

Little acorns	Autumn 1 History	Autumn 2 RE	Spring 1 Geography	Spring 2 Art / RE	Summer 1 History	Summer 2 Geography
Communication and Language	<u>Listening, Attention and Understanding</u> Children will reach out gesture to something they want. <u>Speaking</u> Children will know and use vocabulary linked to their theme 'It's Good to be Me!' including me, mum, dad, Miss Templeman	<u>Listening, Attention and Understanding</u> Children will begin to follow routines with non-verbal cues. <u>Speaking</u> Children will know and use vocabulary linked to their theme 'Let's Celebrate!' including please, thank you, Christmas.	<u>Listening, Attention and Understanding</u> Children will select an object by name when asked <u>Speaking</u> Children will know and use vocabulary linked to their theme 'Where in the World?' including bird, camel, hug.	<u>Listening, Attention and Understanding</u> Children will understand simple instructions <u>Speaking</u> Children will know and use vocabulary linked to their theme 'All Creatures Great and Small', including pet, paint, rabbit.	<u>Listening, Attention and Understanding</u> Children will follow two-part instructions. <u>Speaking</u> Children will know and use vocabulary linked to their theme 'Ready, Steady, grow!' including fruit, vegetable, outside.	<u>Listening, Attention and Understanding</u> Children will understand 'what' questions. <u>Speaking</u> Children will know and use vocabulary linked to their theme 'Beside the Seaside' including bus, car and sea.
Personal, Social and Emotional	<u>Self-Regulation</u> Children will separate from main carer to come into nursery.	<u>Self-Regulation</u> Children will know what adults can help them in nursery.	<u>Self-Regulation</u> Children will calm themselves, with support of key person.	<u>Self-Regulation</u> Children will begin to show effortful control.	<u>Self-Regulation</u> Children will be confidence to show a range of emotions.	<u>Self-Regulation</u> Children will show confidence in visiting the local shop to buy their snack.

	<u>Managing Self</u> Children will be given a Nursery toothbrush. <u>Building Relationships</u> Children will explore, knowing their key person is present.	<u>Managing Self</u> Children will know to get a drink of water when they are thirsty. <u>Building Relationships</u> Children will use gesture and gaze to communicate with each other.	<u>Managing Self</u> Children will become increasing independent with dressing and undressing. <u>Building Relationships</u> Children will play alongside others, knowing their key worker is nearby.	<u>Managing Self</u> Children will begin to talk about their toileting needs. <u>Building Relationships</u> Children will notice difference in people and animals.	<u>Managing Self</u> Children will begin to use the potty/ Toilet. <u>Building Relationships</u> Children will begin to form secure relationships with other adults in Nursery	<u>Managing Self</u> Children will know we sit on our bottoms during carpet time. <u>Building Relationships</u> Children will be confident to play alongside a friend independently
Physical	<u>Gross Motor</u> Children will know to walk, wave and roll. <u>Fine Motor</u> Children will be able to build a small tower using blocks.	<u>Gross Motor</u> Children will know how to use a ride along toy. <u>Fine Motor</u> Children will use pincer grip to fill containers	<u>Gross Motor</u> Children will know how to fit themselves into small spaces such as dens and tunnels. <u>Fine Motor</u> Children will	<u>Gross Motor</u> Children will start to use stairs independently. <u>Fine Motor</u> Children will be able to pour with aim from jugs	<u>Gross Motor</u> Children will know how to use ropes and swings. <u>Fine Motor</u> Children will be able to use a fork independently	<u>Gross Motor</u> Children will know how to kick a ball safely <u>Fine Motor</u> Children will explore different mark making tools, using more control.
Literacy	<u>Comprehension</u> