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| **NURSERY** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Unit of Learning:** | **What is a Nursery Rhyme?** | **How will we get there?** | **Where do animals live?** | **Where does it grow?** | **Who’s been sitting in my chair?** | **Where shall we go?** |
|  | (Traditional rhymes) | (Transport) | (Animals) | (Plants) | (Traditional tales) | (Weather, holidays) |
| **PSED:**  ***Jigsaw themes:*** | **Learning Outcome:**  Play names games to familiarise with new class members  Introduce routines in small groups  Discuss feelings  Being in my world | **Learning Outcome:**  Select and use activities and resources with help and when needed.  Celebrating difference | **Learning Outcome:**  Develop appropriate of being assertive  Talk with others to solve conflicts  Dreams and goals | **Learning Outcome:**  Make healthy choices about :food, drink, activity and tooth-brushing  Healthy me | **Learning Outcome:**  Increasingly follow rules, understanding why they are important.  Remember rules without needing an adult to remind them.  Relationships | **Learning Outcome:**  Understand gradually how others might be feeling  Transition to YR  **Changing me** |
| **Communication and Language**  Use new vocabulary in context.  Engage in story times and non-fiction books  Re-tell stories  Learn rhymes, poems and songs | **Learning Outcomes:**  Enjoy listening to longer stories and can remember much of what happens. | **Learning Outcomes:**  Understand ‘why’ questions – like why do you think the bird has an umbrella? | **Learning Outcomes:**  Understand the 5 key concepts about print | **Learning Outcomes:**  Understand ‘why’ questions – like: why do you think the old man called the old woman? | **Learning Outcomes:**  Know many rhymes;    Be able to talk about familiar books;  Be able to tell a long story | **Learning Outcomes:**  Be able to express a point of view and debate when they disagree with an adult or a friend using words or actions,. |

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| **Maths**  Number  Shape  Pattern  Positional language  Size, weight, capacity,length | **Carpet maths: 10 min maths/ Continuous provision( indoors and out)**  Develop fast recognition of up to 3 objects without having to count them individually  Compare quantities using language :’more than’, fewer than’ | **Carpet maths: 10 min maths/ Continuous provision( indoors and out)**  Recite numbers past 5  Say one number for each item in order: 1,2,3,4,5  Link numerals and amounts  Show finger numbers up to 5 | **Carpet maths: 10 min maths/ Continuous provision( indoors and out)**  Understand position through words alone e.g the bag is under the table (with no pointing)  Talk about and identify patterns around them  Extend and create ABAB patterns  Notice and correct an error in a repeating pattern. | **Carpet maths: 10 min maths/ Continuous provision( indoors and out)**  Know that the last number reached when counting a small amount of objects tells you how many there are in total ( cardinal principle) | **Carpet maths: 10 min maths/ Continuous provision( indoors and out)**  Experiment with their own symbols and marks as well as numerals  Solve real world mathematical problems with numbers up to 5 | **Carpet maths: 10 min maths/ Continuous provision( indoors and out)**  Make comparisons between objects relating to size, length, weight and capacity. |
| **Literacy: Reading**  Spot and suggest rhymes  Count or clap syllables in a word  Recognise words with the same initial sound  Engage in conversations about stories; learning new vocabulary  5 concepts of print:  Print has meaning  Print has different purposes  Read L to R; top to bottom  Parts of book  Page sequencing. | **Fiction:**  Rhymes:  Two Little Dickie Birds  Miss Polly had a Dolly  Five Little monkeys swinging in a tree  Five in the bed  .  **Non- Fiction:**  First Book of Birds by Zoe Ingram  My First book of Garden Birds RSPB by Mike Unwin | **Fiction:**  The whales on the bus  Mr Gumpy’s boat  The Storm Whale  Whatever Next  **Non- Fiction**  Look Inside Trains by Alex Firth  Look Inside Things That Go by Rob Loyd Jones  Cars (AllAbout) by Geraldine Krasinki | **Fiction:**  Dear Zoo  The Shopping Basket  I know an Old Lady who swallowed a Fly  Owl Babies  **Non-Fiction:**  My First Book of Forest Animals by Zoe Ingram  Peep Inside Animal homes 1 by Anna Milbourne | **Fiction:**  Enormous Turnip  Maisie Grows a Garden  Jack and the Beanstalk  **Non-Fiction:**  Lift the Flap Questions & Answers about your Body (Usborne Lift-the-flap-Books:1 by Katie Daynes  First Facts Bugs by DK  My First book of Garden Bugs RSPB by Mike Unwin  **WORLD BOOK DAY** | **Fiction:**  Goldilocks and the 3 Bears  Red Riding Hood  There was Princess Long ago  **Non- Fiction:**  My First Book of Woodland Animals by Zoe Ingram  Which food will you choose by Claire Potter | **Fiction:**  Shark in the Park  Octopants  Sally and the Limpit  **Non- Fiction:**  My First book of Sea Creatures by Zoe Ingram  National Trust: Look and Say what you See at the Seaside by Sebastien Braun  Look Inside Seas and Oceans by Megan CUllis and Bao luu -  Sea Shells by the Seashore by Marianne Berkes |
