

Pre-School Nursery Curriculum

Pre-School	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	 <p>BIG WORLD, LITTLE ME</p>	 <p>LEAVES AND SNOWFLAKES</p>	 <p>ONCE UPON A TIME</p>	 <p>DOWN ON THE FARM</p>	 <p>NURSERY ON THE MAP</p>	 <p>WRIGGLE, HATCH, FLY!</p>
Key Question	What makes me special?	Why are the leaves changing colour?	Can you retell the story?	What happens on a farm?	Where am I on a map?	What is a minibeast?
Breadth of Project	Key Person, immediate family, homes, relationships	Seasonal changes, the natural world, special celebrations	Book handling, storytelling, story mapping, retelling familiar stories	Exploring farm animals and their babies, learning how to look after living things, planting	Homes, the local community, exploring other countries around the world	Exploring insects, growth and change, investigating lifecycles
Core Texts						



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	I am Brown – Ashok Banker	Goodbye Autumn, Hello Winter – Kenard Pak	The Gingerbread Man	Amara’s Farm – JaNay Brown-Wood	Baby goes to Market – Atinuke Angela Brooksbank	The Very Hungry Caterpillar – Eric Carle
Auxiliary Texts	 <p>Lulu’s First Day – Anna McQuin The Family Book – Todd Parr You Choose – Nick Sharatt How Do You Feel? – Lizzy Rockwell Happy in Our Skin – Fran Manushkin Two Homes – Claire Masurel</p>	 <p>Autumn – Ailie Busby It Was a Cold, Dark Night – Tim Hopgood Leaf Man – Lois Ehler Owl Babies – Martin Waddell The First Day of Winter – Denise Fleming Whatever Next – Jill Murphy</p>	 <p>The Little Red Hen The Three Little Pigs The Three Billy Goats Gruff Jack and The Beanstalk Goldilocks and The Three Bears The Three Decors</p>	 <p>The Greedy Goat – Petr Horacek Farmyard Hullabaloo – Giles Andrea Hungry Hen – Richard Waring Farm Families – Alison Jay Plant the Tiny Seed – Christie Matheson</p>	 <p>Me on the Map – Joan Sweeny Emma Jane’s Aeroplane – Katie Haworth First Atlas – Miles Kelly Martha Maps it Out – Leigh Hodgkinson Pancakes to Parathas</p>	 <p>Caterpillar to Butterfly – Life Cycles Snail Trail – Ruth Brown The Very Busy Spider – Eric Carle Anthill – Petra Bartikova</p>
Project Hook	<p>Family Photos Sharing family photos to explore the people who are most special to us.</p>	<p>Autumn Nature Walk A walk around the school grounds to identify seasonal changes and collect Autumn treasures.</p>	<p>Baking Gingerbread A special trip to the school oven to bake our own gingerbread people.</p>	<p>Mobile Farm A full-day visit to Ian’s Mobile Farm.</p>	<p>Exploration Walk A walk around the school site to explore the parts of our local area that we can see.</p>	<p>Hatching Butterflies Watching the process of our very own class caterpillars turning into butterflies.</p>



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Visits and Visitors	Stay and Play parent sessions to help the settling in process.	Autumn walk around the school grounds.	Author Visit from Steve Weatherill for World Book Day.	Visit to the mobile farm.	Visit from local artist with a focus on junk modelling houses and buildings.	Lots of visits to the Reception classrooms.
