

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Transition / Once there lived...</p> <p>Pupils will spend some time settling into the nursery environment. They will learn about themselves and the things they like – linked to all their senses. They will learn about their families and how things have changed since they were babies. Pupils will begin to notice the similarities and differences between themselves and their classmates. Pupils will look at the local area and the different jobs that people do in the community.</p>	<p>Once upon a time...</p> <p>Pupils will spend time learning a range of nursery rhymes and traditional tales. The main focus will be on: The gingerbread man with opportunities for baking role play Goldilocks – pupils will make porridge, learn about size, textures and temperatures as well as discuss their likes and dislikes 3 little pigs – pupils will look at a range of materials and their differences, similarities and properties Little red riding hood – pupils will discuss how we care for our families, discuss journeys and how to keep ourselves safe.</p>	<p>We're going on a...</p> <p>This unit is based around the story – we're going on a bear hunt. Pupils will learn about the nature that can be found in a forest and how we respect the world around us. Pupils will then go on a farm animal hunt and will learn about the job a farmer does. They will learn about farm animals and their young and how we care for them. Pupils will learn about the things we get from the farm. Pupils will finally go on a sea creature hunt and will learn about the contrasting environment we find under water. Pupils will take this opportunity to sort floating and sinking objects and consider how we care for our seas.</p>	<p>Journeys near and far</p> <p>Pupils will learn about the different modes of transport and the wealth of jobs that are linked. They will focus on things with wheels and discover how they work. Pupils will consider appropriate vehicles for different journeys and why some choices are better than others. Pupils will role play journeys to different countries. Pupils will select appropriate materials to make a floating ship and an aerodynamic aeroplane. They will use the ramps to consider the effect forces have on moving things.</p>	<p>One Sunny Day...</p> <p>Pupils will plant seeds and observe the changes that happen as they grow. They will have a chance to become gardeners and will learn how to care for the world around us. They will learn about minibeasts that live in our garden and find out about their life cycles.</p>	<p>The next thing we knew...</p> <p>Pupils will learn about things have changed since they were babies and how things will continue to change as they grow older. They will learn about the jobs that their family members do and will think about their hopes and aspirations for the future and the different jobs they might be able to do. This is an opportunity to consolidate prior learning to ensure pupils are ready for the next stage in their Conway learning journey.</p>
<p>Development Matters: Knowledge and Understanding the World</p>	<p>Use all their senses in hands on exploration of natural materials Make sense of their own life story and family history Show an interest in different occupations</p>	<p>Use all their senses in hands on exploration of natural materials Materials and their properties Talk about the differences between materials</p>	<p>Show an interest in different occupations Understand key features of the life cycle of a plant and animal Respect and care for environment and living things Materials and their properties</p>	<p>Show an interest in different occupations Explore how things work Explore and talk about forces they can feel Know there are different countries in the world and talk about experiences and photos</p>	<p>Use all their senses in hands on exploration of natural materials Plant seeds and care for growing plants Understand key features of the life cycle of a plant and animal</p>	<p>Make sense of their own life story and family history Show an interest in different occupations Understand key features of the life cycle of a plant and animal</p>

	Respect and care for environment and living things Continue developing positive attitudes about the differences between people		Talk about the differences between materials		Respect and care for environment and living things	
PSHE	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Festivals and Celebrations	Halloween Rosh Hashanah	Bonfire night Diwali Christmas	New Year Shrove Tuesday	Holi Mother's Day Ramadan	Eid	Fathers' Day
Key Texts						

Role Play enhancements	Doctors Surgey – Learning about our bodies and our feelings.	Bakery – Making selection own gingerbread men and selection of cakes/ baked goods.	Farm shop selling produce form the farm.	Building and construction / Emergency Services – learning about jobs.	Market shop selling fruit and vegetables.	Post office – sending letters to new teachers/ friends and family.
Writing opportunities	Over the Year					
	<p>Mark Making Opportunities:</p> <ul style="list-style-type: none"> - Dough Disco - Using tweezers to collect and sort small objects. - Using pegs and peg boards - Cutting with scissors - Treading onto string - Painting using cotton buds - Tracing images - Peeling stickers from a sheet. <p>They then apply those fine motor skills in mark making activities across the year including:</p>		<p>Application of these techniques:</p> <ul style="list-style-type: none"> - Colouring in topic related pictures. - Tracing lines, on images, patterns, names. - Using letters and/or letter like shapes in play. - Name writing. - Drawing images and giving meaning to marks they make. - Developing confidence with a dominant hand. - Using a comfortable pencil grip when writing. <p>Some activities that the children are supported to do include:</p> <ul style="list-style-type: none"> - Making shopping lists 		<p>Writing opportunities:</p> <ul style="list-style-type: none"> - Creating menus/ taking orders - Making pictures/ cards for family members - Copying/ writing their names - Writing initial sounds for familiar people. - Writing messages to their peers - Adding their own writing to images from familiar stories. - Drawing and mark making outdoors to create signs/ logos to support learning and enhance the provision. - Wanted posters for 'bad' characters form stories. - Creating story maps for familiar stories 	
Oracy links	I can see... It is... I like...	I can see... It is... I like... I think...	I can see... It is... I like... I think... I like...because...	I can see... It is... I like... I think... I like...because...	I can see... It is... because... I like...because... It will...because... First... Next... Then... After... At the end...	I can see... It is... because... I like...because... It will...because... First... Next... Then... After... At the end...