| **Phonics-**  Letters and sounds Phase 1  RWI | **Letters and Sounds :**  **Aspect 1 -**general sound discrimination- environmental sounds | **Letters and Sounds :**  **Aspect 2-** General sounds discrimination- instrumental sounds | **Letters and Sounds**  Aspect 3\_ General sound discrimination- body percussion. | **Letters and Sounds:**  **Aspect 4-** Rhythm and rhyme; **Aspect 5-** Alliteration | **Letters and Sounds:**  **Aspect 6-** Voice sounds  **Aspect 7-** Oral blending and segmentation  **RWI**  Letter cards / naming the picture | **RWI**  **Introduce phoneme and grapheme ( set 1:** m/a/s/d/t/i/n/p/g/o/c/k/u/b/f/e/l/h/r/j/v/y/w/z/q/x) |
| **Literacy-Writing** (TFW) | **Fiction:**  Rhymes:  Two Little Dickie Birds  Miss Polly had a Dolly  Five Little monkeys swinging in a tree  Five in the bed  **Genre:** Rhyming stories  **Focus:** Mark making  **Non- Fiction: Re-count** – Sequencing stories using images | **Fiction:**  The whales on the bus  Mr Gumpy’s boat  The Storm Whale  Whatever Next  **Genre:** Journey tales  **Focus:** Drawing and labelling  **Non- Fiction: Information text**  What do we know about whales? Adult as scribe | **Fiction:**  Dear Zoo  The Shopping Basket  I know an Old Lady who swallowed a Fly  Owl Babies  **Genre:**  Warning tale  **Focus**: Drawing and code making  **Non- Fiction-** **Instructions** - How to trick an animal! | **Fiction:**  Enormous Turnip  Maisie Grows a Garden  Jack and the Beanstalk  **Genre:**  Conquering the Monster Tale  **Focus:** Giving meaning to marks  **Non-Fiction-** I**nstructions** – How to grow a garden | **Fiction:**  Goldilocks and the 3 Bears  Red Riding Hood  There was Princess Long ago  **Genre:** Conquering the Monster Tale  **Focus:**  Using letter shapes in mark making  **Non- Fiction- Information - Bears** | **Fiction:**  Shark in the Park  Octopants  Sally and the Limpit  **Genre:** Meeting tale  **Focus:** Using initial sounds in writing  **Non-Fiction :Recount** – Sally’s adventure |

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| **Understanding the World**  Pupils talk about what they see using a wide vocabulary | | | | | | |
| **UTW: History** | Begin to make sense of their own life-story: photos and memories | Begin to make sense of their own life-story and family’s history: parents photos and memories | The past: dinosaurs  What were they called? How do we know they existed? | How did farmers use to farm and how do they farm now?  What would our families have used in the past if they were farmers? | What do we know about royalty? Where do they live? Who is the King of England? | What games did people/family used to play at the beach? |
| **UTW :Geography** | Show interest in different occupations: school/community | Show interest in different occupations/ transport (challenge stereotypes): police, firefighters, paramedics, fisherman | Know that there are different countries in the world and talk about differences that have experienced and seen in photos: animals associated with certain countries  Show interest in different occupations/ transport (challenge stereotypes): zookeepers, vets, farmers/ tractors, combine harvesters  Maps and directions | Know that there are different countries in the world and talk about differences that have experienced and seen in photos: flags, food, weather | Encourage pupils to talk about what they see: -  Maps and directions | Encourage pupils talk about what they see – weather |
| **UTW :RE** | Continue developing positive attitudes about the differences between people:  Discuss: names, eye colour, hair, skin | Continue developing positive attitudes about the differences between people:  Religious events: Christmas  Cultural: Bonfire Night | Continue developing positive attitudes about the differences between people  **Special places: Church** | Continue developing positive attitudes about the differences between people:  Religious: Easter | Continue developing positive attitudes about the differences between people: **Bible stories: Parables** | Continue developing positive attitudes about the differences between people: **Bible stories: Parables** |