Community Links	Festival celebrations	Festival celebrations	Festival celebrations	Festival celebrations - Easter	Festival celebrations	Festival celebrations
Literacy	<p>Reading <i>Children will be:</i> Choosing favourite or familiar books to share with an adult. Learning to recognise their own photo card. Watching adults model shared reading. Watching adults model shared drawing and writing.</p> <p>Writing <i>Children will be:</i> Exploring a range of tools and experiment with these to make marks on paper. Engaging in early mark making which focuses on the 'Big World Little Me' theme of themselves and their family. Watching adults model shared drawing and writing.</p> <p>Phonics – Phase 1 <i>Children will be:</i> Showing an interest in nursery rhymes and songs. Noticing environmental sounds. Making sounds with instruments.</p>	<p>Reading <i>Children will be:</i> Joining in with repeated refrains in favourite or familiar stories. Looking at books independently the correct way up and turning pages. Mark making in response to stories, such as basic, simple story maps. Recognising own name card (with photo prompt).</p> <p>Writing <i>Children will be:</i> Distinguishing between the different marks they have made, giving them meaning. Creating action drawings to represent movement, such as water or a fast car.</p> <p>Phonics – Phase 1 <i>Children will be:</i> Distinguishing between two sounds, such as two different instruments. Exploring sounds that can be made with the body or voice. Singing a repertoire of nursery rhymes and songs.</p>	<p>Reading <i>Children will be:</i> Choosing books to look at and handling them with care. Beginning to use story or narrative-related vocabulary they have learnt from books. Learning Talk4Writing actions to join in with stories. Recognising their own name card. Exploring environmental print, such a knowing what logos and signs mean.</p> <p>Writing <i>Children will be:</i> Making marks that are becoming more representative as a drawing (e.g. a figure). Consistently ascribing meaning to their own marks in a range of play situations.</p> <p>Phonics – Phase 1 <i>Children will be:</i> Playing with familiar rhymes and songs by innovating particular parts and noticing what is different. Filling in a missing word from a familiar rhyme or song. Enjoying the melody of alliteration, noticing there is</p>	<p>Reading <i>Children will be:</i> Confidently handling and enjoying a range of books, including fiction and non-fiction, turning pages in sequence. Know which is the front cover Regularly using story or narrative-related vocabulary. Talking about key events or characters in a story. Sequencing a range of events from a story (e.g. a selection of stills). Using Talk4Writing to retell simple stories from a simple story map prompt. Recognising own and others' name card.</p> <p>Writing <i>Children will be:</i> Creating drawings that are becoming more purposeful and recognisable. Creating scribble as a representation of writing and letters. Learning how to copy their name.</p> <p>Phonics – Phase 1 <i>Children will be:</i> Enjoying rhyming and rhythmic activities.</p>	<p>Reading <i>Children will be:</i> Listening attentively to stories and recalling key events. Consistently using story or narrative-related vocabulary. Showing interest in text or graphemes in books. Showing awareness of some familiar letters they have learnt from books.</p> <p>Writing <i>Children will be:</i> Creating drawings that are becoming more complex and detailed. Creating scribble from left to right as a presentation of writing in English. Ascribing meaning to scribble. Engaging in other forms of 'playwriting' throughout the provision. Forming mock letters. Writing some of the letters in their name from a name card.</p> <p>Phonics – Phase 1 <i>Children will be:</i> Exploring syllable awareness by clapping the syllables in familiar words (e.g. their name). Beginning to orally blend and segment the phonemes in words.</p>	<p>Reading <i>Children will:</i> Retell stories to themselves and others. Retell stories using a range of resources such as puppets, props, photos, story maps, etc. Talk about stories in detail with adults and peers.</p> <p>Writing <i>Children will be:</i> Creating drawings that are obvious representations of other things. Creating letter strings as representations of writing with some letters formed correctly. Ascribing meaning to letter strings. Writing most or all of their name independently. 'Playwriting' for a range of purposes and in a range of forms.</p> <p>Phonics – Phase 1 <i>Children will:</i> Know some letter names and sounds. Be able to orally blend and segment words.</p>



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			something special about how the words sound.	Showing awareness of rhyme and alliteration. Recognising rhythm in spoken words. Listening to and joining in with stories and poems, one-to-one and also in small groups. Joining in with repeated refrains and anticipating key events and phrases in rhymes and stories. Learning how to identify the initial phonemes in words.	Talking about letter names and sounds.	Be able to identify initial phonemes in words.
Maths	<i>Children will be:</i> Exploring spatial reasoning. Practising their matching skills. Sorting by object, category and colour. Exploring environmental patterns.	<i>Children will be:</i> Exploring size. Sorting by size. Exploring ABAB patterns. Comparing.	<i>Children will be:</i> Learning in-depth about the numerical value of numbers 1-5. Learning how to subitise amounts to 5. Learning the numerals which represent numbers 1-5.	<i>Children will be:</i> Exploring and learning about 2D and 3D shapes. Developing their spatial reasoning skills. Using positional language.	<i>Children will be:</i> Securing their understanding of the counting principles. Securing their comparison skills. Mastering their knowledge and understanding of numbers 1-5.	<i>Children will be:</i> Exploring time. Exploring weight. Exploring length and height. Exploring mass and weight. Exploring capacity. Mastering their knowledge and understanding of numbers 1-5.
