



Year: Nursery	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 8 weeks
	Seasons & weather					
Theme	All about me	Senses	Stories	Spring/growing/new life	Beach	Minibeasts Wildlife
Theme Question	Why am I special?	What senses do we have?	What is your favourite story?	Does everything grow?	What lives in a rockpool?	What lives in the garden?
Seasonal activities	All about me Autumn Orchard	Celebrations Town and lights	Winter Farm/Ducks Space	Spring Picnic	Summer Beach	Bugs School transition
Key texts	Monkey Puzzle We're going on a leaf hunt The leaf thief Rhyme Crime Rumble in the jungle	Kipper's Christmas Eve Mog's First Christmas Mr Men Little Miss Happy Diwali Stick Man When Jelly Had A Wobble	Gruffalo Whatever Next 3 Little Pigs The Princess and the Pea Suddenly There's a Monster in My Book Aliens Love Underpants	Goldilocks and the three bears We're Going on a Bear Hunt How Does an Egg Hatch? That's not my chick Counting Creatures	Sharing a shell Peppa Pig: Rockpools Peep inside: The Seashore	The very hungry caterpillar Do you love bugs? Minibeasts The Koala who could Rubys Worry What the ladybird heard
Visits/ Visitors	Induction to school	Senses walk Orchard	Linked to texts Library	Chicks Teddy Bears picnic	Beach	Wormery
Themed days/weeks	How have I changed? How have I grown?	Bonfire Night Fireworks Remembrance Day Christmas	Shrove Tuesday Pancake Day Chinese New Year Bring in favourite book	Easter Mother's Day Teddy Bears Picnic	Treasure hunt Pirates Keeping our beaches clean What can we find in a rockpool?	Transition up to Reception Change



Skills Progression	Motor	Joining and assembling Painting	Printing Drawing	Malleable	Cutting collage	Sand Water
<p>Communication and Language</p>	<p>Develop their communication, but may have problems with irregular tenses and plurals...</p> <p>Sing a large repertoire of songs.</p>	<p>Use a wider range of vocabulary.</p> <p>Understand ‘why’ questions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand ‘why’ questions.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Understand a question or instruction that has 2 parts...</p>	<p>Understand ‘why’ questions.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use talk to organise themselves and their play. “Let’s go on a bus...”</p>	<p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend using words as well as actions.</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch and sh/ multisyllabic words...</p>	<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use longer sentences of four to six words.</p>
<p>PSED</p>	<p>Select and use activities and resources...</p> <p>Show more confidence in new social situations.</p> <p>Become more outgoing with unfamiliar people...</p>	<p>Develop their sense of responsibility and membership of the community.</p> <p>Play with one or more children...</p> <p>Increasingly follow rules, understand why they are important.</p>	<p>Find solutions to conflicts and rivalries.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’...</p>	<p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using toilet, washing and drying hands...Make healthy choices about food, drink, activity and toothbrushing.</p>	



My Happy Mind	Meet your brain	Celebrate	Appreciate	Relate	Engage	
Physical Development	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus using alternative feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large muscle movements to wave flags and streamers, paint and mark make.</p>		<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>		<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	
Phonics	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. 					
Nursery 1	Phase 1: aspect 1 General Sound Discrimination – Environmental Sounds		Phase 1: aspect 2 General Sound Discrimination – Instrumental Sounds		Phase 1: aspect 3 General Sound Discrimination – Body Percussion	
Nursery 2	Phase 1: aspect 4 Rhythm and Rhyme	Phase 1: aspect 5 Alliteration	Phase 1: aspect 6 Voice sounds	Phase 1: aspect 7 Oral blending and	RWI Set 1 sound	RWI Set 1 sounds



				segmenting	introduction	Sound blending books
Literacy	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing		Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.		Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.	
Writing Progression	Meaning to mark making: draw themselves or familiar people. Gross motor activities focusing on upper body.	Mark making with different media. Name recognition. Gross motor activities focusing on upper body.	Meaning to mark making: draw their own story pictures. Orally retell known story. Listening games to hear the initial sounds in words.	Meaning to mark making: labelling pictures. Pencil grip and pressure.	Meaning to mark making: list writing. Tripod pencil grip. Initial letter of name.	Meaning to mark making: retelling known story. Correct formation of some letters. Name writing using name tracing card.
Mathematics	Exploring colours Matching colours Naming colours Finding a matching pair Exploring same and different Sort objects by colour, shape and size Identifying the numeral 1 and 2 Subitising 1 and 2 Counting 1 and 2 Developing 1-1 correspondence Developing counting skill and technique		Learning and understanding positional language Identifying the numeral 3, 4, 5, 6 Subitising 3, 4, 5, 6 Counting 123456 Developing 1-1 correspondence Developing counting skill and technique Introduction to length and height Introduction to measurement related vocabulary Introduction to weight		Learning the days of the week Learning the routine Sequencing the day and activities Adding one more Taking one away Ordering numerals to 5 Estimating Exploring and naming 2D shapes Using shapes to build pictures Exploring and naming 3D shapes Comparing more and less	



	<p>Exploring and extending AB colour Patterns Copying and creating AB movement patterns</p>		<p>Learn about 2D shapes Introduction to mass related vocabulary Introduction to capacity Introduction to capacity related vocabulary</p>		<p>Counting amounts Building and splitting numbers in different ways Developing an in-depth understanding of which number comes next 1-5 and before 0-5 Getting ready for Reception</p>	
<p>Understanding the World Science Geography History</p>	<p>Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people. Show interest in different occupations. (when I grow up I want to be...)</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p>	<p>Plant seeds and care for growing plants. (growing plants) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Chinese New Year) Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. (3 little pigs) Explore how things work.</p>	<p>Understand the key features of the life cycle of a plant and an animal. (chicks) Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things. (looking after our beaches)</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things. (wormery) Understand the key features of the life cycle of a plant and an animal. (hungry caterpillar)</p>



<p>Expressive Art and Design</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p>
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