



# Dovecote Primary and Nursery School – Nursery - Long-Term Overview 2023/2024

## Substantive Knowledge, Procedural Knowledge, Key Vocabulary

<b>Nursery- Curriculum Overview 2023-24</b>						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Book theme</b>	<b>So Much</b>  <b>We're Going on a Bear Hunt</b>  Makaton signs: bear, rain, sun, snow, wind, cave, grass, forest	<b>Mixed Up Chameleon N2</b>  <b>Dear Zoo</b>  Makaton signs: lizard. Colours, Christmas, Bonfire Night, Diwali, Jesus.	<b>Owl Babies</b>  Makaton signs: owl, tree, house, baby, mummy, food, mouse wood, mouse, fox, squirrel, snake, afraid.	<b>The Three Little Pigs</b>  Makaton signs: pig, house, wolf, mummy, build.	<b>The Very Hungry Caterpillar</b>  Makaton signs: caterpillar. Grow, food, fruit, stomach ache, poorly, cocoon, butterfly.	<b>Shark in the Park</b>  Makaton – shark, park. Binoculars, dog, cat
<b>Supporting Books</b>	<ul style="list-style-type: none"> <li>Where's My Teddy? Jez Alborough</li> <li>Goat Goes to Playgroup</li> <li>Lola Loves Nursery</li> <li>This is the Bear (and The Picnic Lunch) Sarah Hayes</li> </ul> Lulu's First Day, Anna McQuinn Meesha Makes Friends – Tom Percival Hello! A Counting Book Of Kindness – Hollis Kurman	<ul style="list-style-type: none"> <li>Spot's Birthday (UW)</li> <li>Spot's First Christmas (UW)</li> <li>Rama &amp; Sita (UW)</li> <li>Pip and Pop (PSED)</li> <li>Buster's Birthday (UW)</li> <li>Elmer</li> <li>Dear Zoo</li> <li>Brown Bear</li> <li>Walking with my Iguana - Children's Poetry Archive – Learn/join in with chorus and rhythm</li> <li>Julian is a Mermaid – Jessica Love</li> <li>The Many Colours of Harpreet Singh – Suoriya Kelkar</li> </ul>	-Guess How Much I Love You This is Owl -Day Time and Night time -Wow -Leaf Thief -Tree (seasons) -Woodland creatures -The busy tree -Percy the Park Keeper -Gruffalo You're so Amazing – James and Lucy Catchpole -Emergency	-Other traditional tales- Goldilocks, Hansel and Gretel, The Ugly Duckling, The Princess and the Pea, 3 Billy Goats Gruff, Jack and the Beanstalk  Extra Yarn – Mac Barnett	-The Bad Tempered Ladybird -The Tiny Seed -The Very Busy Spider -What the Ladybird Heard  No Matter What – Debi Gliori	Squash and a Squeeze The Snail and the Whale Tiddler The Jolly Postman  Dear Greenpeace – Simon James
<b>Big Ideas</b> (These overlap in Early Years and appear more than once)	<ul style="list-style-type: none"> <li>Exploration and discovery (What has been discovered, and what is still out there?)</li> <li>Friendship and relationships (Why are friendships and relationships so important?)</li> </ul>	<ul style="list-style-type: none"> <li>Diversity (How has diversity improved life?)</li> </ul>	<ul style="list-style-type: none"> <li>Friendship and relationships (Why are friendships and relationships so important?)</li> <li>Conservation and sustainability (How can we look after our world?)</li> </ul>	<ul style="list-style-type: none"> <li>Knowing right from wrong (Can we make the right decision, even when it's hard?)</li> </ul>	<ul style="list-style-type: none"> <li>Changes over time (How do things change over time?)</li> </ul>	<ul style="list-style-type: none"> <li>Conservation and sustainability (How can we look after our world?)</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>Teddy Bear Picnic</li> <li>Stay and Play Playdough Day</li> </ul>	<ul style="list-style-type: none"> <li>Christmas performance/party</li> <li>Christmas craft day</li> <li>Attend Reception birthday party.</li> <li>Christmas sing-a-long.</li> </ul>	Attend Reception Chinese restaurant  Fire fighters visit	Trip to park with parents	Grow your own butterflies  Jewellery shop with Reception	Beach day (in school)  Picnic with parents



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<p><b>Communication and Language</b></p> <p>Listening, Attention &amp; Understanding</p>	<ul style="list-style-type: none"> <li>To know there are different sounds in the environment</li> <li>To know some familiar songs and rhymes</li> <li>To know what activities I like and play with them for longer</li> </ul> <p>-I can listen to stories and conversations that interest me</p> <p>-I can join in with the repeated phrases from songs and stories</p> <p>-I can listen to simple stories and understand them, with the help of pictures</p> <p>-I can recognise familiar voices and sounds and say what they are</p> <p>-I can tell you my favourite song</p> <p>-I can join in songs with other people</p> <p>- Single channels attention (name used to help focus)</p>	<ul style="list-style-type: none"> <li>To know that questions need an answer</li> <li>To know instructions tell you what to do</li> </ul> <p>-I can answer a simple question</p> <p>- I can follow a simple instruction</p> <p>-I can listen to a story with enjoyment</p>	<ul style="list-style-type: none"> <li>To know how to listen in a group situations</li> <li>To know instructions can have more than one part</li> <li>To know the meaning of an increasing number of words</li> </ul> <p>-I can tell you what my favourite story is (Ext- and why)</p> <p>-I can recall an event from familiar story</p> <p>-I can ignore distractions when I am listening to other people and stories</p> <p>-I can organise my talk to help me to play</p> <p>-I can understand a question or instruction that has two parts. Understand 'why' questions.</p>	<ul style="list-style-type: none"> <li>To know how to ask a question</li> <li>To know that I can ask people for help</li> <li>To know how to listen actively</li> <li>To know an increasing number of words</li> </ul> <p>-I can ask a simple question using who, what, where</p> <p>-I can follow a two part instruction</p> <p>-I can talk about familiar stories</p> <p>-I can pay attention to more than one thing at a time.</p>	<ul style="list-style-type: none"> <li>To know that adding a word ending can make it a plural</li> <li>To know that adding a word ending can make it in the past tense</li> <li>To know how to be a good listener</li> <li>To know how to change word endings to change their tense</li> </ul> <p>-I can enjoy listening to longer stories and can remember much of what happens.</p> <p>-I can speak about things that have happened in the past and about things that I will do in the future</p> <p>-I can express my point of view</p> <p>-I can agree and disagree with something I have heard</p>	<ul style="list-style-type: none"> <li>To know at least 4 nursery rhymes off by heart</li> <li>To know that rhyming words sound the same</li> <li>To know words that have alliteration start with the same sounds</li> <li>To know how to have a conversation</li> <li>To know how to listen with attention for longer periods of time</li> <li>To know I can agree and disagree with what I have heard</li> </ul> <p>-I can listen to longer stories and recall several events</p> <p>-I can begin to retell stories in sequence</p> <p>-I can listen to stories without seeing the pictures</p> <p>-I can perform a poem with my class</p> <p>-I can tell you if 2 words I have heard rhyme or do not rhyme</p> <p>-I can have a conversation by speaking, listening and responding in my play</p> <p>-I can listen attentively to other people's ideas</p>
<p><b>Speaking/Oracy</b></p>	<ul style="list-style-type: none"> <li>To know that words have meaning</li> <li>To know how speak in a sentence</li> <li>To know how to use talk in play to create a story line</li> </ul> <p>-I can use longer sentences of four to six words.</p> <p>-I can use talk to organise myself and my play, sometimes with other people</p> <p>- I can use talk to communicate needs and wants</p> <p>-I can talk about people and objects</p>	<ul style="list-style-type: none"> <li>To know a conversation has to have more than one person present.</li> <li>To know questions help me to learn</li> <li>To know how to use my mouth to say an increasing number of speech sounds</li> </ul> <p>-I can speak in more detail</p> <p>-I can begin to use irregular tenses and plurals.</p> <p>-I can use talk to develop friendships</p> <p>-I can listen to conversations that interest me.</p> <p>- Asks lots of questions- why, what, where, who, how</p> <p>-I can speak more clearly so that adults and peers understand me</p>	<ul style="list-style-type: none"> <li>To know a conversation involves two or more people</li> <li>To know that speaking can get me something I need</li> <li>To know that the order of talk has a purpose</li> <li>To know that I can create my own stories</li> </ul> <p>- I can speak clearly and can be understood (may still be some speech sounds to develop)</p> <p>-I can start a conversation with an adult or a friend</p> <p>-I can create my own helicopter story using words and props</p> <p>-I can engage in play with friends creating a story line together</p>	<ul style="list-style-type: none"> <li>To know that what I have to say is important.</li> <li>To know I can talk about my own ideas</li> </ul> <p>-I can comment and engages in conversation about the illustrations/ pictures in books(fiction and non-fiction). 'They are getting their bike.'</p> <p>-I can use an increasing number of words to articulate</p> <p>-I can use talk to inform other people and share my ideas</p>	<ul style="list-style-type: none"> <li>To know how to speak in longer sentences of at least 6 words</li> <li>To know how to talk in a range of situations</li> <li>To know how to speak clearly and make myself understood</li> </ul> <p>-I can use increasingly longer sentences when talking.</p> <p>-I can contribute to group time discussions</p> <p>-I can ask and answer questions confidently</p> <p>-I can use my voice at different volumes and for different purposes</p> <p>-I can use a wider vocabulary from stories that have been read to me in class</p>	<ul style="list-style-type: none"> <li>To know a wide range of songs.</li> <li>To know how to start and continue a conversation</li> <li>To know I can agree and disagree with what I have heard</li> </ul> <p>-I can sing a large repertoire of songs.</p> <p>-I can talk about familiar books</p> <p>-I can tell a longer story.</p> <p>-I can express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>-I can start a conversation with my friends or an adult and continue it for many turns</p> <p>-I can role play with my friends using language imaginatively</p>



