



Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	My Family and me	Light and Celebrations	Animals around the World	Travelling around the World.	Childhood Stories	The World around us.
Topic Themes	Our classroom/garden My body/me/senses Being kind, safe Sharing My family My birthday Autumn/Harvest/farms Halloween	Colours Fireworks Habitats Animal patterns Christmas Diwali Hanukkah	Chinese new year Valentines Animals in our local area (seals) Farm animals Pets and vets Bears - Bear Hunt, Brown Bear The Gruffalo	Aeroplanes Rockets Buses, Cars Easter People who help us - firefighters	Dinosaurs Fairies, unicorns and rainbows Castles Superheroes Seeds Plants	Summer Summer/the seaside Beach safety Under the sea Pirates Map work – find the treasure Holidays Focus on our local community.
Cultural Enrichment	Family photo display Toast	Carol Concert Christmas Biscuits	Mystery Reader Cookies	Visit to the Outdoor Classroom Space landing Pancake Day - making pancakes World book day Easter Nests Easter Egg Hunt	Planting flowers Caterpillars Fairy cakes	Water fun day Big Toddle Visit to the shop Making sandwiches and going for picnic.
Dates for the diary	Harvest Festival	Bonfire Night- 5 th November Hanukkah Christmas Diwali	Chinese New Year	Easter Holi	Eid	The Big Toddle Water Fun Day

RHE Curriculum	Handwashing/ using the toilet/feelings/kindness/sharing/PANTS Butterfly life cycle	Feelings/social skills/kindness/sharing Oral hygiene	Feelings Sharing/turn taking Internet safety	Pants	Caring for others/kindness	Internet safety
Independent Skills	I can calmly separate from my grown up. I can use the toilet independently.	I can put my coat on. I can put my shoes on. I can tidy up my toys. I can hand in my library book.	I can put my bag on my back. I can pour a drink. I can put my gloves/mittens on.	I can zip up my coat. I can undo buttons. I can turn the arms of clothing the correct way round.	I can put my jumper on. I can refill my water bottle. I can put things in my bag and zip it up.	I can refill my water bottle.
Key Text Traditional Tale Focus	Retelling	Discussing stories	Labelling- orally	Story sequencing beginning, middle and end	Rhyming words	Labelling- initial sounds
	The Colour Monster Only One You	The Three Little Pigs Leaf Man The Best Diwali Ever Christmas related texts	Three Billy Goats Gruff Dear Zoo The Gruffalo Brown Bear, Brown Bear We're going on a bear hunt	The Gingerbread Man The Train Ride Man on the Moon Emma Jane's Aeroplane	Goldilocks and the Three Bears The Hungry Caterpillar Supertato Dinosaurs Love Underpants	Little Red Riding Hood Tiddler What the Ladybird Heard at the seaside
C&L: Listening, Attention and Understanding	Listen to noises in stories, recognise familiar sounds, show interest in sounds, songs & rhymes. Use and understand verbs, follow instructions, answer simple questions, understand simple concepts.	Listen to stories with increasing attention & recall, join in with key phrases. Listen to people in a group. Show an understanding of prepositions, follow simple instructions.	Maintain attention, concentrate and sit quietly during an activity. Understand humour (sharing and telling funny stories), Listen to ideas expressed by others.	Follow directions (egg hunt) Understand 'how' and 'why' questions. Respond to two part instructions.	Two channelled attention – listen and do for a short span. Follow a story without pictures or props.	Focus attention and persist with an activity. Follow a story without pictures or props.

