

Cotmanhay Infant and Nursery School

AUTUMN 1 KEY SKILLS

TOPIC:	CUBS	BEARS	RECEPTION
	The Fair Nursery Rhymes	All About Me /Traditional Tales	Fairy Tales
ART	Hold a brush in one hand, hold paper still with hand. Don't eat or lick the paint – put it on the paper.	Painting – poster paints –dip and wipe –exploring space – covering paper- adult support Printing – dip, press and lift – adult support Begin to say what their drawing is – drawing a head, arms, body legs.	Paints and draws a simple representation of a person with head, body, arms and legs with more detail –independently. Talk in sentences about their work, what they've used and what it is. Using painting and printing techniques using tools more independently and appropriately. Use dough or clay to make a simple figure. Use clay to make a Diva lamp.
DT	Hold hammer – bang it. Explore using squeezey scissors and scoop scissors – open and close action with fingers. Hold glue – put it on the paper. Explore PVA glue using senses. Ripping paper. Move glue stick from pot to paper. Place hoops on rods. Bean bags in hoops.	Using scissors to cut in a line moving forward with adult support-guidance and support to use one hand. Joining techniques –Glue/tape with adult support. Stir and mix with a spoon. Explore construction – guidance to construct with a purpose.	Purposefully select resources, tools, equipment, safely. Use sellotape, masking tape and glue to join and connect junk modelling resources together. Be able to pull tape to correct length and cut it independently. Use hole punches and fold card more independently. Mix ingredients using spoons and scoops, use food cutters appropriately.
MUSIC	Listen to nursery rhymes Explore instruments – hold/grip it appropriately Shake, bang and stop. Repeat sounds, noises, actions – know how to copy.	Sings a few familiar songs, explores musical instruments – drum, shaker, bells, tambourine, xylophone. Listen and follow simple instructions – STOP.	Learn new songs related number and literacy themes to support learning. Play percussion instruments -exploring pitch, tempo and rhythm. Stop. Copy a simple pattern of music. Sing several nursery rhymes independently.
P.D.	Balancing holding adults hand on large low equipment. Developing special awareness to move AROUND objects carefully. Holds hands to bend down to pick items up and swing foot to kick a ball. Adult support to let go of a ball to throw it. Jumps – holding hands –feet side by side. MH- up and down movements with mark making tools.	Developing spatial awareness. Begin to understanding safety rules in PE. Listen to and follow instructions – to STOP. Balance without falling on stepping stones and on one foot. Be able to move bodies to music. Squatting confidently. Jumps -two feet to two feet. Kicks a ball. Throwing and catching a large ball with two hands. MH- zig zags and up and over arches, loops and across -movements using ribbons, pastels, whiteboard pens.	Expressive dance – responding to the rhythm of the music. Moves freely in a range of different ways; jump, hop and begin to skip. Begin to understand why exercise is important and what might happen if we don't exercise. Say 'hot' 'tired' MH- copy: zig zags, arches, loops, re trace vertical lines, anti clock wise movements more independently.
COMPUTING	Look at lights on electric toys, make noises, Copy an adult by pressing a button down.	Explore interactive toys and desktop computers – adult support –hand over hand to use the mouse to click and select programs and tools. Switch electrical toys on and off with adult support.	Completes simple program or game independently. Begin to be aware that information can be gained from a computer, ICT equipment. Use programmable toys/ bee bots with less support in correct direction. Know how to move forward and backwards. Explore using number, writing, drawing and story making programs on the Ipad. Know how to switch on and off.
SCIENCE	Exploring objects with their senses – mouthing objects – repetive actions. Banging objects together. Begin to be aware that two parts go together – trains- bricks. Imitate an adult exploring small world imaginative play.	Talk about the changes in weather and seasons – say 'hot/ cold'. Begins to recognise changes that occur to objects when mixed, heated or cooled – with support – repeat 'hard/soft' Harvest – discuss healthy choices relating to vegetables. Sorting – say how vegetables are the same and different - begin to be aware of similarities and differences.	Changes – describe how ingredients change as they are cooled or cooked. Vocabulary: rough, smooth, runny, lumpy, powdery, dry, wet. Sorting materials, say how they are the same and different - be aware of similarities and differences. Investigate best material to make a house for the pigs. Vocabulary: hard, strong, soft,weak.
HISTORY	Show awareness of familiar people.	Recount an event form their past – in the holidays, at home, at the weekend. Begin to talk in the first person.	Talk about how they have changed since they were a baby. Vocabulary: change, grown, baby, child, adult Talk about their family. Sequence pictures from baby, child, adult, elderly.
GEOGRAPHY	Exploring 'inside' and 'outside' and the nursery environment. Enjoy looking at picture books related to transport environment.	Recount a journey to school. Talk about the local fair. Explore small world play.	Become familiar with school, know where the office, play ground, hall, toilets are. Name places and talk about their favourite place – what do they like/ don't like in school. Discuss and name 'People who help us'
PSED	Being able to adapt to their new environment Understand not to throw, tip, empty all resources. Moving from one area to another – with adult support to explore areas. Leaving carer with lots of support.	Wait and take turns Become familiar with new nursery routines – with support. Accepts new boundaries, rules and routines. Adapts to new environment and forms relationships with staff.	Jigsaw – Changing Me Talk about feelings related to starting school. Talk about what they liked, didn't like. Talk about aspirations for the future, say what they'd like to be when they grow up.
RE	Have an awareness of their family and begin to name them.	Begin to recognise special times and events for them and their family – 'birthday' All about me – talk about who is in their family – pets. Harvest –begin to be aware -helping and caring for others.	Special people-chn say which people are special and why Identify qualities of being a good friend. British values – respect and tolerance.

