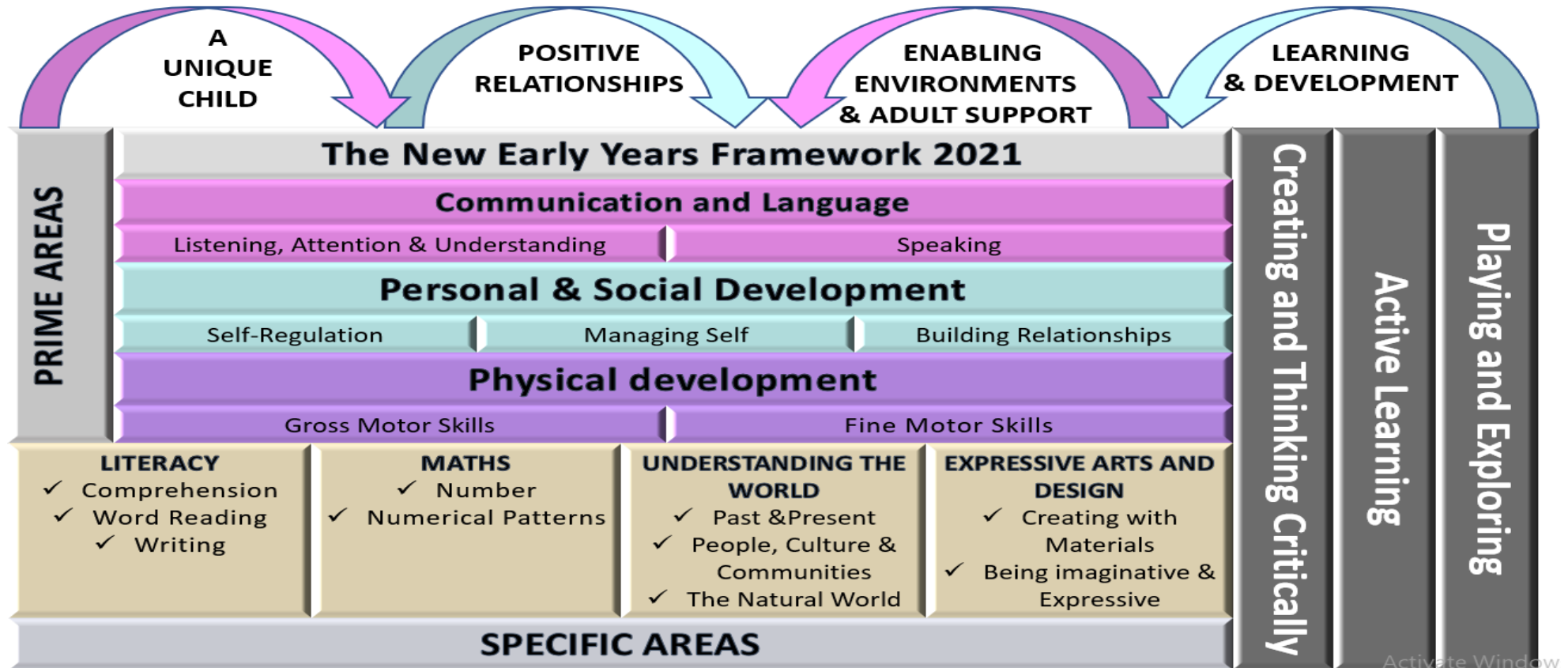


Nursery Long Term Curriculum Sequencing and Structure 2023 – 2024



(image taken from Mrs Underwood.co.uk)

The Characteristics of Effective Teaching and Learning.

