

<b>Nursery</b>	Autumn 1 8 weeks		Autumn 2 7 weeks		Spring 1 7 weeks		Spring 2 6 weeks		Summer 1 5 weeks		Summer 2 7 weeks	
This term we will be learning about...	<b>The Three Little Pigs</b> - Including learning around My Family		<b>We're Going on a Bear Hunt</b> Including learning around Seasonal change -Autumn to Winter		<b>The Enormous Turnip</b> Including learning around growing and planting		<b>The Three Billy Goats Gruff</b> Including learning around keeping healthy		<b>The Little Red Hen</b> Including learning around farms and their animals		<b>The Very Hungry Caterpillar</b> Including learning around caterpillars and butterflies	
<b>Values Question</b>	<b>#Kindness</b> What makes people special?		<b>#Courage</b> How can we overcome a problem?		<b>#Confidence</b> How can I ask for help?		<b>#Kindness</b> Is it wrong to be greedy?		<b>#Honesty</b> How can I be a good friend?		<b>#Courage –</b> Have you ever been worried, scared or excited about a change?	
On-going Continuous Provision: Reading area, books related to topics, story maps, range of puppets and storytelling resources, story boxes.												
<b>Talk 4 Writing</b>	Fiction text:	The Three Little Pigs – Journey Story	Fiction text:	We're Going on a Bear Hunt – Journey Story	Fiction text:	The Enormous Turnip – Problem/Resolution Story –	Fiction text:	The Three Billy Goats Gruff – Wishing Story	Fiction text:	The Little Red Hen - Cumulative Story	Fiction text:	The Very Hungry Caterpillar – Cumulative Story
	Focus:	Retelling a story in the correct order	Focus:	Adjectives - adding detail to settings	Focus:	Understanding of beginning, middle, end	Focus:	Character description	Non-Fiction Focus:	Recount of trip to the farm – <i>First, Next, Then...</i>	Non-Fiction Focus:	Life cycles – simple factual sentences around a theme
	S/B:	Describe the character e.g pigs, snouts etc	S/B:	Forest School - <i>I can see, I can hear, I can smell, I can touch...</i>  Using senses. (moderation with Reception)	S/B:	Writing a recipe	S/B:	A warning sign for a monster.	S/B:	<i>My favourite animal is..BECAUSE...</i>	S/B:	Fruit tasting
On-going Continuous Provision: Writing opportunities related to individual development and children interests. On-going physical development to develop pencil grip and through Continuous Provision, Funky Fingers and Dough Disco.												
<b>Writing</b>	<b>Large Gross Motor</b> Bikes, Scooters, large paint rollers, large paint printing, chunky crayons, large paper on the floor, 'tummy time', chalk. Gross motor movements.  RECOGNISING NAMES		<b>Large Gross Motor</b> Using easels, writing on floor, large paper, large brushes  Initial sounds		<b>Scissors- Advanced gross/fine motor skills</b>  Name writing		<b>Name writing</b> Improving our story map order and imagines		<b>RWInc</b> Handwriting practice, speed write letter shapes		<b>RWInc</b> Children to write letters independently, learn to hear initial sounds, begin to orally blend CVC words	
<b>Phonics and Reading</b>  <b>RWI</b>	Letters and Sounds Phase 1 <i>To include the following 'Creative' elements: -taps out simple repeated rhythm. =explores and learns how sounds can be changed. -makes up rhythms.</i>		Letters and Sounds Phase 1		Letters and Sounds Phase 1		Letters and Sounds Phase 1		RWInc Set One sounds		RWInc Set One sounds	

On-going Continuous Provision: Numbers, number lines, problems, capacity exploration, shapes, counting objects, construction, counting rhymes, numicon, measures and mathematical resources.						
