



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Nursery Rhymes Exploring Autumn	Sparkle and Shine Me and my community	Winter Wonderland Transport	Can we have a pet? Signs of Spring Long Ago	Lets Explore Sunshine and Sunflowers	Move it! On the beach
Driver	<p>Leaf man, The Leaf Thief, Pumpkin Soup, A Mouse called Julian, The Hedgehog, A bit lost.</p>	<p>My body, your body Skin, Love always everywhere, The Baby catalogue, Families, Postman Bear, The Christmas Story, Spots first Christmas.</p>	<p>Pip and Posy-The snowy day, Jack Frost, Henry's Holiday, Maisy's Chinese New Year, We all go travelling by, Car Car Jeep Jeep, Maisy's Bus, Maisy's Train, Guess How Much I Love You</p>	<p>Mr Wolf's pancakes, Dogs, Smelly Louie, Ginger, Mog and the Vet, Goodbye Winter Hello Spring, The Teeny Weeny Tadpole, The story of Easter.</p>	<p>In every house on every street, A gift for Amma, The Tiny Seed, Guess how much I love you in summer, The Extraordinary Gardner, Sunny.</p>	<p>Which food will you choose? Kitchen disco, Maisy's sports day, Billy's Bucket, Lucy and Tom at the seaside.</p>
PSED	<p>Making relationships</p> <ul style="list-style-type: none"> Builds relationships with special people but may show anxiety in the presence of strangers Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult <p>Sense of self</p> <ul style="list-style-type: none"> Knows their own name, their preferences and interests and is becoming aware of their unique abilities Is developing an understanding of and interest in differences of gender, ethnicity and ability Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions <p>Understanding emotions</p> <ul style="list-style-type: none"> Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated 	<p>Making relationships</p> <ul style="list-style-type: none"> Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like <p>Sense of self</p> <ul style="list-style-type: none"> Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves Is gradually learning that actions have consequences but not always the consequences the child hopes for <p>Understanding emotions</p> <ul style="list-style-type: none"> Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset Responds to the feelings of others, showing concern and offering comfort 	<p>Making relationships</p> <ul style="list-style-type: none"> Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest <p>Sense of self</p> <ul style="list-style-type: none"> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers Is sensitive to others' messages of appreciation or criticism <p>Understanding emotions</p> <ul style="list-style-type: none"> May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows 	<p>Making relationships</p> <ul style="list-style-type: none"> Seeks out companionship with adults and other children, sharing experiences and play ideas Uses their experiences of adult behaviours to guide their social relationships and interactions <p>Sense of self</p> <ul style="list-style-type: none"> Enjoys a sense of belonging through being involved in daily tasks <p>Understanding emotions</p> <ul style="list-style-type: none"> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares 	<p>Making relationships</p> <ul style="list-style-type: none"> Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers <p>Sense of self</p> <ul style="list-style-type: none"> Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings 	<p>Making relationships</p> <ul style="list-style-type: none"> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play <p>Sense of self</p> <ul style="list-style-type: none"> Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help <p>Understanding emotions</p> <ul style="list-style-type: none"> Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions

C & L	<p>Listening and attention</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door <p>Understanding</p> <ul style="list-style-type: none"> • Identifies action words by following simple instructions, e.g. Show me jumping <p>Speaking</p> <ul style="list-style-type: none"> • Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic 	<p>Listening and attention</p> <ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes ● Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus <p>Understanding</p> <ul style="list-style-type: none"> • Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet <p>Speaking</p> <p>Learns new words very rapidly and is able to use them in communicating</p> <ul style="list-style-type: none"> • Uses a variety of questions (e.g. what, where, who) 	<p>Listening and attention</p> <p>Listens to others in one-to-one or small groups, when conversation interests them</p> <ul style="list-style-type: none"> • Listens to familiar stories with increasing attention and recall <p>Understanding</p> <ul style="list-style-type: none"> • Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?) • Developing understanding of simple concepts (e.g. fast/slow, good/bad) <p>Speaking</p> <ul style="list-style-type: none"> • Uses longer sentences (e.g. Mummy gonna work) • Beginning to use word endings (e.g. going, cats) 	<p>Listening and attention</p> <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <p>Understanding</p> <ul style="list-style-type: none"> • Understands use of objects (e.g. Which one do we cut with?) <p>Speaking</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next 	<p>Listening and attention</p> <ul style="list-style-type: none"> • Focusing attention – can still listen or do, but can change their own focus of attention <p>Understanding</p> <ul style="list-style-type: none"> • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture <p>Speaking</p> <ul style="list-style-type: none"> • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others 	<p>Listening and attention</p> <ul style="list-style-type: none"> • Is able to follow directions (if not intently focused) <p>Understanding</p> <ul style="list-style-type: none"> • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions <p>Speaking</p> <ul style="list-style-type: none"> • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i>
PD	<p>Moving and handling</p> <ul style="list-style-type: none"> • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance <p>Health and self care</p> <ul style="list-style-type: none"> • Feeds self competently • Can hold a cup with two hands and drink well without spilling • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support 	<p>Moving and handling</p> <ul style="list-style-type: none"> • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride <p>Health and self care</p> <ul style="list-style-type: none"> • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet 	<p>Moving and handling</p> <ul style="list-style-type: none"> • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers <p>Health and self care</p> <ul style="list-style-type: none"> ● Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots ● Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions 	<p>Moving and handling</p> <ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability <p>Health and self care</p> <ul style="list-style-type: none"> • Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely 	<p>Moving and handling</p> <ul style="list-style-type: none"> • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability <p>Health and self care</p> <ul style="list-style-type: none"> • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child 	<p>Moving and handling</p> <ul style="list-style-type: none"> • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons <p>Health and self care</p> <ul style="list-style-type: none"> • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into openfronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

Lit	<p>Reading</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories <p>Writing</p> <ul style="list-style-type: none"> • Distinguishes between the different marks they make 	<p>Reading</p> <ul style="list-style-type: none"> • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a • Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps <p>Writing</p> <ul style="list-style-type: none"> • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand playdough and through using touch-screen technology. 	<p>Reading</p> <ul style="list-style-type: none"> • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes <p>Writing</p> <ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings 	<p>Reading</p> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories <p>Writing</p> <ul style="list-style-type: none"> • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults’ writing by making continuous line of shapes and symbols (early writing) from left to right 	<p>Reading</p> <ul style="list-style-type: none"> • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment <p>Writing</p> <ul style="list-style-type: none"> • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words 	<p>Reading</p> <ul style="list-style-type: none"> • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently <p>Writing</p> <ul style="list-style-type: none"> • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words
Mathematics	<p>Comparison</p> <ul style="list-style-type: none"> • Beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’ <p>Counting</p> <ul style="list-style-type: none"> • Begins to say numbers in order, some of which are in the right order (ordinality) <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments <p>Shape</p> <ul style="list-style-type: none"> • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions <p>Measures</p> <ul style="list-style-type: none"> • Beginning to anticipate times of the day such as mealtimes or home time 	<p>Cardinality (How many?)