



Tibshelf Infant and Nursery School

Head of School: Mrs Donna Banyard
Executive Headteacher: Mrs Rachel Boswell



Nursery – Ducklings Class						
Characteristics for Effective Learning – continuous	Playing and Exploring - engagement		Active Learning – motivation		Creating and Thinking Critically – thinking	
	Finding out and exploring Playing with what they know Being willing to “have a go”		Being involved and concentrating Keeping trying Enjoying achieving what they set out to do		Having their own ideas Making links Choosing ways to do things	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me and My New Friends	Sparkles, Celebrations and Special Days	Ready, Steady, Grow!	Little Explorers and Big Discoveries	All Around Our Wonderful World	Moving, Making and Magical Patterns
British Values	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when i	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries
‘Hooks’ ‘WOWs’ Enhancements	Autumn Walk Bug Hunt	Adults with different jobs S’mores and firepit Diya Lamps for festival of light Remembrance Poppies Conker Competition!	Chinese Banquet Lunar New Year Big Bird Watch Science Week	Spring Watch Soup Making World Book Day Grass Heads	Caterpillars Bean Stalk Competition Garden development Yoga Class	Summer Walk Sunflower Competition Beach Day Puppet Theatre
Celebrations & Awareness Events	Harvest Grandparents Day	Bonfire, Diwali, Remembrance Day Children In Need	Lunar New Year Pancake Day	Easter Red Nose Day Mother’s Day	Mental Health Awareness Week	Father’s Day End of Year celebration
Parental engagement	Stay and Play sessions	Christmas Nativity Pantomime	Stay and Play session Easter Parade	Stay and Play session	Nursery Trip	Graduation Sports Day Reports to Parents Transition meetings
RSHE Relationships, Sex and Health Education	<p>Theme - What Makes Me Special? Self-awareness and confidence – 0-3</p> <ul style="list-style-type: none"> ✓ I can show confidence exploring new environment. ✓ I am learning how to share and take turns. <p>Self Care</p> <ul style="list-style-type: none"> ✓ I am learning how to manage my own basic care. 	<p>Theme – Friendships Building Relationships 0-3</p> <ul style="list-style-type: none"> ✓ I can begin to make friends. ✓ I am starting to notice how others feel. <p>Building Relationships 3-4</p> <ul style="list-style-type: none"> ✓ I can work and play with my friends. ✓ I am beginning to understand why my friends have big feelings. 	<p>Theme – Emotions Managing Feelings and Behaviours 0-3</p> <ul style="list-style-type: none"> ✓ I can start to recognise how I feel. ✓ I can start to communicate how I feel. <p>Managing Feelings and Behaviours 3-4</p> <ul style="list-style-type: none"> ✓ I can say what I need/want. 	<p>Theme - Healthy Eating Managing Self 3-4</p> <ul style="list-style-type: none"> ✓ I can make healthy choices about food and drink. ✓ I know that eating healthy food makes me grow and be strong. ✓ I can try new foods during snack and mealtimes. 	<p>Theme – Exercise Managing Self 3-4</p> <ul style="list-style-type: none"> ✓ I can make healthy choices about exercise. ✓ I am learning how to take sensible risks. <p>Physical Develop 3-4</p> <ul style="list-style-type: none"> ✓ I am building confidence, coordination and control in all large scale movements. 	<p>Theme -Transition Managing Feelings and Behaviour 3-4</p> <ul style="list-style-type: none"> ✓ I can become more confident with unfamiliar people in our school. ✓ I can feel confident about exploring new environments and working with new people.