<p>C&L: Speaking</p>	<p>Speak to unfamiliar people – begin to form new friendships. Hold a conversation. Tell a simple story.</p>	<p>Ask simple questions, use simple sentences.</p>	<p>Ask questions, link thoughts. Use a range of tenses. Use vocabulary that reflects knowledge & experiences</p>	<p>Retell a simple past event in the correct order. Use talk to connect ideas, explain what is happening anticipate, recall & relive experiences.</p>	<p>Link statements & stick to a main theme. Extend vocabulary – grouping & naming, exploring the meaning & sound of new words.</p>	<p>Use language to imagine and recreate roles & experiences in play. Develop a narrative. Use talk to organise, sequence & clarify thinking.</p>
<p>PSED: Building relationships</p>	<p>School Rules, initiate play, demonstrate friendly behaviour. Playing in small groups. Notice and ask questions about differences.</p>	<p>Playing in small groups. Extend play, initiate conversations. Develop friendships with other children.</p>	<p>Ask questions, take into account other people's ideas. Growth Mindset: Teamwork, Have-a-go</p>	<p>Take steps to resolve conflicts, explain knowledge & understanding. Growth Mindset: perseverance, challenge</p>	<p>Show sensitivity to others' needs & feelings. Growth Mindset: imagination, curiosity</p>	<p>Form positive relationships with children and adults. Growth Mindset: reflection, concentration</p>
<p>PSED: Self-regulation</p>	<p>Ask for help, try new things, talk about home, use resources independently. Talk about their feelings, using words like happy, sad, angry or worried.</p>	<p>Talk about community, value praise</p>	<p>Talk about self in positive terms, answer questions about opinions, needs, wants, interests.</p>	<p>Talk about abilities, share opinions, ideas, interests with peers.</p>	<p>Ask for help when needed. Circle time.</p>	<p>Circle Time</p>
<p>PSED: Managing self</p>	<p>Understand wishes may not always be met, think about others. Golden Rules Communicate need for toilet, ask for help when needed. Become aware of dangers Zip up coat.</p>	<p>Share feelings, understand how actions affect others, adapt to changes in routine. Grow in independence Use equipment & tools in a safe manner, attend to toileting needs themselves. Drink without spilling.</p>	<p>Understand how actions affect others. Observe the effect of activity on their body, dress themselves. Begin to change shoes and put own coat on.</p>	<p>Negotiate & solve problems, be aware of behavioural expectations. Talk about needs, e.g., hunger, transport equipment safely.</p>	<p>Adapt behaviour to different situations and changes in routine. Practice safety measures without supervision, manage risks, understand about healthy eating.</p>	<p>Preparation for transition, changes & higher expectations. Understand good practices with regards to exercise, eating, sleeping & hygiene. Brushing teeth.</p>
<p>PD: Gross motor</p>	<p>Turn pages in books, use tools. Explore different ways to move -</p>	<p>Kick/catch balls Choose the most appropriate way</p>	<p>Travel with confidence in different ways.</p>	<p>Move in different ways, negotiate space successfully, show awareness</p>	<p>Move energetically, such as running, jumping,</p>	<p>Show increasing control over an object e.g. ball, hula hoop</p>

	run, crawl, hop, jump, walk. Hold a position.	to move for the situation.	Stand on 1 leg.	of others when moving.	dancing, hopping, skipping and climbing.	
PD: Fine motor	Wiggly writing. Using objects (e.g. feathers) to write in materials	Copy shapes and letters e.g. from name. Wiggly writing: writing to music. Lines and circles. Make snips in paper.	Dough gym Use a comfortable grip. Use scissors to cut paper into parts.	Dough gym Cut across paper.	Begin to form recognisable letters, move around and change direction. Wiggly writing: pencil grip and mark making. Begin to show accuracy and care when drawing. Using a comfortable grip Increased accuracy with scissors	Wiggly writing: pencil grip and forming sounds. Show accuracy and care when drawing and cutting Hold a pencil in a tripod grip to make recognisable marks.
L: Word reading	Join in with rhymes and songs. Repeats words or phrases from familiar stories.	Handle books carefully, hold books the correct way up, listen with increasing attention and recall. Recognises their name/first letter of their name.	Enjoy rhyming activities, use vocabulary and forms of speech influenced by books, enjoy a range of books, know information can be retrieved from books/computers Recognise the first letter of my name.	Describe story settings, events & principle characters, show interest in print in book & environment, join in with stories. Phonological awareness games.	Recognise familiar words & signs, know that English is read from left to right, top to bottom, suggest story endings. Listen for the first sound in a word. Recognise words with the same initial sound. Listen for the first sound in my name.	Hear initial sound in words, identify letters and corresponding sounds, continue a rhyming string Begin to orally blend sounds into words.
L: Comprehension	Self-portraits, all about me. Point out their features Recount of traditional tale. Using their own words for role-play/small world	Labelling orally Discussing stories Anticipate key events in stories	Discussing facts Understand and apply new vocab	Instructions: planting a seed	Asking someone questions	Recall facts

