



Montalbo Nursery and Primary School

Nursery - Long Term EYFS Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes 2024 – 2025 <i>(* these are adapted and added to depending on different lines interest during the half term)</i>	All About Me	Hello Autumn	Dinosaurs	Down on the Farm	Let's Go on a Journey	Commotion in the Ocean
Possible Core Texts <i>(* these are adapted and added to depending on different lines interest during the half term)</i>	'The Colour Monster' 'Incredible You' 'Senses' 'A Little Bit Brave' 'Oliver Fruit Salad' 'Too Many Carrots'	'Leaf Man' 'The Oak Tree' 'Bear Stays up for Christmas' 'Father Christmas Needs a Wee' 'Nativity Story'	'Stomp, Chomp, Big Roars!' 'Dear Dinosaur' 'Dinosaur Roar' 'Mad about Dinosaurs' 'Dinosaurs in my School' 'Love from the Very Hungry Caterpillar'	'Pig in the Pond' 'Titus Troublesome Tooth' 'Farmer Duck' 'Dora's Chicks' 'The Rhyming Rabbit'	'The Train Ride' 'Up, Up, Up!' 'Naughty Bus' 'Maisy Goes to London' 'I Wish I Were a Pilot'	'The Snail and the Whale' 'Shark in the Park' 'Barry the Fish with Fingers' 'Commotion in the Ocean' 'Rainbow Fish' 'Octopants' 'The Wide, Wide Sea'
Key Experiences	Meeting our new friends and teachers. Stay and Play	Nursery Sing-Along Christmas Celebrations	Visit to Library	Visit from a Farm Animal	Bus Ride	Beach Party / Water Fun
Seasonal Learning Opportunities	Harvest Autumn Halloween	Bonfire Night Remembrance Day Christmas	Winter Shrove Tuesday / Celebrations Valentines	Spring Easter	Sun Safety Summertime	Sun Safety Summertime Holidays Transition to school
Whole School Events	Spooky Day	Children in Need Christmas Parties Dance Festival	Valentines Disco	World Book Day Mother's Day	Meet Parade	Father's Day Sports Day

Within Nursery, our children are taught using a combination of child-initiated play and focused adult teaching; the areas of learning are mapped out below. Specific knowledge, vocabulary and skills will be taught throughout the year. Although we have overarching themes, these are not rigid, and we will follow other lines of interest when these arise. We also adapt an in the moment planning approach to meet the needs and interests of our children. Children join our setting at different times throughout the year and have different starting points; we ensure that there are plentiful opportunities for our children to revisit and deepen their learning throughout their time in Nursery. Opportunities are created on an individual basis, we recognise, and value each child's individual needs and we provide learning experiences accordingly.

Personal, Social and Emotional Development (PSED)

Our intent for PSED:

By the time our children leave our Nursery class at Montalbo they will be happy and confident. They will be building up their resilience and will be learning to be more independent. Our Nursery pupils will be able to make independent choices about what they would like to do, and they will be learning to play with others. They will be able to understand and talk about some of their own feelings and emotions and will recognise the feelings and emotions of others. They will be able to follow our nursery class routines and have some understanding of making the 'right' choices. Our nursery pupils will know about simple ways to be healthy, such as good hygiene, eating healthy foods and keeping fit. Our children will be proud of their own achievements.

DFE Statutory EYFS Framework states that...

“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.”

Throughout Nursery our 3 and 4-year-olds will be learning to:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

(DFE Development Matters 2021)

PSED – During my first term in Nursery.	PSED – During my time in Nursery.	PSED – During my final term in Nursery.
<ul style="list-style-type: none"> - Come into class with adult support and do their 'morning/afternoon jobs'. - Begin to form relationships with staff and other children in the class. - With adult support, explore their new classroom environment and choose resources or areas of the provision of interest. - With adult support, begin to understand and follow our positive behaviour ethos and making the 'right choice'. - Begin to be aware of own feelings and will begin to talk about feelings. - With adult support, begin to take care of own needs. 	<ul style="list-style-type: none"> - Come into class more confidently and do their 'morning/afternoon jobs'. - More confident when making choices in class. - Has a developing their awareness of their own feelings and will be learning to articulate how they are feeling to others. - Begin to understand that others may feel differently, have different ideas or have different needs. - Become more independent when taking care of themselves. - Develop their understanding of sharing their space and resources with others. - With encouragement can take care of their classroom and resources. - Begin to take pride in what they do. 	<ul style="list-style-type: none"> - Come into class confidently. - Make independent choices in class. - Express their own feelings and has an awareness of others and how they feel. - More independent when managing their own needs. - Communicate and plays with other children and adults. - Becoming more resilient when faced with problems and tries to persevere if something is tricky. - More confident when using talk to resolve problems or differences with others. - Show pride in what they do and will want to share their achievements. - Has a greater understanding of making the 'right choice'. - Knows and talks about ways to be healthy.

