

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/ Inspiration	All about me	In my community	Tell me a story	Keeping Healthy	Growing	Splash! Our World
Focus Texts	<p>What I like about Me I Like Myself It's Okay to be Different We all Have Different Families I'm Starting Nursery Room on the Broom Meg and Mog Winnie the Witch The Paper Dolls No Matter What My Body Owl Babies All About Me by Debbie MacKinnon Once there were Giants</p>	<p>Squirrel's autumn search The enormous turnip The little red hen Oi Frog Farmer duck What the ladybird heard A year on the farm Spinderella Stickman Christmas Stories inc Nativity How to catch a star</p>	<p>The Three Little Pigs Goldilocks and the three bears The Ugly Duckling Little Red Riding Hood Hansel and Gretel The Gingerbread Man The Princess and the Pea Flashing Fire engines Peppa pig the fire engine Maisie goes to hospital A day in the life of a doctor/fire fighter Maisie, Charlie and the wobbly tooth How Things Work</p>	<p>The Very Hungry Caterpillar Handa's Surprise The Tiger who Came to Tea Lighthouse Keepers Lunch How Will I Grow? Maisy goes shopping Maisy makes Gingerbread Easter books Cooking books The Naughty Bus</p>	<p>Jack and the Beanstalk, Oliver's Fruit Salad The Gigantic Turnip by Aleksei Tolstoy Superworm Dear Zoo Mad about Minibeasts Olivers Vegetables Jack and the beanstalk Jaspers Beanstalk</p>	<p>Going on a Bear Hunt The Snail and the Whale What a Wonderful World Welcome to our world My World Your World Sharing a Shell The Naughty Bus Lost and Found The Blue Balloon The Wheels on the bus go round and round Magic Train Ride The Journey Home from Grandpa's</p>
Parental Involvement	<p>Settling in Sessions Welcome meetings Class Dojo Baseline Assessment</p>	<p>Focus Child Parent meetings Physical Development assessments</p>	<p>Focus Meetings</p>	<p>Focus Meetings</p>	<p>Sports Day</p>	<p>End of year reports Graduation</p>
Wider Community / Enrichment Activities	<p>Harvest Festival Halloween Exploring our community</p>	<p>Diwali Bonfire Night Remembrance Day Christmas</p>	<p>New Year Chinese New Year Valentine's Day Pancake Day Library visit</p>	<p>World Book Day Mother's Day Easter Sunday Queen's birthday</p>	<p>Earth Day National Pet Month Eid</p>	<p>Father's Day</p>
PRIME AREAS						

<p>Communication and Language</p>	<p>Explore a variety of stories, rhymes, poems and non-fiction linked to our theme. Talk about the different characters and what they are doing. Talk about themselves and their families. Learn good sitting, good listening, good looking and good talking skills. The children will begin to learn new vocabulary that is explored through a variety of texts. Develop communication that can be understood by others. Communicate basic needs.</p>	<p>Extend vocabulary exploring unfamiliar words and concepts and gaining an understanding of what they mean. Talk about what is happening and give their own ideas. Talk about celebrations at home. Listen to stories on celebrations and talk about why they are celebrated. Listen to, and follow simple instructions. Take part in our Christmas Nativity performance.</p>	<p>Listen to traditional stories and retain key vocabulary. Talk about the setting, characters and structure of the story. Use connectives e.g. Once upon a time, then. Talk in short sentences that others can understand. Retell, invent and tell their own rhymes, songs and stories: -Small world-based play -Helicopter stories -Story sacks -Puppet shows -Hot seating -Role play/Dressing up</p>	<p>Hear and use correct tenses modelled to them e.g. 'swimmed/swam' Explore and understand the purpose of non-fiction texts. To begin to use a wide range of vocabulary in the correct context. To be able to answer questions and share opinions using relevant vocabulary. To listen to different Nursery rhymes and be able to join in. Asks questions such as why, what, where, who.</p>	<p>Engage in back-and-forth interactions with adults. Use 'thinking time' before responding. Begin to sequence key events. Be able to use time connectives. Answer questions and share opinions using relevant vocabulary. Explore 'I wonder' questions. Engage in scientific investigations to explore their 'thinking'.</p>	<p>To learn and talk about modes of transportation. To use knowledge gained to identify items they see. Join in with Nursery rhymes confidently. Talk about the setting, character and structure of a story with confidence. Begin to learn to 'work together' to solve a problem, clarify a concept, evaluate activities and extend a narrative. Learn to talk with a partner before sharing ideas.</p>