</p> <ul style="list-style-type: none"> • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away <p>Pattern</p> <ul style="list-style-type: none"> • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines <p>Measures</p> <ul style="list-style-type: none"> • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future 	<p>Comparison</p> <ul style="list-style-type: none"> • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You’ve got two, I’ve got two. Same! <p>Cardinality</p> <ul style="list-style-type: none"> • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like <p>Shape</p> <ul style="list-style-type: none"> • Chooses items based on their shape which are appropriate for the child’s purpose • Responds to both informal language and common shape names 	<p>Counting</p> <ul style="list-style-type: none"> • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying on number for each item, using the stable order of 1,2,3,4,5. <p>Cardinality</p> <ul style="list-style-type: none"> • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Responds to and uses language of position and direction <p>Shape</p> <ul style="list-style-type: none"> • Chooses items based on their shape which are appropriate for the child’s purpose • Responds to both informal language and common shape names <p>Measures</p> <ul style="list-style-type: none"> • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items 	<p>Counting</p> <ul style="list-style-type: none"> • Uses some number names and number language within play, and may show fascination with large numbers <p>Composition</p> <ul style="list-style-type: none"> • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Predicts, moves and rotates objects to fit the space or create the shape they would like <p>Shape</p> <ul style="list-style-type: none"> • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks 	<p>Counting</p> <p>Begin to recognise numerals 0 to 10</p> <p>Composition</p> <ul style="list-style-type: none"> • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same <p>Pattern</p> <ul style="list-style-type: none"> • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next <p>Measures</p> <ul style="list-style-type: none"> • Recalls a sequence of events in everyday life and stories

<p>EAD</p>	<p>Humpty Dumpty—Designing walls Painting with different tools. Exploring different mediums. Simple Collage. Transient art working with natural objects. Printing to reveal different textures. Simple clay work.</p>	<p>Self portraits. Facial features. Positional work and spatial work of portraits. Using skin tones. Collage work. Fork painting. Printing with a link to collage work. Pattern work (link to festivals). Colour.</p>	<p>Creating a model of a Vehicle Winter colours (cool colours). Exploring colour and media on different surfaces. Painting with elements of how paints mix. Drawing with links to self portraits with different drawing tools. Early silhouettes. Printing using sponge and toy cars. Understanding shape. Transient art working with ice. Early step by step drawing. Texture work. Painting with links to use of line.</p>	<p>Spring water colour painting. Easter egg printing with ink. Collage cats. Observation drawing of school. Grey scale portraits .</p>	<p>Van Gough Sunflowers. Observation paintings. Construction of houses using recyclable materials. Colour choice based on emotions (linked to The Extraordinary Gardener book)</p>	<p>Creating a healthy snack</p>
<p>UTW</p>	<p>Discussion about belonging and being part of a nursery community. Name features of our school environment. Caring for our classroom (school environment) linked to settling in and following nursery routines. E.g. looking after our classroom and outdoor area. Identifying the weather in Autumn <u>Living things and their habitats</u> Naming and identifying woodland creatures. Role playing a woodland animal and using materials to build themselves home. <u>Seasons</u> Introduction to seasons and introduction to signs of autumn. Daily weather chart.</p>	<p>Understanding how we change over time from being a baby to a child.</p>	<p>Identifying the weather in Winter Children to identify places they have travelled to on which type of transport through adult focused activities and role play. Children to name their local area. Begin to use maps and globes as part of role play/discussion of where they have travelled to and how. Begin to draw simple maps and begin to use positional language to direct the transport to where they want it to go in the nursery outdoor area. <u>Materials</u> Making boats. Do they float or sink? Introducing that different materials have different properties. <u>Seasons</u> Introduction to signs of winter</p>	<p><u>Animals including humans</u> Taking care of pets– what would they need to stay alive? Learning about the lifecycle of a chick. <u>Seasons</u> Introduction to signs of spring. Looking at what we have done 'yesterday', 'last week' and 'last year'. Family histories, when our parents/ teachers/ grandparents were young. Victorian schools and our school building.</p>	<p>Children to take part in fieldwork activities by going on a walk around the local area. Children to identify some human features of their local area - eg house, shop, school. Begin to draw simple maps of the local area. Children to explore and compare countries England and India. E.g. weather, food, clothes etc. Begin to use maps and globes to find England and India. <u>Plants</u> Planting sunflower seeds. - Discussing how to look after a seed. Exploring different types of seeds <u>Seasons</u> Introduction to signs of summer. Using ipads to take photos of areas in nursery/outside nursery (linked to map work)</p>	<p>Children to begin to identify physical features of the seaside. Identifying the weather in Summer <u>Plants</u> Observing a tomato plant grow– linking to foods which are healthy. <u>Habitats</u> Naming sea creatures. Saying if different creatures would live in water or on sand.</p>