



Seedlings Nursery & Pre-School Curriculum Mapping Overview

'I am the vine and you are the branches' John 15:5

Love Perseverance Respect

(updated 05/08/2025)

Overarching Topic Title	Getting to know you!	Whatever the weather.... let's celebrate!	Recipe for a story...	Ready steady grow...	Awesome Animals...	Let's go...	
2025-2026	4th Sept - 31st Oct	3rd Nov - 23rd Dec	5th Jan - 20th Feb	23rd Feb - 10th April	13th April - 29th May	1st June – 3rd July	6th July - 21st Aug
Themes	Settling in Getting to know each other All about me Family and Friends Likes and Dislikes Where we live Our Pets People who help us (Postman, Doctor, Nurse, Dentist)	Raindrops and Rainbows Ice, Wind & Snow Colour Celebrations Bonfire/Fireworks Diwali Hannukka Christmas	Nursery Rhymes! Traditional tales Fairy Tales Knights & Castles Prince and Princesses Dragons & Unicorns Chinese New Year. Valentines Making Pancakes	Plants Growing: sunflowers, snapdragons, marigolds, nasturtiums, peas, carrots Tomatoes, flowers Lifecycles: frogs, butterfly, chicks. Mini-Beasties Growing ourselves	... on the farm ... at the zoo ...in the jungle Dinosaurs: just awesome! 🐣💖 The Friendly Dinosaur Fun Cartoon Poem for Kids Kids Watching	...into space ...for a ride ...on a train ...cars & trucks and things that go.	... Under the sea ... on holiday ...on a picnic
Seasons: ongoing Weather: ongoing	Autumn: September/October Autumn leaves Colours of Autumn Pumpkins (Planting spring bulbs)	Autumn: November Rain & Wind Winter: December Ice & Snow	Winter: January/February Ice & Snow	Spring: March Spring animals: lambs/chicks	Spring: April/May	Summer: June/July Sun safety Water safety	Summer: July/August
Special Days Celebrations & Festivals Visits & Visitors	Recycle Week 22-28 th September Harvest Festival 8 th October Diwali 18 th -23 rd October	Bonfire Night 5 th November Remembrance Day 11 th November World Kindness Day 13 th November World Nursery Rhyme Week	Epiphany 6 th January Big Garden Birdwatch 23 rd January Candlemass 2 nd February	St Davids Day- 1 st March, World Wildlife Day 3 rd March Communication Week 2 nd -6 th March World Book Day	Earth Day 22 nd April St George's Day 23 rd April International Dance Day 29 th April Ascension 14 th May Pentecost 24 th May	Bucks Railway Centre (Quinton) Road Safety Week (July)	World Chocolate Day World Ice-Cream Day

