



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		Topic	Our Nursery, Myself	Autumn/Families/Christmas	People who help us	Farmyard	Growing	Bears
		Key Days and celebrations	Baseline Deadline week 6 Harvest Festival	End of Autumn Data Bonfire Night Diwali Christmas Christmas Play	Valentines Day Chinese New Year Pancake Day	End of Spring Data Mothers Day Mother Day Assembly World Book Day Easter Hatching Chicks	Environment Day Planting and growing Father's Day Eid	End of Summer Data End of Year celebration Transition to YR
		Hooks/wow moments	Meeting Mr Mole-class puppet for PSHE role-play scenarios Introduce Langley Bear	Christmas Party	Walk around school	Living Eggs project	Farm Trip Goldilocks investigation	We're going on a bear hunt story day
		Roleplay area	Home corner Percy's Shed (outdoor)	Santa's workshop	Doctors Vets Fire station (outdoor)	Vets Dressing up corner	Healthy Eating Cafe Garden centre (outdoors)	3 Bears Cottage Bear hunt cave (outdoors)
		Trips/visitors	Meet key staff- Nursery Staff, Gill, Emily, Mr Russel Weekly Welly Walks	Weekly Welly Walks	Road crossing Officer Doctor Midwife Site manager Visit library Weekly Welly Walks	Chicks Weekly Welly Walks	Trip to the farm	Teddy bear's picnic
		Key texts/Love for Reading Texts	Kipper Stories Percy and the Park Keeper Stories You choose (wordless discussion text) Rhyming texts- Nursery Rhymes	Talk 4 Writing - Zog Large Family Elmer stories Hug (wordless discussion text) Monkey Puzzle Christmas texts Rhyming texts- Nursery Rhymes	Talk 4 Writing - L Talk 4 Writing - Little Red Hen Jasper's Beanstalk Big concrete lorry Topsy and Tim series (hospitals, doctors, dentist) Great day for it (snow tale) Kipper's snowy day	L Talk 4 Writing - Little Red Hen Rosie's Walk (wordless-discussion text) Dora's Chicks Little Chick can't sleep Handa's Hen Rhyming texts- Nick Sharatt books One mole digging a hole Chocolate mousse for greedy goose	Goldilocks and the Three Bears Oliver's vegetables Oliver's fruit Rhyming texts- Oi Dog, Oi Cat etc	T4W - We're going on a bear hunt Rainbow Fish Peace at last We're going on a bear hunt Goldilocks and the Three bears Whatever next Rhyming texts- Julia Donaldson books
		Phonics	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1
PRIME AREAS	PSED	JIGSAW	Jigsaw - Being me in my world - We are all unique -How do I feel? How do I control my emotions? - Being in Reception -How to be a good friend -Having kind hands -School rules/our rights -Our responsibilities	Jigsaw - Celebrating differences -What I am good at? -We are all special for different reasons -What does your family look like? -What does your house/home look like? -How to make friends -Bullying/standing up for yourself	Jigsaw - Dreams and goals -Challenges -Never giving up -Setting goals/What is a goal? -Supporting each other -Obstacles -What do I want to be when I grow up? -The future -Reflecting on our goals	Jigsaw - Healthy Me -Sports -Celebrating sports achievements of children -What happens to our bodies when we do sport? -Stretching -What food is healthy? -Bedtime routines -Being clean/talking about germs -Stranger danger	Jigsaw - Relationships -My family -What makes a good friend? -Arguments with friends -Falling out/bullying -How to calm down -Being the best friend we can be	Jigsaw - Changing Me -Can you name your body parts? -Respecting/looking after my body -Being healthy -Growing up – baby to a child – how have I changed? -Moving to Year 1 – fears and excitements
		Self-Regulation	Social skills - learning each other's names, making friends Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?	'Getting on and falling out' / 'Say no to bullying' - & cooperating with friends, talking about feelings 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.	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Develop appropriate ways of being assertive. Understand gradually how others might be feeling.	Develop their sense of responsibility and membership of a community. Does the child play alongside others or do they always want to play alone?		
		Managing Self	Can the child sometimes manage to share or take turns with			Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)		
		Building Relationships				Does the child take part in other pretend play with different roles – being the Gruffalo, for example?		



