



# Nursery Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Fabulous Families and Marvellous Me.</b>	<b>Adventuring in Autumn</b>	<b>Wondrous Winter</b>	<b>Special Spring time.</b>		<b>Super Summer</b>
Hook:	Sharing something special from home. Family group adults sharing something special from their home too.	Autumn treasure hunt around school grounds – finishing with a shared story time in the woods.	Winter walk in the local area.	Spring welly walk around the school grounds taking photos of the signs on spring.	The beanstalk has arrived in Nursery! We could try planting different fruits and vegetables to watch grow over the term.	Receiving a summer postcard from a friend to introduce the signs of summer.
Outcome:	Sharing a special story about their family group animals.	Making gingerbread men to share with someone special at a special time of year.	Porridge tasting.	The Mobile farm	Releasing the butterflies.	Tasting what we have grown so far.
Key themes	Specialness Similarities and differences between ourselves Sharing Belonging Harvest Festival	Autumn Exploration Fireworks Diwali Christmas	Winter Cold and Hot New Year Light and Dark	Farms Spring Animals	Growing fruits and vegetables. New Life and lifecycles.	Summer Weather Keeping safe. Food.

Core Text	Owl babies A Squash and a Squeeze	Little Red Riding Hood The Gingerbread man.	We're going on a bear hunt. Goldilocks and the Three Bears.	The Three Little Pigs What the Ladybird Heard	Jack and the Beanstalk The Enormous Turnip	The Giant Jam Sandwich Baby Goes to Market.
<b>Other key texts.</b>	<p>A squash and a Squeeze – Julian Donaldson            Super Duper Me by Sophie Henn            Full, full full of Love by Trish Cook            Coming to England by Floella Benjamin            Pumpkin soup            Pattans pumpkin            Lost &amp; Found – Oliver Jeffers            Let's Stick Together – Smriti Halls            Colin &amp; Lee Carrot &amp; Pea – Morag Hood            Amazing Machines:            Awesome Ambulances - Tony Mitton            &amp; Ant Parker            Doctorsaurus - Emi-Lou            May &amp; Leire Martin            Topsy and Tim: Meet the Police - Jean            Adamson &amp; Belinda            Worsley            I'm The Bin Lorry Driver            Oxford Children's Books &amp; David Semple</p>	<p>A new house for Mouse            We're going on a bear hunt            Fletcher and The Falling leaves – Julia Rawlinson            Leaf Man – Lois Ehlert            The Very Helpful Hedgehog – Rosie Wellesley            Topsy and Tim Bonfire Night            Rama and Sita the story of Diwali – Malachy Doyle            The Best Diwali Ever! – Sonali Shah            The Nativity            The Santa Post – Emma Yarlett            The Fir Tree – Christopher Corr            Pip and Posy and the Christmas Tree            Lucy and Tom at Christmas            Christmas in Lagos – Sharon Salu</p>	<p>Jack Frost            A snowy day            Warm in the storm            A dot in the Snow – Corriene Averiss            Penguin Problems            How to catch a star – Oliver Jeffers            Look Up – Nathan Bryon            The Way Back Home – Oliver Jeffers            Red Rockets and Rainbow Jelly – Sue Heap            Whatever Next! – Jill Murphy            A Loud Winters Nap – Katy Hudson            Polar Bear, Polar Bear what do you hear? – Eric Carle            Don't Wake up the Bear – Majorie Dennis Murray</p>	<p>When will it be spring.            The Runaway Chappati            The Rhyming Rabbit – Julia Donaldson            Pip &amp; Egg – Alex Latimer            Egg – Kevin Henkes            Let's Go Home Chick            Sunday Rain – Rosie J. Pova            Busy Day Farmer – Dan Green            Cows go Boo! – Steve Webb            I love tractors – Davina Bell            The Pig in the Pond – Martin Waddel            Farmer Duck – Martin Waddell            Mrs Wishy-Washy's Farm            Kipper's Birthday – Mick Inkpen            Oh No George! – Chris Haughton            Little Bear's Spring - Elli Woollard</p>	<p>Oliver's vegetables            The boy with the Flowers - Jarvis            Tad – Benji Davies            Anywhere Farm            A Good Place – Lucy Cousins            Bella Loves Bugs - Jess French            Sam Plants a Sunflower – Katy Petty            Butterfly Bouquet – Nicola Davies            The Bumblebear - Nadia Shireen            Supertato – Sue Hendra            The Tiger who came to tea            Dear Zoo            Oi Cat/Oi Dog/Oi Frog.</p>	<p>Handa's surprise            The Enormous Watermelon            Going on a Picnic – Pat Hutchins            The Giant Jam Sandwich – John Vernon Lord            Don't put your finger in the Jelly Nelly – Nick Sharrat            Kitchen Disco – Clare Fogs            Gary's Banana Drama – Jane Massey            Splash, Anna Hibiscus -</p>

