

Nursery Curriculum Map 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes <i>NB: These themes may be adapted at various points to allow for children's interests and current cohort's needs</i>	Wonderful me! Autumn / Harvest	Celebrations! Bonfire night/fireworks	Once Upon a time I wonder what happens	Ready Steady Grow! I wonder what how it grows	Marvellous Machines I wonder how it works	The Big Wide World Looking after our world
RE.	Creation and Covenant God made me God loves me God made a wonderful world	Prophecy and Promise The Advent Story Traditions and Symbols	Galilee to Jerusalem Jesus is born The visit of the Magi	Desert to Garden Lent as a time to care for others Jesus died on the cross Signs and symbols of Lent and Easter	To the Ends of the Earth Jesus went back to his father The Holy Spirit is our friend Church is a special place to sing and say prayers	Dialogue and Encounter All people are God's children We are all brothers and sisters We are connected to each other
High quality Texts	I'm Special, I'm Me The Colour Monster All Kinds of Families The Little Red Hen Owl Babies Songs/rhymes about myself	Lighting a Lamp Spot's birthday Stick Man The Christmas Story Poppy Remembrance book .	Mr Men celebrate Chinese New Year Jack and the beanstalk Goldilocks and the three bears The three little pigs The three billy goats gruff	.Oliver's Vegetables Supertato The Runaway Pea Animals and their young The Odd Egg Easter Story	The Naughty Bus No-Bot Mr Gumpy's Motor car Mr Gumpy's Outing Mrs Armitage on Wheels Oi! Get of our Train! How Things Work	Sharing a Shell Tiddler Commotion in the Ocean What the Ladybird heard The Very Hungry Caterpillar Superworm Dinosaur Roar!
Wow' moments / Enrichment	School Visits (to big school) Harvest Baking Bread / Making Soup Autumn Welly Walk Baby visit	Diwali Bonfire Night Fire Fighters Visit Remembrance Day Children in Need Anti-Bullying Week Nativity Production	Chinese New Year Winter walk	Living eggs – Class chick Mother's Day World Book Day March	Sports Day Father's Day Traffic survey next to Portmore Way Walk to car park .	Field Trip for minibeasts Induction visits Farm visit Live caterpillars Fossil visit

COEL	Characteristics of Effective Learning Playing and exploring: Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.
Over Arching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured. Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. <i>We understand that children learn best when they are absorbed, interested, and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i>

Diversity Texts to be read throughout the year during story time sessions

BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
So much Lulu’s first day Baby goes to market Full, full full of love	The big book of families Golden domes and silver lanterns We are all Welcome. Shu Lin’s Grandpa	A Friend for Henry Incredible you I see things differently What makes me a me?	Amazing What happened to you? Its ok to be different Happy to be me	Two Homes My pirate mums Love makes a family Our class is a family

Prime Area – Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	- Make healthy choices about food and drink - Be increasingly independent in meeting own care needs (using the toilet, washing hands, eating lunch) - Be increasingly independent as they get dressed and undressed (putting on coat, shoes) - Select and use activities and resources, with help when needed. Increasingly follow rules, understanding why they are important. - Seek out companionship with adults and other children		- Develop their sense of responsibility and membership of a community. (Can carry out appropriate tasks in the setting e.g.. fetching milk and fruit) - Become more outgoing with unfamiliar people, in the safe context of their setting (visitors in Nursery) - Play with one or more other children, extending and elaborating play ideas. - Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'		- Show more confidence in new social situations. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Understand gradually how others might be feeling. - Can talk about their feelings referencing the Zones of Regulation - Assesses and manages an appropriate level of risk in own play.	
Ten Ten	Exploring how we are created and loved by God. The importance of valuing ourselves first so we can then make new friends.		Exploring how we are created to love others and the different relationships we have, close family and friends and wider family.		Exploring how we are created to live in a community. What is a community? What different communities do we belong to?	
NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Nursery year						

