



	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Marvellous Me Respect	Rhyme Time and Winter Perseverance	Superheroes Love	Spring time and plants Forgiveness	Once upon a time Friendship	Travel and places Thankfulness
Phonics (Twinkl Phonics)	Level 1 • Aspect 1 General Sound Discrimination – Environmental Sounds	Level 1 • Aspect 2 General Sound Discrimination – Instrumental Sounds	Level 1 • Aspect 3 Body Percussion • Aspect 4 Rhythm and Rhyme	Level 1 • Aspect 5 Alliteration • Aspect 6 Voice Sounds	Level 1 • Aspect 7 Oral Blending and Segmenting	Level 1 • Aspect 7 Oral Blending and Segmenting
Celebrations and Experiences	• Starting nursery • Autumn trail • Birthdays • Pets • Harvest	• Christmas • Fireworks/bonfire night • Winter trail • Nativity • Nursery Rhyme Week	• Spring • Pancake Day • Fire engine visit	• Planting seeds • Gardening • Mother’s Day • Easter egg hunt • Growing butterflies • Science Week	• Story telling	• Vehicles • Holidays
Texts – Fiction and Non Fiction	• <i>The Colour Monster</i> by Anna Llenas • <i>Dear Zoo</i> by Rod Cambell • <i>The Tiger Who Came to Tea</i> by Judith Kerr • <i>The Family Book</i> by Todd Parr • <i>What Makes Me a ME!</i> By Ben Faulks • <i>Pip and Posy</i> by Axel Scheffler	• <i>Room on the Broom</i> by Julia Donaldson • <i>Gruffalo</i> by Julia Donaldson • <i>Stickman</i> by Julia Donaldson • <i>Shark in the Park</i> by Nick Sharratt • <i>Jack Frost</i> by Kazuno Kohara • <i>A Loud Winters Nap</i> by Kate Hudson • <i>The Nativity</i> by Fiona Watt and Rachel Wells	• <i>Supertato</i> by Sue Hendra and Paul Linnet • <i>The Dinosaur that Pooped A Superhero</i> by Tom Fletcher • <i>When We Grow Up</i> by Melanie Walsh • <i>There’s a Superhero in Your Book</i> by Tom Fletcher • <i>A Superhero Like You</i> by Dr Ranj • <i>Emergency</i> by Margaret Mayo and Alex Ayliffe	• <i>Spring</i> by Aillie Busby • <i>Tree</i> by Patricia Hegarty • <i>I See a Cloud</i> by Saskia Gwinn and Daniela Sosa • <i>Jasper’s Beanstalk</i> by Nick Butterworth • <i>We’re Going on an Egg Hunt</i> by Martha Mumford and Laura Hughes • <i>The Very Hungry Caterpillar</i> by Eric Carle Traditional Tales: • <i>Jack and the Beanstalk</i>	• <i>Bun on the Run</i> by Smriti Halls • <i>Once Upon a Time</i> by Nick Sharatt Traditional Tales: • <i>The 3 Little Pigs</i> • <i>The 3 Billy Goats Gruff</i> • <i>Goldilocks</i> • <i>The Gingerbread Man</i>	• <i>The Lion on the Bus</i> by Gareth P Jones and Jeff Harter • <i>The Hundred Decker Bus</i> by Mike Smith • <i>Whatever Next</i> by Jill Murphy • <i>Emma Jane’s Aeroplane</i> by Katie Haworth and Daniel Rieley • <i>Pirates Love Underpants</i> by Claire Freedman and Ben Cort • <i>We All Go Travelling By</i> by Sheena Roberts • <i>Noah’s Ark</i> by Lucy Cousins
Communication and Language						
Ongoing Communication and Language skills developed throughout the year	Communication and Language is developed throughout the year through; • High quality interactions • Daily group discussions • Learning new vocabulary and its meaning • Using new vocabulary in a range of contexts • Using new vocabulary in conversations and discussions with teachers and peers • Learning new rhymes, poems and songs and repeating these • Speech and Language interventions when needed					
	Listening • Beginning to listen to stories and nursery rhymes • Beginning to listen to instructions given • Listening during adult guided activities Attention • Focusing on an activity of my own choice for a short period of time • Beginning to show attention to the adults in my setting Responding • Pointing to objects upon request	Listening Listens to simple stories. Listens to other people speaking to me. Attention • Focusing more attention on stories being told to them • Giving attention to others who are speaking to me Responding • Responding to adults and children that are trying to converse with me Understanding • Showing an understanding of text being read to them using the pictures	Listening • Listening to others speaking and continuing the conversation following on from what has been said Attention • Paying attention when listening to longer stories • Switching attention between listening to others and completing a task Responding • Answering ‘who, what, where’ questions • Follow a three key word sentence or instruction	Listening • Enjoying listening to longer stories • Paying more attention to what is happening in the stories being read Attention • Focusing more attention on a chosen activity • Siting and listening during quieter or adult led activities when appropriate Responding • Responding during conversations and reasoning using the word ‘because’	Listening • Listening more carefully • Knowing why we should listen Attention • Knowing we sometimes have to wait for our turn when speaking Responding • Responding to simple questions Understanding • Understanding prepositional language e.g. on, under • Asking why things are happening • Understanding a question or an instruction that has 2 parts Speaking	Listening • Listening attentively and responding to what is heard with relevant questions, comments, or actions Attention • Maintaining attention in whole class and small group contexts for a short time Responding • Engaging in story times • Joining in with repeated refrains and anticipating key events and phases in stories or rhymes



