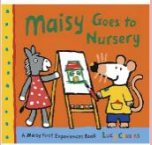
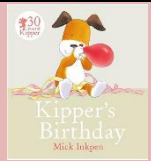
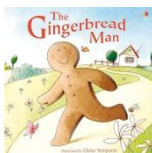
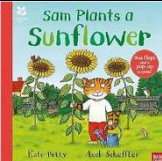
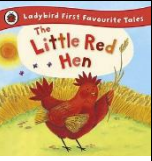
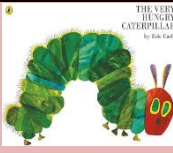
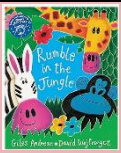


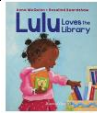
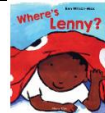


Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me! Autumn 	Celebrations 	Winter Traditional Tales 	People who help us Living and Growing 	Amazing Animals 	Under the Sea Summer is here! 
Key learning question	Who am I and who are my friends and family? Why are the leaves turning orange??	What do people celebrate?	What happens when it gets cold? Which traditional tale is your favourite and why?	What jobs do people do and how do they help us? What happens when I plant a seed?	Which animals would make good pets?	What lives under the sea? How do we know when Summer is here?
Focus Topics Possible Themes, Interests, Lines of Enquiry and Development	- Transition/Starting Nursery - Who am I? - Me, my name and my body - Where do I live? - My family - My home - My pets - Autumn treasures - Halloween	- Bonfire night - Getting colder - Light and Dark - Nocturnal animals - Hibernation - Space - Different celebrations - Christmas story - Christmas traditions	- New Year - Winter - Winter weather - Animals in cold places - Traditional rhymes - Traditional Tales	- Our mums/carers and how they care for us - Roles in society (occupations) - Plants - Changing and growing - Easter traditions	- Plants - Changing and growing - Minibeasts - Pet animals and how to care for them - Wild animals - Farm animals - Animals in other countries - Animals in a zoo	- Summer - Seaside traditions - Going on a holiday - Beach animals - Sealife - Pirates - Graduation
Key events	- Transition - Harvest Festival - Halloween	- Bonfire night - Diwali - Remembrance Day - Children in Need - Nativity performance - Christmas Party	- New Year - Chinese New Year - Pancake day - Valentines' day	- World Book Day - Mother's Day - EID - Easter	Earth Day	- Father's Day - Sports Day - Transition week - Graduation
Trips/ Enrichment experiences	- Autumn Observation Walk – October - Trip to the market to buy Vegetables	Write and post letters	Visit the Library	- Visitors in – People who help us - Church visit	Farm trip	- End of year reward trip - Family Graduation picnic
Personal, Social and emotional	- Settling in - Dreams and goals and self-identity	- Building confidence - Confidence with daily routines	- Perseverance - Empathy	- What makes a good friend? - Caring for others - Changes in our bodies	- Awareness of others feelings - Support to initiate play and keep it going	- Preparing for next transitions - Being assertive

(Self- Regulation Managing Self Building Relationships)	• Class rules and routines • Separating from main carer • Selecting activities and routines • Building relationships • Know which adults they can approach • Social interactions • Understanding feelings • Tooth brushing awareness • Understanding their own care needs, using the toilet, washing and drying their hands • Wash hands – use toilet with support	• Making friends • Behaviour expectations – adapting behaviour • Selecting activities and routines • Dealing with emotions, conflict and change • Identifying talents and being special • Turn taking • Asking adults for help • Tooth brushing • Importance of oral health • Building independence in own care needs, using the toilet, washing and drying their hands	• Feelings – talk about in circle time • Learning about others and celebrate differences • Independent sharing of resources • Turn taking – waiting for their turn • Play in group • Looking after resources – respect • Independently follow rules • Tooth brushing • Oral health • Independent in own care needs, using the toilet, washing and drying their hands	• Feelings – talk about in circle time – link to stories • Independent within the environment • Looking after resources – respect and tidying up after ourselves • Independently follow rules • Ask adult for support appropriately • Use of equipment and areas of nursery safely • Tooth brushing • Oral health • Independent in own care needs, using the toilet, washing and drying their hands	• Looking after the planet • Develop confidence in new situations • Resolve conflict • Healthy bodies • Healthy minds • Tooth brushing • Oral health • Independent in own care needs, using the toilet, washing and drying their hands	• Confident to talk to peers and adults in different situations • Being polite • Giving opinions and listening to others opinions • Challenging opinions appropriately • Changing me • Tooth brushing • Oral health • Independent in own care needs, using the toilet, washing and drying their hands
Physical Development	Gross Motor					
(Gross and Fine Motor Skills)	• Develop movement, balancing, riding (scooters, trikes and bikes • Go up steps and stairs, or climb up apparatus, using alternate feet • Independently washing hands and being aware of toileting needs	• Skip, hop, stand on one leg and hold a pose for a game like musical statues • Climbing, balancing and riding bikes/scooters • Use large-muscle movements to wave flags and streamers, paint and make marks. • Negotiating space	• Skip, hop, stand on one leg and hold a pose for a game like musical statues • Climbing, balancing and riding bikes/scooters • Balancing and climbing with alternate feet • 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 • Use large-muscle movements to wave flags and streamers, paint and make marks • Negotiating space • Moving to music	• Skip, hop, stand on one leg and hold a pose for a game like musical statues • Climbing, balancing and riding bikes/scooters • Use large-muscle movements to wave flags and streamers, paint and make marks. • 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 • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Start taking part in some group activities which they make up for themselves, or in teams.	• Climbing, balancing and riding bikes/scooters • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Use large-muscle movements to wave flags and streamers, paint and make marks. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Negotiating space	• Skip, hop, stand on one leg and hold a pose for a game like musical statues • Climbing, balancing and riding bikes/scooters • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Use large-muscle movements to wave flags and streamers, paint and make marks. • Negotiating space