<b>Maths</b>	Rec Numbers to 5 Counting by rote Counting one to one Number blocks <i>(5 Little Ducks, 5 Speckled Frogs, 5 Little Monkeys)</i>	Rec Numbers to 10 Counting by rote Counting one to one Number blocks <i>(1,2,3,4,5 Fish Alive, 10 in the bed)</i>	Shape names 2D and 3D	Size Language Comparing (-er, -est) Small, Tiny, Medium, Middle-sized, Big, Huge	Measuring Amount, length, weight capacity in real life situations	Find one more and one less  Simple addition and Subtraction Symmetry (link to doubling)
On-going Continuous Provision: Exploration of celebrations, planting and growing, visits to Forest school, living things, technology, people and our community, exploration table, experiments and investigations.						
<b>Understanding the World</b>	<b>My Family</b> Familiar adults, significant events, home – starting nursery	<b>Changes</b> Autumn/ winter, outdoor environment	<b>Plants</b> Growing, food, growth and decay	<b>Let's Cook!</b> Changes to food when combining ingredients	<b>Animals</b> Animals babies, tadpoles, showing care and concern	<b>Used to support circle times. Minibeasts</b> Life-cycles, caterpillars, bug hunts
<b>Festivals</b>	Harvest Festival 3/10/20	Diwali 4/11/20 Bonfire Night 5/11/20 St Andrew's Day 30/11/20 Christmas	Chinese New Year 12/2/21 Valentine's Day 14/2/21 Shrove Tuesday 16/2/21	St David's Day 1/3/21 Mother's Day 14/3/21 St Patrick's Day 17/3/21 Holi 29/3/21 Easter	St George's Day 23/4/21	Father's Day 20/6/21 Eid 19-23/7/21
PSED- Taught through circle times (jigsaw) and On-going PSED throughout all learning, independence, relationships, behaviour, also school Values of Kindness, Courage, Confidence, Ready Respectful, Safe.						
<b>PSED</b>	<b>Being Me in My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
On-going Continuous Provision: Craft materials, paint, workshop area, glue, tape, scissors, playdough and tools, instruments, planning guides						
<b>Creative</b>	<b>Role Play and Stories</b> Beginning to make believe by pretending. Engages in imaginative role play based on first hand experiences.  Uses marks to communicate,  . Joins in with dancing and ring games	<b>Using Malleable Materials</b> Explore materials using all 5 senses. Express symbolic and creative thinking to transform materials into different shapes and sizes, and observe how their properties can be changed.  Sings a few familiar songs.	<b>Painting and drawing</b> Explores colour and how colours can be changed. Skills associated with using a paintbrush.  Joins in favourite songs.	<b>Construction</b> Using various construction materials begin to construct, vertically and horizontally, making structures and creating spaces.  Uses movement to express feelings.	<b>Combine materials for new effect</b> Uses available resources to create props to support their role play. Builds stories around toys and role play area.  Investigates ways of joining Sings to self and makes up simple songs	<b>Talk</b> Support children in thinking about what they want to make, the processes that may be involved and the materials and the resources they might need. Uses simple tools and techniques safely and appropriately.  Show preferences in forms of expression (dance, music etc)
On-going Continuous Provision: Dough Disco, Funky Fingers, Large construction materials, role play area inside and out, prop boxes, instruments, instruments, music, climbing equipment.						
<b>Physical Development</b>	Can go to the toilet and wash hands independently, may need a little help.  Helps with clothing, putting on hat, undoing zipper.  May show a preference for a dominant hand. Runs safely on whole foot.	Understand how to use tools safely e.g. scissors, cutlery.  Can negotiate space  Can kick a large ball.  Draw large circles and lines	Can manage getting dressed with a little help. Puts on coat, painting apron, dressing up clothes.  Use scissors to put snips in paper  Can write some letters of name	Run safely negotiating space and direction.  Hold pencil between thumb and two fingers no longer whole hand grasp.	Notices how their body changes when they exercise.  Catch a ball	Move in a variety of ways such as running, jumping, hopping, changing speed and direction.  Can stand on one leg  Can write name  Holds pencil and uses it with good control.