	- Beginning to join in with adult guided activities with support from an adult - Following one key word instructions. Understanding - Recognising and pointing to objects that are spoken to me - Understanding 1 key word instructions e.g. stop, drink. Speaking - Linking words together when speaking - Developing more speech sounds and pronunciation of sounds - Using words to begin to communicate my needs	- Understanding simple concepts such as 'big/small' Speaking - Using words to communicate what I want and making myself understood - Asking 'what' questions - Using the terms 'me, him, her'	- Talking and responding to other children during play Understanding - Recalling what happens in a story I have read - Understanding a three key word sentence Speaking - Answering 'who, what, where' questions. - Reciting nursery rhymes from memory. - Beginning to speak simple sentences. - Beginning to link sentences with 'and.'	Understanding - Beginning to understand one step instructions and questions Speaking - Reciting or retelling a past event in my life to someone else - Asking 'where' and 'who' questions	- Using a wider range of vocabulary in play - Singing some songs independently	- Responding appropriately when asked e.g. 'smart sitting on the carpet.' Understanding - Following 2 step instructions - Understanding 'why' questions Speaking - Using longer sentences of 4 – 6 words - Singing a large repertoire of songs e.g. nursery rhymes or numbers songs, using talk to organise themselves and their play
Reading	- Enjoys rhythmic and musical activities with percussions instruments, action rhymes and songs and clapping along with the beat and joining in with familiar songs or nursery rhymes - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone - Pay attention and respond to the pictures or the words in a shared story. - Repeat words and phrases from familiar stories	- Listens and joins in with stories when reading 1:1 or in small groups - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories - Looks closely at and enjoys print and digital books, turning pages independently - Identifies name card with reference to their photo and/or first letter	- Repeats words and familiar phrases from stories when reading or during their play - Ask questions about the book - Make comments and shares their own ideas - Develop play around favourite stories using props - Is usually able to find their name.	- Begins to understand some print concept awareness skills- knows that print carries meaning and in English, is read from left to right - Name the basic parts of a book eg front cover, pages etc - Makes up stories, play scenarios using resources and based on experiences or familiar stories - Makes connections between letters in the environment and other familiar words or print. E.g. m for McDonalds or a letter from their name	- Looks at a range of books both fiction and non-fiction and chats to an adult or a peer about what is happening - Begins to make simple predictions about what they think might happen next based on their previous experiences - Develops print concept awareness skills - Knows that print can carry different meaning	- Engage in extended conversations about stories, learning new vocabulary and beginning to use some in their learning - Makes links with other books they have read - Talks about events and the main characters in stories and suggest how the story might end - Begins to sequence familiar stories using pictures - Enjoys looking at books
Writing	- Texts to be used as a stimulus - Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. - Children to go on a walk around school in small groups and look for signs in the environment- discuss what they can see and what it might mean - Drawing a picture of themselves or their family. Add some marks to their drawings, which they give meaning to. For example: "That says mummy or these are her eyes." - Making marks both horizontally and vertically using a variety of resources, chalk, writing materials, water and large brushes etc	- Texts to be used as a stimulus - Enjoys drawing freely - Includes early mark making and writing into their play e.g. shopping lists, recipes - Distinguishes between the different marks they make - Enjoys drawing or writing on a range of different surfaces and using a range of different resources.	- Texts to be used as a stimulus - Ascribes meaning to signs, symbols and words they see in different places, including those they make themselves - Imitates adults writing by making continuous lines of shapes and symbols (early writing) from left to right - Shows an interest in the letters on a keyboard and pretends to write - Narrates what they are writing or typing as they play.	- Texts to be used as a stimulus - Seeks out opportunities to write and proudly shows them to an adult - Pencil grip is more developed - Adds more detail to their pictures and shapes are more defined - Begins to make letter type shapes to represent the initial sound of their name and other familiar words	- Texts to be used as a stimulus - Shows a preference for one hand - Attempts to write their name or other words using combinations of lines, circles, curves or letter type shapes	- Texts to be used as a stimulus - Uses dominant hand or tripod grip - Copies patterns using a range of materials e.g. in sand or paint - Giving meaning to marks or patterns on paper - Explaining to an adult what they have written.