Playing and Exploring	Active Learning	Creating and Thinking Critically.
<ul style="list-style-type: none">• Realise that their actions have an effect on the world, so they want to keep repeating them.• Plan and think ahead about how they will explore or play with objects.• Guide their own thinking and actions by referring to visual aids or talking to themselves while playing.• Make independent choices.• Bring their own interests and fascinations into early years settings. This helps them to develop their learning.• Respond to new experiences that you bring to their attention.	<ul style="list-style-type: none">• Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines.• Show goal-directed behaviour.• Use a range of strategies to reach a goal they have set themselves.• Begin to correct their mistakes themselves.• Keep on trying when things are difficult.	<ul style="list-style-type: none">• Take part in simple pretend play.• Sort materials.• Review their progress as they try to achieve a goal. Check how well they are doing.• Solve real problems.• Use pretend play to think beyond the 'here and now' and to understand another perspective.• Know more, so feel confident about coming up with their own ideas.• Make more links between those ideas.• Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>*Understand and act on longer sentences like make teddy jump or find your coat.</p> <p>*Understands and uses simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>* Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>*Identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'.</p>	<p>*Enjoy listening to longer stories and can remember much of what happens.</p> <p>*pay attention to more than one thing at a time, which can be difficult.</p> <p>*Use a wider range of vocabulary.</p>	<p>*Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>*Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>*Sing a large repertoire of songs.</p>	<p>*Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>*Learns lots of new words and use them in play but still may use incorrect tenses.</p> <p>*Uses longer sentences of four to six words when talking.</p>	<p>*Starts a conversation with adults and friends and continue the conversation.</p> <p>*Enjoys listening to longer stories and can remember what happens in them.</p> <p>*Understand a question /instruction with two parts like "Can you get your coat and wait by the door please?"</p> <p>*Uses talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"</p> <p>*Focuses on a chosen activity for at least ten minutes</p>	<p>*Join in at group time by putting up hand and waiting their turn to talk.</p> <p>*Be able to talk about thoughts even when they disagree and can discuss this using words and actions.</p> <p>*Understands when asked questions like "Why do you want to wear your boots today?" and "How can we mop up the juice?"</p> <p>*Sits quietly and listen for fifteen minutes</p> <p>*Able to move away from distractions when concentrating.</p>

Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. 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.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<ul style="list-style-type: none"> *Play with increasing confidence on their own and with other children- because they know their key person is nearby and available. *Feels strong enough to express a range of emotions. *Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. *Is able to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. 	<ul style="list-style-type: none"> *Be increasingly able to talk about and manage their emotions *Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. *Develop friendships with other children *Safely explore emotions beyond their normal range through play and stories. *Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. *Learn to use the toilet more independently. 	<ul style="list-style-type: none"> *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. *Become more outgoing with unfamiliar people, in the safe context of their setting. *Show more confidence in new social situations. *Play with one or more other children, extending and elaborating play ideas. 	<ul style="list-style-type: none"> *Increasingly begin to follow rules, understanding why they are important. *Remember the rules and follow them without needing an adult to remind them. *Develop appropriate ways of being assertive. *Talk with others to solve conflicts. *Give reasons to their feelings “I feel sad because ...” *Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> *To be able to play in a group with friends, and make up ideas of things to do and games to play *To manage feelings and talk about emotions *To understand how others might be feeling *Be increasing independent as they get dressed and undressed. *Be increasing independent in meeting their own care needs 	<ul style="list-style-type: none"> *Make healthy choices about food, drink, activity and toothbrushing. *To be responsible and be confident to be part of my community *To be ready for new experiences like starting school *To learn how to be assertive *To be able to follow rules and know why they are important. *To begin to find solutions to quarrels and rivalries

Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>*Beginning to 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.</p> <p>*Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>*Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>*Uses large muscle movements to wave flags and streamers, paint and make marks.</p>	<p>*Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>*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.</p>	<p>*Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>*Start to eat independently and learning how to use a knife and fork.</p> <p>*Show a preference for a dominant hand</p>	<p>*Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>*Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>*Uses one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>*Use a comfortable grip with good control when holding pens and pencils.</p>	<p>*Goes up steps and stairs, or climb up apparatus, using alternate feet</p> <p>*Uses large-muscle movements to wave flags and streamers, paint and make marks</p> <p>*Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>*Able to eat independently and use a knife and fork</p> <p>*Uses a comfortable grip with good control when holding pens and pencils</p> <p>*Revise and refine movements skills – rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>*Is independent to get dressed and undressed</p> <p>*Developing their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>*To have an awareness of safety and manage own risks</p> <p>*Matches developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>*Refines ball skills – throwing, catching, kicking,</p> <p>*Effectively uses one-handed tools and equipment, for example, uses screwdrivers and hammers, cuts along a line</p> <p>*Beginning to write letters or marks that can be recognised</p>