		<p>others, with adult guidance and understanding 'yours' and 'mine'?</p> <p>Can the child settle to some activities for a while?</p>	<p>Remember rules without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>		<p>Can the child generally negotiate solutions to conflicts in their play?</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor.</p> <p>Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</p> <p>Most, but not all, children are reliably dry during the day by the age of 4.</p> <p>Support children who are struggling with toilet training, in partnership with their parents.</p>
PD	Gross Motor Skills	<p>Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?</p> <p>Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>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.</p> <p>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.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips Increasingly be able to use</p> <p>Remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>
	Fine-motor skills	<p>Developing fine motor skills - pencil & scissor grip and control, manipulating objects, tools, construction, malleable materials.</p> <p>Baseline assessment for fine motor skills</p> <p>Children have access to tools and fine motor skills activities in the provision</p>		<p>- Uses pencil effectively & has a controlled scissor grip --Handles objects, tools, construction, malleable materials with control</p> <p>Fine motor and pencil control skills catch-up</p> <p>Children have access to tools and fine motor skills activities in the provision.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand</p> <p>Handles objects, tools, construction, malleable materials effectively and confidently</p> <p>Fine motor and pencil control skills catch-up</p> <p>Children have access to tools and fine motor skills activities in the provision.</p>
	Self-care	<p>Developing independence with toileting, hand washing, dressing.</p> <p>Recognising danger and developing awareness of safety.</p> <p>Autumn 1 go through class rules.</p> <p>Help children to be confident in their setting so they use toilet independently.</p>		<p>-Shows some understanding that good practices about exercise, eating, sleeping and hygiene can contribute to good health</p> <p>-Shows understanding of safety measures</p> <p>Discuss being healthy in Jigsaw</p>	<p>-They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>-Can talk about ways to keep healthy and safe</p>



	C&L	<p>Listening. Attention and Undersdaing</p>	<p>By around 3 years old, can the child shift from one task to another if you get their attention.</p> <p>Using the child’s name can help: “Jason, please can you stop now? We’re tidying up”.</p> <p>Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?”</p> <p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name</p> <p>Role play corner encourages conversations and learning new vocabulary.</p> <p>Play partnering focus to build communication and relationship with key adults in the setting</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</p>	<p>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.</p> <p>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.”</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Create talking hot spots in the classroom to encourage conversation using Knowledge Organisers to support play partnering</p> <p>Role play corner encourages conversations and learning new vocabulary</p> <p>Use circle time/Jigsaw rules for listening and sharing ideas each session</p>	<p>Around the age of 4, is the child using sentences of four to six words –“I want to play with cars” or “What’s that thing called?” Can the child use sentences have joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?</p> <p>Can the child answer simple ‘why’ questions?</p> <p>Sing a large repertoire of songs.</p> <p>Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh</p> <p>Multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</p> <p>Create talking hot spots in the classroom to encourage conversation using Knowledge Organisers to support play partnering</p> <p>Role play corner encourages conversations and learning new vocabulary</p> <p>Use circle time/Jigsaw rules for listening and sharing ideas each session.</p>		
