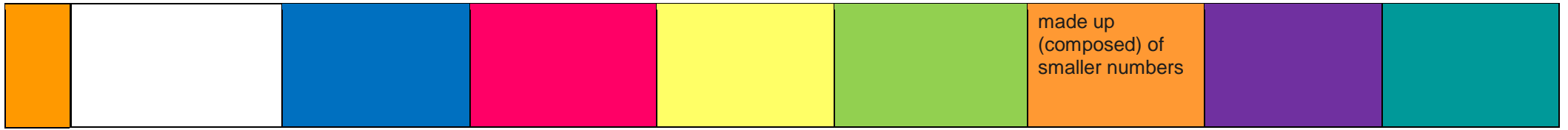


	Main Topic/Theme	Topic Hooks/ Themed Days/ Celebrations / Festivals	Example Key Texts	Visits/Visitors	Parent Events
<b>Autumn 1</b>	Focus: Settling in & Nursery Rhymes <ul style="list-style-type: none"> <li>Incy Wincy</li> </ul>	Harvest Festival – 1 <sup>st</sup> October  Halloween – 31 <sup>st</sup> October	Different Nursery Rhyme Books  Little Princess  Oliver’s Vegetables  Oliver’s Milkshake  Incy Wincy  Colour Monster		Stay and Play
<b>Autumn 2</b>	Focus: Autumn <ul style="list-style-type: none"> <li>The Gruffalo</li> </ul>	Bonfire Night – 5 <sup>th</sup> November  Diwali – 12 <sup>th</sup> November  Remembrance Day – 11 <sup>th</sup> November  Christmas	Leaf Man  Owl Babies  Julia Donaldson  Christmas Books  Non-fiction – nocturnal animals	Autumn Walk	Christmas Event
<b>Spring 1</b>	Focus: Space	Chinese New Year – 10 <sup>th</sup> February	Roaring Rockets  Alien Tea on planet Zumzee	Animal Visitors	

		Pancake Day – 13 <sup>th</sup> February Valentine’s Day – 14 <sup>th</sup> February	Catch a Falling Star Aliens Love Underpants		
<b>Spring 2</b>	Focus: Spring <ul style="list-style-type: none"> <li>Farms &amp; baby animals etc.</li> <li>Traditional Stories</li> </ul>	World Book Day – 7 <sup>th</sup> March Mothers’ Day – 10 <sup>th</sup> March Easter	Jack and the Jellybeanstalk The Hungry Caterpillar Mad About Minibeasts Non-fiction farm books	Forest School Trip Animal Visitors	
<b>Summer 1</b>	Focus: Natural World <ul style="list-style-type: none"> <li>Africa</li> <li>Minibeasts</li> </ul>	St. George’s Day – 23 <sup>rd</sup> April	Handa’s Surprise I am going on a Lion Hunt Rumble in the Jungle Non-fiction – encyclopaedia		
<b>Summer 2</b>	Focus: Summer Seaside Transition	Fathers’ Day – 16 <sup>th</sup> June	Tiddler What the Ladybird heard at the Seaside	Possibly a trip out of school (following children’s interests) Visiting Reception	Sports Event Reception Stay and Play

	Topic	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Autumn 1 - Nursery	Focus: Settling in & Nursery Rhymes <ul style="list-style-type: none"> <li>Incy Wincy</li> </ul>	Listens to stories and remembers what happens  Pays attention to more than one thing at a time  Understands a question or an instruction that has one part  Sings a repertoire of songs and rhymes  Uses 4-word simple sentences	Transitions to new setting. Shows more confidence in new social situations  Separates happily from carer  Selects and uses activities and resources, with help when needed  Talks about their feelings using words like 'happy', 'sad', 'angry', or 'worried'  Makes healthy choices about food and drinks	Continues to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills (gross motor)  Goes up steps or climbs apparatus, using alternate feet safely (gross motor)  Starts/continues <i>Funky Finger</i> morning activities (fine motor)  Starts independent dressing for outdoors	Understands the five key concepts about print: <ol style="list-style-type: none"> <li>Print has meaning</li> <li>Print can have different purposes</li> <li>We read English text from left to right and from top to bottom</li> <li>The names of the different parts of a book</li> <li>Page sequencing</li> </ol>	Recites numbers up to 3  Says one number for each item in order: 1, 2, 3  Experiments with their own symbols and marks  Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  Develops fast recognition of up to 3 objects without having to count them individually	Uses all their senses in hands-on exploration of natural materials  Begins to make sense of their own life-story and family's history  Explores special events, seasons and celebrations	Explores different materials freely, to develop their ideas about how to use them and what to make  Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs  Listens with increased attention to sounds  Responds to what they have heard, expressing their thoughts and feelings

