



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
		Heath's long term pla wledge are taken fron		d Development Mat				
	Progression from Nursery, to Reception, into Year 1 have been considered when planning overviews to ensure curriculum coverage to guarantee that each child thrives on their individual learning journey.							
Topic	All About Me	My family and friends	My community	Growing and New life	Traditional Tales	Animals and new beginnings		
Key Texts	Family and Me - Michaela Dias- Hayes	Room on the Broom – Julia Donaldson Kipper's toy box –	The Hospital Dog- Julia Donaldson and Sara Ogilvie	We're Going on a Bear Hunt – Michael Rosen	Little Red Riding Hood The Three Little	Giraffes Can't Dance- Julia Donaldson		
	Little Why – Jonny Lambert	Mick Inkpen Let's Celebrate	The Blue Balloon – Mick Inkpen	Superworm- Julia Donaldson	Pigs Goldilocks and	Tiddler – Julia Donaldson		
	Owl Babies - Martin Waddell	Diwali Little Owl and the	George's dragon goes to school – Claire Freedman	Errol's Garden – Gillian Hibbs	the Three Bears The Three Billy	Nothing – Mick Inkpen		
	My Shadow is purple – Scott Stuart	Star Tiger who came for Tea - Judith Kerr	and Russell Julian Zog – Julia Donaldson	Simon The Sock – Sue Hendra and Paul Linnet	Goats Gruff (Supporting Texts – Alternative versions)	Rain before Rainbows – Smriti Halls and David Litchfield		
	The Dot – Peter Reynolds	(Supporting Texts – Paper Dolls –Julia	Ruby's Chinese New Year – Vickie	The Lion Inside – Rachel Bright and Jim Field	,	A Little Bit Brave		
	Ruby's Worry – Tom Percival	Donaldson)	A Superhero Like You – Dr Ranj	How to Catch the Easter Bunny – Adam Wallace		(Supporting Texts - Topsy and Tim Star School, Starting		
	(Supporting Texts - Only One You, Big Feelings-Alexandra Penfold, Super Duper You)		(Supporting Texts - People who help us at school – Emeline Barrea, Going to the dentist for a check-up – Marion Cocklico, Peppa Pig goes to the Dentist)	and Andy Elkerton		School – Janet and Allan Ahlberg)		





Au	utumn 1 Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths Cocoob Cocoob Cocoob Recthooob the shoe Ch pu an the Be rer the arc far en Moboo toy ob ex fitt	 Beginning to notice numera Begins to say 	Shows awareness of shape similarities and differences between objects. Beginning to count on their fingers Explores how different things look from different viewpoints including things that are near or far away Explores differences in size, length, weight and capacity Beginning to understand some talk about immediate past and future Beginning to	 Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Begin to recognise numerals 0 to 10 Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond 	 Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Compares two groups of up to five objects in each group May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language and may 	 Compares two groups of up to five objects in each group May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language and may show fascination with large numbers Beginning to use understanding of number to solve practical problems in





 Is interested in what happens next using the pattern of every day routines Joins in with simple patterns in sounds, objects, games and stories dance and movement, Is interested in what happens home time. Joins in with simple showing patterns own spatial patterns own spatial patterns in show games and showing showing showing showing showing numbers showing numbers some or regularity or recognise numerals 0 to countin number adds to simple linear patterns of simple linear patterns of objects Separate 	_					
what happens next using the pattern of every day routines home time. Joins in with simple patterns in sounds, objects, games and stories dance and movement, what happens next using the pattern of every day routines home time. Joins in with simple showing showing some organisation or recognise each or regularity numerals 0 to simple linear patterns of simple linear patterns of objects with large numbers Begin to recognise each numerals 0 to subitises one, two and three one between one between the patterns of objects some organisation or regularity numerals 0 to simple linear patterns of objects Separate	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
what comes next next repeating items, e.g., stick, leaf (AB) or stick, leaf, stone (ABC) to recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond Explores using a range of their own marks and signs to which they ascribe repeating items, e.g., stick, leaf (AB) or stick, leaf (AB) or stick, leaf, stone (ABC) that the last number said represents the total counted so far (cardinal principle) Links numerals or four of in difference ways, beginning that the last number said represents the total counted so far (cardinal principle) Explores using a range of their own marks and signs to which they ascribe recognising that the last numbers said represents the sofar (cardinal principle) Explores using a range of their own marks and signs to which they ascribe		Is interested in what happens next using the pattern of every	mealtimes or home time. Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next	 Creates their own spatial patterns showing some organisation or regularity Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, 	show fascination with large numbers Begin to recognise numerals 0 to 10 Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond Explores using a range of their own marks and signs to which	play and meaningful activities Beginning to recognise that each counting number is one more than the one before Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Responds to the language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like Enjoys partitioning