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>*Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)</p> <p>* Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>*Repeat words and phrases from familiar stories.</p> <p>*Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>*Make marks on their picture to stand for their name (recognise important prints to me)</p>	<p>*Engage in extended conversations about stories, learning new vocabulary</p> <p>*Enjoy drawing freely.</p> <p>*Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>* Make marks on their picture to stand for their name.</p> <p>* Sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>* Begin to understand the five key concepts about print: - print has meaning - Page sequencing - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>*Ask questions about a book, make comments and share own ideas.</p>	<p>* Understand the five key concepts about print: - print has meaning -Page sequencing - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>* Develop their phonological awareness, so that they can: -- -spot and suggest rhymes -clap out syllables in a word</p> <p>*Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>*Write some or all of their name</p>	<p>*Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p> <p>*Says what the marks, shapes, letters and pictures that they make mean</p> <p>*Able to 'map' out a familiar story through drawing</p> <p>*Knows that stories have beginnings and endings and sometimes guess how the story will end</p> <p>*Has conversations about stories and learn new vocabulary</p> <p>*Hear and says the first sound in a word when you say the word and be able to say the letter</p> <p>*Able to make up own stories, with characters, a beginning, middle and an end</p> <p>*Recognise words with the same initial sound orally</p> <p>*Writes some letter sounds accurately</p>	<p>*To write name</p> <p>*To write some letters accurately</p> <p>*To talk about the places and people in stories and the important things that are happening</p> <p>*To have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word</p> <p>*To understand that different words and print have different purposes</p> <p>*Able to say lots of words that rhyme with a word like 'cat'</p> <p>*To be able to orally segment and blend CVC words</p> <p>*To use some of their letter sound knowledge in their early writing.</p>

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Compares amounts – lots/more/same * Counts up to three or four objects by saying one number name for each item. • Recognise some numerals of personal significance. * Fast recognition of up to 3 objects, without having to count them individually ('subitising'). * Recite numbers past 5. * Say one number for each item in order: 1,2,3,4,5. * Show 'finger numbers' up to 5. 	<ul style="list-style-type: none"> * Selects a particular named shape. * Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. * Combine shapes to make new ones – an arch, a bigger triangle etc. * Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. * Begin to use words like "round" and "straight" when talking about the shapes. * Chooses the right shape for a task like flat surfaces for building, a triangular prism for a roof etc * Able to combine shapes to make new ones – an arch, or a bigger triangle etc. * Recognises and names all common 2d and 3d shapes (sphere, cube, cone, cylinder, pyramid) 	<ul style="list-style-type: none"> • Recites numbers in order to 10. * Recognises numerals 1 to 5. * Counts out up to six objects from a larger group. * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. * Matches the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10 * Fast recognition of up to 5 objects, without having to count them individually ('subitising'). * Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). * Touches one thing and say the number name at the same time and in order to help me count how many things there are 	<ul style="list-style-type: none"> * Uses positional language. * Understand and use words/signs such as, in, under, behind, in front, beside, next to and use them in my play * Understand position through words alone – for example, "The bag is under the table," – with no pointing. * Able to tell you a familiar route I know * Discuss routes and locations, using words like 'in front of' and 'behind'. * 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. * Able to follow and make own patterns like stick, leaf, stick, leaf. 	<ul style="list-style-type: none"> * Able to say numbers in order from 1 to 10 or higher. * Uses counting to help solve problems that are important to them, like splitting a sandwich in half to share with my friend * Able to subitise, look at a group of objects and know how many there are * Number bonds to 3 * Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. * Compares two groups of objects, saying when they have the same number. 	<ul style="list-style-type: none"> * Compare quantities using language: 'more than', 'fewer than' * Make comparisons between objects relating to size, length, weight and capacity * Selects a particular named shape. * 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'. * Begin to use words like "round" and "straight" when talking about the shapes. * Recognises and names all common 2d and 3d shapes (sphere, cube, cone, cylinder, pyramid)

Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>*Make connections between the features of their family and other families.</p> <p>*Notice differences between people.</p> <p>*Explore and respond to different natural phenomena in their setting and on trips.</p> <p>*Use their senses in hands on exploration of natural materials.</p> <p>*Explore collections of materials with similar and or different properties.</p>	<p>*Begin to make sense of their own life-story and family’s history</p> <p>*Explore how things work.</p> <p>*Explore and talk about the forces they can feel.</p>	<p>* Plant seeds and care for growing plants.</p> <p>*Understand the key features of the life cycle of a plant and an animal.</p> <p>*Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>*Talk about what they see, using a wide variety of vocab.</p>	<p>*Begin to talk about the differences between materials and changes they notice.</p> <p>*Continue to develop positive attitudes about the differences between people.</p> <p>*Shows an interest in different occupations</p>	<p>*Knows that we have to be careful with animals and plants and remember not to pick the flowers or to stroke animals gently</p> <p>*Talks about plants and animals that interest them, like next door’s dog that barks and the really tall tree in the park</p> <p>*Talks about people and times that are special to them and their family and friends, like “remember the party when we had fireworks and big bangs</p> <p>*Joins in with routines, like going shopping, and times that are special to them and their family like birthdays</p>	<p>*Begins to notice changes in things and between materials.</p> <p>*Begin to make sense of their own life-story and my family’s history</p> <p>*Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>*Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year.</p>

Expressive Arts and Design

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>*Use their imagination as they consider what they can do with different materials.</p> <p>*Make simple models which express their ideas</p> <p>*Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.</p> <p>*Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.</p>	<p>*Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>*Listen with increased attention to sounds.</p> <p>*_Explore colour and colour mixing.</p>	<p>*Join different materials and explore different textures.</p> <p>*Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>*use drawing to represent ideas</p> <p>*Remember and sing whole songs.</p>	<p>*Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>*Begin to make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>*Creates own songs and improvise a song around one thy know.</p>	<p>*Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.and pitch match,</p> <p>*Plays instruments with increasing control to express feelings and ideas.</p> <p>*Begin to talk about the different shades such as light and dark</p> <p>*Responds to what they have heard, expressing thoughts and feelings.</p>	<p>*Chooses the things they want to use to make something. If their ideas don’t work, they can choose something else or change the way they do something.</p> <p>*Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.</p> <p>*Draws with increasing complexity.</p> <p>*Beginning to show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p>

Autumn 1

	Week Beginning 4th September	Week Beginning 11th September	Week Beginning 18th September	Week Beginning 25th September	Week Beginning 2nd October	Week Beginning 9th October	Week Beginning 16th October	Week Beginning 23rd October		
Topic	Meet the Teacher Sessions and Settling in sessions	<u>Me and my feelings</u>			<u>Autumn</u>		<u>Marvellous Magic</u>			
Super Start /Exciting End					Go on a welly walk to collect leaves.		Staff dressed up as Witches.			
Core Texts		I'm starting Nursery Inside my heart All kinds of families			Autumn We are going on a leaf hunt. The Little Red Leaf		Spells Room on the broom Winnie the Witch			
Author		Tom Percival								
Reading sessions (Favourite 5 or Poetry Basket)		Children's favourite books and stories.		Gruffalo	Colour Monster	Bumble Bear	Smeds and the Smoos	The Big Red Bath		
Communication and Language		Asking key workers and peers for help. Encouraging children to talk to each other during play.				Listen to stories, ask and respond to questions. Learn new vocabulary				
Personal, Social, Emotional Development		Modelling positive play and taking turns. Establishing and knowing the rules in Nursery and the consequences and rewards. How can we be a good friend?								
Physical Development		Developing gross motor skills on bikes, trikes and scooter. Developing climbing on and off safely on climbing frame and large equipment. Dancing to action songs of different speeds. Exploring making marks in different materials. Gaining more control over one handed tools, including scissors, pencils, paint brushes and tweezers.								
Literacy		Listening to a range of stories and answering questions Giving meaning to marks they have made.								
Mathematics		Singing and joining in with counting songs. Number recognition to 5.				Singing and joining in with counting songs. Number recognition to 5-10. Counting objects 1 by 1.		Using language to describe capacity e.g. full empty, nearly empty. Using ordinal language first next last.		
Understanding the World	To talk about my feelings and my family. To know and locate body parts.				To talk about the natural world around me, talking about what they can see and hear. To comment on the changes that happen in Autumn. Collect and explore Autumn objects.		Using senses to describe and sort materials. (Pumpkins, slime) Talking about celebrations and own experiences.			
Expressive Arts and Design	To explore with different materials such as paint, chalk glue, scissors. To represent experiences (birthdays parties, home corner) To build basic structures using a range of building materials and explaining what I have mad.				Using natural materials to make art. To paint using autumnal colours. Add, fire and cosy blankets hats gloves scarves to home corner to reflect changes in weather. Add squashes and real food for children to play with.		Roleplay- Witch and wizard costumes, making potions and magic wands. Recreating character's from the stories we have read. Colour mixing.			
Important Dates/Information	Inset -4 th and 5 th	Children start full time hours.	Complete school Baseline	Complete school Baseline	Complete school Baseline	Complete school Baseline Black History Month All baseline data complete – 6 th . Grandparents day – 1 st	Black History Month World Mental Health Day – 10 th	Black History Month Harvest Festival collection for food bank		