<b>Visits and Visitors</b>	Exploring the school grounds. Visiting another part of the school to join Harvest celebrations.	Walking in the woods.  Hedgehog rescue	Winter walk around the somewhere in the local area to share a winter story.	The mobile farm.		
<b>Parental Involvement</b>	Parents joining family time to share a special group time and family albums.	Parents to join for Nursery rhyme week.	Parents to join us for either a welly walk or a walk around in the local area.			Parents to join us for a sports afternoon in family groups.
<b>Food tasting and cold cooking opportunities.</b>		<b>Little Red Riding Hood-</b> Making a healthy sandwich for Grandma's basket.  <b>The Gingerbread Man –</b> Making gingerbread men biscuits.	<b>Goldilocks and the Three Bears –</b> Porridge tasting		<b>Jack and the Beanstalk – vegetable tasting and Salad Making</b>	<b>The Giant Jam Sandwich –</b> Making a bread.  <b>Baby Goes To Market –</b> Fruit tasting/Fruit smoothie
<b>PLODs</b>  <i>Extra PLODs will be added to support children's interests as the year goes on.</i>	Magical Me Fabulous Families People Who help us.	Autumn Christmas and Celebrations	Winter Dark and light. Space	Spring Animals Pets House and Homes.	Growing	Summer Sports
<b>Communication and Language</b>	We can follow a simple now and next instruction. We are able to join a story time with some interest. We will join a small group for something that is interesting to me such as snack. We can identify familiar objects in the Nursery using the main noun. We can understand simple sentences and act upon them when modelled first. 'car box' (Meaning put the car in the box),		We can articulate what will be next by gesture, word or expression. We are able to listen to a story with increasing attention and use a picture to say what is happening. We are able to join our family groups for short activities We can understand simple sentences and act upon them that use two words. 'mouse run' 'find book'.		We listen to simple stories and understand what is happening, with the help of the pictures We are able to join our family groups for planning, snack and story time. We can identify familiar objects and their properties such as Molly's shoe, green spade or shiny apple. We can understand and act on longer sentences such as 'make teddy jump' 'find your bag'.	

	We will join a small group activity by choice alongside our family group times.	We will successfully take part in phonic sessions with increasing levels of confidence and listening skills.	We can talk about our day and order at least three of the events. We will take part in all small group times and partake with confidence.
<b>Personal social and emotional development.</b>	We will be able to separate from our carer at the start of our session and start to make strong relationships with my key person.	We can make a strong relationship with our key person and use them as a secure base throughout the session touching base as and when needed. We will start to engage and communicate with friends and take part in pretend play. We are separating easily from our carers knowing they will return.	We can engage and communicate with friends taking part in pretend play and negotiate with others
	We can persevere with some difficulties and can make some comments about their learning and play. We can show pleasure and pride in what we have done. We can make sense of our own life story and our family's history. We can retell in simple form what they have been told about their family and life story.	We can persevere for longer and make some comments about their learning and play. They play and learn more collaboratively and for longer.	We are able to comment on their learning and say what went well and what helped overcome difficulties We show more confidence in new situations
<b>Physical development</b>	We can begin to sit on a trike and scoot along. We can begin to respond with body movements to music they enjoy We will explore rolling a range of different sized balls We are developing confidence to explore a range of spaces eg. tunnels, dens, large boxes, hills	We can sit on a trike with good balance and scoot along. We can respond rhythmically with body movements to music they enjoy We can practice rolling, kicking and throwing balls following lead from adults We will practice using the different spaces with increasing independence – tunnels, dens, large boxes, hills	We can sit on a trike with good balance, scoot along, steer and navigate challenges. We will respond rhythmically with body movements to music they enjoy using props and ribbons to create further actions We will practice rolling, kicking and throwing balls following lead from adults We will use the different spaces independently – tunnels, dens, large boxes, hills, and climb unaided stopping if they feel unsafe

