|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | **Marvellous Me!** | **Let’s Celebrate!** | **What a Wonderful World!** | **Terrific Tales!** | **Amazing Animals!** | **Under the Sea!** |
| **Focus topics** | **Starting School**  **My New Class**  **New Beginnings**  **Ourselves**  **My Body**  **How have I changed?**  **What am I good at?**  **My Family**  **Being Kind** | **Celebrations**  **Light and Dark**  **Space**  **Autumn** | **Winter**  **Polar animals**  **Where do you live?**  **Customs around the world** | **Goldilocks and the 3 Bears**  **The 3 Billy Goats Gruff**  **Signs of Spring**  **Plants and Flowers**  **The Great Outdoors** | **Dinosaurs**  **Farm**  **Minibeasts**  **Life Cycles**  **Animals around the world**  **Animal patterns**  **Habitats** | **Underwater worlds**  **Marine life**  **Where in the world shall we go?**  **Seaside**  **Recycling** |
| **‘Wow’ moments**  **/**  **Key Events** | **Transition**  **Birthdays**  **Harvest** | **Halloween**  **Diwali**  **Guy Fawkes/Bonfire Night**  **Firefighters**  **Remembrance Sunday**  **Autumn Walk**  **Nativity**  **Christmas**  **Santa Visit** | **Winter Walk**  **Chinese New Year**  **Food tasting – different cultures**  **Valentine’s Day**  **Safer Internet Day** | **World Book Day**  **Pancake Day**  **Mother’s Day**  **Easter**  **Planting Grass Seeds** | **St George’s Day**  **Minibeast Hunt**  **Caterpillars**  **Planting Sunflowers**  **Farm Visit to School** | **Aquarium visit**  **Healthy Eating Week**  **World Environment Day**  **Enterprise Week**  **Sports Day**  **Transition**  **Picnic Day** |
| **Key Texts** | **Super Duper You**  **What Makes a Me?**  **Not Now, Bernard**  **Two Homes**  **Only One You**  **Marvellous Me**  **The Colour Monster** | **Rama and Sita**  **Funnybones**  **Fireman Sam**  **Owl Babies**  **Peace at Last**  **Whatever Next!**  **Christmas Stories** | **Jack Frost**  **One Snowy Night**  **The Polar Bear and the Snow Cloud**  **Chinese New Year Great Race story**  **We’re Going on a Bear Hunt** | **Goldilocks and the Three Bears**  **The Three Billy Goats Gruff**  **The Gingerbread Man**  **Mr Wolf’s Pancakes** | **Ten Little Dinosaurs**  **How to look after your Dinosaur**  **In the Jungle**  **Flip Flap Safari**  **The Very Hungry Caterpillar**  **Mixed-up Chamaeleon**  **Jasper’s Beanstalk**  **Planting a Rainbow**  **The Tiny Seed** | **Sharing a Shell**  **The Snail and the Whale**  **Bright Stanley**  **Clumsy Crab**  **Commotion in the Ocean** |
| **Literacy – Pre Reading** | **Phonics:** Rhyme and listening/ circle time games for concentration.  Children’s favourite stories  Recognising name activities  Drawing different lines and using different directions. | **Phonics:** Exploring Instrumental and environmental sounds.  Knowing sound of and writing initial letter in name.  Using name laminates to practise name writing. | **Phonics:** Oral blending/ Rhyme  Exploring non-fiction books.  Weekly name writing in name books. | **Phonics:** Alliteration/ Initial sounds  Instruction retelling.  Weekly name writing in name books | **Phonics:** Teach single phonemes/ graphemes/ verbal segmenting  Story drawing/ writing and list writing  Weekly name writing in name writing books.  Focus on letter formation (HA) | **Phonics:** Teach letters continue/ writing simple CVC words/ verbal blending and segmenting  Weekly name writing in name writing books.  Write simple CVC (HA) |
| **Literacy - Comprehension** | **Throughout the Nursery Year focusing on**:   * Print has meaning * Print can have different purposes * We read English text from left to right and from top to bottom * Explore the names of the different parts of a book * Be able to enjoy an increasing range of books * Be able to repeat key words and phrases from familiar stories * Show an interest in print in stories and in the environment * Be able to listen to, enjoy and join in with stories. * Understand that a story has a beginning and an end. | | | | | |
| **Mathematics** | **Mathematical experiences:**  Counting rhymes and songs – Number song of the week.  Exploring colours – matching colours and sorting colours.  **Matching activities** – exploring and matching objects which are the same.  **Sorting activities** – sorting according to colour, size or shape. | **Mathematical experiences**:  Counting rhymes and songs – Number song of the week.  **Comparing amounts activities** – exploring when groups have the same amount, fewer or more than.  **Compare size, mass, capacity activities** – comparing objects – big/little, long/short.  **Exploring Patterns** – copying simple ABABAB patterns with colours and then natural objects. | **Mathematical experiences**:  Counting rhymes and songs – Number song of the week.  **Counting principles:**  Exploring number 1, number 2 and number 3.  Representing numbers 1, 2 and 3. | **Mathematical experiences**:  Counting rhymes and songs – Number song of the week.  **Counting principles:**  Exploring number 4 and number 5.  Representing numbers to 5.  **Shape activities –** exploring 2-D and 3-D shapes.  **Sequencing events –** growing seeds. | **Mathematical experiences**:  Counting rhymes and songs – Number song of the week.  **Counting principles:**  Reciting to 10. Counting objects to 10. Recognising numerals to 5.  Subitising to 3.  **Positional language –** exploring positions. | **Mathematical experiences**:  Counting rhymes and songs – Number song of the week.  **Counting principles:**  Reciting to 10. Counting objects to 10. Recognising numerals to 5.  Subitising to 3.  **Comparing amounts –** comparing objects differing in length, weight and capacity. |
