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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Starting Nursery  Autumn  Nursery Rhymes  Familiar character stories eg Spot the Dog, Postman Pat, Peppa Pig  Owl Babies  Leaf Man Make your own Leaf Man - Inspirations Nurseries & Forest Schools  It’s not a Stick  Book Week – Aaahh Spider | Senses  Christmas  Polar bear Polar Bear  Brown Bear Brown Bear  Anna’s Amazing Multicolour glasses  Shark in the Park  Sam’s Sandwich  Alan’s Big Scary Teeth  Scaredy Squirrel  Nativity Story | Fairy Tales    Traditional stories – The Gingerbread Man, The Three Pigs, Goldilocks and the Three bears, Jack and the Bean Stalk  The Three Billy Goats Gruff  That’s Not My Prince/Princess | Spring and Easter  Hattie Peck    Easter story | Animals – Pets, On the Farm animals  Rosie’s Walk    The Little Red Hen  That’s not my Puppy/kitten | Animals – In the Jungle, Under the Sea,    Minibeasts    That’s not my tiger  Brown Bear Brown Bear (revisit)  Shark in the Park (revisit)  The Very Hungry Caterpillar    The Very Busy Spider |
|  | **Autumn** | | **Spring** | | **Summer** | |
| **Communication And Language** | | | | | | |
| **Listening, Attention & Understanding** | * Listen to simple stories and understand what is happening, with the help of the pictures. * Enjoy listening to longer stories and can remember much of what happens.   Use a wider range of vocabulary   * Pay attention to more than one thing at a time, which can be difficult. | | * Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. * Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). | | * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”. * Sing a large repertoire of songs. * Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | |
| **Speaking** | * Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. * Start a conversation with an adult or a friend and continue it for many turns. | | * Use a wider range of vocabulary. * Use longer sentences of four or six words. * 2.3. Use talk to organise themselves and their play: “Let’s go on a bus… you sit there… I’ll be the driver”. | | * Be able to express a point of view to debate when they disagree with an adult or friend, using words as well as actions. * Develop their pronunciation but may have problems saying: * Some sounds: r, j, th, ch and sh * Multi syllabic such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. | |
| **Personal, Social & Emotional Development Skills** | | | | | | |
| **Self-Regulation** | * Express preferences and decisions. They also try new things and start establishing their autonomy. * Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. * Be increasingly able to talk about and manage their emotions. | | * Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. * Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. | | * Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. * Develop appropriate ways to be assertive. * Talk with others to solve conflicts. | |
| **Managing Self** | * Find ways of managing transitions, for example from their parent to their key person. * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested for them. | | * Increasingly follow rules, understanding why they are important. | | * Remember rules without needing an adult to remind them. | |
| **Building Relationships** | * Become more outgoing with unfamiliar people, in the safe context of their setting. | | * Develop friendships with other children. * Play with one or more other children, extending and elaborating play ideas. * Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. | | * Develop their sense of responsibility and membership of a community. | |
| **Physical Development** | | | | | | |
| **Gross Motor Skills** | * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Go up steps and stairs, or climb up apparatus, using alternate feet. * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Use large-muscle movements to wave flags and streamers, paint and make marks. * Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. * Enjoy starting to kick, throw and catch balls. * Build independently with a range of appropriate resources. | | * Walk, run, jump and climb – and start to use the stairs independently. * Start taking part in some group activities which they make up for themselves, or in teams. * Sit on a push-along wheeled toy, use a scooter or ride a tricycle. * 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. | | * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. * Choose the right resource to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | |
| **Fine Motor Skills** | * Use one-handed tools and equipment, for example, making snips in paper with scissors. | | * Use a comfortable grip with good control when holding pens and pencils. | | * Show preference for a dominant hand. | |
| **Health & Self-Care** | * Start eating independently and learning how to use a knife and fork. | | * Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. * Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. | | * Be increasingly independent in meeting their own care needs. E.g. Bushing teeth, using the toilet, washing and drying their hands thoroughly. * Make healthy choices about food, drink, activity and tooth brushing. | |
| **Literacy** | | | | | | |
| **Word Reading** | * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. * Say some of the words in songs and rhymes. * Copy finger movements and other gestures or actions. * Sing songs and say rhymes independently, for example, singing whilst playing. | | * Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. * 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 * Introduce Speed Set 1: m a s d t I n p g o c k u b f e * Introduce reading books for sharing at home | | * Develop their phonological awareness, so that they can:   - spot and suggest rhymes  - count or clap syllables in a word  - recognise words with the same initial sound, such as money and mother   * Begin to read individual letters by saying the sounds for them. * Introduce Speed Set 1 (remaining): I h sh r j v y w th z chq u x ng nk * Continue to encourage sharing reading books at home | |
