

		Block 1		Block 2		Block 3		Block 4		Block 5		Block 6	
C L		Model new vocabulary Back and forth talk – group time, circle time, whole class, adult–child, child–child Thinking out loud Making connections Repetition and consolidation Talk in play (imaginative, collaborative, conflict-solving etc.)											
	Listening, Attention and Understanding  Speaking	Responds to familiar voices and simple instructions Uses single words and emerging two-word combinations Enjoys action songs and rhyme play Establishes early turn-taking with adult support Begins to copy new vocab from adults Notices sounds in the environment (NELI early sound work) Talks about what they are doing in simple terms		Follows simple directions related to routine Uses simple 2–3 word phrases ("my turn", "more juice") Attends briefly during adult-led activities Responds nonverbally or verbally to simple questions Joins in with repeated refrains in songs Plays with environmental and instrumental sounds Begins to name familiar objects using vocabulary taught Pays attention to more than one thing at a time		Listens to short group stories, sometimes needing support Uses longer phrases (3–4 words) Starts to talk about what happened or what they want Engages in short back-and-forth conversations Learns and uses targeted vocabulary from NELI sessions Begins recognising rhyme Talks about actions in pictures with adult support		Follows 2-step instructions in familiar routines Asks simple questions ("what's that?") Shows improved attention during small-group activities Uses language to request, comment, or protest Uses new vocabulary in play contexts Shows awareness of rhythm and rhyme Begins sequencing 2-part events verbally		Responds appropriately to “where?” “why?” or “who?” questions Speaks in 4–6 word sentences Begins using connecting words (“and”, “then”) Initiates short conversations with peers Applies new topic vocabulary without prompting Participates in simple sound games (body sounds, rhythm) Talks about own experiences in basic order		Uses longer, clearer sentences Matches sounds to objects (NELI listening game) Joins conversations in small groups Identifies familiar rhyming pairs Listens to stories for longer periods Understands simple prepositions (in, on, under)	
P D	Fine and Gross Motor Skills	Step 1: Core Strength & Body Awareness  Animal walks, yoga, tummy time	Step 7: Fine Motor Isolation & Grip  Threading, peg boards, finger game	Step 2: Big Shoulder Movements  Vertical painting, large brushes	Step 8: Coordination of Both Hands  Scissors, cutters, tongs	Step 3: Arm Coordination & Rhythm  Dancing, beanbag throws	Step 9: Hand-Eye Precision Tasks  Tracing patterns, puzzles, pegs	Step 4: Wrist Mobility & Rotation  Stirring, scooping, air drawing	Step 10: Pre-Writing Marks & Patterning  Line and shape tracing, chalking	Step 5: Elbow and Forearm Control  Windmills, climbing, squeezing	Step 11: Tripod Grip and Tool Control  Pencil control, pencil grip, letter families (tracing over laminated letter families) RWI letter phrases in relation to letter families ‘around the apple and down the leaf’	Step 6: Hand Strength Development  Playdough, squeezing, hand tools	Step 12: Independent Mark-Making and pre writing patterns End Goal: Adequate pressure to write
		Gross Motor Skills are taught and practised each day through Continuous Provision activities, adult directed activities and child-initiated activities											
	Dance - Develop expressive movement through the topic of ‘everyday life’. Explore space and how to use it safely. Explore travelling movements, balances and shapes. Choose their own actions as a response to a stimulus. Opportunity to copy, remember and repeat actions. Introduce counting to help them keep in time with the music.  Gymnastics - Develop basic gymnastic skills through the topic of ‘animals and their habitats’. Explore creating shapes, balances and jumps and begin to develop rocking and rolling. Show an awareness of space and how to use it safely and perform basic skills on both the floor and apparatus. Copy, create, remember and repeat short sequences. Begin to understand levels and direction when travelling and balancing.												