	<p>We will practice sitting on a balance bike with good balance, with both feet on the ground.</p> <p>We will practice copying simple dance routines</p> <p>We will practice throwing and catching large balls We will continue to practice climbing using different equipment and explore different ways of moving on and off equipment eg. skipping/hopping</p>	<p>We will sit on a balance bike with good balance, with both feet on the ground.</p> <p>We can follow a simple dance routine accurately.</p> <p>We are creating simple ball games with a partner We are able to move in different ways eg crawling, walking running and begin to choose appropriate movement to move across equipment depending on its length and width</p>	<p>We can ride a balance bike, balancing with both feet on the ground, maintaining control by steering and being able to slow down or speed up.</p> <p>Ride bike safely along the pavement.</p> <p>We are able to choose a piece of music and create own dance routine (Individually or in groups) moving in time to pulse of music and responding to changes in the music</p> <p>We like to create simple ball games with a small group and adult support</p> <p>We are able to move in different ways eg crawling, walking running and to choose appropriate movement to move across equipment depending on its length and width</p>
<p><b>Literacy</b></p>	<p>We enjoy songs and rhymes and will tune in to pay attention.</p> <p>We are able to enjoy sharing a book with an adult.</p> <p>We can name the main character in our core story.</p> <p>We will engage with different forms of sensory play to build strength in our core, shoulders, arms, hands and fingers to allow us begin our journey in early mark making.</p> <p>We enjoy the sensory experience of making marks.</p>	<p>We can join in with songs and rhymes copying sounds rhymes tunes and tempos.</p> <p>We will say some words from those common songs and rhymes.</p> <p>We can use two or three nouns from our core story</p> <p>We can join in with a repeated refrain in a story, We will begin to recognise familiar logos from children’s popular culture, commercial print or icons for apps</p> <p>We are beginning to understand the cause and effect of their actions in mark making</p>	<p>We can fill in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...</p> <p>We will have a favourite book and will seek this out to either share with another adult, peer or even alone.</p> <p>We can share who is in our core story and use four to five nouns in our everyday language.</p> <p>We can use props and puppets to retell a simple story.</p> <p>We will enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</p> <p>We will be listening to syllables being clapped of common words.</p> <p>We know and understand that the marks we make have value.</p> <p>We can distinguish between the different marks we make</p> <p>We enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touchscreen technology</p>

	<p>We will often listen and join in with familiar stories (core story) and poems.</p> <p>We can use the tales toolkit to discuss with support the characters, setting, problem and solution.</p> <p>We can answer simple questions about our core story.</p>	<p>We are able to listen to familiar (core story) and new stories and poems in small groups or one to one.</p> <p>We are able to tell others the key parts of our core story using tales toolkit to support us.</p> <p>We can use tales toolkit to support our own story telling with some adult guidance.</p>	<p>We confidently listen to and join in with stories and poems, when reading one-to-one and in small groups</p> <p>We can retell our core story using the tales toolkit.</p> <p>We will use the tales toolkit within our own story telling, even when making up our own stories.</p>
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	<p>We are beginning to show an interest in illustrations and words in print and digital books and words in the environment</p> <p>We will develop our phonological and phonemic awareness by clapping syllables of key words and listening to rhyming strings and alliteration.</p> <p>Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together.</p> <p>We are starting to use marks to represent something that has happened to us recently.</p> <p>We sometime give meaning to our drawing and paintings.</p> <p>We will watch and be interested in adding mark making and early writing into our play.</p> <p>We will imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p>	<p>We can suggest how a story might end using some simple prompts.</p> <p>We are starting to recognises familiar words and signs such as own name, advertising logos and screen icons.</p> <p>We will develop our phonological and phonemic awareness by identifying rhyming strings and alliteration and listening to initial sounds being clearly identified in common everyday words we use and core vocabulary.</p> <p>We will ear simple words being segmented and blended back together.</p> <p>We are using marks alongside out stories and role play games, these maybe supported with an adult modelling.</p> <p>We can clearly explain what our drawing and paintings mean.</p> <p>We will sometimes make our own marks and early writing in our play and explain their purpose. We will attempt to write our own name using lines, circle and letter type shapes.</p>	<p>We are able to use our story knowledge to suggest a solution for our stories ending. We enjoy and confidently will take notice of the print in our stories.</p> <p>We will begin to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</p> <p>We will develop our phonological and phonemic awareness by identifying initial sounds in common words and core vocabulary which.</p> <p>We will be able to begin segmenting the sounds in simple words and blend them back together.</p> <p>We are able to make up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>We can clearly explain what our drawing and paintings mean, highlighting key features within the piece of work.</p> <p>We will include early writing within our play and clearly explain the purpose and meaning.</p> <p>We will write the first few letters of our name using letter shapes.</p> <p>We will begin to make letter-type shapes to represent the initial sound of their name and other familiar words</p>
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## Mathematics