	<p>Black History Month October School grounds/woodland area St James Church/Vicar Opening of Seedlings by MP Callum Anderson 24th October</p>	<p>11-15th November Children in Need 14th November St Andrews Day- 30th November. Hanukkah 14th-22nd December Christmas</p>	<p>Safer Internet Day 10th February Valentines Day- 14th February. Shrove Tuesday 17th February Ash Wednesday 18th February Chinese New Year 17th Feb-3rd March Ramadan 17th February – 18th March</p>	<p>6th March (Parents & grandparents read a story day) Mothering Sunday 15th March British Science Week 8th-17th March St Patricks Day- 17th March. Eid a-Fitr 20th March Easter 3rd-6th April Easter Egg Hunt Passover 2nd-9th April</p>	<p>Elmer Day 24th May Eid al-Adha 26th May Trinity Sunday May 31st Green Dragon Eco Farm (Hogshaw) Great Horwood Pece</p>		
<p>Parent Engagement</p>	<p>Stay & Play settling in sessions Parent meetings with key worker Harvest Festival Recycling @ home</p>	<p>Christmas Experience & Nativity PTFA Christmas Fayre</p>	<p>Stay & Play settling in sessions Parent meetings with key worker Chinese food tasting</p>	<p>Bird Watch @ home Parents / grandparents come to read a story Step into spring and celebrate Mothering Sunday Easter Egg Hunt</p>	<p>Stay & Play settling in sessions Parent meetings with key worker Visit to Hogshaw farm</p>	<p>Visit to Buckinghamshire Railway - Quainton</p>	
<p>Suggested Core Texts: Other high-quality texts are readily accessible in provision.</p> <p>Little Wandle (LW) Foundations Love for reading texts</p> <p>We will need to purchase these if we decide to use them</p>	<p>Amazing (LW) Hello Friend (LW) Amazing Me Going to a Nursery – C&L Anholt This is me – George Webster Family Great big book of families – Mary Hoffman Friends My best friend – Lauren Child A friend like Simon (Autism) The day the crayons made friends – Drew Daywalt</p>	<p>All Through the Night (LW) Colour/Rainbows Elmer, Elmer & Rose The Colour Monster – Anna Lienas The Rainbow Fish The Mixed-Up chameleon Somewhere over the Rainbow – MacMillan Bks Weather A Wild Walk to School - Rebecca Cobb Elmer in the snow – David McKee Charlie Crow in the Snow (winter) How Mrs Monkey missed the ark – Judith Kerr Christmas Texts</p>	<p>Lulu Loves the Library (LW) Monster Clothes (LW) Recipe for a story Ella Burfoot Who is it? Princess Smartypants & Prince Cinders The Gruffalo Zog There's no such thing as a dragon. When dragons came – Kefford & Moore The Smartest Giant in town.</p>	<p>Errol's Garden (LW) Planting How a seed grows – H Jordan stage 1 The Tiny Seed – Eric Carle Jaspers Beanstalk – Nick Butterworth Planting a Rainbow – Lois Ehlert Sam plants a Sunflower – national trust Mini-Beasties The Hungry Caterpillar – Eric Carle DK First Facts – Bugs The very Greedy Bee – Steve Smallman</p>	<p>Kindness (LW) Would you rather... on the farm Rosie's Walk – Pat Hutchins On the farm – Usborne Down by the cool of the pool – Tony Mitton Baa! Moo! What will be do? The 3 little wolves and the big bad pig ...at the zoo We're going on a bear hunt Dear Zoo</p>	<p>Car Car Truck Jeep (LW) Let's go...into space My alien & Me – S Prasadam-Halls Aliens love underpants – Claire Freedman Whatever next – Jill Murphy The Smeds & the Smoos – J Donaldson Let's go... cars, trucks and things that go.. The Wheels on the Bus</p>	<p>Where's Lenny? (LW) Under the Sea.. The Little Mermaid Ticky Octopus Commotion in the Ocean What the ladybird heard at the sea-side Sharing a Shell – J Donaldson Elf's submarine Barry the fish with fingers – Sue Hendra Tiddler – J Donaldson Winnie under the sea.</p>

	<p>Likes/Dislikes You Choose – Pippa Goodhart</p> <p>Pets Oi Dog The Wish Cat – Ra Scamell Hairy Maclairy Books – Lynley Dodd</p>	<p>Jolly Christmas Postman – Ahlberg Dear Santa – Rod Campbell The Nativity Story – May Eliot Room for a little one – Martin Waddell Twinkle Twinkle Little Star – Kate Toms Santa’s Wish – S Langley-Swain</p> <p>Diwali Hanukka</p> <p>Books to be decided First Festivals – Diwali – Ladybird Light the Menorah – Jannie Ho Any suggestions?</p>	<p>Alice in Wonderland – Usborne Princess & the Wizard – J Donaldson Sugarlump & the Unicorn – J Donaldson</p>	<p>What the ladybird heard next – J Donaldson Superworm The big Bad bug – Kate Read Mad about minibeasts! Giles Andreae Easter We’re Going on an egg hunt (Easter) – Martha Mumford</p>	<p>The Tiger who came to tea Monkey Puzzle Hullabaloo (at the zoo) G Volke Giraffe’s can’t dance G Andreae Rumble in the Jungle G Andreae Save the animals – Good to be green Deborah Chancellor Brown Bear What do you see? Eric Carle The Selfish Crocodile Why elephant has a trunk.</p> <p>Dinosaurs – just awesome! Dinosaur Roar The Littlest Dinosaur Harry & his bucket full of dinosaurs Saturday Night at the dinosaur stomp There’s a dinosaur in your book - Tom Fletcher St Georges Day George & the Dragon</p>	<p>Cars & Trucks and things that go (Richard Scarry) Diggersaurs – Michael Whaite Mad about trucks and diggers – G Andrease When Titus took the train – Anne Cottringer The Train Ride – Creston Wheels at Work collection Rosie Revere Engineer</p>	<p>Winnie at the sea-side Fidgety Fish – R Galloway Smiley Shark - R Galloway The big Book of Blue - Yuval Zommer Ocean full of wonder -Anna Smithers ...on holiday Summer is – Barbara Pinke</p>
<p>Traditional Tales</p>	<p>Goldilocks & the 3 bears The Ugly Duckling Puss in Boots Rapunzel</p>	<p>Red Riding Hood The Elves & the Shoemaker</p>	<p>Snow White & the Seven Dwarfs The Three Wishes Sleeping Beauty The Princess & the Pea</p>	<p>The Enormous Turnip Jack and the Beanstalk Chicken Licken</p>	<p>The Three Little Pigs Little Red Hen 3 Billy Goats Gruff</p>	<p>The Gingerbread Man</p>	<p>The Little Mermaid</p>