Cotmanhay Infant and Nursery School

AUTUMN 2 KEY SKILLS

TOPIC:	CUBS	BEARS	RECEPTION
	Bonfire Night All about me Christmas	CELEBRATIONS AND FAVOURITE STORIES	Witches- Spooky House Xmas
ART	Paint – large brushes- big paper –mix paints and cover whole page with paint. Draw – explore crayons, chalks, pastels, pens –mark make –up down and round Print – pick up , lift, move and stamp – not slide	Begin to form simple representations of people and animals. Begin to say what their drawing is. More purposeful collages using PVA to carefully dip and wipe. Less support. Print – repeated images – be able to lift and press without sliding.	Paints and draws a simple representation of a person with head, body, arms and legs with more detail –independently. Talk in sentences about their work, what they've used and what it is. Using painting and printing techniques using tools more independently and appropriately. Use dough or clay to make a simple figure.
DT	Use plastic scoop scissors, big tweezers – squeeze- open and close. Begin to realise glue joins-sticks, hold things together. PVA glue – scoop it, lift and spread from pot to paper. Use big peg boards. Printing to make Christmas cards/ calendars.	Use normal scissors to cut out a simple shape more accurately and safely. Use a spoon and spade to scoop. Choose appropriate resources for a purpose. Use junk modelling to glue pieces together. Using hole punches – purposefully. Join using masking tape and sellotape. Printing technique to make Christmas cards/ calendars.	Purposefully select resources, tools, equipment, safely. Use sellotape, masking tape and glue to join and connect junk modelling resources together. Be able to pull tape to correct length and cut it independently. Use hole punches and fold card more independently. Making jelly/ toast – use a knife to spread. Printing/ folding technique to make Christmas cards/ calendars.
MUSIC	Join in actions, join in with repeating sounds – intonation. Explore loud and quiet sounds with drums, shakers, tambourine.	Join in with new songs – Christmas songs. Perform new songs to parents. Use musical instruments – drum, shaker, bells, tambourine, xylophone. Stop straight away. Begin to tap and shake to a beat/ rhythm.	Learn new songs related number and literacy themes to support learning. Play percussion instruments -exploring pitch, tempo and rhythm. Stop. Copy a simple pattern of music. Sing several nursery rhymes independently. Sing nativity songs and perform nativity to parents and KS1. Use musical instruments – drum, shaker, bells, tambourine and play to the rhythm.
P.D.	Balancing- holding adults hands on balance blocks. Moving more freely, forwards and backwards, swaying. Bending down using furniture to pull themselves up. Jumps – holding hands – one foot to two feet. Holds hands to swing foot to kick a ball. Throwing a ball or bean bag in any direction. MH- up and down movements and guidance to make circles with mark making tools.	Understanding safety rules in PE (Gymnastics focus). Listen to and follow instructions – to STOP. Balance without falling on stepping stones and on one foot. Be able to move bodies to music. Squatting confidently. Jumps -two foot to two feet. Kicks a ball. Throwing and catching a large ball with two hands. Be able to use their bodies to create different shapes. MH- zig zags and up and over arches, loops and across -movements more independently.	Gymnastics – jumps off apparatus more confidently and lands appropriately, bending knees and putting hands out in front. Balances and moves in different ways on apparatus. Begin to understand why exercise is important and what might happen if we don't exercise. Describe how their body changes during exercise. MH- copy: zig zags, arches, loops, re trace vertical lines, anti clock wise movements independently. Write the majority of letters so they are recognisable.
COMPUTING	Showing more of an interest in ICT toys. Being able to press buttons down more purposefully. Care for toys more appropriately.	Begin to name key parts of the computer –mouse, monitor, keyboard. Use the remote control cars more appropriately, switch on and off with less support.	Ipad -Use number, writing, drawing and story making programs on more purposefully . Know how to switch on and off, close programs and adjust the volume. Completes simple program and knows how to save work. Can print work with adult support. Begin to be aware that information can be gained from a computer, ICT equipment. Use programmable toys/ bee bots with less support in correct direction. Know how to move forward and backwards and direct to a place.
SCIENCE	Exploring objects with their senses –Banging objects together. Put two parts together – trains- bricks. Putting objects back in the correct place. Begin to know what to do with small world imaginative play.	Mix and make salt dough- begins to describe the changes when heated. With modelling, uses the vocabulary – hard, soft, sparkly, shiny. Sorting- Sorting – say how items/materials are the same and different - begin to be aware of similarities and differences.	Sorting materials, say how they are the same and different - be aware of similarities and differences. Predict and explore which materials float and sink – say why. Investigate best material to make a strong broom. Vocabulary: hard, soft, sparkly, shiny, wood, metal, plastic, glass, material, smooth, rough, bumpy.
HISTORY	Respond to a photo – say 'mum' may name a family member.	Recognise differences between adults and children. Begin to talk in the first person.	Talk about past events in their own and families lives. Christmas story – talk about the past, 'along long time ago' – refer to time line. Say how peoples clothes were different to today.
GEOGRAPHY	Knowing the difference of 'inside' and 'outside' Enjoy looking at picture books related to transport environment.	Aware of their local environment, can name local amenities, shop, Tesco, home, doctors.	Talk about weather and changes in the season. Vocabulary: winter, season, spring, summer, autumn. Walk to the post office, elderly peoples home – say what they liked and didn't like.
PSED	Jigsaw – Celebrating Differences Being able to adapt to their new environment Understand not to throw, tip, empty all resources. Moving from one area to another – with adult support to explore areas.	Jigsaw – Celebrating Differences Form relationships with peers. Selects activities and resources more independently.	Jigsaw – Celebrating Differences. Talk about: what they are good at, families, friends- how are we similar and different, their home, what we like, how to care for elderly. Anti-Bullying
RE	Listen to the Christmas story and begin to talk about their experience of Christmas.	Recognise special times times and events for them and their family – 'Christmas, Divali' Be aware of the Christmas Story – 'Mary, Joseph, baby' with support	Special stories – children say what stories are special and why. Recognise special times and events for them and their family – 'Christmas, Diwali' .Re tell the Christmas Story – ' Mary, Joseph, baby, Bethlehem, shepherd, donkey'.

