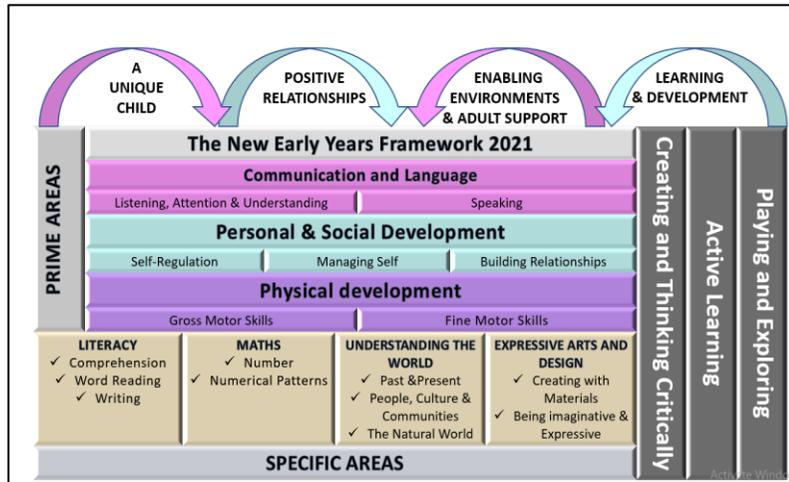


<b>School: St Catherine's</b>	
Completed by a School Leader/ Key Stage Leader: Heather Bishop (Nursery Manager)	Name/ Signature/ Date:
Shared with Curriculum Leaders: Louise Hussey/Anna Rowe	Name/ Signature/ Date:
Monitored by Curriculum Leader: Anna Rowe to ensure subject coverage and weighting.	Name/ Signature/ Date:



**Characteristics of Effective Learning**

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

**Overarching Principles**

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

**Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.

At St Catherine's Nursery the Curriculum has been designed to reflect our 'school vision', which is guided by our Christian values, the nature of our school environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment relates to other locations, cultures and nature in other parts of the world.

Each key text and linked provision are included in the curriculum for very specific reasons and we want to ensure that all children leaving Nursery are ready to continue the next stage of the EYFS curriculum.

Each theme/Interest does not last a specific amount of time but is based on the children's learning and interests at the time, so can be planned for from anything between two and seven weeks. All of the overarching themes have resources and activities ready to use in the enhanced provision. Specific concepts are introduced with a good quality storybook or age appropriate non - fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

This purposeful Early Year's curriculum aims to teach all children the skills and knowledge in order that they reach the Early Learning Goals described at the end of the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, group teaching, investigation and exploration. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their educator. All activities are knowledgeably modelled, and children are given sufficient time, support and resources to repeat and practise them. Diversity: we have carefully planned our curriculum to include diversity (gender, disability, BAME - Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum.

