



Nursery - Teaching, Learning and Knowledge Year Overview - 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me.	People Who Help Us.	Buildings and Vehicles.	Farm Animals.	In the Garden.	Superheroes.
Focus Question	What are your favourite things?	Who can I ask for help?	What can we see in Stockport?	Who lives on the farm?	What is hiding in the garden?	What makes you super?
Literacy Driver Text	I Like Trains Happy Birthday Maisie	A Brave Bear. We're Going on a Bear Hunt.	Knuffle Bunny. Alphonse, there's Mud on the Ceiling.	Hungry Hen. What the Ladybird Heard.	The Very Hungry Caterpillar. Ssh! We have a plan.	How to Save a Superhero. Astro Girl.
Literacy Writing Outcome	I like Trains – Draw a picture of something they like. Happy Birthday Maisy – Write a birthday card for Maisie.	A Brave Bear – Sequence images from the story. We're Going on a Bear Hunt – Create an alternative adventure story.	Knuffle Bunny - Create a photo map of our school. Alphonse, there's mud on the ceiling – Create and perform a class poem.	Hungry Hen – Create a new ending for the story. What the Ladybird Heard - Sequence images from the story.	The Very Hungry Caterpillar – Write a shopping list for a book character. Ssh! We have a plan – Make a class picture book.	How to Save a Superhero – Draw themselves as a superhero and label their super power. Astro girl – Write a book review.
Supplementary Texts	Fiction Where's Lenny? I want a dog Wobbler The Owl Who was Afraid of the Dark. Owl Babies. Zeki Goes to the Park. So Much I love you Blue Kangaroo. My Mum and Dad make me laugh. I want my potty. The Train Ride. Dear Zoo. Would you Rather? My Mum and Dad Make me Laugh. Non-fiction Who are you?	Fiction We're Going on Bear Hunt. There's a Bear on my Chair. Once there were giants. Can't you sleep Little Bear? We're Going on a Lion Hunt. Emily Brown and the Elephant Emergency. Zog. Zog and the Flying Doctors. Titch. All through the Night. Za, Za's Baby Brother. Non-fiction Bears. When you're fast asleep – who works at night time? Series of people who help us texts. Poetry	Fiction There's a Mouse in my House. Red Lorry Yellow Lorry. You can't let an Elephant drive a digger. Number 7 Evergreen Street. Miss Brick the Builder's Baby. Boxitacts. Building a home. Where the Wild Things Are. Non-fiction Cars and trucks and things that go. My big book of transport. In the City. In the Town. Blackbird, Blackbird, what do you do?	Fiction The Duck Never Blinks Catch that Chicken! Noisy Farm Let's go to the Farm The Very Silly Sheep. Driving my Tractor. Mr Gumpy's Outing Owl Babies. Farmer Duck. Where, oh Where, is Rosie's Chick? Farmer Duck. We're going on a Picnic. Cock-A-Doodle-Moo. Moo, Baa, La, La, La! Non-fiction Farm animal books. Farming books. Veterinary books.	Fiction Spyder Walter the wonder snail The Weaver The Big Bad Bug. Norman the Slug with the Silly Shell. Rosie's Walk Over the Hills and far away. A Bit Lost. The Gruffalo Super Happy Magic Forest. Lulu Loves Flowers Oliver's Vegetables Non-fiction Big book of books Peep inside Bug Homes Do you love bugs? A Walk in the Woods.	Fiction Superkid Max Max the Brave Superhero Baby Captain Cuddles Superhero Hotel Superheroes don't get Scared. Supertato. Ten Little Superheroes. Whatever Next. Non-fiction What is the moon? A cat's guide to the night sky. Poetry Here's a Little Poem Rock-a-bye rumpus Traditional Tale The Gingerbread Man



	<p>The Nose Toes and Tummy Book. Let's make Faces. How do your senses work?</p> <p>Poetry Caterpillar Cake There's a Shark in Park</p> <p>Traditional Tale Goldilocks and the Three Bears</p>	<p>Blow a Kiss, Catch a Kiss</p> <p>Traditional Tale Stone Soup</p>	<p>Oscar and the Cricket.</p> <p>Poetry Tank Tanka Skunk Car, Car, Truck, Jeep</p> <p>Traditional Tale The Three Little Pigs.</p>	<p>Poetry Chocolate Moose for Greedy Goose. Farmyard Hullabaloo</p> <p>Traditional Tale The Ugly Ducking</p>	<p>Sunflower Shoots and Muddy Boots.</p> <p>Poetry Mad About Minibeast</p> <p>Traditional Tale The Little Red Hen</p>	