Cotmanhay Infant and Nursery School SPRING 3 KEY SKILLS

TOPIC:	CUBS	BEARS	RECEPTION
	Winter Mini beasts Dinosaurs and Farm Animals	FOOD	Pirates
ART	Explore using large brushes, poster paints, mixing colours. Use water colours – dip brush in water then in paint –press and turn brush. Draw – small movements-copy-round and round, lines, up and down. Print – down, up and lift with larger resources.	Using colours more appropriately with adult reminders to select correct colour. Print with fruit and vegetables– repeated images – be able to lift and press without sliding – begin to talk about shapes and colours. Drawing a figure with circular head – arms, legs, eyes, nose mouth. Say what their drawing is.	Talk in sentences about their work, what they've used and what it is. Mix colours- make shades and tints, adding black and white. Use clay to join pieces using a slip making a figure. Vocabulary: .lighter, darker, thicker, thinner. Create a 2-3 piece printed pattern. Explore different textures using different brushes.
DT	Introduce plastic squeezey scissors Wooden hammers and pegs Big tweezers. Glue to join items more purposefully.	Using one handed tools and equipment safely –chopping fruit and vegetables using a knife with adult support to apply pressure. Explore folding paper with adult support to apply pressure to the fold. Use normal scissors to cut out a simple shape more accurately and safely and use hole punches more independently.	Design a flag, ship – label parts. Make boats using different joining techniques. Use tape independently and make correct choices. Make door flaps and folded steps-folded dragons. Vocabulary: pattern, weak, strong, fold, flap. Mix ingredients using spoons and scoops, use food cutters appropriately.
MUSIC	Introduce loud and quiet More independent actions to play instruments. Choose a nursery rhyme from bag – join in with sounds, some words, actions	Begin to show awareness of tempo, fast and slow. Discriminates sounds of instruments drum, shaker, bells, tambourine, xylophone. Sing nursery rhymes and food songs.	Learn new songs related number and literacy themes to support learning. Play percussion instruments -exploring pitch, tempo and rhythm. Stop. Make up a simple pattern of music. Sing several nursery rhymes independently.. Use musical instruments – drum, shaker, bells, tambourine and play to the rhythm.
P.D.	Balancing- holding adults hands on balance blocks. Moving more freely, forwards and backwards, swaying. Bending down using one adult hand to stand back up . Jumps – holding hands – one foot to two feet. Less support needed to swing foot to kick a ball. Throwing a ball or bean bag forward. MH- circles, arches and side to side movements.	PE (Dance focus). Listen to and follow instructions – to STOP. Express themselves using movement and dance in response to music. Be able to move forwards, backwards, high and low. Begin to understand why exercise is important and what might happen if we don't exercise. Balancing on one foot with less support. Squatting confidently. Jumps -two foot to two feet. Kicks a ball in a direction. Throwing and catching a smaller ball with two hands. MH- trace and begin to copy: zig zags, up and over arches, loops and across more independently.	Understand why exercise is important and what might happen if we don't exercise. Describe how their body changes during exercise. MH-.Write the majority of letters correctly with a little encouragement. Travel and balance with control when holding stretched or curled shapes. To show an awareness of contrasts in level To link two movements together. Travel and balance with control when holding stretched or curled shapes