<p>L: Writing</p>	<p>Make meaningful marks.</p>	<p>Make meaningful marks.</p>	<p>Give meaning to their own marks.</p> <p>Make distinguished shapes when drawing.</p>	<p>Ascribe meanings to marks they see in different places.</p>	<p>Begin to form recognisable letters.</p> <p>Write the first letter of my name.</p>	<p>Begin to form recognisable letters,</p> <p>Write own name.</p>
<p>M: Number</p>	<p>Number songs</p> <p>Noticing – What has changed? Same/different, colours, matching</p> <p>Comparing groups</p> <p>Describing what they can see – spatially looking at number representations.</p> <p>Subitising – 1 and 2 dice pattern, random pattern, different sizes)</p>	<p>Saying numbers in order 1-5 (stable order)</p> <p>Saying numbers in order 1-10 (stable order)</p> <p>Teaching how to count (1:1 correspondence)</p> <p>Cardinal principle (How many?)</p>	<p>Number songs and using fingers to represent numbers</p> <p>Representing numbers with marks</p> <p>Subitising 1,2,3</p>	<p>Revisit counting</p> <p>Splitting an amount between 2 groups</p> <p>1 more/1 less</p> <p>Same/different (numbers into a group)</p>	<p>Revisit counting rules</p> <p>Counting a given amount</p> <p>Subitising 1-3 (dice pattern, random pattern, different sizes)</p> <p>Composition of numbers 1, 2 and 3.</p> <p>Subitising 4,5 (dice pattern, random pattern, different sizes, 5s frame)</p>	<p>Subitising 4,5 (dice pattern, random pattern, different sizes, 5s frame)</p> <p>Ordering objects from smallest to tallest/shortest to longest</p> <p>Heavy/light</p> <p>Prep for Reception</p> <p>Recap subitising</p> <p>5s frame (full/empty)</p> <p>Recognising amounts on 5 frames.</p> <p>Placing numbers on a 5s frame</p> <p>Matching amounts to numerals</p>
<p>M: Numerical Patterns</p>	<p>Look at things that are the same/different (colours, matching items)</p> <p>Sorting items (colours/size)</p>	<p>Comparing sizes of objects (longer/shorter)</p> <p>Capacity (full/empty)</p> <p>Talk about puzzles and how pieces fit together</p> <p>Exploring 3D shapes – do they roll/stack/what do they feel like?</p>	<p>Spotting 3D shapes in the environment.</p> <p>Naming 3D shapes</p> <p>AB patterns with shapes/colours</p>	<p>2D shape names – link to 3D shape faces.</p> <p>AB patterns with shapes/colours</p> <p>Spot the mistake in the patterns</p> <p>Past, present, future (think of our own life cycle)</p> <p>Ordering events (then, next, after)</p> <p>Daytime/night time</p>	<p>Positional language (above, under, next to)</p> <p>Describing a route</p> <p>Comparing 2D shapes – sides, corners</p> <p>Ordering objects from smallest to tallest/shortest to longest</p> <p>Heavy/light</p>	<p>Use shapes appropriately for task. Combining shapes to make other shapes</p> <p>Show interest in shape by sustained construction activity/talking about shapes.</p> <p>Order familiar events- Everyday language for time- Talk about past, present and future.</p>

