

Year: Nursery	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Topics	Getting to know me – (settling in X2) Nursery rhymes (x3) Little Red Hen (X2) PSED / Reading	Bears (Focus stories: Goldilocks and the three bears. We're going on a bear hunt) (Fireworks – own experiences) Christmas	Snow and Ice – (Lost and found story, melting ice). Transport – The Naughty bus, Mr Gumpy's outing and the train ride. Transport songs.	Growing - Jaspers beanstalk and The Very Hungry Caterpillar (Sports relief - Olympics) Mother's Day Easter	The Woods – Owl babies, fairies (provocation), forest school – using and exploring natural objects. People who help us – invite professionals in. (Nurses/doctors – healthy lifestyle)	The Three Billy Goats Gruff The seaside – Billy's bucket, Sally and the limpet and seaside songs Olympics 2020 Japan (sports day)
Dates/events	International languages day (26 th Sept – Japan) (Mental Health day 10 th Oct) 21 st Oct Half term	Nativity (4-5 th Dec) (Anti-bullying week 11-15 th Nov)	(Internet safety day 5 th Feb)	World book day 5 th March British Science week 6-13 th March Olympics 2020 (Sports relief) Mother's Day 22 nd March	(Mental health week 18 th 22 nd May)	Sports day – 17 th June
Prime Areas:						
Personal, social and emotional development	Throughout this half term the children will settle into nursery, where they will become familiar with the learning environment, learn through daily experiences and circle time how to look after each other, share, take turns and begin to form close friendships with their peers and the adults within the foundation stage unit. Little Red Hen – through sharing the story the children will learn about the importance of helping others and working as a team. SEAL (Social, emotional aspect of learning) We will talk about our families and how important they are to us.	Through independent learning time the children will be provided with a range of learning opportunities, such as role play, construction and small world play, that will enable the children to develop their relationships with their peers where they will be <i>'initiating conversations, attend to and take account of what others say'</i> . We will be encouraging children to share and become aware of other children's feelings through one to one, small group and class discussions.	Through whole class and guided group work the children will be developing their confidence to speak in a familiar group, talking about their own knowledge and past experiences of journeys they have been on. We will encourage children to keep their own play going and concentrate for longer periods of time on an activity.	The children will be provided with a range of opportunities, such as structured games, parachute games and ring games that will enable them to play and learn cooperatively, taking turns with others. They will be encouraged to take account of one another's ideas and consider how to organise their activity. Children will enjoy the responsibility of being given small jobs and tasks.	Through circle time and role play we will continue to talk about and name feelings such as happiness, sadness, worried, scared and feeling cross. We will model ways of noticing how others are feeling and how they can comfort or help others. Through our mini-beast topic we will teach the children to show care, concern and respect for all living things.	As the children prepare for transition to reception, we will provide lots of opportunities for children to talk about the changes that will occur. As well as reflecting on what they have enjoyed about nursery and celebrate their achievements. Through circle time we will discuss what is 'fair' and 'unfair', children's feelings about fairness and how we can make things fair.
Communication and language	Nursery rhymes We will teach the children a range of nursery rhymes, developing an enjoyment of rhyme and saying which one is their favourite. We will work through rhymes encouraging the children to finish the rhyme and join in. We will talk	Bears The children will be invited to a teddy bears picnic. They will follow instructions of how to make a honey sandwich for the picnic. We will read and act out stories about bears	Snow and Ice We will be discussing the difference between where we live and polar regions, increasing their vocabulary and encouraging meaningful discussion. We will look at a range of fiction and non-fiction	Growing Using books such as 'Jasper's beanstalk' and 'The Very Hungry Caterpillar' we will encourage children to talk about lifecycles of plants and butterflies. Children will use appropriate vocabulary.	The Woods The children will have a hands-on experience of visiting our woodland area where they will develop their vocabulary to describe textures and their environment.	The Three Billy Goats Gruff Through learning the story, the children will be encouraged to recreate the roles of the characters acting out the story and using greater narrative in their play. The Seaside