Communication and Language	<i>Children will:</i> Watch an adult model shared reading. Choose a favourite or familiar book to share with an adult. Join in with repeated refrains in favourite or familiar stories. Respond to the noise of the tambourine to signal significant points of the session. Become increasingly aware of the response when an adult says, '1, 2, 3, eyes on me'. Enjoy and sing a repertoire of nursery rhymes and songs. Follow a simple instruction.	<i>Children will:</i> Watch an adult model shared reading. Choose a favourite or familiar book to share with an adult. Join in with repeated refrains in favourite or familiar stories. Respond to the noise of the tambourine to signal significant points of the session. Become increasingly aware of the response when an adult says, '1, 2, 3, eyes on me'. Enjoy and sing a repertoire of nursery rhymes and songs Follow a simple instruction.	<i>Children will:</i> Enjoy longer stories and be able to recall key events or characters. Learn some Talk4Writing actions to join in with stories. Sequence some simple main events from a familiar story. Respond to a range of sensory prompts to give attention, such as verbal instructions, sound prompts, picture card, etc. Follow a two-part instruction. Understand and respond to BLANK Language Level questions 2 and 3.	<i>Children will:</i> Enjoy longer stories and be able to recall key events or characters Learn some Talk4Writing actions to join in with stories. Sequence some simple main events from a familiar story. Respond to a range of sensory prompts to give attention, such as verbal instructions, sound prompts, picture card, etc. Follow a two-part instruction. Understand and respond to BLANK Language Level questions 2 and 3.	<i>Children will:</i> Retell stories they have heard using a range of props to support, such as story stones, puppets, picture cards, story spoons, etc. Show two-channelled attention to more than one thing at once. Understand and respond to BLANK Language Level questions 2 and 3. Learn and use new vocabulary that has been taught using the Word Aware STAR approach in projects and concept words in Maths.	<i>Children will:</i> Retell stories they have heard using a range of props to support, such as story stones, puppets, picture cards, story spoons, etc. Show two-channelled attention to more than one thing at once. Understand and respond to BLANK Language Level questions 2 and 3. Learn and use new vocabulary that has been taught using the Word Aware STAR approach in projects and concept words in Maths.



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	<p>Begin to understand and respond to BLANK Language Level questions 2 and 3.</p> <p>Learn and use new vocabulary that has been taught using the Word Aware STAR approach in projects and concept words in Maths.</p> <p>Learn and use new vocabulary which is modelled regularly by an adult in a range of situations.</p> <p>Put three words together to make a sentence.</p> <p>Approach another child or adult and initiate communication.</p>	<p>Begin to understand and respond to BLANK Language Level questions 2 and 3.</p> <p>Learn and use new vocabulary that has been taught using the Word Aware STAR approach in projects and concept words in Maths.</p> <p>Learn and use new vocabulary which is modelled regularly by an adult in a range of situations.</p> <p>Put three words together to make a sentence.</p> <p>Approach another child or adult and initiate communication.</p>	<p>Learn and use new vocabulary that has been taught using the Word Aware STAR approach in projects and concept words in Maths.</p> <p>Learn and use new vocabulary which is modelled regularly by an adult in a range of situations.</p> <p>Become more confident in communicating aloud</p> <p>Increase word-sentence level beyond three words.</p> <p>Talk about likes and dislikes, e.g. 'I like...'</p> <p>Approach another child or adult and initiate communication using some words.</p>	<p>Learn and use new vocabulary that has been taught using the Word Aware STAR approach in projects and concept words in Maths.</p> <p>Learn and use new vocabulary which is modelled regularly by an adult in a range of situations.</p> <p>Become more confident in communicating aloud.</p> <p>Increase word-sentence level beyond three words.</p> <p>Talk about likes and dislikes, e.g. 'I like...'</p> <p>Approach another child or adult and initiate communication using some words.</p>	<p>Learn and use new vocabulary which is modelled regularly by an adult in a range of situations.</p> <p>Regularly use at least four words in a sentence.</p> <p>Pronounce most sounds correctly but may struggle with some sounds or words.</p> <p>Talks about likes and dislikes with others, highlighting differences.</p> <p>Approach another child or adult and initiate a conversation.</p> <p>Use talk to organise real-life play situations.</p>	<p>Learn and use new vocabulary which is modelled regularly by an adult in a range of situations.</p> <p>Regularly use at least four words in a sentence.</p> <p>Pronounce most sounds correctly but may struggle with some sounds or words.</p> <p>Talks about likes and dislikes with others, highlighting differences.</p> <p>Approach another child or adult and initiate a conversation.</p> <p>Use talk to organise real-life play situations.</p>