| **UTW: Science** | Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and different properties: different types of leaves  Explore and talk about different forces they can feel :snap a twig etc | Talk about the differences between materials and changes they notice  Explore how things work: What does a car/lorry need to work on a ramp?  Explore and talk about different forces they can feel :magnets | Begin to understand the need to respect and care for the natural environment and all living things: animals  Explore and talk about different forces they can feel: float and sink | Plant seeds and care for growing plants  Understand the key features 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: animals | Explore and talk about different forces they can feel: Magnet trains and wands  What can we make from paper?  Where does paper come from? | Explore how things work  Explore and talk about different forces they can feel: boats moving when blown |

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| **Expressive Art and Design** | **Art:** Create closed shapes with continuous lines and begin to use these shapes to represent objects | **Art:** Create closed shapes with continuous lines and begin to use these shapes to represent objects | **Art:** Draw with increasing complexity and detail, such as representing a face with a circle and including details. | **Art:** Use drawing to represent ideas like movement or loud noises | **Art:** Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc | **Art:** Explore colour and colour mixing |
| **Music:** Listen with increasing attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings | **Music:** Remember and sing entire songs | **Music:** Sing the pitch of a tone sung by another person (pitch-match) | **Music**: Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs | **Music:** Create their own songs or improvise a song around one they know | **Music**: Play instruments with increasing control to express their feelings and ideas. |
| **Roleplay/Small world play:**  Take part in simple pretend play, using an object to represent something else even though they are not similar | **Roleplay/Small world play:**  Take part in simple pretend play, using an object to represent something else even though they are not similar | **Roleplay/Small world play:**  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc | **Roleplay/Small world play:**  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc | **Roleplay/Small world play:**  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park | **Roleplay/Small world play:**  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park |
| **DT:** Explore different materials freely to develop their ideas about how to use them and what to make | **DT:** Explore different materials freely to develop their ideas about how to use them and what to make | **DT:** Develop their own ideas and then decide which materials to use to express them | **DT:** Develop their own ideas and then decide which materials to use to express them) | **DT:** Join different materials and explore different textures | **DT:** Join different materials and explore different textures |
| **Physical Development**  **HEALTHY MOVERS daily**  **Stability**  **Co-ordination**  **Balance**  **Object control** | **Gross Motor:**  Continue to develop their movement, balancing, riding and ball skills  **Fine Motor:**  Use one-handed tools and equipment, making snips in paper with scissors | **Gross Motor:**  Go up steps and stairs, or climb up apparatus, using alternate feet  **Fine Motor:**  Use a comfortable grip with good control when holding pens and pencils | **Gross Motor:**  Skip, hop, stand on one leg and hold a pose for a game  Use large muscle movements to wave flags and streamers, paint and make marks  **Fine Motor:**  Show a preference for a dominant hand | **Gross Motor:**  Start taking part in some group activities which they make up for themselves, or in teams.  Increasingly be able to use and remember sequences and patterns of movements which relate to music and rhythm.  **Fine Motor:**  Be increasingly independent as they get dressed and undressed, putting coats on and doing up zips | **Gross Motor:**  Match their developing physical skills to tasks and activities in the setting.  **Fine Motor:**  Use a comfortable grip with good control when holding pens and pencils | **Gross Motor:**  Choose the right resources to carry out their own plan.  Collaborate with others to manage large items  **Fine Motor:**  Use a comfortable grip with good control when holding pens and pencils |
| **Safeguarding (from across**  **the curriculum)** | Establish rules and routines | Keeping safe – feelings and emotions | Anti-bullying week | Respecting Privacy | NSPCC PANTS rule | Valuing difference  Preparing for Transition |