		<p>Poetry</p>	<p>Nursery rhymes: Adding to the song bag when most of the children have mastered the other nursery rhymes.</p> <p>Five Little Ducks Hickory Dickory Dock Five Little Speckled Frogs Five little men in a flying saucer 5 Little monkeys ABC Baa Baa Black Sheep Head Shoulders Knees and Toes Humpty Dumpty I’m a Little Teapot Incy Wincy Spider Jack and Jill Old MacDonald Ring Around the Rosie Row, Row, Row Your Boat The Wheels on the Bus Twinkle twinkle Little Star Wind the bobbin up One, Two, Three, Four, Five Once I caught a Fish Aliv</p>	<p>Nursery rhymes: Adding to the song bag when most of the children have mastered the other nursery ryhmes.</p> <p>Five Little Ducks Hickory Dickory Dock Five Little Speckled Frogs Five little men in a flying saucer 5 Little monkeys ABC Baa Baa Black Sheep Head Shoulders Knees and Toes Humpty Dumpty I’m a Little Teapot Incy Wincy Spider Jack and Jill Old MacDonald Ring Around the Rosie Row, Row, Row Your Boat The Wheels on the Bus Twinkle twinkle Little Star Wind the bobbin up One, Two, Three, Four, Five Once I caught a Fish Alive</p>	<p>Nursery rhymes: Adding to the song bag when most of the children have mastered the other nursery ryhmes.</p> <p>Five Little Ducks Hickory Dickory Dock Five Little Speckled Frogs Five little men in a flying saucer 5 Little monkeys ABC Baa Baa Black Sheep Head Shoulders Knees and Toes Humpty Dumpty I’m a Little Teapot Incy Wincy Spider Jack and Jill Old MacDonald Ring Around the Rosie Row, Row, Row Your Boat The Wheels on the Bus Twinkle twinkle Little Star Wind the bobbin up One, Two, Three, Four, Five Once I caught a Fish Alive</p>	<p>Nursery rhymes: Adding to the song bag when most of the children have mastered the other nursery rhymes.</p> <p>Five Little Ducks Hickory Dickory Dock Five Little Speckled Frogs Five little men in a flying saucer 5 Little monkeys ABC Baa Baa Black Sheep Head Shoulders Knees and Toes Humpty Dumpty I’m a Little Teapot Incy Wincy Spider Jack and Jill Old MacDonald Ring Around the Rosie Row, Row, Row Your Boat The Wheels on the Bus Twinkle twinkle Little Star Wind the bobbin up One, Two, Three, Four, Five Once I caught a Fish Alive</p>	<p>Nursery rhymes: Adding to the song bag when most of the children have mastered the other nursery ryhmes.</p> <p>Five Little Ducks Hickory Dickory Dock Five Little Speckled Frogs Five little men in a flying saucer 5 Little monkeys ABC Baa Baa Black Sheep Head Shoulders Knees and Toes Humpty Dumpty I’m a Little Teapot Incy Wincy Spider Jack and Jill Old MacDonald Ring Around the Rosie Row, Row, Row Your Boat The Wheels on the Bus Twinkle twinkle Little Star Wind the bobbin up One, Two, Three, Four, Five Once I caught a Fish Alive</p>	<p>Nursery rhymes: Adding to the song bag when most of the children have mastered the other nursery ryhmes.</p> <p>Five Little Ducks Hickory Dickory Dock Five Little Speckled Frogs Five little men in a flying saucer 5 Little monkeys ABC Baa Baa Black Sheep Head Shoulders Knees and Toes Humpty Dumpty I’m a Little Teapot Incy Wincy Spider Jack and Jill Old MacDonald Ring Around the Rosie Row, Row, Row Your Boat The Wheels on the Bus Twinkle twinkle Little Star Wind the bobbin up One, Two, Three, Four, Five Once I caught a Fish Alive</p>



		<p>Literacy</p>	<p>Enjoy songs and rhymes. Join in with some words in songs and rhymes.</p> <p>Enjoys sharing books with an adult.</p> <p>Draws freely.</p> <p>Developing Phonically awareness through</p>	<p>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</p> <p>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</p> <p>Draws freely.</p>	<p>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</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>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</p> <p>Write some or all of their name.</p>	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>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.</p> <p>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.</p> <p>Write some or all of their name.</p>
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		Counting songs, number of the day in continuous provision, number stories, continuous provision related to what has been previously taught.		