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<p>Physical Development</p>	<p>The children will:</p> <p>Gross Motor – Balance on, pedal or move a range of simple vehicles, including trikes and scooters. Climb up the steps on the climbing frame, using alternate feet.</p> <p>Explore the outdoor space and equipment appropriately with the body and experiment with different ways of moving. Enjoy catching large balls when thrown by an adult.</p> <p>Begin to develop core strength using a range of resources (ribbons, flags, etc) and begin to make larger marks in preparation for stability in mark making and drawing.</p> <p>Fine Motor - Make marks on vertical or angled surfaces to build up strength in the shoulder and arms. Begin to explore one-handed tools, experimenting with how to hold and use them. Show preference for a dominant hand.</p> <p>Being Independent with Care and Health - Learn how to put on a coat or jacket independently and fasten it. Learn where the toilet is and begin to take increasing responsibility for toileting and handwashing. Make a selection of snack preferences.</p>	<p>The children will:</p> <p>Gross Motor – Balance on, pedal or move a range of simple vehicles, including trikes and scooters. Climb up the steps on the climbing frame, using alternate feet.</p> <p>Explore the outdoor space and equipment appropriately with the body and experiment with different ways of moving. Enjoy catching large balls when thrown by an adult.</p> <p>Begin to develop core strength using a range of resources (ribbons, flags, etc) and begin to make larger marks in preparation for stability in mark making and drawing.</p> <p>Fine Motor - Make marks on vertical or angled surfaces to build up strength in the shoulder and arms. Begin to explore one-handed tools, experimenting with how to hold and use them. Show preference for a dominant hand.</p> <p>Being Independent with Care and Health - Learn how to put on a coat or jacket independently and fasten it. Learn where the toilet is and begin to take increasing responsibility for toileting and handwashing. Make a selection of snack preferences.</p>	<p>The children will:</p> <p>Gross Motor – Enjoy team games outdoors which involve instructions for movements in patterns or sequences, such as 'Stop/Go' games or to music and sounds. Use alternate feet to climb a range of apparatus. Become more dextrous in leg movement, such as jumping, hopping, skipping and balancing on one leg. Play catch with a peer, accurately catching a large ball and throwing it back.</p> <p>Fine Motor - Begin to use a regular grip, such as digital or quadrupod grasp, with a writing implement. Continue to explore a range of one-handed tools, such as glue sticks, staplers and hole-punches. Make marks at different levels to support shoulder movement and allow children to cross the mid-line of their bodies with their dominant hand.</p> <p>Being Independent with Care and Health - Confidently put on and fasten their coat, as well as other items of clothing such as wellies, shoes, hat, scarf and gloves. Use the bathroom and wash hands. Learn how to keep good oral teeth by exploring home care routines and talk about cleaning teeth.</p>	<p>The children will:</p> <p>Gross Motor – Enjoy team games outdoors which involve instructions for movements in patterns or sequences, such as 'Stop/Go' games or to music and sounds. Use alternate feet to climb a range of apparatus. Become more dextrous in leg movement, such as jumping, hopping, skipping and balancing on one leg. Play catch with a peer, accurately catching a large ball and throwing it back.</p> <p>Fine Motor - Begin to use a regular grip, such as digital or quadrupod grasp, with a writing implement. Continue to explore a range of one-handed tools, such as glue sticks, staplers and hole-punches. Make marks at different levels to support shoulder movement and allow children to cross the mid-line of their bodies with their dominant hand.</p> <p>Being Independent with Care and Health - Confidently put on and fasten their coat, as well as other items of clothing such as wellies, shoes, hat, scarf and gloves. Use the bathroom and wash hands. Learn how to keep good oral teeth by exploring home care routines and talk about cleaning teeth.</p>	<p>The children will:</p> <p>Gross Motor – Move in a variety of ways to travel over a range of objects and surfaces. Work with peers to carry and move larger or heavier items safely. Play catch with a peer, accurately catching a large ball and throwing it back. Visit the school MUGA and explore the space.</p> <p>Fine Motor – Use a comfortable quadrupod or tripod grip with a writing implement. Continue to explore a range of one-handed tools, including cutlery.</p> <p>Being Independent with Care and Health - Be independent in putting on outer clothes and accessories, toileting, washing hands, using a tissue, etc. Enjoy a range of snacks and be happy to try unfamiliar foods.</p>	<p>The children will:</p> <p>Gross Motor – Move in a variety of ways to travel over a range of objects and surfaces. Work with peers to carry and move larger or heavier items safely. Play catch with a peer, accurately catching a large ball and throwing it back. Visit the school MUGA and explore the space.</p> <p>Fine Motor – Use a comfortable quadrupod or tripod grip with a writing implement. Continue to explore a range of one-handed tools, including cutlery.</p> <p>Being Independent with Care and Health - Be independent in putting on outer clothes and accessories, toileting, washing hands, using a tissue, etc. Enjoy a range of snacks and be happy to try unfamiliar foods.</p>
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	Learn how to brush their teeth.	Brush their teeth independently.	Request and eat snack when hungry, making choices about what to eat or drink. Brush their teeth independently.	Request and eat snack when hungry, making choices about what to eat or drink. Brush their teeth independently.		