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					mathematical meanings Responds to the language of position and direction Chooses items based on their shape which are appropriate for the child's purpose Responds to both informal language and common shape names	shapes to make new shapes with 2D and 3D shapes Attempts to create arches, and enclosures when building, using trial and improvement to select blocks In meaningful contexts, finds the longer or shorter, heavier or lighter and more or less of 2 items Recalls a sequence of events in everyday life and stories
Communication & Language	 Listens with interest to the noises adults make when they read stories 	 Shows interest in play with sounds, songs and rhymes. Single channelled attention; can shift 	 Shows interest in play with sounds, songs and rhymes. Start a conversation with 	Shows interest in play with sounds, songs and rhymes.	Shows interest in play with sounds, songs and rhymes.	• Shows interest in play with sounds, songs and rhymes.





Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Recognises 	to a different task if	an adult or a	• Start a	• Start a	• Be able to
and responds to	attention fully	friend and	conversation with	conversation with	express a point of
many familiar	obtained – using	continue it for	an adult or a	an adult or a	view and to
sounds, e.g.	child's name helps	many turns.	friend and	friend and	debate when
turning to a	focus.	 Use talk to 	continue it for	continue it for	they disagree
knock on the	 Start a 	organise	many turns.	many turns.	with an adult or a
door, looking at	conversation with	themselves and	 Use talk to 	 Use talk to 	friend, using
or going to the	an adult or a friend	their play: "Let's	organise	organise	words as well as
door.	and continue it for	go on a bus you	themselves and	themselves and	actions.
 Shows interest 	many turns.	sit there I'll be	their play: "Let's	their play: "Let's	 Use talk to
in play with	 Develop their 	the driver."	go on a bus	go on a bus you	organise
sounds, songs	communication,	 Use longer 	you sit there I'll	sit there I'll be	themselves and
and rhymes.	but may continue	sentences of four	be the driver."	the driver."	their play: "Let's
 Develop their 	to have problems	to six words.	 Use longer 	 Use longer 	go on a bus you
communication,	with irregular tenses	 Develop their 	sentences of four	sentences of four	sit there I'll be
but may	and plurals, such as	communication,	to six words.	to six words.	the driver."
continue to have	'runned' for 'ran',	but may continue	 Develop their 	 Develop their 	 Use longer
problems with	'swimmed' for	to have problems	pronunciation	pronunciation but	sentences of four
irregular tenses	'swam'.	with irregular	but may have	may have	to six words.
and plurals, such	 Know many 	tenses and plurals,	problems saying:	problems saying: -	 Develop their
as 'runned' for	rhymes, be able to	such as 'runned'	- some sounds: r,	some sounds: r, j,	pronunciation but
'ran', 'swimmed'	talk about familiar	for 'ran',	j, th, ch, and sh -	th, ch, and sh -	may have
for 'swam'.	books, and be able	'swimmed' for	multisyllabic	multisyllabic	problems saying: -
	to tell a long story.	'swam'.	words such as	words such as	some sounds: r, j,
	 Understand a 	 Know many 	'pterodactyl',	'pterodactyl',	th, ch, and sh -
	question or	rhymes, be able to	'planetarium' or	'planetarium' or	multisyllabic
	instruction that has	talk about familiar	'hippopotamus'.	'hippopotamus'.	words such as
	two parts, such as	books, and be	 Know many 	 Know many 	'pterodactyl',
	"Get your coat and	able to tell a long	rhymes, be able	rhymes, be able	'planetarium' or
	wait at the door"	story.	to talk about	to talk about	'hippopotamus'.
		 Sing a large 	familiar books,	familiar books,	• Know many
		repertoire of	and be able to	and be able to	rhymes, be able
		songs.	tell a long story.	tell a long story.	to talk about
		 Understand a 			familiar books,
		question or			