Prime Area – Communication and Language

<i>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</i>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	- Use a wider range of vocabulary. - Sing a large repertoire of songs. - Can retell a simple past event in correct order (e.g. went down slide, hurt finger) - Enjoy listening to stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Begin to use a range of tenses (e.g. play, playing, played) - Develop their pronunciation but may have problems saying: • some sounds: y, r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’		- Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Use longer sentences of four to six words. - Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. - Begins to use connectives (and, because) - Understands prepositions in, on, under, through, over and behind		- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat? - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” - Use time words to sequence events (first, next, then) - Uses intonation, rhythm and phrasing	
Nursery Rhymes	Twinkle twinkle little star. The wheels on the bus. Old Macdonald. Heads, shoulders, knees and toes. Baa Baa Black sheep. Incy wincy spider and variations such as Christmas tree. Che Che Kule Wind the bobbin up. Leo the lion. Humpty dumpty. Sleeping Bunnies. Tommy thumb, Tommy thumb, where are you? Autumn leaves are falling down (Out of the Ark). Big red combine harvester (Out of the Ark). One, two, three little acorns (Out of the Ark). Put your coat on (Out of the Ark).		Baa Baa Black sheep – various colours linked. Five currant buns. Five little monkeys jumping on the bed. Tingalayo Five little monkeys swinging from the tree. I can sing a rainbow. If you’re happy and you know it. When Goldilocks went to the house of the bears. Alice the camel. Bobby BINGO. It’s Mother’s Day (Out of the Ark). Where did the pancake go? (Out of the Ark). Easter Bunny song (Out of the Ark). Wet, wet, wet (Out of the Ark). 5 shiny eggs (Out of the Ark). Twit Twoo (Out of the Ark). It must be Spring (Out of the Ark).		Five little ducks. Five little specked frogs. I know an old lady who swallowed a fly. Ten in the bed and the little one said. I’m ready to go (Leavers song). Great big God. My lighthouse. Happy sun high (Out of the Ark). A tiny seed was sleeping (Out of the Ark). Kooaburra Dance with your fingers (Out of the Ark). Caterpillar (Out of the Ark). Sunglasses (Out of the Ark). He’s got the whole world in his hands. Peace like a river. - I’ve got the joy, joy, joy.	

Prime Area – Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.						
Gross Motor: Nursery children have access to both outdoor and indoor areas in order to support their physical development. Within these areas, children can run, climb, balance, lift, build, and explore a range of equipment and activities, developing their coordination, spatial awareness and movement skills. This progresses basic movements and strengthens the core muscles, which are skills required for mark making. Fine Motor: Nursery children will take part in a range of activities that will develop the key aspects of fine motor skills, including hand-eye coordination, precision and dexterity, and manipulation. These skills enable fundamental tasks to be completed, such as fastening buttons and zips, using cutlery, using scissors, mark making and writing.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	- 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. - Use large-muscle movements to wave flags and streamers, paint and make marks (large lines and circles)	- Transfer physical skills learnt in one context to another - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	- Start taking part in some group activities which they make up for themselves, or in teams. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - Vocabulary. gallop, slither - Instruction vocab: follow, lead, copy			
	- Use one-handed tools and equipment, for example, making snips in paper with scissors. - Able to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.	- Use one-handed tools and equipment, for example, make cuts in paper with scissors. - Put on their coat independently and begin to fasten by themselves	- Use one-handed tools and equipment, for example, cut lines in paper with scissors. - Use a comfortable tripod grip with good control when holding pens and pencils. - Show a preference for a dominant hand. - Draw controlled lines and circles pivoting from the shoulder and elbow			
	PE Sessions: Start Autumn Term 2 once children are settled:		Get set for PE: Fundamentals 1 & Games Unit 2		Get set for PE: Fundamental 2 & Ball Unit 2	
	Moving freely-slithering, shuffling, rolling, crawling, walking, running, hopping, skipping, sliding, increasing control over an object in patting, pushing, building with various equipment, climbing. Outdoor bikes, drawing using whole body movements. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. CONTINUOUS PROVISION; Outdoor games i.e. parachute games, climbing – outdoor equipment, help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting, creative crates, den building. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, wheelbarrows, prams and carts.					