	<p>about words that rhyme and encourage them to think of other words which might rhyme.</p> <p><u>The Little Red Hen</u> The children will learn the story of The Little Red Hen, where they will be able to recreate the story using puppets, sequencing cards and the book. They will start to retell the story in their own words using the same media. We will discuss these stories including characters, storyline and what might happen next, giving their own views.</p>	<p>including 'Goldilocks and the three bears' and 'We're going on a bear hunt'.</p> <p><u>Fireworks</u> Watch a firework display on the IWB and use descriptive language. Recall past experiences of fireworks.</p> <p><u>Christmas</u> The children will use language to imagine and recreate roles and experiences in play situations, recreating familiar experiences of Christmas.</p>	<p>books about polar regions such as 'Lost and Found' and 'The Last polar bears'.</p> <p><u>Transport (Naughty Bus, Mr Gumpy's Outing, Little Boat, The train ride)</u> Throughout this topic the children will develop their <i>speaking and listening skills</i> through sharing their own experiences and memories of journeys and different types of transport they know about or have been on, using; past, present and future forms of speech accurately. They will listen and respond to a range of books, both fiction and non-fiction and answer questions with relevant comments. The children will discuss what they know about the different types of transport and pose questions that they would like to find out about transport.</p>	<p><u>Easter</u> The children will follow instructions to make an Easter card for their family.</p>	<p>We will learn the story 'Owl babies', noticing similarities and differences between the setting of the story and our woodland area. The children will be encouraged to pose questions about the environment and the natural objects and living creatures.</p> <p><u>People who help us</u> The children will put their speaking and listening skills into practise throughout this topic, when they will be questioning and interviewing an invited person such as a nurse, fireman or lollipop person. These people will be talking about how they help others.</p>	<p>We will explore the seaside, talking about their own experiences and introduce new key vocabulary where children will use and extend this through their conversations and play. We will encourage the children to use language to imagine and recreate roles and experiences in play situations, representing their own experiences of visiting the seaside.</p> <p><u>Olympics 2020</u></p>
<p>Physical development</p>	<p>The children will be provided with a wide range of daily learning opportunities that will develop both their gross and fine motor skills.</p> <p>Fine motor: 'finger gym': activities that develop the children's strength in their fingers and pincer grip, which is essential for writing. For example – threading, using tweezers to pick up small objects, play-dough and using clothes pegs etc...</p> <p>Gross motor skills: activities that develop the children's gross motor skills, for example, obstacle course, bike and scooters, ball skills, large construction, pushing and pulling large objects etc...</p>	<p>-----></p> <p>-----></p>	<p>The children will continue to be provided with a wide range of daily learning opportunities that will develop both their gross and fine motor skills. As well as the morning name writing and activities in the writing area, we will have a different finger gym activity each week to build up muscles and control. This term there will be a focus on ball skills and handling. Kicking, throwing, pushing and rolling with control including hockey</p>	<p>-----></p> <p>-----></p>	<p>The children will continue to be provided with a wide range of daily learning opportunities that will develop both their gross and fine motor skills. The finger gym activities this term will have a focus on pencil control and letter formation.</p>	<p>Continuing with gross and fine motor activities from previous term.</p> <p>Sports Day to encourage development of gross motor skills such as balancing, control, speed and agility.</p> <p>This term there will be a focus on healthy living and being aware of the importance of exercise, a healthy diet, sleep and hygiene.</p>

	Dough Disco: The children will be introduced to dough disco where they will learn to squeeze, roll and flatten the dough, which will help to develop their fine motor skills.	----->	The children will learn to manipulate each finger in the dough and manipulate the dough in a range of shapes strengthening their hands and fingers.	----->	Finally, the children will move their whole body and they create a range of shapes with the dough and bilateral movements.	----->
Specific Areas:						