Penpals	- Whole body responses to the language of movement - Large movements with equipment - Large movements with malleable equipment	- Body response to music - Hand and finger play - Making and modelling	- Messy play - Links to art	- Using one handed tools and equipment - Hand response to music	- Pattern making - Investigating dots - Investigating straight lines and crosses	- Investigating circles - Investigating curves, loops and waves - Investigating joined straight lines and angles patterns - Investigating eights and spirals
Maths (White Rose)	Comparison 1 - More than, fewer than, same Shape, space and measure 1 - Explore and build with shapes and objects Pattern 1 - Explore repeats Counting 1 - Hear and say number names	Counting 2 - Begin to order number names Subitising 1 - I see 1, 2, 3 Pattern 2 - Join in with repeats Shape, space and measure 2 - Explore position and space	Subitising 2 - Show me 1, 2, 3 Counting 3 - Move and label 1, 2, 3 Shape, space and measure 3 - Explore position and routes Pattern 3 - Explore own first patterns	Counting 4 - Take and give 1, 2, 3 Shape, space and measure 4 - Match, talk, push and pull Subitising 3 - Talk about dots	Comparison 2 - Compare and sort collections Pattern 4 - Lead on own repeats Shape, space and measure 5 - Start to puzzle Pattern 5 - Making patterns together Subitising 4 - Make games and actions	Counting 5 - Show me 5 Pattern 6 - My own pattern Counting 6 - Stop at 1, 2, 3, 4, 5 Comparison 3 - Match, sort, compare
Understanding of the World <i>Humanities</i>	- Using words 'now' and 'next' - Talk about their family, who they live with and any pets - Talk about who is special to them and why - Name parts of the body - Show respect and care for their environment - Explore their world and environment through their senses - Talk about their home environment and school environment	- Talk about their past life experiences e.g. birthdays, Christmas - Use the words 'then' 'now' 'next' 'before' - Talking about the celebration of Christmas - Explore the changing weather and seasons - Talk about what they see, using a wide vocabulary - Continue to explore using their senses. - Show more of an interest in the world	- Understanding the terms 'old' and 'new' and recognising old and new objects - I can talk about the transport used in my community - Show interest in different occupations - Exploring a range of materials and natural objects - Explore and talk about different forces they can feel	- Comment on their own past experiences e.g. - Easter - Begin to make sense of their own life story and family's history - Explore the changing weather and seasons (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 world and all living things	- Use all their senses in hands on exploration - Talk about what they see, using a wide vocabulary - Explore how things work - Talk about the differences between materials and changes they notice	- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - Continue developing positive attitudes about the differences between people
Expressive Arts Music (Charanga Creative Music Scheme)	Bounce Into Action - Find the beat of the music - Develop fine and gross motor skills	Rainbow Magic - Sing lyrics clearly - Know that music can tell a story	Happy Talk - Sing whole songs - Respond to musical messages and changes	Amazing animals - Move creatively to music 'in character' - Listen and respond with increased attention and express feelings about the music	Number Fun - Find and keep the beat with different songs - Play instruments with developing control	Beep Beep Toot Toot - Play instruments with increasing control in the correct section of a song - Develop accuracy in following signals to start and stop correctly
Expressive Arts Art/DT	- 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 face with a circle and - Explore colour and colour mixing	- Explore different materials freely, to develop their ideas about how to use them and what to make. - Explore colour and colour mixing	- Use drawing to represent ideas like movement or loud noises - Explore colour and colour mixing	- Develop their own ideas and then decide which materials to use to express them - Explore colour and colour mixing	- Show different emotions in their drawings and paintings - Explore colour and colour mixing	- Join different materials and explore different textures - Explore colour and colour mixing
RE	Beliefs and Questions Who are Christians and what do they believe in? - Begin to recognise that Christians are people who believe in a God - Begin to understand that Christians believe that God loves people and cares for them	Community and Identity What is church and who goes there? - Begin to understand that some places are special to members of their community - Begin to recognise that people have different beliefs and	Reality and Truth Who am I and where do I belong? - Begin to recognise differences between individuals - Begin to recognise things that people have in common - Begin to explore the difference between group identity and individual identity	Beliefs and questions Does everyone believe in God? - Begin to explore diversity of belief, range of different worldviews and non-religious beliefs - Begin to recognise that people have different beliefs	Community and Identity What do people celebrate and why? - Begin to recognise that people have different beliefs and celebrate special times in different ways - Begin to explore religious and secular celebrations	Reality and truth Are all families the same? - Begin to explore the diversity found within, as well as between families and celebrations - Begin to understand the idea of difference and respect differences



		celebrate special times in different ways Begin to understand the importance of worship to Christians and explore how Christians worship	- Begin to understand that some places are special to members of their community - Begin to recognise that people have different beliefs and celebrate special times in different ways			Begin to recognise that people have different beliefs and celebrate special times in different ways
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.						