Autumn 2 - Nursery	<p>Focus: Autumn</p> <ul style="list-style-type: none"> <li>The Gruffalo</li> </ul>	<p>Uses a range of vocabulary with increasing confidence</p> <p>Knows many rhymes and is able to talk about familiar books and tell a long story</p> <p>Develops communication (may still struggle with irregular tenses and (plurals)</p> <p>Understands a question or an instruction that has two parts</p>	<p>Develops a sense of responsibility and membership of a community</p> <p>Becomes more outgoing with unfamiliar people in the safe context of Friendly Frogs</p> <p>Begins to take turns and understand 'yours' and 'mine'</p> <p>Begins to manage their own independent self-care and hygiene needs and skills</p>	<p>Skips, hops, stands on one leg and holds a pose for a game, such as musical statues</p> <p>Uses large muscle movements to wave flags and streamers, paint and make marks</p> <p>Continues <i>Funky Finger</i> activities (fine motor)</p>	<p>Start teaching <i>Little Wandle</i> Phonics</p> <p>Begins to develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> <li>Spot and suggest rhymes</li> <li>Count or clap syllables in a word</li> <li>Recognise words with the same initial sound</li> </ul> <p>Begins to be aware of the way stories are structured and to tell own stories</p>	<p>Links numerals and amounts up to 3</p> <p>Responds to and uses language of position and direction. Uses spatial words in play</p> <p>Talks about and identifies the patterns around them</p> <p>Uses informal language to describe patterns</p> <p>Makes comparisons between objects relating to size</p> <p>Solves real world mathematical problems with numbers up to 2</p> <p>Through play and exploration, begins to learn that numbers are</p>	<p>Explores collections of materials with similar and/or different properties</p> <p>Talks about what they see, using a wide vocabulary</p> <p>Explores special events, seasons and celebrations</p>	<p>Develops their own ideas and then decides which materials to use to express them</p> <p>Remembers and sings entire songs (Christmas songs)</p> <p>Begins to develop complex stories using <i>small world</i> equipment, such as animal sets, dolls, and dolls' houses etc.</p>
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Spring 1 – Pre Nursery	Focus: Space	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>
		<p>Listens to stories and begins to remember some of what happens</p> <p>Begins to pay attention to more than one thing at a time, which can be difficult</p> <p>Sings some songs and rhymes</p>	<p>Transitions to new setting and begins to separate from carer more easily</p> <p>With help, selects and uses some activities and resources</p> <p>Begins to talk about how they feel</p> <p>Makes choices about which snack to eat</p>	<p>Continues to develop confidence in movement, balancing and ball skills (gross motor)</p> <p>Begins to go up steps or climb apparatus safely (gross motor)</p> <p>Starts <i>Funky Finger</i> morning activities (fine motor)</p> <p>Uses a spoon and starts to use a fork (fine motor)</p> <p>Starts independent dressing for outdoors with support, if needed</p>	<p>Begins to listen and join in with stories and poems, when reading one-to-one and in small groups</p> <p>Begins to handle books carefully and the correct way up</p> <p>Begins to make up stories and play scenarios in response to experiences</p>	<p>Begins to recite numbers up to 3</p> <p>Begins to say one number for each item in order: 1, 2, 3</p> <p>Explores a variety of shapes and begins to use shapes appropriately for their purpose</p> <p>Identifies the “first” and often “second” objects in a sequence.</p> <p>Understands some positional language</p>	<p>Begins to show an interest in the lives of people who are familiar to them</p> <p>Shows interest in different occupations</p> <p>Enjoys joining in with family customs and routines</p> <p>Begins to be aware of special events, seasons and celebrations</p> <p>Uses all their senses in hands-on exploration of natural materials</p>	<p>Explores <i>small worlds</i> with blocks and construction kits</p> <p>Explores musical instruments</p> <p>Explores colour and colour mixing</p>

Spring 1 - Nursery		<p>Listens to longer stories and remembers what happens</p> <p>Understands 'why' questions</p> <p>Develops pronunciation (may have problems with r, j, th, ch, and sh and multi-syllabic words)</p> <p>Sings a large repertoire of songs and rhymes</p> <p>Retells a simple past event in correct order</p>	<p>Initiates conversations and forms good relationships within the group</p> <p>Plays with one or more other children, extending and elaborating play ideas</p> <p>Increasingly follows rules, understanding why they are important</p>	<p>Starts taking part in some group activities which they make up for themselves or in teams</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Continues <i>Funky Finger</i> activities (fine motor)</p>	<p><i>Little