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E-Safety	<p>Permission - always ask a trusted adult before using a tablet, phone, or computer.</p> <p>Tell an adult if scared/upset - if you see something strange, scary, or uncomfortable, close the screen and tell an adult immediately.</p> <p>Rules and boundaries - establish that screen time is for a short time and not right before bed.</p> <p>Understanding "online" - understand that our tablets/TVs connect to the internet, which is like a big, public, virtual world.</p> <p>Kindness online - positive digital behaviour (e.g., using tablets for learning, dancing, or watching calm content).</p>					
Key/Supporting Texts	What makes me a ME? By Ben Faulks and David Tazzyman Super Duper You by Sophy Henn The way I feel by Janan Cain The Hungry Caterpillar by Eric Carle All bodies are good bodies by Charlotte Barkla We're going on a leaf hunt by Steve Metzger It was a Cold, Dark Night The Woods by Rob Hodgson	Ouch by Ragnhild Scamell Brown Bear, Brown Bear by Bill Martin Jr Colin and Lee, Carrot and Pea by Morag Hood The 3 Little Pigs – traditional tale Shark in the Park by Nick Sharrott The Gingerbread Man We're going on a Present Hunt by Goldie Hawk & Angie Rozelaar The Christmas Story	We're going on a bear hunt By Michael Rosen and Helen Oxenbury Winter by Ailie Busby 'One' By Kathryn Otoshi 'The Giant Jam Sandwich' By John Vernon Lord. The Little Red Hen So light so heavy by Susanne Strasser	Growing Vegetable Soup' and is by Lois Ehlert Night Monkey Day Monkey by Julia Donaldson Dear Zoo by Rod Campbell The Gingerbread Man Little Red Riding Hood	Not Now Bernard by David Mckee Superworm by Julia Donaldson Rosie's Walk by Pat Hutchins Jack and the Beanstalk The Smartest Giant in town by Axel Scheffler and Julia Donaldson	What the ladybird heard by Julia Donaldson Handa Surprise by Eileen Browne Guess How much I Love you by Sam McBratney Barry the Fish by Sue Hendra The Odd Egg by Emily Gravett The colour Monster goes to School by Anna Llenas
Poems, Rhymes and Songs	Humpty Dumpty Twinkle Twinkle Incy Wincey Spider Baa baa black sheep	Poetry and rhymes Twinkle Twinkle Chocolate Bar Incy Wincey Freeze Autumn Leaves are falling down I'm a little Hedgehog	Poetry & rhymes 1,2,3,4,5 five 5 little ducks 5 little monkeys 5 Little men in a flying saucer 5 Little Speckled Frogs	Poetry & rhymes Head, Shoulders, Knees and Toes Wheels on the bus Happy and you know it Hop little bunny Lille Peter Rabbit	Poetry & rhymes Sing a song of Sixpence Little Miss Muffet Jack be Nimble Mary Mary There's a worm at the bottom of my garden London Bridge is falling down	Poetry & rhymes – Down in the Jungle The waves in the sea Jack & Jill Run Baby Run We're all going to the beach tomorrow
	<p>Birth to 3 year checkpoints:</p> <p>By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in? By around 3 years old, can the child shift from one task to another if you get their attention? Using the child's name can help: "Jason, please can you stop now? We're tidying up."</p> <p>Towards their second birthday, can the child use up to 50 words? Is the child beginning to put two or three words together: "more milk"? Is the child frequently asking questions, such as the names of people and objects? Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). Is the child linking up to 5 words together? Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. Can the child follow instructions with three key words like: "Can you wash dolly's face?"</p> <p>Around the age of 2, can the child understand many more words than they can say – between 200–500 words? Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"</p>			<p>3 and 4 year olds will be learning to:</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there..." 		