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						<ul style="list-style-type: none"> <li>-I can have a conversation for several turns, speaking, listening and responding in my play</li> <li>-I can use words and actions to agree and disagree with other people's opinions</li> </ul>
<p><b>Physical development</b></p> <p>Gross Motor</p>	<ul style="list-style-type: none"> <li>To know that you can mount climbing equipment, such as climbing frames</li> <li>To know there are apparatus that I can climb on my own and some that I need support with</li> <li>To know I can travel in different ways using my body parts</li> <li>To know that I can make an object move using my body parts</li> <li>To know how to control an object by changing the amount of force I use</li> </ul> <p>-I can climb using alternate feet -I can kick a static large ball -I can build a building-like structure using construction materials, such as blocks and duplicate - I can jump, roll, crawl, walk and run - I can draw lines and circles using gross motor -I can safely climb onto climbing equipment and ask for help when I need it -I can build a block tower using at least 8 blocks -I can use large-muscle movements to wave flags and streamers, paint and make marks. -I can stand on tiptoes -I can go up steps and stairs, or climb up apparatus, using alternate feet. -I can chase and catch a ball on the ground</p>	<ul style="list-style-type: none"> <li>To know how to travel safely indoors and outdoors</li> <li>To know how to put on a coat</li> <li>To know that my body parts can move in different ways to different songs</li> <li>To begin to know how to throw, bounce and kick small balls with one or two hands</li> <li>To begin to know how to catch a large ball</li> <li>To begin to move my body in a controlled way</li> </ul> <p>-I can move over, under and through outdoor apparatus with support -I can kick a small Ball -I can throw a large ball towards another person -I can catch a large ball thrown by an adult - I can begin to throw ball under arm -I can bounce a large ball -I can walk and run without bumping into people or objects -I can adjust my speed of movement to my surroundings. E.g. We walk in the classroom -I can move my body slowly to a slow beat and quickly to a fast beat in a song -I can select construction materials for different parts of my model -I can stand on one foot for two seconds - I can walks along a chalk line with accuracy</p>	<ul style="list-style-type: none"> <li>To know how to sequence movements together. E.g. run and jump</li> <li>To know how to make patterns using large muscle movements using flags streamers and paint brushes</li> <li>To know how to move along climbing equipment without falling off</li> <li>To know that large construction materials can be combined to build and balance and create spaces</li> </ul> <p>-I can move over, under and through outdoor apparatus independently -I can walk along a low, wide balance beam, sometimes needing to balance again an adult -I can put on my own socks and shoes -I can put on my cardigan, jumper and coat (support to zip up) -I can balance on planks and ladders, while moving -I can build structures that resemble buildings- enclosing spaces - I can walk along a low, wide balance beam independently -I can use feet to scoot a balance bike and maintain balance</p>	<ul style="list-style-type: none"> <li>To know how to adapt how they move, depending on environment and apparatus to be safe</li> <li>To know how to use PE equipment, such as balls and beanbags with increasing control</li> </ul> <p>-I can catch a small ball thrown by another person -I can throw a ball/beanbag to another sons on/at a target with developing accuracy -I can climb up and over an A frame independently -I can run, jump and crawl -I can choose how to travel along a plank -I can jump forward, taking off two feet and landing on two feet, showing increasing control -I can kick a moving ball -I can climbs above their own head height</p>	<ul style="list-style-type: none"> <li>To know how to skip, hop, stand on one leg and hold a pose</li> <li>To know how to lift and carry items safely</li> <li>To know a range of dance moves</li> </ul> <p>-I can move my body in different ways to the sounds I hear in music -I can pedal on a tricycle using alternate feet -I can lift blocks and put them down carefully (not dropping) -I can ask for help if something is too heavy -I can collaborate with a friend or adult to move something safely - Can maintain balance on a balance bike, while Manoeuvring around corners -I can hop on one foot three to five times</p>	<ul style="list-style-type: none"> <li>To know that different dance moves work better with different beats</li> <li>To know I can express myself to music through movement</li> <li>To know how to move fluently, with developing control and grace.</li> </ul> <p>-I can move to music with control and to the beat -I can select dance movements to match the speed of a song -I can use and remember sequences and patterns of movements which are related to music and rhythm. -I can pedal and steer a tricycle to avoid obstacles -I can draw with more accuracy and add more detail to my pictures e.g. my people have got a body -I can take part in some group activities, which I have made up for myself, or in a team.</p>
<p><b>Physical Development</b></p> <p>Fine Motor</p>	<ul style="list-style-type: none"> <li>To know that scissors can be used to cut paper and other materials</li> <li>To know that tools can be used to change the shape of materials</li> <li>To know how to join and balance construction materials to build</li> <li>To know how to manipulate fingers in songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>To know how to draw lines and circles using fine motor movements</li> <li>To know how to make snips in paper using one handed scissor</li> <li>To know a knife and fork are for eating</li> <li>To know malleable materials can be shapes</li> <li>To know a paintbrush can be used in different ways</li> </ul>	<ul style="list-style-type: none"> <li>To know how to cut in a straight line</li> <li>To know that writing and drawing are different</li> <li>To know how to use one handed tools with increasing control</li> <li>To know how to get myself dressed</li> </ul> <p>-I can snips paper moving forward each time to cut a line</p>	<ul style="list-style-type: none"> <li>To know which hand they prefer to use to write and use tools with</li> <li>To know how to use a comfortable pencil grip and demonstrate good control</li> <li>To begin to know to control a pencil to use it with more accuracy</li> </ul>	<ul style="list-style-type: none"> <li>To know which tool they need to perform a physical task</li> <li>To know how to use a pencil to copy some recognisable letters from my name</li> <li>To know how to manipulate objects with increasing control</li> </ul>	<ul style="list-style-type: none"> <li>To know that turning the paper makes it easier to cut out a picture or shape</li> <li>To know how to get dressed and undressed independently, including putting on a coat and doing up the zip</li> <li>To know how to use a knife and fork when supported by an adult.</li> </ul>



