

Yearly Overview – Nursery

	Autumn term - on entry observations Autumn Light and Dark Christmas	Spring term - on entry observations Nursery Rhymes Spring / New Life Easter	Summer term - on entry observations Family and Friends Courage
PSED (Who we are - <i>personal</i> , how we get along with others - <i>social</i> and how we feel - <i>emotional</i>).	Making Relationships <ul style="list-style-type: none"> Beginning to build relationships with special people but may show anxiety in the presence of strangers Start becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Starting to show some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it Beginning to show empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like Start to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. Start to seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest Sense of Self <ul style="list-style-type: none"> Will sometimes know their own name, their preferences and interests and is becoming aware of their unique abilities Begin to develop an understanding of and interest in differences of gender, ethnicity and 	Making Relationships <ul style="list-style-type: none"> Continuing to build relationships with special people but may show anxiety in the presence of strangers Continue to develop becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Continue to show some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it Develop showing empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like Develop being able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. Continue to seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest Sense of Self <ul style="list-style-type: none"> Beginning to know their own name, their preferences and interests and is becoming aware of their unique abilities Continual developing an understanding of and interest in differences of gender, ethnicity 	Making Relationships <ul style="list-style-type: none"> Builds relationships with special people but may show anxiety in the presence of strangers Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest Sense of Self <ul style="list-style-type: none"> Knows their own name, their preferences and interests and is becoming aware of their unique abilities Is developing an understanding of and interest in differences of gender, ethnicity and

	<p>ability</p> <ul style="list-style-type: none"> • Starting to show a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Begins to experiment with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Starting to gradually learning that actions have consequences but not always the consequences the child hopes for <p>Understanding Emotions</p> <ul style="list-style-type: none"> • Begin to express the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Can start to feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over stimulated • Will sometimes be able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Starting to seek comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Start to respond to the feelings of others, showing concern and offering comfort • Begin to recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Start to participate more in collective cooperation as their experience of routines and understanding of some boundaries grow 	<p>and ability</p> <ul style="list-style-type: none"> • Show a sense of autonomy through asserting their ideas and preferences and making choices and decisions on a more regular basis • Continue to experiment with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Continuing to gradually learning that actions have consequences but not always the consequences the child hopes for <p>Understanding Emotions</p> <ul style="list-style-type: none"> • Develop expressing the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Will sometimes feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over stimulated • Develop becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Continue to seek comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Develop responding to the feelings of others, showing concern and offering comfort • Continue to recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Continue to participate more in collective cooperation as their experience of routines and understanding of some boundaries grow 	<p>ability</p> <ul style="list-style-type: none"> • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for <p>Understanding Emotions</p> <ul style="list-style-type: none"> • Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over stimulated • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grow
Communication and Language	Listening and Attention	Listening and Attention	Listening and Attention