	PE (GetSet4PE)	<u>Introduction to PE – Unit 1</u> -To move safely and sensibly in a space with consideration of others -To develop moving safely and stopping with control -To use equipment safely and responsibly -To use different travelling actions whilst following a path -To work with others co-operatively and play as a group -To follow, copy and lead a partner	<u>Fundamentals – Unit 1</u> - To develop balancing whilst stationary and on the move - To develop running and stopping - To develop changing direction - To develop jumping and landing - To develop hopping and landing with control - To explore different ways to travel	<u>Dance – Unit 1</u> - To explore different body parts and how they move - To explore different body parts and how they move and remember and repeat actions - To express and communicate ideas through movement exploring directions and levels - To create movements and adapt and perform simple dance patterns - To copy and repeat actions showing confidence and imagination - To move with control and co-ordination, linking, copying and repeating actions	<u>Gymnastics – Unit 1</u> -To copy and create shapes with your body -To be able to create shapes whilst on apparatus -To develop balancing and taking weight on different body parts -To develop jumping and landing safely -To develop rocking and rolling -To copy and create short sequences by linking actions together	<u>Ball Skills – Unit 1</u> -To develop rolling a ball to a target -To develop stopping a rolling ball - To develop accuracy when throwing to a target -To develop bouncing and catching a ball - To develop dribbling a ball with your feet - To develop kicking a ball	<u>Games -Unit 1</u> -Work safely and develop running and stopping -develop throwing and know how to keep score -play games understanding the different roles within them -follow instructions and move safely in tagging games -work cooperatively and know how to take turns -work with others to play team games						

P S E D	Self-Regulation Managing Self Building Relationships  (Kapow)	<b>Developing Awareness of own feelings</b> Identify basic emotions (happy, sad, angry, scared) Begin to communicate feelings using words, expressions or gestures Notice how their body feels during some emotions Start to understand that feelings change	<b>Beginning to manage emotions with support</b>  Use simple calming strategies modelled by adults (eg deep breaths) Accept help from adults when upset or frustrated Pause or stop an action after an adult reminder Begin to take turns sometimes needing support	<b>Building positive relationships with adults and peers</b>  Seek out adults for reassurance and support Play alongside other children with increasing awareness Form special friendships and show affection and concern to others Share resources sometimes still needing support	<b>Understanding and respecting others feelings</b>  Notice when others are upset and show early empathy Learn simple ways to comfort peers Recognise that others may have different likes or preferences Begin to negotiate with peers with adult guidance	<b>Developing confidence to try new activities</b> Have a go at new tasks, sometimes needing adult encouragement Participate in small group activities with little adult support Begin to identify what they enjoy or find difficult Show pride in their achievements and share these with others	<b>Building Resilience and Persistence</b> Keep trying when something is tricky Begin solving small problems independently Respond positively to praise and encouragement Attempt to solve minor conflicts with peers
		Self Regulation My feelings		Building Relationships Special Relationships		Managing Self Taking on challenge	
L I T	Key Texts and Nursery Rhymes	<p>Owl Babies Lulu's First Day Rosies Walk Leaf Man Once There Were Giants Who Lives Here Shark in the Park Whatever Next?</p> <p>Heads, Shoulders, Knees and Toes If You're Happy and You Know It I've Got a Body wWind the Body Up Open, Shut Them</p>	<p>Why? The Christmas Story We're Going on a Bear Hunt Bear Snores Clive Penguin Jesus's Birthday The Christmas Story</p> <p>Teddy Bear, Teddy Bear Turn Around Round and Round the Garden Sleeping Bunnies We're Going on a Bear Hunt - chant Five Little Bear/Five Little Speckled Hens</p>	<p>The Gruffalo Blackbird Blackbird I can fly Cleversticks The Great Race Chopsticks The Gruffalo Mr Wolf's Pancakes Hansel and Gretel The Gingerbread Man The Three Billy Goats The Big Bad Wolf</p> <p>Humpty Dumpty Incy Wincy Spider Hickory, Dickory Dock Baa, Baa Black Sheep Twinkl, Twinkl Little Star</p>	<p>The Very Busy Spider The Very Hungry Caterpillar The Ladybird Who Heard Superworm Mad About Minibeasts Jack and the Beanstalk Titch The Pig in the Pond The Tiny Seed Farmer Duck A Squash and a Squeeze The Three Little Pigs</p> <p>Old Mac Donald Had a Farm The Farmer in the Dell Five Little Ducks Five Little Peas Pat-a-Cake</p>	<p>Whatever Next Oi, Get Off Our Train The Hundred Decker Bus Things That Go We Catch the Bus Mr Grumpy's Motor Car The Lost Property Office Naughty Bus Lost and Found</p> <p>Wheel's on the Bus Row, Row, Row Your Boat Zoom, Zoom, Zoom We're Going to the Moon The Train is Coming This is the Way We...</p>	<p>Dear Zoo Handa's Surprise The Tiger Who Came to Tea Monkey Puzzle Poo in the Zoo Class 2 at the Zoo Tiddler Rumble in the Jungle Mr Seahorse Hooray for f!SH The Butterfly Dance Butterfly Butterfly Ready, Steady Mo</p> <p>The Ant's Go Marching There is a Worm at the Bottom of the Garden Little Peter Rabbit I had a Little Turtle</p>