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	<ul style="list-style-type: none"> <li>To know how to control a pencil using a comfortable grip</li> <li>To know how to coordinate a spoon and a fork to eat one handed</li> <li>To know the names of some tools in the class and what they are for</li> <li>To know pages in books should be turned one at a time</li> <li>To know how to balance construction items carefully</li> </ul> <p>-I can use one handed tools to change the Shape of play-dough</p> <p>-I can make snips on paper using scissors</p> <p>- I can hold scissors, often with both hands, learning to open and close the blades - Opens/closes blades (not ready to use them on paper yet)</p> <p>- I can use a spoon effectively</p> <p>-I can use a fork to stab food</p> <p>-I can pour from one container to another with control</p> <p>-I can fold 1,2,3,4 or 5 fingers down when joining in with counting songs and rhymes</p> <p>- I can make repeated marks on paper with a pencil or a paintbrush</p> <p>-I can explore a range of classroom tools, such as tweezers, playdough tools and paint brushes</p> <p>-I can carefully turn just one page, without damaging it</p> <p>-I can build a nine block tower</p>	<ul style="list-style-type: none"> <li>To know how to build and balance a range of construction materials</li> </ul> <p>-I can snip paper (not moving forward with the scissors but making small snips)</p> <p>-I can mark make in different directions</p> <p>-I can try to cut food using my knife and fork, but still need support</p> <p>-I can roll, squash and cut playdough in my play</p> <p>-I can make dots,</p> <p>-I can use my non-dominant hand to stabilise construction materials when building</p>	<p>-I can make marks left to right - Imitates simple marks such as lines</p> <p>-I can use pretend writing in my play</p> <p>- I can begin to move towards using a tripod grip</p> <p>-I can pour and fill with more control- e.g. the container does not overflow</p> <p>-I can pick up small items using tweezers</p> <p>-I can put on shoes and socks</p>	<ul style="list-style-type: none"> <li>To know how to trace the letters in my name with control</li> </ul> <p>-I can immobilise my shoulder and use my wrist when making marks, drawing and writing</p> <p>-I can draw recognisable representations of people and objects</p> <p>-I can use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>-I can use a comfortable grip when holding pens and pencils.</p> <p>-I can begin to choose the same hand to hold pencils with</p> <p>-I can draw faces with features, draw enclosed spaces and give meaning to my pictures</p> <p>-I can trace over the letters in my name</p>	<p>-I can begin to cut around a picture by turning the paper</p> <p>-I can weave fabric, string or paper in and out</p> <p>-I can thread string in and out of small holes</p> <p>-I can use a variety of drawing tools to mark make with some control</p> <p>-I can cut a curved line</p>	<ul style="list-style-type: none"> <li>To know how to form the first letter of my name and attempt some other letters</li> </ul> <p>-I can use my preferred hand to write and draw</p> <p>-I can hold food still with my fork and cut a piece off with my knife</p> <p>I can use a knife to cut soft food like bananas and strawberries holding the knife correctly, using one hand</p> <p>- I can draw 'potato people'</p> <p>-I can draw recognisable representations of animals and objects- beginning to add some details</p> <p>- I can demonstrates more control when drawing and writing- e.g. beginning to form some letters in my name</p> <p>-I can begin to be increasingly independent when getting dressed and undressed, for example, putting coats on and attempting to do up the zip.</p> <p>-I can cut around shapes with curved or straight lines</p>
<b>PSED-EYFS</b>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>To know the behaviour expectations/learning rules</li> <li>To begin to know to use the work shop areas appropriately</li> <li>To know how to choose things to do at school that make me feel happy</li> <li>To know new experiences can be fun</li> </ul> <p>-I can expresses my feelings and gives simple reasons, e.g. I want Mummy.</p> <p>-I can have a go at all activities</p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>To know and follow the classroom routines</li> <li>To know appropriate ways to be assertive</li> </ul> <p>-I can stop playing and tidy away toys and resources at tidy up time</p> <p>-I can follow a simple instructions when asked</p> <p>-I can say please and thank you</p> <p>-I can join in group time</p> <p>-I can ask someone to stop doing something I do not like</p> <p>-I can find an adult for help</p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>To know some things I want can happen right away and other things I want will happen later</li> <li>To know appropriate ways to be assertive</li> </ul> <p>-I can wait for my turn to talk, play, have a toy</p> <p>-I can cope when things don't go to my plan</p> <p>-I can take turns when playing, sometimes with support</p> <p>-I can select and use resources to achieve a short term goal</p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>To know the vocabulary- happy, sad, angry, excited, worried</li> <li>To know how I feel now</li> </ul> <p>-I can express my own feelings</p> <p>-I can agree or disagree with an adult using words and gestures</p> <p>-I can talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>To know that I need to find solutions to conflicts</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>To know appropriate ways to be assertive and demonstrate this independently</li> <li>To know how I feel and why</li> <li>To know I am a valuable individual in my classroom community</li> </ul> <p>-I can begin to solve problems on my own by finding new ways</p> <p>-I can talk about how I am feeling and begin to explain why</p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>To know how other people are feeling from social clues</li> <li>To know some strategies to help me feel better when I feel sad, worried, angry or scared</li> <li>To know the classroom routines and follow them independently</li> <li>To know the behaviour expectations in my setting</li> </ul>



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## Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

	<p>-I can distract myself by finding an activity that makes me happy</p> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>To know the daily routine</li> <li>To know</li> </ul> <p>-I can find my peg and hang up my things</p> <p>-I can select resources in my play independently</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>To know who the adults are in class</li> <li>To know adults can help me</li> </ul> <p>-I can seek help through finding an adult.</p> <p>-I can let an adult comfort me when I am sad</p> <p>-I can develop good bonds with key adults in school</p>	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>To know it is time to stop playing at tidy up time</li> <li>To know how to keep my belonging safe</li> <li>To know that there are some things I can do on my own and other things I need help with.</li> </ul> <p>-I can hang my belongings in cloakroom and find my own items</p> <p>-I can put my water bottle on my named space</p> <p>-I can pick up toys that I have dropped</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>I know I need to wait for a turn</li> </ul> <p>-I can join in ring games, turn-taking games with support</p>	<p>-I can begin to show resilience e.g. continue to build the tower despite it falling down frequently</p> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>To know that I need to follow the rules</li> <li>To begin to know how to solve problems for myself</li> </ul> <p>-I can increasingly follow rules independently</p> <p>-I can play with one or more other children, extending and elaborating play ideas.</p> <p>-I can increasingly meet my own care needs, often independently</p> <p>-I can put toys back where they belong at tidy up time</p> <p>-I can use my try and book bag, to keep my things safe</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>To know and talk about what a friend is</li> <li>To know that I can help other people</li> </ul> <p>-I can be more outgoing with unfamiliar people, in the safe context of my setting.</p> <p>-I can show more confidence in new social situations</p>	<ul style="list-style-type: none"> <li>To know washing my hands removes dirt and germs</li> </ul> <p>-I can wash my hands after the toilet, after painting and when they are dirty</p> <p>-I can wash my hands before eating</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>To know that I need to develop my confidence in new social situations.</li> </ul> <p>-I can find solutions to conflicts and rivalries</p> <p>-I can begin to remember and follow rules with more understanding</p>	<p>-I can work towards a shared class goal</p> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>To know some things are easy and some things are more challenging</li> <li>To know how to be increasingly independent at managing my personal hygiene</li> </ul> <p>-I can demonstrate some resilience when something is difficult</p> <p>-I can demonstrate a can do attitude when trying new things</p> <p>-I can usually stay clean and dry during the day</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>To know the ideas of other people are important too</li> <li>To begin to know how to negotiate during play</li> </ul> <p>-I can play imaginatively with friends, elaborating play ideas together</p> <p>-I can enjoy playing in a group for longer periods of time</p> <p>-I can use talk to solve conflicts</p>	<p>-I can find an adult to help me when I feel sad, worried, angry or scared</p> <p>-I can begin to understand how others might be feeling.</p> <p>-I can recognise when a peer is upset.</p> <p>-I can put my hand up on the carpet</p> <p>-I can be kind with my hands</p> <p>-I can follow rules, without being reminded</p> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>I know I need to brush my teeth twice a day</li> <li>To know there are healthy and unhealthy foods.</li> <li>To know sugary foods are bad for you</li> </ul> <p>-I can identify which food is healthy</p> <p>-I can talk about brushing my teeth in simple terms</p> <ul style="list-style-type: none"> <li>To know that sometimes routines can change</li> </ul> <p>-I can enjoy being part of the wider aspect of school – assemblies, parties, PE</p> <p>-I can cope when things are different</p> <p>-I can feel confident enough to sing and speak in front of a group</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>To know being kind makes other people happy</li> <li>To know other people's feelings are important too</li> </ul> <p>-I can let other people join in my games</p> <p>-I can begin to recognise when my actions have impacted someone else's emotions</p> <p>-I can talk about how people are feeling in stories that have read to me in class</p>
<b>PSED- Jigsaw</b>	<p><b>Jigsaw-Being in my world</b></p> <ul style="list-style-type: none"> <li>To know they have a right to learn and play, safely and happily</li> <li>Know that some people are different from themselves</li> <li>Know that hands can be used kindly and unkindly</li> <li>Know special things about themselves</li> <li>Know how happiness and sadness can be expressed</li> </ul>	<p><b>Jigsaw- Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>Know what being unique means</li> <li>Know the names of some emotions such as happy, sad, frightened, angry</li> <li>Know why having friends is important</li> <li>Know some qualities of a positive friendship</li> </ul>	<p><b>Jigsaw: Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>Know what a challenge is</li> <li>Know that it is important to keep trying</li> <li>Know what a goal is</li> <li>Know how to set goals and work towards them</li> <li>Know which words are kind</li> <li>Know some jobs that they might like to do when they are older</li> </ul>	<p><b>Jigsaw: Healthy Me</b></p> <ul style="list-style-type: none"> <li>Know what the word 'healthy' means</li> <li>Know some things that they need to do to keep healthy</li> <li>Know the names for some parts of their body</li> <li>Know when and how to wash their hands properly</li> </ul>	<p><b>Jigsaw: Relationships</b></p> <ul style="list-style-type: none"> <li>Know what a family is</li> <li>Know that different people in a family have different responsibilities (jobs)</li> <li>Know some of the characteristics of healthy and safe friendships</li> <li>Know that friends sometimes fall out</li> <li>Know some ways to mend a friendship</li> </ul>	<p><b>Jigsaw: Changes</b></p> <ul style="list-style-type: none"> <li>Know the names and functions of some parts of the body (see vocabulary list)</li> <li>Know that we grow from baby to adult</li> <li>Know who to talk to if they are feeling worried</li> <li>Know that sharing how they feel can help solve a worry</li> </ul>