COMPUTING	Showing more of an interest in ICT toys. Being able to press buttons down more purposefully. Care for toys more appropriately. Introduced to friction toys. Being more aware that a toy is switched on. Show an interest in Ipad. Copy model from adult to use Touch Board appropriately – learning to care for it gently.	Use a mouse to click on an icon on a desk top computer. Begin to be aware of e safety – say 'switch it off' 'give it to a grown up' Select programs on the Smart Board, select tools to create pictures on painting programs. Know how to care for computing equipment. Use programmable toys/ bee bots with less support in correct direction.	Ipad -Use number, writing, drawing and story making programs on more purposefully . Know how to switch on and off, close programs and adjust the volume. Completes simple program and knows how to save work. Can print work with adult support. Begin to be aware that information can be gained from a computer, ICT equipment. Use programmable toys/ bee bots with less support in correct direction. Know how to move forward and backwards and direct to a place.
SCIENCE	Exploring objects with their senses –begin to know the different textures – explore soft and hard. Things are different. Put two parts together – trains- bricks. Putting objects back in the correct place. Begin to play more appropriately with small world imaginative play.	Identify which foods are healthy. Name basic fruit and vegetables. Be able to sort healthy and un healthy food with support. Say 'healthy' 'good for me'. Understand lots of sugar and fat are bad for us. Sorting – say how fruit and vegetables are the same and different - begin to be aware of similarities and differences.	Sorting materials, say how they are the same and different - be aware of similarities and differences. Predict and explore which materials float and sink – say why. Investigate best material to make a strong boat/ship. Vocabulary: hard, soft, sparkly, shiny, wood, metal, plastic, glass, material, smooth, rough, bumpy.
HISTORY	Being able to understand who is in their family – begin to say names – siblings Begin to build relationships with their peers.	Recounts events confidently for them and their families – talk about what they did at Christmas.	Talk about past events in their own and families lives.Pirates– talk about the past, 'along long time ago' – refer to time line. Say how peoples lives were different on the ships a long time ago. Order ships from new to old.
GEOGRAPHY	Enjoy looking at picture books related to transport environment – begin to name key features from books – tree, car, road, name animals. Name Tesco, McDonalds, Doctors.	Begin to understand and talk about where food comes from, say 'garden, ground, mud, soil' Recalls visiting a shop from previous experience.	Walk to the canal, name key features of the environment: canal, bridge, round about, zebra crossing. Say what they liked/disliked and why. Draw maps of walk. Talk about people in the community that help- 'dust bin men, doctors, fire fighters'.
PSED	Jigsaw – Dreams and Goals Begin to be aware of others around them Understand that not all things are theirs. Sharing with lots of support and modelling from an adult. Begin to be more aware of rules and boundaries.	Jigsaw – Dreams and Goals Show care and concern for others – 'kind, help, happy, sad' Welcomes and values praise	Jigsaw – Dreams and Goals, Motivation, talk about how they achieve their goals. Say what they'd like to do when they grow up.
RE	Celebrates Chinese New Year- vocabulary – 'Chinese, dragon, chop sticks'	Begin to recognise special times and events for them and their family – 'birthdays, weddings' Begins to understand we celebrate different things – sensitive to other cultures. Celebrates Chinese New Year- vocabulary – 'Chinese, dragon, chop sticks'	Special Places – say what places are special and why? Understand that we celebrate different things – sensitive to other cultures. Celebrates Chinese New Year- vocabulary – 'Chinese, dragon, chop sticks, fan, new life, celebration' Discuss how people eat different food from around the world.

