# Rosa Street Primary and Nursery School – Nursery Long Term Curriculum Map

| Nursery 2-3 YO | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Themes** (*these are adapted depending on different lines of enquiry we follow from children's interests) | **All about me** | **Celebrations** | **All about 2** | **Spring has sprung** | **Eggs and life-cycles** | **I do like to be beside the seaside** |
| **Key Texts** (*these may be changed depending on the children's interests / national events etc) | Where are the yellow chicks, Spot?<br>Where's Spot?<br>Brown Bear Brown Bear<br>That's not my hedgehog<br>My Big Fantastic Family<br>Fox's Socks<br>Wow said the Owl | Little Glow<br>First Festivals – Divali<br>Spot's First Christmas<br>Squirrel's Snowman<br>Dear Santa<br>The Nativity<br>Peter Rabbit: A Christmas Wish | Colour Monster<br>Spot bakes a cake<br>You're Two!<br>Bear and Hare – Mine!<br>Peppa's Chinese New Year<br>Guess how much I love you | Peppa Pig loves pancake day<br>Peep inside Springtime<br>I love my mummy<br>Thats not my chick<br>Spot's First Easter<br>In Wibbly's Garden | The Very Hungry Caterpillar<br>Bear Hunt<br>Peter Rabbit's A Spring Surprise<br>Who's in the egg? | Peace at Last<br>Dinosaur Roar!<br>Monkey Puzzle<br>Spot goes to the beach<br>National Trust: Big outdoors for little learners: Seaside<br>Kipper's beach ball<br>Usborne peep inside: the sea |
| **Learning linked to Seasons** | Harvest<br>Autumn<br>Halloween | Bonfire Night<br>Remembrance<br>Divali<br>Advent<br>Christmas | Chinese New Year<br>Valentines Day<br>Winter | Easter<br>Spring<br>Shrove Tuesday | Being safe in the sun | Being safe in the sun<br>Holidays<br>Summer |
| **Planned experiences** | Settling in<br>Stay & play with parents and carers<br>Exploring school<br>Visiting Soft Play<br>Visiting the library | EYFS Nativity<br>Christmas<br>Visiting Santa at the Town Hall<br>Posting letters to Santa | Valentines stay & play<br>Exploring the local area | Visit the church<br>A visit from a baby / baby animal<br>Pancake Day | Growing caterpillars<br>Visit from minibeasts | Visit to the beach<br>Teddy bears picnic in the park |
| **Whole School Events /Transition opportunities** | Going to the school hall for lunch.<br>Exploring the school grounds. | Children in Need<br>Christmas lunch<br>Visit Santa | Story time in the school library. | Mother's Day<br>World Book Day<br>Science Week | Father's Day<br>Careers Day<br>Earth Hour<br>Fieldwork festival | Gala<br>Summer Fair<br>Sports Day<br>HGV Safety<br>Beach visit |
| *Nursery children are taught through a balance of adult-guided activities, child-initiated play and adult-led focused teaching. Specific key vocabulary is taught as we move through different topics, to help children develop their language during their time in nursery. Our themes and texts are not 'set in stone,' and can be adapted to suit the needs of* | | | | | | |

*children, or to pursue a topic that has arisen from their interests. We want our children to be excited and engaged in their learning and we adapt our planning to make sure this continues to happen. Children join nursery at various points across the year, so we have planned opportunities to revisit key learning experiences. This will also help children who have already been in nursery to deepen their knowledge further. The key areas of learning are mapped out below.*

## Communication and Language

**Our intent:**

By the time our children complete their first year in nursery, they will be familiar with a range of rhymes, stories and songs. They will have heard and joined in with many stories, engaging with the pictures. They will have developed a love of books and will have been encouraged to read at home with a nursery library book. They will be developing listening and attention skills by taking part in short 'group times' and will be building their vocabulary and conversation skills through high-quality interactions in the setting.

**DFE Statutory Framework:**

"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, nonfiction, 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."

**Development Matters (2021) for Birth –three year olds:**

- Copy what adults do, taking 'turns' in conversations (through babbling) and activities.
- Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds.
- Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction.
- Reach or point to something they want while making sounds. Copy your gestures and words.
- Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking.'
- Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye.'
- Understand simple instructions like "give to nanny" or "stop".
- Recognise and point to objects if asked about them.
- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
- Listen to other people's talk with interest but can easily be distracted by other things.
- Make themselves understood and can become frustrated when they cannot.
- Start to say how they are feeling, using words as well as actions.

