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|  | Autumn | | Spring | | Summer | |
| Topic | **Song and rhyme** | | **Once upon a time** | | **Amazing animals** | |
| Super start | Show and tell photos from home. Choose where to put photo on family tree. | Making duck food. | Making Gingerbread Men | Arrive to find a basket of snacks that has been left for us. | Come to nursery dressed as your favourite animal | Creating clay fish. |
| Fabulous finish | \*Showtime\*  Invite children to come to nursery in smart clothes. Perform focus songs with instruments – film for Tapestry. | Nursery Christmas singsong | Dressing up as their favourite Traditional Tale character. | Teddy bears picnic. | Bring your zoo animal to nursery day. | Visit from aquarium for rock pool animals?? |
| Core text – talk for writing and topic | Twinkle twinkle little star  Incy wincy spider  Baa baa black sheep | Five little ducks  5 speckled frogs  5 Currant Buns  1,2,3,4,5 Once I caught a fish alive. | Once Upon a Fairytale | Little Red Riding Hood | We’re going on a Bear Hunt | The Rainbow fish |
| Personal, Social and Emotional Development | Select and use activities with help when needed.    Play with one or more other children, extending and elaborating play. | Play with one or more other children, extending and elaborating play.  Help to find solutions to conflict and rivalry. | Become more outgoing with unfamiliar people in the safe context of their setting.  Play with one or more children, extending and elaborating play ideas.  I can show more confidence in new situations. | Develop their sense of responsibility and members of a community.  Help to find solutions to conflicts and rivalries.  I can understand gradually how others might be feeling. | Increasingly follow rules, understanding why they are important.  Do not always need an adult to remind them of the rules  Talk about their feelings using words like happy, sad, angry or worried.  Play with one or more other children, extending and elaborating play ideas. | |  | | --- | | Begin to understand how others may be feeling.  Develop appropriate ways of being assertive. |   Show more confidence in new social situations.  Talk with others to resolve conflict |
| Communication and language | Sing a large repertoire of songs.  Use a wider range of vocabulary.  I can find it difficult to pay attention to more than 1 thing at a time. | Enjoy listening to longer stories and can remember what happened.  Understand 2 part questions/instructions.  I can understand ‘why’ questions. | Know many rhymes and be able to talk about familiar books and tell a long story.  Use a wider range of vocabulary.  May have problems saying some sounds e.g. r, j ,th, ch and sh | Develop their communication but may still struggle with irregular tenses and plurals.  Understand ‘why’ questions.  I can use multi-syllabic words. | Use longer sentences of 4-6 words.  Sing a large repetoire of songs.  Use a wider range of vocabulary  Can start a conversation with an adult or friend and continue it for many turns. | |  | | --- | | Use talk to organise themselves and their play.  Know many rhymes and be able to talk about familiar books and tell a long story. |   Be able to express a viewpoint and debate when they disagree with an adult or friend, using words as well as actions. |
| Communication and language / Speech and Language | WellComm | | WellComm | | Nursery RWI | |
| Literacy: Rhyme of the week | Twinkle twinkle little star  Incy wincy spider  Baa baa black sheep  Mary had a little lamb  Pat-a-cake | Five little ducks  5 speckled frogs  5 Currant Buns  1,2,3,4,5 Once I caught a fish alive.  5 Little Elves  Christmas pudding  We wish you a merry Christmas. | Wheels on the bus  When Goldilocks went to the house of the Bears.  Humpty Dumpty  Head Shoulders, knees and toes.  I’m a little teapot  Old MacDonald | Hickory Dickory Dock  Hey Diddle Diddle  The Grand old Duke of York  If you’re happy and you know it.  Sing a song of sixpence  Wind the bobbin up | 1,2,3,4,5 Once i caught a fish alive  The wheels on the bus  London Bridge  If youre happy and you know it  I’m a little teapot  I had a tiny turtle. | Sing a song of six pence.  Head hsoulders knees and toes.  Wind the bobbin up.  The wheels on the bus.  Mary had a little lamb. |