Cotmanhay Infant and Nursery School

SPRING 4 KEY SKILLS

TOPIC:	CUBS	BEARS	RECEPTION
	People Who help us Transport	Farm and New Life	Bears- dark woods
ART	More purposefully paint making marks using poster and water colour paint. Draw – smaller zig zags Print – pick up and place more purposefully using smaller objects.	Observational drawings and paintings of animals, chicks – paying more attention to detail – body, head, legs with less reminders. Use dough or clay to make a simple figure with support. Choose appropriate colours matched to animals with less reminders. Explore mixing colours with scooping and mixing. Talk about their work and choices in sentences.	Continue to mix colours – make brown and different shades and tints of brown. Observational drawings of bears – explore different shading techniques – look at artists work for inspiration.. Clay models of bears – be able to join parts making a slip. Vocabulary: clay, join, lighter, darker. Begin to evaluate work and say what they might improve/ change.
DT	Use squeazy scissors Threading using large thread, laces in pasta and cotton reels. Make Easter/ Mothers Day cards.	Folding paper with less adult support to apply pressure to the fold- make Easter /Mothers Day cards. Use normal scissors to cut out a curved shape more accurately along a line. Use hole punches more purposefully. Make biscuits – mix ingredients, roll, use cutters without sliding.	Threading through hole punched holes. Folding paper with less adult support to apply pressure to the fold- make Easter/ Mothers Day cards. Use split pins, folding and flaps. Mix ingredients using spoons and scoops, use food cutters appropriately. Use tape to join and connect junk modelling. Make bug boxes.
MUSIC	Explore loud, quiet sounds. Be able to Stop – can begin to discriminate between sounds – drum, shaker, tambourine.	Show awareness of tempo and pitch. Say: ‘fast,slow, loud, quiet’. More confidently names instruments. Discriminates sounds of instruments drum, shaker, bells, tambourine, xylophone more confidently. Sing nursery rhymes and animal songs.	Learn new songs related number and literacy themes to support learning. Play percussion instruments -exploring pitch, tempo and rhythm. Stop. Make up a simple pattern of music independently. Sing several songs and nursery rhymes independently. Use musical instruments – drum, shaker, bells, tambourine and play to the rhythm.
P.D.	Balancing- holding one adults hand on balance blocks. Moving to music – clapping, copy actions. Bending down using one adult hand to stand back up . Jumps –less support -one foot to two feet. Less support needed to swing foot to kick a ball. Throwing a ball or bean bag forward. Catching with two hands – support needed. MH- zig zags and up and over arches -movements.	Parachute games, use equipment safely, listen well. Begins to be aware of exercise on their body and begin to understand why exercise is important and what might happen if we don't exercise. Say ‘hot’ ‘tired’ MH- trace and begin to copy: zig zags, up and over arches, loops and across more independently.	Understand why exercise is important and what might happen if we don't exercise. Say all the different ways to keep healthy: wash, drink water, eat healthy food, sleep, clean teeth. Describe how their body changes during exercise. MH-.Write the majority of letters correctly more independently. To change speed, rhythm, level and direction of their movements. Carry, steer, dribble and send a ball with confidence and control. Follow the rules of a game or activity, share space and equipment safely with others.