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| | • Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.<br>• Use the speech sounds p, b, m, w. Pronounce:<br>• /r/w/y<br>• f/th<br>• s/sh/ch/dz/j<br>• multi-syllabic words such as 'banana' and 'computer<br>• Listen to simple stories and understand what is happening, with the help of the pictures.<br>• Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.<br>• Understand and act on longer sentences like 'make teddy jump' or 'find your coat.'<br>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). |

| C & L - My first term of my first year in nursery | C & L - During my first year at nursery | C & L – During my final term of my first year in nursery |
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| • Begin to follow simple routines in nursery, such as wear an apron when painting.<br>• Begin to pay attention when someone is speaking.<br>• Begin to join in with songs and rhymes.<br>• Get to know nursery staff and begin to be calmed by them.<br>• Point to objects when asked about them.<br>• Use a range of simple speech-like patterns and some clear words.<br>• Use at least 50 words. | • Follow routines in nursery.<br>• Respond to simple instructions.<br>• Listen to other people talking.<br>• Begin to make themselves understood.<br>• Develop pretend play like putting the baby to sleep.<br>• Start to show an interest in what other children are playing.<br>• Sometimes join in with others.<br>• Understand many more words than they can say – between 200 – 500 words.<br>• Linking two or three words together eg: "more milk." | • Be very familiar with routines in nursery.<br>• Use talk when playing with others.<br>• Communicate effectively with adults and other children.<br>• Say how they feel / what they need.<br>• Enjoy listening to longer stories and can talk about what has happened.<br>• Pay attention to more than one thing at a time.<br>• Use around 300 words<br>• Link up to 5 words together.<br>• Use pronouns: 'me,' him', 'she,' 'her.'<br>• Use plurals and prepositions 'in,' 'under,' 'next to.' |

## Oracy

**Intent:**

By the time our children complete their first year in nursery at Rosa Street they will be able to communicate with others, using speech and gestures. They will be able to use communication cues such as looking at the person who is speaking, paying attention for short periods and responding to simple instructions. They will enjoy sharing books and will be able to comment on the pictures, and what has been read to them. Children will benefit from high-quality interactions with adults and will be developing conversations skills. They will be developing self-regulation skills and will be able to use speech to resolve conflicts.

| Physical | Linguistic | Cognitive | Social and Emotional |
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| • Begin to speak clearly to others. | • Begin to apply a wider range of vocabulary. | • Understand simple questions. | • Begin to look at someone who is speaking to them. |

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| • Begin to string more words together and speak in sentences.<br>• Begin to look towards others who they are interacting with.<br>• Begin to use gestures to communicate their needs and wants.<br>• Develop pronunciation. | • Begin to use talking their own play situations.<br>• Begin to articulate their own ideas.<br>• Begin to use longer sentences of four to six words. | • Begin to talk about familiar events and situations.<br>• Begin to use talk to organise their own ideas.<br>• Begin to use talk to develop their imaginary play. | • Begin to wait for a turn. taking turns to speak, when working in a group.<br>• Begin to understand how to listen carefully and why listening is important. |

## Personal, Social and Emotional Development

**Intent:**

At Rosa Street our children develop into happy, confident individuals and are prepared for their next steps in learning. By the end of their first year in nursery they will become familiar with key routines and can make some independent choices. They will have developed relationships in nursery and will have become used to separating from their parents / carers. They will have had many familiar experiences which they have been able to build upon during their time in nursery. Children will have had the opportunity to play with others, solve conflicts, use their imagination and solve problems for themselves. They will de developing independence skills and becoming more confident.