<p>Personal, Social and Emotional Development</p>	<p>Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Children will learn how to manage their own basic hygiene and personal needs including dressing, toileting, oral health, healthy food choices and how to keep safe. Self-registration on arrival to nursery. Learn self-care routines such as hanging own coat and bag up. Pouring own drinks at snack. Tidies away toys. Say please and thank you. Asl to go to the toilet. Take turns when playing. Share toys with others.</p>					
<p>Physical Development</p>	<p>Gross Motor: Cooperation games including parachute games. Climbing using the outdoor equipment Moving in a variety of ways – skipping, crawling, hopping, jumping, and landing on two feet. Move body to music, showing control when to stop/start. Move body to music and follow instructions to move to the rhythm of the music, copying the adult. Develop good personal hygiene. Ball skills- throwing and catching. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</p>		<p>Gross Motor: Ball skills- rolling, pushing, beginning to throw. Safely move equipment. Stop/start on a tricycle. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Healthy lifestyle. Use alternate feet to climb up apparatus or stairs. Hold a position (balance) Gymnastics/balance Climb a ladder Run, walk and stand on tiptoes</p>		<p>Gross Motor: Obstacle activities Recognise the position of their body in relation to others. Roll and stop a ball. Dance / moving to music Races / team games involving gross motor movements, dance related activities Stand on one leg for 3-5 seconds Can hop confidently on a preferred foot.</p> <p>Fine Motor: Threading, cutting, weaving, playdough, messy play</p>	

	<p>Two-wheeled balance bikes and pedal bikes without stabilisers.</p> <p>Fine Motor: Messy play Hold pencil/paint brush beyond whole hand grasp Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Dough Disco for target group/all Draw lines and circles using gross motor movements Put on socks and shoes Put arms into a coat Wash hands independently Use the stairs handrail Sit stable on a chair and cross legs on carpet Copy actions of others Draw a cross Write Dance / Dough Disco</p>	<p>Walk/stand on heels when shown.</p> <p>Fine Motor: Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Small loose parts play Hold pencil effectively with comfortable grip, moving towards a modified tripod grip Start to cut along a curved line, like a circle Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable Is showing a preference for a dominant hand. Eat with a fork and spoon Begin to form number and familiar letters e.g. name</p>	<p>Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Form letters correctly Build things with smaller linking blocks, such as Connex / Lego Cut along a straight line with scissors Use scissors confidently to cut zigzags, circular shapes using one hand. Forms recognisable letters most correctly formed. Hold pencil with a tripod grip Fasten buttons Able to use a knife Tries different foods. Can write their name independently Copy a square Use one-handed tools confidently and with control</p>
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SPECIFIC AREAS

<p>Reading – Phonics</p>	<p><u>Environmental Sounds</u></p> <p>Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Describe and compare environmental sounds.</p>	<p><u>Instrumental Sounds</u></p> <p>Explore instrumental sounds. Start to identify the sounds of instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes. Talk about instrumental sounds, describing and comparing them. Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly.</p>	<p><u>Body Percussion</u></p> <p>Explore sounds bodies can make. Join in and copy actions of familiar songs. Join in, copy and create body percussion patterns and sequences. Build awareness of how they can change body percussion sounds. Describe body percussion. Follow instructions to e.g. Stamp feet loudly. Introduce Set 1 sounds – s a t p i n One sound a week</p>	<p><u>Rhythm and Rhyme</u></p> <p>Join in with songs and rhymes. Recognise familiar rhythms and rhymes. Recognise that words rhyme. Copy and keep a simple beat. Join in and copy breaking words into syllables with a beat. Play with rhyme. Make up their own rhyming words. Complete sentences with their own rhymes orally. Introduce Set 1 sounds</p>	<p><u>Vocal sounds</u></p> <p>Explore initial sounds of words. Select