Wandle</i> Phonics Scheme</p> <p>Further develops their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• Spot and suggest rhymes</li> <li>• Count or clap syllables in a word</li> <li>• Recognise words with the same initial sound</li> </ul> <p>Is able to retell and sequence a familiar story</p>	<p>Recites numbers up to 5</p> <p>May enjoy counting verbally as far as they can go</p> <p>Says one number for each item in order: 1, 2, 3, 4, 5</p> <p>Shows 'finger numbers' up to 5</p> <p>Cardinal Principle – knows that the last number reached when counting a small set of objects tells you how many there are in total</p> <p>Develops fast recognition of up to 3/4 objects without having to count them individually</p>	<p>Shows interest in different occupations and ways of life indoors and outdoors</p> <p>Explores why things happen and how things work</p> <p>Explores and talks about different forces they can feel</p> <p>Explores special events, seasons and celebrations</p>	<p>Makes imaginative and complex <i>small worlds</i> with blocks and construction kits, such as a city with different buildings and a park</p> <p>Plays instruments with increasing control to express their feelings and ideas</p> <p>Explores colour and colour mixing</p>
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						<p>Compares quantities using language: 'more than', 'fewer than'</p> <p>Combines shapes to make new ones – an arch, a bigger triangle etc.</p>		
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Spring 2 – Pre Nursery	Focus: Spring <ul style="list-style-type: none"> <li>Farms &amp; baby animals etc.</li> <li>Traditional Stories</li> </ul>	<u>Pre-Nursery</u> Shows an interest in new vocabulary  Knows some rhymes and begins to talk about familiar books  Develops communication skills  Begins to understand a question or an instruction that has one part	<u>Pre-Nursery</u> Develops an awareness of being a member of Friendly Frogs  Shows growing confidence in new social situations  Plays with increasing confidence on their own and with other children  Uses the toilet themselves, with support if needed	<u>Pre-Nursery</u> Begins to skip, hop and stand on one leg  Begins to use large muscle movements to wave flags and streamers, paint and make marks  Continues <i>Funky Finger</i> activities (fine motor)	<u>Pre-Nursery</u> Listens and joins in with stories and poems, when reading one-to-one and in small groups  Begins to join in with repeated refrains and anticipate key events and phrases in rhymes and stories  Begins to make up stories, play scenarios and drawings in response to experiences	<u>Pre-Nursery</u> Experiments with their own symbols and marks  Begins to recognise numbers up to 3  Talks about the patterns around them  Talks about spatial patterns  Explores objects of varying sizes	<u>Pre-Nursery</u> Begins to show care and concern for living things and the environment  Plants seeds and cares for growing plants  Begins to develop some understanding of growth and changes over time  Begins to be aware of special events, seasons and celebrations	<u>Pre-Nursery</u> Explores different materials and what they can make  Begins to use drawing to represent their ideas  Begins to take part in simple pretend play using props

Spring 2 - Nursery		<p>Uses longer more complex sentences of 4-6 words</p> <p>Uses a wider range of vocabulary</p> <p>Uses talk to explain what is happening and anticipate what might happen next</p>	<p>Remembers the rules without needing an adult to remind them</p> <p>Develops independent self-care and hygiene needs and skills</p>	<p>Matches their developing physical skills to tasks and activities in the setting</p> <p>Continues <i>Funky Finger</i> activities (fine motor)</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed/direction to avoid obstacles</p>	<p><i>Little Wandle</i> Phonics Scheme</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Engages in extended conversations about stories, learning new vocabulary</p> <p>Begins to mark make and write personal letters within play</p> <p>Recognises familiar words, logos and signs</p> <p>Ascribes meaning to signs, symbols and words that they see, including those they make themselves</p>	<p>Links numerals and amounts: for example, showing the right number of objects to match the numeral up to 5</p> <p>Experiments with their own symbols and marks</p> <p>Extends and creates ABAB &amp; ABC patterns</p> <p>Creates their own