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	<ul style="list-style-type: none"> <li>Know that being kind is good</li> <li>Identify feelings associated with belonging</li> <li>Skills to play co-operatively with others</li> <li>Be able to consider others' feelings</li> <li>Identify feelings of happiness and sadness</li> <li>Be responsible in the setting</li> </ul> <p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p>	<ul style="list-style-type: none"> <li>Know that they don't have to be 'the same as' to be a friend</li> <li>Know what being proud means and that people can be proud of different things</li> <li>Know that people can be good at different things</li> <li>Know that families can be different</li> <li>Know that people have different homes and why they are</li> <li>important to them</li> <li>Know different ways of making friends</li> <li>Know different ways to stand up for myself</li> <li>Recognise emotions when they or someone else is upset, frightened or angry</li> <li>Identify and use skills to make a friend</li> <li>Identify some ways they can be different and the same as others</li> <li>Identify and use skills to stand up for themselves</li> <li>Identify feelings associated with being proud</li> <li>Identify things they are good at</li> <li>Be able to vocalise success for themselves and about others successes</li> <li>Recognise similarities and differences between their family and other families</li> </ul> <p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family, unique</p>	<ul style="list-style-type: none"> <li>Know that they must work hard now in order to be able to achieve the job they want when they are older</li> <li>Know when they have achieved a goal</li> <li>Understand that challenges can be difficult</li> <li>Resilience</li> <li>Recognise some of the feelings linked to perseverance</li> <li>Recognise how kind words can encourage people</li> <li>Talk about a time that they kept on trying and achieved a goal</li> <li>Be ambitious</li> <li>Feel proud</li> <li>Celebrate success</li> </ul> <p>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p>	<ul style="list-style-type: none"> <li>Know how to say no to strangers</li> <li>Know that they need to exercise to keep healthy</li> <li>Know how to help themselves go to sleep and that sleep is good for them</li> <li>Know what to do if they get lost</li> <li>Can explain what they need to do to stay healthy</li> <li>Recognise how exercise makes them feel</li> <li>Can give examples of healthy food</li> <li>Can explain what to do if a stranger approached them</li> <li>Can explain how they might feel if they don't get enough sleep</li> <li>Recognise how different foods can make them feel</li> </ul> <p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare</p>	<ul style="list-style-type: none"> <li>Know that unkind words can never be taken back and they can hurt</li> <li>Know how to use Jigsaw's Calm Me to help when feeling and Know some reasons why others get angry</li> <li>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</li> <li>Can suggest ways to make a friend or help someone who is lonely</li> <li>Can use different ways to mend a friendship</li> <li>Can recognise what being angry feels like</li> <li>Can use Calm Me when angry or upset</li> </ul> <p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, calm me, Breathing</p>	<ul style="list-style-type: none"> <li>Know that remembering happy times can help us move on</li> <li>Recognise that changing class can elicit happy and/or sad emotions</li> <li>Can say how they feel about changing class/ growing up</li> <li>Can identify how they have changed from a baby</li> <li>Can say what might change for them they get older</li> <li>Can identify positive memories from the past year in school/home</li> </ul> <p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>
<p><b>Literacy</b></p> <p>Word Reading</p>	<ul style="list-style-type: none"> <li>To know what the first letter of my name looks like</li> <li>To know that print has meaning</li> <li>To know that books can tell a story</li> </ul> <p>-I can find my name for self-registration</p> <p>-I can recognise logos in the environment</p> <p>-I can choose a book I want to look at independently</p> <p>I can hold a book the correct way up</p> <p>-I can look at books independently</p>	<ul style="list-style-type: none"> <li>To know that books have a front and a back</li> <li>To know that books should be looked after</li> <li>To know that props can be used to re-tell a story</li> <li>To know that print can have different purposes</li> </ul> <p>-I can draw spirals and bounces and turrets</p> <p>-I can share a book with an adult</p> <p>-I can turn the pages of a book carefully from front to back</p> <p>-I can comment on a story I have heard</p> <p>Enjoys stories and can join in with repeating phrases</p>	<ul style="list-style-type: none"> <li>To know that a book needs to be read in the correct order</li> <li>To know that we read English text from left to right and from top to bottom</li> <li>To know more letter shapes that are in my name</li> </ul> <p>-I can turn the pages one at a time, from left to right without missing any out</p> <p>-I can match letter shapes to my name card in order- build my name</p>	<ul style="list-style-type: none"> <li>To know that words that rhyme sound the same</li> <li>To know that words can be broken into syllables</li> </ul> <p>-I can tell an adult what my writing says</p> <p>-I can say if two words rhyme or do not rhyme</p> <p>-I can clap the syllables in words</p>	<ul style="list-style-type: none"> <li>To know that we read English left to right and top to bottom</li> <li>know that words that some words start with the same sounds (alliteration)</li> <li>To know that two words can rhyme</li> <li>To know that words can be broken into syllables</li> </ul> <p>-I can track the words in a book with my finger from left to right while re-telling a story (not reading the words)</p> <p>- I can spot rhymes in familiar stories and poems</p>	<ul style="list-style-type: none"> <li>To know that words contain different sounds</li> <li>To know that books can be used to find out information</li> <li>To know that real and nonsense words can rhyme</li> <li>To know that more than two words can rhyme</li> <li>To know the front page has the title of the story on it</li> <li>To know that words have a first sound</li> <li>To know that print has meaning</li> </ul> <p>-I can orally blend the sounds I hear 'Fred talked' into words</p> <p>-I can begin to hear and say the first sound in words</p>



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					<ul style="list-style-type: none"> <li>-I can say if two words do, or do not rhyme</li> <li>-I can count the syllables in words</li> </ul>	<ul style="list-style-type: none"> <li>-I can recognise words with the same initial sound, such as money and mother</li> <li>-I can begin to recognise some familiar letters and point to them in books</li> <li>-I can create my own rhyming string</li> <li>-I can use recently introduced story vocabulary during my play</li> <li>-I can continue a rhyming string</li> <li>-I can point to the title on the front cover</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li><b>To know that some words and phrases are repeated in stories</b></li> </ul> <ul style="list-style-type: none"> <li>-I can repeat words and phrases from stories</li> <li>-I can listen to a story read by someone else</li> <li>-I can join in with repeated refrains and key phrases</li> <li>-I can enjoy sharing a book with an adult</li> <li>-I can choose books to look at by myself</li> </ul>	<ul style="list-style-type: none"> <li><b>To know what my favourite stories are</b></li> <li><b>To know and remember some events in familiar stories</b></li> </ul> <ul style="list-style-type: none"> <li>- Comments and engages in conversation about the text (fiction and non-fiction) while reading E.g. Child say 'They are going on a bike ride' while pointing at the illustration.</li> <li>-I can answer a simple question about familiar stories, that I have heard several times</li> <li>-I can talk about my favourite story</li> </ul>	<ul style="list-style-type: none"> <li><b>To know that props can be used to re-tell a story</b></li> <li><b>To know stories can be acted out with props</b></li> </ul> <ul style="list-style-type: none"> <li>-I can share my ideas about a story I have heard</li> <li>-I can use story props that have been provided to re-create a story</li> <li>-I can tell you an event from a story that has been read to me</li> <li>-I can name some characters from a story that has been read to me</li> <li>-I can ask a simple question about a story</li> <li>-I can develop play around the stories that have been read to me in class</li> </ul>	<ul style="list-style-type: none"> <li><b>To know that a story has different characters in it</b></li> <li><b>To know that stories have events</b></li> <li><b>To know stories happen in different settings</b></li> <li><b>To know some stories are based on real events and others are made up</b></li> </ul> <ul style="list-style-type: none"> <li>- Begins to talk about events and principal characters in stories.</li> <li>-I can tell you something that has happened in a story I have just heard</li> <li>-I can talk about good characters and bad characters</li> <li>-I can re-tell some events from a familiar story</li> <li>-I can answer simple retrieval questions about a new story I have just heard</li> <li>-I can tell you what my favourite story is and talk about it</li> </ul>	<ul style="list-style-type: none"> <li><b>To know an increasing number of words in my vocabulary bank</b></li> <li><b>To know that fiction books have a beginning, a middle and an end</b></li> <li><b>To know some story events in my favourite books</b></li> <li><b>To know stories can be created</b></li> </ul> <ul style="list-style-type: none"> <li>-I can engage in a conversation about stories, characters and events</li> <li>-I can use recently introduced vocabulary to talk about a story</li> <li>-I can make up my own stories in my play</li> </ul>	<ul style="list-style-type: none"> <li><b>To know that different stories have different events</b></li> <li><b>To know that a story has a beginning and an end.</b></li> <li><b>To know an increasing number of words to build a larger vocabulary</b></li> </ul> <ul style="list-style-type: none"> <li>-I can comment and engage in extended conversations about the text (fiction and non-fiction). E.g. 'I liked it when...'</li> <li>-I can sequence some story events from a familiar story</li> <li>-I can ask questions about a book</li> <li>-I can share my own ideas about a book</li> <li>-I can find or make my own props to role play a story</li> <li>-I can suggest how the story might end</li> </ul>
<b>Writing</b>  (Writing is mainly Physical Development in nursery- refer to fine motor section)	<ul style="list-style-type: none"> <li><b>To know a pencil is for drawing and writing</b></li> </ul> <ul style="list-style-type: none"> <li>-I can imitate lines</li> <li>-I can hold a pencil to make marks in my chosen grip</li> <li>-I can draw for enjoyment</li> <li>-I can make repeated marks on paper</li> <li>-I can begin to trace over the letters in my name</li> </ul>	<ul style="list-style-type: none"> <li><b>To know that a pencil can be used to write different things</b></li> <li><b>To know I can write as part of play</b></li> </ul> <ul style="list-style-type: none"> <li>-I can imitate some simple marks such as lines and waves and circles</li> <li>-I can draw a recognisable face</li> <li>-I can imitate an adult's writing by making continuous lines of shapes and symbols (early writing) from left to right</li> </ul>	<ul style="list-style-type: none"> <li><b>To know I can write things for other people</b></li> </ul> <ul style="list-style-type: none"> <li>-I can use the Penpals patterns I know in my play, such as zig zags, bounces and wiggles</li> <li>-I can imitate shapes that use multiple movements such as x</li> <li>-I can make marks in my play for a purpose e.g. a shopping list</li> </ul>	<ul style="list-style-type: none"> <li><b>To know that I can make marks with different media</b></li> <li><b>To know that print carries meaning and is read left to right</b></li> </ul> <ul style="list-style-type: none"> <li>-I can use a variety of mark making implements</li> <li>-I can start my writing at the top of the page</li> <li>-I can mark make left to right</li> </ul>	<ul style="list-style-type: none"> <li><b>To know that writing starts at the top left</b></li> </ul> <ul style="list-style-type: none"> <li>-I can make marks across a page from left to right and down a page from top to bottom</li> <li>-I can seek out opportunities to write in my play</li> </ul>	<ul style="list-style-type: none"> <li><b>To know how to write some or all of my name</b></li> <li><b>To begin to know more letter shapes</b></li> </ul> <ul style="list-style-type: none"> <li>-I can label my drawings with familiar letters and meaningful marks in my early writing</li> <li>-I can begin to write all of the letters in my name</li> <li>-I can write some letters accurately</li> </ul>



