



## St Joseph's Catholic Primary School

### Nursery's Medium-Term Plan

| Subject | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                      | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                          | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Theme   | All about Me/<br>Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                           | People who help us/<br>Christmas                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Traditional<br>Tales/Spring                                                                                                                                                                                                                                                                                                                                                                                                                   | Minibeasts/<br>Easter                                                                                                                                                                                                                                                                                                                                                                                             | Under the<br>Sea/Summer                                                                                                                                                                                                                                                                                                                                                                                              | The Farm/ Going to<br>Big School                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| RE      | <p><b>Creation and Covenant</b><br/>Children will listen to and respond to the Creation story; God made our beautiful world and everything in it. God made me.</p> <ul style="list-style-type: none"> <li>• God made me.</li> <li>• God loves me.</li> <li>• God loves everyone.</li> </ul> <p>God made the wonderful world.</p> <p>The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'.</p> | <p><b>Prophecy and Promise</b><br/>Children will listen to and retell the Nativity story Mary was going to have a baby.</p> <ul style="list-style-type: none"> <li>• His name will be Jesus (Lk 1:26-31, 38).</li> <li>• Jesus was born in Bethlehem (Lk 2:4-7).</li> </ul> <p>Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20)<br/>Mary had a baby called Jesus</p> <ul style="list-style-type: none"> <li>• Advent wreath.</li> <li>• The tradition of the crib.</li> </ul> | <p><b>Galilee to Jerusalem</b><br/>Children will listen to the Easter Story and to know that Lent is a time to care for others. Jesus died on a cross. It is a sad time<br/>Jesus was given new life by God his Father.<br/>Jesus rose and everyone celebrates.<br/>Love God and love everyone.<br/>(great commandments)</p> <ul style="list-style-type: none"> <li>• Caring for others in Lent.</li> <li>• Jesus died on a cross.</li> </ul> | <p><b>Desert to Garden</b><br/>Children will listen to Magi's visit . The Wise Men visit Jesus (Matt 2:1-12).<br/>Jesus welcomes the little children (Mk 10:v16).<br/>Jesus blesses the little children (story retold)<br/>Jesus was born for everyone.<br/>The Glory Be is a special prayer<br/>Show love to everyone like Jesus.<br/>Children will learn about the season of Lent, the Paschal Triduum, and</p> | <p><b>To the ends of the Earth</b><br/>Children will listen to how Jesus went back to his Father.<br/>He sent a special friend, the Holy Spirit, to look after us.<br/>The Holy Spirit is our friend. The Holy Spirit looks after us.<br/>The parish church is a special place where we meet our friends. We sing and say prayers<br/>The parish church. We gather with friends at church, especially on Sunday.</p> | <p><b>Dialogue and Encounter</b><br/>Children will listen to Friends of Jesus: Hear a simple life of St Peter and St Paul.<br/>Learn about other saints important to the school / class<br/>Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus.<br/>Explore a range of pictures of Jesus from a non-European tradition</p> <ul style="list-style-type: none"> <li>• Learning about other faith communities</li> </ul> |

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**Aspiring for excellence for all, together as a catholic community.**



