



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



This document sets out how we will ensure typical progression and coverage of the skills and knowledge we intend our children to learn across all areas of learning and development within the nursery (N1 and N2). As previously stated in the Curriculum Overview document, the areas of learning overlap and are interconnected in many cases. They also overlap with different areas of the National Curriculum so links have been included about how each area leads into National Curriculum subjects.

This document will inform the objectives of our short-term planning. However, where children are ready to move forward in their acquisition of any skills or knowledge, we will always offer them opportunities to do so. Likewise, if a child requires more practise to acquire knowledge and understanding or refine a skill, we will offer them increased opportunities to do so. Through ongoing observation and assessment, each practitioner is familiar with their key children's next steps and will adapt their planning to meet them.

Activities to support development of these skills will be planned for and delivered in several ways: whole class adult-led activities; small group adult-led activities; one-to-one activities; resources and enhancements provided in continuous provision; child-initiated learning opportunities. We endeavour to make our learning practical and interactive. For our younger children, the time spent in whole class adult-led learning will be shorter, and this will increase slowly during their time with us to prepare them for Reception.

We aim to create **inspiring** environments and experiences which allow all our children to **aim high, achieve and shine!**



# Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



<b>Personal, Social and Emotional Development (links to PSHE)</b>						
<p>Personal, Social and Emotional Development is one of the three prime areas of the EYFS. It covers making relationships, sense of self and understanding emotions. As well as planning specific activities and learning opportunities, PSED runs throughout our daily routines. It is modelled by practitioners in how we interact with the children and with each other. It is modelled by how we support children to try new things, overcome challenges and take pride in their achievements. It is modelled when we support children to manage their emotions in times of frustration and to handle difficult situations with their peers. We aim for our children to be able to do this with increasing independence as they progress on their nursery journey so we will encourage our older children to attempt to overcome challenges and solve their problems themselves first and remind them of strategies they might use to do so.</p> <p>Throughout the school, the Kapow PSHE programme is used. When planning for PSED in nursery, we have referred to the Kapow programme to ensure we have incorporated the knowledge and skills that will underpin future learning for our children as they move into school.</p>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b><u>N1 Caterpillars (2-3 years)</u></b></p> <p><b>The skills we will be focusing on are...</b></p>	<p>-beginning to separate from close carers and explore the nursery environment with support from an adult.</p> <p>-knowing our name, our immediate family members, our preferences, and</p>	<p>-becoming more confident when separating from our carer and exploring the environment, although may still need adult support.</p> <p>-participating more in collective cooperation as</p>	<p>-being confident to separate from our carer and explore the nursery environment with increasing independence.</p> <p>-beginning to showing empathy and concern for people who are special to us.</p>	<p>-beginning to recognise dangers and seeking the support and comfort of adults.</p> <p>-beginning to learn about how to keep ourselves healthy and safe e.g. road safety.</p>	<p>-becoming more aware of how others are feeling.</p> <p>-becoming more able to adapt to different events, social situations, and changes to routines.</p>	<p>-showing confidence through taking risks and trying new things, being able to express our needs and ask adults for help.</p> <p>(Links with Physical Development)</p>



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	<p>becoming aware of our unique abilities.</p> <ul style="list-style-type: none"><li>-showing a sense of autonomy through asserting our ideas and preferences and making choices.</li><li>-beginning to understand that others have perspectives, ideas and needs that are different to our own.</li><li>-becoming able to think about our own feelings.</li><li>-expressing a variety of emotions verbally and non-verbally.</li></ul>	<p>experience of routines and understanding of boundaries grows.</p>	<p>-responding to the feelings of others, showing concern and offering comfort.</p>	<p>(Links with Physical Development)</p>		
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<p><b>The knowledge we will be learning is...</b></p>	<ul style="list-style-type: none"> <li>-our names</li> <li>-who are immediate family members are.</li> <li>- we can assert our own preferences and ideas.</li> <li>- other people might have different thoughts and ideas.</li> <li>-there are routines and expectations within nursery which keep everyone safe and happy.</li> </ul>	<ul style="list-style-type: none"> <li>-our actions have consequences but not always the consequences we intended.</li> </ul>	<ul style="list-style-type: none"> <li>-we can recognise the feelings of others and respond to those feelings.</li> </ul>	<ul style="list-style-type: none"> <li>-there are special adults who can help us and keep us safe.</li> <li>- awareness of the importance of oral hygiene.</li> <li>- awareness of good hand hygiene routines.</li> <li>- awareness of how to keep our bodies healthy.</li> <li>-there are rules we should follow to keep us safe when out and about.</li> </ul> <p>(Links with Physical Development)</p>	<ul style="list-style-type: none"> <li>-expectations vary depending on different events, social situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>-it is good to have a go at new things and our familiar adults can be there to help us.</li> </ul> <p>(Links with Physical Development)</p>
<p><b><u>N2 Butterflies (3-4 years)</u></b></p>	<ul style="list-style-type: none"> <li>-becoming aware of similarities and differences between</li> </ul>	<ul style="list-style-type: none"> <li>-practising skills of assertion, negotiation and compromise,</li> </ul>	<ul style="list-style-type: none"> <li>-talking about how others might be feeling and responding</li> </ul>	<ul style="list-style-type: none"> <li>-considering risks and taking practical action to reduce risks.</li> </ul>	<ul style="list-style-type: none"> <li>-showing increasing confidence in speaking to</li> </ul>	<ul style="list-style-type: none"> <li>-describing our competencies, things that we are good at and</li> </ul>



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



<b>The skills we will be focusing on are...</b>	ourselves and others in more detailed ways. -expressing a wider range of feelings including excitement, anxiety, guilt and self-doubt. - considering other people's needs e.g. giving up a toy to another child.	looking to a familiar adult for help to resolve conflict with peers.	according to their understanding of the other person's needs and wants. -being more able to recognise the impact of our choices, behaviours and actions on others.	-effective oral hygiene. -effective hand hygiene. - Keeping our bodies healthy. -road safety.  (Links with Physical Development)	others about our needs, wants, interests and opinions. -working cooperatively as a team. -becoming increasingly independent at managing impulse control and resolving conflicts.	things that we might like to be better at in positive but realistic terms. -showing confidence in persevering at an activity.
<b>The knowledge we will be learning is...</b>	- there are a range of emotions, which are all natural and acceptable. - there are methods and strategies we might use to help us manage big emotions,	- we can resolve conflict with our friends and we might need an adult to support us with that.	- our actions can impact others, positively and negatively.	- activities can be done and equipment used safely. - there are people in our communities whose job it is to help others and begin to	-we can often be more effective when we work well together as a team.	-there are things we are good at and things we could get better at if we continue to practise and ask for help if necessary.