## St Catherine's Nursery Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Possible Themes/Interests/Lines of Enquiry</b> <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p>	<p><b>All about me</b> Healthy Me (Oral Hygiene)</p> <p>Me, my family and the community I live in</p> <p>Friendships &amp; emotions</p> <p>The changes of the seasons - Autumn/Winter</p>	<p><b>Celebrations</b> Diwali</p> <p>Remembrance</p> <p>Harvest</p> <p>Autumn + Fireworks</p> <p>Christmas (Polish)</p>	<p><b>Amazing animals</b> Chinese New Year-year of the Dragon</p> <p>Animals and their habitats</p> <p>Dinosaurs</p> <p>The changes of the seasons - Winter/Spring</p>	<p><b>All aboard</b> Mothering Sunday</p> <p>Easter</p> <p>Transport</p>	<p><b>Come outside</b> Down at the bottom of the garden (growing)</p> <p>Nature hunts</p> <p>Life-cycles</p> <p>The changes of the seasons - Spring/Summer</p>	<p><b>Exciting changes</b> Life cycle of the butterfly</p> <p>Father's Day</p> <p>Transition</p>
<p><b>"I wonder what's in the box?"</b></p>	<p>St Catherine's Nursery staff learning Journey</p>	<p>Special candles for special occasions</p>	<p>A large speckled egg, who does it belong too?</p>	<p>Maps of places to visit in Launceston</p>	<p>A parcel of caterpillars is delivered by the postman</p>	<p>Photos of 'Big School'</p>
<p><b>Key Texts Fiction</b></p>	<p>Owl babies</p> <p>What makes me a me?</p> <p>Guess how much I love you</p> <p>Hugless Douglas</p> <p>Paperdolls</p>	<p>Stickman</p> <p>The Gruffalo</p> <p>Gruffalo's child</p> <p>Little Red Hen</p> <p>Mary's baby</p>	<p>We're going on a bear hunt</p> <p><b>Dragon story</b></p> <p>What the ladybird heard</p> <p>Squash and a squeeze</p>	<p>Monkey Puzzle</p> <p><b>Easter story</b></p> <p>The train ride</p> <p>Whatever next</p> <p>Duck in the truck</p>	<p>Very busy Spider</p> <p>The very lazy lady bird</p> <p>Jack and the beanstalk</p> <p>The hungry caterpillar</p>	<p>The crunching munching Caterpillar</p> <p><b>School story</b></p>
<p><b>Non-Fiction</b></p>	<p>World Atlas</p> <p>Noah's Ark</p> <p>The children's Bible</p> <p>Magazines</p> <p>Recipe Books</p> <p>The Good Samaritan</p>	<p>The Nativity</p> <p>World Atlas</p> <p>Noah's Ark</p> <p>The children's Bible</p> <p>Magazines</p> <p>Recipe Books</p> <p>The Good Samaritan</p>	<p>World Atlas</p> <p>Noah's Ark</p> <p>The children's Bible</p> <p>Magazines</p> <p>Recipe Books</p> <p>The Good Samaritan</p>	<p>The Easter Story</p> <p>World Atlas</p> <p>Noah's Ark</p> <p>The children's Bible</p> <p>Magazines</p> <p>Recipe Books</p> <p>The Good Samaritan</p>	<p>World Atlas</p> <p>Noah's Ark</p> <p>The children's Bible</p> <p>Magazines</p> <p>Recipe Books</p> <p>'Frog'</p> <p>The Good Samaritan</p>	<p>World Atlas</p> <p>Noah's Ark</p> <p>The children's Bible</p> <p>Magazines</p> <p>Recipe Books</p> <p>The Good Samaritan</p>

<b>Communication and Language</b>	We aim to become a <b>Confident Communicators</b> in everyday play and focussed sessions, showing the ability to follow instructions, concentrate, think through and extend ideas and real and imaginary thoughts with others.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>B-3 years</b> <i>Listening, Attention, and Understanding Speaking</i>	To provide opportunities for listening and communicating during play through adult interactions	Listens to and enjoys singing, music, toys and books that make sounds	Start to say how they are feeling, using words as well as actions (Begin to express themselves)  Beginning to understand simple questions	Identifies familiar objects when described to them by an adult  Start to develop conversation, often jumping from topic to topic.	Begin to understand and act on more complex sentences, e.g. put your toys away and sit on the carpet*  Listen to simple stories and understand what is happening, with the help of the pictures.	Develop pretend play i.e. feeding the baby
<b>3-4 years</b> <i>Listening, Attention, and Understanding Speaking</i>	Develop listening and communication skills, using longer sentences	Sing songs and can talk about stories, beginning to re-tell key text	Developing vocabulary, using this skill within conversations with adults and peers	Asking and answering questions  Use talk to organise ideas and play	Express a point of view	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Articulate themselves audibly and clearly
<b>Carpet time</b>	Develop speaking and listening skills, interactions, following instructions, explaining ideas, thoughts and feelings.					
<b>Daily routines</b>	Practice using new vocabulary, develop social phrases, engage in communication with peers and adults, sing songs, sign, explain ideas and thoughts, engage in and talk about books, retell stories and create their own.					
<b>Letters and sounds RWI</b>	Practice using new vocabulary, develop social phrases, engage in conversation with peers and adults, speak clearly to explain ideas and thoughts, engage in and talk about books and activities. Learn rhymes, poems and songs					
<b>Speech &amp; Language support</b>	Focus group for children needing additional support, building their skills to enable them to listen, understand and speak clearly and with confidence.					
<b>Continuous Provision</b>	Learn new vocabulary, engage in singing or talk about the world around them. Learn rhymes and songs.					
	<b>Possible enhancements</b>					