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| <p>Give thanks for God's wonderful world</p> <ul style="list-style-type: none"><li>Look after me. Look after God's world.</li></ul> <p>To learn and know our special book The Bible and to learn our daily school prayers</p> <p>They will</p> <p>They will retell the story through role play, sequencing and storytelling, use Makaton signs and songs to support learning, make the Sign of the Cross, explore simple messages from <i>Laudato Si'</i>, and celebrate their own uniqueness, baptism and family life through discussion and Circle Time.</p> | <p>Nativity celebration.</p> <ul style="list-style-type: none"><li>Celebrate Advent, it is a time to get ready for Christmas.</li></ul> <p>God sent Jesus to love us all.</p> <p>They will</p> <p>They will use role play, small world play, story maps, sequencing, drawing and mark making to deepen their understanding, develop key vocabulary, and learn that God loves everyone and values the different roles people have within the community.</p> | <p>Jesus rose and we celebrate</p> <ul style="list-style-type: none"><li>Simple signs of Lent – colour purple, seeds, growing.</li><li>Simple signs of Easter – colour white, growth, Easter Garden.</li><li>Care for others.</li></ul> <p>Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs</p> <p>Children will learn about the life of Jesus and how he showed God's love through his teachings, miracles and acts of kindness. They will hear stories from the Gospels, explore what it means to</p> | <p>the events of Holy Week, leading to the joy of Easter. They will hear the story of Jesus' death and resurrection, explore themes of love, hope and new life, and respond through storytelling, role play, creative activities, prayer and celebration.</p> | <p>Children will learn that Jesus returned to his Father in heaven and that the Holy Spirit came at Pentecost to guide and help God's people. They will explore how the Holy Spirit helps us to make good choices, learn about the early Christian community and the parish church, and recognise that we are all part of God's family</p> | <p>should</p> <p>happen throughout the year when it is most relevant to the class and the local community (this will inevitably have a knock on impact on your RE curriculum and there may be elements from previous branches you wish to cover here eg parables / stories of Jesus from Branch 3 and elements of the parish Church learning from Branch 5</p> <p>Children will learn that St Peter and St Paul were special friends of Jesus and that people around the world continue to follow him today. They will explore how people in their local faith community show God's love, celebrate belonging to their community, and</p> |
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|                            |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                            | be a follower of Jesus, and respond through role play, storytelling, discussion, art and song                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                            | recognise that Jesus is loved by people of                                                                                                                                                                                                                                                 |
| Communication and Language | <p>I can listen to simple stories and using pictures to help me know what is happening.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Beginning to pay attention to more than one thing at a time. Understanding a question or instruction that has two parts, such</p> | <p>I can listen to different songs and rhymes and join in with some I know e.g. nursery rhymes</p> <p>Listening to simple stories and using pictures to help me know what is happening.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Beginning to pay attention to more than</p> | <p>I can start to listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc.</p> <p>I can follow instructions with two key words accurately</p> <p>I can answer a range of questions. I am starting to understand 'why?' in terms of investigations etc.</p> | <p>I can start to listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc.</p> <p>I can follow instructions with two key words accurately</p> <p>I can answer a range of questions. I am starting to understand 'why?' in terms of investigations etc.</p> | <p>I can listen carefully to songs, stories and rhymes and respond by joining in</p> <p>I can understand and respond to instructions with:</p> <p>*2 key words- Put on your hat</p> <p>*3 key words- Can you wash dolly's face?</p> <p>I can understand and respond to 'why' questions</p> | <p>I can listen carefully to songs, stories and rhymes and respond by joining in</p> <p>I can understand and respond to instructions with:</p> <p>*2 key words- Put on your hat</p> <p>*3 key words- Can you wash dolly's face?</p> <p>I can understand and respond to 'why' questions</p> |