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| **DfE Statutory Framework:**<br><br>"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 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 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, | **Development matters (2021) for Birth – three year olds**:<br><br>• Find ways to calm themselves, through being calmed and comforted by their key person.<br>• Establish their sense of self.<br>• Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk.<br>• Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.<br>• Find ways of managing transitions, for example from their parent to their key person.<br>• Thrive as they develop self-assurance. |

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| cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in their later life." | • Look back as they crawl or walk away from their key person.<br>• Look for clues about how to respond to something interesting.<br>• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.<br>• Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.<br>• Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.<br>• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.<br>• Be increasingly able to talk about and manage their emotions.<br>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.<br>• Develop friendships with other children.<br>• Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because…" or "I love it when …".<br>• Learn to use the toilet with help, and then independently. |

| PSED – My first term of my first year in nursery | PSED – During my first year in nursery | PSED – During my final term of my first year in nursery |
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| • Learn to separate from my carer and come into nursery happily and more confidently each time.<br>• Begin to develop a sense of belonging and know where their peg / water bottle is kept etc.<br>• Begin to form relationships with adults and children in nursery. | • Come into nursery confidently.<br>• Make some independent choices.<br>• Begin to try things on my own first before asking an adult to help.<br>• Begin to talk about how I'm feeling.<br>• Develop my turn-taking and sharing skills.<br>• Begin to feel proud about what I did and enjoy being praised for it. | • Come into nursery confidently.<br>• Make independent choices.<br>• Talk about how I feel and begin to link feelings to colours eg: red for angry.<br>• Become more resilient and keep trying, even when something is tricky.<br>• Develop communication and self-regulation skills. |

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| • Explore the nursery classroom and begin to have my favourite areas of learning.<br>• Begin to follow some rules and routines in nursery, with support from an adult.<br>• Take care of resources in nursery and help to tidy them away.<br>• Be distracted by something they enjoy when they are feeling unhappy. | • Become more confident with visitors and new experiences.<br>• Begin to make friends and play with others. | • Talk about some simple ways how to keep healthy.<br>• Follow rules and routines in nursery.<br>• Be proud of my achievements and talk about what I am good at. |

## Physical Development

**Intent:**

By the time children complete their first year in nursery at Rosa Street they will be developing control and confidence in their physical skills indoors and outdoors. They will have had many opportunities to develop gross motor skills and to control their bodies when running, jumping, rolling and climbing. They will also be developing their fine motor skills through activities such as threading, posting and pinching. Our children will know that exercise is fun and an important part of being healthy.

**DfE Statutory Framework:**

"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 through early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both object 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, coordination 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 coordination, 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency comment control and confidence."

**Development matters (2021) for Birth – three year olds**:

- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently.
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Start eating independently and learning how to use a knife and fork.
- Develop manipulation and control. Explore different materials and tools.

| PD – My first term of my first year in nursery | PD – During my first year in nursery | PD – During my final term of my first year in nursery |
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| • Begin to develop body strength coordination and control eg: standing on one leg.<br>• Use large-scale movements to make marks using a variety of tools, such as rollers, brushes, chalks.<br>• Help an adult to do up zips, fasten velcro etc when putting shoes / coat on and getting dressed.<br>• Copy the movements of an adult and join in with movement activities. | • Demonstrate some spatial awareness and body control during indoor and outdoor play.<br>• Move with control when jumping, climbing, crawling and balancing<br>• Begin to make more specific and controlled marks on a large and small scale.<br>• Clap and stomp to music. | • Has gradually more control when using mark-making tools over time.<br>• Take own shoes off and put wellies on for outdoor play. Put own coat on and do up the zip with support.<br>• Move their body to music, showing some rhythm.<br>• Make specific choices about what to use and how to use it.<br>• Work safely together to carry and move resources safely. |

| Literacy |
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| **Intent:**<br>By the time our children complete their first year of nursery at Rosa Street Nursery they will have listened to and joined in with many stories, rhymes and songs. They will handle books carefully and know how to hold them the correct way up and turn the pages. They will be used to tuning in, copying finger rhymes and will begin to sing songs independently in their play. Children will be developing a love of reading and will begin to notice print in the environment. They will enjoy drawing and begin to give meaning to the marks they make. |

| **DfE Statutory Framework:** | **Development matters (2021) for Birth – three year olds** |
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| "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 nonfiction) they read with them, and enjoy rhymes, poetries and 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)." | • Enjoy songs and rhymes, tuning in and paying attention.<br>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.<br>• Say some of the words in songs and rhymes.<br>• Copy finger movements and other gestures.<br>• Sing songs and say rhymes independently, for example, singing whilst playing.<br>• Enjoy sharing books with an adult.<br>• Pay attention and respond to the pictures or the words.<br>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.<br>• Repeat words and phrases from familiar stories.<br>• Ask questions about the book. Make comments and share their own ideas.<br>• Develop play around favourite stories using props.<br>• Enjoys drawing freely.<br>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."<br>• Make marks on their picture to stand for their name. |

| Lit - My first term of my first year in nursery | Lit - During my first year in nursery | Lit -During my final term of my first year in nursery |
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| • Enjoy songs and rhymes and begin to tune in and pay attention for short periods. | • Join in with songs and rhymes and sing some of them independently in my play. | • Pay attention to what is being read to them and respond during interactions about the book with an adult. |

