



Collingwood Primary School – Knowledge Builder – Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Connections and Contexts	Let's Explore Colour Rhyme Time I am Special	Autumn All Around My Friends and Me Christmas Nativity	Once Upon a Time It's Cold Outside My Family	Emergency, Emergency Easter Traditions	Down at the Farm Going Shopping	Out and about in the Summer Growing up and moving on
Texts	Brown Bear, Brown Bear Blue Balloon Wow said the Owl Dear Zoo Elmer Noah's Ark	We're Going on a Bear Hunt The Leaf Thief Squirrel's busy Day Peace at Last (T4W) The Jolly Postman The First Christmas	The Three Little Pigs (T4W) Goldilocks and the Three Bears Little Red Riding Hood The Three Billy Goats	Emergency! Awesome Engines Officer George PC Ben Busy People - Police Officer Ness the Nurse Paula the Vet Zac and the Vet The Easter Story	Chicken Licken Pig in the Pond Duck in the Truck A Squash and a Squeeze Who's in the Shed? Oliver's Milkshake From Chick to Hen/Farm animals	The Hundred Decker Bus Red Lorry Yellow Lorry Rosie's Hat The Runaway Train The Very Hungry Caterpillar (T4W) The Big Book of Weather Dear Teacher
Communication and Language	Demonstrate joint attention when the group chant favourite rhymes. Imitate hand gestures and anticipate some	Join in with favourite rhymes –some lines, words and actions. Engage in short periods of joint attention with books.	Begin to engage in simple dialogue about play. Join in with longer sections of favourite rhymes –some lines, words and actions.	Use back and forth conversations about play. Answer why questions. Remain attentive to the end of the	Use talk to organise play, assigning roles, directing others, choosing resources. Ask and answer why questions.	Able to talk about events now and in the past using appropriate tenses. Generate and complete

	words and join in with them. Develop understanding of simple sentences. Play alongside an adult, attentive as play is narrated.	Participate with words, phrases or gestures as play is narrated.	Show pleasure in favourite elements of rhymes.	book without prompts. Anticipate the ending of familiar books. Know a few rhymes off by heart. Express preferences for rhymes.	Join in with very familiar repeated sections in books. Comment on or answer questions about illustrations. Know a range of rhymes and express preferences.	causative sentences. Follow two part instructions. Begin to "read along" with very familiar books. Comment on books as they are being read. Have favourite books. Know a wider range of rhymes.
Personal, Social and Emotional Development	Form a secure bond with key adults and play in parallel, observing others and copying ideas. Select from a small range of resources on offer within a single activity. Know they need to use the toilet and ask adults to help them with clothing. Wash hands with guidance.	Become more outgoing with other adults in the setting. Begin to link up with others from their group by holding hands and travelling to the same play area. Locate and bring additional resources to activities to achieve a particular goal. Know they need to use the toilet and go independently, following adult guidance with clothing. Wash	Follow rules with simple verbal prompts or visual reminders. Take turns with verbal prompts from adults to pass over equipment. Choose and locate the resources they need to achieve a goal. Use the toilet independently, managing clothing and washing hands without a reminder. Begin to understand oral hygiene and	Follow very simple rules to stay safe when visiting the wider locality with familiar adults. Listen and talk to special visitors to the setting. Spontaneously take turns. Join in with simple discussions with an adult about how to make things fair. Choose the tools and materials they need to achieve a goal.	Follow rules without reminders. Contribute to decisions about room layout and resources. Use play with another child to extend and elaborate ideas. Accept simple resolutions suggested by adults and move on with play. Use self calming spontaneously. Carry out simple tasks requested to help someone else.	Articulate simple rules to other children. Develop appropriate ways of being assertive. Use a wider range of adjectives to describe feelings of friends and characters in books and films. Initiate simple plans to resolve conflict such as offering to go second or passing over a resource.

