All Saints Stibbard Nursery (Willow Class)

and

North Elmham nursery (Woodland room)

Curriculum 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes ***(I wonder....)***	**Heads, shoulders, knees and toes!** **All about me**	**Celebrations**	**Home sweet home** **Being kind to ourselves and the environment**	**Get Growing!** **Minibeasts (Easter, Planting, Life).**	**Who are our superheroes?**	**Commotion in the ocean (Pirates, travel, New beginnings – Transition)**
Suggested Texts. *These books are suggested texts and are subject to change depending on availability and child interests.*	It's okay to be different. Owl babies Colour monster. I Breathe. Room on the broom. Pumpkin soup. We're going on a leaf hunt. Happy Pumpkin Pattern Fish Swirl by Swirl	Non-fiction - The Hedgehog. After the storm. The Christmas story. Stick man. The leaf man. Christmas Pine Where do the Poppies grow	Non-fiction - Bird books. Brown bear brown bear. Alphabet for Humanity. The invisible string. The Kindness tree. Tidy Which food will you choose?	Non-fiction - All about insects. Odd egg. Each peach pear plum. Jack and the beanstalk. Easter Story. We're going on a bear hunt.	Non-fiction - people who help us. Superworm. The very hungry caterpillar. Tadpoles promise. Yucky Worms	Non-fiction - On the trail of the whale Leave me alone. Pants. Snail and the Whale. Portside Pirates A planet full of plastic Sea

	Gods very colourful creation		I can eat a rainbow Kitchen Disco		George and the Dragon	
Our Values	Compassion 	Responsibility 	Perseverance 	Forgiveness 	Trust 	Friendship 
Making a difference (Sustainability)	Making friends in nursery 	Appeal for recycling unwanted toys and clothes to donate to those in need. Introduction to compositing. 	Energy patrol - The big switch off. 	Nature Watch. Save the bees. Build a wormery. 	Promote healthy lifestyles 	Using water sustainably. Zero plastic challenge. 

Key dates	Harvest Halloween (31/10) Bonfire night (5/11) Diwali (8/11)	Remembrance Day (11/11) St Andrews Day (30/11) St Lucia Day (13/12) Christmas (25/12)	New Year Big schools bird watch (5/1 - 12/2) Valentines (14/2) Chinese New Year (6/2) (Fire Goat) Shrove Tuesday (09/2) Ash Wednesday (10/2)	St Davids Day (01/3) Mother's Day (7/3) St Patricks Day (17/3) Spring equinox (20/3) Good Friday (26/3) Easter Sunday (28/3)	King's birthday (19/6) Father's Day (20/6) Earth Day (22/6) St Georges Day (23/6)	Summer Solstice (21/7) Transition

Curriculum Ambition

Our curriculum is designed to build children's knowledge, vocabulary, skills and understanding over time through meaningful play, exploration and real-life experiences. We recognise that every child begins their learning journey from a unique starting point and therefore provide an inclusive, responsive curriculum that values children's interests, strengths and individual needs. Through high-quality interactions, sustained shared thinking and in-the-moment teaching, practitioners build on children's curiosity, extending learning as it happens whilst ensuring progression across all areas of the EYFS. We are ambitious for every child and support them to become confident, independent learners who feel they belong, make sustained progress and are well prepared for their transition to Reception.

CoEL	*The characteristics of effective learning refer to the ways children learn rather than what they learn. The CoEL can allow children to engage in deep level learning through their play and exploration.* *The three characteristics of effective teaching and learning identified by the EYFS are:* ***Playing and Exploring –*** *children investigate and experience things, and 'have a go'. Sub headings within this CoEL are; curiosity, representing experiences and taking risks.* ***Active Learning –*** *children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. Sub headings within this CoEL are; persistence, concentration and sense of achievement.* ***Creating and Thinking Critically –*** *children have and develop their own ideas, make links between ideas, and develop strategies for doing things. Sub headings within this CoEL are; having their own ideas, making links and reviewing.*
Oracy	*We recognise that spoken language underpins all seven areas of learning and development within the EYFS. Through high-quality interactions, storytelling, songs, rhymes, sustained shared thinking, group discussions and play-based experiences, children develop the confidence, vocabulary and communication skills needed to express themselves, build relationships and become successful learners. Oracy is embedded throughout our curriculum and is a key vehicle for learning across all areas. Through our curriculum, children develop the skills to listen attentively, build and use a rich vocabulary, engage in conversations, express their ideas with confidence, explain their thinking and become effective communicators.*

