/ strawberries/ potatoes</p> <p>Spring</p> <p>Creative Area: using different materials to build and create</p> <p>Patron Saint (looking at map or world)</p> <p>Weekly cooking</p>	<p>Making electric circuits</p> <p>Creative Area: using different materials to build and create</p> <p>Patron Saint (looking at map or world)</p> <p>Types of weather</p> <p>Weekly cooking</p>	<p>Plants outside: lettuce</p> <p>Eating potatoes and lettuce we've grown</p> <p>Creative Area: using different materials to build and create</p> <p>Looking at maps to learn where different animals live</p> <p>Weekly cooking</p> <p>Minibeasts</p> <p>Water Animals</p>
<p>Expressive Arts and Design</p>	<p>Throughout the year children will be learning to</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc. 					

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

<p>Topics:</p>	<p>Colour of the week: Colour mixing, printing, painting, collaging. <i>Explore colour and colour mixing.</i></p> <p>Weekly drawing activity. <i>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</i> <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i></p> <p>Small World Area: Farm <i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</i> <i>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i></p> <p>Role-play area: home</p>	<p>Colour of the week: Colour mixing, printing, painting, collaging. <i>Explore colour and colour mixing.</i></p> <p>Weekly drawing activity. <i>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</i> <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i></p> <p>Using small world to retell story of the week. <i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</i> <i>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i></p> <p>Retelling story of the week with props.</p> <p>Role-play area: Cafo <i>Take part in simple pretend play, using an object</i></p>	<p>Weekly drawing activity. <i>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</i> <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i></p> <p>Using small world to retell story of the week. <i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</i> <i>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i></p> <p>Retelling story of the week with props.</p> <p>Role-play area: Vets <i>Take part in simple pretend play, using an object</i></p>	<p>Weekly drawing activity. <i>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</i> <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i></p> <p>Using small world to retell story of the week. <i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</i> <i>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i></p> <p>Retelling story of the week with props.</p> <p>Role-play area: Vets <i>Take part in simple pretend play, using an object</i></p>	<p>Using small world to retell story of the week. <i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</i> <i>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i></p> <p>Retelling story of the week with props.</p> <p>Role-play area: Space Control Centre <i>Take part in simple pretend play, using an object to represent something else even though they are not similar.</i></p> <p>Musical instruments <i>Play instruments with increasing control to express their feelings and ideas.</i></p>	<p>Using small world to retell story of the week. <i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</i> <i>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i></p> <p>Emotions activities (songs and drawing) <i>Show different emotions in their drawings – happiness, sadness, fear, etc.</i></p> <p>Retelling story of the week with props.</p> <p>Role-play area: Fire Station <i>Take part in simple pretend play, using an object to represent something else even though they are not similar.</i></p>
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	<p><i>Take part in simple pretend play, using an object to represent something else even though they are not similar.</i></p> <p>Singing songs and Nursery Rhymes <i>Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</i></p> <p>Construction toys and junk modelling focuses and free choice. <i>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</i></p>	<p><i>city with different buildings and a park.</i></p> <p>Retelling story of the week with props. Role-play area: Baby Clinic <i>Take part in simple pretend play, using an object to represent something else even though they are not similar.</i></p> <p>Musical instrument activities linked to sense of Sound/Learning about Africa <i>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</i></p> <p>Singing songs and Nursery Rhymes <i>Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i></p>	<p><i>to represent something else even though they are not similar.</i></p> <p>Drawing in response to story <i>Use drawing to represent ideas like movement or loud noises.</i></p> <p>Singing songs and Nursery Rhymes <i>Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</i></p> <p>Construction toys and junk modelling focuses and free choice. <i>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</i></p>	<p><i>to represent something else even though they are not similar.</i></p> <p>Musical instruments <i>Play instruments with increasing control to express their feelings and ideas.</i></p> <p>Singing songs and Nursery Rhymes <i>Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</i></p> <p>Construction toys and junk modelling focuses and free choice. <i>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</i></p>	<p>Singing songs and Nursery Rhymes <i>Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</i></p> <p>Construction toys and junk modelling focuses and free choice. <i>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</i></p>	<p>Musical instruments <i>Play instruments with increasing control to express their feelings and ideas.</i></p> <p>Singing songs and Nursery Rhymes <i>Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</i></p> <p>Construction toys and junk modelling focuses and free choice. <i>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</i></p>
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		<p><i>Create their own songs or improvise a song around one they know.</i></p> <p>Construction toys and junk modelling focuses and free choice.</p> <p><i>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</i></p> <p><i>Join different materials and explore different textures.</i></p>	<p><i>Join different materials and explore different textures.</i></p>			
Songs:	<p>5 Little Ducks Hickory Dickory Humpty Dumpty Grand Old Duke of York Five Green and Speckled Frogs The Wheels on the Bus Banana song How Many Fingers? Tommy Thumb Tommy Thumb Up One Little Finger Wind the Bobbin Up Open Shut Them Pattern song</p>	<p>Christmas songs Kallayla 12345 Once I Caught a Fish Alive Flamingos are Pink 5 Little Fishies</p>	<p>Doubles song Number songs: Frogs, Monkeys, Ducks, Men in Flying Saucer, Elephants Balancing, Currant Buns</p>	<p>Hot Cross Buns See the Little Bunnies Shrove Tuesday Mix the Pancake</p>	<p>Zoom Zoom Zoom I'm a Little Space Ship</p>	<p>Fire Fighter I'm a Fire Fighter Five Little Fishies 12345 Once I Caught a Fish Alive A Sailor Went to Sea</p>

	Old MacDonald					
Other:	On entry to Nursery assessment Target Tracker	Diwali Bonfire Night St. Andrew's Day Christmas Target Tracker Trip to Post Box Christmas Show	Lunar New Year Valentine's Day	Mother's Day Shrove Tuesday Easter Target Tracker St. Patrick's Day St. David's Day Holi	Eid al-Fitr St. George's Day May Day	End of Nursery assessment Sports Day Trip to Park Target Tracker Father's Day cards
Ongoing observations for individual profiles throughout the year						