| Physical Development : Gross Motor | Continue to develop their movement, balancing, riding and ball skills.  Use large-muscle movements to wave flags and streamers, paint and make marks.  I can go up stairs/steps using alternate feet. | Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.  I can skip, hop/stand on one leg and hold a pose.  I can make healthy choices about food, drink, activity and tooth brushing. | Continue to develop their movement balancing, riding and ball skills.  Use large muscle movements to wave flags/streamers, paint and make marks.  I can collaborate with others to manage large items e.g. move a long plank.  I am increasingly able to use and remember patterns and sequences of movement which are related to music and rhythm. | Match developing physical skills to activities in the setting e.g. crawl, walk, run most suitable?  Start taking part in group activities which they make up themselves or in teams.  I can choose the right resources to carry out my own plan. | |  | | --- | | Be increasingly independant in meeting their own care needs e.g. toiletting and hand washing. |   Continue to develop their movement, balancing, riding and ball skills.  I can go up stairs/steps using alternate feet. | Be increasingly independant as they get dressed and undressed.    I can skip, hop/stand on one leg and hold a pose. |
| Fine motor | I can show control in holding and using jugs to pour, hammers, books and mark-making tools.  I can start to eat independently and use a knife and fork. | Use comfortable grip with good control when holding pens and pencils. | Use a comfortable grip with good control when using pens and pencils. | Use a comfortable grip with good control when using pens and pencils. | Use a comfortable grip with good control when holding pens and pencils.  Show a preference for a dominant hand. | Use one handed tools and equipment.  Use a comfortable grip with good control when holding pens and pencils. |
| Literacy | Understand that  -print has meaning   * We read from left to right and top to bottom * The names of different parts of a book | Understand that   * Print can have different purposes * Page sequencing   I can write some of their name. | Engage in extended conversations about stories, learning new vocabulary.  Write some or all of their name.  Develop the phonological awareness to count or clap syllables in words. | Write some or all of their name.  Engage in extended conversations about stories, learning new vocabulary.  I can spot and suggest rhymes.  I can recognise words with the same initial sounds. | |  | | --- | | Understand that print can have different purposes.  Develop phonological awareness so they can:- spot and suggest rhymes. |   -count or clap syllables in words  Can write some or all of their name.  I can name the different parts of a book. | Write some letters accurately.  Recognise words with the same initial sound.  Use some of their print and letter knowledge in their early writing.  I can understand page sequencing.  Engage in extended conversations about stories. |
| Mathematics | Recognise the colours red, blue, yellow, green, purple.  Children identify coloured objects and say if an object is the correct colour or not.  Recognise matching items.  Sort by size  Sort by colour  Sorting – What do you notice?  Sorting – Guess my rule | Number 1 – Subitising  Number 1 – counting  Number 1 – Numeral matching  Number 2 – Subitising dice patterns  Number 2 – Subitising different patterns  Number 2 – Subitising different sizes and patterns  Number 2 – Counting  Number 2 – Link numeral and amounts  Colour AB patterns  Extend AB patterns – outdoor objects  Extend AB patterns – Movement  Fix my pattern (AB patterns)  Extend ABC colour patterns  Outdoor ABC patterns Consolidation – Sorting and matching  Consolidation – Counting  Consolidation – Pattern | Subitising 3 – Dice patterns  Subitising 3 – Different patterns  Subitising 3  Counting 3  Numeral 3  Composition of 3  Recognise triangles  Counting 4  Numeral 4  Recognise squares and triangles  Composition of 4  Counting 5  Numeral 5  Recognise pentagons  Composition of 5 | Consolidation – Subitising  Consolidation – Counting  Consolidation – Numerals  Counting 6  Counting 6 – ten frame  Tall and short  Long or short  Mass – introducing balance scales  Mass- Lighter  Mass- heavier or lighter  Capacity – Full or empty  Capacity – Nearly full or nearly empty  Capacity – comparing containers  Consolidation – Length  Consolidation – Mass  Consolidation – Capacity | Sequencing  Position – On and under  Position – In and out  Position - In front and behind  Comparing groups – More than  Comparing groups – fewer than  2D shapes – Circle  2D shapes – Triangles  2D shapes – Rectangles  3D shapes - Cubes and cuboids  3D shapes – Cylinders  3D shapes Sphere  Consolidation – Sequencing  Consolidation – Position  Consolidation – More and fewer | Composition of 3  Composition of 4  Number Composition  What comes after?  What comes before?  Numbers to 5  Consolidation – Shape patterns  Consolidation – More or fewer  Consolidation – What comes before or after?  Consolidation – Composition |
