

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Animals</b>	<b>Light &amp; Dark</b>	<b>People Who Help Us</b>	<b>Once Upon a Time</b>	<b>Minibeasts</b>	<b>Pirates!</b>
<b>Enhancements</b>	Autumn Maths Rockstars Day Harvest Diwali Daylight savings Hanukkah	Bonfire night Remembrance Day Christmas	14 Feb Valentines Day Shrove Tuesday St Davids Day St Patricks Day Mothers Day	I Eid St George Day Easter	RHS Britain in bloom Summer solstice	Aquarium trip
<b>Key Texts</b>	The something Lost & Found The Owl & The Pussycat The Tiger Who Came to Tea	How to Catch a Star Beegu The jolly Christmas postman The Christmas story Saving Mr Hoot	Su My Mum is a Superhero Here come the Superheroes George Saves the World by Lunchtime Non-fiction texts	The 3 Billy Goats Gruff Little Red Little Red Riding Hood The 3 Little Pigs Puss in Boots	Olivers vegetables Seed to Plant Kate who tamed the Wind Minibeasts non fiction The Bad Tempered Ladybird Ladybird ladybird what can you see... The Extraordinary Gardener	Seashore A first book of the sea The Sea Saw The Storm Whale The Pirates next door 10 little Pirates
<b>Communication and Language</b>	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."
<b>Ongoing</b>	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'					
<b>Personal, Social &amp; Emotional Development</b>	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.
<b>Physical Development</b>	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.
<b>PE</b>	Gymnastics Perform simple movement patterns.	Gymnastics	Dance	Dance	Athletics	Games

	Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these	Perform simple movement patterns. Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these	Perform dances using simple movement patterns. Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these.	Perform dances using simple movement patterns. 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, jumping and throwing, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	Participate in team games, developing simple tactics for attacking and defending. □ 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.
<b>Literacy</b>	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.
<b>Phonics</b>	syllables	rhymes	rhymes	Phase 2 sounds- satpin	Phase 2 sounds- inmd	Phase 2 sounds- gock
<b>Maths</b>	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'.
<b>Understanding of the World</b>	<b>Do animal babies look like their parents? Who is in your pack? What are animals' basic needs? Hibernation &amp; migration Autumn</b>	<b>Christmas around the world Light &amp; Dark Diwali Hannukah Winter</b>	<b>Firefighters past and present Doctors &amp; Nurses past and present Chinese New Year- compare the animals from the story</b>	<b>Jungle and rainforest Do we have jungles in the UK? Can you live in a jungle? Can you make a jungle home?</b>	<b>What do plants need to grow? How do we know it is spring? Can you make a habitat for a minibeast? Do all minibeast have legs?</b>	<b>Do all boats float? How do we know it is Summer time? Can you make and follow a pirate map?</b>
	Show interest in different occupations  begin to make sense of their own life-story and family's history.	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.	Explore and talk about different forces they can feel. explore how things work	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	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	continue developing positive attitudes about the differences between people.  Begin to make sense of their own life-story and family's history.

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<b>Expressive Art and Design</b>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> </ul>	<p>Explore colour and colour-mixing remember and sing entire songs.</p> <ul style="list-style-type: none"> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> </ul>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures</li> </ul>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Listen with increased attention to sounds.</p> <ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures</li> </ul>