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



	<p>although sometimes we might need support from an adult.</p>			<p>understand their roles.</p> <ul style="list-style-type: none"><li>- we need to brush our teeth twice daily for two minutes to maintain good oral hygiene.</li><li>- we should limit the amount of sugary drinks and snacks we have to maintain good oral hygiene.</li><li>- we should follow effective handwashing routines in order to prevent germs from entering our bodies and making us unwell.</li><li>- we can keep our bodies healthy through</li></ul>		
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## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



				diet, exercise and good sleep routines.  (Links with Physical Development)		
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# Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



## Communication and Language

This is one of the prime areas of the EYFS and is fundamental to all our teaching and learning and will take place across all of our topics and during our daily routines. Children will take part in daily group times, appropriate to their age and stage of development. This will support their listening and attention skills. They will be encouraged to listen to the adult leading the group as well as their peers. They will also be encouraged to share their own thoughts and ideas in an age-appropriate way.

Practitioners will use the ShREC approach to support high quality interactions with the children [The ShREC approach | EEF](#).

The key vocabulary we will introduce to the children within each topic is clearly shown in the Curriculum Overview document. This will be done during group times, during adult-child interactions throughout the day and from key texts and songs.

Children's communication development will be assessed at the beginning of the school year using the 'WellComm' assessment tool and, where areas for development are identified, these will be addressed using the accompanying 'Big Book of Ideas'. Progress will then be measured by repeating the assessment as necessary. A WellComm assessment may also be carried out at other times if concerns about a child's communication skills are observed by a practitioner or by the child's parents/carers.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><u>N1</u></b> <b><u>Caterpillars</u></b> <b><u>(2-3 years)</u></b>  <b>The skills we will be focusing on are...</b>	-showing interest in sounds, songs and rhymes. -listening with interest to adults reading stories. -beginning to understand 'who',	-understanding more complex, two-part sentences. -beginning to use longer sentences. -learning new words rapidly and	-listening to others, one-to-one or in small groups. -listening to familiar stories with increasing attention and recall.	-using language to recall experiences. -building up vocabulary that reflects experiences.	-beginning to respond to instructions with more elements.	-beginning to retell past events in the correct order.



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



	<p>'what' and 'where' questions in simple sentences.</p> <p>-beginning to use language to share feelings, experiences and thoughts.</p>	<p>using them in communicating.</p>				
<p><b>The knowledge we will be learning is...</b></p> <p>(see Curriculum Overview document for the key vocabulary across each half term)</p>	<p>-action words including: walk, run, jump, stand, sit, go, come, eat, sleep.</p> <p>-vocabulary to describe the key people in our immediate family.</p> <p>-vocabulary to describe key body parts.</p> <p>-beginning to understand vocabulary to express some feelings.</p>	<p>-vocabulary to describe Autumn.</p> <p>-vocabulary connected to special events during this time e.g. Halloween, Bonfire Night, Remembrance, Diwali, Hannukah and Christmas.</p>	<p>- simple concepts e.g. fast/slow, big/small, out/in.</p> <p>-vocabulary used in the stories we are exploring.</p>	<p>-that objects have different uses e.g. we use a fork to eat, we use scissors to cut, we use a pencil to draw, we can roll a ball, we can build with blocks etc.</p> <p>-vocabulary connected to People Who Help Us and keeping ourselves healthy and safe.</p>	<p>-beginning to understand some prepositions (e.g. under, on top, behind).</p> <p>-vocabulary connected to different animals and where they live.</p> <p>-vocabulary connected to planting seeds and plants.</p>	<p>-we can talk about things that have happened in the past.</p> <p>-vocabulary connected to the lifecycle of butterflies and frogs.</p> <p>-vocabulary connected to our experiences.</p>



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



<p><b><u>N2 Butterflies</u></b> <b>(3-4 years)</b></p> <p><b>The skills we will be focusing on are...</b></p>	<p>-learning the nursery expectations for carpet/group time (good listening, good looking, good sitting) -talking more extensively about things that interest us. -using increasingly complex language to share feelings, experiences and thoughts. -being increasingly able to follow directions. -understanding, responding to and beginning to</p>	<p>-following the nursery expectations for carpet/group time with increasing consistency. -beginning to use more complex sentences to link thoughts.</p>	<p>-consistently following the nursery expectations for carpet/group time -joining in with repeated refrains and anticipating key events and phrases in stories. -using talk to explain what is happening and what might happen next.</p>	<p>-beginning to understand 'why' and 'how' questions.</p>	<p>-beginning to ask questions and offers explanations (who, what, when, how).</p>	<p>-following a story without pictures or props. -using talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>
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## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



	use 'who', 'what', where' questions.					
<b>The knowledge we will be learning is...</b> (see Curriculum Overview document for the key vocabulary across each half term)	<ul style="list-style-type: none"> <li>-the vocabulary to describe the special people in our wider family and beyond.</li> <li>-the vocabulary to describe where we live.</li> <li>-a wider vocabulary for parts of the body including: shoulder, elbow, knee, hip, fingers, toes, heart, brain, lungs, bones and muscles and the basic function of some of these.</li> <li>-a wider range of vocabulary to share emotions e.g. anger, love,</li> </ul>	<ul style="list-style-type: none"> <li>-vocabulary to describe Autumn.</li> <li>-vocabulary to talk about the key events which take place during this half term such as Halloween, Bonfire Night, Remembrance, Diwali, Hannukah, Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>-familiarity with the key events in stories and their repeated refrains.</li> <li>-vocabulary connected to these stories.</li> </ul>	<ul style="list-style-type: none"> <li>-vocabulary connected to People Who Help us and keeping ourselves healthy and safe.</li> </ul>	<ul style="list-style-type: none"> <li>- an increased range of propositions (e.g. next to, in front of, between).</li> <li>-vocabulary connected to a variety of animals and their habitats.</li> <li>-vocabulary connected to planting seeds and plants.</li> <li>-vocabulary connected to looking after our world -reusing and recycling.</li> </ul>	<ul style="list-style-type: none"> <li>-some words that can be used to sequence events e.g. first, next, then, now, after.</li> <li>-vocabulary connected to lifecycles of butterflies and frogs.</li> <li>-vocabulary connected to objects and events from the past.</li> <li>-vocabulary connected to transitions.</li> </ul>