Literacy	<p>Phonics In nursery we follow the phonics scheme, Letters and sounds. We teach phase 1, where the children develop their listening skills. They will be listening to and recognising different environmental sounds and learning about rhyme and rhythm.</p> <p>Reading: Share a range of nursery rhymes and stories to develop an understanding of how they are structured and develop an enjoyment of stories. We will recall and order the story and suggest how they might end. Children will be encouraged to join in with repeated refrains.</p> <p>Writing: The children will be encouraged to mark make in a variety of ways; such as painting, drawing, chalks and messy play. They will be encouraged to give meaning to the marks they make.</p> <p>Pre name writing (lines and shapes), sensory mark making and name writing (when appropriate).</p>	<p>Phonics Continuing with phase 1 phonics the children will be exploring instrumental sounds and body percussion.</p> <p>Reading: We will be encouraging the children to retell the stories using props and puppets. They will talk about the characters and give their opinions on them. Library books - the children will take home a library book weekly. Writing: As first half of term The children will be encouraged to give meaning to the marks they make. Christmas: Reading: We will retell familiar stories such as Goldilocks and encourage the children to take part in role play. The children will learn the 'Christmas story' and retell</p>	<p>Phonics Moving through phase 1 there will be a focus on alliteration, where the children will be listening for the initial sounds of words, particularly meaningful words such as their name and family members and hearing other words that begin with the same sounds.</p> <p>Transport Reading: The children will immerse themselves in fiction and non-fiction books about transport, such as The Naughty Bus, Mr Gumpys Outing and The Little Boat. Through these texts we will identify the children's interests and fascinations and select a story that they would like to learn and adapt, using story maps, role play and puppetry.</p> <p>Library books - the children will take home a library book weekly.</p> <p>Whole class story sharing – as a class we will explore and read a text each week, where the children will answer questions about what they have read, make predictions about how the story might end</p>	<p>Phonics The children will continue to develop their understanding of alliteration and begin to hear sounds in cvc words (learning to segment and blend words orally). We will introduce the children to Phase 2, teaching them the first two sets of letters sounds and how to apply their segmenting and blending skills.</p> <p>Reading: We will be exploring the texts; Whatever Next, Aliens love underpants and The man on the Moon where we will be encouraging the children to join in with the stories and role play them during independent learning. The children will learn and retell the text through role play and puppets Writing: Encouraging children to make marks through their play e.g. draw a picture of an alien.</p> <p>Library books - the children will take home a library book weekly.</p> <p>Easter The children will be writing Easter cards to their friends</p>	<p>Phonics The children will be developing their oral blending and segmenting skills so that they can hear all sounds in cvc words and blend sounds to hear a word. We continue teaching the children Phase 2, developing segmenting and blending skills and reading cvc words.</p> <p>People who help us and The woods Children will look at non-fiction books about people who help us and The woods as well as finding information and pictures on the internet. We will look at how problems are solved in books such as Postman Pat, Bear in Hospital and we will talk about how these people help us. Writing We will be encouraging the children to make observational drawing of real minibeasts and label them. Writing letters for Postman Pat to deliver and learning about 999. Making phones with 999 using recycled materials.</p> <p>Library books - the children will take home a library book weekly.</p>	<p>Phonics During the last half term we will continue to consolidate all of the skills learnt so far. Segmenting, blending and reading cvc words.</p> <p>The Three Billy goats gruff Reading: Children that are ready, will be given a school reading book, where they will be able to apply their phonic skills and read simple cvc words and sentences. We will be exploring the text 'The Three Billy goats gruff encouraging the children to join in repeated refrains and role play them when doing independent learning. The children will learn and retell the text through role play and puppets</p> <p>The Seaside The children will listen to a range of fiction and non-fiction texts, gaining an enjoyment for an increasing range of books. We will teach children that information can be retrieved from books and computers, finding out seaside facts and pictures.</p>

		<p>it through the Christmas nativity play, as well as during independent learning time in the role play area and small world play.</p> <p>Writing: The children will make and write a Christmas card for their family.</p> <p>We will model and encourage children to 'mark make' in the role play area, writing Christmas lists and cards to friends and family.</p> <p>Pre name writing (lines and shapes) and name writing (when appropriate).</p>	<p>and talk about the characters and story setting, gaining a real understanding of the book.</p> <p>Writing: Using transport as a topic the children will be encouraged to mark make and give meaning to their marks.</p> <p>Pre name writing (lines and shapes) and name writing (when appropriate).</p>	<p>and family and share fiction and non-fiction Easter books.</p> <p>Name writing.</p>	<p>Name writing.</p>	<p>Writing</p> <p>The children will be encouraged to give meaning to the marks they make Some children to be encouraged to have a go at writing initial sounds and then CVC words</p> <p>Library books - the children will take home a library book weekly.</p>