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|  | <p>as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Listen to different songs and rhymes and join in with some I know e.g. nursery rhymes</p> <p>Using a wider range of vocabulary.</p> <p>Joining in with repeated, familiar book language.</p> <p>Listening to others talk and start to join in.</p> <p>Responding and giving my attention when someone speaks to me (using my name helps).</p> <p>Beginning to answer questions using who, what, when and where</p> | <p>one thing at a time.</p> <p>Understanding a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Listen to different songs and rhymes and join in with some I know e.g. nursery rhymes</p> <p>Using a wider range of vocabulary.</p> <p>Joining in with repeated, familiar book language.</p> <p>Listening to others talk and start to join in.</p> <p>Responding and giving my attention when someone speaks to me (using my name helps).</p> <p>Beginning to answer questions using who, what, when and where</p> | <p>I can respond appropriately when I am spoken to e.g. asked a direct question</p> <p>I know to try and listen when someone else is speaking</p> | <p>I can respond appropriately when I am spoken to e.g. asked a direct question</p> <p>I know to try and listen when someone else is speaking</p> | <p>I can start a conversation and take it in turns to speak</p> | <p>I can start a conversation and take it in turns to speak</p> |
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| English | <b>Comprehension (Recall, retell and sequence)</b><br>I enjoy stories, songs and rhymes                                                                      | I can start to develop play around my favourite stories and props                                                                           | I can start to develop play around my favourite stories and props                                                                                                                                     | I can sequence events from stories I have heard                                                                                                        | I can join in with familiar rhymes and songs (and some patterned stories)<br>I can use some story language or new vocabulary in my play                                                                                                                           | I can join in with familiar rhymes and songs (and some patterned stories)<br>I can use some story language or new vocabulary in my play                                                                                                 |
| Reading | Comprehension (Vocabulary)<br>I can repeat words and phrases a familiar book<br>I can join in with some words in familiar songs                              | I have an understanding of letters and print e.g. page sequencing, book parts, etc.<br>I am starting to notice rhyme and can clap syllables | I have an understanding of letters and print e.g. page sequencing, book parts, etc.<br>I am starting to notice rhyme and can clap syllables                                                           | I can start to join in with familiar stories, rhymes and songs                                                                                         | I can talk about stories I have heard<br>I can retell some familiar stories                                                                                                                                                                                       | I can talk about stories I have heard<br>I can retell some familiar stories                                                                                                                                                             |
| Phonics | <b>Word Reading- Phase 1 Phonics</b><br>I can notice print e.g. familiar logos, bus numbers, my name/ first letter<br>Phase 1 phonics- environmental sounds. | I have an understanding of letters and print e.g. page sequencing, book parts, etc.<br>I am starting to notice rhyme and can clap syllables | <b>Word Reading- Phase 2 Phonics</b><br>Initial sounds<br>I have an understanding of letters and print e.g. page sequencing, book parts, etc.<br>I am starting to notice rhyme and can clap syllables | <b>Phase 2 Phonics</b><br>I can hear the sounds in words and am starting to blend them back together<br>I can spot words with the same initial sounds. | <b>Phase 2 Phonics</b><br>I can hear the sounds in words and am starting to blend them back together<br>I can spot words with the same initial sounds.<br>I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables | I can hear the sounds in words and am starting to blend them back together<br>I can spot words with the same initial sounds.<br>I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables |



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| Writing | <p><b>Letter Formation</b><br/>I can start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc.</p> <p><b>Spelling</b><br/>I can tune into sounds during listening games<br/>I can show awareness of alliteration e.g. the ssssliperry ssssnake</p> <p><b>Composition</b><br/>I can add marks to pictures giving meaning to them<br/>I can add marks to show my name</p> | <p>I can demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc.</p> <p>I can tune into the sounds in words- showing understanding e.g. Phase 1 Toy Talk for blending and segmenting</p> <p>I can use I can apply some print knowledge to writing e.g. m for mummy<br/>I can write the first letter of my name</p> | <p>I can demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc.</p> <p>I can tune into the sounds in words- showing understanding e.g. Phase 1 Toy Talk for blending and segmenting</p> <p>I can use I can apply some print knowledge to writing e.g. m for mummy<br/>I can write the first letter of my name</p> | <p>I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc</p> <p>I can segment words in the order in which they occur (with support)<br/>I can change the initial sound to make new words e.g. at- hat, cat, mat, sat</p> <p>I am using a wider print knowledge for writing<br/>I can write some of my name e.g. first two letters</p> | <p>I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc</p> <p>I can segment words in the order in which they occur (with support)<br/>I can change the initial sound to make new words e.g. at- hat, cat, mat, sat</p> <p>I am using a wider print knowledge for writing<br/>I can write some of my name e.g. first two letters</p> | <p>I can write some letters with good formation e.g. the letters from my name</p> <p>I can orally segment single sound CVC words e.g. c-a-t</p> <p>I can say the initial sounds in most words</p> <p>I apply print knowledge to my emergent writing<br/>I can write my own name</p> |
| Maths   | <p><b>Over the course of the year ...</b></p> <p><b>Number</b><br/>Counting in play. Counting to 5 and recite numbers past 5. Reacting to changes in amounts e.g. hiding and returning rhymes- two dicky birds.</p>                                                                                                                                                                                  | <p>I can recite numbers to 5 and beyond</p> <p>I am starting to subitise up to two</p> <p>I can make comparisons between objects- size, length, weight and capacity</p>                                                                                                                                                                                         | <p>I can say one number name for each item</p> <p>I can show 'finger' numbers to 5</p> <p>I can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each</p>                                                                                                                                                   | <p>I can say one number name for each item</p> <p>I can show 'finger' numbers to 5</p> <p>I can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each</p>                                                                                                                                                            | <p>I can count, order, recognise and use numbers to 5</p> <p>I can subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p>                                                                                                                                                                                                                     | <p>I can count, order, recognise and use numbers to 5</p> <p>I can subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p>                                                                                                                                |