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



	excited, worried/anxious.					
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## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



### Physical Development (links to PE and PSHE)

Physical Development is the third of the three prime areas within the EYFS. We provide children with opportunities to develop both their fine motor skills and their gross motor skills during specific, planned activities and through indoor and outdoor continuous provision opportunities. As well as an indoor climbing frame, we have large outdoor spaces which can be used for running, jumping, climbing trees, riding tricycles, balance bikes and scooters. We also have use of the school gym where we can utilise the apparatus and equipment to further support children's physical development. Preschool children (Butterflies) take part in the 'Squiggle Whilst You Wiggle' programme daily to develop their physical skills in preparation for writing.

As well as gross and fine motor skills, Physical Development also includes Health and Self Care. This forms part of our daily routines, for example, hand washing, toileting and nappy changing, making healthy choices around food and drinks and encouraging children to be active. We will work in partnership with parents around toilet training, offering support and advice where needed.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Caterpillars (2-3 years)</u></b></p> <p><b>The skills we will be focusing on are...</b></p>	<ul style="list-style-type: none"> <li>-beginning to name some body parts.</li> <li>-running safely on whole foot.</li> <li>-jumping in the air with both feet leaving the ground at the same time and jumping forward a small distance.</li> </ul>	<ul style="list-style-type: none"> <li>-beginning to understand and choose different ways of moving.</li> <li>-kicking a stationary ball.</li> <li>-beginning to catch a ball with two hands and chest to trap it.</li> <li>-climbing up and down steps by placing both</li> </ul>	<ul style="list-style-type: none"> <li>-turning pages in a book (may be a few at a time).</li> <li>-developing independence when putting on and taking off simple clothing items e.g. unzipped coats, hats, wellies.</li> </ul>	<ul style="list-style-type: none"> <li>-using wheeled toys with increasing skill such as balancing, pedalling, holding handlebars.</li> <li>-keeping ourselves healthy and safe. -washing</li> </ul>	<ul style="list-style-type: none"> <li>-developing increasing control over larger objects e.g. jugs, hammers, tambourines, chunky mark making equipment.</li> </ul>	<ul style="list-style-type: none"> <li>-running with increased spatial awareness and negotiating space successfully, adjusting speed and direction to avoid objects.</li> </ul>



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



	<ul style="list-style-type: none"><li>-beginning to run, walk and climb on different levels and surfaces.</li><li>-holding a cup with two hands and drinking without spilling.</li><li>-using a fork and/or spoon to feed ourselves.</li></ul>	<ul style="list-style-type: none"><li>feet on a step and using the handrail for support.</li><li>-beginning to develop some independence in handwashing, with adult support.</li></ul>		<ul style="list-style-type: none"><li>and drying hands effectively.</li></ul>		
<b>The knowledge we will be learning is...</b>	<ul style="list-style-type: none"><li>-names for body parts including: head, shoulders, arms, legs, hands, feet, eyes, ears, mouth, nose.</li><li>-the function of some of these body parts e.g. we use our eyes to see etc.</li></ul>	<ul style="list-style-type: none"><li>-that we can move our bodies in different ways.</li><li>-that we can use our feet to kick a ball.</li><li>-that we can use our hands to catch a ball.</li></ul>	<ul style="list-style-type: none"><li>-we wear clothes on different parts of our bodies e.g. hats go on our heads, gloves go on our hands etc.</li></ul>	<ul style="list-style-type: none"><li>-the importance of brushing our teeth.</li><li>-some foods that are healthy choices and some that are a treat.</li><li>-that exercise keeps our bodies healthy.</li><li>-the routine of handwashing.</li></ul>	<ul style="list-style-type: none"><li>-that we can use our bodies, specifically our hands, with greater effect and purpose.</li></ul>	<ul style="list-style-type: none"><li>-that we can slow down and change direction when running in order to avoid obstacles and negotiate the space.</li></ul>



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



				-that there are special people who can help us to be healthy.		
<p><b><u>N2 Butterflies (3-4 years)</u></b></p> <p><b>The skills we will be focusing on are...</b></p>	<ul style="list-style-type: none"> <li>-naming and identifying different parts of the body.</li> <li>-observing and describing in words or actions the effect of physical activity on our bodies.</li> <li>-climbing steps and moving across climbing equipment using alternate feet, using hands and body to stabilise.</li> <li>-walk down steps or a slope, whilst carrying a small object,</li> </ul>	<ul style="list-style-type: none"> <li>-observing and controlling our breath.</li> <li>-mirroring the actions or movements of an adult.</li> <li>-balancing on one foot or in a squat momentarily.</li> <li>-creating lines and circles pivoting from the shoulder and elbow (ongoing throughout the year during daily 'Squiggle Whilst You Wiggle' sessions).</li> </ul>	<ul style="list-style-type: none"> <li>-becoming increasingly independent when dressing (putting own coat on with minimal help; pulling zip up once joined at the bottom; pulling trousers up).</li> <li>-beginning to manipulate a range of smaller tools and equipment in one hand e.g. scissors, paintbrushes, hairbrushes, scarves and ribbons.</li> </ul>	<ul style="list-style-type: none"> <li>-developing increasing control when using wheeled toys e.g. negotiating space and speed.</li> <li>-keeping ourselves healthy and safe.</li> </ul>	<ul style="list-style-type: none"> <li>-manipulating a range of one-handed tools and equipment with increasing control.</li> <li>-experimenting with different ways of moving.</li> <li>-choosing to move in a range of ways e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping.</li> </ul>	<ul style="list-style-type: none"> <li>-can initiate and describe playful actions or movements for other children to mirror and copy.</li> </ul>



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



	maintaining balance and stability.	-grasping and releasing a large ball, beanbag or similar object with two hands in order to throw and catch.				
<b>The knowledge we will be learning is...</b>	-names for body parts including: fingers, toes, knee, elbow, brain, heart, lungs, bones, muscles and the functions of some of these body parts. -we can use our bodies e.g. our arms to help us balance when we move.	-we can have increasing control over our bodies.	-strategies for getting dressed/undressed with greater independence.	- we should brush our teeth twice a day for two minutes and why it is important to maintain good oral hygiene. - making good choices about food and drink to keep our teeth healthy. - why it is important to maintain good hand hygiene. -making good choices about	-we can move our bodies in a variety of different ways and for different purposes.	-we can use our skills to guide others.