COMPUTING	Showing more of an interest in ICT toys. Care for toys more appropriately.. Being more aware that a toy is switched on and asked Show an interest in Ipad. Copy model from adult to use Touch Board appropriately	Use the mouse to click, drag and drop icons/ images. Vocabulary related to e safety: ‘switch it off, give it to an adult’Select programs on the Smart Board, select tools to create pictures on painting programs. Know how to care for computing equipment. Use programmable toys/ bee bots with less support in correct direction. Know how to move forward and backwards.	Ipad -Use number, writing, drawing and story making programs on more purposefully . Know how to switch on and off, close programs and adjust the volume. Completes simple program and knows how to save work. Can print work with adult support. Begin to be aware that information can be gained from a computer, ICT equipment. Use programmable toys/ bee bots with less support in correct direction. Know how to move forward and backwards and direct to a place.
SCIENCE	Exploring objects with their senses –explore living things (Chicks) use words – soft, name chicks, and know they need food and water. Begin to repeat names of farm and wild animals. Begin to understand plants need water to grow (planting seeds)	Recognise the changes and growth of living things-planting seeds, life cycle of a chick. Be able to sequence life cycle of a chicken. Say what living things need to grow and survive, care of animals. Vocabulary: seed, soil, water, sun, chick, chicken, fur, feathers, claws, beak, food, water, warmth’ Sorting – say how animals are the same and different - begin to be aware of similarities and differences.	Investigate the best material to make a cave. Sorting materials, say how they are the same and different - be aware of similarities and differences. Vocabulary: hard, soft, sparkly, shiny, wood, metal, plastic, glass, material, smooth, rough, bumpy.
HISTORY	Playing more purposely in the role play-beginning to imitate what they've seen at home, eg pretend to make a drink. Be able to say what they have had for breakfast.	Sequence the life of a chick. Vocabulary: before, baby, grow, change’ Begin to recognise some things are from the past: dinosaurs. Vocabulary: ‘long time ago’	Explain how toys have changed over time and why. Sort old and new toys. Explain some differences between present day and a long time ago.
GEOGRAPHY	Begin to name objects in the environment they sea, grass, flower, and tree.	Identify and name parts of a farm: barn, pond, field, farm house, road.	Walk to the woods, name key features of the environment: church, road, wood, forest, round about, zebra crossing. Say what they liked/disliked and why. Draw maps of walk. Talk about people in the community that help- ‘dust bin men, doctors, fire fighters’.
PSED	Jigsaw- Healthy Me Begin to be aware of others around them Understand that not all things are theirs. Sharing with support from an adult. Begin to be more aware of rules and boundaries.	Jigsaw- Healthy Me Plays appropriately with others Can talk to others more open and freely. Begin to understand how we stay healthy	Jigsaw- Healthy Me. Talk about healthy choices and how we keep safe. Safety rules in the community, in the home with medicines.
RE	Talk about and celebrate Easter.	Talk about and describe special times to them and their family. Begins to understand we celebrate different things – sensitive to other cultures .Talk about and celebrate Easter.	Special Times –talk about what times are special and why. Understand that we celebrate different things – sensitive to other cultures .Talk about and celebrate Easter, tell the Easter story.