Autumn 2

	Week Beginning 6 th November	Week Beginning 13 th November	Week Beginning 20 th November	Week Beginning 27 th November	Week Beginning 4 th December	Week Beginning 11 th December	Week Beginning 18 th December	
Topic	Firework Fun	Blast Off!			Our Favourite Toys	Christmas		
Super Start /Exciting End	Arriving into class whilst firework video is on.	Finding green slime and alien footprints and lots of pants!			Bring your favourite toy in and talk about it	Watch the Snowman video Watch The snowman and his dog with hot chocolate in pyjamas		
Core Texts	Rama and Sita and the Demon King.	Aliens Love Underpants Bob the man on the moon. The Way Back Home			Spots Toy Box	The Nativity story The Snowman		
Author	Jill Murphy							
Reading sessions (Favourite 5 or Poetry Basket)	Breezy Weather	Fair Share	Giraffes cant dance	Oi Frog	Chop Chop	We're going to find the monster	My dad is a grizzly bear	
Communication and Language	New vocab, talk in sentences/extended sentences, develop listening skills and begin to and take part in class discussions, ask and answer questions, talk about events, learn new songs and rhymes							
Personal, Social and Emotional Development	Keeping safe on bonfire night.	Making right choices when expressing feelings. Sharing with peers and turn taking. Talk about own experiences, likes and dislikes.						
Physical Development	Gross motor scarf/ribbon dancing, making large marks using chalks and water on the floor and on walls. Gaining more control over one handed tools, including scissors, pencils, paint brushes and tweezers.							
Literacy	Talk about stories, singing rhyming songs, drawing freely and giving meaning to marks that are made.							
Mathematics	Counting out (give me 3 cubes) Recognising numbers represented in different ways (subitising)	Use mathematical language to talk about shapes. To name and identify common 2d shapes. Making appropriate choices when building based on properties of shape. To make 2 colour patterns			Positional language	Length and weight. Using everyday language to describe and sort.		
Understanding the World	Using senses to describe fireworks. Safety precautions History of bonfire night Guy Fawkes Diwali celebration.	To know what an astronaut is and what they do. Find out how we get to space. Name some planets.			Working different toys, wind up, pulley and electronic toys.	How do we celebrate Christmas?		
Expressive Arts and Design	Colour mixing Firework art Splattering and paint flicking. Diwali decoration in home corner. Indian takeaway.	Space and alien themed craft activities. Space station roleplay.			Toy shop roleplay	Christmas dinner Decorate a Christmas tree Christmas themed art activities.		
Important Dates/Information	Bonfire Night – 5 th Remembrance Day – 11 th Diwali – 12 th	Children in Need – 17 th Road Safety Week Inter faith Week Nursery Rhyme Week			Christmas Jumper Day – 8 th	All data complete – 11 th		