Communication and Language (C&L)

Our intent for Communication and Language:

By the time our pupils leave our Nursery class at Montalbo they will know a range of different action rhymes and songs. They will be able to listen to and respond to others, articulate their ideas in their play and they will be developing their conversational skills. They will have also listened to and enjoyed a range of stories and will be developing their love of books. They will also be able to re-tell parts of their favourite stories from the illustrations or by using props and small world resources.

DFE Statutory EYFS Framework states that...

“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, story-telling 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.”

Throughout Nursery our 3 and 4-year-olds will be learning to:

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

(DFE Development Matters 2021)

CL - During my first term in Nursery.	CL - During my time in Nursery.	CL - During my final term in Nursery.
<ul style="list-style-type: none"> - Begin to join in with a range of songs and rhymes. - Can comment on their favourite parts of a story, e.g. <i>'I like the bear'</i>. - Listen on a one-to-one basis and in small group situations. - Use some new vocabulary linked to focus stories, themes, or topics of interest. - Ask questions to find out more information. - Begin to use talk in their imaginative play. 	<ul style="list-style-type: none"> - Join in with a range of songs and rhymes. - Begin to talk about the stories that they have listened to and will be able to use props and resources to re-tell parts of the story. - Respond appropriately to simple instructions. - More confident when using new vocabulary. - Understands some questions words, e.g. who, what, where, why? 	<ul style="list-style-type: none"> - Know a range of songs and rhymes. - Listen and join in with range of stories and is develop their story telling language when re-telling and re-enacting familiar stories. - Speak with confidence to others during our group carpet time sessions. - Concentrate for longer periods. - Can articulate own ideas and points of view.

Oracy

Our intent for Oracy:

By the time our pupils leave our Nursery class at Montalbo they will be able to communicate with others, using speech and gestures. They will be beginning to understand how to listen and speak to others using physical prompts and will be learning how to engage in a conversation by taking turns. The children will be learning and applying new vocabulary in different scenarios, such as when playing, having conversations and telling stories. They will use specific vocabulary that is relevant and will use their speech to organize their play and ideas. The children will be learning to develop their understanding and speech by asking questions and will solve their own problems by talking and communicating. The skills outlined below have been organised and are taught and embedded throughout the year using a range of activities, including; re-tells, 'Show and Tell', story boxes, role play scenarios, 'Helicopter stories' and different games.

<u>Physical</u>	<u>Linguistic</u>	<u>Cognitive</u>	<u>Social and Emotional</u>
<ul style="list-style-type: none"> • Begin to speak clearly to others. • Begin to look towards others who they are interacting with. • Begin to use gestures to communicate their needs and wants. • Develop their pronunciation. 	<ul style="list-style-type: none"> • Begin to apply a wider range of vocabulary. • Begin to use talk in their own play situations. • Begin to articulate their own ideas. • Begin to use longer sentences of four to six words. 	<ul style="list-style-type: none"> • Understand simple questions. • Begin to talk about familiar events and situations. • Begin to use talk to organize their own ideas. • Begin to give explanations in their play. • Begin to re-tell and recall stories, events and familiar scenarios. 	<ul style="list-style-type: none"> • Begin to look at someone who is speaking to them • Begin to wait for a turn. Taking turns to speak, when working in a group • Begin to understand how to listen carefully and why listening is important.

Physical Development (PD)

Our intent for Physical Development:

By the time our pupils leave our Nursery class at Montalbo they will be able to move with more confidence. They will have an awareness of how to control their own body when making both small- and large-scale movements. Our children will also know about the importance of being active and healthy.

DFE Statutory EYFS Framework states that...

“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.”

Throughout Nursery our 3 and 4-year-olds will be learning to:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

(DFE Development Matters 2021)

PD - During my first term in Nursery.	PD - During my time in Nursery.	PD - During my final term in Nursery.
<ul style="list-style-type: none"> - Becoming more confident at moving in a range of different ways on different levels at varying speeds during P.E sessions and in our outdoor environment. - Begin to develop their overall body strength and coordination, e.g jumping and standing on one leg. - Use large scale movements to make mark marks using a variety of tools, e.g. rollers, brushes, chalks. - Get dressed with adult encouragement and support. 	<ul style="list-style-type: none"> - Use one handed tools safely, such a tweezers, hole punch, scissors etc.. - Demonstrate some spatial awareness during P.E sessions and outdoor play. - Move with more control e.g. complete the trim trail obstacle, climb on, crawl through, balance etc... - Begin to make more specific and controlled marks on a large and small scale. 	<ul style="list-style-type: none"> - Has more control when using mark making tools and will hold pens and pencils using a comfortable and effective grip. - Get ready for P.E, taking off and putting on their own socks and shoes and will be able to get ready for outdoor play. - Move their body to respond to music and will be able to remember and perform simple dance moves. - Make specific choices about what to use and how to use it. - Work together to carry and move resources safely.