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			instruction that has two parts, such as "Get your coat and wait at the door"	 Sing a large repertoire of songs. Understand 'why' questions, like: "Why do you think the caterpillar got so fat? 	 Sing a large repertoire of songs. Understand 'why' questions, like: "Why do you think the caterpillar got so fat? 	and be able to tell a long story. • Sing a large repertoire of songs. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?
Physical Development	 Use one-handed tools and equipment, for example, making snips in paper with scissors. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Use large-muscle movements to wave flags and streamers, paint and make marks. climbs up and down stairs by placing both feet on each step while holding a 	 Use one-handed tools and equipment, for example, making snips in paper with scissors. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Use large-muscle movements to wave flags and streamers, paint and make marks. climbs up and down stairs by placing both feet on each step while holding a handrail for support. Match their developing 	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. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills climbs up and down stairs by placing both feet on each step while holding a handrail for support.	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. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Skip, hop, stand on one leg and hold a pose for a game like musical statues.	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. 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 Be increasingly independent as	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. 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 Be increasingly independent as





handrail for support. • Match their developing handrail for physical skills to tasks and activities in the setting. For example, they wave floor	muscle and undressed, for example, sand wave flags and putting coats on putting coats on
to crawl, walk or run across a plank, depending on its length and width. • develops an awareness of bowel and bladder urges and starts to communicate need. to crawl, walk or run across a out their own plan. For example, choosing a spade to enlarge a small hole they dug with a dependence of the plants of the	and make marks. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm Is a spade a small activities in the setting. For a spade a a small activities in trol and ad to eleds in the right and to eleds e a sim all activities and activities in the introl and ad to eleds e a time. Increasingly able to use and remember sequences and patterns of movements to wave flags and streamers, paint and make marks. I loreasingly and hold a pose for a game like musical statues. I use large-muscle movements to wave flags and streamers, paint and make marks. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm I make marks. I plank, able to use and on one leg and hold a pose for a game like musical statues. I use large-muscle movements to wave flags and streamers, paint and make marks. I ncreasingly able to use and remember sequences and patterns of movements which are related to music and rhythm I movements wave flags and streamers, paint and make marks. I ncreasingly able to use and remember sequences and patterns of movements which are related to music and rhythm I movements to wave flags and streamers, paint and make marks. I ncreasingly able to use and remember sequences and patterns of movements which are related to music and rhythm I movements to wave flags and streamers, paint and make marks. I ncreasingly able to use and remember sequences and patterns of movements which are related to music and rhythm I movements to wave flags and streamers, paint and make marks. I ncreasingly able to use and remember sequences and patterns of movements which are related to music and rhythm I movements to wave flags and streamers, paint and make marks. I ncreasingly able to use and remember sequences and patterns of movements which are related to move





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				a small hole they dug with a trowel. •Gains more bladder and bowel control and can attend to toileting needs most of the time themselves.	run across a plank, depending on its length and width. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • Gains more bladder and bowel control and can attend to toileting needs most of the time themselves.	run across a plank, depending on its length and width. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • Gains more bladder and bowel control and can attend to toileting needs most of the time themselves.
PSED	 Builds relationships with special people but may show anxiety in the presence of strangers. Is becoming more able to separate from their close carers and explore new situations with support and encouragement 	Builds relationships with special people but may show anxiety in the presence of strangers. Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult	Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it Shows empathy and concern for people who are special to them by partially matching	• Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially	Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it Shows empathy and concern for people who are special to them by partially	Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it Shows empathy and concern for people who are special to them by partially





Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
from another	 Shows empathy 	others' feelings	matching others'	matching others'	matching others'
familiar adult	and concern for	with their own,	feelings with their	feelings with their	feelings with their
 Knows their 	people who are	e.g. may offer a	own, e.g. may	own, e.g. may	own, e.g. may
own name, their	special to them by	child a toy they	offer a child a toy	offer a child a toy	offer a child a toy
preferences and	partially matching	know they like	they know they	they know they	they know they
interests and is	others' feelings with	 Is gradually 	like	like	like
becoming aware	their own, e.g. may	learning that	 Seeks out 	 Seeks out others 	 Seeks out others
of their unique	offer a child a toy	actions have	others to share	to share	to share
abilities	they know they like	consequences but	experiences with	experiences with	experiences with
 Seeks comfort 		not always the	and may choose	and may choose	and may choose
from familiar	 Knows their own 	consequences the	to play with a	to play with a	to play with a
adults when	name, their	child hopes for	familiar friend or	familiar friend or a	familiar friend or a
needed and	preferences and	 Shows a sense of 	a child who has	child who has	child who has
distracts	interests and is	autonomy through	similar interest	similar interest	similar interest
themselves with	becoming aware	asserting their	 Experiments 	 Experiments 	 Experiments
a comfort object	of their unique	ideas and	with their own	with their own	with their own
when upset	abilities	preferences and	and other	and other	and other
 Can feel 	 Shows a sense of 	making choices	people's views of	people's views of	people's views of
overwhelmed by	autonomy through	and decisions	who they are	who they are	who they are
intense emotions,	asserting their ideas	 Participates 	through their	through their	through their play,
resulting in an	and preferences	more in collective	play, through	play, through	through trying out
emotional	and making	cooperation as	trying out	trying out	different
collapse when	choices and	their experience	different	different	behaviours, and
frightened,	decisions	of routines and	behaviours, and	behaviours, and	the way they talk
frustrated, angry,	 Seeks comfort 	understanding of	the way they talk	the way they talk	about themselves
anxious or	from familiar adults	some boundaries	about	about themselves	Is gradually
overstimulated	when needed and	grows	themselves	 Is gradually 	learning that
	distracts themselves	 May recognise 	 Is gradually 	learning that	actions have
	with a comfort	that some actions	learning that	actions have	consequences
	object when upset	can hurt or harm	actions have	consequences	but not always
	Participates more	others and begins	consequences	but not always	the
	in collective	to stop themselves	but not always	the	consequences
	cooperation as	from doing	the	consequences	the child hopes
	their experience of	something they	consequences	the child hopes	for
	routines and	should not do, in		for	





Autumn 1	1 Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Automin	understanding of	favourable	the child hopes	Shows a sense	• Shows a sense
	some boundaries	conditions	for	of autonomy	of autonomy
	grows	• Responds to the	Shows a sense	through asserting	through asserting
	• Can feel	feelings of others,	of autonomy	their ideas and	their ideas and
	overwhelmed by	showing concern	through asserting	preferences and	preferences and
	intense emotions,	and offering	their ideas and	making choices	making choices
	resulting in an	comfort	preferences and	and decisions	and decisions
	emotional collapse	Is becoming	making choices	Participates	Participates
	when frightened,	able to think	and decisions	more in collective	more in collective
	frustrated, angry,	about their	Participates	cooperation as	cooperation as
	anxious or	feelings as their	more in	their experience	their experience
	overstimulated	brain starts to	collective	of routines and	of routines and
	o voisiii rioiatoa	develop the	cooperation as	understanding of	understanding of
		connections that	their experience	some boundaries	some boundaries
		help them	of routines and	grows	grows
		manage their	understanding of	May recognise	May recognise
		emotions	some boundaries	that some actions	that some actions
			grows	can hurt or harm	can hurt or harm
			May recognise	others and begins	others and begins
			that some	to stop	to stop
			actions can hurt	themselves from	themselves from
			or harm others	doing something	doing something
			and begins to	they should not	they should not
			stop themselves	do, in favourable	do, in favourable
			from doing	conditions	conditions
			something they	Responds to the	Responds to the
			should not do, in	feelings of others,	feelings of others,
			favourable	showing concern	showing concern
			conditions	and offering	and offering
			 Responds to 	comfort	comfort
			the feelings of	 Is becoming 	• Is becoming
			others, showing	able to think	able to think
			concern and	about their	about their
			offering comfort	feelings as their	feelings as their
				brain starts to	brain starts to