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	<p>Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</p>			<p>"I'll be the driver."</p>			
<p>Communication & Language (NC – S&L, Reading and Writing)</p>	<ul style="list-style-type: none"> ✓ I can respond to my name. ✓ I can join in with songs and rhymes. ✓ I can understand simple questions and requests. ✓ I can make requests. 	<ul style="list-style-type: none"> ✓ I can concentrate for longer (4mins). ✓ I can join in with repeating phrases from familiar stories. ✓ I can say words with more than one beat (multisyllabic). ✓ I can show an interest in sharing play with a friend. 	<ul style="list-style-type: none"> ✓ I can join in conversations about key parts and characters in a story. ✓ I can follow a simple two-part instruction. ✓ I can hold a simple conversation (serve and return style). 	<ul style="list-style-type: none"> ✓ I can use a wider range of words to express my thought and feelings. ✓ I can use longer sentences (4-6 words). ✓ I can start more conversations with friends. ✓ I can lead ring games and songs. 	<ul style="list-style-type: none"> ✓ I know where my attention needs to be. ✓ I am beginning to understand and answer 'why' questions. ✓ I am beginning to use the correct sense of time words (tense). ✓ I can pronounce most early key sounds (p, b, m, t, d, k, g, f, s) ✓ I can use talk to direct play. 	<ul style="list-style-type: none"> ✓ I can use talk to organise myself. ✓ I can use talk to organise play. ✓ I can have longer conversations with adults and friends. ✓ I can pay attention to more than one thing. 	
<p>Personal, Social and Emotional Development</p>	<p>Birth to 3year Checkpoints: Around 7 months, does the baby respond to their name and respond to the emotions in your voice? Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys? Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you? Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear? Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them? Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>			<p>3 and 4 year olds will be learning:</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. 			
<p>Personal, Social and Emotional Development (NC – PSHE, RSE, Behaviours for learning, S&L)</p>	<ul style="list-style-type: none"> ✓ I can separate from my adult. ✓ I can show/say what I need. ✓ I can explore my new environment. ✓ I am learning new routines. ✓ I am making new friends. 	<ul style="list-style-type: none"> ✓ I am beginning to try doing things for myself, even if it feels hard. ✓ I can tell you how I feel using; happy, sad, angry or worried. ✓ I can play alongside my friends. 	<ul style="list-style-type: none"> ✓ I can tell you how I feel, and <i>why</i>; happy, sad, angry or worried. ✓ I can follow the expectations with encouragement and support. ✓ I can talk to other children when playing. ✓ I am beginning to accept the needs of my friends. ✓ I am starting to take turns and share resources. 	<ul style="list-style-type: none"> ✓ I understand more about why there are rules/expectations. ✓ I am beginning to use working together skills. ✓ I am beginning to find solutions to problems/conflict. ✓ I can start to understand healthy food/choices. ✓ I am more independent in; toileting, washing hands, my belongings and eating. 	<ul style="list-style-type: none"> ✓ I can direct play to adults/friends. ✓ I can increasingly follow the rules with adult help. ✓ I can show empathy towards the needs of others. ✓ I am beginning to widen my friendship circles. ✓ I can welcome new adults into nursery (transition). 	<ul style="list-style-type: none"> ✓ I can remember the expectations/rules more independently. ✓ I can show confidence in new situations. (transition) ✓ I can show a friendly attitude to new friends. ✓ I am even more independent in everything I do. 	
	<p>Birth to 3 year check points: Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time? Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle? Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.</p>			<p>3 and 4 year olds will be learning:</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 			



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	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 					
Physical Development (NC – PSHE, RSE, Writing/Handwriting)	<ul style="list-style-type: none"> ✓ I can show increasing control when doing things independently; ✓ Toileting ✓ Sitting at a table to eat my lunch – mains first, pudding after, ✓ I can practise scooping, pouring and spreading. 	<ul style="list-style-type: none"> ✓ I can join in with write dance type activities. ✓ I can put my coat on. ✓ I can use a spoon. ✓ I can hold scissors correctly. ✓ I can make snips in paper using scissors. ✓ I can use a hole punch. ✓ I can climb steps 1 foot at a time. ✓ I know when I need the toilet. 	<ul style="list-style-type: none"> ✓ I can join in with dough disco activities. ✓ I can try to zip up (or button) my coat. ✓ I can pick up tiny objects with my thumb and index finger. (pincer grip). ✓ I can knead and mash playdough/soft foods. ✓ I can use my feet to run, kick and scoot. ✓ I can climb. ✓ I can crawl through tunnels ✓ I can fit into small spaces. ✓ I can use strong arms to push a large tyre. 	<ul style="list-style-type: none"> ✓ I am more independent in; toileting, washing hands, my belongings and eating. ✓ I can show more control and coordination with physical equipment. ✓ I can use a knife and a grater carefully. 	<ul style="list-style-type: none"> ✓ I can climb steps using alternate feet. ✓ I can balance on planks and tyres. ✓ I can use large muscle movements for big outdoor play. ✓ I can use a comfortable grip when holding a mark making implement. ✓ I am fully independent using the toilet. ✓ I can thread on a large scale (pool noodle/string). 	<ul style="list-style-type: none"> ✓ I can choose/say which hand feels more comfortable when mark making. ✓ I can show more control with a comfortable grip when mark making. ✓ I can thread cotton reels on string.