Vernon Park Values	<p>Kindness and empathy Key texts: The Hug. Kindness Makes us Strong. Kindness rules! My Pet Star.</p>	<p>Friendship and respect Key texts: Hello Friend. Meg and Mog. Duck and Penguin are Not Friends.</p>	<p>Honesty and responsibility Key texts: Oh no, George! The Gruffalo. Goldilocks and the Three Bears.</p>	<p>Tolerance and fairness Key texts: Two Monsters. Handa's Surprise. The Little Red Hen. Last Stop on Market Street.</p>	<p>Support and inclusion Key texts: It's okay to be different. Giraffe's Can't Dance. Amazing We all Belong. This is Me!</p>	<p>Challenge and resilience Key texts: How to Catch a Star. Fly Tiger, Fly. Yes You Can, Cow! I try. The Koala Who Could.</p>
Characteristics of Effective Learning	<p>Playing and exploring –</p> <ul style="list-style-type: none"> I can make choices and explore different resources and materials. I can bring my own interests and fascinations into Reception. <p>Active learning –</p> <ul style="list-style-type: none"> I can participate in routines. <p>Creating and thinking critically –</p> <ul style="list-style-type: none"> I can take part in simple pretend play. I can sort materials. 	<p>Playing and exploring –</p> <ul style="list-style-type: none"> I can make independent choices. I can bring my own interests and fascinations into Reception. <p>Active learning –</p> <ul style="list-style-type: none"> I can participate in routines. <p>Creating and thinking critically –</p> <ul style="list-style-type: none"> I can solve real problems. I can concentrate on achieving something that is important to me. 	<p>Playing and exploring –</p> <ul style="list-style-type: none"> I can guide my own thinking and actions by talking to myself as I play. I can make independent choices. <p>Active learning –</p> <ul style="list-style-type: none"> I can begin to predict sequences because I know routines. <p>Creating and thinking critically –</p> <ul style="list-style-type: none"> I can concentrate on achieving something that is important to me. I can feel confident about coming up with my own ideas. 	<p>Playing and exploring –</p> <ul style="list-style-type: none"> I can recognise that my actions have an effect on the world, so I like to repeat them. I can respond to new experiences when they are brought to my attention. <p>Active learning –</p> <ul style="list-style-type: none"> I can show goal-directed behaviour. <p>Creating and thinking critically –</p> <ul style="list-style-type: none"> I can make more links between my ideas. I can use pretend play to think beyond the 'here and now' and to understand another perspective. 	<p>Playing and exploring –</p> <ul style="list-style-type: none"> I can make independent choices. I can plan and think ahead about how I will explore or play with objects. <p>Active learning –</p> <ul style="list-style-type: none"> I can keep on trying when things are difficult. <p>Creating and thinking critically –</p> <ul style="list-style-type: none"> I can review my progress as I try to achieve a goal and check how well I am doing. I can give my attention to tasks and ignore distractions with increasing control. 	<p>Playing and exploring –</p> <ul style="list-style-type: none"> I can recognise that my actions have an effect on the world, so I like to repeat them. I can plan and think ahead about how I will explore or play with objects. <p>Active learning –</p> <ul style="list-style-type: none"> I can begin to correct my mistakes. <p>Creating and thinking critically –</p> <ul style="list-style-type: none"> I can use pretend play to think beyond the 'here and now' and to understand another perspective. I can feel confident about coming up with my own ideas.