	Home corner role play area	Nativity scene	Different types of homes and habitats	Globe, maps of the world, Cornwall and Launceston	Jack and the beanstalk story sack	Butterfly life cycle display
<b>PSED</b>	We aim to become a <b>'Confident collaborator'</b> who are able to separate from their main carer, happily greets and interacts with others, enjoys new routines and can share thoughts and resources patiently; valuing self and others and begin to be independent, willing to persist and not be daunted by failure.					
<b>B-3 years</b> <i>Self-Regulation Managing Self Building Relationships</i>	Finding ways of managing transitions, for example from their parent to their key person  Engage with others through gestures and talk	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available  Beginning to express preferences and decisions.	Confidently able to express a range of emotions.  Are talking about their feelings in more elaborate way: 'I am sad because...' 'I love it when....'	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front  Engage with others to achieve a goal	Grow in independence, rejecting help ('me do it') sometimes this leads to feelings of frustration and tantrums.	Seeks out others to share experiences  Notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities and so on.
<b>3-4+ years</b> <i>Self-Regulation Managing Self Building Relationships</i>	Talk about feelings e.g. happy and sad  Identify feelings in others	Develop a sense of community and responsibility  Show increasing confidence in social situations	Developing ways to solve conflicts  Talk about their feelings using words like happy, sad, angry and worried.	Develop ways of being assertive  Beginning to follow Nursery rules, understanding why they are important	Develop play with others  Show increasing confidence in social situations	Talk with others to solve conflicts.  Manage their own needs.
<b>Carpet time</b>	Develop speaking and listening skills, self-esteem, a sense of community, understanding of how their behaviour affects others, problem-solving, a sense of responsibility and improved relationships between children, and between children and their key person.					
<b>Daily routines</b>	Self-registration, song and story-time, book voting, tidy-up time, use the toilet with support, washing hands independently, change into wet weather gear, snack time, lunchtimes, getting ready for home, follow our school vision, to be ready, safe and respectful					
<b>Continuous provision</b>	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity and kindness to others					
<b>Physical Development</b>	We aim to become a confident <b>'Risk Taker'</b> and develop body strength when climbing up, across and down various climbing equipment, cycling around the playground on a trike and digging and building with a variety of items.					

<p><i>Gross Motor Skills</i></p>	<p style="text-align: center;">             Develop movement skills- gross motor, body control and strength.         </p> <p><b>Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Climbing on various equipment</li> <li>• Craw, walk, run, jump, matching skill to task</li> <li>• Use large muscle movements to wave flags and streamers</li> <li>• Kick, throw and catch a ball</li> <li>• Clap and stamp to music</li> <li>• Dance and hold a pose</li> <li>• Paint and make marks</li> <li>• To be able to begin to sit on a push-along wheeled toy (scuttle bugs) (2-3 years)</li> <li>• Riding balance bikes (3-4 years)</li> <li>• Going up and down steps</li> <li>• Carrying heavy items</li> <li>• Building with large construction</li> <li>• Movement and mindfulness</li> </ul>
<p><b>Physical Development</b></p>	<p>We aim to become a <b>Talented tool user</b> enthusiast who builds up hand and whole-body strength through adventurous play, to be able to enjoy mark making readily and confidently with a good grip.</p>
<p><i>Fine Motor Skills</i></p>	<p style="text-align: center;">             Develop fine motor skills- scissor skills, cutlery, preference for a dominant hand         </p> <p><b>Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Use tools and equipment like spades, knife, fork and spoon, water and milk jugs, scissors, scoops, tweezers, large pipettes</li> <li>• Funky finger activities</li> <li>• Play-dough (dough disco)</li> <li>• Tearing Paper</li> <li>• Scissors- using double handled scissors progressing to child scissors - snipping paper developing to cutting around a shape</li> <li>• Mark making using a variety of tools and media</li> <li>• Use of Clips, Clasps, zips, buttons, screwing Jars and nuts and bolts</li> <li>• Threading</li> </ul>
<p><b>Literacy</b></p>	<p>We aim to become a <b>Book Worm</b> enthusiast, readily accessing books for pleasure, turning pages individually, describing characters, scenes and outcomes in illustrations and recognising some symbols and letters of personal interest in their environment including digital material.</p>