Nursery Rhymes Little Wandle Rhyme Time	I'm A Little Teapot Old Mother Hubbard Pussy Cat, Pussy Cat Humpty dumpty Wind the bobbin Up Pat a cake Miss Molly had a dolly	Little Boy Blue Baa Baa Black Sheep Twinkle Twinkle Little Star	Polly put the kettle on There was an old woman who lived in a shoe Three Blind Mice The Grand Old Duke of York Ring-a Ring-a roses	Little Miss Muffet Hot Cross Buns Mary Mary Quite Contrary Round and Round the Garden Incy wincy spider	This little piggy went to market Goosey Goosey Gander Little Bo Peep Mary had a little lamb Hickory Dickory Dock Hey Diddle Diddle	Down at the station One two Buckle my shoe The Wheels on the bus go round & round	1,2,3,4,5 Once I Caught A Fish Alive A sailor went to Sea Row Row Row your boat
Songs	Heads Shoulders Knees and Toes If you're Happy and you know it clap your hands I have a pet BINGO was his name-O Do your ears hang low 5 little Monkey's jumping on the bed 10 in the bed Big Red Combine Harvester	I can sing a Rainbow It's raining, it's pouring Rain Rain Go Away The Sun has got his hat on S.A.N.T.A Father Christmas, he got stuck	Do you know the muffin man? Humpty Dumpty Pat-Cake, Pat-Cake	There's a hole in my Bucket Teddy Bear, Teddy Bear	The Bear Went Over the Mountain 5 little speckled frogs There's a tiny caterpillar on a leaf Old MacDonald had a farm 5 little ducks went swimming Nellie the elephant The animals went in two by two Alice the Camel We went to the animal fair (PANTS Pantosaurus)	We're going on a trip in our favourite rocket ship Zoom, Zoom, Zoom, were going to the moon 5 little men in a flying saucer	Teddy Bear's Picnic We all live in a yellow submarine

Prime Areas of Learning

Personal, Social and Emotional. Self-Regulation Managing Self Building Relationships School Vision and values: Love	Getting to know Seedlings nursery staff & their ley worker Getting to know other children new to Seedlings. Sharing & giving at Harvest Recognising special relationships like family and friends Knowing who are trusted people who help us – key worker, doctor, nurse, police, vet Can express their likes and dislikes Cooperation/helping the adults with nappy changing or changing clothes Becoming more independent when toileting.	Self-Regulation- Listening and Following Instructions: Simon says; listening to a story; pass the whisper; obstacle races; blindfold walk; treasure hunt. Recognising similarities and differences between each other My Feelings: Identifying my feelings; feeling jars; coping strategies; describing feelings; facial expressions.	Building Relationships: What makes a good friend?; teamwork; celebrating friendships. Managing self: Taking on Challenges Why do we have rules? building towers; team den building team races (sports day) Being a safe pedestrian NSPCC PANTS Transition to Reception
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Perserverance Respect	Washing hands with help and then more independently A walk a day to build stamina and support wellbeing Eating healthy: a rainbow of food Recognising when to sleep or rest Learning to share and take turns with others Showing kindness to others (Kind hands)		
	Age 2-3 years <ul style="list-style-type: none"> • Find ways to calm themselves, through being calmed and comforted by their key person. • Find ways of managing transitions, for example from their parent to their key person. • Feel strong enough to express a range of emotions. • 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. • Be increasingly able to talk about and manage their emotions. • Safely explore emotions beyond their normal range through play and stories. • Learn to use the toilet with help, and then independently. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. • Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • 	Age 3-4 years <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • 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. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • 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. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Begin to understand how others might be feeling. 	
Communication and Language Listening & Speaking	Age 2-3 years Listening: <ul style="list-style-type: none"> • Listen to other people's talk with interest but can easily be distracted by other things. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. 	Age 3-4 years Listening: <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • 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?" 	