Cotmanhay Infant and Nursery School

SUMMER 5 KEY SKILLS

TOPIC:	CUBS	BEARS	RECEPTION
	Pirates and Under the Sea	Transport and Journeys	Mini beasts – new life
ART	Paint – smaller paint brushes – begin to copy simple picture – developing understanding of correct colours. Drawing – begin to draw a head, body, arms, legs, eyes, nose , mouth.	Observational drawings and paintings of vehicles paying more attention to details Choose appropriate colours matched with less reminders. Explore mixing colours with scooping and mixing. Printing vehicles – explore colour pattern Talk about their work and choices in sentences. Use dough or clay to make a simple figure.	Printing – repeated patterns – mini beasts Colour mixing independently- appropriate colours to paint representational pictures of creatures. Join clay pieces – score and slip – to make mini beasts. Mixing colours – talks about how colours change. Begin to evaluate work and say what they might improve/ change.
DT	Introduce real scissors, junk modelling – explore joining pieces together using tape. Small peg boards. Threading using laces.	Purposefully select resources to create vehicles, boats, cars, trains. Use sellotape, masking tape and glue to join and connect junk modelling resources together. Be able to pull tape to correct length and cut it with support.	Use a knife to spread/ cut – making sandwiches Make a bug box –joining parts together using good choices for strong connections. Make flaps, windows. Use saws and hammers with adult support. Mix ingredients using spoons and scoops, use food cutters appropriately.
MUSIC	Explore loud, quiet sounds. Be able to Stop – can begin to discriminate between sounds – drum, shaker, tambourine and scrapers. Be able to twist shakers.	Confidently recognise and make loud, quiet, fast and slow sounds with percussion instruments. Say: ‘fast,slow, loud, quiet’ Sing nursery rhymes and farm songs.	Create their own music for their peers to dance to using fast, slow, high. Low, create their own patterns of music more independently – review their music and say what they might change to improve it. Sing simple songs in tune.
P.D.	Balancing- more independently on balance blocks and outdoor balance bridge. Moving to music – clapping, copy actions. Squatting more independently. Jumps -two foot to two feet. Kicks a ball. Throwing and catching a large ball with two hands. MH- zig zags and up and over arches, loops and across -movements.	PE focus: Games. Be able to throw and catch a large ball. Aware of the effects of activity on their bodies. begin to understand why exercise is important and what might happen if we don’t exercise. Say ‘hot’ ‘tired’ MH- copy: zig zags, up and over arches, loops re trace vertical lines, anti clock wise movements more independently.	Understand why exercise is important and what might happen if we don’t exercise. Say all the different ways to keep healthy: wash, drink water, eat healthy food, sleep, clean teeth. Describe how their body changes during exercise and why. MH- .Write the majority of letters correctly independently and begin to form capital letters Games to participate in team games. To introduce using a tennis bat and hitting a ball To participate in races to encourage children to be competitive
COMPUTING	Beginning to use the Touch Board more purposefully with their finger. Explore basic programs – farm – select correct object/ animal. Explore the drawing program. Explore using Ipads with an adult	Creates a representational picture using a paint program on PC and Smart Board. Be able to select the correct colours and tools, click and drag, close program. Use programmable toys/ bee bots with less support in correct direction. Know how to move forward and backwards.	Can log on to purple mash, Save work, Print work, Use Ipads and programs purposefully –begin to choose correct program linked to learning. Can say how we keep safe on line and why. ‘close it down, tell an adult we trust, don’t share passwords’. Program remote control cars to stop and start at a place following a sequence.
SCIENCE	Independently using descriptive words – know it needs to be cooked to change. Introduce the words – hot, hard Being aware – puddles linked to rain. Name some sea creatures.	Names vehicles, car, train, aeroplane, boat, rocket- begin to describe HOW they work. Describe materials/ textures of vehicles – Vocabulary: smooth, shiny, bumpy, wheels, forward, engine, fast’ Sorting – say how vehicles are the same and different - begin to be aware of similarities and differences.	Name mini beasts, parts of a plant, say the correct sequence for life cycles of a frog, butterfly, chicken. Know what living things needed to stay alive. Vocabulary: life cycle, egg, caterpillar, butterfly, frog, froglet, tadpole, change, grow, roots, stem, petal, leaf, soil.
HISTORY	Beginning to be able to retell more important events in their lives. Developing friendship groups. Talk more about who is in their family. (–Dad is at work, mum is at home.)	Recognise and identify which toys are old and new. Vocabulary: old, new, broken, shiny Begin to sort old and new toys with adult support.	Talk about change over time –how creatures grow and change, decay.
GEOGRAPHY	Begin to more independently name objects in the environment they see, grass, flower, and tree. Repeat vocabulary – sea, water.	Draw a map of their journey to school. Understand the use of a map. Walk to the local post office and talk about what they see, what they like, don’t like. Vocabulary: post box, road, pavement,map.	Walk to the canal, name key features of the environment: canal, bridge, round about, zebra crossing. Say what they liked/disliked and why. Draw maps of walk. Talk about people in the community that help- ‘dust bin men, doctors, fire fighters’.
PSED	Jigsaw - Relationships Be more sensitive to others feelings – showing care and concern to others. Be confident in their environment with unfamiliar adults. Be more able to share-without reminders, waiting and taking turns.	Jigsaw – Relationships Aware of their own feelings and are aware of their own actions and words and how they can effect others feelings.	Jigsaw – Relationships, talk about making friends, explain how to show respect to others. Reflect on aspirations – refer to People Who Help us – jobs/ careers
RE	With support -Talk about a special times to them and their family like a birthday.’	Talk about and describe special times to them and their family. Begins to understand we celebrate different things – sensitive to other cultures.	Being Special – talk about why we are special and where we belong. How do we show we care for others? Understand we celebrate different things – sensitive to other cultures. Say how to care for living things.