objects with a given initial sound from a choice of two. Identify initial sounds of words. Match to objects with the same initial sound. Play with alliteration. Explore, recognise, copy, describe and compare different mouth movements and sounds. Say speech sounds clearly. Create voices of characters Introduce Set 1 sounds</p>	<p><u>Oral Blending and Segmenting</u></p> <p>Identify initial sounds. Build awareness that words can be broken up into sounds. Choose the correct object when hearing the word broken into single sounds. Blend and say a simple CVC/VC word. Segment CVC/VC words. Start to blend the sounds of longer words. Identify how many sounds are in a CVC or VC word. Introduce Set 1 sounds</p>
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<p>Reading – Text and Comprehension</p>	<p>Explore a wide range of examples of print with different functions, for example, signs, menus and logos. Explore a variety of stories, rhymes, poems and fiction text. Explore different parts of a book, for example, the cover, the author and the page number. Learn how to look after books by handling them carefully. Learn how to turn the pages of a book, one by one. Explore the meaning of text (capital letters, sentences, words, letters, full stops, spaces) Explore how we read books in English print (left to right).</p>					
<p>Writing See also Physical Development</p>	<p>Finger gym activities and exercises to strengthen finger muscles</p> <p>Write Dance – Encouraging large muscle co-ordination =, whole body, leg, arm and foot.</p> <p>Climbing, swinging, messy play and parachute games.</p>	<p>Provide opportunities for writing in a wide range of ways: Harvest festival shopping list, Recipes, Christmas cards, Invitations, Nativity Tickets, Lists for Father Christmas Use materials to explore mark making tools e.g. paint, pen, chalks etc</p>	<p>Provide writing opportunities within the role play areas, e.g.: Post office – letters, stamps, parcels Police station – provide clipboards and stamps Hospital – prescriptions and appointment cards</p>	<p>Provide writing opportunities within the role play areas: -Write pretend shopping lists. - create gardening and growing instruction booklets</p> <p>Encourage children to use photographs from trips to tell their own stories and to create their own booklets.</p>	<p>Use name cards to encourage children to write some or all of their name. Create homemade animal booklets using different coloured paper and paper decorated with fancy frames. Encourage children to use photographs from trips to tell their own stories and to create their own booklets.</p>	<p>Write postcards from around the world. Encourage children to write some letters accurately. Encourage children to use the language ‘up, down, round, back etc.) to help them when writing. Use name cards to encourage children to write some or all of their name.</p>
<p>Daily Maths Meeting (starts at 5 minutes, then increases over the year) – days of week, months of year, counting and patterns.</p>						
<p>Maths</p>	<p>Baseline: counting, sorting, basic shapes.</p> <p>-Subitising up to 3 - counting in sequence (forwards, backwards, using actions and through songs and games). - counting objects, pointing out the last number. -Introducing basic shapes.</p>	<p>- counting objects, pointing out the last number. - number games and collecting a specific number of items. - Finger numbers up to 5 - Linking numerals and amounts throughout the setting. - sorting by size and capacity - categorising by colour</p>	<p>Explore numerals and number tracks Introduce real world mathematical problems with numbers up to 5 during, snack time, group time etc. Have a ‘number problem of the day’. Activities using simple visual comparisons introducing more than and fewer than. 2D and 3D shapes.</p>	<p>Prepositions in real life contexts. Positional language to plan a ‘route’ for example a trip to the shop or super market. Take children out to the shop and recall the route that was planned. Loose parts den making, talking about shapes and how their properties suit the purpose.</p>	<p>Comparing lengths and weights . Use photos from trips to talk about real life events. Talk about what we did throughout the day using, ‘first, then, next’ language. Link numerals to amounts.</p>	<p>Patterns from different cultures e.g fabrics. Introduce vocabulary to describe patterns. Describe a pattern Copy a pattern Create their own patterns using a variety of materials Create musical patterns using clapping and stamping.</p>