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



				<p>foods -some are healthier and some should be a treat.</p> <p>-the effect of exercise on our bodies e.g. when we move our heart rate rises and our lungs work harder to take in breath.</p> <p>-the importance of good sleep routines.</p>		
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## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



### Literacy (links to Phonics and English)

Literacy in the Early Years incorporates children's learning of reading, writing and comprehension. The EYFS Statutory Framework states, "Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)." In nursery, we will endeavour to provide children with the necessary skills and knowledge to progress to these next stages of reading and writing.

Of course, Literacy is not just about the mechanics of reading and writing but about the joy of sharing stories and the love of reading for pleasure. We ensure that this is embedded in our daily routines and that practitioners read stories with children one-to-one, in small groups and with the whole class with enthusiasm and animation to make the stories come to life for the children.

We link high quality texts with all of our topics. We ensure that children understand that books can give us information by including a variety of non-fiction texts as well as fiction.

We are very lucky to be able to make weekly trips to our well-resourced school library, which gives us access to a broader range of books and Mrs Rigby, the librarian, is always able to supply a range of books on any topic to support our learning.

As the children move into their preschool year (N2- Butterflies), we introduce Phase 1 of Phonics - the Firm Foundations. This covers environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting. We underpin our phonics teaching and learning using the same scheme - Supersonic Phonic Friends - that is used within school. This ensures fidelity to the scheme and a smooth transition for children as they move into Reception and beyond.

We have key nursery rhymes/songs (alongside many others) that the children will learn across the year and be fully familiar with by the end of the school year.



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>N1 Caterpillars (2-3 years)</u></b></p> <p><b>The skills we will be focusing on are...</b></p>	<ul style="list-style-type: none"> <li>-beginning to distinguish between the different marks we make.</li> <li>-beginning to learn our key nursery rhymes.</li> <li>-listening to adults read stories.</li> </ul>	<ul style="list-style-type: none"> <li>-exploring with mark making using a variety of media - paper, sand, gloop etc - as well as touch screen technology and using a keyboard.</li> <li>-able to fill in missing words from familiar songs.</li> <li>-learning songs related to key celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>-giving meaning to marks that we make and drawing and pictures we create.</li> <li>-repeating actions and phrases from familiar stories.</li> <li>-discovering our favourite stories.</li> </ul>	<ul style="list-style-type: none"> <li>-recognising some familiar and relevant logos.</li> <li>-beginning to recognise and link the image on our own name cards.</li> <li>-beginning to clap along to the rhythm of familiar nursery rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>-continuing to refine and give meaning to marks, made by ourselves and by others.</li> <li>-continuing to develop the skill of clapping along to songs and rhymes and beginning to use other body parts for percussion.</li> </ul>	<ul style="list-style-type: none"> <li>-beginning to use percussion instruments to follow rhythm in songs and rhymes.</li> <li>-more confidently recognising our own name cards based on the image.</li> </ul>
<p><b>The knowledge we will be learning is...</b></p>	<ul style="list-style-type: none"> <li>-writing is purposeful.</li> <li>- key nursery rhymes/songs: Heads, Shoulders, Knees and Toes; Wind the Bobbin Up.</li> </ul>	<ul style="list-style-type: none"> <li>-signs and symbols can represent meaning.</li> <li>- key nursery rhymes/songs: Twinkle, Twinkle, Little Star; Jingle Bells.</li> </ul>	<ul style="list-style-type: none"> <li>-what we say can be written down and read and understood by someone else.</li> <li>- key nursery rhymes/songs:</li> </ul>	<ul style="list-style-type: none"> <li>-that logos carry meaning that we can understand ourselves and can be understood by others.</li> <li>- key nursery rhymes/songs:</li> </ul>	<ul style="list-style-type: none"> <li>-we can learn about new things by reading books.</li> <li>- key nursery rhymes/songs: Baa Baa Black Sheep; Miss Polly had a Dolly.</li> </ul>	<ul style="list-style-type: none"> <li>-writing can help us to remember past events.</li> <li>-all our key nursery rhymes and songs from across the year.</li> </ul>



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



			Hickory Dickory Dock; Incy Wincy Spider	Humpty Dumpty; Two Little Dickie Birds.		
<p><b><u>N2 Butterflies (3-4 years)</u></b></p> <p><b>The skills we will be focusing on are...</b></p>	<ul style="list-style-type: none"> <li>-listening to and joining in with stories, one to one and in small groups.</li> <li>-tuning in to environmental sounds and identifying them.</li> <li>-recognising our own name card based on the image.</li> <li>-showing an interest in writing in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>-identifying and discriminating between instrumental sounds.</li> <li>-exploring ways to change instrumental sounds.</li> <li>-exploring different ways to use our bodies to make sounds (body percussion)</li> <li>-identifying the initial letter in our names.</li> </ul>	<ul style="list-style-type: none"> <li>-attempting to write the initial letter in our names.</li> <li>- joining in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>-beginning to be aware of the way stories are structured, and to tell own stories.</li> <li>-talking about events and principal characters in</li> </ul>	<ul style="list-style-type: none"> <li>-beginning to recognise our own name with less reliance on image.</li> <li>-becoming more confident at writing the initial letter from our name and attempting to write more letters.</li> <li>-developing the skill of using information and experience to make predictions and assertions.</li> <li>-re-enacting things we have</li> </ul>	<ul style="list-style-type: none"> <li>-developing our understanding of the structure and key features of stories.</li> <li>-recognising our own name without supporting image.</li> <li>-becoming more confident at writing letters from our names, some of which are recognisable.</li> </ul>	<ul style="list-style-type: none"> <li>-applying our understanding of how stories are structured by creating our own stories using story maps and pictures.</li> <li>-writing our names using letters that are mostly recognisable.</li> </ul>