	Reading Comprehension Word Reading  (Read Write Inc)	Print Rich Environment - Daily Story Time Nursery Rhymes & Traditional Tales Weekly oral comprehension activities during Key Person Time	Print Rich Environment - Daily Story Time Nursery Rhymes & Traditional Tales Weekly oral comprehension activities during Key Person Time	Print Rich Environment - Daily Story Time Nursery Rhymes & Traditional Tales Weekly oral comprehension activities during Key Person Time Introduction of single letter sounds using RWI routines	Print Rich Environment - Daily Story Time Nursery Rhymes & Traditional Tales Weekly oral comprehension activities during Key Person Time Introduction of Single Letter Sounds using RWI routines	Print Rich Environment - Daily Story Time Nursery Rhymes & Traditional Tales Weekly oral comprehension activities during Key Person Time Introduction of Single Letter Sounds using RWI routines	Print Rich Environment - Daily Story Time Nursery Rhymes & Traditional Tales Weekly oral comprehension activities during Key Person Time Introduction of Single Letter Sounds using RWI routines

	Writing	<b>N1</b> <b>Step 1: Core Strength &amp; Body Awareness</b> Animal walks, yoga, tummy time	<b>N2</b> <b>Step 7: Fine Motor Isolation &amp; Grip</b> Threading, peg boards, finger games	<b>N1</b> <b>Step 2: Big Shoulder Movements</b> Vertical painting, large brushes	<b>N2</b> <b>Step 8: Coordination of Both Hands</b> Scissors, cutters, tongs	<b>N1</b> <b>Step 3: Arm Coordination &amp; Rhythm</b> Dancing, beanbag throws	<b>N2</b> <b>Step 9: Hand-Eye Precision Tasks</b> Tracing shapes, puzzles, pegs	<b>N1</b> <b>Step 4: Wrist Mobility &amp; Rotation</b> Stirring, scooping, air drawing	<b>N2</b> <b>Step 10: Pre-Writing Marks &amp; Patterning</b> Line and shape tracing, chalking	<b>N1</b> <b>Step 5: Elbow and Forearm Control</b> Windmills, climbing, squeezing	<b>N2</b> <b>Step 11: Tripod Grip and Tool Control</b> Crayon control, pencil grip, letter families	<b>N1</b> <b>Step 6: Hand Strength Development</b> Playdough, squeezing, hand tools	<b>Step 12: Independent Mark-Making &amp; pre writing patterns</b>  End Goal: adequate pressure to write
M	Maths Number Numerical Patterns <i>Mastering the Curriculum</i>	Colours Matching (buttons, shoes, towers, shapes, size, prints)		Sorting (by shape, size and colour) Number 1 Subitising Number 2: (dice patterns, subertising different sizes and patterns, say 1 number for each item) Pattern		Number 3: (dice patterns, subitising, counting 3, numeral 3, composition of 3, triangles)  Number 4: (subitising, counting 4, numeral 4, composition of 4, squares and rectangles) Number 5: (composition of 5, pentagons, subitising, numerals)		Consolidation Number 6 (10 frame) Height and Length (tall, short, long) Mass (balance scales, lighter, heavier) Capacity (full, empty) Consolidation		Sequencing (pictures from nursery rhymes) Positional Language (on, under, in, out, infront, behind) More than/fewer 2D Shape (circles, triangles, rectangles) 3D Shape (cubes, cuboids, cylinders) Consolidation		Number composition (1,2,3,4,5) What comes after? What comes before? Numbers to 5 Consolidation	
	Science <i>(United Curriculum)</i>			<b>Polar Express /</b> Melting and freezing; natural and artificial materials  <b>It’s Getting Cold Outside / Bears</b> Weather where we live, habitats where bears live  <b>Exploring the natural world –</b> Children use their senses to explore weather (feel, hear, smell, see).		<b>Once upon a time</b> Explore properties of different materials Construction using different materials Changes in materials Absorption		<b>On the Farm / Food Glorious Food</b> Understand key features of Life cycles of farm animals and plants Plant seeds and care for growing plants		<b>On the move</b> Explore and talk about different forces they can feel Explore how things work Explore pushes and pulls Sort vehicles by different criteria (classification)		<b>All Creatures Great and Small</b> Exploring habitats - grassland Talk about the different environments and what they notice Talk about similarities and differences between parents and their young Talk about the clothes that would need to be worn in different climates	