### Comparison

We are exposed and are beginning to use words like lots and more

### Counting

We can use some counting words with no particular order.

We will listen to others counting and begin using counting behaviours. E.g. pointing, sounds or claps.

### Cardinality:

We will use some number words like one or two we will watch someone match this by handing us one or two objects.

### Spatial Awareness

We will enjoy emptying and filling different containers. We enjoy simply investigating fitting ourselves inside spaces and moving through them.

### Shape

We will attempt to push objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles

We are beginning to select a shape for a specific space  
Enjoys using blocks to create their own simple structures and arrangements

### Pattern

We are becoming familiar with patterns in daily routines

We are starting to join in with and, with support, will predict what comes next in a story or rhyme

We are beginning to arrange items in their own patterns, e.g. lining up toys

### Measures

We are beginning show an interest in size and weight We love to explore capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram We are beginning to understand that things might happen now or at another time, in routines

### Comparison

We are confident to use words like lots and more

### Counting

We are using some counting words through our play, still not always in order.

During our play we will use different counting behaviours and may add in number words in correct order, occasionally.

### Cardinality

We will continue to use more number words, up to three and will sometime respond correct when asked to hand over one or two objects.

### Spatial Awareness

We will enjoy emptying and filling different containers, we will begin adding in language about what we notice when doing this.

We will continue to experiment with fitting our bodies into different spaces and moving through them.

### Shape

With increasing accuracy we will push objects through different shaped holes, and be able to start to fit shapes into spaces on inset boards or puzzles

We are able to select shapes that will fill a certain space, we will experiment with different ways to do this.

We will use blocks and objects to create shapes and arrangements with same accuracy and by using simple provocations.

### Pattern

We notice when the pattern of our daily routine stays the same or changes.

We are able to join in with and will predict what comes next in a story or rhyme

We are arranging items in their own patterns, e.g. lining up toys and will be proud to comment and show others.

### Measures

### Comparison

We are beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'

### Counting

We are starting to say numbers in order, some of which are in the right order (ordinality)

### Cardinality

In everyday situations, takes or gives two or three objects from a group

I am beginning to notice numerals (number symbols)

We will begin to count on their fingers.

### Spatial Awareness

We can move our bodies and toys around objects and will explore what fits into different spaces.

We are starting to remember their way around familiar environments

We will respond to some spatial and positional language

Explores how things look from different viewpoints including things that are near or far away

### Shape

We make attempt with puzzle pieces and mostly put them in the correct places.

We can recognise that two objects have the same shape

We can build simple constructions.

### Pattern

We can join in and anticipate repeated sounds and action patterns

We show an interest in what happens next using the pattern of everyday routines

### Measures

		<p>In our play we will notice and objects size and weight and may comment on this.          We love to explore capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram          We have a better understanding that things might happen now or at another time, in routines. We will use our visual timetables to support this.</p>	<p>We will explore the differences in size, length, weight and capacity          We are beginning to understand some talk about immediate past and future          We are beginning to anticipate times of the day such as mealtimes or home time</p>
	<p><b>Comparison</b>          We are starting to make comparison of small groups of objects. We can say what we notice.  <b>Counting</b>          We enjoy counting out loud and seeing how far we are able to count without stopping.          We use number names when we are playing role-pay games.  <b>Cardinality</b>          We can say if we see one or more objects in front of us without counting.          We can count up to three objects and will sometimes be able to recall how many were in the set.          We explore using a range of our own marks to represent mathematical meaning.  <b>Composition.</b>          Through play and exploration, we are beginning to learn that numbers are made up (composed) of smaller numbers.    <b>Spatial Awareness</b>          In our play we can use some positional language and direction e.g next to or on top.          I can choose items based on their shape which are appropriate for the purpose I wish to use them for.  <b>Shape</b>          I can give my own name to a shape.</p>	<p><b>Comparison</b>          We are able to compare two small groups of objects up to five objects, commenting if they are the same of different.  <b>Counting</b>          We point, touch or tag objects sometime missing some or jumping ahead.          In out play we like to use number language when we are playing. We like to use big numbers.  <b>Cardinality</b>          We are starting to use the subitising method to notice if there are one or two objects in front of us.          We can count up to four objects and most often will be able to repeat about many we have in total.          We explore using a range of our own marks to represent mathematical meaning.  <b>Composition.</b>          We are starting to use understanding of number to solve practical problems in play and meaningful activities          We are beginning to recognise that each counting number is one more than the one before  <b>Spatial Awareness</b></p>	<p><b>Comparison</b>          We are able to compare two small groups of objects up to five objects, commenting if they are the same of different. We will add more information such as e.g. You've got two, I've got two. Same!  <b>Counting</b>          We can use 1:1 correspondence to count objects uses points, touches or tags. We can do this using a stable order 1,2,3,4,5.          We are beginning to recognise numerals 0 to 10.  <b>Cardinality</b>          We can subitise one, two or three objects without counting.          We can count up to five items, recognising that the last number said represents the total counted so far (cardinal principle).          We explore using a range of our own marks to represent mathematical meaning with some accuracy.  <b>Composition.</b>          We can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same  <b>Spatial Awareness</b></p>

	<p>I know when a shape is the same and different. I can build structures and different constructions using different shapes.</p> <p><b>Pattern</b> I can create my own spatial patterns showing some organisation or regularity.</p> <p><b>Measure</b> In the correct contexts I can tell you when something is bigger or smaller and lighter and heavier Using the support of the visual timetable I can tell you what happened before and what happens next.</p>	<p>In play and out in the wider environment I can respond to language of position and direction.</p> <p><b>Shape</b> I can name a circle and a triangle. I can use informal names for other shapes. I can give a brief explanation of why that shape is different or the same. I can create arches and enclosures when building, using trial and improvement to select blocks.</p> <p><b>Pattern</b> Whilst playing I can explore and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</p> <p><b>Measure</b> In the correct context I can say when something is lighter, heavier, full and empty. I can recall simple parts of my day in correct order.</p>	<p>I can predict, move and rotate objects to fit the space. I can create shapes buy rotating objects and other shapes to create something new.</p> <p><b>Shape</b> I can name some shapes – circle, square, rectangle and triangle. I will still use informal names for other shapes. I can combine shapes to make new 2D and 3D shapes.</p> <p><b>Pattern</b> I can join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</p> <p><b>Measure</b> In the correct context I can say when something is more or less full and when it is nearly empty. I can recall a sequence of events in everyday life and stories</p>
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<p><b>Expressive art and design.</b></p>	<p>We can explore paint using fingers and other parts of the body. We can explore different materials using all their senses. We can manipulate and play with different materials eg playdough, chippings, slime, gloop, shaving foam. We can make eye contact when we hear music or when someone sings to us. We will be able to show a response e.g. gesture, smile, clap or move.</p>	<p>We can explore paint using a range of brushes and other tools. We can consider what to do with different materials using their imagination. We explore pouring and scooping with different tools eg. cups, ladles, spoons, sieves. We will join in with some songs and rhymes making some sounds . We will begin to explore a range of sound makers and instruments.</p>	<p>We can express ideas and feeling through making marks with paint and other materials and sometimes giving meaning to the marks. We can make simple models which sometimes express their ideas. We can explore how to manipulate fruit using their hands and spoons. We will continue to join in with rhymes and songs We will take part in action rhymes We begin to show a preference for particular songs. We enjoy experimenting further with sound makers and instruments and using them in a variety of ways.</p>
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	<p>We can make closed shapes with continuous lines and begin to use these shapes to represent objects. We will explore using one handed tools such as loop scissors, plastic knives and spoons.</p> <p>We will mix a range of ingredients to make substances, eg playdough, mudcakes using a range of tools.</p> <p>We will listen to songs and music and respond verbally to what they have heard expressing their thoughts and feelings.</p>	<p>We can explore colour and colour mixing and begin to use finer paint brushes.</p> <p>We can experiment with, use and refine a variety of artistic effects eg printing, rolling and stamping to express their ideas and feelings.</p> <p>We will use one handed tools such as scissors to create changes in materials eg. cut/tear.</p> <p>We will share the changes they have made.</p> <p>We can work with an adult to follow a simple recipe – use simple measures – teaspoon, tablespoon and cup</p> <p>We practice singing short phrases of songs in tune</p> <p>We continue to play, share and perform music.</p>	<p>We can draw with some detail such as representing a face with a circle and some features</p> <p>We can show different emotions in their drawings.</p> <p>We can explore more materials and resources eg. sellotape and glue to make own models.</p> <p>We can decide in advance what to make and choose own materials and tools, showing independence with one handed tools. We will use simple measures independently when mixing ingredients.</p> <p>We sing a range of songs with correct lyrics</p> <p>We sing short phrases in turn</p> <p>We sing the melodic shape of familiar songs</p> <p>We begin to improvise and create own songs around a familiar tune.</p>
	<p>We will begin to play, share and perform music and songs from our own and different cultures and historical periods.</p>		
<p><b>Understanding the world.</b></p>	<p>We will be introduced to the Christmas celebration through books and play materials.</p> <p>We will explore materials with different properties including natural materials.</p> <p>We will repeat actions that have an effect e.g. push a car, shake a rattle.</p> <p>We can understand cause and effect toys e.g. if they push button the toy jumps up.</p> <p>We will respond to a natural phenomena for example the wind, we will show a response either verbally, facial expressions, clapping or other gestures.</p>	<p>We will be introduced to books and play materials reflecting the diversity of modern Britain and our own communities eg. coloured fabrics, dressing up clothes, kitchen utensils from different cultures, dolls representing different ethnicities.</p> <p>We explore natural materials particularly different textures and give a response to how this feels e.g. gesture, facial expressions, sounds, words.</p> <p>We are able to repeat actions that have an effect e.g. push a car, shake a rattle and give a response to this e.g. gesture, facial expressions, clap.</p> <p>We can understand cause and effect toys and can now give a response/reaction to the effect.</p> <p>We can name simple natural phenomena eg. Rain, snow, sun</p>	<p>We will discuss pictures reflecting different communities – discuss similarities/differences and celebrate the differences</p> <p>We explore and respond to different natural phenomena in their setting and on trips and give some type of response eg. gesture, facial expressions, sounds, words.</p> <p>We will repeat actions for an effect and use simple words in response.</p> <p>We will use a wider range of toys and give a response.</p> <p>We can begin to name features of their surroundings/setting eg the garden, play room, fence.</p> <p>We can give a response to familiar photos of family and use simple words.</p>