Personal, Social, Emotional Development	<u>Building relationships and self regulation will be on-going throughout the year</u> - Play with one or more other children, extending and elaborating play ideas - Find solutions to conflicts and rivalries and suggesting other ideas - Develop appropriate ways of being assertive - Talk with others to solve conflicts - Understand gradually how others might be feeling					
Personal, Social, Emotional Development	- Increasingly follow rules, understand why these are important - Talk about their feelings using words like happy, sad, angry and worried	- Remember rules without an adult needing to remind them - Show more confidence in new social situations - Be increasingly independent in meeting their own care needs eg, toilet and washing and drying hands - Make healthy choices about food, drink, activity and tooth brushing	- Develop their sense of responsibility and membership of a community - Become more outgoing with unfamiliar people, in the safe context of their setting	Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen, or one which is suggested to them.	- Develop appropriate ways of being assertive - Talk with others to solve conflicts - Find solutions to conflicts and rivalries and suggesting other ideas	Understand gradually how others might be feeling
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 . 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 .						
Physical Development (Fine Motor)	- Threading, cutting, weaving, playdough - Manipulating objects with good fine motor skills - Holding pencil/paint brush beyond whole hand grasp	- Threading, cutting, weaving, playdough - Developing muscle tone to put pencil pressure on paper - Using tools to effect changes to materials - Showing preference for dominant hand	- Threading, cutting, weaving, playdough - Handling tools, objects, construction and malleable materials - Drawing freely - Holding small Items / button clothing / cutting with scissors - Using one-handed tools and equipment - Using a comfortable grip with good control when holding pens and pencils. - Showing a preference for a dominant hand	- Threading, cutting, weaving, playdough - Holding pencil effectively with comfortable grip - Beginning to be increasingly independent - Getting dressed and undressed, for example, putting coats on and doing up zips.	- Threading, cutting, weaving, playdough - Develop pencil grip - Use one hand consistently for fine motor tasks - Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross - Eat independently and learn to use a knife and fork - Use a comfortable grip with good control when holding pens and pencils	- Threading, cutting, weaving, playdough Fine Motor activities. - Build things with smaller linking blocks, such as Duplo - Develop small motor skills so to use a range of tools competently, safely and confidently. - Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
<u>Gross Motor</u>	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Begin to match their developing physical skills to tasks and activities in the setting.	- Increasingly 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	With support collaborate with others to manage large items, such as moving a long plank safely, carrying large blocks	- Balance- children moving with confidence - Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle	- Obstacle activities children moving over, under, through and around equipment - Encourage children to be highly active and get out of breath several times every day	- Is independent and helps to get dressed and undressed - Make healthy choices about food, drink, activity and tooth brushing - Have an awareness of safety and manage own risks



	• Go up steps and stairs, or climb up apparatus, using alternate feet • Skip, hop, stand on one leg and hold a pose for a game like musical statues • Use large muscle movements to wave flags and streamers, paint and make marks • Draw lines and circles using gross motor movements	enlarge a small hole they dug with a trowel		• Start taking part in some group activities which they make up for themselves, or in teams	• Dance / moving to music Uses large-muscle movements • Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills	• Match developing physical skills to tasks and activities
	CHECKING PENCIL GRIP - DAILY OPPORTUNITIES FOR FINE MOTOR PRACTISE - ADAPTED SCISSORS – DOUGH DISCO					