	<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and responds to a simple instruction like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' <p>Speaking:</p> <ul style="list-style-type: none"> • Joins in songs and rhymes with some words • Use intonation, pitch and changing volume when 'talking'. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Begin to recall simple events • Talks about things that are important to them. • Use the speech sounds p, b, m, w. • Are usually still learning to pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer' 	<ul style="list-style-type: none"> • Speaking: • 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'. • May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic 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. • Can 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." • Introduce a story line and narrative into their play • Ask 'who, what, when why and how' questions. • Uses talk to explain what is happening and what might happen next. • Retell a story, once developed familiarity with text including repetition
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Physical Development Fine Motor & Gross Motor	Fine motor: 2-3 years <ul style="list-style-type: none"> • Build independently with a range of appropriate resources. • Develop manipulation and control. • Explore different materials and tools. 3-4 years <ul style="list-style-type: none"> • Hold mark making tools with a firm grip with all fingers and thumb. Gross Motor: 2-3 years <ul style="list-style-type: none"> • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy kicking, throwing and catching balls. 3-4 years <ul style="list-style-type: none"> • .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. • Run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles. • (Inside the sunflower room and outside, around the school hall and field) 	Fine motor: 2-3 years <ul style="list-style-type: none"> • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Start to eat independently and learning how to use a knife and fork. 3-4 years <ul style="list-style-type: none"> • Pull zips up and down when fastened at the bottom. • Use a comfortable grip with good control when holding pens and pencils. Gross Motor: 2-3 years <ul style="list-style-type: none"> • Walk, run, jump and climb – use the stairs independently. • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 3-4 years <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Decide which movement is appropriate for different activities. For example, walk a plank, crawl under a table. • Use large muscle movements to make marks. • 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. 	Fine motor: 2-3 years <ul style="list-style-type: none"> • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. 3-4 years <ul style="list-style-type: none"> • Show a preference for a dominant hand. • Begin to hold smaller tools with a firm grip including, toothbrush, hairbrush and scissors etc. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Gross Motor: 2-3 years <ul style="list-style-type: none"> • Spin, roll and independently use ropes and swings (for example, tyre swings). 3-4 years <ul style="list-style-type: none"> • Manipulate a range of thick tools and equipment in one hand- thick paintbrushes, thick pencils and pens etc • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	Consolidation and further practice of skills
	Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical sessions and disciplines, including: Jabadeo, dance, gymnastics and ABC fundamentals (Agility, Balance, coordination). Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. Develop their fine motor skills so that they can use a range of tools competently, safely and confidently including: pencils, paintbrushes, scissors and cutlery.			
Specific Areas of Learning				