| **Communication and**  **Language** | **Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.** | | | | | |
| Settling in activities and carpet times.  Nursery rhymes.  Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me…?”  Individual speech assessment. | Links to festivals children’s experiences, talking about shared experiences.  Songs – Nativity and Christmas songs.  Listening to stories and developing vocabulary.  Good listening skills.  Sharing weekend news. | Listen to stories to build familiarity, understanding and increase vocabulary.  Ability to speak in sentences using language to develop relationships.  Retelling a story using story language.  Asking how and why questions…  Sharing Christmas holiday news. | Sustained focus when listening to a story.  Describing events in detail using connectives.  Understanding and using question words such as what, where, who…  Sharing weekend news. | Retelling stories with an increased knowledge of story language and vocabulary.  Relate the stories they have listened in their lives and their role-play.  Make up their own stories with beginning, middle and end.  Sharing Easter holiday news. | Able to talk about own abilities in positive way.  **Develop their communication and pronunciation skills.**  **Use longer sentences of four to six words.** |
| **Physical Development** | **Gross Motor:**  **Throughout the year children will:**  • Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision • Build up confidence when balancing during gymnastics and outdoor provision • To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year • Become independent with toileting/coats/snack time. | | | | | |
| **Fine Motor:**  Dough disco.  Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills.  Show preference for dominant hand.  Draw lines and circles using gross motor movements.  Hold pencil/paint brush beyond whole hand grasp.  Pencil Grip – encourage tripod grip. | **Fine Motor:**  Weekly name writing activities.  Dough disco.  Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills.  Show preference for dominant hand.  Draw lines and circles using gross motor movements.  Hold pencil/paint brush beyond whole hand grasp.  Pencil Grip – encourage tripod grip. | **Fine Motor:**  Weekly name writing activities in name writing book.  Dough disco.  Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills.  Show preference for dominant hand.  Draw lines and circles using gross motor movements.  Hold pencil/paint brush beyond whole hand grasp.  Pencil Grip – encourage tripod grip. | **Fine Motor:**  Weekly name writing activities in name writing book.  Dough disco.  Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills.  Show preference for dominant hand.  Draw lines and circles using gross motor movements.  Hold pencil/paint brush beyond whole hand grasp.  Pencil Grip – encourage tripod grip. | **Fine Motor:**  Weekly name writing activities in name writing book.  Dough disco.  Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills.  Show preference for dominant hand.  Draw lines and circles using gross motor movements.  Hold pencil/paint brush beyond whole hand grasp.  Pencil Grip – encourage tripod grip. | **Fine Motor:**  Weekly name writing activities in name writing book.  Dough disco.  Holding a pencil effectively in preparation for fluid writing using the tripod grip.  Manipulate objects with good fine motor skills. |
| **Personal,**  **Social**  **and**  **Emotional Development**  **Personal,**  **Social**  **and**  **Emotional Development** | **Self-Regulation:** Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  \* Controlling own feeling and behaviours. \* Able to concentrate on a task \* Applying personalised strategies to return to a state of calm. \* Able to ignore distractions.  \* Thinking before acting. \* Able to curb impulsive behaviours. \* Behaving in ways that are socially acceptable. \* The ability to persist and persevere. | | | | | **Select and use activities and resources, with help when needed.** |
| **Managing Self:**  Settling in routines.  Encouragement to manage own personal hygiene – toileting and independent hand washing.  How we look after ourselves. | **Managing Self:**  Encouragement to manage own personal hygiene – toileting and independent hand washing.  Putting on our own clothes for outdoor play (coat and other items such as hat, gloves etc). | **Managing Self:**  Encouragement to manage own personal hygiene – toileting and independent hand washing.  What do we wear in the Winter?  Trying different foods. | **Managing Self:**  Encouragement to manage own personal hygiene – toileting and independent hand washing.  Healthy eating – why do we have to eat healthily? | **Managing Self:**  Encouragement to manage own personal hygiene – toileting and independent hand washing.  What do we have to do to keep safe in the sun?  Effects of exercise on our bodies. | **Be increasingly independent in meeting their own needs.**  **Show an increasing desire to be independent, such as wanting to feed themselves and dress/undress. Make healthy choices about food, drink, activity and toothbrushing**. |