<p>(The foundation for learning and development, guiding and supporting children's thinking while underpinning emerging literacy)</p>	<p>Begin to listen with interest to the noises adults make when they read stories</p> <ul style="list-style-type: none"> • Begin to recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Starts to show an interest in play with sounds, songs and rhymes <p>Understanding</p> <ul style="list-style-type: none"> • Become familiar with action words by following simple instructions, e.g. <i>Show me jumping</i> • Start to begin to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i> • Begin to understand who, what, where in simple questions (e.g. <i>Who's that? Who can? What's that? Where is?</i>) • Starting to develop understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>) <p>Speaking</p> <ul style="list-style-type: none"> • Start to use language to share feelings, experiences and thoughts • Will sometimes hold a conversation, jumping from topic to topic • Starting to learn new words very rapidly and is able to use them in communicating • Will sometimes start to use a variety of questions (e.g. <i>what, where, who</i>) <p>Begin to use longer sentences (e.g. <i>Mummy gonna work</i>)</p> <p>Will sometimes use word endings (e.g. <i>going, cats</i>)</p>	<p>Develop listening with interest to the noises adults make when they read stories</p> <ul style="list-style-type: none"> • Continue recognising and responding to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Keep Showing an interest in play with sounds, songs and rhymes <p>Understanding</p> <ul style="list-style-type: none"> • Start to identifies action words by following simple instructions, e.g. <i>Show me jumping</i> • Continue to begin to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i> • Continue to understanding who, what, where in simple questions (e.g. <i>Who's that? Who can? What's that? Where is?</i>) • Continuing to developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>) <p>Speaking</p> <ul style="list-style-type: none"> • Develop using language to share feelings, experiences and thoughts • Continue to hold a conversation, jumping from topic to topic • Develop learning new words very rapidly and be able to use them in communicating • Develop using a variety of questions (e.g. <i>what, where, who</i>) <p>Continuing to use longer sentences (e.g. <i>Mummy gonna work</i>)</p> <p>Develop beginning to use word endings (e.g. <i>going, cats</i>)</p>	<p>Listens with interest to the noises adults make when they read stories</p> <ul style="list-style-type: none"> • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes <p>Understanding</p> <ul style="list-style-type: none"> • Identifies action words by following simple instructions, e.g. <i>Show me jumping</i> • Beginning to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i> • Understands who, what, where in simple questions (e.g. <i>Who's that? Who can? What's that? Where is?</i>) • Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>) <p>Speaking</p> <ul style="list-style-type: none"> • Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic • Learns new words very rapidly and is able to use them in communicating • Uses a variety of questions (e.g. <i>what, where, who</i>) <p>Uses longer sentences (e.g. <i>Mummy gonna work</i>)</p> <p>Beginning to use word endings (e.g. <i>going, cats</i>)</p>
<p>Physical</p> <p>(Fine and gross motor skills developing in an integrated way. Health, well-being and self-care are</p>	<p>Moving and Handling</p> <ul style="list-style-type: none"> • Starting to run safely on whole foot • Begin to move in response to music, or rhythms played on instruments such as drums or shakers • Will sometimes jump up into the air with both feet leaving the floor and can jump forward a small distance • Begin to kick a stationary ball with either foot, 	<p>Moving and Handling</p> <ul style="list-style-type: none"> • Continue to run safely on whole foot • Develop moving in response to music, or rhythms played on instruments such as drums or shakers • Develop jumping up into the air with both feet leaving the floor and can jump forward a small distance 	<p>Moving and Handling</p> <ul style="list-style-type: none"> • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance

integral to physical development)	<p>throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</p> <ul style="list-style-type: none"> • Start to use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • Begin to show an increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools <p>Health and Self Care</p> <ul style="list-style-type: none"> • Start to develop some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Beginning to develop increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Starting to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Beginning to express their thoughts and emotions through words as well as continuing to use facial expressions 	<ul style="list-style-type: none"> • Continue to kick a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Develop using wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • Develop an increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools <p>Health and Self Care</p> <ul style="list-style-type: none"> • Continue developing some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Continue to develop an increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Develop helping with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Continue to express their thoughts and emotions through words as well as continuing to use facial expressions 	<ul style="list-style-type: none"> • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools <p>Health and Self Care</p> <ul style="list-style-type: none"> • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions
<p>Literacy</p> <p>(Understanding and being understood)</p>	<p>Reading</p> <ul style="list-style-type: none"> • Starting to have some favourite stories, rhymes, songs, poems or jingles • Beginning to repeat and uses actions, words or phrases from familiar stories • Will sometimes fill in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a...</i> Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps 	<p>Reading</p> <ul style="list-style-type: none"> • Continue to have some favourite stories, rhymes, songs, poems or jingles • Develop repeating and uses actions, words or phrases from familiar stories • Continue to fill in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a...</i> Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps 	<p>Reading</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a...</i> Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps

	<ul style="list-style-type: none"> Start to enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes <p>Writing</p> <ul style="list-style-type: none"> Start to distinguish between the different marks they make Beginning to enjoy drawing and writing on paper, on screen and on different textures, such as in sand or play dough and through using touch-screen technology. 	<ul style="list-style-type: none"> Continue to enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes <p>Writing</p> <ul style="list-style-type: none"> Continually distinguishes between the different marks they make Develop enjoying drawing and writing on paper, on screen and on different textures, such as in sand or play dough and through using touch-screen technology. 	<ul style="list-style-type: none"> Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes <p>Writing</p> <ul style="list-style-type: none"> Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or play dough and through using touch-screen technology.
<p>Mathematics</p> <p>(Understanding number, quantity, space and shape. It involves seeking patterns, creating and solving mathematical problems and engaging with stories, songs, games, practical activities and imaginative play)</p>	<p><u>Comparison</u></p> <ul style="list-style-type: none"> Will sometimes show an awareness of changes in numbers of things, using words like <i>more</i>, <i>lots</i> or <i>'same'</i> <p><u>Counting</u></p> <ul style="list-style-type: none"> Says some numbers. <p><u>Cardinality (How many?)</u></p> <ul style="list-style-type: none"> Shows an interest in groups of objects start to show an interest in numerals (number symbols) Beginning to count on their fingers. <p><u>Spatial Awareness</u></p> <ul style="list-style-type: none"> Starts to move their bodies and toys around objects and explores fitting into spaces Start to begin to remember their way around familiar environments Sometimes responds to some spatial and positional language Start to explore how things look from different viewpoints including things that are near or far away 	<p><u>Comparison</u></p> <ul style="list-style-type: none"> Increasingly starting to compare and recognise changes in numbers of things, using words like <i>more</i>, <i>lots</i> or <i>'same'</i> <p><u>Counting</u></p> <ul style="list-style-type: none"> With support saying numbers in order, some of which are in the right order (ordinality) <p><u>Cardinality (How many?)</u></p> <ul style="list-style-type: none"> In everyday situations, start to take or give two or three objects from a group Develop noticing numerals (number symbols) Beginning to count on their fingers. <p><u>Spatial Awareness</u></p> <ul style="list-style-type: none"> Develop moving their bodies and toys around objects and explores fitting into spaces Begins to remember their way around familiar environments Develop responding to some spatial and positional language Continue to explore how things look from different viewpoints including things that are 	<p><u>Comparison</u></p> <ul style="list-style-type: none"> Beginning to compare and recognise changes in numbers of things, using words like <i>more</i>, <i>lots</i> or <i>'same'</i> <p><u>Counting</u></p> <ul style="list-style-type: none"> Begins to say numbers in order, some of which are in the right order (ordinality) <p><u>Cardinality (How many?)</u></p> <ul style="list-style-type: none"> In everyday situations, takes or gives two or three objects from a group Beginning to notice numerals (number symbols) Beginning to count on their fingers. <p><u>Spatial Awareness</u></p> <ul style="list-style-type: none"> Moves their bodies and toys around objects and explores fitting into spaces Begins to remember their way around familiar environments Responds to some spatial and positional language Explores how things look from different viewpoints including things that are near or far away