Literacy: Little Wandle Letters and Sounds Phase 1 phonics	Autumn 1: Introduce rhyme time (see above) Autumn 2: s a t p i n m Can you do the actions? Can you touch your h-ea-d, l-e-g ? Name play game What's that noise? (pets/people)		Spring 1: d g o c k e Spring 2: u r h b f l (Revisit previous sounds for new starters) Can you do the actions? Can you touch your h-ea-d, l-e-g ? Name play game What's that noise? (bird and insect noises)		Summer 1: j v w y z qu ch Summer 2: ck x sh th ng nk (Revisit previous sounds for new starters) Can you do the actions? Can you touch your h-ea-d, l-e-g ? Name play game What's that noise; (farm/zoo animal sounds) What's that noise: (Vehicles)		Revisit phase 1 sounds
Literacy: Comprehension & Reading: Little Wandle Foundations Love for Reading	2-3 years <ul style="list-style-type: none"> Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Can recognise the first letter of their name, a number or a familiar logo Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. 3-4 years <ul style="list-style-type: none"> Can listen and join in with stories and rhymes in small groups. Can handle books carefully and the correct way up. 		2-3 years <ul style="list-style-type: none"> Ask questions about the book. Makes comments and shares their own ideas. 3-4 years <ul style="list-style-type: none"> Engage in extended conversations about stories, including new vocabulary. Understand 5 concepts of print. Looks and enjoys prints and digital books independently. 		2-3 years <ul style="list-style-type: none"> Develop play around favourite stories using props. 3-4 years <ul style="list-style-type: none"> Join in with repeated refrains and rhymes in stories. Begin to tell their own stories. Develop phonological awareness so they can spot letters/sounds. Clap syllables in a word. 		Revisit favourite stories, rhymes and songs
Literacy Writing:	2-3 years/3-4 years <ul style="list-style-type: none"> Enjoys drawing and mark making Gives meaning to their marks and in different textures such as sand, playdough. 		2-3 years <ul style="list-style-type: none"> Add some marks to their drawings, which they give meaning to. For example: "That says mummy." 3-4 years <ul style="list-style-type: none"> Use print and letter knowledge in early writing e'g writing a pretend shopping list, an invite using initial sounds such as .m. for mummy. 		2-3 years <ul style="list-style-type: none"> Make marks on their picture to stand for their name. 3-4 years <ul style="list-style-type: none"> Write some or all of their name. Write some letters accurately. 		Consolidate and practice writing skills
Mathematics: White Rose Nursery Linked to development matters	Comparing – More than, fewer than, same (WR1) Explore and build shapes and objects (WR2) Explore repeated patterns (WR3)	Begin to order number names (WR5) I See 123 (WR6) Join in with repeats (WR7) Exploring position and space (WR8)	Show me 123 (WR9) Move and label 123 (WR10) Explore position and routes (WR11) Explore own first patterns (WR12)	Take and give 123 (WR13) Match, talk push and pull (WR14) Talk about dots (WR15) Compare and sort collections (WR16)	Lead on own repeats (WR17) Start to puzzle (WR18) Making patterns together (WR19) Make games and actions (WR20)	Show me 5 (WR21) My own patterns (WR22) Stop at 12345 (WR23) Match, sort compare (WR24)	Revisit & consolidate Counting Pattern Shape

	Hear and say number names (WR4)						
	<p>2-3 years</p> <ul style="list-style-type: none"> Combine objects like stacking blocks and cups. Put objects inside others and take them out again. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Climb and squeezing selves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns. 			<p>3-4 years</p> <ul style="list-style-type: none"> 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. 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 identifies 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...' 			
<p>Knowledge & Understanding of the World: Past and Present</p>	<p>Pictures of themselves and family & friends. How have they changed? Take a photo of first day – create a time box of photos</p>			I know Jesus lived a long time ago and that Bible stories happened a long time ago	I know dinosaurs lived a long time ago in the past?	Spot the difference: Looking at different objects/pictures of technology, cars etc- Which are from the past? What/ how have they changed?	Open photo time box from term 1. How has everyone changed? What is the same? What is different?
	<p>3-4 years</p> <ul style="list-style-type: none"> Make sense of their own life story and family's history. Show interest in different occupations 						
<p>Knowledge & Understanding of the World: People, culture and Communities:</p>	<p>Family & Friends Likes & Dislikes</p>	<p>Different celebrations Comparing how we celebrate Christmas Visit St James Church</p>	China			<p>My home/house Maps- Where do I live? Retell my journey to Seedlings Nursery</p>	<p>Maps- Find places/beaches the children have been to on holiday- how are these countries the same/ different to ours?</p>