<p>Understanding the World</p>	<p>Seasons – observing patterns and changes, daily weatherboard in Maths Meetings Curiosity Cube/Corner Curiosity Approach being followed and rotated throughout the year.</p>					

	<p>Make connections between the features of their families and other families. Notice differences between people. Develop positive attitudes about differences between people. Use senses to explore a variety of natural materials. Make collections of natural materials to investigate and talk about. Use magnifying glasses and talk about what they see. Explore school grounds.</p>	<p>Share family celebrations. Talk about photos and memories.</p> <p>Explore and investigate how different toys work such wind-up toys, pulleys, sets of cogs and pegs with boards – Santa’s Toy Workshop themed role play. Learn about farms and animals, along with features of the town/countryside.</p>	<p>Visits from a range of occupations in nursery such as firefighters, police, paramedic, farmer, hairdresser etc.</p> <p>Invite parents to come and talk about their professions or jobs that they do.</p> <p>Scientific investigations such as: Melting and freezing Cooking Colour mixing Discuss and talk about what they have observed or found.</p> <p>Trip to the library.</p>	<p>Explore growth and decay over time linked to plants in the garden. Plant seeds and vegetables and learn how to care for them.</p> <p>Learn about a variety of foods and the importance of healthy eating and good dental care.</p> <p>Visit a local supermarket or shop.</p>	<p>The children will identify a variety of minibeasts that live in the garden. Life cycles of plants and animals. Investigate and talk about, to create a suitable habitat for garden mini-beasts. Identify a variety of farm animals, matching adult animals to their young. The children will learn to understand the life cycle of a farm animal. Visit to a farm. Butterfly life cycle</p>	<p>The children will learn that there are different countries in our world and be able to talk about the differences that they have experienced or seen in photographs.</p> <p>Explore forces and magnets.</p> <p>Go on the minibus to the town library</p>
<p>Expressive Arts and Design</p>	<p>Explore different materials using all senses. Manipulate and play with different materials. Range of found materials, such as: blocks, clay, soft wood, off cuts of fabric with different textures. Use these materials to express their ideas and feelings.</p> <p>Engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children’s imaginative play. Daily singing and rhyme time.</p>	<p>Variety of role play experiences. Access to flexible and open-ended resources to enhance imaginative play. Explore colour mixing and talk about the differences between colours. Express their ideas and feelings through making marks and sometimes giving meaning to their marks.</p> <p>Remember songs and perform these during our Christmas nativity performance. Explore and use a variety of percussion instruments through phonic acquisition and free exploration.</p>	<p>Engage in variety of role play experiences. Access to lots of flexible and open-ended resources to enhance children’s imaginative play.</p> <p>Explore different materials freely. Children will begin to plan to build with a purpose in mind.</p> <p>Explore how to join material together.</p> <p>Learn a variety of songs and will move to the music/songs.</p>	<p>Develop their drawing and model-making skills. Begin to give meanings to their drawings and models. Share their ideas and talk together about these meanings.</p> <p>Explore colour mixing and talk about the differences between colours.</p> <p>Develop their ‘singing voice’ using a range of pitches. The children will engage in pitch matching activities.</p>	<p>Draw from their imagination and from observations. Draw their own minibeasts and farm animals. Begin to add details to their drawings by selecting interesting objects to draw and by point out key features and discussing them. For example, a horse has four legs, a mane and two eyes.</p> <p>Begin to create their own songs and rhymes.</p>	<p>Explore a range of different emotions. Begin to show different emotions within their drawings and paintings – the dot, colour monster, day the crayons quit</p> <p>Play, share and perform a wide variety of music and songs from different cultures and historical periods, for example music from around the world. Explore musical instruments to express feelings and to tap and clap out different rhythms and pulses to music.</p>