Literacy	<p>3 and 4 year olds will be learning:</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> ○ print has meaning ○ the names of the different parts of a book ○ print can have different purposes ○ page sequencing ○ we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> ○ spot and suggest rhymes ○ count or clap syllables in a word ○ recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: <ul style="list-style-type: none"> • writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 					
Literacy (NC – Speaking and Listening, Reading and Writing/Handwriting)	<ul style="list-style-type: none"> ✓ I can show interest when listening to stories. ✓ I can look at books carefully. ✓ I know that print has meaning. 	<ul style="list-style-type: none"> ✓ I enjoy whole class story time. ✓ I can copy hand&finger movements in songs/rhymes. ✓ I can identify familiar environmental print. 	<ul style="list-style-type: none"> ✓ I can explore tools to make marks – rollers/paint/chalk/crayons. ✓ I can turn pages left to right. ✓ I am beginning to retell familiar stories. ✓ I am beginning to practice pre-writing postures. ✓ I am beginning to recognise my name. 	<ul style="list-style-type: none"> ✓ I can sequence simple story/events. ✓ I can use the vocabulary of books; ✓ Front cover, back cover and pages. ✓ I can be making predictions about stories. ✓ I can find my name. ✓ I can show purpose to mark making. 	<ul style="list-style-type: none"> ✓ I can use the vocabulary of books; ✓ Blurb ✓ I can say what my mark making means. ✓ I can track & trace my name. 	<ul style="list-style-type: none"> ✓ I can copy some recognisable letters from my name. ✓ I can show some awareness of L-R tracking of text. ✓ I can sequence beginning, middle and end pictures.



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Early Reading/Pre-phonics	✓ Aspect 1 Environmental Sounds	✓ Aspect 2 Instrumental Sounds	✓ Aspect 3 Body Percussion	✓ Aspect 4 Rhythm and Rhyme	✓ Aspect 5 Voice Sounds ✓ Aspect 6 Alliteration	✓ Aspect 7 Oral Blending
Maths	<p>3 and 4 year olds will be learning:</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 					
Maths (NC – Number, Shape, Patterns)	<ul style="list-style-type: none"> ✓ I can join in with number rhymes and songs. ✓ I can sort resources into the correct baskets when tidying away. ✓ I can complete a simple inset puzzle. 	<ul style="list-style-type: none"> ✓ I can use the vocabulary of more/less. ✓ I know that number names means how many objects. ✓ I can recognise/talk about patterns; ✓ stripy, blockwork, ABAB. ✓ I can use positional language; <ul style="list-style-type: none"> - under, on, next to. ✓ I can use size vocabulary; <ul style="list-style-type: none"> - big, small, heavy, light. 	<ul style="list-style-type: none"> ✓ I can sequence number names 1-3. ✓ I can match quantity to number names 1-3. ✓ I can name and sort 2d shapes; <ul style="list-style-type: none"> - Triangle, square, circle, rectangle. ✓ I can use vocabulary of full and empty. 	<ul style="list-style-type: none"> ✓ I can sequence number names 1-5. ✓ I can match quantity to number names 1-5. ✓ I know that 'total' means an end amount. ✓ I can find 2d shapes; <ul style="list-style-type: none"> - Triangle, square, circle, rectangle. ✓ I can use the vocabulary of now/next. ✓ I can make purposeful marks linked to early maths – tally marks. 	<ul style="list-style-type: none"> ✓ I can practise 121 counting of objects 1-3. ✓ I can begin to recognise numerals 1-3. ✓ I can create simple AB patterns. ✓ I know what a '3frame' is. ✓ I can talk about familiar routes. 	<ul style="list-style-type: none"> ✓ I can practise 121 counting of objects 1-5. ✓ I can begin to recognise numerals 1-5. ✓ I know what a '5frame' is. ✓ I can notice and correct pattern mistakes. ✓ I can begin to use vocabulary linked to 1 more and 1 less than in number rhymes – 5 current buns etc.