Inclusion	*We believe that every child deserves to feel valued, included and successful. Through early identification, high-quality inclusive teaching, skilled adult support, targeted interventions and strong partnerships with families and external professionals, we ensure that barriers to learning are recognised and addressed. Our enabling environments, responsive curriculum and graduated approach to support allow all children, including those with Special Educational Needs and Disabilities, to access learning, develop independence, build confidence and make meaningful progress. SEND and inclusion are embedded throughout our curriculum and are fundamental to ensuring every child can belong, participate and thrive.* ***Our Strengths-Based Approach*** *We use the **7 C's framework** (Cognition, Communication, Creativity, Control, Compassion, Co-ordination, and Curriculum) within our individual support plans. This provides a shared, positive language to accurately profile each child's unique strengths, identify specific barriers to learning, and implement targeted adjustments.* **Key SEND Approaches** • *Communication and Language support* • *Visual supports and routines* • *Sensory regulation and environmental adaptations* • *Individual targets and graduated support* • *Partnership with families* • *Early identification and intervention*						
My Community *The story cafe themes are subject to change depending on the children's interests at the time.*	What's new about me? Story Cafe - Pumpkin Soup Learning together at home.	Nativity Santa visit Learning together at home. Story Cafe - Christmas.	What's new about me? Learning together at home. Story Cafe - Love and kindness.	Mother's day event. Learning together at home. Story Cafe - Easter.	What's new about me? Learning together at home. Story Cafe - Nutrition and oral hygiene.	Father's day event Pirate theme - Leavers event. Learning together at home.

Communication and Language	*The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.* *A critical element of Communication and Language development is the interactions and conversations children have with practitioners and peers within a 'language-rich environment'. It's important that these conversations are both high quality and frequently occurring. Practitioners are instrumental in building children's language skills by providing comments about what children are doing and what they are interested in, as well as modelling key vocabulary and introducing new vocabulary.*					
EYFS Focus *C&L is developed through the year through high quality interactions, speech and language interventions, and modelling language.*	Settling in. Building relationships. Children talk about experiences. Listening to stories using pictures. All about me. Modelling language such as good morning how are you? Modelling language throughout the day.	Extend vocabulary. Listening and responding to stories. Follow instructions. Focus on short tasks. Learn rhymes and songs.	Listen to and talk about stories to build understanding. Modelling language such as why questions. Learn lots of new words and use them in play.	Respond to how and why questions. Know many songs and rhymes. Develop focus when listening to stories. Use longer sentences of four to six words.	Retelling stories with story language. Be able to talk about familiar books. Initiate a conversation. Understand a question or instruction with two parts.	Hold a conversation with peers and adults. Sit and listen to longer stories. Use longer sentences. Be able to express a point of view and debate when they disagree with an adult or peer using words as well as actions.
Personal, social and emotional development	*PSED is a crucial part of early childhood education and wellbeing. It involves the development of a child's ability to understand and manage their feelings, interact effectively with peers and adults and build a positive self-identity. When children can manage their emotions, communicate effectively and form positive relationships, they are better equipped to learn and succeed academically and in their future careers, as well as building rewarding relationships to sustain them socially. PSED is also vital for emotional wellbeing. Children (and adults) who are emotionally intelligent and have the skills to build good relationships with others tend to have higher levels of wellbeing. Resilience is another important factor. Through PSED, children develop the ability to bounce back from setbacks and face new challenges with confidence.*					
EYFS Focus *PSED is developed throughout the year*	Settling in - building relationships with peers and staff.	Build constructive and respectful relationships.	Select and use resources and activities with help when needed.	Healthy me. Increasingly follow rules understanding	Be able to play in a group of peers thinking of ideas.	Be ready for new experiences such as starting school.

through high quality texts, daily group discussions, sharing circles and life skills including nutrition, how to be healthy, and the importance of drinking.	Learning to manage their own feelings when separating from care givers. Learning and following boundaries at nursery. See themselves as a valuable individual. Be aware of their feelings (colour monster).	Building self-confidence in the nursery setting. Notice differences. Talk about feelings using words such as happy and sad.	Develop their sense of responsibility. Become more outgoing with unfamiliar people within the safe context of nursery. Show more confidence in new social situations. Play with one or more other children extending play ideas.	why they are important. Do not always need an adult to remind them of a rule. Talk with others to solve conflict. Begin to understand how others might be feeling. Begin to be increasingly independent in meeting their own care needs.	Independent with self-care needs. Develop appropriate ways to be assertive.	Understand gradually how others might be feeling. Take part in Sports day. Begin to find solutions to rivalries.
Skills for Life	What's special about me?	How can I be a good friend?	How am I feeling?	How do I look after my body?	How can we look after each other and the world?	What's the same and different about us?
Physical Development	*Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. PD is the growth and development of both brain and body and involves developing control of muscles and physical coordination. This control is used in a whole range of skills of daily functioning and encompasses children's ability to do a range of different tasks, such as speaking, making friends and understanding the world. around them.*					
	Continue to develop their movement, balancing,	Skip, hop, stand on one leg and		Increasingly able to use and	Be increasingly	Choose the right resources to carry