	<p>We will begin to gain an understanding of the meaning of Christmas and Diwali or any other relevant celebrations and notice some similarities and differences.</p> <p>We can explore and collect different natural objects and materials indoors and out and start to use language related to the natural world.</p> <p>We can explore and respond to different natural phenomena in their setting and on trips and give a verbal response.</p> <p>We can explore and talk about different forces and how they can feel</p>	<p>We will be able to discuss similarities and differences between our families</p> <p>We will have a greater awareness of other celebrations/festival eg Easter, Ramadan. We can explore collections of materials with similar or different properties eg. bark, leaves and rocks.</p> <p>We will begin to understand the need to respect and care for the natural environments and all living things.</p> <p>We will explore materials that sink or float and be able to articulate this.</p>	<p>We can answer questions and encourage discussion around differences and celebrate these differences eg. beliefs, appearance, skin colour, hair type</p> <p>We can select the appropriate resources to plant a seed.</p> <p>We tend to a plant daily giving water and checking for bugs.</p> <p>We can understand the key features of a lifecycle of a plant and animal.</p> <p>We can comment on observations of materials when they change state eg. cooling, heating, melting.</p>
	<p>We can explore a range of mechanical equipment, investigating how things work such wind up or pulley toys.</p> <p>We can make observations and describe our surroundings.</p> <p>We can begin to notice features of their wider environment.</p>	<p>We can explore how things work such as windup toys and how these things are working with simple words and phrases.</p> <p>We will make observations and describe the wider environment of the school grounds. We can talk about trips/ walks and holidays. We can share our experiences we have outside of the setting e.g. trips or holidays.</p>	<p>We will begin to explore keyboards on different devices.</p> <p>We can identify at least the first letter of our name on a device.</p> <p>We will have some understanding that there are different countries in the world. We will talk about what we can see in photos or pictures of different countries.</p>