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



			<p>stories and suggesting how the story might end.</p> <p>-beginning to make predictions and assertions about what is happening in the story from the pictures or from our own experiences.</p> <p>-exploring how we can alter the sound of our voice to create different effects.</p>	<p>learned from books in our play.</p>		
<p><b>The knowledge we will be learning is...</b></p>	<p>Firm Foundations in Phonics - Environmental Sounds.</p> <p>-the key features of a</p>	<p>Firm Foundations in Phonics - Instrumental Sounds/Body Percussion</p>	<p>Firm Foundations in Phonics - Voice Sounds/Rhythm and Rhyme</p>	<p>Firm Foundations in Phonics - Rhythm and Rhyme and Alliteration</p>	<p>Firm Foundations in Phonics - Alliteration/Oral blending and Segmenting</p>	<p>Firm Foundations in Phonics - Oral Blending and Segmenting</p> <p>-beginning to understand that words are made</p>



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



<p>book - front cover, back cover, pages, title.</p> <p>-how to handle a book the right way round and with care.</p> <p>-(recap previously learned songs) key nursery rhymes/songs: Old MacDonald Had a Farm; 1, 2, 3, 4, 5 Once I caught a Fish Alive; Tommy Thumb.</p>	<p>-the key features of a book - blurb, author, illustrator, illustrations</p> <p>- key nursery rhymes/songs: When Santa Got Stuck Up the Chimney Rudolph the Red Nosed Reindeer.</p>	<p>- key nursery rhymes/songs: Row, Row, Row Your Boat. Five Currant Buns.</p> <p>-key features of a book - words, characters, setting.</p> <p>-that the words in a book tell us the story or give us information.</p> <p>-that the words are read from left to right.</p>	<p>-key features of a book - understanding that some books are stories (fiction) and some books contain information (non-fiction)</p> <p>-key nursery rhymes/songs: The Wheels on the Bus; One, Two, Buckle My Shoe; Five Little Men in a Flying Saucer.</p>	<p>-that all words are made up of sounds.</p> <p>-key nursery rhymes/songs: The Animal Fair; Down in the Jungle. Five Little Monkeys Jumping on the Bed.</p>	<p>up of sounds (phonemes) and these sounds can be written as graphemes.</p> <p>-all our key nursery/rhymes and songs from across the year.</p>
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## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



### Mathematics (links to Mathematics)

There will be opportunities for the ongoing teaching and learning of mathematical concepts and vocabulary within many of our topics, during 'in the moment planning', through stories and songs and through the interactions and resources children will engage with during Continuous Provision time each day.

We follow the White Rose Maths Nursery scheme to deliver focused, specific maths sessions to ensure coverage of all aspects of Mathematics within the EYFS. We consider this scheme to provide our children with the knowledge and skills that will best prepare them for the Maths No Problem scheme used throughout the school as they are both Mastery based approaches. As the scheme of learning is designed for Preschool children (Butterflies), we have used this as a guidance document, alongside Birth to Five Matters, to guide our planning to ensure that our younger children develop the fundamental skills and knowledge that will allow them to access the preschool curriculum and beyond.

We understand that development in Mathematics is not about moving children onto bigger numbers or more complex concepts but rather about ensuring they are secure in their understanding of concepts and deepening their understanding. This ensures that they can apply and adapt their knowledge in a variety of contexts.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>N1 Caterpillars (2-3 years)</u></b></p> <p><b>The knowledge and skills we will be learning are...</b></p>	-beginning to compare and recognise changes in numbers of things, using words like 'more',	-continuing to practise saying number names in the right order (1, 2, 3, 4, 5) <b>(Counting - ordinality)</b>	-beginning to count using our fingers <b>(Cardinality)</b>  -moving our bodies and toys	-take or gives two or three objects from a group <b>(Cardinality)</b>	-responding to some spatial and positional language <b>(Spatial Awareness)</b>  -anticipates repeated sound	-explore how things look from different viewpoints, including near and far away <b>(Spatial Awareness)</b>



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



	<p>'lots' or 'same' (<b>Comparison</b>)</p> <p>-recognising that two objects have the same shape (<b>Shape, Space and Measure</b>)</p> <p>-becoming familiar with the pattern of everyday routines, understanding what will happen next (<b>Pattern</b>)</p> <p>-beginning to say number names in the right order (1, 2, 3, 4, 5) (<b>Counting - ordinality</b>)</p>	<p>-beginning to notice and show an interest in numerals in the environment (<b>Cardinality</b>)</p> <p>-beginning to remember our way around familiar environments (<b>Spatial Awareness</b>)</p> <p>-becoming more secure in our understanding of the daily routines, knowing the order things usually occur in (<b>Pattern</b>)</p>	<p>around other objects (<b>Spatial Awareness</b>)</p> <p>-choosing puzzle pieces for an age</p> <p>-appropriate puzzle and beginning to make attempts to fit them in (<b>Shape, Space and Measure</b>)</p> <p>-beginning to anticipate key times of the day e.g. meal times and home time (<b>Space, Shape and Measure</b>)</p>	<p>-beginning to recognise some numerals (1, 2, 3) (<b>Cardinality</b>)</p> <p>-joins in with repeated sound and action patterns (<b>Pattern</b>)</p> <p>-continuing to practise fitting pieces into a puzzle with increasing success (<b>Space, Shape and Measure</b>)</p> <p>-explore differences in size and length (<b>Space, Shape and Measure</b>)</p>	<p>and action patterns (<b>Pattern</b>)</p> <p>-making simple constructions (<b>Space, Shape and Measure</b>)</p> <p>-explore differences in weight (<b>Space, Shape and Measure</b>)</p>	<p>-beginning to understand talk about immediate past and future (<b>Space, Shape and Measure</b>)</p> <p>-explore differences in capacity (<b>Space, Shape and Measure</b>)</p>
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## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



