



NURSERY

AUTUMN

SPRING

SUMMER

TOPIC TITLE

Fairy Tales

Celebrations

Dinosaurs

Growth

Animals

Summer

PRIME AREAS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

I select and use activities and resources, with help when needed. I am becoming more outgoing with unfamiliar people, in the safe context of my setting. I can talk about my feelings using words like happy', 'sad', 'angry' or 'worried'.

I develop my sense of responsibility and membership of my community. I show more confidence in new social situations. I can talk about my feelings using words like happy', 'sad', 'angry' or 'worried'.

I respond to the feelings of others and know that sometimes my actions can hurt others. I play with one or more other children, extending and elaborating my play ideas. I am begin to understand how others might be feeling.

I talk confidently with adults and other children during my play. I help to find solutions to conflicts and rivalries.

My peers will influence my play and I will respond to what they are doing or saying. I am confident with unfamiliar situations and new people. I am increasingly following rules and understanding why they are important. I do not always need an adult to remind me of a rule.

I develop appropriate ways of being assertive. I can talk with others to solve conflicts. I further develop the skills I need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

COMMUNICATION AND LANGUAGE

I enjoy listening to longer stories. I am beginning to answer simple questions, such as who, what, where and when. I can hold a conversation talking about

I enjoy listening to longer stories and can remember much of what happens. My talk is based on my own experiences.

I enjoy listening to longer stories and can remember much of what happens. I can use a wider range of vocabulary I can Understand a question or

I am beginning to understand 'why' and 'how' questions. I retell a simple past event.

I can follow directions and focus my attention. I understand 'why' and 'how' questions.

I sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

		things that are of interest to me.		instruction that has two parts			My talk is based on my own experiences and sometimes I make believe. I am focusing my attention and following directions.
	PHYSICAL DEVELOPMENT	<p>I am beginning to use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>I am beginning to use a comfortable grip when holding pens and pencils.</p> <p>I show a preference for a dominant hand.</p> <p>I continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>I skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I am starting to show independence in my own self-care.</p> <p>I choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>I use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>I am able to use a comfortable grip with good control when holding pens and pencils.</p>	<p>I am becoming increasingly independent in getting dressed and undressed.</p> <p>I can match my 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>I am starting to take part in some group activities which I make up for myself, or in teams.</p> <p>I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>I collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks .</p>

PHONICS			Letters and Sounds / Bug Club					
			Phase 1		Phase 1/2		Phase 1/2	
SPECIFIC AREAS	LITERACY	Reading Texts	The Little Red Hen	Diwali-Rama and Sita	Dinosaur Stomp	Oliver 's Vegetables	Giraffes can't dance.	Tiddler
			The Enormous Turnip	Christmas-Nativity	Harry and the Bucketful of Dinosaurs	The Tiny Seed	Animal Boogie	Rainbow Fish
		Writing	I am beginning to understand the five key concepts about print: Print has meaning 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 Page sequencing I can talk about the marks I make. I can listen to and join in with stories, poems and rhymes.	I am continuing to understand the five key concepts about print: Print has meaning 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 Page sequencing I can copy my first name. I can recognise my first name.	I understand the five key concepts about print: Print has meaning 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 Page sequencing I talk about the marks I make in detail. I enjoy a wider range of stories.	I develop my phonological awareness, so that they can: Spot and suggest rhymes Count or clap syllables in words Recognise words the same initial sounds I talk about the stories I have heard in more detail. I write my name from memory.	I continue to develop my phonological awareness, so that they can: Spot and suggest rhymes Count or clap syllables in words Recognise words the same initial sounds	I continue to develop my phonological awareness, so that they can: Spot and suggest rhymes Count or clap syllables in words Recognise words the same initial sounds I write my name from memory.
	MATHEMATICS	I recite number names in order past 5. I say one number for each item.	I know that the last number reached when counting a small set of objects tells	I have a fast recognition of up to 3 objects, without having to count them.	I am showing awareness of shape in the environment.	I recognise and talk about 2D shapes in detail. I experiment with my own symbols	I solve real world mathematical problems with numbers up to 5.	