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| • Say some of the words in familiar songs and rhymes<br>• Begin to copy some movements to songs and rhymes.<br>• Look at books with an adult, or by myself.<br>• Take care of books and know how to hold them and turn the pages.<br>• Begin to show an interest in making marks. | • Look at books with an adult, another child or by myself and engage with the pictures.<br>• Begin to have my own favourite books and stories.<br>• Know how to hold the book the correct way up and turn the pages in order.<br>• Begin to make marks for a range of purposes and give meaning to some of them eg: 'that's me.' | • Repeat words and repeated phrases from familiar stories.<br>• Have favourite books and stories that they seek out and look at independently.<br>• Begin to notice print in the environment.<br>• Make marks confidently, talking about what they have drawn.<br>• Begin to show preference for a dominant hand. |

| **Foundations for Phonics** | | |
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| **Intent:**<br><br>We use the programme 'Little Wandle Letters and Sounds' to teach phonics. By the time children have completed their first year in nursery at Rosa Street, they will be ready to begin exploring this programme. During their first year in nursery they will be learning the background skills involved in the very early stages of learning to read. This involves tuning into sounds; listening to and naming environmental sounds, animal sounds and experimenting with sounds they can make with their voices. Children will learn attention and listening skills and will learn to actively participate in 'group time.' They will become more confident in using words and develop their understanding of language to be able to communicate effectively.<br>***"Reading for pleasure is the single most important indicator of a child's success."***<br>***OEDC, 2002*** | | |
| **Foundations for Phonics:**<br>• Auditory attention<br>• Auditory discrimination<br>• Auditory memory<br>• Conversation<br>• Listening for meaning<br>• Naming nouns<br>• Rhythm and syllables<br>• Visual memory | **Foundations for a love of reading:**<br>• Love stories, books and retelling<br>• Engage with books and enjoy reading familiar stories over and over<br>• Enjoy looking at books independently<br>• Listen to a range of stories. | **Foundations for Language:**<br>• Speech sounds<br>• Speaking in sentences<br>• Use longer sentences of four to six words.<br>• Conversation skills<br>• Use talk to organise themselves and their play |

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| • Questions and instructions<br>• Fine motor skills | | |

| **Mathematics** | |
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| **Intent:**<br>By the time our pupils complete their first year of nursery at Rosa Street, they will know some counting rhymes and be able to join in using their fingers. They will be used to handling counting objects and will have developed some counting-like actions in their play. They will have explored objects that stack and fit inside each other and will be developing some spatial awareness. They will have completed a range of inset puzzles and fine motor activities. They will have explored early mathematical concepts such as colours, shapes and pattern in continuous provision. They will have developed curiosity and a string foundation for mathematical development. | |
| **DfE Statutory Framework:**<br><br>'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 numbers to 10, the relationships between them and the patterns between 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.' | **Development matters (2021) for Birth – three years.**<br><br>• Combine objects like stacking blocks and cups. Put objects inside others and take them out again.<br>• Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.<br>• Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.<br>• Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'<br>• Climb and squeeze themselves into different types of spaces.<br>• Build with a range of resources.<br>• Complete inset puzzles.<br>• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy.'<br>• Notice patterns and arrange things in patterns. |

| **Maths – My first term of my first year in nursery** | **Maths – During my first year in nursery** | **Maths – During my final term of my first year in nursery** |
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| ▪ Colours<br>▪ Matching<br>▪ Sorting by colour | ▪ Counting<br>▪ Using language of weight and size<br>▪ Notice patterns | ▪ Counting<br>▪ Exploring repeated patterns |