						Travel to other countries Visit to the Pece	
	2-3 years <ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. 			3-4 years <ul style="list-style-type: none"> • Continue to develop 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. • Understand that some places are special to members of their community. • Recognises and explores special times and events for them and others, understanding that people have difference beliefs and celebrate special times in different ways. (See Special days/festivals above) 			
World Faith stories linked to topic or RE	Bible Story: Feeding of 5000 (sharing) The Good Samaritan (caring/kindness/friendship)	Bible stories: Noah's Ark The Nativity Story of Rama and Sita Story of Hanukkah	Bible stories: Epiphany – The 3 wise men Chinese New Year Story David & Goliath	Bible stories: The Creation Story Palm Sunday/Easter Story Story of Passover	Bible stories: The Lost Sheep Daniel in the Lion's Den Noah's Ark - revisit	Bible stories: Journey's Moses escape from Egypt	Bible Stories: Jonah and the Whale Jesus walks on water/calms the storm
Knowledge and Understanding of the World: The Natural World: Sustainability	Recognises body parts and can begin to explore their senses. Harvest- How are foods grown? Where does our food come from? Pumpkins How and why should humans look after the world?	Planting Spring Bulbs Climate change Sun v ice Materials: Floating and sinking. Changing materials: Melting & Freezing	Planting trees and Sunflowers Life Cycles- How have they grown since being a baby? Tadpole to frog Caterpillar to butterfly Chick to Chicken/Hen Recognises and names part of a flower/tree How we look after the environment and living/growing things? (Great Crested newts @GHW!) Walk to the woodland area. Map of the walk or woodland area		Save the animals – Good to be green (Recycling) Different animal groups- where do they live? How do they survive? Maps- Where do the different animals originate from around the world? Recognises and names body parts of animals. How are they the same/different?		Caring for sea animals Not leaving rubbish on the beach Materials- Floating and sinking.
	2-3 years <ul style="list-style-type: none"> • Explore materials with different properties. 			3-4 years <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. 			

	<ul style="list-style-type: none"> • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. 			<ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • 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. 			
<p>Expressive Art & Design: Creativity & Art Design & Construction</p>	<p>Mark making with wax crayons (rubbing and patterns; mark making with felt tips (patterns- circles, zig zags etc); mark making with chalk; observational pencil drawings; observational self-portraits (using pencils and mirrors); observational self-portraits with colour.</p> <p>Harvest Wreaths. Baking Bread Pumpkin soup Junk Modelling</p>	<p>Finger painting; outdoor painting; painting with natural objects; painting with different tools; colour mixing; collages.</p> <p>Making rainbow fruit salad Making a hedgehog hibernation box. Make rainmakers</p> <p>Snowflakes Christmas Cards Christmas Decorations</p>	<p>Paper weaving Junk modelling</p>	<p>Cutting skills on different materials; threading materials; explore joining techniques for paper and card- brace, slot, tape, fold, flange, tie, stick; fold, cut and curl paper to make colourful caterpillars/worms/sea animals etc; observational drawing and colouring skills of flowers; tissue paper scrunching/collaging Building a bug hotel Junk modelling Mothering Sunday Cards.</p>	<p>Construct an ark/shelter/den for the animals</p>	<p>Construct ramps for cars/trains to see how fast they go. Junk modelling</p>	<p>Explore materials and determine whether they float or sink; design, Build a boat that floats. Junk modelling</p>
<p>2-3 years</p> <ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks and sometimes give a meaning to the marks they make. • 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. 				<p>3-4 years</p> <ul style="list-style-type: none"> • 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. 			

	<ul style="list-style-type: none"> • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. 			<ul style="list-style-type: none"> • 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. • Explore colour and colour-mixing. • Show different emotions in their drawings – happiness, sadness, fear etc 			
Expressive Art & Design: Music & Dance	Exploring Sound: Vocal sounds; body sounds; Jabadeo	Exploring sounds: Weather sounds Use different instruments to create weather sounds. Diwali music; Hannukah music; Christmas music; Jabadeo	Musical Stories. Moving to music; using instruments to represent characters; storytelling with actions. Chinese Dragon Dance Jabadeo	Exploring sounds in the environment and nature sounds Jabadeo	Exploring the sounds of different animals. Recognising if they are farm or zoo? Jabadeo	Exploring the sounds of different types of vehicles; exploring and mimicking the sounds of a train; Jabadeo	Exploring different sounds that water can make. Jabadeo
2-3 Years <ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 			3-4 years <ul style="list-style-type: none"> • 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. 				