Understanding the World ELGs	<p>3 and 4 year olds will be learning to:</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 					
Understanding the World	<ul style="list-style-type: none"> ✓ I can talk about matters to me. 	<ul style="list-style-type: none"> ✓ I can use photographs to talk about myself and special times. 	<ul style="list-style-type: none"> ✓ I can explore the properties of 3d shapes/blocks. 	<ul style="list-style-type: none"> ✓ I can explore forces and how things work using vocabulary such as; 	<ul style="list-style-type: none"> ✓ I can use my senses to explore; sight, hearing, taste, feel, smell 	<ul style="list-style-type: none"> ✓ I can talk about the world around me linked to holidays and my experiences. ✓ I can talk about what I do on holiday.



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<p>(NC – Science, Geography, RE)</p>	<ul style="list-style-type: none"> ✓ I can explore my new environment ✓ I am beginning to feel like I belong to my new class (Ducklings), 	<ul style="list-style-type: none"> ✓ I can share who is in my family. ✓ I can talk about special times around me; ✓ - Halloween, Bonfire Night and Christmas. 	<ul style="list-style-type: none"> ✓ I know some things/my friends can be the same or different. ✓ I can learn about different jobs. ✓ I know when things change in my nursery. 	<ul style="list-style-type: none"> ✓ Bend, stretch, twist. ✓ I know that things can be pushed or pulled. ✓ I can investigate and learn how plants grow; ✓ Sunflower, broad beans, visit to the allotment. ✓ I know that plants needs; ✓ water, soil and sunshine. 	<p>linked to body parts; eyes, ears, skin, mouth, nose.</p> <ul style="list-style-type: none"> ✓ I can try new foods we have grown in Nursery. 	<ul style="list-style-type: none"> ✓ I know that there are hot and cold places in the world.
<p>Expressive Arts</p>	<p>3 and 4 year olds will be learning:</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. 					
<p>Expressive Arts (NC – Art, Design and Technology, Music, Drama, Speaking&Listening)</p>	<ul style="list-style-type: none"> ✓ I can move to music. ✓ I can explore different media; ✓ -paint, playdough, sand, water. 	<ul style="list-style-type: none"> ✓ I can make fast and slow movements with my body. ✓ I can explore instruments linked to the vocabulary – bang, crash and shake. ✓ I can introduce imaginative play alongside others. 	<ul style="list-style-type: none"> ✓ I can control movements to express myself to movement. ✓ I can join media together using glue. ✓ I can name different colours. ✓ I can experiment with mixing colours. ✓ I can draw a simple face (enclosed circle) with some features; ✓ - eyes, nose, mouth and hair 	<ul style="list-style-type: none"> ✓ I can remember a sequence of movements. ✓ I can join media together using Sellotape. ✓ I can experiment with stamping, rolling and printing. 	<ul style="list-style-type: none"> ✓ I can extend/try new ideas in my roleplay. ✓ I can choose materials/media for a reason. ✓ I can use my senses to explore different textures. 	<ul style="list-style-type: none"> ✓ I can fully engage in shared storylines. ✓ I can use resources to support my role-play. ✓ I know a bank of songs/rhymes. ✓ I can make up songs and dances to perform to others.