Mathematics

Our intent for Mathematics:

By the time our pupils leave our Nursery class at Montalbo they will know a range of counting rhymes and they will be able to use their fingers to show amounts and will be able to subitise amounts of objects up to 3. They will have a keen interest in numbers and counting and will use their number skills and knowledge freely in their own play. Our nursery pupils will also be developing their problem-solving skills and will be beginning to explain their own reasoning and understanding. Our nursery pupils will be able to notice and comment on patterns and shapes in their own creations and in the environment around them.

DFE Statutory EYFS Framework states that...

“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.”

Throughout nursery our 3 and 4-year-olds will be learning to:

- Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
- Show ‘finger numbers’ up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: ‘more than’, ‘fewer than’.
- 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’.
- Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
- Make comparisons between objects relating to size, length, weight and capacity.
- 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.
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

(DFE Development Matters 2021)

Master the Curriculum

**We use 'Master the Curriculum' as a basis for our maths curriculum in our Nursery.*

Maths – During my first term in Nursery.

- Colours
- Matching
- Sorting
- Number 1
- Number 2
- Patterns

Maths - During my time in Nursery.

- Number 3
- Number 4
- Number 5
- Number 6
- Height and Length
- Mass
- Capacity

Maths - During my final term in Nursery.

- More than and fewer than.
- One more
- One less
- Shape 2D and revisit pattern
- Shape 3D and revisit pattern
- Number composition 1 – 5 revision
- Night and Day
- Positional Language

Literacy

Our Nursery Intent:

By the time our pupils leave our Nursery class at Montalbo they will be able to make more purposeful marks; they will be able to use emergent writing within their play such as writing notes, messages, cards, lists, invitations, orders, maps etc... Our pupils will have a love of books and will know how to handle books carefully; they will be able to talk about their favourite parts of the story, the characters and what happened in the story. They will be able to use their imagination to re-tell and make up their own stories using small world resources and props. Our pupils will be able to join in with rhymes and have fun making up silly rhyming strings and funny rhyming names.

DFE Statutory EYFS Framework states that...

“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).”

Throughout Nursery our 3 and 4-year-olds will be learning to:

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
- Write some or all of their name.
- Write some letters accurately.

(DFE Development Matters 2021)

Lit - During my first term in Nursery.	Lit - During my time in Nursery.	Lit - During my final term in Nursery.
<ul style="list-style-type: none"> - Enjoy joining in with story time and shows an interest in listening to stories. - Begin to have an awareness that print has meaning. - Choose to look at books with others. - Show an interest in mark making. 	<ul style="list-style-type: none"> - Engage in mark making during their play. - Choose to look at books independently and will comment on the illustrations. - Handle books correctly. - Use props and resources to re-tell familiar stories. - Has an awareness that print can have different purposes, e.g signs, menus and logos 	<ul style="list-style-type: none"> - Form some familiar letters, e.g. in their own name. - Engage in purposeful mark making, e.g. writing lists, messages, orders etc... - Talk freely and confidently about stories and will use new vocabulary in context. - Continue a rhyming string and make up funny rhyming names. - Has an awareness of syllables in words. - Able to hear the initial sound in words. - Handle books with respect and knows the different parts of a book.
Phase One Phonics:		
Pupils will also engage in daily Phase One phonics sessions, based on the seven aspects. Phase One activities will concentrate on developing children's speaking and listening skills, phonological awareness and oral blending and segmenting.		
<ul style="list-style-type: none"> ➤ Aspect 1 – General sound discrimination – environmental. - Pupils will develop their listening skills and awareness of sounds in the environment. ➤ Aspect 2 – General sound discrimination – instrumental sounds. - Pupils will experience and develop an awareness of sounds made with instruments and noise makers. 	<ul style="list-style-type: none"> ➤ Aspect 3 – General sound discrimination – body percussion. - Pupils will develop an awareness of sounds and rhythms. ➤ Aspect 4 – Rhythm and rhyme. - Pupils will experience and appreciate rhythm and rhyme and will develop an awareness of rhythm and rhyme in speech. 	<ul style="list-style-type: none"> ➤ Aspect 5 – Alliteration. - Pupils will develop an understanding of alliteration. ➤ Aspect 6 – Voice sounds. <p>Pupils will be able to distinguish between the differences in vocal sounds, including oral blending and segmenting.</p> <ul style="list-style-type: none"> ➤ Aspect 7 – Oral Blending and Segmenting <p>Pupils will develop oral blending and segmenting of sounds in words.</p> <p><i>*In addition, in the summer term we introduce Nursery RWI for pupils who are confident in all aspects of Phase One.</i></p>