Cotmanhay Infant and Nursery School SUMMER 6 KEY SKILLS

TOPIC:	CUBS	BEARS	RECEPTION
	Zoo Animals, Vets and Pets and Holidays Healthy Living	Pirates/ Jungle	Robots
ART	Draw – a representational figure with body, arms, legs – adding meaning to marks. Paint – more representational – simple picture. Print – repeated images – be able to lift and press without sliding.	Paints and draws a simple representation of a person with head, body, arms and legs with more detail –independently. Talk in sentences about their work, what they’ve used and what it is. Using painting and printing techniques using tools more independently and appropriately. Use dough or clay to make a simple figure.	Make accurate representational drawings using shading. Make accurate representational sculptures. Be able to mix colours appropriate for the task. Be able to talk confidently about their work and explain their choices. Evaluate work and say what they might improve/ change.
DT	Use normal scissors to snip. Know safety rules, use junk modelling to glue pieces together. Using hole punches – purposefully. Join using masking taps and sellotape.	Purposefully select resources, tools, equipment, safely. Use sellotape, masking tape and glue to join and connect junk modelling resources together. Be able to pull tape to correct length and cut it independently. Use hole punches and fold card more independently.	Make a robot –joining parts together using good choices for strong connections. Make flaps, windows. Use saws and hammers safely. Design and decorate biscuits independently.
MUSIC	Join in with ring games, singing nursery rhymes , say favourite song, join in with repeats, sing missing phrases. Use and play percussion instruments appropriately - drum, shaker, tambourine and scrapers. Stop straight away.	Learn new songs related to the end of the nursery. Perform graduation songs to parents. Explore pitch, tempo and rhythm. Sing several nursery rhymes independently.	Create their own music for their peers to dance to using fast, slow, high. Low. Sing simple songs in tune. Create their own patterns of music more independently – review their music and say what they might change to improve it.
P.D.	Being aware of personal safety when using physical equipment. Run skilfully and can STOP. Balance without falling on stepping stones and on one foot. Be able to move bodies to music. Squatting confidently . Jumps -two foot to two feet. Kicks a ball. Throwing and catching a large ball with two hands. MH- zig zags and up and over arches, loops and across -movements using ribbons, pastels, whiteboard pens.	Sports day – Games /Gymnastics – jumps off apparatus more confidently and lands appropriately, bending knees and putting hands out in front. Balance more steadily. Moves freely in a range of different ways; jump, hop and begin to skip. Throw and catch a smaller ball more confidently. Begin to understand why exercise is important and what might happen if we don't exercise. Say 'hot' 'tired' MH- copy: zig zags, arches, loops, re trace vertical lines, anti clock wise movements independently.	Move appropriately in response to music – make up their own movements matched to music. To introduce using a tennis bat and hitting a ball To participate in races to encourage children to be competitive Be able to throw/ catch/ bounce and dribble a ball – aim into a basket ball net. Demonstrate ways of travelling on small and large parts Understand why exercise is important and what might happen if we don't exercise. Say all the different ways to keep healthy: wash, drink water, eat healthy food, sleep, clean teeth. Describe how their body changes during exercise and why. MH-.Write the majority of letters correctly independently and form capital letters.
COMPUTING	Be able to turn ICT equipment on and off. Looking after programmable toys Use Touch board appropriately Know basic care of Ipad and ICT toys. Press button to switch Ipad on.	Completes simple program or game independently. Begin to be aware that information can be gained from a computer, ICT equipment. Use programmable toys/ bee bots with less support in correct direction. Know how to move forward and backwards.	Can log on to purple mash, Save work, Print work Use Ipads and programs purposefully –independently choose correct program linked to learning. Can say how we keep safe on line and why. 'close it down, tell an adult we trust, don't share passwords'. Program remote control cars to stop and start at correct place following a sequence.
SCIENCE	Name basic animals.	Can identify which materials float and sink. Name and describe jungle animals. Vocabulary: rough, smooth, runny, plastic, wood, fabric, metal. Sorting wild animals, sea creatures and materials– say how they are the same and different - begin to be aware of similarities and differences.	Name and describe materials be able to discuss similarities and differences, know what material sink, float, magnetic, non magnetic, appropriate for a task – qualities of basic materials. What living things need to grow and stay alive, explain simply how things work.
HISTORY	Retell important events- eg birthday, fair. Imitate appropriately in role play extending to include others in play. Have special friends.	Describe past event for themselves and their families in a sentence. Discuss starting school: changing, growing up, taller. Pirates – talk about 'old' ships – 'a long time ago, in the past'	Explain how toys have changed over time and why. Sort old and new toys. Explain some differences between present day and a long time ago and begin to give reasons. Talk about holidays and how they've changed over time.
GEOGRAPHY	Know that leaves come off the trees, rain comes out of the clouds. Be able to say how they got to nursery –walk, car. Identify vehicles – places to go on holiday. Purposefully use small world play – farm animals live in a farm.	Talk about holidays and visiting the sea side – vocabulary: land, sand , sea, ocean. Talk about what they will see on their holidays.	Describe how different holiday destinations are similar and different. Robots going on journeys into space – exploring planets.
PSED	Jigsaw – Changing Me Sensitive to others feelings – showing care and concern to others. Be confident in their environment with unfamiliar adults. Feeling positive and ready for transition. Willingly share-without reminders, waiting and taking turns.	Jigsaw – Changing Me Talk about feelings related to starting school. Talk about what they liked, didn't like. Reflect on their time in nursery. Say: 'I like..'	Jigsaw – Changing Me Talk confidently about how they've changed over the year. Growing up – changes. Talk about their feelings related to starting year 1. Reflect on aspirations – refer to People Who Help us – jobs/ careers
RE	Begin to understand they are different to others. Being kind to others. Know who is special to them.	Talk about and describe special times to them and their family. Begins to understand we celebrate different things – sensitive to other cultures. Talk about new people who help us in school – dinner ladies, cleaners, caretakers, head teacher.	Natural World – talk about what is special about our world. Discuss where they go on holiday and discuss different cultures