Spring 1

	Week Beginning 8th January	Week Beginning 15th January	Week Beginning 22 nd January	Week Beginning 29 th January	Week Beginning 5 th February
Topic	<u>Winter</u>	<u>Bears</u>			<u>Dinosaurs</u>
Super Start / Exciting End		Teddy Bears Picnic			Finding dinosaur eggs Writing a letter to the Dinosaur.
Core Texts	Snowball The Snowy day	We're going on a bear hunt. Goldilocks and the Three Bears Teddy Bears Picnic poem/song			Dear Dinosaur
Author	Judith Kerr				
Reading sessions (Favourite 5 or Poetry Basket)	Worrysaurus	Up and Down	This zoo is not for you	The Ugly Five	The Suitcase
Communication and Language	Listen to stories, ask and respond to questions. Learn new vocabulary Repeat well known phrases from stories. Singing songs and nursery rhymes.				
Personal, Social and Emotional Development	Developing play and pretend talk in groups. Turn taking.				
Physical Development	Develop more control over one handed tools, including scissors, pencils, paint brushes and tweezers. Develop a dominant hand. Ball skills (Large and small) on own and in partners.				
Literacy	To hold books correctly and retell stories from pictures. To answer questions and discuss stories we have read.				
Mathematics	1 to 1 correspondence when counting objects Number recognition and quick recall skills Counting total when adding two amounts.		Sequencing events. Capacity exploring how much containers can hold.	Patterns Measuring. Begin to use non-standard units of measurement to measure.	
Understanding the World	Using senses to find out about the world around us and seasonal changes. Ice exploration (melting breaking) Finding out about animals that live in cold climates.	Use senses to describe and sort materials.			Know that the dinosaurs lived a very long time ago. Identifying, naming and describing well known dinosaurs. Find out about fossils.
Expressive Arts and Design	Winter crafts Exploring cold colours. Using Water colours	Create story maps Junk modelling (chairs beds etc from Goldilocks) Building with various construction materials.			Excavating fossils Jurassic Park Dinosaur Safari Painting dinosaurs.
Important Dates/Information				National Story Telling Week	Chinese/Lunar New Year – 10 th / 11 th Pancake Day – 13 th

Spring 2

	Week Beginning 19 th February	Week Beginning 26 th February	Week Beginning 4 th March	Week Beginning 11 th March	Week Beginning 18 th March
Topic	People Who Help Us			New life	
Super Start /Exciting End	Visits from police, nurses, dentist etc. -Through out			Growing own seeds Egg hunt/Easter Bonnet	
Core Texts	Non Fiction Texts about different professions. A Super Hero Like You.			Tiny Seed Mr Bunnys Chocolate factory.	
Author	Eric Carle				
Reading sessions (Favourite 5 or Poetry Basket)	Duck in the Truck	Elmer	The Tiger that came to tea	Simon Sock	Monsters love underpants
Communication and Language	Develop listening skills. Begin to understand rhyme. Learn new vocabulary Connect ideas with using and, and because.				
Personal, Social and Emotional Development	Give reasons for our feelings and actions using 'because' Talk about what we want to be when we grow up.				
Physical Development	Develop a comfortable grip when writing and drawing. Explore different ways of travelling.				
Literacy	Begin to write name and initial sounds. Begin to gain phonological awareness (syllables, rhyming and initial sounds) Give meaning to marks made.				
Mathematics	Ordering numerals identifying missing numbers. 1-10 1 to 1 correspondence when counting objects Number recognition and quick recall skills Counting total when adding two amounts. Positional language.				
Understanding the World	Find out about different occupations. Know the importance of oral hygiene Road safety.			Planting a seed What makes plants grow? Weather Life cycles Why and how do Christians celebrate Easter? Signs of Spring.	
Expressive Arts and Design	Developing and building own stories in play with and creating own words with various materials.			Drawing and painting flowers Monet Water lilies. Easter crafts and cards	
Important Dates/Information			World Book Day – 7 th March Mother's Day – 10 th March		Holi – 24 th / 25 th March