				Negotiating space		
	Fine Motor					
	- Start to eat independently and learn how to use a knife and fork - Show a preference for a dominant hand - Draw lines and circles using gross motor movement - Hold pencil/paint brush beyond whole hand grasp. - Dough Disco - Tooth brushing	- Start to eat independently and learn how to use a knife and fork. - Show a preference for a dominant hand - Creates lines and circles - Upwards and downwards movements - Dough disco - Manipulating a range of fine motor equipment including snipping with scissors - Independently putting on coats and being more independent of toileting needs - Being healthy - Tooth brushing	- Independently eat with a knife and fork - Start to use dominant hand - Use one-handed tools and equipment, for example, making snips in paper with scissors - Start to use a comfortable grip with good control when holding pens and pencils - Choosing appropriate resources for task - Dough disco - Name writing - Independently brushing teeth/using the toilet and getting changed - Being healthy - Describe what happens to our bodies when we exercise	- Independently eat with a knife and fork - Use dominant hand - Use one-handed tools and equipment, for example, making snips in paper with scissors - Use a comfortable grip with good control when holding pens and pencils - Dough disco - Mark making focus – wavey lines - Name writing - Safe use of equipment - Working as a team - Playing games - Describe what happens to our bodies when we exercise - Being healthy - Independently brushing teeth/using the toilet and getting changed	- Independently eat with a knife and fork - Use dominant hand - Mark making focus – zigzag - Consistent and comfortable grip of pencil - Letter formation - Control of scissors - Safe use of equipment - Working as a team - Playing games - Independently brushing teeth/using the toilet and getting changed - Healthy choices about food and drink	- Independently eat with a knife and fork - Use dominant hand - Mark making focus – consistent and comfortable grip of pencil – good control - Letter formation - Control of scissors – snipping along lines - Safe use of equipment - Working as a team - Playing games - Independently brushing teeth/using the toilet and getting changed - Healthy choices about food and drink
Communication & Language	Daily singing, nursery rhymes, action songs	- Sing songs – Nativity - Nativity	Develop a repertoire of songs and rhymes	- Develop repertoire of songs - Listening to stories retaining key vocabulary	Develop repertoire of songs.	- Develop repertoire of songs - Speak in a range of tense - Vocabulary prepositions

	- Story time, talking about characters, themselves and families - Communication can be understood by others -talk about wants and needs	- Listen to, understand and follow simple instructions - Talk about what I am doing - Talk about home celebrations - Stories about celebrations - Know that stories have a beginning, middle and end	- Respond to instructions and begin to respond to questions - Talk about what I am doing - Developing vocabulary – wide range in correct context - Sorting objects based on properties	- Retell stories – story structure - Answer questions about stories - Respond to instructions and begin to respond to questions - Ask questions - Longer sentences – understood by others - Use of connectives.	- Listening to stories retaining key vocabulary - Retell stories – story structure, setting and characters - Talk for writing – support use of connectives – Once upon a time, first, next, then and finally. - Role play stories - Ask questions – understand why questions - Talking in front of others - Use talk to organise themselves - Begin to ask who, what, when and how questions.	- Rhyming - Retelling stories through role play - Talk for writing – support to use connectives - Once upon a time, first, next then and finally - Say what happens next in a story/rhyme - Answer questions and share opinion using relevant vocabulary - Talking confidently in different situations - Express points of view - Singing songs confidently
Reading	- Daily story/rhyme time - Weekly focus book – extended conversation and extending vocabulary - Recognise logos within the environment - Know text has meaning - Modelling reading parts of a book – cover/pages/back/ spine	- Daily story time - Weekly book focus – extended conversation and extended vocabulary - Identify words/pictures - Exploring initial sound in familiar words - Talk about familiar stories - Find familiar letter in name - Structures of stories - Identify parts of a book – cover/pages/back/ spine	- Daily story time – joining in with repetitive stories - Weekly book focus – extending conversation and vocabulary - Poems and rhymes - Rhyming books - Pointing to text when reading - Identify my own name	- Daily story time – joining in with repetitive stories - Weekly book focus – extended conversation and vocabulary - Poems and rhymes - Rhyming books - Alliteration in stories - Find letter in names - What next questions - Ordering stories or previous events/experiences	- Daily story time - Weekly book focus – extended conversations and vocabulary - Story maps – events and characters - Poems and rhymes - Rhyming books - Alliteration in stories - Oral blending games/words in routines - Compare characters	- Daily story time - Weekly book focus – extending conversation and vocabulary - Non-fiction books - Collaborative story maps - Poems and rhymes - Rhyming books - Alliteration in stories/games - Book/title/cover - Oral blending - Making predictions - Discuss similarities and differences in stories from the past.
Core Books	  - Together We Can - The Rainbow Fish - Leaf Man	  - Owl Babies - Whatever Next - Kipper's Birthday	 - Kipper's Snowy Day - Polar Bear Paddle	  - A Superhero Like you - Stanley's Fire Engine - Jack and the Beanstalk	  - Superworm - Mog and the VET - Dear Zoo	  - Kipper's Sunny Day - Ten Little Pirates

	- Little Acorns - Pumpkin Soup - Room on a Broom	- The Nativity Story - A variety of Christmas stories	- Lost and Found - The Gingerbread Man	- The Tiny Seed - Dora’s Eggs - We’re going on an Egg Hunt - The Easter Story	- Rumble in the Jungle - Mad about Minibeasts - Aaaarrgghh Spider	- Pirates Love Underpants - What the Ladybird Heard at the Seaside	
Phonics Little Wandle Foundations to Phonics (Rhyme a week as part of the scheme)	- Tuning into sounds - Rhyme time	s a t p i n m 	d g o c k e 	u r h b f l 	j v w y z q u c h 	ck x sh th ng nk 	
Little Wandle Love for Reading		 Kindness Makes Us Strong  Monster Clothes	 Lulu Loves the Library  Car, Car, Truck, Jeep  Amazing  Where's Lenny?	 Errol's Garden  Hello Friend  All Through the Night  Would You Rather...			
Writing	- Talking about the marks they make - Identify marks made			- Use recognisable sound shapes in their independent mark making - Independent marks for a purpose e.g. shopping lists in the role play - Confidently talk about marks – marks give meaning - Name writing		- Write some sounds accurately - Independent marks for a purpose e.g. shopping lists in the role play area - Confidently talk about marks	
Mathematics	- Number rhymes - Colours - Matching - Sorting - Patterns - Subitising, recognising and counting numbers to 5			- Subitising, recognising and counting numbers to 5 and beyond - Representing numbers - Size - Height and Length - Weight - Capacity		- Sequencing - Positional Language - More/Fewer 2D and 3D shapes - What comes after?/ What comes before? - Number composition 1-5	

Understanding the World	• Who am I? • My family – who is special to me? • My body • Where do I live? • Our pets and animals- How do we care for them? What do pets need? • Autumn & seasonal changes	• Seasonal changes • Exploring Space • Celebrations – Birthdays and religious celebrations • Family traditions • Christmas	• Exploring natural materials with their senses. • Seasonal change and weather- Winter • Comparing other countries to where we live	• Exploring natural materials and the world using senses • Seasonal change and weather- Spring • Growing plants • What do plants need to grow? • Respect for living things- recycling • Easter	• Seasonal changes - Summer • Different environments and people • Looking after the environment and people • Minibeasts • Life cycle of a butterfly	• Seasonal changes - Summer • Looking after the environment, pollution and dangers to animals • Sealife and beach animals
Expressive arts and design	• Supporting and modelling pretend play – home corner – family members • Exploring a range of materials • Make a range of marks with a range of tools- Using them appropriately • Join in with familiar parts of songs • Images of self and family • Representing objects and people in their images	• Developing pretend play • Exploring a range of materials • Make a range of marks with a range of tools • Drawing details on representations • Sing whole songs and listen to sounds • Move body to music • Explore a range of instruments • Christmas cards using media and techniques • Take part in nativity play • Perform Christmas songs to parents	• Involve others in their imaginative play • Developing own ideas and express using materials • Explore textures • Images of people with faces • Using paint to mix colours • Listen with increased attention to sounds • Sing a range of songs • Use instruments in different ways • Make loud, quiet sounds and use instruments in different ways • Tap simple rhythms • Copy sounds and movement to music	• Making small world of their own for play • Developing own ideas and express using materials • Adapting as they make • Use textures to make an effect • Use tools and materials for a purpose • Using paint to mix colours and talk about what is happening • Sing a range of songs • Identify different sounds • Make sounds for a purpose e.g. within a story • Feely bag describing objects	• Use of narrative in pretend play – traditional stories, core text and repetitive text • Joining materials and explore textures • Use drawing to represent emotions • Use colours for a purpose • Say what they like or dislike about their creations • Notice what others do and adapt own creations • Respond to what they have heard • Matching sounds and movement to music • Create sounds to accompany stories • Stories and props in play • Making own props for use in play	• Use of narrative in pretend play • Joining materials and explore textures • Plan what they are doing • Create with a purpose • Use drawing to represent emotions • Make natural art • Say what they like or dislike about their creations • Create their own songs • Sing songs with instruments • Use instruments to express feelings • Respond to music with movement • Making instruments