			I show 'finger numbers' up to 5. I am beginning to talk about and explore shapes.	me how many there are in total. I compare quantities using language: 'more than', 'fewer than.' I notice patterns and arrange things in patterns.	I use positional language. I link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	I can touch count objects to 10. I show an interest in number problems, numerals in the environment and representing numbers.	and marks as well as numerals. I can make comparisons between objects relating to size, length, weight and capacity.	I can describe a familiar route. I can discuss routes and locations.
SPECIFIC AREAS	UNDERSTANDING OF THE WORLD (People and Communities, The World, Technology)	HISTORY	I begin to make sense of my own life-story and family's history.	I begin to make sense of my own life-story and family's history. Halloween Remembrance day Birthdays Bonfire night Thanks Giving	I pretend play and imitate everyday actions and events from my own family and cultural background.	I pretend play and imitate everyday actions and events from my own family and cultural background.	I show an interest in different occupations and way of life.	I continue to develop positive attitudes about the differences between people.
		R.E	I show interest in the lives of people who are familiar to me and remember / talk about my own significant events. Playful RE	I recognise and describe family / friends' special times or events. Playful RE Diwali The Christmas story (Christmas sing along)	I learn that I have similarities and differences that connect me to and distinguish me from others. Playful RE Pancake Day	I learn that I have similarities and differences that connect me to and distinguish me from others. Celebration Festivals: What Makes a Day Special? Who Celebrates What and Why?	I know some of the things that make me unique. Celebration Festivals: What Makes a Day Special? Who Celebrates What and Why?	I know some of the things that make me unique. Celebration Festivals: What Makes a Day Special? Who Celebrates What and Why?
		GEOGRAPHY	I enjoy playing with small -world models and notice	I enjoy playing with small -world models and notice	I comment about my world, such as	I comment about my world, such as the	I ask questions about my world,	I ask questions about my

			<p>details from my own environment I know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>details from my own environment Investigate around school Look at the difference between where we live and our school.</p>	<p>the place where I live.</p>	<p>place where I live.</p>	<p>such as the place where I live. Identify features of different places where we find animals, identify similarities and differences. Look at different habitats.</p>	<p>world, such as the place where I live. Look at weather and different seasons. What is it like at the seaside? How is it different or same to where we live?</p>
		SCIENCE	<p>I use all my senses in hands on exploration of natural materials. I talk about what I see, using a wide vocabulary</p>	<p>I show care and concern for living things and the environment. Healthy eating – What do we need to do to keep ourselves healthy?</p>	<p>I talk about why things happen and how things work I explore collections of materials with similar and/or different Properties I explore and talk about different forces they can feel.</p>	<p>I plant seeds and care for growing plants.</p>	<p>I understand the key features of the life cycle of a plant and an animal.</p>	<p>I talk about some of the things I have observed such as plants and animals. I develop an understanding of growth, decay and changes over time. I talk about the differences between materials and changes they notice.</p>
		TECHNOLOGY (COMPUTING)	<p>I enjoy seeking out and finding out how to use some</p>	<p>I enjoy seeking out and finding out how to use</p>	<p>I know how to operate simple equipment.</p>	<p>I know how to operate simple equipment.</p>	<p>I know information can be retrieved from computers.</p>	<p>I know information can be</p>

			<p>simple ICT equipment Use simple games on the IWB.</p>	<p>some simple ICT equipment Technological toys with knobs or pulleys.</p>	<p>Use Beebots and cameras</p>	<p>Use Ipads to play simple games.</p>	<p>To use the computer with the children to find out information about animals.</p>	<p>retrieved from computers. To use the computer with the children to find out different places we can go on holiday.</p>
	<p>EXPRESSIVE ARTS AND DESIGN (Media and Materials, Being Imaginative)</p>	<p>DESIGN AND TECHNOLOGY</p>	<p>I take part in simple pretend play, using an object to represent something else even though they are not similar. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>I make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>I explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>I develop my own ideas and then decide which materials to use to express them.</p>	<p>I create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>I capture experiences and responses with a range of media, such as paint and other materials. To select their own materials to create their work.</p>

		ART AND DESIGN	I am beginning to draw with increasing complexity and detail, such as representing a face with a circle and including details. I explore with colour and colour mixing.	I am drawing with increasing complexity and detail, such as representing a face with a circle and including details. I continue to explore with colour and colour mixing.	I am beginning to show different emotions in my drawings and paintings, like happiness, sadness, fear etc.	I am able to show different emotions in my drawings and paintings, like happiness, sadness, fear etc.	I can choose what materials I want to use to create my work.	I capture experiences and responses with a range of media, such as paint and other materials.
		MUSIC	I listen with increased attention to sounds.	I play instruments with increasing control to express my feelings and ideas. I am beginning to remember and sing entire songs. Christmas Sing along	I respond to what I have heard, expressing my thoughts and feelings.	I sing the pitch of a tone sung by another person ('pitch match').	I develop preferences for forms of expression and using movement to express feelings.	I create my own songs or improvise a song around one I know. I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
		ATTITUDES FOR LEARNING	Resilience Collaboration Ambition Drive		Tolerance Independence Integrity Respect		Reflectiveness Commitment Humility Planning	

		SPECIAL EVENTS	Inspire Workshop Black History Children in need Stand up to cancer Diwali Spooky Day Christmas service Breakfast with Santa Christmas Party Christmas Sing along Anti-bullying week Firework Evening Remembrance Day Harvest festival	Science Week Easter service World book day Pancake day Animal man Living Eggs in school Art week Mother's Day Easter Bonnet parade	Sports Week Race for life VE Day celebrations Queen's Birthday Elections Number day Visits from people who help us, for example fire service, school nurse, police Father's Day Farm Visit
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