spatial patterns showing some organization or regularity</p> <p>Notices and corrects an error in a repeating pattern</p> <p>Makes comparisons between objects relating to length</p>	<p>Plants seeds and cares for growing plants</p> <p>Understands the key features of the life-cycle of a plant and an animal</p> <p>Begins to understand the need to respect and care for the natural environment and all living things</p> <p>Talks about the differences between materials and changes they notice</p> <p>Explores special events, seasons and celebrations</p>	<p>Joins different materials and explores different textures</p> <p>Uses drawing to represent ideas, such as moving and loud noises</p> <p>Takes part in simple pretend play using an object to represent something else, even though they are not similar</p>
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						<p>Solves real world mathematical problems with numbers up to 3 (thinks about composition of numbers)</p> <p>Separates a group of 3 objects in different ways, beginning to recognise that the total is still the same</p>		
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Summer 1 – Pre Nursery	Focus: Natural World	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>
	<ul style="list-style-type: none"> <li>• Africa</li> <li>• Minibeasts</li> </ul>	<p>Listens to longer stories and remembers more of what happens</p> <p>Understands some simple 'why' questions</p> <p>Sings some more songs and rhymes</p>	<p>Begins to develop friendships with some other children</p> <p>Joins in with increasing confidence as a group member of Friendly Frogs in activities such as <i>tidy up time</i></p>	<p>Develops the use of knife and fork (fine motor)</p> <p>Starts taking part in some group activities with support from an adult</p> <p>Increasingly able to respond to sequences and patterns of movements which are related to music and rhythm</p> <p>Continues <i>Funky Finger</i> activities (fine motor)</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Shows an interest in illustrations, words in print and words in the environment</p> <p>Begins to give meaning to their drawings and paintings</p>	<p>Recites numbers up to 3</p> <p>Says one number for each item in order: 1, 2, 3</p> <p>Experiments with their own symbols and marks</p> <p>Explores a variety of shapes and creates shape pictures</p> <p>Explores collections of objects up to 3</p>	<p>Remembers and talks about significant events in their own experience</p> <p>Explores how things work</p> <p>Shows care and concern for living things and the environment</p> <p>Begins to be aware of special events, seasons and celebrations</p>	<p>Begins to mark make in response to experiences or objects</p> <p>Sings familiar songs</p> <p>Taps out simple repeated rhythms</p> <p>Enjoys joining in with moving and dancing in response to what they hear in music from other cultures</p>

<p>Summer 1 - Nursery</p>		<p>Uses talk to organise themselves and their play</p> <p>Starts a conversation with a friend and continues it for many turns</p> <p>Sings an extensive repertoire of songs and rhymes</p>	<p>Develops appropriate ways of being assertive</p> <p>Talks with others to resolve conflicts</p> <p>Takes practical actions to reduce risk, showing understanding that equipment and tools can be used safely</p> <p>Makes healthy choices for a healthy life-style e.g. safety in the sun</p>	<p>Chooses the right resources to carry-out their own plan</p> <p>Collaborates with others to manage large items</p> <p>Continues <i>Funky Finger</i> activities with focus on developing comfortable pencil control with a dominant hand (fine motor)</p>	<p><i>Little Wandle</i> Phonics Scheme</p> <p>Uses some of their print and letter knowledge in their early writing</p> <p>Writes some or all of their name</p> <p>Writes some letters accurately</p> <p>Sequences events in known stories</p>	<p>Recites numbers up to 10</p> <p>Knows that the last number reached when counting a small set of objects tells you how many there are in total (Cardinality)</p> <p>Begins to recognise numerals up to 10 and may show fascination with large numbers</p> <p>Develops fast recognition of up to 4/5 objects without having to count them individually</p> <p>Experiments with their own symbols and marks as well as numerals</p> <p>Compares quantities using</p>	<p>Continues to develop positive attitudes about the differences between people</p> <p>Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos</p> <p>Continues to understand the need to respect and care for the natural environment and all living things</p> <p>Explores special events, seasons and celebrations</p>	<p>Creates closed shapes with continuous lines and begins to use these shapes to represent objects</p> <p>Sings the pitch of a tone sung by another person ('pitch match')</p> <p>Responds to what they hear in music from other cultures</p>