Key Knowledge	<ul style="list-style-type: none"> I can compare smells, sounds, visions, tastes and textures. I can talk about what I see when using a magnifying glass or an app on a tablet. I can talk about how I use my senses when exploring the world around me and natural objects. I can say which parts of the body are connected with the five senses. I can move in different ways. I can recognise and name the colours red, blue, yellow, green and purple. I can sort and match objects and pictures. I know that everyone has a birthday. I can name train destinations. I can play a range of instruments correctly from the school music trolley. I can say what I like. 	<ul style="list-style-type: none"> I can identify who can help me in an emergency. I know that my teachers were once babies. I can describe humans at different stages and ages of life. I can talk about how I have changed since I was a baby. I can make a timeline of life events and make predictions for my future. I can make AB patterns. I can subitise 1-2 items or pictures. I can name the features of forests. I can find Canada on a world map. I can name signs of Autumn. 	<ul style="list-style-type: none"> I can identify objects that float and sink. I can identify objects whose shape can be changed and talk about how I changed their shape. I can describe what they feel when exploring magnets. I can describe what I feel and see when pushing, pulling, bending and twisting objects e.g. springs, elastics, wind-up toys, gears, pulleys etc. I can describe what I feel when riding bikes and scooters on different surfaces and ramps. I can name the buildings and vehicles I can see from my school. I can say that my school is in Stockport and I live in England. I can say that Knuffle Bunny lives in New York and New York is in North America. I can count up to 5 objects. 	<ul style="list-style-type: none"> I can name and describe animals I have encountered. I can talk about how to care for animals. I can describe how chickens change over time. I can describe how swans change over time. I can match animals to their young and name them. I can compare heights and lengths. I can compare mass. I can compare capacity. I know how horses helped farmers in the past. I can name the features of a farm. I can say how I stay safe. 	<ul style="list-style-type: none"> I can describe some differences between seeds and bulbs. I can identify seeds and bulbs. I can talk about how I planted and cared for seeds and bulbs. I can explain that a seed or bulb grew into a plant and then died. I know not to damage the living things I encounter in the natural environment. I can describe how caterpillars change over time. I show care and encourage others to care for things we encounter in the natural environment. I can use the terms more than and fewer when comparing groups of items or illustrations. I know that our school was used as a hospital in the past. I know where the land and sea are on a world map. 	<ul style="list-style-type: none"> I can talk about one property of a material. I can talk about ingredients for recipes. I can talk about how mixtures change when ingredients are added. I can talk about how materials change when cooked. I can talk about how materials change when heated. I can talk about how materials change when frozen. I can say what comes and what comes after when counting to 5. I can play with traditional tales to turn them into my own tales. I can talk about my skills and talents. I can use simple French greetings. I can name some of the planets. I know that the sun is a star. The moon goes to sleep in the day.
Possible Misconceptions	<ul style="list-style-type: none"> They taste with their lips. They smell with their eyes. 	<ul style="list-style-type: none"> Babies are in a mummy's stomach. Teachers and adults were never children. 	<ul style="list-style-type: none"> Big objects sink. Heavy objects sink. An object which is partially submerged is 	<ul style="list-style-type: none"> All animals lay eggs. The young animal is fully formed inside an egg and 	<ul style="list-style-type: none"> Trees are not plants. There is a young plant inside a seed or bulb. Bulbs are big seeds. 	<ul style="list-style-type: none"> Material means just fabric. When ingredients become a product, they



	<ul style="list-style-type: none"> Teachers do not have birthdays. Trains can travel on roads. Everyone likes the same thing as me. 	<ul style="list-style-type: none"> Everyone celebrates the same festivals and celebrations as my family. When creating a timeline, it's the things that I like the most that came first. 	<p>floating and sinking at the same time.</p> <ul style="list-style-type: none"> We live in New York just like our book character. 	<p>just grows until it is big enough to hatch.</p> <ul style="list-style-type: none"> All animals young are just small versions of the adult and get bigger Animals such as cows and hens "make" milk and lay eggs for us [humans]. Humans are not animals. 	<ul style="list-style-type: none"> Big plants grow from big seeds and big bulbs. Fruit and vegetables come from the supermarket. Plants grow at night or when we are not watching them. 	<p>may think it is a new product.</p> <ul style="list-style-type: none"> The sun is on fire.
Personal, Social and Emotional Development	How I Feel. <ul style="list-style-type: none"> Sharing ideas: crossing the bridge. My likes and dislikes. Feelings station. A little book of happiness. 	Me and My World. <ul style="list-style-type: none"> What is my job? Who helps me? Up and off we go. Protecting our oceans. 	Positive Relationships. <ul style="list-style-type: none"> My family tree. Rafael makes friends. My friends are special. We can sort this out. 	Being Safe. <ul style="list-style-type: none"> Stop look and listen. Help Goldilocks make safer choices. Spot what's hot. Is it safe to eat? What do you do online? 	Working Together. <ul style="list-style-type: none"> We can share. We can take turns. Our class ocean. Showing kindness. 	Super Me. <ul style="list-style-type: none"> Things I am good at. Dino differences. What can I see? My wellbeing box.
Physical Development	Get Set 4 PE: Introduction to PE – Unit 1 The Whole of Me: Move – Animals who Move. Outdoor Provision: Learning how to use and safely move new equipment. Animal movement games. Opportunities to move in different ways, e.g. crawling through tunnels, climbing on the climbing frame – swinging like monkeys. Handwriting: Free movement with ribbons and scarves in each hand, followed by free movements with a crayon in each hand.	Get Set 4 PE: Fundamentals- Unit 1 The Whole of Me: Gratitude – Cat and the Wonder of Snow. Outdoor Provision: Races for running, skipping and hopping. Jumping and landing safely from and to floor level targets. Play movement games, musical statues, Simon Says, parachute. Handwriting: Following directional language for movement with ribbons and scarves in	Get Set 4 PE: Ball skills- Unit 1 The Whole of Me: Empathy – The Owl who Lost her Perch. Outdoor Provision: Ball skills – throwing at a target, rolling a ball, bouncing a ball, stopping a ball, dribbling a ball with feet and kicking a ball, throwing and catching a ball. Handwriting: Pre-writing shapes for movement with ribbons and scarves in each hand, followed by pre-writing	Get Set 4 PE: Gymnastics- Unit 1 The Whole of Me: Curiosity – The Curious Baby Bird. Outdoor Provision: Stepping stones. Obstacle courses. Balancing beams. Sit on scooters. Handwriting: Pre-writing shapes for movement with ribbons and scarves in each hand, followed by pre-writing shapes with a dry wipe board and pen.	Get Set 4 PE: Dance- Unit 1 The Whole of Me: Confidence – The Mouse and the Forest. Outdoor Provision: Hopscotch. Hide and seek. Bowling. Beanbag relay. Handwriting: Pre-writing shapes for movement with ribbons and scarves in each hand, followed by pre-writing shapes with a dry wipe board and pen.	Get Set 4 PE: Games- Unit 1 The Whole of Me: Regulate – The Frog who couldn't Sit Still. Outdoor Provision: Parachute games. Animal races. Scavenger hunts. Cone flipping race. Handwriting: Pre-writing shapes for movement with ribbons and scarves in each hand, followed by pre-writing shapes with a pencil.



		each hand, followed by following directional movements with a crayon in each hand.	shapes with a crayon in each hand.			
Mathematics	White Rose supplemented with Master the Curriculum <ul style="list-style-type: none"> Week 1, Colours – red, blue, yellow. Week 2, Colours – green, purple, mix of colours. Week 3, Match – buttons and colours, matching towers, matching shoes. Week 4, Match – match number shapes, match shapes, pattern handprints (big and small). Week 5, Sort – colour, size, shape. Week 6, Sort – what do you notice? Guess the rule. 	White Rose supplemented with Master the Curriculum <ul style="list-style-type: none"> Week 7, Number 1 – subitising, counting, numeral. Week 8, Number 2 – subitising dice pattern/ random pattern/ different sizes. Week 9, Number 2 – counting, numeral. Week 10, Pattern – Extend AB colour patterns, extend AB outdoor patterns, AB movement patterns. Week 11, Pattern – fix my pattern, extend ABC colour patterns, extend ABC outdoor patterns. Week 12 – Consolidation activities. 	White Rose supplemented with Master the Curriculum <ul style="list-style-type: none"> Week 1, Number 3 – subitising. Week 2, Number 3 – 3 Little Pigs, 1-1 counting, numerals, triangles. Week 3, Number 4 – 1-1 counting, numerals, squares, rectangles. Week 4, Number 4 - composition of 4. Week 5, Number 5 – 1-1 counting, numerals, pentagon. Week 6, Number 5 – composition of 5. 	White Rose supplemented with Master the Curriculum <ul style="list-style-type: none"> Week 7, Consolidate 1-5. Week 8, Number 6 – Introduce 10 frame. Week 9, Height & Length – tall and short, long and short. Week 10, Mass – related to books, 3 Little Pigs and Goldilocks. Week 11 – Capacity. Week 12 – Consolidation. 	White Rose supplemented with Master the Curriculum <ul style="list-style-type: none"> Week 1, Sequencing. Week 2, Positional language. Week 3, More than/ fewer than. Week 4, 2D Shape – revisit pattern from Autumn. Week 5, 3D Shape – revisit pattern from Autumn. Week 6, Consolidation – more than/ fewer than, one more and one less. 	White Rose supplemented with Master the Curriculum <ul style="list-style-type: none"> Week 7, Number composition – 1-5 revision. Week 8, What comes after? Week 9, What comes before? Week 10, Numbers to 5. Week 11- 12, Consolidation activities.