Specific Area – Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	- Understand the five key concepts about print: - o print has meaning - o print can have different purposes - o we read English text from left to right and from top to bottom - o names of the different parts of a book - o page sequencing - Develop their phonological awareness, so that they can: - o count and suggest rhymes - o count or clap syllables in a word - o recognise words with the same initial sound, such as money and mother - Engage in extended conversations about stories, - learn new vocabulary. Pre writing assessment. Draws vertical and horizontal lines and circles		- Recognises words which have the same initial sound (alliteration) - Can identify rhymes and continue a rhyming string - Identifies own name in print - Identifies initial letter and sound of their name - Writes strings of letter-like shapes for meaning (e.g shopping list or letter)		- Writes initial letter of their name (naïve formation) and may attempt to write their whole name - Orally blends c-v-c words - Identifies the initial sound in words - Writes some letters accurately Pre writing assessment. Draws vertical and horizontal and diagonal lines, circles, and crosses.	
Mark Making	Stage 1: Lines – Vertical and Horizontal Down/up strokes; left-to-right and top-to-bottom awareness; shoulder/elbow stability. Examples: · Finger trails in dry/wet sand; paint rollers on outdoor walls; water brushes on fences. · Roads/ramps in small world to drive cars in straight lines; ribbon sticks for straight paths. · Drawing bars on a cage using vertical or horizontal lines. · Drawing fence posts using vertical lines. · Drawing roads connecting the car to the house, the child to the balloon, etc. · Drawing the stripes on the footballers top. · Drawing bars on a window.		Stage 2: Circles Anti-clockwise control; continuous curved movement; mid-arm control. Examples: · Circular trays with cornflour/foam to draw big circles; dough disco with circular kneads. · Steering-wheel games outdoors; chalk hoops to step around and trace with toes/fingers. · Drawing balloons at the top of the string. · Drawing faces. · Drawing wheels on a bus, car, tractor, bicycle, etc. · Drawing bubbles. · Drawing traffic lights.		Stage 3: Cross Intersecting lines; visual-motor planning to align vertical and horizontal. Examples: · Make treasure maps: mark paths (—) then crossings (+); block play “road junctions”. · Masking-tape plus signs on floors to drive/step over, then reproduce on boards.	
Little Wandle Nursery Long term Plan Foundation for phonics	Phase 1 phonics- environmental sounds, identifying sounds, hearing differences in sounds Rhymes- Twinkle, Twinkle Little Star Wind the Bobbin Up	Initial sounds- s a t p i n Oral blending Rhymes- Hickory Dickory Dock Humpty Dumpty Miss Molly Had a Dolly	Initial sounds- m d g o c Oral blending Rhymes- Pat a Cake One Two Buckle My Shoe Mary, Mary Quite Contrary	Initial sounds- k e u r h Oral blending Rhymes- Ring a Ring of Roses Round and Round the Garden Jack and Jill Hey Diddle Diddle	Initial sounds- b f l j v Oral blending Rhymes- The Wheels on the Bus Grand Old Duke of York Down at the Station	Initial sounds- w y z qu recap Oral blending Rhymes- 1,2,3,4,5 Once I Caught a Fish Alive A Sailor Went to Sea Row, Row, Row Your Boat Incy Wincy Spider

Specific Area – Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	- Compare quantities using language: 'more than', 'fewer than'. - Talk about 2 D shapes (circles, triangles, squares) - Make comparisons between objects relating to size. - Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. Maths mastery: say the number to 10 in order		- Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 3. - Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 3. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Make comparisons between objects relating to size, length, weight. Maths mastery: count up to 5 objects saying one number name for each object and recognising that the number of objects is 5. (cardinality)		- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Experiment with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5. - Arrange or count a group of objects in different ways while recognising that the total remains the same (conservation of number/order irrelevance) - Talk about and explore 3D shapes (sphere, cuboids, pyramid) - using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Make comparisons between objects relating to capacity. Maths mastery: say the number that is 1 more than a given number. Subitise to 3. Match objects to numerals 1-5.	
	White rose - Comparison 1 - Shape, Space and Measure 1 and 2 - Counting 1 and 2 - Pattern 1 and 2		White rose - Counting 3 and 4 - Shape, Space and Measure 3 - Subitising 1 and 2 - Patterns 3 and 4 - Comparison 2		White rose - Subitising 3 and 4 - Counting 5 and 6 - Shape, space and measure 4 and 5 - Patterns 4, 5 and 6 - Comparison 3	