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						<p>language: 'more than', 'fewer than'</p> <p>Talks about and explores 2D and 3D shapes</p> <p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes</p> <p>Predicts, moves and rotates objects to fit the space or creates the shape they would like</p>		
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Summer 2 – Pre Nursery	Focus: Summer	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>	<u>Pre-Nursery</u>
	Seaside Transition	<p>Begins to speak in sentences</p> <p>Uses a range of vocabulary</p>	<p>Knows that there are rules that need to be followed in Friendly Frogs</p> <p>Uses the toilet themselves, mostly independently</p>	<p>Matches their developing physical skills to tasks and activities in the setting</p> <p>Names and identifies different part of the body</p> <p>Continues <i>Funky Finger</i> activities (fine motor)</p>	<p>Handles books carefully with growing competence</p> <p>Looks at and enjoys print increasingly independently</p> <p>Sometimes gives meaning to their drawings and paintings</p>	<p>Explores and extends ABAB patterns e.g. stick, leaf, stick, leaf</p> <p>Explores objects of varying length</p> <p>Begins to understand position through words alone and responds to language of position and direction</p> <p>Begins to recognise numbers up to 3</p>	<p>Recognises and describes special times and events for family or friends</p> <p>Begins to be aware of special events, seasons and celebrations</p> <p>Knows some of the things that makes them unique</p>	<p>Sings to self and begins to make up simple songs</p> <p>Begins to choose appropriate equipment/tools in order to mark make/create in response to experiences or objects</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2 - Nursery</p>		<p>Expresses a point of view and debates when they disagree with an adult or friend, using words as well as actions</p> <p>Uses an extensive range of vocabulary</p>	<p>Finds solutions to conflicts and rivalries</p> <p>Understands gradually how others might be feeling</p> <p>Is increasingly independent in meeting their own hygiene and care needs e.g. using the toilet</p> <p>Makes healthy choices about food, drink, activity and toothbrushing</p> <p>Talks about and prepares for transition into new classes – regular visits to new teachers and new classrooms</p>	<p>Uses one-handed tools and equipment</p> <p>Uses a comfortable grip with good control when holding pens and pencils</p> <p>Shows a preference for a dominant hand</p> <p>Is increasingly independent when getting dressed and undressed</p> <p>Continues <i>Funky Finger</i> activities (fine motor)</p> <p>Observes and controls breath, able to take deep breaths</p> <p>Observes and describes the effects of physical activities on their bodies</p>	<p><i>Little Wandle</i> Phonics Scheme</p> <p>Uses some of their print and letter knowledge in their early writing</p> <p>Writes some or all of their name</p> <p>Writes some letters accurately</p>	<p>Responds to and uses language of position and direction</p> <p>Discusses routes and locations, using words such as 'in front of' and 'behind'</p> <p>Describes a familiar route</p> <p>Begins to describe a sequence of events, real or fictional, using words such as 'first', 'then' ...</p> <p>Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next</p> <p>Makes comparisons between objects</p>	<p>Explores special events, seasons and celebrations</p> <p>Continues to develop their understanding of the need to respect and care for the natural environment and all creatures who live in it</p>	<p>Creates their own songs or improvises a song around one they know</p> <p>Draws with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Shows different emotions in their drawings – happiness, sadness, fear etc.</p>
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						relating to weight and capacity		
						Solves real world mathematical problems with numbers up to 5 (thinks about composition of numbers)		