Understanding the World – Science	Making Observations, Enquiry, Asking Questions - Humans: My Senses <ul style="list-style-type: none"> Explore the natural environment with their senses. 	Making Observations, Recording and Presenting Evidence, Asking Questions - Humans: Life Cycles <ul style="list-style-type: none"> Look at photos, share books and sequence different human life stages. 	Making Observations, Enquiry, Asking Questions - Forces <ul style="list-style-type: none"> Explore the forces of water, magnets, springs, wind up toys, different surfaces and ramps, gears and malleable materials through pushing, pulling, twisting and bending. 	Making Observations, Recording Evidence, Enquiry, Asking Questions - Animals, Excluding Humans: Life Cycles of Animals <ul style="list-style-type: none"> Match adult animals to their young. Share books about the lifecycles of animals. 	Making Observations, Recording Evidence, Asking Questions, Recording and Presenting Evidence - Plants <ul style="list-style-type: none"> Observing and photographing/drawing how plants grow and die. Observing and photographing/drawing what happens when fruit, vegetables and 	Making Observations Enquiry, Asking Questions, Recording Evidence - Materials, Including Changing Materials <ul style="list-style-type: none"> Explore and experience the changes that happens to foods through blending, heating, cooling and mixing.



					flowers are left to decay.	
Understanding the World – History	Significance, Similarities and Differences - Birthdays Have you had a birthday? - Know that we have all had birthdays in the past. - Begin to understand that past/ history means something has already happened.	Significance, Similarities and Differences, Continuity and Change - My Life Events What have you done in the past? - Recall some life events. - Sequence some life events in a timeline, beginning to demonstrate understanding of simple time language.	Significance, Cause and Consequence - Buses What do buses look like? - Make comparisons between buses in the past and today. - Make a timeline of buses from the past to today.	Similarities and Differences, Cause and Consequence - Farms How did horses help farmers in the past? - Know that horses used to help farmers in the fields. - Make comparisons to farmers work in the fields today to the past. - Begin to have a deeper knowledge of the term's past and today.	Similarities and Differences, Cause and Consequence, Continuity and Change - Our School Is this a photo of our school in the past or present? - Make comparisons between our school today and our school in the past. - Learn that our school was used as a hospital in the past.	Similarities and Differences, Continuity and Change - Traditional Tales How can we change this story into a tale for today? - Identify the parts of the traditional tale that are from the past and talk about what they would look like today. - Know that some features of the tales are stories and others are how life was in the past.
Understanding the World – Geography	Location and Place - Location Where will your train go? - Name different places of interest. - Build scenes and train tracks to play at reaching destinations.	Location and Place, Human and Physical Geography - Environment Where is the bear? - Know that the bear is in a forest. - Name the features of the forest. - Talk about what can be seen in real photographs of bears in the forests of Canada. - Find where England is on a world map. - Find where Canada is on a world map.	Map Work, Location and Place - Buildings and Vehicles What are the similarities between Stockport and New York? - Find England on a world map. - Find New York on a world map. - Talk about the similarities and differences between our local park, Woodbank Park, and Central Park in New York. - Make a map of a book characters journey through New York city using photos from the book.	Map Work, Location and Place, Human and Physical Geography - Farms What will you find on a farm? - Name the features of a farm, including physical and human. - Make a map of a farm from a book.	Map Work, Location and Place - Food Where does our snack come from? - Ask questions about where food has come from and how it got to our plates. - Ask adults to read the labels on snack packaging to discover where it has come from. - Find the countries on a world map, recognise what is between that country and where we are (land, sea). Talk about how we think it got to us (plane, boat or truck).	Map Work, Location and Place, Human and Physical Geography - Traditional Tales Where is the story set? - Name the settings of traditional tales. - Name the features of those settings to provide reasoning. - Create maps of traditional story settings and the paths that characters took.