Mathematics	<p>Number Shows an interest in numerals in the environment. Shows an interest in representing numbers. Uses some number names and number language spontaneously. Uses some number names accurately in play Shows an interest in shape and space by playing with shapes or making arrangements with objects. Recites numbers in order to 10. Shows interest in shapes in the environment.</p> <p>Begin to develop a repertoire of number rhymes and songs. Focus on rich mathematical environment, especially outside. Focus on numbers personal to children which develop counting skills up to 10 –Use language of more/fewer. Language of comparison.</p> <p>Shape and space Shows interest in shape by sustained construction activity or</p>	<p>Number Shows an interest in numerals in the environment. Shows an interest in representing numbers. Uses some number names and number language spontaneously. Uses some number names accurately in play Shows an interest in shape and space by playing with shapes or making arrangements with objects. Recites numbers in order to 10. Shows interest in shapes in the environment.</p> <p>Begin to develop a repertoire of number rhymes and songs. Focus on rich mathematical environment, especially outside. Focus on numbers personal to children which develop counting skills up</p>	<p>Number Shows an interest in numerals in the environment. Shows an interest in representing numbers. Uses some number names accurately in play Shows an interest in shape and space by playing with shapes or making arrangements with objects. Recites numbers in order to 10. Shows interest in shapes in the environment. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counts an irregular arrangement of up to ten objects.</p> <p>Shape and space Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Number rhyme bags to loan. Focus on numbers personal to children</p>	<p>Number Shows an interest in numerals in the environment. Shows an interest in representing numbers. Uses some number names accurately in play Shows an interest in shape and space by playing with shapes or making arrangements with objects. Recites numbers in order to 10. Shows interest in shapes in the environment. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counts an irregular arrangement of up to ten objects.</p> <p>Shape and space Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Number rhyme bags to loan. Focus on numbers personal to children</p>	<p>Number Shows an interest in representing numbers. Uses some number names accurately in play Recites numbers in order to 10/20 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counts an irregular arrangement of up to ten then 20 objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Develop a repertoire of number rhymes and songs using number rhyme bags and seven juicy worms, 5 little peas. Focus on numbers personal to children Outdoor number lines and games. Provide activities which develop estimating and</p>	<p>Number Shows an interest in representing numbers. Uses some number names accurately in play Recites numbers in order to 10/20 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counts an irregular arrangement of up to ten then 20 objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Develop a repertoire of number rhymes and songs using number rhyme bags and seven juicy worms, 5 little peas. Focus on numbers personal to children Outdoor number lines and games. Provide activities which develop estimating and counting skills up to 10/20 –Begin to recognise/write numbers beyond 10 Record number problems. 1 more/ 1</p>

	by talking about shapes or arrangements.	to 10 –Use language of more/fewer. Language of comparison. Shape and space Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.	Outdoor number line. Encourage mark making of mathematical thinking. Provide activities which develop counting skills up to 10 and above. Encourage mark making of mathematical thinking. Cooking opportunities to encourage comparisons of weight and amounts – more/ less and measuring and to engage boys.	Outdoor number line. Encourage mark making of mathematical thinking. Provide activities which develop counting skills up to 10 and above. Encourage mark making of mathematical thinking. Cooking opportunities to encourage comparisons of weight and amounts – more/ less and measuring and to engage boys. Ordering and size – Jaspers beanstalk, measuring beans. Continue shape recognition – hexagon, 3D shapes	counting skills up to 10/20 –Begin to recognise/write numbers beyond 10 Record number problems. 1 more/ 1 less, addition and subtraction in practical activities. Shape, space and measure: Continuing with last terms activities Ordering two to three objects by length or height. Order and sequence familiar events. Use everyday language related to time such as morning, afternoon, evening.	less, addition and subtraction in practical activities. Shape, space and measure: Continuing with last terms activities Ordering two to three objects by length or height. Order and sequence familiar events. Use everyday language related to time such as morning, afternoon, evening.