Throughout the Year, pupils in nursery will be learning to...

Communication and Language

Personal, social and emotional development

Physical development

<ul style="list-style-type: none"> - use a wider range of vocabulary - understand a question or instruction that has 2 parts, such as: "Get your coat and wait at the door" - 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 - develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' - develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' - use longer sentences of 4 to 6 words - 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 - start a conversation with an adult or a friend and continue it for many turns - use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver" 	<ul style="list-style-type: none"> - 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 to them - develop their sense of responsibility and membership of a community - become more outgoing with unfamiliar people, in the safe context of their setting - show more confidence in new social situations - 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 - increasingly follow rules, understanding why they are important - remember rules without needing an adult to remind them - develop appropriate ways of being assertive - talk with others to solve conflicts - talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' - understand gradually how others might be feeling - be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly - make healthy choices about food, drink, activity and toothbrushing 	<ul style="list-style-type: none"> - 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 mark - 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 mark - 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 mark
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Literacy	Mathematics
<p>Reading 3 and 4-year-olds will be learning to understand the 5 key concepts about print:</p> <ul style="list-style-type: none"> - 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 <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 <p>engage in extended conversations about stories, learning new vocabulary</p>	<ul style="list-style-type: none"> - develop fast recognition of up to 3 objects, without having to count them individually ('subitising') - recite numbers past 5 - say one number for each item in order: 1,2,3,4,5 - know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') - show 'finger numbers' up to 5 - link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 - experiment with their own symbols and marks as well as numerals - solve real-world mathematical problems with numbers up to 5 - compare quantities using language 'more than' and 'fewer than'

<p>Writing:</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language such as: <ul style="list-style-type: none"> o sides o corners o straight o flat o round - understand position through words alone, for example, "The bag is under the table," with no pointing - describe a familiar route - discuss routes and locations, using words like 'in front of' and 'behind' - make comparisons between objects relating to size, length, weight and capacity - select shapes appropriately such as flat surfaces for building or a triangular prism for a roof - combine shapes to make new ones, for example, an arch or a bigger triangle - talk about and identify the patterns around them, for example, stripes on clothes or designs on rugs and wallpaper - use informal language like 'pointy', 'spotty' or 'blobs' - extend and create ABAB patterns – stick, leaf, stick, leaf - notice and correct an error in a repeating pattern - begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...
<p>Understanding the world</p>	<p>Expressive arts and design</p>
<ul style="list-style-type: none"> - use all their senses in hands-on exploration of natural materials - explore collections of materials with similar or different properties - talk about what they see, using a wide vocabulary - begin to make sense of their own life story and family's history - show interest in different occupations - 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 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 - 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 photo 	<ul style="list-style-type: none"> - 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 - make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park - 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 increasing 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 drawings and paintings, like happiness, sadness, fear - explore colour and colour mixing - show different emotions in their drawings – happiness, sadness, fear - listen with increased attention to sounds

	<ul style="list-style-type: none"> - respond to what they have heard, expressing their thoughts and feelings - remember and sing entire songs - 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 - play instruments with increasing control to express their feelings and ideas
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Characteristics of effective teaching and learning to be developed over time, contribute to children being able to engage, enjoy and make use of their time learning. These characteristics can support our Conway pupils to become life-long lovers of learning!		
Playing and Exploring	Active Learning	Critical Thinking
children investigate and experience things, and 'have a go'	children concentrate and keep on trying if they encounter difficulties, and enjoy achievements	children have and develop their own ideas, make links between ideas, and develop strategies for doing things'