		hands with guidance.	imitate a tooth brushing routine.	Develop ways to calm themselves and use these with adult support.	Use a small range of adjectives to describe the emotions of story characters and friends.	Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe. Take a role in domestic play and speak from another point of view.
Physical Development	<p>Drive scooters, bikes and trikes by pushing feet. Climb steps or stairs with alternate feet, using a hand or handrail for support.</p> <p>Jump two feet to two feet on the spots. Jump down from a higher to a lower height.</p> <p>Travel by galloping with a leading foot.</p> <p>Run at speed in the outdoor space.</p> <p>Kick. Roll, chase and collect a ball.</p> <p>Copy some aspects of whole</p>	<p>Run and freeze on command.</p> <p>Climb apparatus with alternate feet, using own hands for support.</p> <p>Copy most aspects of whole body action rhymes.</p> <p>Make marks with large tools using arms and shoulders.</p>	<p>Hop on the spot and to travel.</p> <p>Bowl, roll, chase and collect, tyres and barrels.</p> <p>Take own coat off and put it on.</p> <p>Copy all aspects of whole body action rhymes and challenges.</p> <p>Use a fork and spoon independently.</p> <p>Make marks with different size pens with a palmer grip.</p>	<p>Drive tricycles by pedaling.</p> <p>With an adult hand travel above floor height by walking or crawling.</p> <p>Using pincer movements to pick up small items or nip malleable materials.</p> <p>Post and thread.</p> <p>Begin to manage simple clothing independently.</p>	<p>Run at speed negotiating obstacles.</p> <p>Travel above floor height by slowing and controlling movement.</p> <p>Weave materials into frames.</p> <p>Attempt some simple fastenings when dressing and undressing.</p> <p>Develop techniques for working simple mechanisms.</p>	<p>Drive ride on toys at speed, using the pedals and steering round obstacles.</p> <p>Collaborate with others to transport large items safely.</p> <p>Compete in a simple challenge with adult support.</p> <p>Copy adults to move in a variety of ways.</p> <p>Use a knife and fork independently.</p> <p>Use a tripod grip to make marks, including enclosed spaces.</p>

	body action rhymes.					Repeat the same mark making movement with control and ascribe meaning to marks. Play follow my leader in a small group, imitating a range of gross motor movements.
Literacy	Maintain focus on a short picture book shared with an adult until the end. Make marks on a range of scales with a range of tools and grips.	Develop preferences for picture books and seek out adults to share them. Anticipate favourite sections as the book is shared. Hold books independently, opening to find pages of interest. Process language to locate key features in illustrations. Demonstrate joint attention during rhyme time, imitating some actions. Make marks on a range of scales	Turn the pages of books from beginning to end, noting items of interest along the way. Name pertinent features in book illustrations as a story is being shared. Remain engaged from the beginning to end of short books. Select books independently and locate aspects of interest within the pages. Use all actions to map the pace and shape of a rhyme with some words and phrases.	Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. Remain engaged from the beginning to the end of longer books. Answer closed questions as a book is being shared. Join in sections of familiar rhymes with all actions. Recognise a few examples of environmental print such as	Locate familiar books within a larger collection. Begin to participate in the repetitive features of very familiar books. Suggest what might happen next from memory. Answer how or why questions about a book. Know a few complete rhymes off by heart. Create a range of marks with different tools and talk about their purpose. Recognise further examples of environmental	Name and locate favourite books and give very brief descriptions of plot elements or characters. Re-enact very short excerpts from favourite texts using puppets or small world figures. Use the structure of the text to anticipate when to join in. Suggest what might happen next in unfamiliar books, drawing on the plot so far.

		with a range of tools and grips.	Focus on marks as they are being created by a range of tools.	shop logos and food labels. Make continuous linear marks and other effects with hands and tools on a range of scales.	print from the immediate locality. Make marks, including strings of symbols for others and ascribe meaning to them.	Distinguish between the text and the illustrations. Notice very familiar letter symbols in the environment such as letters from their name. Have a repertoire of known rhymes. Complete a phrase with the final rhyming word. Accurately claim familiarity with a small number of symbols such as letters from their names, house numbers Use imitative writing during role play. Demonstrate a hand preference. Write symbols in an order which approximate to their name.
Phonics	general sound discrimination – *environmental/*instrumental/*body percussion		general sound discrimination – environmental/instrumental/body percussion		general sound discrimination – environmental/instrumental/body percussion	

	*rhythm and rhyme/alliteration/voice sounds Begin to hear initial sound in name Mark making		*Rhythm and rhyme/*Alliteration/*voice sounds begin oral blending/segmenting Hear and begin to recognise initial letter of name Begin to hear initial sound in name Give meaning to marks		*Rhythm and rhyme/*Alliteration/voice sounds *oral blending/segmenting Begin to recognise first name Give meaning to marks Set one sounds RWI	
Mathematics	Compare small sets of objects by processing language "more than". Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties. Process simple positional vocabulary in the run of child initiated play. Match pairs to demonstrate a secure grasp of commonality.	Compare small sets of objects by processing language "more than" and "fewer than". Count within and up to 5 with correspondence. Count sets to 5, applying the cardinal principle. Use one word informal descriptions of properties of 3D shapes as they build. Process language of everyday size during play. Process and use positional vocabulary in large scale physical play. Sort sets of objects such as building blocks	Subitise within 3. Show sets on fingers within 5. Process and use positional vocabulary accurately in small world scenes and when building. Arrange 2D shapes, narrating choices with informal descriptions of properties. Create a set out of positive and negative examples of objects. Use everyday language to compare size	Solve everyday problems with numbers up to 5. Process and use positional vocabulary accurately when out in the wider locality. Ascribe meaning to 3D shapes when building, according to their properties. Process language to Fill and empty containers. Process language to create structures or arrangements longer, shorter, taller, wider than mine.	Link numerals to sets of 1, 2 or 3. Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty Compare lengths by aligning and accurately identify longer, taller and shorter. Process and use positional vocabulary accurately when describing book illustrations. Continue an ABAB linear pattern with everyday objects. Talk about things that have happened in the past.	Link numerals to sets within 5. Predict changes in amounts in stories and rhymes, counting forwards and backwards Use a few of their own symbols and marks to represent mathematical experiences. Combine 2D and 3D shapes to make new shapes and narrate the effects created. Compare area of 2D shapes by placing them on top of each other identifying and naming bigger and smaller