| **Building Relationships:** Throughout the year children will work towards forming relationships with the adults and their peers.  They will begin to understand how relationships are formed and show an ability to show sensitivity to other’s needs.  Taking part in circle and board games plays an important role in the Nursery year. This encourages turn taking and following rules. | | | | | **Play with one or more other children, extending and elaborating play ideas.**  **Find solutions to conflicts and rivalries.**  **Increasingly follow rules, understanding why are important.** |
| **JIGSAW:**  **Being Me in My World**  **Piece 1 – Who…Me?**  **Piece 2 – How Am I Feeling Today?**  **Piece 3 – Being at School**  **Piece 4 – Gentle Hands**  **Piece 5 – Our Rights**  **Piece 6 – Our Responsibilities** | **JIGSAW:**  **Celebrating Differences**  **Piece 1 – What I Am Good At**  **Piece 2 – I’m Special, I’m Me!**  **Piece 3 – Families**  **Piece 4 – Houses and Homes**  **Piece 5 – Making Friends**  **Piece 6 – Standing Up For Yourself** | **JIGSAW:**  **Dreams and Goals**  **Piece 1 – Challenge**  **Piece 2 – Never Giving Up**  **Piece 3 – Setting a Goal**  **Piece 4 – Obstacles and Support**  **Piece 5 – Flight to the Future**  **Piece 6 – Award Ceremony** | **JIGSAW:**  **Healthy Me**  **Piece 1 – Everybody’s Body!**  **Piece 2 – We Like to Move It, Move it!**  **Piece 3 – Food Glorious Food**  **Piece 4 – Sweet Dreams**  **Piece 5 – Keeping Clean**  **Piece 6 – Stranger Danger** | **JIGSAW:**  **Relationships**  **Piece 1 – My Family and Me!**  **Piece 2 – Make Friends, Never Ever Break Friends! Part 1**  **Piece 3 – Make Friends, Never Ever Break Friends! Part 2**  **Piece 4 – Falling Out and Bullying Part 1**  **Piece 5 – Falling Out and Bullying Part 2**  **Piece 6 – Being the Best Friend We Can Be** | **JIGSAW:**  **Changing Me**  **Piece 1 – My Body**  **Piece 2 – Respecting My Body**  **Piece 3 – Growing Up**  **Piece 4 – Fun and Fears**  **Piece 5 – Fun and Fears**  **Piece 6 – Celebration** |
| **Understanding the**  **World** | Who is in my family? Family photos and baby photos. How have they changed?  Ourselves – parts of the body.  Our school.  Autumn leaf exploration. | Links to festivals: Bonfire Night, Diwali, Xmas  Funnybones – skeletons.  Exploring Space. | Exploring melting ice.  Continue developing positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | Care and concern for living things.  Planting grass seeds for the Billy Goats.  Smelling different herbs and spices. | Animals and their habitats.  Looking after animals.  Life cycle of a butterfly/minibeasts.  Fossils and bones.  Exploring occupations – Farmer, Vet, Zoo Keeper | Going on a journey.  Observing underwater worlds. |
| **Expressive**  **Arts**  **and**  **Design** | Throughout the year children will:  • Sing a variety of nursery rhymes and become familiar with these  • To move to music and play instruments to a variety of different songs  • Experiment with colours and blocks.  • Explore textures.  • Mark make with natural materials – water, sticks, leaves, vegetables etc.  • Take part in creative activities linked to the topic such as Christmas crafts, firework pictures, winter collages. | | | | | |
| **SMSC** | **Mutual respect.**  We are all unique.  We respect differences between different people and their beliefs in our community, in this country and all around the world.  All cultures are learned, respected, and celebrated. | **Mutual Tolerance.**  Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. | **Rule of law**.  We all know that we have rules at school that we must follow.  We know who to talk to if we do not feel safe.  We know right from wrong. We recognise that we are accountable for our actions.  We must work together as a team when it is necessary. | **Individual liberty**.  We all have the right to have our own views.  We are all respected as individuals. We feel safe to have a go at new activities.  We understand and celebrate the fact that everyone is different. | **Democracy.**  We all have the right to be listened to. We respect everyone and we value their different ideas and opinions.  We have the opportunity to play with who we want to play with.  We listen with intrigue and value and respect the opinions of others. | **British Values.**  Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.  Fundamental British Values are not exclusive to being British and are shared by other democratic countries. |
| **Assessment** | In-house baseline data  Observations on Seesaw  Baseline on Arbor | Observations on Seesaw  Assessment data updated  Pupil progress meetings  In-house moderation  EYFS team meetings | Observations on Seesaw  Maths assessment  Pupil progress meetings  In-house moderation  EYFS team meetings | Observations on Seesaw  Assessment data updated  Pupil progress meetings  In-house moderation  EYFS team meetings | Observations on Seesaw  Pupil progress meetings  In-house moderation  EYFS team meetings | Observations on Seesaw  Asessment data updated |