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| <p>Comparing sizes using some gesture and language e.g. bigger, longer, taller, smaller, etc.</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subsidising').</p> <p>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.</p> <p>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.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> |  | <p>other) and recognise it without counting</p> <p>I can make comparisons between quantities</p> | <p>other) and recognise it without counting</p> <p>I can make comparisons between quantities</p> | <p>I can compare quantities using the vocabulary of greater, less, more, fewer and the same</p> | <p>I can compare quantities using the vocabulary of greater, less, more, fewer and the same</p> |
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|                            | <p>Compare quantities</p> <p><b>Numerical Patterns</b></p> <p>I can compare sizes using some gesture and language e.g. bigger, longer, taller, smaller, etc.</p> <p>Noticing patterns and arrange things in patterns. Reacting to changes in amounts e.g. hiding and returning rhymes- two dicky birds.</p> <p>Combining shapes and objects e.g. stacking blocks/ cups</p> |                                                 |                                                               |                                                               |                                                                                       |                                                                                                                                                                                                                                               |
| Understanding of the world | <p><b>Past and present</b></p> <p>I can start to show I know who I am in terms of preferences</p> <p>Demonstrating that I know who I am in terms of preferences.</p> <p>Begin to make sense of own life-story and family's history.</p>                                                                                                                                    | I can talk about myself and my immediate family | I can talk about some of the ways I have changed over my life | I can talk about some of the ways I have changed over my life | I can talk about some of my own and my family's history (grandparents, parents, etc.) | <p>I can talk about some of my own and my family's history (grandparents, parents, etc.)</p> <p>I can talk about some of my own and my family's history (grandparents, parents, etc.)</p> <p>I can talk about the differences I have seen</p> |

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|  |                                                                                                                                                                                                                                                             |                                                                                           |                                                                                                          |                                                                                                          |                                                                                                                          | <p>in people, countries and communities</p> <p>I can talk about the key features of life cycles using key vocabulary</p> <p>I can talk about the world around us observing animals and plants</p> |
|  | <p><b>People, cultural and communities</b></p> <p>I can start to notice some of the differences between people</p> <p>Beginning to notice some of the differences between people.</p> <p>Learning about a variety of occupations in People Who Help Us.</p> | <p>I can talk about different occupations and job roles</p>                               | <p>I can name other countries in the world</p> <p>I am positive about the differences between people</p> | <p>I can name other countries in the world</p> <p>I am positive about the differences between people</p> | <p>I can talk about the differences I have seen in people, countries and communities</p>                                 | <p>I can talk about the differences I have seen in people, countries and communities</p>                                                                                                          |
|  | <p><b>The natural world</b></p> <p>I can explore natural and man- made materials Exploring natural and man- made materials. Use all their</p>                                                                                                               | <p>I can talk about natural materials using a wide vocabulary linked to all my senses</p> | <p>I can show care for my environment and plant and care for plants</p>                                  | <p>I can show care for my environment and plant and care for plants</p>                                  | <p>I can talk about the key features of life cycles using key vocabulary</p> <p>I can talk about the world around us</p> | <p>I can talk about the key features of life cycles using key vocabulary</p> <p>I can talk about the world around us</p>                                                                          |