		<p>And a Phase 1 <b>Superhero Listener</b> with excellent listening skills, discriminating, remembering, sequencing and creating sounds in everyday play, with rhyme awareness and ability to segment and blend orally.</p>					
<p><b>B-3 years</b></p> <p><i>Word Reading</i></p> <p><i>Writing</i></p> <p><i>Comprehension</i></p>		<p>Getting to know routines      Letters and sounds phase 1</p>					
		<p>Enjoys songs and rhymes tuning in and paying attention</p> <p>Copy finger movements and other gestures</p> <p>Pay attention and responds to the pictures or the words in books</p> <p>Enjoy making marks freely</p>	<p>Enjoys sharing books with an adult</p> <p>Enjoys listening or joining in with words of familiar songs and nursery rhymes</p> <p>Enjoys making marks freely</p>	<p>Has favourite books and seeks them out, to share with an adult</p> <p>Repeat words and phrases from familiar stories</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phase 1 phonic activities)</p> <p>Enjoys mark making on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology</p>	<p>Ask questions about the book. Makes comments and shares their own ideas</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>Develop play around favourite stories using props</p> <p>To begin to make marks independently.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing</p> <p>Repeat words and phrases from familiar stories</p> <p>Begin to make marks that represent their name.</p>
<p><b>3-4 years</b></p> <p><i>Word Reading</i></p>		<p>Letter and sounds phase 1      RWI (Summer Term)</p>					
		<p>Enjoys making marks independently</p>	<p>Begin to develop phonological awareness.</p>	<p>Makes marks using a range of materials</p>	<p>Talks about the different parts of a book</p>	<p>Develops Understanding of the five key concepts about print:</p>	<p>Joins with oral blending and segmenting games.</p>

<p><i>Writing</i></p> <p><i>Comprehension</i></p>	<p>Joins in with a range of Nursery Rhymes and songs</p> <p>To be able to enjoy stories with adults, sometimes in a small group</p> <p>To begin to develop play around favourite stories using props</p> <p>Discriminates between different sounds. (Environmental and instrumental sounds)</p> <p>Talks about pictures in books</p>	<p>Begin to count or clap syllables in words</p> <p>Develop use of some story language</p> <p>Learns new vocabulary from texts and topics</p>	<p>Imitate writing in play situations e.g. shopping lists, parking tickets</p>	<p>Discriminates between different sounds (animal)</p> <p>Recognises rhyming words in games, stories and poems.</p> <p>Recognises familiar logos and labels in the environment</p> <p>To know that text has meaning.</p> <p>Builds an understanding that text is read from right to left</p>	<p>- print has meaning -Page sequencing - 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</p> <p>Can re-tell familiar stories using a story map</p> <p>Talks about different parts of a story. (Beginning, middle, end)</p> <p>Demonstrates an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Begin to recognise Name</p>	<p>Begins to blend and segment CVC words</p> <p>Recognises rhymes and alliteration</p> <p>Recognises initial sounds in words</p> <p>Joins in with daily RWI lessons.</p> <p>Recognises name</p> <p>Write some or all of my name</p> <p>Write some letters accurately</p> <p>Read individual letters by saying the sounds for them.</p>
<p><b>Maths</b></p>	<p>We aim to become '<b>Master Mathematicians</b>' who use their embedded mathematical knowledge and language naturally in everyday play. Subitising, counting and representing numbers to at least 5 and matching, measuring and comparing all sorts.</p>					
<p><b>B-3 years</b></p> <p><i>Number</i></p> <p><i>Numerical Pattern</i></p> <p><i>Shape and Space</i></p>	<p>React to changes of amount in a group of up to three items</p> <p>Say some number names randomly</p>	<p>Compare saying lots, more, the same</p> <p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again</p>	<p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>Recites some number names in sequence</p>	<p>Compare saying bigger, smaller, high, low, tall, heavy</p> <p>Developing understanding of positional language</p>	<p>Say one number for each item in order: 1,2,3 (maybe more)</p> <p>Recites numbers past five sometimes in sequence</p>	<p>Counting to 5/10</p> <p>Make simple comparisons between objects relating to size, length, weight and capacity</p>