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<b>Mathematics</b>	<p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>To know some number names of personal significance</li> <li>To know that objects can be counted</li> </ul> <p>-I can say some numbers in sequence, sometimes skipping numbers</p> <p>-I can take part in finger rhymes with numbers</p> <p>-I can say some number names during my play</p> <p>-I can use some counting like behaviour while I play</p> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>To know that one for me and one for you is the same</li> <li>To know when an object is a the same or different from another</li> </ul> <p>-I can sort items into categories of type or colour into 2 groups</p> <p>-I can take just one item</p> <p>-I can give you just one item</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>To know I can have all or some of the items in a box</li> <li>To know that some classroom items have parts e.g. felt tips and lids</li> <li>To know when a piece is missing</li> </ul> <p>-I can explore classroom items, selecting what I need</p> <p>-I can take the items I need, without tipping out the whole box</p> <p>-I can match lids to felt tips</p> <p>-I can put the same parts back together when I tidy up</p> <p><b>One, Two, parts, pieces</b></p> <p><b>Shape, Space, Measure</b></p> <ul style="list-style-type: none"> <li>To know objects can fit together</li> <li>To know objects can fit inside each other</li> <li>To know that fabrics and pictures can have patterns on them or be plain</li> </ul>	<p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>To know some number names to three</li> <li>To know that counting tells me how many I have got (The last number I say)</li> <li>To know what numerals 1, 2, 3 look like</li> </ul> <p>-I can take part in finger rhymes, saying some number names in order</p> <p>-I can line items up and touch them one at a time</p> <p>-I can begin to count three classroom items</p> <p>-I can show you 1,2,3 fingers to match the number in a song</p> <p>-I can talk about numbers I see in the environment, sometimes with accuracy</p> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>To know when an object is a the same or different from another</li> <li>To know when a quantity is the same or different from another</li> </ul> <p>-I can find the odd one out in a group of objects</p> <p>-I can sort items into categories of type or colour using 3 or more categories</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>To know what a pair is</li> </ul> <p>-I can make matching pairs</p> <p>-I can say when there are 2 in both piles- the same</p> <p><b>Matching pair</b></p> <p><b>Shape, Space, Measure</b></p> <ul style="list-style-type: none"> <li>To know that some spaces are too small for me to get inside</li> <li>To begin to know what a repeating pattern is</li> </ul> <p>-I can fit myself inside a space</p> <p>-I can talk about a pattern I am shown</p>	<p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>To know number names to 5 and say them in order</li> <li>To know strategies to count up to 3 objects</li> <li>To know when I have counted all of my items and stop counting</li> </ul> <p>-I can say number names to 5 in order</p> <p>-I can begin to count backwards from 5</p> <p>-I can count 3 items accurately</p> <p>-I can remember how many I have just counted</p> <p>-I can show you 1,2,3,4,5 fingers to match the number</p> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>To know which group of objects has more in it</li> <li>To know when 2 groups of items have the same (up to 3)</li> </ul> <p>-I can ask for one more</p> <p>-I can take one from a larger group</p> <p>-I can give someone just 1/2 items</p> <p>-I can subatise up to 3 items without counting</p> <p>-I can make sure I have the same amount of playdough as my friends</p> <p><b>More, same, half, subitise</b></p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>To know that something can be cut in half</li> <li>To know that putting two halves together makes a whole</li> </ul> <p>-I can put playdough parts back together to make a whole</p> <p>-I can cut my playdough cake in half</p> <p><b>Part, whole, half</b></p> <p><b>Shape, Space, Measure</b></p>	<p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>To know number names to 5</li> <li>To know strategies to count 5 items</li> <li>To know the last number you say is how many you have</li> <li>To know how many items are in a group of up to 5 without counting</li> <li>To know what 1, 2 or 3 items look like visually (subitising)</li> </ul> <p>-I can begin to recognise some numbers to 5</p> <p>-I can subatise up to 3 items</p> <p>-I can begin to subatise dice images to 3</p> <p>-I can begin to count up to 5 items with 1:1 correspondence</p> <p>-I can remember the last number I said when counting</p> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>To know which quantity has fewer in it</li> <li>To know classroom labels help us to tidy up</li> </ul> <p>-I can get into a group of two (pair/partner)</p> <p>-I can get into a group of make a three</p> <p>-I can match classroom items to their classroom location using labels to help me- matching the same</p> <p><b>More, fewer, pair, partner</b></p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>To know that something can be split into parts and then put back together to make a whole</li> </ul> <p>-I can say how many parts my item is in (1, 2, 3)</p> <p><b>Part, whole</b></p> <p><b>Shape, Space, Measure</b></p>	<p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>To know number names to five</li> <li>To know what numerals to 5 look like</li> <li>To know that written symbols can represent numerals</li> <li>To know that things can be added</li> </ul> <p>-I can match a number name to its numeral</p> <p>-I can put number cards to 3 in order</p> <p>-I can represent numbers by writing marks</p> <p>-I can count 3 items and match to its numeral</p> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>To know when two groups of items have the same (up to 5)</li> <li>To know the number I say last is how many I have</li> </ul> <p>-I can count the items in two piles, starting at one each time</p> <p>-I can remember which number I said, when counting two groups one after another</p> <p>-I can say if the quantity was the same or different</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>To know a quantity can be separated into two parts and the total remains the same</li> <li>To begin to know numbers can be made up from other numbers</li> </ul> <p>-I can build a cube tower of up to 5 cubes and count it</p> <p>-I can break the tower into two parts</p> <p>-I can solve real world problems in the environment. E.g. when linking trains</p> <p><b>Part, whole</b></p> <p><b>Shape, Space, Measure</b></p> <ul style="list-style-type: none"> <li>To know the names of some basic shapes</li> </ul>	<p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>To know number names to ten</li> <li>To know what numbers to 5 look like</li> <li>To know that things can be taken away</li> </ul> <p>-I can say number names to ten in order</p> <p>-I can begin to recite number past ten</p> <p>-I can begin to count backwards from 5/10</p> <p>-I can match the number name to its numeral</p> <p>-I can place number cards to 5 in order</p> <p>-I can count objects to 5 with 1:1 correspondence</p> <p>-I can subatise dice images to 5</p> <p>-I can count up to 5 items and match to its numeral</p> <p>-I can experiment with symbols to represent numbers 1-5</p> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>To know when a group of items has more, fewer or the same up to 5</li> </ul> <p>-I can solve real world mathematical problems with numbers up to 5 e.g. 4 chairs at the playdough table and 4 children allowed to sit at it</p> <p><b>Same, different, quantity, amount, more, fewer</b></p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>To know a quantity can be separated into two or more parts and the total remains the same</li> <li>To begin to know numbers can be made up from other numbers</li> </ul> <p>-I can explore numicon pieces, fitting them together</p> <p>-I can share 3 sweets between 3 teddies</p> <p><b>Shape, Space, Measure</b></p>