Summer 1

	Week Beginning 8 th April	Week Beginning 15 th April	Week Beginning 22 nd April	Week Beginning 29 th April	Week Beginning 6 th May	Week Beginning 13 th May	Week Beginning 20 th May
Topic	Traditional Tales			Food Glorious Food!		Creepy Crawlies	
Super Start /Exciting End	Possible Play in school – eg Hobgoblin Theatre			Making Vatable soup Make Pizza's		Worm Farm	
Core Texts	The Three Little Pigs The Enormous Turnip The Ugly Duckling			Supertato Oliver's Vegetables. Pizza!		Super Worm The Very Hungry Caterpillar The Bad Tempered Ladybird.	
Author	Sue Hendra						
Reading sessions (Favourite 5 or Poetry Basket)	Dance	Titch	The Wonkey Donkey	Not now Bernard	Messha makes friends	I have a little frog	Normal the slug with a silly shell
Communication and Language	Retelling stories Joining in with repeated phrases Answering questions about texts. Retelling stories Joining in with repeated phrases Answering questions about texts						
Personal, Social and Emotional Development	Playing in groups taking turns and listening to each other's ideas. Talk about likes and dislikes and make comparisons. Make Healthy Choices						
Physical Development	PE Sessions -Throwing and Catching						
Literacy	Name writing Begin writing sounds learnt in RWI. Hear identify and write initial sounds. Begin to segment and blend cvc words orally.						
Mathematics	Number bonds Making numbers in different ways Describe and talk about common 3d shapes (sphere, cube, cylinder). Practical addition using mathematical vocabulary.						
Understanding the World	Discussing differences between themselves and others (homes). Begin to talk about and explore materials and their properties.			Know where some food comes from. Understand the importance of a healthy lifestyle. Preparing food. Celebrating differences (Food from around the world)		Naming and sorting mini beasts based on characteristics.	
Expressive Arts and Design	Building houses Representing Characters Picture Story maps Retelling and recreating well known stories.			Printing with food items. Collage Restaurants cafes etc roleplay Retelling stories.		Painting minibeasts	
Important Dates/Information	Eid-Al – Fitr – 10 th and 11 th						

Summer 2

	Week Beginning 3 rd June	Week Beginning 10 th June	Week Beginning 17 th June	Week Beginning 24 th June	Week Beginning 1 st July	Week Beginning 8 th July	Week Beginning 15 th July
Topic	<u>At the farm</u>		<u>The Deep Blue Sea</u>		<u>Transport /Moving on</u>		
Super Start /Exciting End	Educational Visit to Hoare Park Farm		Pirate Day				
Core Texts	Who's on the Farm? Farm Yard Hullabaloo!		Commotion in the Ocean Rainbow fish Captain Petes Stinky Feet.		The Train Ride You cant take an elephant on the bus		
Author	Julia Donaldson						
Reading sessions (Favourite 5 or Poetry Basket)	Sliced Bread	What the ladybird heard	Colour and Me	Sharing a Shell	Pitter Patter	The Koala that Could	Starting School
Communication and Language	Retelling stories Joining in with repeated phrase Answering questions about texts Building Vocabulary						
Personal, Social and Emotional Development	Play in groups making stories, games and songs Begin to solve quarrels.						
Physical Development	PE Lessons Team games. Sports day skills						
Literacy	Name writing Begin writing sounds learnt in RWI. Hear identify and write initial sounds. Begin to segment and blend cvc words orally.						
Mathematics	Recap all skills taught as well as – Comparing amounts Solving problems with maths. Beginning to use language associated with money.						
Understanding the World	How to look after animals with care. Identify and name animals found on the farm. Look at changing seasons compare and contrast – recap)		Find out about creatures that live in our oceans. How to save our oceans by recycling. Holidays Places we have visited (comparing and contrasting)		Transport in the past, present and what it could look like in the future How does each transport work/move? Where can you go on each transport? – maps		
Expressive Arts and Design	Representing Farm animals Dilemmas in small world play. Building structures with 3d shapes.		Representing Sea creatures Junk modelling (recycling and reusing) Beach Roleplay		Junk modelling Small world stories with peers		
Important Dates/Information	Fathers day – 16 th Kings Official Birthday – 16 th Eid- Al – Adha – 16 th – 19 th						