EYFS Focus	riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use one-handed tools and equipment, for example, making snips in paper with scissors	hold a pose for a game like musical statues. Use large-muscle movements to draw lines and circles and make marks. Using scissors and tools safely. Start eating independently and learning how to use a knife and fork.	Start taking part in some group or team activities. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	remember sequences and patterns of movements which are related to music and rhythm. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing.	independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
Literacy	*A literacy-rich environment is fundamental to supporting children's literacy development. Literacy in the early years is about building the foundational skills and a love for language that will support future reading and writing development. Language comprehension (necessary for both reading and writing) only develops when adults talk with children about the world around them and the books they read with them, and enjoy rhymes, poems and songs together.*					

EYFS Focus	Begin to notice print in the environment. Begin to engage in conversation about stories. Recognise the first letter of their name. Have favourite books and seek them out.	Understand that print has meaning. Sensory mark marking. Repeat words and phrases from familiar stories. Enjoy drawing freely. Join in with songs and rhymes.	Recognise their own name. Understand that we read English text from left to right and from top to bottom. Non-fiction texts. Understand that print can have different purposes,e.g. a shopping list, story, recipe, etc.	Begin to understand the names for the different parts of a book. Develop their phonological awareness so they can clap the syllables in words.	Engage in extended conversations about stories, learning new vocabulary. Begin to map out familiar stories using drawing.	Write some or all of the letters in their name. Recognise words with the same initial sound, such as money and mother. Talk about the places and people in stories and the important things that are happening.
Nursery Rhymes Songs	Head shoulders, knees and toes. Tommy thumb. Five little ducks.	Wind the bobbin up Incey wincey spider. Twinkle twinkle little star.	Here we go round the mulberry bush. If you're happy and you know it. Two little dickie birds.	Rain rain go away. Round and round the garden. Humpty dumpty.	Ten little monkeys jumping on the bed. Three blind mice. Mary had a little lamb.	Grand old duke of york. Row row row your boat. Old Macdonald had a farm. Noah's Ark two by two

Maths	*The objective for those working in Early Years is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. There are six areas of early mathematics learning these are,* *Cardinality and counting: The howmanyness of a number.* *Comparison: More or less than each other. Comparing numbers.* *Composition: One number can be made up of two or more smaller numbers.* *Pattern: Learn to identify and create patterns.* *Shape and space: Explore how shapes move and combine and the properties of shape to develop spatial awareness.* *Measures: Comparing weight, length, and volume.*					
EYFS Focus	Talk about and identify the patterns around them. Recognise matching shoes. Match the same size. Explore sorting. Show 'finger numbers' up to 5.	Say one number for each item in order for example 1, 2, 3, 4, 5. Introduce the idea and begin to understand that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Understand position through words alone.	Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight and capacity. Explore what comes next? Explore what comes before?	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Combine shapes to make new ones - an arch, a bigger triangle etc.	Recite numbers past 5. To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Use preposition language.	Introduce and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
Understanding the World	*Understanding the world is a key area of learning that focuses on helping children make sense of their physical world and community through exploration, observation, and discovery. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories,*					

	non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Understanding the world is broken down into three sections. *People and Communities = ELG Past and present.* ***History.*** *The World = ELG People culture and communities.* ***Geography.*** *Technology = ELG The Natural World.* ***Science.***					
EYFS Focus *These activities are subject to change in order to follow the children's interests.*	Families – who is my family? (History). Begin to make sense of their own life-story (past/present) (History). Talk about self and what they are good at. Join in with routines. Notice differences between people (History and Geography). Body parts – head shoulders knees and toes (Science). Introduce vocabulary to describe the weather. (Science).	Seasons - know the signs of Autumn (Science). Celebrate differences between people (History and Geography). Explore and respond to different natural objects (Geography). Talk about people and times that are special to them (History). Begin to understand the need to respect and care for the environment and all living things (Geography). Make observations and	Seasons - know the signs of Winter (Science). Explore ice melting (Science). Explore how things work (Science). Use all their senses to explore natural objects (Geography). Know that there are different countries in the world (Geography).	Seasons - know the signs of Spring (Science). Understand the key features of the life cycle of a plant (Science). Explore how fruit decays over time (Science). Continue developing positive attitudes about the differences between people (History and Geography).	Understand the key features of the life cycle of an animal (Science). Knowing their friends might do things differently to them (Geography and History). Know the names of farm animals and their babies (Science).	Seasons - know the signs of Summer (Science). Identify different sea creatures (Science). Understand the importance of caring for our oceans (Geography.) Maps - pirate treasure maps (Geography). Famous Pirates from history, e.g. Black Beard (History).