Understanding the world	The Little Red Hen Understanding the world: We will be developing the children’s critical thinking and problem-solving skills through nursery rhymes and stories e.g. We will be discussing the different types of settings (such as the farm in The Little Red Hen) Technology: The children will explore a range of technology, learning how to use the I-pads, computer and digital cameras.	Bears Talk about different types of bears and where they live, e.g. arctic, woods Christmas People and communities- Discuss how we celebrate Christmas, family traditions. Notice similarities and differences. Technology – Children will show an interest in making technological toys work.	Transport Show an interest in different occupations linking it to transport. Snow and ice The children will explore ice, talking about what they have observed and asking questions such as ‘Why does ice melt?’ They will also make comparisons between the polar regions and our community, looking at animals and where we live.	Easter Throughout this topic the children will explore ‘spring’ through their senses, they will look, listen, smell and touch their environment in order to really understand spring. They will then use these hands-on experiences to describe what they have observed and learnt about spring. Discuss how we celebrate Easter, exploring different family traditions, noticing similarities and differences. Growing We will be learning about how plants grow and developing an understanding of growth, decay and changes over time. The children will plant their own seeds and show care and concern for living things and the environment.	People who help us The children will find out about different professions such as doctors, police officers and fire fighters, where they will show an interest in different occupations and ways of life. The Woods We will learn about the plants and animals that live in the woods and ask and answer questions about the woods	The Seaside Have they ever been to the seaside? How did they get there? What do we do at the seaside? What creatures do you see at the seaside? How do we care for them? Talking about the environment and the seaside. The Three Billy goats gruff Why did the goats want to cross the bridge? Caring for animals
Expressive arts and design	Nursery Rhymes Using a range of medium, create a representation of a bear (paint, crayons, pencils, collage etc...). Making towers with construction	Bears Paint/ collage bears, act out the stories. Making enclosures for bears Join construction toys	Transport Role play – Naughty Bus Paintings of different types of vehicles.	Easter Observational drawings of spring flowers using a range of medium (pencils, chalks, watercolours and pastels)	People who help us Role play people who help us – police station and school. Jack and the beanstalk	The Three Billy goats gruff Role play – Three billy goats with a bridge Making bridges with construction toys

	<p>Learn some nursery rhymes and act them out Use a range of media to create nursery rhymes</p> <p>The Little red Hen Act out the story of the Little Red hen. Music – Explore rhythm using percussion instruments. Sing nursery rhymes and perform them with actions</p>	<p>Christmas Nativity play – the children will learn a range of new songs for the Christmas nativity play. They will perform the play in front of the school and parents. -Make a Christmas card for our family.</p>	<p>The children will learn a range of ‘transport’ songs. Junk models different types of transport. Snow and Ice Using a range of medium, create representations of the arctic Use lines to enclose a space Music – the children will be exploring a range of percussion instruments, following a rhythm and tempo.</p>	<p>Singing songs about Easter Moving rhythmically Growing</p> <p>Mother’s Day card – printing</p> <p>Music – the children will be exploring a range of percussion instruments, following a rhythm and tempo.</p>	<p>We will use a range of construction toys and bricks stacking blocks vertically and horizontally, making enclosures and creating spaces to make a castle for the giant.</p> <p>Beanstalk drawings</p> <p>Music – the children will be exploring a range of percussion instruments, following a rhythm and tempo.</p>	<p>The Seaside Seaside paintings Small world beach role play Make their post cards</p> <p>Music – the children will be exploring a range of percussion instruments, following a rhythm and tempo.</p>
<p>Characteristics of effective learning (CoEL)</p>	<p>Playing & Exploring Encourage children to ‘have a go’ and explore their new environment Active learning Encourage children to learn together and from each other Encourage children to persist with an activity even when it is challenging Creating & Thinking Critically Encourage open ended thinking Model being a thinker, showing that you don’t always know</p>	<p>Playing & Exploring Encourage children to ‘have a go’ and explore their new environment Active learning Encourage children to learn together and from each other Encourage children to persist with an activity even when it is challenging Creating & Thinking Critically Encourage open ended thinking Model being a thinker, showing that you don’t always know</p>	<p>Playing & Exploring Showing a ‘can do’ attitude Taking a risk, engaging in new experiences, and learning by trial and error Active learning Encourage children to persist with an activity even when it is challenging Being proud of how they accomplished something – not just the result Creating & Thinking Critically Making links and noticing patterns in their experience Changing strategy as needed Assessment</p>	<p>Playing & Exploring Showing a ‘can do’ attitude Taking a risk, engaging in new experiences, and learning by trial and error Active learning Encourage children to persist with an activity even when it is challenging Being proud of how they accomplished something – not just the result Creating & Thinking Critically Making links and noticing patterns in their experience Changing strategy as needed Assessment</p>	<p>Playing & Exploring Showing a ‘can do’ attitude Taking a risk, engaging in new experiences, and learning by trial and error Active learning Encourage children to persist with an activity even when it is challenging Being proud of how they accomplished something – not just the result Creating & Thinking Critically Making links and noticing patterns in their experience Changing strategy as needed</p>	<p>Playing & Exploring Showing a ‘can do’ attitude Taking a risk, engaging in new experiences, and learning by trial and error Active learning Encourage children to persist with an activity even when it is challenging Being proud of how they accomplished something – not just the result Creating & Thinking Critically Making links and noticing patterns in their experience Changing strategy as needed</p>