UW: Past and Present	Begin to make sense of their own life-story and family's history		Show interest in different occupations. Learn about the history of traditions, holidays		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
UW: People, Culture and Communities	Have sense of family & relations, make believe in role play, learn there are similarities & differences between peers.	Know things that make them unique, describe special times in life.	Show interest in different ways of life.	Enjoy joining in with family customs & routines, traditions.	Learn about different communities.	Talk about special times, events, traditions and people.
UW: The Natural World	Enjoy playing with small world, notice detailed features of objects in their environment.	Develop an understanding of changes over time, comment/ask questions about aspects of their familiar world.	Talk about things they have observed.	Develop an understanding of growth & decay Show care & concern for living things and the environment, talk about why things happen and how things work.	Look closely at similarities, patterns and change.	Respond to open-ended questions about things they have observed.
EAD: Being imaginative and expressive	Join in with songs, create sounds by banging, shaking, tapping or blowing, experiment with blocks.	Show an interest in the way musical instruments sound, experiment with colours and marks.	Imitate movement in response to music, tap our simple repeated rhythms, explore & learn how sounds can be changed, draw shapes to represent things	Explore colours & how they can be changed, explore textures, use various construction materials, construct with enclosures and spaces, move rhythmically.	Combine different media, experiment with textures, manipulate materials to achieve planned effect, use tools & techniques competently, select resources and adapt work.	Join construction pieces together to build and balance, realise tools can be used for a purpose, sing familiar songs & join in with dancing/ring games.
EAD: Creating with Materials	Use representation to communicate, make believe by pretending	Notice and encourage children to keep a steady beat and pulse. Begins to explore moving rhythmically in different ways. Mirrors or creates movements in response to music. Combines moving, singing	Chooses particular colours to use for their own purpose. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Children to work together to express their creative ideas.	Creates representations of both imaginary and real-life ideas, events, people and objects. Invents or adapts a story or narrative in their play. Plays cooperatively as part of a group to create,	Children to replicate choreographed dances, such as pop songs and traditional dances from around the world. Chooses particular colours to use for their own purpose.	Explore and engage in music making and dance, performing solo or in groups.

		and playing instruments.	Plays alongside other children who are engaged in the same theme.	develop and act out an imaginary idea or narrative.	To explore moving in time with music.	
Music Lessons	<p>Singing nursery rhymes</p> <p>Drawing to music</p> <p>Nursery rhymes/songs:</p> <p>The incy wincy spider,</p> <p>The wheels on the bus</p> <p>Old McDonald had a farm</p> <p>Wind the bobbin</p> <p>Hop little bunnies</p> <p>Row, row, row your boat,</p>	<p>Singing nursery rhymes</p> <p>Matching sounds to instruments</p> <p>Nursery rhymes/songs: twinkle twinkle</p> <p>1, 2, 3, 4, 5</p> <p>5 little ducks</p> <p>Pat-a-cake</p> <p>Dingle Dangle Scarecrow</p> <p>The Reindeer Pokey</p> <p>Jingle Bells</p> <p>We wish you a Merry Christmas</p>	<p>Body percussion</p> <p>Singing simple songs</p> <p>Nursery rhymes/songs: days of the week</p> <p>heads, shoulders, knees and toes</p> <p>down at the station</p> <p>If you're happy and you know it.</p>	<p>Identify loud and soft noises</p> <p>High and low pitch</p> <p>Nursery rhymes/songs: One finger, one thumb keep moving</p> <p>Five little speckled frogs</p> <p>Zoom zoom zoom we're going to the moon</p>	<p>Exploring percussion instruments</p> <p>Nursery rhymes/songs: the grand old duke of York</p> <p>10 little sausages.</p> <p>When Goldilocks went to the house of the bears.</p> <p>She'll be coming round the mountain</p>	<p>Exploring percussion instruments</p> <p>Nursery rhymes/songs: humpty dumpty, I'm a little teapot</p> <p>Hickory dickory dock</p> <p>BINGO</p> <p>A sailor went to sea</p>
Art, Design Music	<p>Visual/intro:</p> <p>What Can we See?</p>	<p>Visual/intro:</p> <p>To begin to be interested in and describe the texture of materials.</p> <p>Sculpture:</p> <p>Make Diwali lamps</p>	<p>Drawing:</p> <p>Use movement to express feelings, ideas & experiences, create simple representations of events, people & objects.</p>	<p>Structures:</p> <p>How can we build worlds?</p>	<p>Drawing:</p> <p>Self portraits</p> <p>Structures:</p> <p>How can we build worlds?</p>	<p>Painting:</p> <p>How can we explore colour?</p>