Personal, Social and Emotional Development	<p><i>Children will:</i> Explore the classroom independently as they self-select toys and resources they want to play with. Develop an understanding of their role within the classroom. For example, responding to the Shakespeare Golden rules, joining in at group time, and helping to keep the classroom safe and tidy. Become confident to be around, and approach, unfamiliar people when they are safe in their</p>	<p><i>Children will:</i> Explore the classroom independently as they self-select toys and resources they want to play with. Develop an understanding of their role within the classroom. For example, responding to the Shakespeare Golden rules, joining in at group time, and helping to keep the classroom safe and tidy. Become confident to be around, and approach, unfamiliar people when they are safe in their</p>	<p><i>Children will:</i> Develop confidence and independence when playing, interacting and communicating. Starting to recognise own successes and share their achievements with others. Know and understand why the Shakespeare Golden Rules are important. Develop their ability to make good choices and follow rules and routines without always having to be reminded by an adult.</p>	<p><i>Children will be:</i> Develop confidence and independence when playing, interacting and communicating. Starting to recognise own successes and share their achievements with others. Know and understand why the Shakespeare Golden Rules are important. Develop their ability to make good choices and follow rules and routines without always having to be reminded by an adult.</p>	<p><i>Children will:</i> Recognise the need to communicate needs and wishes. Develops appropriate ways of being assertive. For example, saying, "Stop. I don't like it," when someone is doing something that they do not approve of. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling and beginning to respond to the feelings of others appropriately. For</p>	<p><i>Children will:</i> Recognise the need to communicate needs and wishes. Develops appropriate ways of being assertive. For example, saying, "Stop. I don't like it," when someone is doing something that they do not approve of. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling and beginning to respond to the feelings of others appropriately. For</p>



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	<p>classroom. For example, school visitors and other teachers. Become more confident to explore new social situations. For example, playing with different groups of children and beginning to form strong friendships with peers. Quickly develop a strong, positive relationship with a Key Person as they settle into a new environment with new people. May sometimes need help choosing and using new or unfamiliar resources. For example, may need help when learning how to use playdough tools for the first time.</p>	<p>classroom. For example, school visitors and other teachers. Become more confident to explore new social situations. For example, playing with different groups of children and beginning to form strong friendships with peers. Quickly develop a strong, positive relationship with a Key Person as they settle into a new environment with new people. May sometimes need help choosing and using new or unfamiliar resources. For example, may need help when learning how to use playdough tools for the first time.</p>	<p>Play with other children, extending and elaborating play ideas. For example, during large-scale role play games. Begin to solve problems that occur during play. For example, making suggestions to solve conflicts and rivalries.</p>	<p>Play with other children, extending and elaborating play ideas. For example, during large-scale role play games. Begin to solve problems that occur during play. For example, making suggestions to solve conflicts and rivalries.</p>	<p>example, recognising that a friend is sad and trying to cheer them up. Talk with others to solve conflicts and work with others effectively to reach a common goal.</p>	<p>example, recognising that a friend is sad and trying to cheer them up. Talk with others to solve conflicts and work with others effectively to reach a common goal.</p>
<p>Understanding the World</p>	<p>Children will: Get to know their new environment, friends and adults. Explore toys in the environment and how they work. Exploring and talking about the physical differences between ourselves and others. Explore toys in the environment and how they work. Exploring and talking about the physical differences between ourselves and others. Talk about our immediate family members and extended family (grandparents, aunts, uncles, etc). Explore baby photographs to compare and contrast then and now.</p>	<p>Children will: Explore the changes from Autumn and Winter. Carry out a range of tasks which focus on changing materials from one state to another, including cooking, freezing and melting. Make choices about the buttons/icons to press, touch or click on when using simple software/hardware.</p>	<p>Children will be: Meet visitors from the local community, such as members of the emergency services and important staff from the wider school. Continue to develop an understanding of the differences between ourselves and others. Make choices about the buttons/icons to press, touch or click on when using simple software/hardware.