Expressive Arts and Design – Music	Appreciate, Compose and Perform. <ul style="list-style-type: none"> Sing nursery rhymes: <ul style="list-style-type: none"> Down by the Station. Puffa train. Row, Row, Row your Boat Explore the different sounds of instruments, experiment with following instruction to play it loud, quiet and stop. Watch a clip of a children's orchestra perform selections from the Wizard of Oz, the children are following the conductor just as we follow our teacher when playing our instruments. 	Appreciate, Compose, Perform and Rhythm. <ul style="list-style-type: none"> Listen to the sounds of the woods/ forest – use our schools woods and an audio clip, talk about what can be heard. Create soundscapes to accompany scenes from the literacy focus text using instrumental and voice sounds. Play with the words and the rhyme to Frere Jacques to create a new rhyme – I can do it. Explore the different sounds of instruments, experiment with following instruction to play it loud, quiet and stop. Listen to, appreciate and move to Firework by Katy Perry. 	Compose, Perform and Rhythm. <ul style="list-style-type: none"> Listen to Knuffle Bunny, Where'd you go? From the musical Knuffle Bunny. Listen to and appreciate New York, New York by Frank Sinatra. Sing nursery rhyme: <ul style="list-style-type: none"> The Wheels on the Bus, play with the words to make new adaptations to the rhyme. Explore playing the rhythm to nursery rhymes using a range of percussion instruments. 	Appreciate, Perform and Rhythm. <ul style="list-style-type: none"> Sing nursery rhymes: <ul style="list-style-type: none"> Old MacDonald had a Farm. Baa, Baa Black Sheep. Mary had a Little Lamb. Farmers in the Dell. BINGO. Little Bo-Peep. Five Little Ducks. Dingle Dangle Scarecrow. Explore playing the rhythm to nursery rhymes using a range of percussion instruments. Listen to and appreciate Beethoven's Symphony Number 6: The Pastoral Symphony. What do you imagine the farm animals doing whilst listening to this music? 	Appreciate, Compose, Perform and Rhythm. <ul style="list-style-type: none"> Listen to and appreciate English country garden by Jimmie Rodgers. Sing nursery rhymes, play pitch match games and play with the words to personalise them: <ul style="list-style-type: none"> Mary, Mary, Quite Contrary. Here we go Round the Mulberry Bush. Round and Round the Garden Singing hands Makaton song, I Dig my Garden. Play with the words and the rhyme to I'm a Little Tea Pot to create a new rhyme – I'm a Little Butterfly. 	Appreciate, Compose, Perform and Rhythm. <ul style="list-style-type: none"> Explore environmental sounds from the setting of the literacy focus text, Astro Girl – home, garden, rocket. Create soundscapes for the scenes within literacy focus texts using voice and instrumental sounds. Listen to, appreciate and move to Planets by Gustav Holst. Sing nursery rhymes, play pitch match games and play with the words to personalise them: <ul style="list-style-type: none"> Five Little Men in a Flying Saucer. Zoom, Zoom, Zoom. Hey Diddle, Diddle. Twinkle, Twinkle Little Star.
Expressive Arts and Design – Art	Form, Process and Content. <ul style="list-style-type: none"> Draw self-portraits. Explore poster paint with brushes freely. Draw and paint trains. Explore printing with train wheels and train tracks. Explore printing with natural items, taking inspiration from literacy 	Form, Process and Mood. <ul style="list-style-type: none"> Study the work of Andy Goldsworthy – re-create samples of his work using autumnal treasures. Explore creating our own art using the same treasures. Use paint to create representations of 	Content, Form and Process. <ul style="list-style-type: none"> Paint representations of buildings from focus stories and geography focus. Paint and collage representation of busses and journeys for buses. 	Form, Content and Process. <ul style="list-style-type: none"> Explore using the same colour pallet as the Hungry Hen illustrations to paint representations of farms and the characters from the book. Paint a stone to create a story stone. Explore printing with farm animal feet. 	Form, Content and Process. <ul style="list-style-type: none"> Make footprint art using small world animals and paint. Make footprint art using wellies, mud, water and watered-down poster paint. Study the work of Gustav Klimt, focussing on his piece, The Tree of Life – recreate our 	Form, Content, Mood and Process. <ul style="list-style-type: none"> Draw own family members, paying attention to detail and using colours for a purpose. Study the self- portraits of Frida Kahlo, draw themselves and their hobbies and interests,