Understanding the World

Our Nursery Intent:

By the time our pupils leave our Nursery class at Montalbo they will have knowledge of their local world around them and will be able to talk about where they live and its special features, e.g. the River Tees, The Bowes Museum, the Castle etc... They will also have an awareness and an interest of the wider world. They will be interested in finding out more and will want to comment on and ask questions to find out more. Our nursery pupils will have an interest in living things and will have an understanding that we need to be kind and care for things. Our pupils will know about will have experience of growing their own plants and vegetables. Our pupils will be able to comment on and make comparisons between the present and the past

DFE Statutory EYFS Framework states that...

“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.”

Throughout Nursery our 3 and 4-year-olds will be learning to:

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/ or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family’s history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

(DFE Development Matters 2021)

UW - During my first term in Nursery.	UW - During my time in Nursery.	UW - During my final term in Nursery.
<ul style="list-style-type: none"> - Has an awareness of their own family and able to talk about and name family members. - Talk about how they have changed since they were babies. - Begin to explore and investigate through hands on opportunities. - Begin to talk about what they feel, hear, smell, and see. - Has an awareness of harvest time and where food comes from. - Has an awareness of some relevant festivals and celebrations. - Engage in role play situations based on their own experiences. - Has an awareness of their own local environment. 	<ul style="list-style-type: none"> - Remember and talk about significant events in their own life e.g. a holiday, day trip, starting nursery etc... - Talks about special celebrations that they have been involved in, e.g. birthdays, weddings, christenings etc... - Notice and comments on features of natural objects. - Discuss features that all people have as well as discussing differences between themselves and their peers. - Begin to understand the need to respect and care for the natural environment and all living things. - Has an awareness of growing seeds and plants. - Engage in role-play based on different occupations. - Beginning to learn about life cycles. 	<ul style="list-style-type: none"> - Talk in more detail about events in their own experiences that are important to them. - Has an awareness that there are different countries in our world, and will be able to comment on similarities and differences. - Know about different life cycles and able to explain what they know. - Explain what plants need to grow. - Explore and investigate objects and able to discuss what they notice/discover. - Investigate and discover how things work and talk about their discoveries.

**Additionally, we will also follow the PLAN Science Matrices for EYFS.*

Expressive Arts and Design

Our Nursery Intent:

By the time our pupils leave our Nursery class at Montalbo they will be able to use their imagination to engage in their own and group small world and role play opportunities. Our nursery pupils will be more confident when exploring and creating using a range of different materials and resources and they will be able to talk about their choices and reflect on what they have created. Our nursery pupils will also have an interest in songs, music and instruments and will be developing their confidence and control when making and changing sounds.

DFE Statutory EYFS Framework states that...

“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.”

Throughout Nursery our 3 and 4-year-olds will be learning to:

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person (‘pitch match’).
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

EAD - During my first term in Nursery.	EAD - During my time in Nursery.	EAD - During my final term in Nursery.
<ul style="list-style-type: none"> - Begin to explore making marks using a range of different mark making tools on different paper and surfaces. - Explore using different coloured drawing implements for a purpose. - Begin to explore joining construction pieces and junk materials when creating. - Begin to explore using a variety of malleable media such as playdough, slime, clay, mud etc... - Explore making sounds with instruments. - Begin to engage in imaginative play based on their own experiences. - Engage in small world play. 	<ul style="list-style-type: none"> - Develop their mark making and will show more control over the marks they make. - Begin to add a narrative in their play using small world resources and props. - Begin to use construction resources to construct purposefully for their own play. - Explore and experiment with colour mixing. - Explore manipulating malleable materials and use tools and other resources to make imprints. - Join in with singing and begin to make up their own songs. - Continue to explore a range of different instruments and experiment with ways to play them. 	<ul style="list-style-type: none"> - Add more detail to their drawings and will be able to explain the marks that they have made. - Choose different coloured drawing implements for a purpose. - Make choices about what to use and how to use it when constructing and creating and will be able to explain their choices. - Use a range of props and resources in their imaginative play. - Explore colour mixing and be able to talk about what they have created. - Make specific sounds with instruments and will be able to express their feelings. - Sing familiar songs and have fun with the pitch and melody. - Link their own thoughts and feelings to music that they have heard.