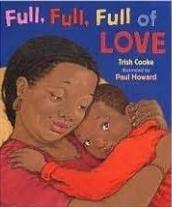
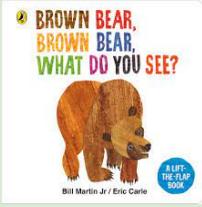
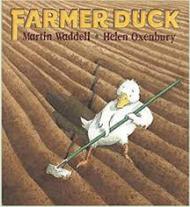
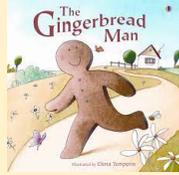
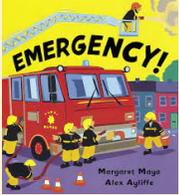


NURSERY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text(s)	 <p>Full, Full, Full of Love My Mum and Dad Make Me Laugh A Great Big Cuddle</p>	 <p>Little Cloud Tree: Seasons Come, Seasons Go Edible Science: Experiments you can eat</p>	 <p><i>(Books which promote patterned language structures e.g. repetition of key phrases)</i> Brown Bear, Brown Bear, What Do You See? Goldilocks and the Three Bears It's the Bear! Can't You Sleep, Little Bear? We're Going on a Bear Hunt <i>(Non fiction texts)</i> Patterns (series) - Nathan Olson Bees, Snails and Peacock Tails</p>	 <p>Farmer Duck The Little Red Hen The Selfish Crocodile</p>	 <p>The Gingerbread Man Jack and the Beanstalk Little Red Riding Hood The Three Billy Goats Gruff The Three Little Pigs Each Peach Pear Plum</p>	 <p>Emergency! All through the Night Quiet!</p>
Additional Text(s)	<p>Hooray for Fish! Dear Zoo Elmer So Much Sharing a Shell</p>	<p>Freddie and the Fairy Monkey Puzzle The Gruffalo The Gruffalo's Child Stickman Jesus' Christmas Party Father Christmas Needs a Wee</p>	<p>We're Going to Find a Monster Peace at Last!</p>	<p>Doing the Animal BOP! Giraffes Can't Dance A Squash and a Squeeze The Tiger who Came to Tea</p>	<p>Bringing the Rain to Kapiti Plain Greedy Zebra</p>	<p>The Very Hungry Caterpillar Elmer and Wilbur Aliens Love Underpants How to Hide an Octopus</p>
Communication and Language	<p>Visual timetables Speak and sign (BSL) Speaking in sentences Requesting items Using words to communicate needs Building vocabulary</p>	<p>Visual timetables Speak and sign (BSL) Speaking in sentences Requesting items Using words to communicate needs Building vocabulary</p>	<p>Building conversations Conversational skills Story language used in role play</p>	<p>Story language used in role play Speaking to an audience – small group/whole class. Talking about my favourite animal.</p>	<p>Asking and answering questions</p>	<p>Asking and answering questions</p>

	through songs Listen to stories and recall events Follow simple directions/instructions Answer simple questions	through songs Listen to stories and recall events Follow simple directions/instructions Answer simple questions				
Personal, Social and Emotional Development	Settling in – introduce routine Forming friendships with peers and adults Playing in groups - Turn taking – sharing Eating dinner together Showing interest in others’ play and starting to join in. Following routines and rules	Forming friendships with peers and adults Playing in groups - Turn taking – sharing together Eating dinner together Showing interest in others’ play and starting to join in. Following routines and rules	Building friendships working together Circle time Turn taking Sharing Celebrating successes - own and friends	Building friendships working together Circle time Turn taking Sharing Celebrating successes - own and friends	Joining in activities with different groups of children Problem solving as a pair/team	Joining in activities with different groups of children Problem solving as a pair/team
Physical Development	Toileting Holding a pencil correctly and making intentional marks. Putting on coat Develop movement skills outside	Developing pencil control (forming circles and lines..) Feeding self with increasing competence Develop balance skills outside	Exploring the possibilities with one-handed tools (snips in paper...) Pencil control - forming name letters Developing control of a variety of movements. Throwing and catching a large ball	Using one handed tools with increasing control (card making...) Pencil control - copying name letters... To become increasingly independent with self-help skills such as dressing. Continue to develop GM skills during outside play.	Using a variety of tools safely to create an end product. To use FM skills to complete tasks To make healthy choices - lunchtime, activities... Set up and take part in assault courses Develop ball skills and target practice (kicking/throw/catch..)	To select appropriate tools for the task at hand (book making...) To make healthy choices based on knowledge gained. Continue to develop and practise FM and GM skills during activities. To select skills needed for the activity. Write for a purpose - label work/list...