	Take part in finger rhymes/counting rhymes	Beginning to recite some number names in sequence  Build with a range of resources	Beginning to categorise objects according to properties such as shape or size	Recites numbers in sequence 1-5	Recognise some numerals of personal significance  Selects a small number of objects from a group when asked	Talk about and explore 2D and 3D shapes in play  Notices simple patterns and arrange things in patterns
<b>3-4 years</b>						
<i>Number</i>	Using number language in play	Counting to 5/10	Compare objects and amounts	Number recognition.	Compare saying 'more than', 'fewer than'	Realises that not just objects can be counted
<i>Numerical Pattern</i>	Counting to 5/10	Counting out objects 1-1	Shape and number recognition	Link numbers to amounts	Exploring measures	Can count irregular arrangements to 10
<i>Shape and Space</i>	Counting out objects 1-1  Select shapes appropriately e.g. flat surfaces for building, a triangular prism for a roof etc.  Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper, using informal language like 'pointy', 'spotty', 'blobs' etc.	Knows last number reached is the total (cardinal principle)  Exploring shapes in play and beginning to name them.  Show 'finger numbers' up to 5	Recognising amounts and groups of objects to 3 without counting (subitising)  Using prepositions in their play and games  Talk about a sequence of events, using words such as 'first', 'next', 'last'	Counting amounts and actions to go with numbers.  Ordering and comparing length, size, weight, capacity  Notices shapes and combining shapes to make pictures or patterns.	Heavy/ light  Number recognition  Starting to describe shape  Exploring and making patterns.	Beginning to talk about shapes in everyday objects  Say a number one more than the given number to 5  Creates patterns, notices & correct an error
<b>Understanding of the World</b>	We aim to become an <b>Excellent Explorer</b> who investigates challenges with an inquiring mind and uses a breadth of vocabulary and investigative tools to observe, remember, explain and predict.					