	<p>focus text illustrator, Daisy Hirst.</p> <ul style="list-style-type: none"> • Paint places for trains to visit. • Use clay to create a Diya lamp for Diwali. • Use paint to create representations of fireworks for Diwali. <p>Art Super Learning Day: Colour – Study the work of Jaxon Pollock, create own interpretations of this, using splats of colour.</p>	<p>fireworks for Bonfire Night.</p> <ul style="list-style-type: none"> • Create representations of characters using pens, paint and crayons. • Use printing with paints as a method to decorate a Christmas Tree. 	<ul style="list-style-type: none"> • Create representations of characters from stories. • Explore printing with natural items, taking inspiration from literacy focus text illustrator, Daisy Hirst. • Print with the rolling wheels of a bus to create a representation of an object. <p>Art Super Learning Day: Texture/ collage – Study the collection of work, Cut Outs, from Henri Matisse. Create our own interpretation of this work.</p>	<ul style="list-style-type: none"> • Draw and paint representations of farm animals and book characters. • Draw and collage maps adding points of interest. • Decorate eggs using printing collage and paint for Easter. • Study the work of Wassily Kandinsky – decorate Easter eggs in the style of Kandinsky. 	<p>own trees using paint and brushes to create swirls and curls.</p> <p>Art Super Learning Day: Printing – create a collaborative representation of a big garden, use pre-shaped sponges to print images of bugs and flowers.</p>	<p>paying attention to details, such as skin tone. Use mirrors and photographs of things that the children love to enable them to engage in creating representations.</p> <ul style="list-style-type: none"> • Paint representations of planets and the night sky. • Work collaboratively to create a space mobile, adding paintings and drawings to a class mobile.
Expressive Arts and Design – Design Technology	<p>Design, Make, and Technical Knowledge.</p> <ul style="list-style-type: none"> • Roll card and paper into cone shapes to make party hats for Maisy's birthday. • Make paper chains to decorate the classroom for Maisy's birthday. • Design a party outfit through collage with fabric. • Use junk modelling to make a train. • Make tickets for train rides. 	<p>Make, Cooking and Nutrition, Technical Knowledge, and Evaluate.</p> <ul style="list-style-type: none"> • Build a den for the bears in our literacy text. • Make models to support play around people in the community who help us, e.g. stethoscope, fire extinguisher, helmet. • Build story scenes using loose parts for small world play. <p>DT Super Learning Day –</p>	<p>Make, Technical Knowledge, and Evaluate.</p> <ul style="list-style-type: none"> • Build representations of buildings from focus stories and geography focus, using construction play and junk modelling. • Make models of vehicles using junk modelling and construction toys. • Build ramps, roads and bridges for toy vehicles to drive over. 	<p>Make, Cooking and Nutrition, and Evaluate.</p> <ul style="list-style-type: none"> • Make, cook and taste scrambled eggs (if dietary requirements allow). • Make masks and role play props to support play at being farm animals. • Make models of farm animals and farm buildings. <p>DT Super Learning Day – Textiles – Read the story of The Ugly Duckling. Transform a sock into a beautiful swan.</p>	<p>Make, and Technical Knowledge.</p> <ul style="list-style-type: none"> • Tear and cut paper and images to create scenes of gardens. • Make models of bugs and other garden life. • Make a suncatcher for the window. • Make a rosette for the fine prize cow. • Make masks to re-enact stories. 	<p>Make, Technical Knowledge, and Evaluate.</p> <ul style="list-style-type: none"> • Make superhero capes. • Make superhero masks. • Junk model rockets. • Make healthy snacks to take into space. • Make puppets of traditional tale characters. • Use junk modelling and construction toys to make rockets, telescopes or spaceships. <p>DT Super Learning Day – Structures – Make a boat for</p>



		Food – After reading the story of Stone Soup, work together to prepare and cook our own soup.				the Gingerbread Man to cross the river safely.
Modern Foreign Languages - French	<p>Once the children are secure with greetings in English they will be taught simple greetings in French.</p> <p>Language Angels – Les Salutations.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> Greet people in French. Say Goodbye in French. Say my name in French. 					