| **Comprehension** | * Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. * Pay attention when listening to stories and respond to the pictures or the words * Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. | | * Ask questions about the book. Make comments and shares their own ideas. * Develop play around favourite stories using props. | | * Engage in extended conversations about stories, learning new vocabulary. * Repeat new vocabulary in a context of a story. * Repeat words and phrases from familiar stories. | |
| **Writing** | * Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” * Make marks on their picture to stand for their name.   **PHYSICAL DEVELOPMENT:**   * Develop manipulation and control when mark making * Explore different materials and tools safely | | * Write some or all of their first name. * Begin to write initial sounds as captions for drawings. * Use some of their print and letter knowledge in early writing such as a pretend shopping list.   **PHYSICAL DEVELOPMENT:**   * Use one handed tools such as scissors * Manage buttons, zips and pour drinks * Use a comfortable grip with good control when holding pens and pencils | | * Write their first name independently. * Sequence a familiar story, using pictures or props to support. * Can add captions to their pictures using initial sounds.   **PHYSICAL DEVELOPMENT:**   * Show preference for a dominant hand * Use scissors independently * Use a comfortable grip with good control when holding pens and pencils | |
| **Mathematics** | | | | | | |
| **Number** | * Recite numbers past 5. * Say one number for each item in order: 1,2,3,4,5. * Show ‘finger numbers’ up to 5. * Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting * Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. | | * Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. * Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). | | * Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. * Estimate and guess how many there might be before counting. | |
| **Numerical Patterns** | * Notice patterns and arrange things in patterns. * Experiments with their own symbols and marks as well as numerals. | | * Solve real world mathematical problems with numbers up to 5. * Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. | | * Use vocabulary ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. * Become familiar with some two digit numbers and start to notice patterns within them. * Distribute items evenly from a group. | |
| **Shape** | * Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. * Describe a familiar route and the order of things seen on the way. * Understand position through words alone – for example, “The bag is under the table,” – with no pointing. * Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. | | * Discuss routes and locations, using words like ‘in front of’ and ‘behind’. * Combine shapes to make new ones – an arch, a bigger triangle, etc. * Begin to describe a sequence of events, real or fictional, using words such a ‘first’, ‘then’. | | * Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. * Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. * Extend and create ABAB patterns – stick, leaf, stick, leaf. * Notice and correct an error in a repeating pattern | |
| **Understanding the World** | | | | | | |
| **Past and Present** | * Sequence family members by size and name (baby, child, adult) | | * Begin to make sense of their own life-story and family’s history. | | * Comment on recent pictures of experiences in their own lives, ‘that was me at the farm…’ | |
| **People, Culture and Communities** | * Share likes and dislikes * Able to say who they are and who they live with | | * Continue developing positive attitudes about the difference between people * Show interest in different occupations. | | * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | |
| **The Natural World** | * 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. * Explore how things work. | | * Plant seeds and care for growing plants. * Understand the key features of the life cycle of a plant and an animal. * Begin to understand the need to respect and care for the natural environment and all living things. | | * Explore and talk about the different forces they can feel * Talk about the difference between materials and the changes they notice | |
| **Expressive Arts and Design** | | | | | | |
| **Creating with Materials** | * Explore different materials freely, to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. | | * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with complexity and detail, such as representing a face with a circle and including details. * Use drawing to represent ideas like movement or loud noises. | | * Show different emotions in their drawing and paintings, like happiness, sadness, fear etc. * Explore colour and colour-mixing. | |
| **Being Imaginative & Expressive** | * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. | | * Listen with increased attention to sounds. * Respond to what they have heard, expressing their thoughts and feelings. * Remember and sing entire songs. * Play instruments with increasing control to express their feelings and ideas. | | * Sing the pitch of a tone sung by another person (‘pitch match’). * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Create their own songs, or improvise a song around one they know. | |