<p><b><u>N2 Butterflies</u></b> <b><u>(3-4 years)</u></b></p> <p><b>Blocks of Learning:</b></p> <p>(Please see separate Scheme of Learning document for more information on the content of each block)</p>	<p><b>Comparison 1:</b> More than, fewer than, same.</p> <p><b>Shape, Space and Measure 1:</b> Explore and Build with Shapes and Objects.</p> <p><b>Pattern 1:</b> Explore Repeats.</p> <p><b>Counting 1:</b> Hear and Say Number Names.</p>	<p><b>Counting 2:</b> Begin to order number names.</p> <p><b>Subitising 1:</b> I see 1, 2, 3.</p> <p><b>Pattern 2:</b> Join in with repeats.</p> <p><b>Shape Space and Measure 2:</b> Explore Position and Space.</p> <p><b>Subitising 2:</b> Show me 1, 2, 3.</p> <p><b>Counting 3:</b> Move and label 1, 2, 3.</p>	<p><b>Shape, Space and Measure 3:</b> Explore position and routes</p> <p><b>Pattern 3:</b> Explore Patterns.</p> <p><b>Counting 4:</b> Take and give 1, 2, 3.</p> <p><b>Shape, Space and Measure 4:</b> Match, talk, push and pull.</p> <p><b>Subitising 3:</b> Talk about dots.</p>	<p><b>Comparison 2:</b> Compare and sort collections.</p> <p><b>Pattern 4:</b> Lead on own repeats</p> <p><b>Shape, Space and Measure 5:</b> Start to Puzzle</p> <p><b>Pattern 5:</b> Making Patterns Together</p> <p><b>Subitising 4:</b> Make games and actions</p>	<p><b>Counting 5:</b> Show me 5</p> <p><b>Pattern 6:</b> My own pattern</p> <p><b>Counting 6:</b> Stop at 1, 2, 3, 4, 5.</p> <p><b>Comparison 3:</b> Match Sort, Compare.</p>	<p>Recapping and revisiting of previous teaching to consolidate learning, address any misconceptions and provide needs-based learning opportunities based on end of year assessment.</p>
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# Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



## Understanding the World (links to History, Geography, R.E., PSHE, Science and ICT)

Understanding the world covers such a broad range. It is the foundation to most of our curriculum themes as it is children's natural curiosity about the world around them which sparks their interest to learn more. The skills they will learn and experience within this area will support them within their future learning across many of the subjects they will encounter in school. It will help them to develop concepts of themselves as individuals and people that are important to them (PSHE), past and present (History - H), their place in the world (Geography - G), changes that occur in the environment (Science - S) and how and why people and communities celebrate special events, including key events for Christians - Christmas and Easter (R.E.). We use Questful RE in line with the school to underpin our RE learning. We keep our topics broad and across a half term to allow time for our children's curiosity to guide and lead us to find out more about the things that interest them.

Understanding the World in Birth to Five Matters also includes Technology, which is ubiquitous now and will undoubtedly form part of whatever future employment route our children may take - however the technology they will encounter is likely to bear little resemblance to what it does now! Our children will develop their skills in technology across the year from Continuous Provision opportunities by, for example: water and sand play - using pipes, funnels and tools to effect changes and transport; exploring mechanical toys, exploring technological toys; using real objects such as Ipads/cameras; understanding that, to learn more about our topics, we can retrieve information from the internet; being able to operate simple equipment such as sound equipment and remote controls; beginning to learn that we can program devices such as Beebots.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><u>N1 Caterpillars (2-3 years)</u></b>	-having a sense of ourselves and our own immediate family, relations and pets (PSHE)	-beginning to understand the concept of events that happened a long time ago (H)	-making observations about changes in the environment (S, G)	-playing with small world and role play that reflects our experiences of different roles in the community (PSHE)	-comments and asks questions about the natural world (S, G)	-talking in more detail about things we have observed in nature (S, G)
<b>The skills we will be focusing on are...</b>	-noticing detailed	-beginning to understand that,	-developing our understanding that, at certain		-shows care and concern for living things and	-remembering and talking about significant



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



	features of our immediate environment e.g. home and nursery (G) -beginning to talk about some of the things we have observed in the environment (S, G)	at certain times, people have special celebrations (PSHE; RE)	times, people have special celebrations (PSHE)		the natural environment (S) -beginning to understand the effect their behaviour can have on the environment (S, PSHE, G)	events in our own experience (H)
<b>The knowledge we will be learning is...</b>  (See Curriculum Overview document for more details on the key vocabulary for each topic)	-beginning to learn that we have similarities and differences that connect us to, and distinguish us from, others (PSHE) -the members of our immediate family (PSHE) -in Autumn, the leaves change	-beginning to understand that some things happened in the past, even before we were born(H) -some people wear poppies to help us remember special people from the past (H)	-in Winter, the weather becomes colder. We might observe ice or snow. -ice is caused when the weather gets very cold. -some people celebrate Chinese/Lunar New Year.	-in Spring, the weather begins to get warmer and we see signs of new life such as new leaves on the trees, flowers growing and baby animals being born (S) -Pancake Day (Shrove Tuesday) is a celebration that	-the names of some animals from pets, wild animals, farm animals, sea creatures and minibeasts (S) -the names of some of the places these animals live (G)  -we can help to look after our	-the concept of a caterpillar changing into a butterfly and a tadpole changing into a frog and some vocabulary related to this (S)  - vocabulary related to the growth of plants (S)



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



	colour and begin to fall from the trees (S)	<ul style="list-style-type: none"><li>-bonfire night is celebrated each year with bonfires and fireworks (H)</li><li>-some people celebrate Diwali (PSHE; RE)</li><li>-some people celebrate Hannukah (PSHE; RE)</li><li>-Christmas is a special time of year for Christians. We think about Jesus - a very special baby - being born (RE)</li><li>-there are Christmas traditions such as presents, Christmas trees</li></ul>		<ul style="list-style-type: none"><li>takes place each year before Easter (RE)</li><li>-People choose to eat pancakes on this day. Pancakes are made using flour, eggs and milk.</li><li>-Mother's Day is a special day to say thank you to our mums (or mother figures). People give cards and presents (PSHE)</li><li>-Easter is a special time of year for Christians (RE)</li><li>-we think about Jesus going up to Heaven to live with God. Some traditions and</li></ul>	<ul style="list-style-type: none"><li>world by throwing things away carefully and recycling our rubbish (S, PSHE, G)</li><li>-the process of planting a seed (S)</li><li>-Father's days is a special day to say thank you to our dad (or other father figures) (PSHE)</li></ul>	<ul style="list-style-type: none"><li>- a deeper understanding that some things happened in the past and things change over time (H)</li></ul>
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## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