# Dovecote Primary and Nursery School – Nursery - Long-Term Overview 2023/2024

## Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

	<p>-I can build and balance construction materials -I can complete insert puzzles -I can match the correct shape to the correct shaped hole -I can spot a pattern in the environment</p> <p><b>High, low, bigger, smaller, little, tall heavy, pattern</b></p>	<p>-I can track a pattern with my finger saying the colours</p> <p><b>Pattern, colour names (prime)</b></p>	<ul style="list-style-type: none"> <li>To know objects in the environment are different shapes</li> <li>To know positional language tells you where something is</li> </ul> <p>-I can follow positional instructions</p> <p>-I can match the same shapes together-sorting</p> <p>-I can match items to their classroom location by matching to their silhouette</p> <p>-I can choose objects for a purpose/to represent a real item-when model making, constructing, role playing</p> <p>-I can choose straight and curved pieces to build a train track</p> <p><b>In front, behind, on top, next to, far away, close, inside, outside</b></p>	<ul style="list-style-type: none"> <li>To know that patterns repeat again and again</li> <li>To know some construction items can balance and some items can not</li> </ul> <p>-I can draw around shapes -I can talk about 3D shapes in my environment -I can build structures using 3D shapes, balancing on their flat faces -I can verbalise a repeating pattern -I can describe where something is to someone else, using positional language</p> <p><b>Cube, cuboid, sphere, pyramid, face, surface flat, curved, round, straight, corners, vertices</b></p> <p><b>In front, behind, on top, next to, far away, close, inside, outside</b></p> <p><b>Pattern, colour names</b></p>	<ul style="list-style-type: none"> <li>To know that shapes have sides/edges and corners</li> <li>To know that some things feel heavy/light when you pick them up</li> <li>To know that something can be tall or short</li> <li>To know that something can be long or short</li> </ul> <p>-I can find a circle, square, triangle and oblong when asked -I can make a picture using 2D shapes -I can talk about the size of something while building or making using mathematical language -I can create a train track that links continuously, by selecting the correct shaped pieces to complete it</p> <p><b>Triangle, circle, square, oblong, Heavy, light, tall, long, short</b></p>	<ul style="list-style-type: none"> <li>To know that the flat face of 3D shapes can balance on another</li> <li>To know that money is used to buy things</li> <li>To know that a container can be full and empty</li> </ul> <p>-I can select 3D shapes to represent objects in the real world e.g. pyramid for a roof</p> <p>-I can talk about the shapes I am using while building with blocks</p> <p>-I can continue a pattern I am given -I can create my own ABABAB pattern -I can use money in my pretend play e.g. pretending to be a shop keeper/customer</p> <p><b>Flat, round, curved, shape</b></p> <p><b>Full, empty, half, Coin, how much, cost</b></p>
<p><b>Understanding the World</b></p> <p>Past and Present</p>	<ul style="list-style-type: none"> <li>To know and make sense of my own life-story</li> <li>To know some vocabulary linked to time</li> <li>To know I used to be a baby</li> <li>To know how they are going to grow and change.</li> </ul> <p>-I can re-tell what my parents have told me about my own life story.</p> <p>- Talks about how things are changing within a season (e.g. 'It's colder')</p> <p>-I can talk about how I have changed (e.g. 'My top is too small... I've got bigger.')</p> <p><b>Today, yesterday, used to be, when I was</b></p>	<ul style="list-style-type: none"> <li>To know and make sense of my family's history.</li> <li>To know the sequence of familiar events in my day</li> </ul> <p>-I can comment on images of familiar situations in the past.</p> <p>-I can re-tell what my parents have told me about my family's history.</p> <p>-I can ask questions about my day e.g. When is it dinner time? Is mummy coming soon?</p> <p><b>Now, next, after, soon, later</b></p>	<ul style="list-style-type: none"> <li>To know that family events have happened in the past</li> <li>To know the role of special people in our society</li> </ul> <p>-I can tell you what I did yesterday/last week</p> <p>-I can show an interest in different occupations including the fire service, the police service and the health service.</p> <p><b>Firefighter, fire engine, hose, police, ambulance, emergency, doctor, paramedic, 999</b></p>	<ul style="list-style-type: none"> <li>To know objects and machines were different in the past. E.g. phones and cars</li> </ul> <p>-I can play with objects that are from the past and talk about what they would have been used for.</p> <p>-I can talk about how my family travels to different places.</p> <p><b>Transport, car, bus, train, tram, plane</b> <b>Communicate, telephone, letter, computer</b></p>	<ul style="list-style-type: none"> <li>To know the role of special people in our society</li> </ul> <p>-I can tell you something I can do now that I couldn't do when I was a baby</p> <p>-I can talk about what a farm looks like</p> <p>-I can talk about farmers and what their job is</p> <p>-I can observe and talk about how baby animals change over time</p> <p><b>Farmer, farm, field, job, grow, provide, fruit, vegetable, animals, market, supermarket, grow, change</b></p>	<ul style="list-style-type: none"> <li>To know books can tell stories from the past</li> </ul> <p>-I can compare and contrast characters from stories, including figures from the past.</p>
<p><b>Understanding The World</b></p> <p>People and Communities</p>	<ul style="list-style-type: none"> <li>To know who I live with and who my other family members are</li> <li>To know my family is special</li> <li>To know other families are different e.g. have pets, do not have pets. Live with different people.</li> </ul> <p>-I can shows interest in the lives of people who are familiar to me</p> <p>-I can name my family members and say who I live with</p>	<ul style="list-style-type: none"> <li>To know that Diwali is a special celebration</li> <li>To know what my family celebrates</li> <li>To know that other people celebrate different things</li> <li>To know that Diwali, Bonfire night and Christmas are celebrations.</li> <li>To know that not everybody celebrates Christmas</li> <li>To know that there are seasons</li> </ul>	<ul style="list-style-type: none"> <li>To know other families are similar or different</li> <li>To know that some families live close together and some families live further away</li> <li>To know who can help us in the community</li> </ul> <p>-I can tell you about my family</p> <p>-I can begin to compare my family to other families</p>	<ul style="list-style-type: none"> <li>To know that not everybody celebrates Easter</li> <li>To know the features of my familiar environment</li> </ul> <p>-I can talk about some of the similarities and differences in relation to friends and family</p> <p>-I can talk about some of the things they have observed in different places, such as buildings and parks.</p>	<ul style="list-style-type: none"> <li>To know that that there are differences between people and all people are special</li> <li>To know in my community there are many different people who might look different to me.</li> <li>To know that other children do not always enjoy the same things as them and are sensitive to this</li> <li>To know I live in the town of Clifton</li> </ul>	<ul style="list-style-type: none"> <li>To know that there are different countries in the world</li> <li>To know that there are different physical features in the environment</li> <li>To know maps represent places I the world</li> <li>To know we live in England</li> <li>To know what food my family cook for me in my house</li> </ul>



# Dovecote Primary and Nursery School – Nursery - Long-Term Overview 2023/2024

## Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

	<p>-I can make connections between features of my family and other families.</p> <p>-I can begin to notice differences between people</p> <p><b>Mum, Dad, brother, sister, cousin, uncle, aunty, pet, Same, different,</b></p>	<p>-I can enjoy joining in with family routines and customs</p> <p>-I can recognise and describes special times of events for family or friends</p> <p>-I can talk about the things that I celebrate in my house</p> <p>-I can talk about how Diwali is celebrated</p> <p>-I can talk about my favourite food</p> <p>-I can talk about the weather I experiences yesterday and today e.g. yesterday it was cold. I put my coat on. Today I don't need a coat.</p> <p><b>India, celebrate, Diwali, light, special, family, believe Change, hot, cold</b></p>	<p>-I can show interest in different occupations. (e.g. through roleplaying as a nurse and as a firefighter)</p> <p><b>Family, friends, distance, together, apart, similar, the same, different, help, doctor, nurse, paramedic, bandage, plaster</b></p>	<p>-I can talk about what my family believe</p> <p><b>House, park, flat, school, road, grass, trees</b></p>	<ul style="list-style-type: none"> <li><b>To know I live in the country of England</b></li> </ul> <p>-I can develop a positive attitude about differences between people</p> <p>-I can talk about the things I like and do not like</p> <p>-I can talk about the things that make me 'me'</p> <p>-I can talk about where I live</p> <p>-I can enjoy looking at and talking about pictures of familiar places in my local area</p> <p><b>Roads, travels, car, bus, tram, bike, boat, sea, plane, country, Clifton, England</b></p>	<ul style="list-style-type: none"> <li><b>To know that people eat different things with their families</b></li> </ul> <p>-I can talk about the differences I have experienced or seen in photos of other places/countries.</p> <p>-I can make imaginative and complex 'small worlds' with blocks and construction materials, such as a city with different buildings and parks</p> <p>-I can name some other countries in the world, such as a place I have been on holiday</p> <p>-I can talk about the differences I have experienced or seen in photos. E.g. beaches and mountains</p> <p>-I can look at and comment on the features of a simple map</p> <p>-I can explore different foods and say my likes and dislikes</p> <p>-I can compare what myself and friends eat and respect our differences</p> <p><b>Special, unique, same, different,</b></p> <p><b>Grass, trees, forest, beach, mountain, building, map, country, town, holiday, plane, boat, travel</b></p>
<p><b>Understanding The World</b></p> <p>The Natural World</p>	<ul style="list-style-type: none"> <li><b>To know how to take care of themselves by washing their hands before eating and after using the toilet or when dirty; putting on more clothes when cold or taking them off when too hot.</b></li> <li><b>To know that some things are living and some things are non-living</b></li> <li><b>To know that different materials feel different when you touch them</b></li> <li><b>To know small world figures and construction figures can be used to create things I have seen in books, on TV and in the natural world</b></li> </ul> <p>-I can explores the natural world around them using their five senses</p> <p>-I can use hands on exploration and talk about what I notice</p>	<ul style="list-style-type: none"> <li><b>To know that there are different seasons</b></li> <li><b>Comments and asks questions about aspects of their familiar world, such as the place they live</b></li> <li><b>To know and explore how objects are affected by forces</b></li> <li><b>To know magnets are attracted to each other</b></li> <li><b>To know the sources of everyday sounds including: Everyday household equipment – Hoover, washing machine, kettle, gas hob</b></li> </ul> <p>-I can talk about patterns I notice in my environment (e.g. brick, grates and bark rubbings)</p> <p>-I can explore natural objects from the surrounding environment and describe what they can see, feel and hear.</p>	<ul style="list-style-type: none"> <li><b>To know that different things happen in day time and at night time</b></li> <li><b>To know some animals come out at night time, while we sleep</b></li> <li><b>To know that it is light in the day time and dark at night</b></li> <li><b>To know that shadows happen when it is sunny</b></li> <li><b>To know light can travel through some objects and not through others</b></li> <li><b>To know that some things are living and others are non-living</b></li> <li><b>To know that some materials change when they get hot</b></li> <li><b>To know that different materials feel different when you touch them</b></li> <li><b>To know materials can be combined</b></li> <li><b>To know cake mixture changes when you cook it</b></li> </ul>	<ul style="list-style-type: none"> <li><b>To know I can use force to change the shape of objects</b></li> <li><b>To know that some materials float and some materials sink</b></li> <li><b>To know some materials change when they get wet</b></li> <li><b>To know that some materials are stronger than others</b></li> <li><b>To know that some materials are better for different jobs</b></li> <li><b>To know that sugar will rot my teeth</b></li> <li><b>To know that my tongue helps to taste</b></li> </ul> <p>-I can explore collections of materials with similar and/or different properties.</p>	<ul style="list-style-type: none"> <li><b>To know that there are different seasons</b></li> <li><b>To know the sources of everyday sounds including</b> <ul style="list-style-type: none"> <li><b>Animal sounds (UK farm animals)</b></li> </ul> </li> <li><b>To know the names of farm animals and their babies</b></li> <li><b>To know the key features of a life cycle of an animal and a butterfly</b></li> <li><b>To know the names of mini-beasts in the environment</b></li> <li><b>To know I should respect and care for the environment and living things</b></li> </ul> <p>-I can talk about the seasons I have experienced this year</p> <p>-I can observe the lifecycle of a butterfly and talk about what u notice</p>	<ul style="list-style-type: none"> <li><b>To know plants grow from seeds</b></li> <li><b>To know some environments are more suitable for people to live in and others are more suitable for animals</b></li> <li><b>To know I should respect and care for the environment and living things</b></li> </ul> <p>-I can care for a plant</p> <p>-I can talk about the lifecycle of a plant in simpler terms</p> <p>-I can comment on and asks questions about aspects of my familiar world, such as the place they live or the natural world</p> <p>-I can be careful when handling living things</p>



