

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Family and Friends	Stars & Space	Superheroes	Traditional Tales	Growing	Seaside
Enhancements	Autumn Maths Rockstars Day Harvest 21 Oct- Diwali 30 Oct- Dalgith savings 19 Dec Hanukkah	Bonfire night Remembrance Day Christmas	14 Feb Valentines Day 21 Feb Shrove Tuesday 1 Mar Dt Davids Day 17 Mar St Patricks Day 19 Mar Mothers Day	22 nd April Eid 23 April St George Day Easter	RHS Britain in bloom 21 Jun Summer solstice	Beach trip
Key Texts	Mr Big Dogger A Great Big Cuddle My Dad The Something	How to Catch a Star A Rocketful of space poems Beegu The jolly Christmas postman The Christmas story Star in a jar	Superbat My Mum is a Superhero Here come the Superheroes Supertato Captain tom non fiction Juniper Jupiter	Red Riding Hood The 3 Little Pigs Little Red	Olivers vegetables Seed to Plant Kate who tamed the Wind It starts with a seed The tiny seed Tree The Extraordinary Gardiner	Seashore A first book of the sea The Sea Saw The storm whale
Communication and Language	Enjoy listening to longer stories and can remember much of what happens Pay attention to more than one thing at a time, which can be difficult.	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door" Start a conversation with an adult or a friend and continue it for many turns	be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Use longer sentences of four to six words	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs.	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
Ongoing	Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'					
Personal, Social & Emotional Development	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.	Develop their sense of responsibility and membership of a community Show more confidence in new social situations. Become more outgoing with unfamiliar people, in the safe context of their setting.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Play with one or more other children, extending and elaborating play ideas	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Increasingly follow rules, understanding why they are important.	Understand gradually how others might be feeling. Remember rules without needing an adult to remind them.
Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Go up steps and stairs, or climb up apparatus, using alternate feet. collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	skip, hop, stand on one leg and hold a pose for a game like musical statues. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Start taking part in some group activities which they make up for themselves, or in teams Use a comfortable grip with good control when holding pens and pencils.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Show a preference for a dominant hand Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
PE	Gymnastics Perform simple movement patterns. Master basic movements including running and jumping, as well as	Gymnastics Perform simple movement patterns.	Dance Perform dances using simple movement patterns.	Dance Perform dances using simple movement patterns.	Athletics Master basic movements including running, jumping and throwing, as well as developing	Games Participate in team games, developing simple tactics for attacking and defending. □

	developing balance, agility and coordination, and begin to apply these	Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these	Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these.	Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these.	balance, agility and coordination, and begin to apply these in a range of activities.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
Literacy	Print has meaning develop their phonological awareness, so that they can: count or clap syllables in a word	we read English text from left to right and from top to bottom develop their phonological awareness, so that they can: spot and suggest rhymes	print can have different purposes Develop their phonological awareness, so that they can: spot and suggest rhymes Engage in extended conversations about stories, learning new vocabulary.	The names of the different parts of a book develop their phonological awareness, so that they can: Count or clap syllables in a word Write some letters accurately	Page sequencing print can have different purposes Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	The names of the different parts of a book Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother Write some or all of their name.
Phonics	Bug Club Phonics Phase 1 Unit A- A wet walk	Bug Club Phonics Phase 1 Unit B- All Sorts of Art	Bug Club Phonics Phase 1 Unit C- Nature Shapes	Bug Club Phonics Phase 1 Unit D- The Missing Button	Bug Club Phonics Phase 1 Unit E- From Seed to Sandwich	Bug Club Phonics Phase 1 Unit F- A Day At the Beach
Maths	recite numbers past 5. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	Show 'finger numbers' up to 5. compare quantities using language: 'more than', 'fewer than' Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Say one number for each item in order: 1,2,3,4,5. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Make comparisons between objects relating to size, length, weight and capacity.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	solve real world mathematical problems with numbers up to 5. begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'	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 Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
Understanding of the World	Growing Up Senses Autumn Show interest in different occupations begin to make sense of their own life-story and family's history.	Planet Earth, where we live. Christmas around the world Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary.	Real life Heroes- Captain Sir Thomas Moore Winter Explore and talk about different forces they can feel. xplore how things work	Tales from Africa. Compare to the UK. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Growing Spring Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things	Holidays in the past. Summer continue developing positive attitudes about the differences between people. Begin to make sense of their own life-story and family's history.
Expressive Art and Design	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a	Explore colour and colour-mixing remember and sing entire songs.	Explore different materials freely, to develop their ideas about how to use them and what to make.	Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex	Play instruments with increasing control to express their feelings and ideas.	Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide

	<p>face with a circle and including details. • Use drawing to represent ideas like movement or loud noises.</p> <p>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. 	<ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures 	<p>stories using small world equipment like 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>Listen with increased attention to sounds.</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. 	<p>which materials to use to express them. • Join different materials and explore different textures</p>
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