		describe the weather (Science).				
RE	Where did my name come from? The Creation story https://www.bbc.co.uk/bitesize/topics/z3n8239/articles/zwxwmbk	What special days do we celebrate? What happens at Christmas? https://www.bbc.co.uk/bitesize/articles/zdjjf4j#zgjmg2p	What makes me happy? Who makes me happy?	What is Easter? https://www.youtube.com/watch?v=Wnbo2AmS3OI	How should we treat living things?	Who is Noah? https://www.youtube.com/watch?v=oytjfbEPI-w
Gardening *Caring for the environment will be developed throughout the year through high quality texts, daily group discussions, role modelling and life skills.*	Harvest – beans/potatoes.	Clear and dig over garden beds. Cut back hedges and clear leaves.	Big tidy up. Prepare growing beds.	Sow broad beans and onions. Sow wild flower seeds.	Sow tomatoes. Sow sunflowers.	Harvest crops.
Expressive Arts and Design	Expressive Arts and Design encompasses all things creative. It covers: music, singing & dancing, art, stories & rhymes, imaginative play, modelling and using technology creatively. Creative experiences help children to: Express themselves in various ways, learn about the materials around them – from crafting supplies to mud, learn their limits - what they can and can't do, make decisions for themselves, and improve confidence and social skills. One of the ideas behind Expressive Arts and Design is that the quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.					

<table>
<tr><td>EYFS Focus</td><td>Creating sound using instruments.
Start to take part in pretend play pretending one object represents another (symbolic play).
Begin to remember songs.</td><td>Learn Christmas songs and take part in nativity.
Explore different materials freely in order to develop ideas and how to use them.
Explore using different tools safely such as hammers and scissors.
Join in with dancing and making movements to the music (Tooty ta).</td><td>Begin to develop stories during play.
Draw for a purpose such as a circle for a face.
Chinese writing.
Use a variety of props in their play showing imagination.
Den building.</td><td>Have their own ideas and use different materials to create them.
Join different materials and textures.
Begin to create stories using small world resources such as dolls and people.</td><td>Explore colour mixing.
Make imaginative and complex small worlds.
Use different materials for construction; for example large loose parts.</td><td>Begin to show emotions in their drawings.
Create their own stories.
Choose the way they want to do something and if it doesn’t work be able to try something else or change the way of doing something.</td></tr>
<tr><td>Assessment and progress</td><td colspan="6">Children's progress is monitored continuously through high-quality observations, interactions, formative assessment, discussions with parents, floor books, learning journals and professional knowledge of child development. Practitioners use curriculum expectations and EYFS guidance to identify strengths, recognise emerging needs, plan next steps and provide appropriate support. Assessment is an ongoing process from each child's individual starting point and is used to inform teaching, provision, intervention and curriculum planning throughout their nursery journey.

<table><tr><td>On Entry</td><td>Ongoing progress tracking</td><td>Transition to Reception</td></tr><tr><td>Establish</td><td>Monitor</td><td>Share achiev</td></tr></table></td></tr>
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	starting points, interests, strengths and any areas requiring additional support.	*progress through observations, interactions, learning journals, parental contributions and professional discussions. Adapt teaching, provisi*	*ements, next steps and transition information with families and Reception staff to support continuity of learning.*	

		on and interventions to meet individual needs.	

Transition to Reception: Skills, Knowledge and Experiences.

Communication and Language.	Personal Social and Emotional Development.	Physical Development.	Literacy.	Maths.	Understand the World.	Expressive Arts and Design.
Listening and Attention. Understanding. Speaking. Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction	*Sense of Self. Understanding Emotions. Making relationships.* Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting.	*Moving and handling. Health and self-care.* Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a	*Reading. Writing.* Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.	*Number. Shapes and Patterns.* Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.	*People and Communities. The World. Technology.* Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.	*Creating with materials. Being imaginative and expressive.* Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these

that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh. Multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ Use longer sentences of four to six words. Be able to express a point of view and to	Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some or all of their name. Write some letters accurately.	Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: ‘more than’, ‘fewer than’. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’,	Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family’s history. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences	shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.

debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”.		to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		‘corners’; ‘straight’, ‘flat’, ‘round’. Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identify the patterns around them. Extend and create ABAB patterns –	between materials and changes they notice. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.

				stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’.		Explore different materials freely, to develop their ideas