		and Father Christmas.		symbols include Easter Eggs, 'bunnies', lambs, crosses. -adults do lots of different jobs that can help us (PSHE)		
<p><b><u>N2 Butterflies (3-4 years)</u></b></p> <p><b>The skills we will be focusing on are...</b></p>	<ul style="list-style-type: none"> <li>-showing interest in the lives of people in our families (PSHE)</li> <li>-talking about events in our own experiences (PSHE, H)</li> <li>-commenting on aspects of our familiar world such as where we live (G)</li> <li>-developing an understanding about growth, decay and</li> </ul>	<ul style="list-style-type: none"> <li>-developing an understanding that some events happened many years ago (H)</li> <li>-recognising and describing special times and events for family and friends (PSHE, RE)</li> <li>-showing interest in different ways of life (PSHE)</li> </ul>	<ul style="list-style-type: none"> <li>-talking about why things happen and how things work (S)</li> </ul>	<ul style="list-style-type: none"> <li>-showing interest in different occupations (PSHE)</li> </ul>	<ul style="list-style-type: none"> <li>-beginning to talk about features of our own environment and how they might differ to others (G)</li> </ul>	<ul style="list-style-type: none"> <li>-looking closely at similarities, differences and change in nature (S, G)</li> <li>-observing animals and plants, explaining why some things happen and talking about changes (S)</li> <li>-talking about past and present experiences in our own lives and the lives of</li> </ul>



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



	changes over time (S)					family members (H)
<b>The knowledge we will be learning is...</b>	<ul style="list-style-type: none"> <li>-the members of our wider family and other people who are special to us (PSHE)</li> <li>-knowing some of the things that make us unique and talking about some of the similarities and differences in relation to friends and family (PSHE)</li> <li>-in Autumn, the weather changes. It becomes colder and windier. The leaves change colour and fall from the trees.</li> </ul>	<ul style="list-style-type: none"> <li>-lots of people celebrate Bonfire Night. This is to remember a man named Guy Fawkes who lived many, many years ago (H)</li> <li>-lots of people wear poppies at this time of year. This is to remember the brave soldiers who fought in the wars a long time ago to keep us safe (H)</li> <li>-Diwali is a special festival for Hindu people. It is celebrated</li> </ul>	<ul style="list-style-type: none"> <li>-when it gets cold, water freezes and turns into ice.</li> <li>-how ice is different to water (S)</li> <li>-when it gets warmer, the ice melts and turns back into water (S)</li> <li>-Chinese people around the world celebrate Chinese New Year (also called Lunar New Year) (PSHE)</li> </ul>	<ul style="list-style-type: none"> <li>-in Spring, we can observe flowers such as daffodils, tulips, crocus and bluebells growing. The weather becomes warmer and it is a time for new life and new growth (S)</li> <li>-Pancake Day is a celebration that takes place at the start of Lent. Lent is the time before Easter. Many people choose to give something up during Lent (RE)</li> </ul>	<ul style="list-style-type: none"> <li>-the names of a wider variety of animals (S)</li> <li>-some key features of these animals</li> <li>-why some animals can live in one place but not in another (S, G)</li> <li>-how we can separate our rubbish to enable it to be recycled and reused (S)</li> <li>-the impact of waste on our environment (G)</li> <li>-the process of planting a seed</li> </ul>	<ul style="list-style-type: none"> <li>-the sequence of events that takes place during the metamorphosis of a caterpillar and a tadpole (S)</li> <li>-key vocabulary linked to this process (S)</li> <li>-the key features of a plant (S)</li> <li>-that some objects from the past are different to now (H)</li> <li>-a deeper understanding of how things change over time (H)</li> </ul>



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



	<p>We may observe conkers and acorns falling from trees. Animals such as squirrels may collect them to eat over winter. Some animals hibernate over Winter so they need to prepare (S)</p>	<p>with lights, fireworks, special food, rangoli patterns and spending time with family (RE; PSHE) -Hannukah is a special time for Jewish people. It is celebrated by the lighting of candles, called a Menorah, playing a game called 'Dreidel', eating fried foods and exchanging gifts with family (RE; PSHE) -the story of the first Christmas (RE) -Christmas traditions including songs,</p>		<p>-pancakes are made using flour, eggs and milk. People have lots of different toppings on them. We can observe how the batter changes as it is mixed and cooked (S) -Mother's day is a special day when we can say thank you to our mums (or mother figures) for all the special things they do for us. People give cards and presents (PSHE) -Easter is a special time for Christians. We remember that</p>	<p>and what the seed will need to grow successfully (S)  -Father's Day is a special day when we can say thank you to our dads (or father figures) for all they do for us. People give cards and presents (PSHE)</p>	
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## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



		decorations, special food, spending time with family. -special celebrations for ourselves and our families and celebrating Jesus' birthday (RE)		Jesus died and then came back again to go and live with God in Heaven. The cross is a special symbol of Easter (RE)		
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## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



### **Expressive Art and Design (links to Art -A, Music -M and D.T.)**

We provide plentiful opportunities for our children to develop their Expressive Art and Design skills. These opportunities are both planned for and guided by adults, as well as being freely available for children to explore during Continuous Provision time each day.

Whilst singing songs is a key part of our everyday routines, we have a list of key nursery rhymes for our Caterpillar children and a separate list for our Butterfly children (these can be found within the Literacy section of this document). Our aim is that our children will know these key nursery rhymes by the end of the year and be able to sing them independently. Nursery rhymes introduce new vocabulary to children, they help children recognise the sounds in words (such as rhymes and repetition), they allow children to understand the rhythm of speech and where words begin and end, and nursery rhymes with actions improve fine and gross motor skills. We will, of course, sing a range of other songs as well! (M)

We have a musical instrument area where children can explore the different sounds instruments can make and how they can affect those sounds (e.g. loud/quiet; fast/slow). As the children develop, and with support from practitioners, they will begin to have increased control over the sounds they create. The child will also be able to choose the instruments more specifically to match their purpose. (M)

We provide a variety of construction materials available where children can experiment with creating shapes, models and enclosures. As the children develop, and with support from practitioners, they will begin to make more complex constructions and develop their understanding about materials and strategies that are more or less successful for their purpose. (DT)

We provide opportunities within our creative areas and our messy room to explore with paint and colour to observe how colours can be combined and changed. As children develop, and with support from practitioners, children will be increasingly able to use colours for a purpose to create representations and include more detail in their creations. We expose the children to different techniques and media they can use to create and allow them to experiment, focusing on the process rather than the end product. (A)



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



Children will be encouraged to consider how a variety of music and art makes them feel and given the language to support them to express this. (M, A)

We provide regular opportunities to join in with movement songs and ring games. These allow the children to explore how they can move their body in different ways to express themselves, which supports their Physical Development. As the children develop, and through practise, their movements will become increasingly controlled and varied. (A)

We provide opportunities for imaginative play, for example, within small world play or within role play. Practitioners begin by playing alongside the children, offering suggestions to develop the play and modelling play ideas to support children to do this with increasing independence and begin to develop their own ideas and narratives.