<p>Literacy</p>	<p>Mark making Different media Drawing to represent</p> <p>Give meaning to the marks made</p> <p>Big Draw - drawing pictures to recall a story</p> <p>Forming significant letters - tracing name.</p> <p>Listen to a variety of simple verse</p> <p>Phonics - listening skills (variety of sounds including musical/songs and verse)</p>	<p>Mark making Mixed media Drawing to represent</p> <p>Give meaning to the marks made</p> <p>Big Draw - drawing pictures to recall a story</p> <p>Forming significant letters - tracing name.</p> <p>Listen to and learn some simple verse. (Active poetry)</p> <p>Phonics - rhythm and rhyme/how to recognise letters: significant letters (name letter)</p>	<p>Pencil control to form recognisable letters - copying letters</p> <p>Make marks using a variety of media - with control and coordination.</p> <p>Big Draw - recalling stories with increasing detail</p> <p>Whole class phonics Letter of the week Phonics monster</p> <p>Songs and activities linked to the letter of the week.</p> <p>Letter of the week embedded in activities/multisensory</p>	<p>Pencil control to form recognisable letters - copying letters</p> <p>Make marks using a variety of media - with control and coordination.</p> <p>Big Draw - recalling stories with increasing detail</p> <p>Whole class phonics Letter of the week Phonics monster</p> <p>Songs and activities linked to the letter of the week.</p> <p>Letter of the week embedded in activities/multisensory</p>	<p>Drawing and writing for a variety of purposes: cards, recall, list, labels..</p> <p>Write name</p> <p>Learn, recite, create and perform poems.</p> <p>Big Draw - recalling stories in own words/talking about characters and events.</p> <p>Whole class phonics Letter of the week Phonics monster</p> <p>Songs and activities linked to the letter of the week.</p> <p>Letter of the week embedded in activities/multisensory</p>	<p>Drawing and writing for a variety of purposes: cards, recall, list, labels..</p> <p>Write name</p> <p>Learn, recite and perform poems.</p> <p>Big Draw - recalling stories in own words/reasoning why things happen.</p> <p>Whole class phonics Letter of the week Phonics monster</p> <p>Songs and activities linked to the letter of the week.</p> <p>Letter of the week embedded in activities/multisensory</p>
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<p>Mathematics</p>	<p>Uses some number names and number language spontaneously Uses some number names accurately in play. Recites numbers in order past 5 Playing with 2D shapes</p>	<p>Recites numbers in order past 5 Knows that numbers identify how many objects are in a set. Compares two groups of objects, saying when they have the same number</p>	<p>Recites numbers in order to 10 Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly Shows an interest in numerals in the environment. Number of the week Reliable counting Subitizing Counting on bonds Sorting emotion photos</p>	<p>Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly Shows an interest in numerals in the environment. Shape of the week Properties Recognition Shape hunt</p>	<p>Shows curiosity about numbers by offering comments or asking questions. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in number problems. Patterns</p>	<p>Shows curiosity about numbers by offering comments or asking questions. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in number problems. Patterns</p>
<p>Understanding the World</p>	<p>Understanding some important processes and changes in the natural world around them, including seasons and changing states of matter. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Notice changes to natural objects (seasonal - leaves...) Observe changes</p>	<p>Find and observe patterns in environment. Natural and manmade. Create own patterns based on what was observed.</p>	<p>Exploring the Natural World around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.</p>	<p>Exploring the Natural World around them, making observations and drawing pictures of animals and plants.</p>	<p>Talk about the lives of people around them and their roles in society.</p>

	now, drawing on their experiences and what has been read in class.	when mixing/heating/freezing/melting ingredients (Cooking)				
Expressive Art and Design	<p>Exploring a range of materials - paint, collage, playdough...</p> <p>Favourite things collage</p> <p>Favourite food model</p> <p>Drawing and painting self portrait</p> <p>Collage of family members</p> <p>Sing and sign</p> <p>Making sounds with percussion</p>	<p>Making decorations and cards</p> <p>Modelling characters from stories with playdough</p> <p>Sing and sign Christmas songs</p> <p>Playing percussion - in time with known songs</p> <p>Role play celebrations</p>	<p>Collage, printing, painting, mark making, modelling, manipulating materials...</p> <p>Singing,</p> <p>Making music with percussion</p> <p>Role play – home corner, shop, babies, story retelling...expanding</p> <p>Story role play</p>	<p>3D modelling with a variety of materials</p> <p>Salt dough – hand pots</p> <p>Animal models and creating environments.</p>	<p>Photography – favourite places</p> <p>Frame decoration</p> <p>Selecting materials to create props to retell stories.</p> <p>Selecting media to represent story characters</p>	<p>Pottery – pinch pots</p> <p>Printing</p> <p>Sewing/threading patterns</p> <p>Selecting materials and ways to attach materials to create props for role play.</p>
Memorable Experiences e.g. trips, visitors	Sharing work/celebrating work with parents	Sing and sign concert - winter/christmas songs	Creating Andy Goldsworthy inspired patterns/artwork - Photo gallery/Book	Looking for creatures in local habitats: Spring watch!	Videos of stories based on traditional tales: role play	Community jobs: police/firemen... to visit