Computing	<p>Technology in our lives-</p> <ul style="list-style-type: none"> Phones and phone books in the home corner. <p>Digital Literacy-</p> <ul style="list-style-type: none"> Use a simple touch screen app to draw self-portrait. 	<p>Technology in our lives-</p> <ul style="list-style-type: none"> Walkie talkies added to role play for people who help us play. <p>Handling Data-</p> <ul style="list-style-type: none"> Early coding skills – play what's the time Mr Wolf, learning to listen, follow instructions and count steps taken. 	<p>Technology in our lives-</p> <ul style="list-style-type: none"> Washing machine added to the home corner. Remote control cars – controlling them to travel around a town that has been built with construction toys. 	<p>Technology in our lives-</p> <ul style="list-style-type: none"> Microwave added to the home corner. Till added to role play for a farm shop. <p>Digital Literacy-</p> <ul style="list-style-type: none"> Bee-bots (programable toys), coding them with directions to move around a map of the farm. 	<p>Technology in our lives-</p> <ul style="list-style-type: none"> Laptop added to home corner for children to role play carrying out bug and plant research. Microscopes added to outdoor provision to encourage closer looks at nature. Digital microscope used as a class to look closer at items found in the garden. 	<p>Technology in our lives-</p> <ul style="list-style-type: none"> Iron and ironing board added to the home corner to get uniforms for school and work ready and superhero capes ready.
Understanding the World – Religious Education	<p>Celebrations –</p> <ul style="list-style-type: none"> Rosh Hashanah – Judaism Sukkot – Judaism Diwali - Hinduism 	<p>Celebrations –</p> <ul style="list-style-type: none"> Hanukkah – Judaism Diwali – Hinduism Christmas Day – Christianity Bonfire Night – Great Britain Remembrance Day 	<p>Celebrations –</p> <ul style="list-style-type: none"> Lunar New Year - Chinese/ Vietnamese/ Korean/ Mongolian/ Tibetan Burns Night - Scotland 	<p>Celebrations –</p> <ul style="list-style-type: none"> Shrove Tuesday/ Pancake day - Christianity Lent - Christianity St Patrick's day – Ireland St David's day – Wales St George's day - England Nowruz – Iranian New Year Holi – Hinduism Easter – Christianity Ramadan, Eid-Al-Fitr - Islam 	<p>Celebrations –</p> <ul style="list-style-type: none"> Whitsun – Christianity 	<p>Celebrations –</p> <ul style="list-style-type: none"> Eid-Al-Adha – Islam



Woodland links	<ul style="list-style-type: none"> Climb the steps to the woods. Know that trees and mud are in the woods. 	<ul style="list-style-type: none"> Know that we need to care for the plants in the woods and our Nursery garden by leaving them to grow. Hunt for signs of Autumn. Play at making soup in the mud kitchen. 	<ul style="list-style-type: none"> Observe the changes that happen in our nursery garden and in the woods. Make ramps for vehicles in the woods. 	<ul style="list-style-type: none"> Easter egg hunt organised by the school's Woodland Teacher. Play search and finding games using farm animals. 	<ul style="list-style-type: none"> Release butterflies after observing their transformation from a caterpillar. Collect animal footprints from the woods using a footprint tunnel. Hunt for plants and minibeast. 	<ul style="list-style-type: none"> Follow maps around the woods. Retell and role play traditional tales that are set in woodland.
Family links	<ul style="list-style-type: none"> Family photos brought into school to help create a sense of belonging through a family display. Welcome evening for parents, supporting understanding in what and how we teach in Nursery. 	<ul style="list-style-type: none"> Stay and play session for parents – dependent on how well pupils have settled. Families celebrating the religious or cultural celebrations invited to join in with our festivities. Whole school parents evening. Invite parents/ carers who help in the community to come into speak to us about their job. 	<ul style="list-style-type: none"> Family walk to the park to make comparisons between our local park to Central Park, New York. Families celebrating the religious or cultural celebrations invited to join in with our festivities. 	<ul style="list-style-type: none"> Easter Bonnet parade. Families celebrating the religious or cultural celebrations invited to join in with our festivities. Any parents/ carers who keep farm animals invited to bring their animals to school and talk to us about how to care for them. 	<ul style="list-style-type: none"> Families celebrating the religious or cultural celebrations invited to join in with our festivities. Whole school parents evening. 	<ul style="list-style-type: none"> Nursery assembly for parents/ carers. Sports Day. Families celebrating the religious or cultural celebrations invited to join in with our festivities. Transition evening for parents/ carers to meet their child's Reception Teacher.