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Addini	Automit	Spillig 1	• Is becoming able to think about their feelings as their brain starts to develop the connections that help them	develop the connections that help them manage their emotions	develop the connections that help them manage their emotions
				manage their emotions		
Literacy	Reading	Reading	<u>Reading</u>	Reading	Reading	Reading
	 Understand print has meaning Writing Distinguishes between the different marks that they make 	Understand print has meaning & print can have different purposes Develop their phonological awareness so that they can count or clap syllables in a word	Understand print has meaning & print can have different purposes Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word	• Understand print has meaning, print can have different purposes & we read English text from left to right and from top to bottom learning new vocabulary.	• Understand print has meaning, print can have different purposes & we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: -	• 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
		Writing	Writing		spot and suggest rhymes - count or	sequencing • Develop their
		Distinguishes	**************************************	Writing	clap syllables in a	phonological
		between the	•Enjoys drawing or		word - recognise	awareness, so
		different marks that they make	writing on paper, on screen and on	Use some of their print and	words with the same initial	that they can: - spot and suggest
		•Enjoys drawing or	different textures,	letter knowledge	sound, such as	rhymes - count or
		writing on paper,	such as in sand or	in their early	money and	clap syllables in a
		on screen and on	playdough and	writing. For	mother	word - recognise
		different textures,	through using	example: writing		words with the





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Automn	such as in sand or playdough and through using touch-screen technology	touch-screen technology •Sometimes gives meaning to their drawings and paintings	a pretend shopping list that starts at the top of the page • Write some or all of their name. • Starts to make up stories in response to experiences.	• Engage in extended conversations about stories, learning new vocabulary. Writing • 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; writing 'm' for mummy. • Starts to make up stories in response to experiences.	same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. Writing • 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; writing 'm' for mummy. • Starts to make up stories in response to experiences. • Write some or all
Phonics	We follow the RWIr	l nc scheme children wi				of their name. s) and will move on
		to p	hase 2 in Summer ter	m if children are rea	dy.	





Understanding the world

- Recognising signs of autumn
- •Have an awareness of Diwali

People and communities

Has a sense of own immediate family and relations and pets

• Be able to talk about themselves

The World

Can talk about some of the things they have observed such as plants, animals, natural and found objects

• Enjoys playing with small world reconstructions, building on first-hand experiences

- Recognising the changes throughout the autumn season.
- Discussion about nocturnal animals/hibernation
- Have an awareness of Guy Fawkes,
 Remembrance,
 Christmas and how

we celebrate

• Has a sense of own immediate family and relations and pets

<u>People and</u> communities

Learns that they have similarities and differences that connect them to, and distinguish them from, others

The World

Notices detailed features of objects in their environment

- Recognise signs of winter
- •Have an awareness of Lunar New Year
- •Know how we celebrate Shrove Tuesday, have an awareness of why
- •Learning about the school community branching out to the wider local community
- •People who help us
- Acts of kindness/friendship (Valentines)

People and communities

Shows interest in the lives of people who are familiar to them • Enjoys joining in

with family customs and routines Shows interest in different occupations and ways of life indoors and outdoors

- Recognising signs of spring
- •Observing some life cycles
- •Have an awareness of how we celebrate Easter
- •Knowing how to care for the environment (linking to farms)

People and communities

Remembers and talks about significant events in their own experience

 Recognises and describes special times or events for family or friends

The World

Shows care and concern for living things and the environment

- •Recognising signs of summer
- Notice and can talk about buildings and structures

<u>People and</u> communities

• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

The World

Developing an understanding of growth, decay and changes over time

- •Reflecting on their time at nursery
- Looking forward to their next stepsExploring
- •Exploring different environments (beach)

People and communities

• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

The World

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world





		The World Shows care and		
		concern for living		
		things and the		
		environment		
		Begin to		
		understand the		
		effect their		
		behaviour can		
		have on the		
		environment		





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive arts and design	 Self portraits Printing with leaves, leaf rubbing. 	•Family portraits •Painting with nature sticks, evergreens •Firework pictures •Christmas cards	•Making cards/pictures for a friend or someone in the community	•Nature art and provocation art. Using nature to make art, vases flowers, pictures to inspire.	•Exploring shape, printing shapes. Creating structures with shape	Beach pictures using sand, shells Compare art from start of nursery – end of nursery (Repeat self-portrait)