Long Term Memory Strategies				
Maths		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	Numbers	<p>Carry out baseline assessments</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Explore a number a week.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>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'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>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</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>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'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>



UoW	Discovery RE scheme	<p><u>What makes people special?</u> <i>Religions: Christianity, Judaism</i></p> <p>-I know who Jesus is and why he is special to Christians. -I know what a role model is. -I know what the 10 commandments are.</p>	<p><u>What is Christmas?</u> <i>Religions: Christianity, Judaism</i> <i>Christian concept: Incarnation</i></p> <p>-I can discuss traditions; celebrations, saying thank you, giving presents etc. -I understand why Christians celebrate Christmas -I know why the shepherds, angels and wise men are key part of the Christmas story.</p>	<p><u>How/what do people celebrate?</u> <i>Religions: Hinduism</i> <i>Cultures from different countries: Iran, India, China</i></p> <p>-New Years Eve -I know how people celebrate Chinese New Year and the history of it. -I know how people celebrate Nowruz (Persian New Year)and the history of it. -I know the history of the Holi festival and how people celebrate the New Year in India.</p>	<p><u>What is Easter?</u> <i>Religions: Christianity</i> <i>Christian concept: Salvation</i></p> <p>-I can observe signs of spring. -I can discuss and understand spring is the start of new life being born with lots of animals. -I understand animal life cycles. -I can talk about my own Easter traditions. -I understand why Easter is important to Christians. -I know what the Christian symbols of Easter are. -I know about the psalm Sunday story and why it is important to Christians. -I know why Jesus resurrected</p>	<p><u>What can we learn from stories?</u> <i>Religions: Christianity, Islam, Hinduism, Sikhism</i></p> <p><i>Traditional stories I will learn:</i> -The boy who cried wolf(Aesop fable) -The crocodile and the priest (Sikhism story) - Bilal and the Beautiful Butterfly (A Muslim Story) - The Gold-Giving Serpent (An Indian Fairy-tale) - Best Friends (A Story from Asia) -The Lost Coin (A Christian Parable)</p>	<p><u>What makes a place special?</u> <i>Religions: Christianity, Islam, Judaism</i></p> <p>-I understand everybody's homes are different and are special for different reasons. -I understand why rooms – such as places of worship are special to people. -I can talk about why iconic places around the world are special. - I understand why churches are special to Christians. -I understand why mosques are special to Muslims.</p>
<p>-Circle time format -Use Bertie Owl teddy as a talking point for each session -Use flipcharts, objects, pictures and videos to support the lessons</p>							

	<p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Talk about their family and people who are important to them. Interested in finding out how things work. Explore and talk about natural things going on around them e.g. notice the weather.</p> <p>Context: See above key days and celebrations. These are recorded in learning journeys/floor book</p>	<p>Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Use all their senses in hands-on exploration of natural materials. The children will use equipment to support these investigations. E.g. magnifying glasses or tablet with a magnifying app.</p> <p>Children will explore investigate. E.g. wind-up toys, pulleys, sets of cogs with pegs and boards.</p> <p>Looks closely at similarities, differences</p> <p>Key experiments and observations contexts:</p> <p>Autumn walk observing the environment. Use magnifying glasses or a tablet with a magnifying app to explore and discuss changes.</p> <p>Reflective objects- sparkly decorations</p> <p>Observing ice and the effects of melting</p>	<p>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. Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. The children will use equipment to support these investigations. E.g. magnifying glasses or tablet with a magnifying app.</p> <p>Children will explore investigate. E.g. wind-up toys, pulleys, sets of cogs with pegs and boards.</p> <p>Explore people who help us.</p> <p>Key experiments and observations contexts:</p> <p>-Vehicles and ramps -Chicks – life cycles -Growing plants and observing changes -Spring walk observing the environment -Notice signs of decay – apple cores, bread etc. -Completes a simple program on a computer. -Uses ICT hardware to interact with age-appropriate computer software. Context: Children use 2 Simple programmes to create artwork or achieve specific goals. E.g drawing a picture of my family. Introduce beebots and ipads to take pictures and use age appropriate apps.</p>	<p>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. Explore and talk about different forces they can feel. The children will use equipment to support these investigations. E.g. magnifying glasses or tablet with a magnifying app.</p> <p>Key experiments and observations contexts:</p> <p>-Making porridge and observing changes -Light and dark- bear's cave -Waterproofing experiment- hat for bear -Sound- how to stop Mr Bear's alarm clock (peace at last) -Summer walk observing the environment - Insect hunt</p>
	<p>EAD</p> <p>Exploring and using media & materials</p>	<p>Enjoy moving to music. Enjoy making sounds 'music' with instruments. Enjoy and take part in songs. Enjoy taking part in pretend play. Create pictures using paint and other media. Make simple models.</p>	<p>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>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 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.</p>	<p>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. Explore different materials freely, in order 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. Explore colour and colour-mixing Listen with increased attention to sounds.</p>
<p>-Use nursery rhymes and songs/rhymes to support other areas of learning -Use a technique/style of art each term -Continuous provision opportunities to access tools and materials to create independently.</p>					