</p>	<p>Children will be: Explore the changes as we move fully into spring, including growth and change in the natural world. Plant a range of hardy seeds or beans. Explore how natural items decay over time. Explore sunlight and shadows, including using materials to block or filter light. Explore floating and sinking, including forces (items pushing up when submerged). Make choices about the buttons/icons to press, touch or click on when using simple software/hardware.</p>	<p>Children will be: Explore the world as the wider community, contrasting other countries with Leeds. Look at photographs and a diverse range of stories from other countries, highlighting the differences and similarities. Include home country stories of families in the cohort if this is not Leeds. Explore the different animals we might find in different environments.</p>	<p>Children will be: Explore the changes as we move fully into summer, including growth and change in the natural world. Find out about insects and other creatures that live in the immediate environment. Learn about the lifecycle of caterpillars through a hatching activity.</p>



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<p>Expressive Arts and Design</p>	<p>Children will: Become more purposeful with marks that begin to enclose space, e.g. a circle. Enjoy exploring a range of objects, materials, paints, patterns of different colours, including sorting by colour. Pinch, roll and squash playdough. Explore junk modelling. Stick paper and other collage materials independently. Explore block printing. Distinguish between different sounds in the environment. Join in with a range of rhymes and simple songs. Experiment with dynamics, tempos, pitch and rhythm when playing and instruments, e.g. claves.</p>	<p>Children will: Begin to be more purposeful with marks that enclose space and beginning to use this as representation. Notice that colours can change through exploring different media and materials, e.g. mixing paints. Pinch, roll and squash playdough. Explore junk modelling. Stick paper and other collage materials independently. Explore block printing. Identify and name different sounds in the environment Singing a range of rhymes and simple songs confidently and independently including songs for routines. Distinguish between the sounds of different instruments and matching the sounds of instruments.</p>	<p>Children will: Use small world figures and props to create scenes with some basic narrative. Continue to explore mixing colours to make new ones and name the colours created. Regularly make purposeful marks that are representative, such as a figure. Pinch, roll and squash playdough to make shapes. Explore junk modelling, creating shapes. Tear and stick paper and other materials independently to create a collage. Explore block printing with increasing independence. Begin to copy pitch when joining in sounds, songs and rhymes. Begin to use musical instruments correctly, such as using a beater to scrape a guiro.</p>	<p>Children will: Use small world figures and props to create scenes with narrative. Continue to explore mixing colours to make new ones. Regularly make purposeful marks that are representative, such as of a figure, animal or object. Pinch, roll and squash playdough to make shapes. Explore junk modelling, creating shapes. Tear and stick paper and other materials independently to create a collage. Explore block printing with increasing independence. Copy pitch when joining in sounds, songs and rhymes. Regularly use musical instruments correctly, such as using a beater to scrape a guiro.</p>	<p>Children will: Use resources including block play and small world props available to create detailed scenes of real life or imaginary places and events. Create representation of movement/action drawings, introducing simple narrative such as something moving quickly or the wind. Regularly make purposeful marks that enclose space and have added detail, such as a face with simple facial features. Explore the use of the paintbrush in different ways: drip the paint, tap the brush with fingers, dab the brush on the page. Pinch, roll and squash playdough to represent an object. Explore junk modelling, representing an object. Cut, tear and stick paper and other materials to independently create a collage. Independently explore block printing. Copy the melody in familiar songs by attempting to repeat it back aloud. Innovate familiar songs and rhymes to make them their own version. Continue to enjoy using instruments correctly to make rhythms, songs, etc.</p>	<p>Children will: Use resources including block play and small world props available to create detailed scenes of real life or imaginary places and events with a combining appropriate narrative. Create representations of movement/action drawings and continue to support this with narrative, such as retelling a favourite story, for example drawing wind in 'We're Going on a Bear Hunt'. Regularly make purposeful marks that enclose space and have added detail that communicate emotion, such as a person with a smiling mouth for 'happy'. Explore the use of the paintbrush in different ways: drip the paint, tap the brush with fingers, dab the brush on the page. Pinch, roll and squash playdough to represent an object. Explore junk modelling, representing an object. Cut, tear and stick paper and other materials to independently create a collage. Independently explore block printing. Consistently copying the melody in familiar songs by attempting to repeat it back aloud. Making up their own songs. Continuing to enjoy using instruments correctly to make rhythms, songs, etc.</p>
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						Beginning to hear syllables when these are tapped out during play and songs.
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