# Dovecote Primary and Nursery School – Nursery - Long-Term Overview 2023/2024

## Substantive Knowledge, Procedural Knowledge, Key Vocabulary

	<p>-I can play and explore outside in all seasons and in different weather -I can notice living things in my environment e.g. spiders and worms</p> <p>-I can talk about features I like and dislike in my environment e.g. hot or cold temperatures, things that feel slimy</p> <p>-I can get my coat when it is cold or rainy</p> <p>-I can create small world settings where characters can live.</p> <p>Hot, cold, like, dislike, wet, dry, wash, clean, wear, weather, touch, feel, hear, listen, see</p>	<p>-I can talk about the weather I am experiencing today</p> <p>-I can recognise and name familiar sounds</p> <p>-I can notice if the weather is the same or different as yesterday</p> <p>-I can build a chain of magnetic trains, knowing to turn one around if they do not join</p> <p>-I can feel and talk about the forces around me by: • standing outside on a windy day and feeling how the wind pushes against their body. • Helping to pull a heavy object across a surface • Helping to lift heavy objects and realising what would happen if they let go. • Running their hands through water and noticing that there is a push against their fingers.</p> <p>-I can play with magnets and notice they pull towards an object before they touch it.</p> <p>Windy, rainy, hot, cold, snowy, push, pull, heavy, light, magnet, join, attract, sound, hear, listen, force, sense</p>	<p><b>To know the sources of everyday sounds</b></p> <p>-I can tell you that owls come out at night</p> <p>-I can tell you what owls eat</p> <p>-I can talk about my bedtime routine</p> <p>-I can observe and talk about ice and how it changes</p> <p>-I can draw around a shadow</p> <p>-I can explore what happens when they shine light on or through different materials and begin to talk about what I notice.</p> <p>-I can sort materials according to how they feel</p> <p>-I can explore collections of materials with similar and/or different properties and begin to describe how they are similar or different.</p> <p>-I can talk about familiar night time sounds and day time sounds in my house and my local world</p> <p>-I can talk about the changes I notice that are happening to materials (e.g. ice melting, cake mix setting)</p> <p>-I can combine and mix ingredients and notice how they change when cooked.</p> <p>Nocturnal, hibernation, dark, light, shadow, through, block,</p> <p>Sounds, noise, bird-song, transport, vehicle, loud, quiet, siren, emergency, bin lorry, water, shower, bath, tap, kettle, flush, cooking</p> <p>Hot, cold, freeze, melt, water, solid, liquid</p> <p>Combine, mix, change, cook, bake, heat</p> <p>Same, different</p>	<p>-I can ask questions about what I have observed</p> <p>-I can change the shape of playdough and clay by squashing</p> <p>-I can observe materials and talk about what I notice</p> <p>-Explore and talk about different forces they can feel.</p> <p>-I can talk about what I see using a wider vocabulary</p> <p>-I can explore natural materials inside and outside by touching them</p> <p>-I can build a house using construction materials</p> <p>-I can brush my teeth</p> <p>-I can say which food I do and do not like</p> <p>Wood, straw, brick, strong, weak,</p> <p>Toothbrush, dentist, sugar, rot, decay, clean, healthy</p> <p>Push, pull, squash, squeeze, shape, flat, fast, slow, stop, go</p> <p>Float, sink, wet, dry, waterproof, soggy, bend, strong, weak, light, heavy</p> <p>Taste, eat, like, dislike</p>	<p>-I can play with the farm and pretend to be different animals</p> <p>-I can recognise, match and imitate the noises different farm animals make</p> <p>-I can match a picture of a baby animal with its adult and talk about what is the same and what is different</p> <p>-I can order the pictures of the lifecycle of a butterfly</p> <p>-I can talk about the features of mini-beasts that I see while exploring outside</p> <p>-I can use a range of equipment such as bug viewers, magnifying glasses to observe</p> <p>-I can be careful when handling living things</p> <p>Chrysalis, pupa, cocoon, caterpillar, butterfly</p> <p>Kitten, puppy, calf, lamb, piglets, chick, egg, goose, gosling</p>	<p>-I can talk about the environmental features of the seaside</p> <p>-I can talk about the animals that live at the seaside</p> <p>Flower, plant, petals, leaves, stem, roots, tree, grow, water, sun, seed</p> <p>Sea creature, fish, octopus, jellyfish, shark, crab, sea gull, sand, sea, ocean</p>
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# Dovecote Primary and Nursery School – Nursery - Long-Term Overview 2023/2024

## Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

<p><b>Computing/ Technology</b></p>	<ul style="list-style-type: none"> <li>To know I can create movement and sounds by pressing buttons and pulling levers</li> </ul> <p>-I can play with technological toys and explore how they work.</p> <p>-I can use on/off switches, press buttons for sound and movement</p>	<ul style="list-style-type: none"> <li>To know that they must not touch electrical plugs or batteries – it is an adult’s job.</li> </ul> <p>-I can use battery-powered devices.</p>	<ul style="list-style-type: none"> <li>To know some everyday sources of light (the sun, ceiling lights, torches, car headlights)</li> <li>To know which equipment uses electricity to power it.</li> </ul> <p>-I can safely explore toys and equipment that create light</p>	<ul style="list-style-type: none"> <li>To know which IT equipment I need to take a photo</li> <li>To know technology can be used to record sounds</li> </ul> <p>-I can operate equipment such as CD players, camera, ipad</p> <p>-I can take a photo</p> <p>- I can record a sound and play it back</p>	<ul style="list-style-type: none"> <li>To know how to use a simple drawing programme</li> </ul> <p>- I can use the interactive board to create pictures, including pressing icons to change colour and rubbing out</p> <p>- I can use a simple ICT program to create pictures, patterns and shapes</p>	<ul style="list-style-type: none"> <li>To begin to know how to use programmable toys</li> <li>To begin to know you can use technology to communicate</li> </ul> <p>-I can use technological toys to move in various directions e.g. bee bots, pressing buttons to make them move</p> <p>-I can press some letters I know on a keyboard to write</p>
<p><b>Expressive Arts and Design</b></p> <p>Creating with materials</p> <p>(See fine motor for substantial and procedural knowledge linked to using tools)</p>	<ul style="list-style-type: none"> <li>To know the names of colours (primary and secondary)</li> <li>To know that materials in my environment will give me different experiences when I explore them</li> <li>To know can create art using tools</li> </ul> <p>-I can change the shape of Play-dough to represent an object</p> <p>-I can carve shapes into playdough</p> <p>-I can explore/investigate materials using touch, smell, taste, sight, and hearing</p> <p>-I can play with small world figures using my own experiences</p> <p>-I can name the colour of the things I see in the world. I can name the colours of the paint/crayon I am using</p> <p>-I can begin to use a variety of art tools such as pencil, crayons and pencils, paint brushes and my hands</p> <p>-I can make simple marks based on own experiences and say what I have drawn</p> <p>-I can cut snips of paper</p> <p>-I can build and stack objects and join objects together</p>	<ul style="list-style-type: none"> <li>To know that objects have different textures and that there are different words for explaining this</li> <li>To know how to make real representations of things I have seen in the world</li> <li>To know materials can be joined together</li> <li>To know I can make marks in different ways</li> <li>To know materials can be added to my painting</li> </ul> <p>-I can touch something and say how it feels e.g. soft, hard, rough, smooth</p> <p>-I can choose colour for a purpose and to match something I have seen in the world</p> <p>-I can use simple tools to shape, assemble and join materials – glue, paste, scissors , tape</p> <p>-I can draw around the outline of a shape</p> <p>-I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>-I can build/construct with a purpose in mind</p> <p>-I can form prints with simple objects – leaf, hand, fruit, blocks</p> <p>-I can use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy</p> <p>-I can create a simple collage</p> <p>-I can stick collage materials onto my paintings</p>	<ul style="list-style-type: none"> <li>To know coloured pens and paints can be used for different purposes</li> <li>To know how to represent real objects using drawings, art resources and construction materials</li> <li>To know how to combine different ingredients to create a dish with adult support.</li> <li>To know colours change when you mix them together</li> <li>To know how to create a collage</li> <li>To know how to weave</li> </ul> <p>-I can use different colours and textures in my pictures</p> <p>-I can join different materials and explore different textures.</p> <p>-I can explore and talk about what I notice when I mix colours together</p> <p>-I can drawing pictures that have some resemblance to people, objects</p> <p>-I can begin to use original ideas in my pictures</p> <p>-I can develop my own ideas and then decide which materials to use to express them.</p> <p>-I can choose and stick different papers/fabrics to layer</p> <p>-I can thread fabrics in and out to weave</p>	<ul style="list-style-type: none"> <li>To know which material, I need to make my model</li> <li>To know that joining different materials can create a new effect</li> <li>To know how to make their creation more stable (e.g. a tower).</li> <li>To know colour choice is important when creating representations of real things from the world</li> </ul> <p>-I can choose colour for a purpose</p> <p>-I can talk about my model with an adult</p> <p>-I can steady my tower to stop it from falling</p> <p>-I can use the language of colour (secondary colours)</p> <p>-I can build and join 3D structures using a range of materials for a specific purpose</p> <p>-I can experiment with colour, design, texture and function</p>	<ul style="list-style-type: none"> <li>To know how to explore materials to develop ideas and choose what to make</li> <li>To know what I want to make, then select the resources I need</li> <li>To know coloured pens and paints can be used for different purposes</li> <li>To know that colours can be mixed for a purpose</li> </ul> <p>-I can make choices before I begin constructing</p> <p>-I can select materials for a purpose e.g. milk lids for buttons on a robot</p> <p>-I can mix colours to make new colours</p> <p>-I can explain different parts of my model</p> <p>-I can tell someone else the process I used to make my model and the materials I have used</p> <p>-I can make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>-I can develop my own ideas and then decide which materials to use to express them.</p>	<ul style="list-style-type: none"> <li>To know how to control pens and pencils to draw recognisable representations of things I have seen in the world</li> <li>To know I can improve my model by sticking collage materials on it</li> <li>To know what they are going to make before they make it.</li> <li>To know how to safely explore a variety of tools.</li> <li>To know what they like about their creation.</li> <li>To know how to distinguish between moving and non-moving elements.</li> <li>To know who Yayoi Kusama is</li> </ul> <p>-I can draw with increasing complexity and detail</p> <p>-I can draw a clear representation of a person</p> <p>-I can draw representations of other things in the world, such as animals, plants and buildings</p> <p>-I can draw my own ideas</p> <p>-I can copy something from a book with developing accuracy</p> <p>-I can name all primary and secondary colours and explore them freely with paint</p> <p>-I can use a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving</p> <p>-I can create art using dots like yayoi Kusama</p>



# Dovecote Primary and Nursery School – Nursery - Long-Term Overview 2023/2024

## Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

<p><b>Expressive Arts and Design</b></p> <p>Being Imaginative</p>	<ul style="list-style-type: none"> <li>To know how to respond emotionally and physically to music</li> <li>To know how to join in with familiar songs and rhymes</li> <li>To know how to explore instruments to make different sounds</li> <li>To know how to make rhythmical and repetitive sounds using instruments and my body e.g. clapping</li> <li>To know how to link actions with songs and music</li> <li>To know how that I can use my imagination</li> <li>To know an object can be used to represent something else</li> </ul> <p>-I can use toys to support my pretend play</p> <p>-I can take part in simple pretend play, using an object to represent something else even though they are not similar. E.g. banana for a phone</p> <p>-I can join in with singing simple rhymes</p> <p>-I can clap to a song and</p> <p>-I can enjoy moving to the music</p> <p>-I can enjoy the sounds instruments make</p>	<ul style="list-style-type: none"> <li>To know that you can dance to celebrate</li> <li>To know that you can sing songs to celebrate special occasions</li> <li>To know that imaginative play can copy real life experiences</li> </ul> <p>-I can role play using small work figures to re-create an experience I have had/seen</p> <p>-I can begin to clap and tap a drum in time to the beat</p> <p>-I can say which song is my favourite</p> <p>-I can join in with a songs and actions performance in front of audience</p> <p>-I can join in dancing to a range of songs</p> <p>-I can link songs with actions</p> <p>-I can role-play events that happen in my house in the home corner</p>	<ul style="list-style-type: none"> <li>To know some songs off by heart</li> <li>To know an increasing number of dance moves</li> <li>To know the names of simple instruments</li> <li>To know different instruments make different sounds</li> <li>To know other people can join in to create a role-play</li> </ul> <p>-I can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</p> <p>-I can create sounds in vocal sound games.</p> <p>-I can engage in dramatic play with others</p> <p>-I can begin to dance to the beat of songs</p> <p>-I can handle instruments with care</p> <p>-I can enjoy exploring a range of instruments</p>	<ul style="list-style-type: none"> <li>To know I can re-create stories using props that have been provided for me</li> <li>To know sounds can be changed</li> <li>To know sounds can represent emotions</li> <li>To know drawings can represent emotions</li> </ul> <p>-I can create my own story line using my imagination when playing with small world figures</p> <p>-I can merge elements of familiar songs with improvised singing.</p> <p>-I can draw a picture to music, showing different feelings or different speeds</p> <p>-I can talk about how music makes me feel</p> <p>-I can sing echo songs</p> <p>-I can march to a steady beat.</p> <p>-I can explore singing fast and slow and changing speeds.</p> <p>-I can explore how to use my voice to create loud and quiet sounds</p>	<ul style="list-style-type: none"> <li>To know how to sing several songs and rhymes from memory</li> <li>To know how to pitch match while singing</li> <li>To know how to play instruments with increasing</li> <li>To know that I can recreate story events using props in the environment</li> </ul> <p>-I can uses a range of objects (real, pretend, abstract) to imitate play</p> <p>-I can perform a drama or a poem to an audience.</p> <p>-I can imagine and recreate story lines with my friends using small world figures</p> <p>-I can link construction and small work figures</p> <p>-I can use recently introduced vocabulary in my imaginative play</p> <p>-I can sing songs, matching the pitch sung by another person</p>	<ul style="list-style-type: none"> <li>To know that I can recreate story events using props I have made myself</li> <li>To know how to show emotion in a picture e.g. happiness, sadness</li> <li>To know how to sing the melodic shape of a familiar song</li> <li>To know I can use my own original ideas in my drawings and paintings</li> </ul> <p>-I can develop more complex stories using small world equipment like animal sets, dolls and dolls houses, with other children</p> <p>-I can role play with peers for extended periods of time</p> <p>-I can choose happy or sad colours in my drawings</p> <p>-I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.</p> <p>-I can create drawing to represent ideas like movement or loud noises.</p> <p>-I can create their own songs or improvise a song around one they know.</p> <p>-I can play instruments with increasing control to express their feelings and ideas.</p> <p>-I can play instruments with more control to play loud/ quiet, (dynamics), fast/slow (tempo).</p> <p>-I can begin to describe the sound of instruments e.g. scratchy sound, soft sound.</p> <p>-I have strong preferences for songs I like to sing and/or listen to</p>
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**This curriculum overview shows the progression of substantive and procedural knowledge for an N2 child, who is working at age related and with us for a whole year. N1 children join us after their third birthday. N2 children may join us at any point. We baseline every child after a few weeks of being with us and adapt and review the curriculum to meet the developmental needs of all children. We will revisit to embed and retain knowledge and provide a learning environment to support the progress of all children. The Prime areas are a key focus for us in our Early Years Unit, particularly in Nursery.**