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|                            | senses in hands-on exploration of natural materials. Exploring collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                            | observing animals and plants                                                                                                                                                                                                                                                                                                           | observing animals and plants                                                                                                                                                                                                                                                                                                           |
| PSED<br>(including Jigsaw) | <p><b><u>Self- Regulation</u></b></p> <p>I can express a range of emotions and start to talk about them</p> <p>Learn to express a range of emotions and start to talk about them.</p> <p><b><u>Managing Self</u></b></p> <p>I can explore the setting confidently knowing that a familiar person is close by</p> <p>Exploring the setting confidently knowing that a familiar person is close by.</p> | <p>I can share or take turns with the support of an adult</p> <p>I am becoming outgoing with unfamiliar people in the safe context of the setting</p> <p>I can play with others extending and elaborating play ideas</p> <p>I can use the toilet independently</p> | <p>I can share or take turns with the support of an adult</p> <p>I am becoming outgoing with unfamiliar people in the safe context of the setting</p> <p>I can play with others extending and elaborating play ideas</p> <p>I can use the toilet independently</p> | <p>I can identify feelings using words like happy, sad, angry</p> <p>I can follow rules and don't always need adult support</p> <p>I am more confident in new social situations and with new people</p> <p>I can talk with others to resolve conflicts and resolve issues (some support needed)</p> <p>I can manage my toileting needs e.g. using the toilet, washing and drying hands</p> | <p>I can talk about my feelings and feelings of others</p> <p>I can follow basic instructions and the "rules" of the setting</p> <p>I am starting to handle new experiences with more confidence</p> <p>I can play with others cooperatively</p> <p>I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day</p> | <p>I can talk about my feelings and feelings of others</p> <p>I can follow basic instructions and the "rules" of the setting</p> <p>I am starting to handle new experiences with more confidence</p> <p>I can play with others cooperatively</p> <p>I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day</p> |



Learn to take care of  
toileting habits  
independently.

**Building Relationships**

I enjoy the company of  
other children Building  
relationships with  
peers and enjoying the  
company of other  
children.

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.  
Jigsaw-Being me in my  
world



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| PD<br>(Personal Development) | <b>Fine Motor</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                   |
|                              | <p>I can use the toilet with help<br/>I can climb confidently</p> <p>I am starting to use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)</p> <p>Mark making using a variety of materials.</p> <p>Funky fingers activities to develop fine motor, including threading, stamping, cutting, tweezer activities, etc.</p> <p>Adding marks to pictures giving meaning to them.<br/>Adding marks to show my name.</p> | <p>I can use the toilet independently</p> <p>I can run, jump and hop</p> <p>I can climb stairs using alternate feet</p> <p>I can show a preference for a dominant hand</p> | <p>I can manage my toileting needs e.g. using the toilet, washing and drying hands</p> <p>I can handle some of my own hygiene needs e.g. teeth brushing, hand washing</p> <p>I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.</p> <p>I can start to eat using a knife and fork</p> <p>I can start to manage zips, putting on coats etc</p> | <p>I can manage my toileting needs e.g. using the toilet, washing and drying hands</p> <p>I can handle some of my own hygiene needs e.g. teeth brushing, hand washing</p> <p>I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.</p> <p>I can start to eat using a knife and fork</p> <p>I can start to manage zips, putting on coats etc.</p> | <p>I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day</p> <p>I can make healthy choices</p> <p>I can balance (balance bikes, scooters, climbing)</p> <p>I can skip, hop and stand on one leg</p> <p>I can use large scale muscle movements</p> <p>I can use one handed tools confidently</p> <p>I can use a comfortable grip with good control when using pencils</p> | <p>I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day</p> <p>I can make healthy choices</p> <p>I can balance (balance bikes, scooters, climbing)</p> <p>I can skip, hop and stand on one leg</p> <p>I can use large scale muscle movements</p> <p>I can use one handed tools confidently</p> <p>I can use a comfortable grip with good control when using pencils</p> |



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| PE<br>(Scheme – Get set 4 PE) | <b>Gross Motor</b><br><br>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.<br>Go up steps and stairs, or climb up apparatus, using alternate feet.<br><br>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. Begin taking part in some group activities which they make up for themselves, or in teams.<br>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                  |
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| EAD<br>(Expressive Art and Design) | <b>Creating with materials</b><br><br>Exploring art materials for large and small scale art e.g. drawing, paint, sculpture<br><br>Explore different materials freely, to 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<br><br><b>Being Imaginative &amp; Expressive</b> Expressing their ideas through play, particularly pretend play. 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 |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                              |  |
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|  | <p>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.</p> <p>Joining in with songs, rhymes and music.</p> <p>Making rhythmic sounds e.g. banging a drum</p> |  |  |  |  |  |
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