You will note that many of the activities for Expressive Art and Design are the same for both N1 and N2. This is because the children can have the same experiences but interact with them differently and produce different outcomes based on their developing skills. The activities will also be adapted to meet and extend the needs of each child e.g. by the amount of modelling and support offered by a practitioner or the resources used - younger children may use larger resources, for example, chunky mark making equipment or spring-loaded scissors. There is always a variety of equipment available to meet the needs of all our children so they can access resources at the appropriate level. Practitioners will ensure that children are using the most appropriate resources for their stage of development.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><u>N1 Caterpillars (2-3 years)</u></b>  <b>The skills and knowledge we</b>	-joining in singing songs - beginning to learn our key nursery rhymes and songs, amongst others This is ongoing	-explores the sounds made by a variety of instruments e.g. bells, tambourine,	-beginning to experiment with controlling and playing sounds e.g. fast/slow, loud/quiet (M)	-beginning to understand that sounds can be made on objects other than musical instruments and	-beginning to describe sounds and music imaginatively e.g. scary/happy (A, PSHE)	-beginning to create more rhythmic sounds and movements (A, M) -to use natural ingredients such



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



<b>will be learning are...</b>	across the year (M) -participating in the whole school art project based on the 'Dot Project' story by Peter H. Reynolds to inspire all children to be an artist (A) -to draw a self-portrait on paper using triangular pencil and a choice of chunky felt tips. (This will be repeated termly so the progression can be observed) (A) -to begin to give meaning to and distinguish between the	drums, shakers (M) -listening to traditional Diwali music (M) -listening to traditional Hannukah music (M) -listening to a variety of Christmas music (M) -to create an Autumn picture using paint in Autumn colours, printing using fruit and vegetables to create different shapes and effects (A) -to create a firework picture by printing using	-listening and beginning to move along to dragon dance music (M) -create Chinese lanterns by making snips in coloured paper and folding and joining the paper (DT) -explores a variety of construction materials to create houses for the Three Little Pigs (DT) -draw a self-portrait as Autumn 1.	exploring with these sounds (M) -observational drawing of daffodils using oil pastels (A, S) -dyeing hard boiled eggs using natural ingredients such as beetroot or turmeric, exploring how the colours change (A, S) -beginning to explore mixing two colours together (A)	-moving in different ways to music, for example to represent different animals (A, PD) -to create animals masks by cutting, folding, joining and considering colours (A, DT) -draw a self-portrait as Autumn 1.	as blackberries, dandelions and grass that have been foraged to create 'paint' and playdough (A, S) -creating a butterfly picture using collage (A)
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## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



	marks we make (A) -to create an Autumn picture using paint in Autumn colours, printing using fruit and vegetables to create different shapes and effects (A)	a cut up tube on black card (A) -to create a Christmas card using finger/hand prints in paint (A)				
<b><u>N2 Butterflies (3-4 years)</u></b>  <b>The skills and knowledge we will be learning are...</b>	-joining in singing songs - beginning to learn our key nursery rhymes and songs, amongst others. This is ongoing across the year (M) -participating in the whole school art project based on the	-identifying and discriminating between the sounds made by different instruments (M) -listening to traditional Diwali music, attempting to identify instruments used (M)	-developing a growing understanding of how to create and use sounds intentionally (M) -listening and moving along to dragon dance music - going high and low, fast and slow (M, A)	-tapping out simple, repeated rhythms (M) -observational drawing of daffodils using oil pastels (A, S) -dyeing hard boiled eggs using natural ingredients such as beetroot or turmeric,	-develops ways to describe sounds and music imaginatively, discuss what the music makes us think of and attempts to create own music to represent different ideas or emotions (M, PSHE)	-applying our knowledge by playing ring games such as 'Pass the Rhythm' (M) -applying our knowledge by mirroring movements for other children to copy (A)



## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



	<p>'Dot Project' story by Peter H. Reynolds to inspire all children to be an artist (A)</p> <p>-to draw a self-portrait on paper using triangular pencil and a choice of felt tips. (This will be repeated termly so the progression can be observed) (A)</p> <p>-to begin to give meaning to and distinguish between the marks we make (A)</p> <p>-to create an Autumn tree picture using paint in Autumn</p>	<p>-listening to traditional Hannukah music, attempting to identify instruments used (M)</p> <p>-listening to a variety of Christmas music (M)</p> <p>-to create an Autumn picture using paint in Autumn colours, printing using fruit and vegetables to create different shapes and effects (A)</p> <p>-to create a firework picture by printing using a cut up tube on black card (A)</p>	<p>-create Chinese lanterns by making snips in coloured paper and folding and joining the paper (DT)</p> <p>-explores a variety of construction materials to create houses for the Three Little Pigs, evaluating which was more successful and why (DT)</p> <p>-draw a self-portrait as Autumn 1.</p>	<p>exploring how the colours change(A, S)</p> <p>-beginning to explore mixing two colours together (A)</p>	<p>-moving in different ways to music, for example to represent different animals (A, M)</p> <p>-to create animals masks by cutting, folding, joining and considering colours (DT)</p> <p>-draw a self-portrait as Autumn 1.</p>	<p>- exploring using natural ingredients such as blackberries, dandelions and grass that have been foraged to create 'paint' and playdough, looking carefully at the colours and how the end result has changed from the original product (A, S)</p> <p>-creating butterfly pictures using collage (A)</p>
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## Skills and Knowledge Boards for the Areas of Learning and Development (N1 and N2)



	colours, using cotton wool balls to create different effects and to develop fine motor skills (A)	-to create a Christmas card using finger/hand prints in paint (A) -exploring moving in a variety of ways including mirroring the actions of others (A)				
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