Specific Area – Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	- Continue to develop positive attitudes about the differences between people. - Begin to understand the need to respect and care for the natural environment and all living things. - Use all their senses in hands-on exploration of natural materials. - Talk about what they see, using a wide vocabulary. - Begin to make sense of their own life-story and family’s history. Spend time with children talking about photos and memories. - Talk about the effects of different coloured lights/torches/coloured filters and shadows - Talk about the differences between materials and changes they notice (Cooking activities – combining ingredients, heating and cooling, changes in state) Cultural celebrations: Diwali, Christmas		- Understand the key features of the life cycle of an animal. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant - Explore concepts of growth. - Explore concepts of change and decay. - Explore collections of materials with similar and/or different properties (natural and man-made, textures, uses). - Explore and talk about different forces they can feel. (pushes and pulls, magnetism) - Show interest in different occupations. - Begin to make sense of their own life-story and family’s history. Encourage children to retell what their parents told them about their life-story and family history. Cultural celebrations: Chinese New and Year Easter		- Explore and talk about different forces they can feel. (Water resistance, air resistance) - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Explore how things work. - Explore and talk about different forces they can feel. (pushes and pulls, magnetism) - Develop understanding of similarities between different families, communities and countries. - Talk about the differences between materials and changes they notice. (melting, Floating and sinking)	
	- Look at ourselves in mirrors at our facial features eg eye colour, hair colour. Talk about our differences. - Follow our school rules and classroom rules - Sensory play with natural materials eg making faces with sticks, stones, grass etc - Share family photos - Make shadow puppets - Use different coloured cellophane in front of different light sources - Cooking chocolate Christmas biscuits – observing chocolate being heated and melting and what happens when it cools. - Watch Cbeebies Let’s Celebrate about Diwali		- Look at real eggs and chicks in our classroom and learn about the lifecycle - Use different materials to investigate which is the strongest eg making the three pigs houses. - Create different roleplays of people that help us eg doctors. - Plant bulbs and seeds eg beans to grow a beanstalk - Look at fruit that is old – how fruit changes over time - Make a dragon to perform a dragon dance - Make Easter chocolate nests - Make an eater basket -		- Explore magnetism by investigating which materials are magnetic and not magnetic. - Look at globes and maps – children to discuss holdiays thye have been on - Looking at different toys and how they move eg wind-up, battery, magnetic, pulling, pushing - Use Beebot and understand how to use controls. - Investigate different ways to make objects move eg hairdryer, fan - Blow up a balloon and let it go – why does it move?	

Specific Area – Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	- Take part in simple pretend play, using an object to represent something else - Explore different materials freely, to develop their ideas about how to use them and what to make. - Engages in imaginative play based on first-hand experience. - Explores colour and colour mixing. - Remember and sing entire songs. - Enjoys joining in with moving, dancing and ring games. - Play instruments to express their feelings and ideas.		- Begin to develop story narratives using small world - Develop their own ideas and then decide which materials to use to express them. - Create closed shapes with continuous lines and begin to use these shapes to represent objects - Sing the pitch of a tone sung by another person ('pitch match'). - Play instruments with increasing control (loud/quiet. Fast/slow) - Taps out a simple rhythm.		- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Join different materials and explore different textures. Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Respond to what they have heard, expressing their thoughts and feelings. - 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, copying a rhythm -	
	- Draw their portrait and add facial features - Link to Picasso portraits - Role play home corner and baby clinic - Colour mixing primary colours in different ways eg one red hand + one yellow hand mix together to make green, - Learn Nativity songs and actions for Christmas production. - Learn nursery rhymes with actions (on going) - Explore colours and glitter on a dark background to create a firework pictures		- Drawing straight lines and curved lines to create story characters eg three little pigs - Use recycled materials to make own creations learning to join together using glue and tape. - Use natural materials eg straw, sticks to make the pigs houses. - Sing familiar songs and add percussion – learning to follow a beat.		- Use recycled materials to make own creations learning to join together using glue and tape. - More independent drawing of characters in stories eg drawing a spiral for a snail's shell. - Make up songs with their names adding rhyme - Continue playing a range of instruments and knowing how to play them copying a rhymn.	