<p><b>B-3 years</b></p> <p><i>People, culture, and Communities</i></p> <p><i>Past and Present</i></p> <p><i>The Natural World</i></p>	<p>Shows interests in photographs of themselves and other familiar people and objects</p> <p>Learns they have similarities and differences which connect them to and distinguish them from others</p> <p>Repeat actions that have an effect (exploring how things work)</p>	<p>Demonstrates curiosity about people and shows interest in stories about people, animals or objects.</p> <p>Beginning to explore natural materials, indoors and outside. (curiosity, loose parts natural thinkers)</p>	<p>Notice differences between people. (culture wheels, family days/ photos)</p> <p>Enjoys playing with small world reconstructions building on their own experiences e.g. visiting farms, train track, beach, park etc.</p> <p>Explore and respond to natural phenomena</p>	<p>Can talk about their immediate family, relation and pets</p> <p>Talks about some of the things they've observed such as plants, animals, natural and found objects</p> <p>Explore collections of materials with similar and/or different properties.</p>	<p>Remembers a special event and shows interest in the lives of people who are special to them</p> <p>Beginning to use all their senses in hands-on exploration of natural materials (curious to explore and make own choices)</p> <p>Beginning to make comments about plants, seeds and caring for growing plants.</p>	<p>Make connections between the features of their family and other families</p> <p>Notice differences between people</p> <p>Notices detailed features of objects in their environment</p> <p>Explore and respond to different natural phenomena in their surroundings</p>
<p><b>3-4 years</b></p> <p><i>People, culture, and Communities</i></p> <p><i>Past and Present</i></p> <p><i>The Natural World</i></p>	<p>Begin to make sense of their own life story</p> <p>Notices differences and connections in people and families</p> <p>Show interest in different occupations</p> <p>Explore materials with different properties</p>	<p>Begin to make sense of their own life-story and family's history</p> <p>Develop positive attitudes to people and their differences</p> <p>In pretend play imitates events from own family or cultural background</p> <p>Talk about the differences between materials and changes</p>	<p>Talk about why things happen and how things work using a wide vocabulary</p> <p>Explore collections of materials, talk about their observations</p> <p>Knows there are different places and countries in the world</p> <p>Explore and talk about different forces</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Use all their senses in hands on exploration</p>	<p>Continue developing positive attitudes about the differences between people</p> <p>Understand the need to care for and respect the environment for example, plant seeds and care for plants</p> <p>Understand the key features of the life cycle of a plant and animal</p> <p>Begins to notice changes in things e.g. when bananas turn</p>	<p>Understand that their friends might do things differently to them e.g. eating different foods at home or celebrating events with their families at different times</p> <p>Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos</p> <p>Talk about different environments and the animals and plants</p>

		they notice. (Snow, Ice melting)			black when they stay in the bowl for too long or the shoots growing from a seed	which live and grow there
<b>Expressive Arts and Design</b>	We aim to become a <b>Creativity Expresser</b> who develops their ideas, imagination, singing and dancing; using embedded skills, techniques and knowledge of experiences. And a <b>Crafty Constructor</b> who builds models with multilayers, purposefully positioned pieces and spaces between.					
<b>B-3 years</b> <i>Creating with materials</i> <i>Being Imaginative and expressive</i>	Shows attention to music, moving and dancing.  Explore paint using fingers other parts of the body, brushes and tools.	Anticipate phrases in rhymes and songs.  Explore their voices and enjoy making sounds Start to make marks intentionally	Join in with songs and rhymes  Manipulate and play with different materials using various tools like scissors, cutters, hammers.	Explore a range of sound makers and instruments and play them in different ways  Make simple models which express their ideas. Makes marks intentionally. (in flour, sand, pens, crayons, paint etc.)	Enjoy taking part in action rhymes and songs  Explore different materials, using all their senses to investigate them. Build simple models or structures	Start to develop pretend play  Enjoys and responds to playing with colour in a variety of ways
<b>3-4 years</b> <i>Creating with materials</i> <i>Being Imaginative and expressive</i>	Colour awareness and mixing  Take part in simple pretend play using representational objects	Colour awareness and mixing  Join different materials and explore different textures  Listen to sounds with increasing attention	Develop small world imaginative play  Create closed shapes with continuous lines, and begin to use these shapes to represent objects  Remember and be able to sing entire songs	Develop stories using small world equipment like animal sets, dolls and dolls houses etc  Use available resources as props  Sing the pitch and melodic shape of familiar songs	Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  Explore colour and how colour can be changed	Develop pencil and tool control to create complex and detailed pictures.  Explore different emotions in their drawings and paintings  Draws for a purpose, representing ideas



# St Catherine's Nursery EYFS Long Term Overview 2023-24



An Daras Trust  
*growing children growing capabilities*

						<p>Create their own songs or improvise a song to a familiar tune.</p>
<p><b>Important to note:</b></p>	<p><i>Children join our setting at various times of the year and at different ages. Children will always be assessed when they start and their learning and development journey will be individual to them. This curriculum enables us to sequence and structure activities across the year to ensure adequate coverage across all 7 areas of learning and development. Although some statements have been split for extra focus, they will all apply on an ongoing basis/be revisited throughout the year.</i></p>					
<p><b>References</b></p>	<p>Development Matters (2021) Department for Education</p>					