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| ▪ Finger rhymes<br>▪ Noticing changes in amounts up to 3<br>▪ Building with a range of resources<br>▪ Inset puzzles | ▪ Comparing amounts<br>▪ Matching counting words with objects<br>▪ Sorting by object | ▪ Noticing changes in amounts using more / less<br>▪ Complete more challenging inset puzzles<br>▪ Sorting by size |

| **Understanding the World** | |
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| **Intent:**<br><br>By the time our children complete their first year in nursery at Rosa Street, they will have developed a sense that they belong in the nursery group. They will have had lots of opportunities to talk about their families, people who are important to them, their homes and where they live. They will be familiar with the nursery environment, the wider school grounds, and will have been on some local area visits. They will have explored changing seasons and different types of weather. They will have developed a confidence and fascination in trying new activities, textures, exploring materials and taking care of living things and the world around them. They will be developing positive attitudes and celebrating differences between people and cultures. | |
| **DfE Statutory Framework:**<br><br>'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.' | **Development matters (2021) Birth – three years**<br>• Repeat actions that have an effect.<br>• Explore materials with different properties.<br>• Explore natural materials, indoors and outside.<br>• Explore and respond to different natural phenomena in their setting and on trips.<br>• Make connections between the features of their family and other families.<br>• Notice differences between people. |

| **UTW – My first term in my first year at nursery** | **UTW – During my first year in nursery** | **UTW – During my final term of my first year in nursery** |
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| • Have an awareness of my family and can talk about and name family members.<br>• Begin to explore and investigate through hands on opportunities.<br>• Explore different textures, sounds, smells and tastes.<br>• Explore textures with fingers, feet and whole body.<br>• Explore the natural world.<br>• Care for living things.<br>• Role play experiences that are familiar to them. | • Begin to notice differences in people.<br>• Explore resources and books about different races, religions and cultures.<br>• Spot seasonal changes.<br>• Show an interest in different occupations.<br>• Explore the natural world and begin to talk about what they have found / seen. | • Confidently explore resources outdoors and indoors and talk about what they have found / seen.<br>• Talk about their own families and people important to them, confidently.<br>• Accept and talk about the differences between people, cultures and religions. |

## Expressive Arts and Design

**Intent:**

By the time our children have completed their first year in nursery at Rosa Street, they will have experienced different types of music, art techniques and will be developing their imagination through roleplay. They will know many songs and rhymes by heart and will be familiar with dancing and moving to music. They will be developing their imagination through play and will be learning to express themselves through art, dance and roleplay.

| **DfE Statutory Framework:** | **Development matters (2021) Birth-three years:** |
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| '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.' | • Show attention to sounds and music.<br>• Respond emotionally and physically to music when it changes.<br>• Move and dance to music.<br>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.<br>• Explore their voices and enjoy making sounds.<br>• Join in with songs and rhymes, making some sounds.<br>• Make rhythmical and repetitive sounds. |

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| | • Explore a range of soundmakers and instruments and play them in different ways.<br>• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.<br>• Start to make marks intentionally.<br>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.<br>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.<br>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.<br>• Explore different materials, using all their senses to investigate them.<br>• Manipulate and play with different materials.<br>• Use their imagination as they consider what they can do with different materials.<br>• Make simple models which express their ideas. |

| **EAD – My first term of my first year in nursery** | **EAD – During my first year in nursery** | **EAD – During my last term of my first year in nursery** |
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| • Respond to music and explore the sounds made by a range of objects.<br>• Experience a range of music; live and recorded, from a range of different cultures.<br>• Join in with songs, including those to go with routines; tidy up song, washing hands etc.<br>• Explore colours, textures and patterns.<br>• Enjoy making marks with a variety of media.<br>• Develop some imaginary play eg: feeding the baby or talking on the phone. | • Experiment with a range of media and creative techniques.<br>• Explore different ways of joining materials in 'junk modelling.'<br>• Develop an interest in models, using blocks, small world resources, junk, clay etc.<br>• Develop some self-created rules in play eg: the conkers in the pan are pasta.<br>• Create more imaginative small worlds and play collaboratively. | • Talk about the music I listen to and how it makes me feel.<br>• Begin to add storylines to my imaginative play.<br>• Make marks and give meaning to them.<br>• Begin to make marks in context: pretending to write a shopping list in the home corner.<br>• Begin to solve conflicts by adapting play ideas.<br>• Know how to play a range of materials. |

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| • Begin to express themselves in a range of ways. | • Learn to play different instruments and learn that some are for hitting, some for shaking etc.<br>• Begin to give meaning to the marks I make. | • Know that when I mix colours I can make new colours.<br>• Talk about different colours, textures and tools as I create. |