	<p><u>Shape</u></p> <ul style="list-style-type: none"> • Chooses puzzle pieces and tries to fit them in (Simple Insert) • Start to recognise that two objects have the same shape • With support make simple constructions <p><u>Pattern</u></p> <ul style="list-style-type: none"> • Starts to join in and anticipates repeated sound and action patterns • Beginning to be interested in what happens next using the pattern of everyday routines <p><u>Measures</u></p> <ul style="list-style-type: none"> • Starts to explore differences in size, length, weight and capacity • Will sometimes understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time 	<p>near or far away</p> <p><u>Shape</u></p> <ul style="list-style-type: none"> • Chooses puzzle pieces and tries to fit them in (Puzzle of three or four pieces) • Continuously recognises that two objects have the same shape • Makes simple constructions <p><u>Pattern</u></p> <ul style="list-style-type: none"> • Increasingly joins in and anticipates repeated sound and action patterns • Shows increased interest in what happens next using the pattern of everyday routines <p><u>Measures</u></p> <ul style="list-style-type: none"> • Continue exploring differences in size, length, weight and capacity • Develop beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time 	<p><u>Shape</u></p> <ul style="list-style-type: none"> • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions <p><u>Pattern</u></p> <ul style="list-style-type: none"> • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines <p><u>Measures</u></p> <ul style="list-style-type: none"> • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time
<p>Understanding the world</p> <p>(Make sense of their expanding world and their place within it)</p>	<p>People and Communities</p> <ul style="list-style-type: none"> • Begins to have a sense of own immediate family and relations and pets • Starting to in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to be aware of their peers • Starts to notice that they have similarities and differences that connect them to, and distinguish them from, others 	<p>People and Communities</p> <ul style="list-style-type: none"> • Continue to develop a sense of own immediate family and relations and pets • Continue in pretend play, to imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to be interested in what their peers are doing • Begin to develop an understanding that they have similarities and differences that connect them to, and distinguish them from, others 	<p>People and Communities</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others

	<p>The World</p> <ul style="list-style-type: none"> • Beginning to notice detailed features of objects in their environment • Sometimes can talk about some of the things they have observed such as plants, animals, natural and found objects • Will sometimes enjoy playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake <p>Technology</p> <ul style="list-style-type: none"> • Beginning to seek to acquire basic skills in turning on and operating some digital equipment • Will sometimes operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car • Starts to play with water to investigate “low technology” such as washing and cleaning • Explores using pipes, funnels and other tools to carry/transport water from one place to another 	<p>The World</p> <ul style="list-style-type: none"> • Continue to notice detailed features of objects in their environment • Develop talking about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions., occasionally building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake <p>Technology</p> <ul style="list-style-type: none"> • Develops seeking to acquire basic skills in turning on and operating some digital equipment • Continue to develop the knowledge to operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car • Sometimes will play with water to investigate “low technology” such as washing and cleaning • Develop using pipes, funnels and other tools to carry/transport water from one place to another 	<p>The World</p> <ul style="list-style-type: none"> • Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake <p>Technology</p> <ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some digital equipment • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car • Plays with water to investigate “low technology” such as washing and cleaning • Uses pipes, funnels and other tools to carry/transport water from one place to another
<p>Expressive Arts and Design</p> <p>(Using a variety of ways to express and communicate through music, movement and a wide range of materials)</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> • May join in singing songs • Experiments with creating sounds by rubbing, shaking, tapping, striking or blowing • May show an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i> • Begins to experiment with ways to enclose a space, create shapes and represent actions, sounds and objects • Start to enjoy and responds to playing with colour in a variety of ways, for example combining colours 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Usually joins in singing songs • Develop an understanding of how to create sounds by rubbing, shaking, tapping, striking or blowing • Continue to show an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i> • Continues to experiment with ways to enclose a space, create shapes and represent actions, sounds and objects • Continue to enjoy and responds to playing with colour in a variety of ways, for example 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i> • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore

	<ul style="list-style-type: none"> • Begin to use 3D and 2D structures to explore materials and/or to express ideas <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Begins to use everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Sometimes will make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i> • Shows an interest in creating rhythmic sounds and movements 	<p>combining colours</p> <ul style="list-style-type: none"> • Develop using 3D and 2D structures to explore materials and/or to express ideas <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Sometimes uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Continue to develop make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i> • Continue to develop creating rhythmic sounds and movements 	<p>materials and/or to express ideas</p> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i> • Creates rhythmic sounds and movements
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**** Please note that this Yearly Overview applies to children who join Nursery in September each year. For children who join mid-year, this plan will be adjusted accordingly.**