| Maths: Rhyme of the week | 1,2,3,4,5 once i caught a fish alive  1 potato, 2 potato  5 speckled frogs  5 little ducks  5 currant buns  5 sausages | 1 finger 1 thumb  1,2, buckle my shoe  2 little dickie birds  Head shoulders knees and toes  Zoom zoom zoom | Three blind mice  Three little kittens  5 snowmen  4 teddy bears  5 fingers  Alice the camel | Sing a song of six pence  I’m a little bean  5 cheeky monkeys swinging through the trees  When Goldilocks went to the house of the bears | 5 little men in a flying saucer  Humpty Dumpty  One elephant went out to play  Ring – a roses  London Bridge | One big hippo  Sleeping bunnies  5 cheeky monkeys jumping on the bed  5 little apples. |
| PSHE – Scarf | Me and My Relationships | Valuing difference | Keeping myself safe | Rights and responsibilities | Being my Best | Growing and Changing |
| Understanding of the World. | I can explore collections of materials with similar or different properties.  I can talk about what I see, using a wide range of vocabulary.  I can continue to develop positive attitudes about the differences between people. | I can explore how things work  Use all senses in hands on exploration of natural materials.  I can explore different materials freely. | Show an interest in different occupations.  Talk about what they see, using a wide range of vocabulary.  Use their senses in hands on exploration of materials. | Begin to make sense of their own life stories and family history.  Explore how things work  Talk about what they see using a wide range of vocabulary. | Begin to understand the need to respect and care for living things.  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and animal.  Explore collections of materials with similar/different properties. | |  | | --- | | Know that there are different countries in the world and talk about the differences they have experienced or seen.  Continue to develop positive attitudes about the differences between people. |   Explore and talk about thew forces they feel. |
| Expressive Arts and Design | Take part in simple pretend play using objects to represent something else.  Explore different materials freely to develop ideas about how to use them and what to make.  I can begin to develop complex stories using small world equipment | Make imaginative ‘small worlds’ with blocks and constructions.  Join different materials and explore textures.  I can remember and sing entire songs. | Draw with increasing complexity and detail e.g. representing a face with a circle and including details.  Begin to develop complex stories using small world equipment.  Show different emotions in their drawings and paintings. | Explore colour and colour mixing.  Create closed shapes with continuous lines and begin to use these marks to represent objects.  Make imaginative and complex small worlds with blocks and construction kits.  Use drawing to represent movement and loud noises. | Sing the pitch of a tune sung by another person.  Listen with increased attention to sounds.  Play instruments with increasing control to express themselves.  Join different materials and explore different textures. | Respond to what they have heard, expressing their thoughts and feelings.  Create their own songs or improvise a song around one they know.  Sing the melodic shape of different songs (up, down, down, up etc).  Take part in simple pretend play. |
| RE | What makes people special? | What is Christmas? | Celebrations | What is Easter? | Story time | Special places |
| Characteristics of Effective Learning | Playing and exploring  Active Learning  Creating and thinking critically | Playing and exploring  Active learning  Creating and thinking critically | Playing and exploring  Active learning  Creating and thinking critically | Playing and exploring  Active learning  Creating and thinking critically | Playing and exploring  Active learning  Creating and thinking critically | Playing and exploring  Active learning  Creating and thinking critically |