



		NURSERY					
		AUTUMN		SPRING		SUMMER	
TOPIC TITLE		Into the Woods	Celebrations	Magic Wizards and Witches	Growth	Jungle	Under the Sea
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

		things that are of interest to me.		instruction that has two parts			able to tell a long story. 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. 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. 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. 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	Goldilocks and the Three Bears We are Going on a Bear Hunt Little Red Riding Hood Gruffalo	Dipal's Diwali A Magical Muddle (Halloween) Sparks in the Sky (Bonfire Night) Pudsey's Great Fundraiser (Children in Need) We are all Different I'm Special I'm Me Dear Santa Father Christmas Needs a Wee Aliens Love Panta Claus	Zog Room on a Broom Winnie the Witch The Wizard of Oz The Princess and the Wizard	The Tiny Seed Jack and the Beanstalk Oliver's Vegetables Oliver's Fruit Salad Jasper's Bean The Very Hungry Caterpillar	Rumble in the Jungle The Jungle Book Dear Zoo Night Monkey Day Monkey Monkey Puzzle Elmer	Sharing a Shell The Snail and the whale Winnie at the Seaside The Little Mermaid 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 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 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 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 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 can listen to and join in with stories, poems and rhymes.	I can copy my first name. I can recognise my first name.	I talk about the marks I make in detail. I enjoy a wider range of stories.	I write my name from memory.		I write my name from memory.
	MATHEMATICS		I recite number names in order past 5. I say one number for each item. I show 'finger numbers' up to 5. I am beginning to talk about and explore shapes.	I know that the last number reached when counting a small set of objects tells 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 have a fast recognition of up to 3 objects, without having to count them. 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 am showing awareness of shape in the environment. I can touch count objects to 10. I show an interest in number problems, numerals in the environment and representing numbers.	I recognise and talk about 2D shapes in detail. I experiment with my own symbols and marks as well as numerals. I can make comparisons between objects relating to size, length, weight and capacity.	I solve real world mathematical problems with numbers up to 5. 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	<p>I begin to make sense of my own life-story and family's history.</p> <ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties. Talk about what they 	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. Explore Dinosaurs. Learn that they lived in the 'past' before humans existed. Explore fossils.	I pretend play and imitate everyday actions and events from my own family and cultural background. Neil Armstrong First man on the moon Space exploration	I show an interest in different occupations and way of life.	I continue to develop positive attitudes about the differences between people.

			<p>see, using a wide vocabulary</p> <ul style="list-style-type: none">• Explore how things work• 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 environment and all living things.• Explore and talk about different forces they can feel.• Talk about the differences					
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			between materials and changes they notice.					
		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 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.	I enjoy playing with small -world models and notice details from my own environment Investigate around school Look at the difference between where we live and our school.	I comment about my world, such as the place where I live. Look at the difference between dinosaurs used to live and where we live now.	I comment about my world, such as the place where I live. Look at what it would be like to live in space. How would it be the same or different?	I ask questions about my world, such as the place where I live. Identify features of different places where we find animals, identify similarities and differences. Look at different habitats.	I ask questions about my 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?

		SCIENCE	I use all my senses in hands on exploration of natural materials.	I show care and concern for living things and the environment. Healthy eating – What do we need to do to keep ourselves healthy?	I talk about why things happen and how things work Melting Ice Floating and Sinking	I talk about why things happen and how things work Materials – What are space suits made from? Magnets – What materials will stick to the magnet	I develop an understanding of growth, decay and changes over time. Animal habitats Life cycle of a butterfly	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. Plants – What do flowers need to grow?
		TECHNOLOGY (COMPUTING)	I enjoy seeking out and finding out how to use some simple ICT equipment Use simple games on the IWB.	I enjoy seeking out and finding out how to use some simple ICT equipment Technological toys with knobs or pulleys.	I know how to operate simple equipment. Use Beebots and cameras	I know how to operate simple equipment. Use Ipads to play simple games.	I know information can be retrieved from computers. To use the computer with the children to find out information about animals.	I know information can be retrieved from computers. To use the computer with the children to find out different places we can go on holiday.

	EXPRESSIVE ARTS AND DESIGN (Media and Materials, Being Imaginative)	DESIGN AND TECHNOLOGY	I use various construction materials to construct; stacking blocks vertically and horizontally, making enclosures and creating spaces.	I engage in imaginative role-play, using props available to me.	I can build stories around toys. I use available resources to create props to support role-play.	I use available resources to create props to support role-play to develop my imaginative play further.	I understand and use lines to enclose a space, and beginning to use these shapes to represent objects. I join construction pieces together to build and balance and realising that tools can be used for a purpose.	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.
		ART AND DESIGN	I show an interest in using and experimenting with colours and mark making Use a range of media to make marks and experiment with colours.	I am beginning to draw simple representations Drawing self-portraits and pictures of others that are important to them.	I am beginning to be interested in and describe the texture of things. Use different materials to make a collage material and then talk about what the texture is like.	I enjoy playing make believe. To use media available to them to help them develop their make believe play.	I can explore and learn how colours can be changed. To use primary colours to mix together to make new colours. To experiment and talk about how the colours are changed.	I capture experiences and responses with a range of media, such as paint and other materials. To choose what materials they want to use to create their work.

		MUSIC	<p>I enjoy joining in with some simple songs and experimenting with musical instruments.</p> <p>I join in with dancing and ring games; I sing a few familiar songs.</p>	<p>I enjoy joining in with some simple songs and experimenting with musical instruments.</p> <p>I begin to move rhythmically and imitate movement in response to music.</p> <p>Christmas Sing along</p>	I am beginning to tap out simple repeated rhythms.	I can explore and learn how sounds can be changed.	I develop preferences for forms of expression and using movement to express feelings.	I capture experiences and responses with a range of media, such as music and dance.
		ATTITUDES FOR LEARNING	<p>Resilience</p> <p>Collaboration</p> <p>Ambition</p> <p>Drive</p>		<p>Tolerance</p> <p>Independence</p> <p>Integrity</p> <p>Respect</p>		<p>Reflectiveness</p> <p>Commitment</p> <p>Humility</p> <p>Planning</p>	
		SPECIAL EVENTS	<p>Inspire Workshop</p> <p>Black History</p> <p>Children in need</p> <p>Stand up to cancer</p> <p>Diwali</p> <p>Spooky Day</p> <p>Christmas service</p> <p>Breakfast with Santa</p> <p>Christmas Party</p> <p>Christmas Sing along</p> <p>Anti-bullying week</p> <p>Firework Evening</p> <p>Remembrance Day</p> <p>Harvest festival</p>		<p>Science Week</p> <p>Easter service</p> <p>World book day</p> <p>Pancake day</p> <p>Animal man</p> <p>Living Eggs in school</p> <p>Art week</p> <p>Mother's Day</p> <p>Easter Bonnet parade</p>		<p>Sports Week</p> <p>Race for life</p> <p>VE Day celebrations</p> <p>Queen's Birthday</p> <p>Elections</p> <p>Number day</p> <p>Visits from people who help us, for example fire service, school nurse, police</p> <p>Father's Day</p> <p>Farm Visit</p>	