		into sets of identical members.				Correct an error in an ABAB pattern. Participate accurately in ABAB repeated patterns of actions. Talk about things that have already happened and things that are going to happen. Use terms day and night in relation to stories.
Understanding the World	Actively collect and enjoy transporting materials. Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language. Sustain interest in action and reaction toys.	Use some very simple adjectives to describe the sensory properties of everyday materials. Respond appropriately to adult guidance to treat living things with care. Improve techniques with a range of action and reaction toys.	Collect particular materials for a purpose. Make mechanisms such as pegboard cogs and other simple construction kit components such as wheels and axles work to a particular end. Recognise and name family members in photographs. Respond appropriately to adult guidance to	Collect materials for a particular purpose and explain. Work alongside adults imitating their actions as they care for living things. Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits. Give very	Actively explore the properties of everyday materials through spontaneous experimentation. Demonstrate a range of actions with remote control toys. Work alongside adults imitating their actions as they care for living things. Narrate, a stage at a time, the way a growing plant or	Actively explore the properties of everyday materials through spontaneous experimentation , narrating findings. Answer closed and anticipatory questions in simple adult led experiments about the properties of materials Use remote control toys to a

	Engage in joint attention with adults for short periods of time in respectful observations of living things.		treat living things with care.	simple explanations of how they work. Describe and enact some of the roles of community figures	animal is changing. Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately.	particular end and explain how to do it. Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys. Recognise self in baby photographs and relate simple family stories about babyhood. Work alongside adults imitating their actions as they care for living things. Narrate a stage at a time the way a growing plant or animal is changing.
Expressive Arts and Design	Use props, similar to the items they represent, appropriately, during simple domestic role play. Use small world props in short non-verbal narratives.	Use props, similar to those they represent, appropriately during role play with simple dialogue. Use small world props in simple stories with some narration.	Use materials for a purpose. Use props appropriately to recreate a wider range of simple role plays. Use figures from familiar stories and films to	Use a wider range of objects as props in spontaneous story telling. Create original stories with small world figures. Join materials for a purpose.	Speak in role in simple story telling. Join materials in a range of ways to make things for a purpose. Use mark making tools with control to add detail to shapes.	Generate simple stories inspired by props. Create original stories with small world figures, including dialogue. Use mark making tools to

	Make marks with a wide range of tools and grips. Join in with very simply structured rhymes and songs, recalling predictable patterns and attempting actions. Experiment with sound makers and develop preferences.	Make marks with a wide range of tools and grips. Join in with very simply structured rhymes and songs, recalling predictable patterns and attempting actions. Experiment with sound makers indoors and out and develop preferences.	recreate short episodes. Use mark making tools to make enclosed shapes. Join in with a small repertoire of simpler nursery rhymes and come to know them well. Imitate adult sound making with very simple instruments in group time to accompany rhymes, songs and stories.	Use mark making tools to make a range of enclosed shapes. Sing a range of simple rhymes all the way through with joint attention in a group	Accurately match environmental sounds to pictures and imitate them vocally. Imitate body percussion to accompany simple songs. Learn more complex nursery rhymes.	make very simple representational drawings. Accurately match instrumental sounds to familiar percussion instruments. Know by heart most of the words of simple repetitive songs and melodic nursery rhymes.
Focus Artist	Jackson Pollock - Colour / Fireworks		Vincent Van Gogh observational drawing /flowers		Simon Brown – Animals	
RE Celebrations & Festivals	Harvest Noah's Ark	Christmas, Diwali, Remembrance Day The Christmas Story	New Year Chinese New Year St George's Day	Easter The Easter Story	Eid	Holi
Computing	How do we use equipment safely? Learning and exploring how to use touch screen boards and ipads	Exploring how to use desktop computers. Typing and mouse skills. Online Safety	How to open a game independently from an icon or link.	How do you take a photograph/video?	Using and exploring programmable toys.	Using microphones to record sounds and voices. Computers in the home.