U T W	History <i>(United Curriculum)</i>	<b>Marvellous Me</b> Begin to make sense of their own life-story and family’s history. Continue to develop positive attitudes about the differences between people.				<b>Once upon a time</b>  Absorption – changes over time Chronology of change over time		<b>On the Farm</b> Farms past and present Knowing how things change over time		<b>On the Move</b> Transport now and in the past How people travelled in the past			
	Geography <i>(United Curriculum)</i>			<b>It’s Getting Cold Outside/Polar Express</b>  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		<b>Once upon a time</b> Mapping a forest path Recognising features of an environment		<b>On the Farm</b> Show interest in different occupations Learn how farmers care for their animals and the countryside Understand the need to care and respect for the natural environment				<b>All Creatures Great and Small</b>  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
	Computing <i>(Kapow)</i>	Children have access to a role play area with a range of technology (e.g., telephone, hoover, washing machine etc.). Continuous provision will draw on common uses of control technology for children to experience through play, such as BeeBots, iPads. Children will participate in Online Safety Day in February.											
		How to use the interactive board and iPads to facilitate learning and playing games. Rules for using technology responsibly.				How to select the tools that help us; choosing a particular app for a purpose (e.g., to draw, to play). Know how to operate wind-up toys and pulleys.				Know how to create digital art using the iPad or app on the interactive board. Recognise keyboard and mouse as input devices.			

	RE	Explore the significance of different festivals through stories, images and creative activities. <u>What makes me, me!</u> <u>Festivals of Light</u> Christian, Hindu, Muslim, Jewish		Explore the significance of different festivals through stories, images and creative activities. <u>New beginnings</u> Chinese New Year Epiphany Thai Pongal Start of Ramadan Muslim, Christian	Explore the significance of different festivals through stories, images and creative activities. <u>Fasting</u> Shrove Tuesday/Ash Wednesday Easter Mothering Sunday Eid-al-fitr/Ramadan Muslim, Christian	Explore the significance of different festivals through stories, images and creative activities. <u>Celebration</u> Easter Shavuot Eid-al-adha Muslim, Christian, Jewish
E A D	Music (Charanga)	<b>Me! (Charanga)</b> Learning to sing nursery rhymes and action songs.  Exploring themes of growing, homes, colour, toys, Christmas, how I look		<b>My Stories (Charanga)</b> Learning to sing nursery rhymes and action songs.  Exploring themes of using your imagination, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time		<b>Our World (Charanga)</b> Learning to sing nursery rhymes and action songs.  Exploring themes of animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space
	DT	Throughout Nursery, children will revisit objectives from Development Matters (3- & 4-year-olds) in the areas of PSED, PD, UTW, EAD. We will cover these objectives in the making of food, structures, and mechanisms.  To the right, are some examples of the DT-focused activities, throughout the year, that will be covered in line with interests/topics/themes.	Making and eating soup Tinkering with materials and moving large objects outside Making birthday cakes Making Easter nests Large construction (making dens) Preparing and eating a fruit salad Making and eating porridge Making structures using clay and playdough Making and eating frozen juice Using construction kits to build Harvesting and tasting beans and cherries from the garden Using small construction and loose parts	<i>Objectives taken from Development Matters:</i>  Select and use activities and resources, with help when needed. Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Explore how things work. 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, in order 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. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  Throughout the year Nursery children will revisit and build upon the following skills in lots of different ways, Exploring materials Simple joining Using tools safely Constructing with purpose Evaluating work Early Mechanisms		
	Art (Access Art)	<b>What can we see?</b> Finding circles, shells (observational and imaginative drawing), collecting/arranging/drawing, still life.		<b>How can we explore colour?</b> Explorer's books, to colour..., collaging with wax crayon rubbings, collecting/arranging/drawing, printing with string, t-shirt paintings		<b>How can we build and explore materials and marks?</b> Burton Hathow Ducklings, nursery night time collage, imaginary landscapes, transforming objects, galaxy painting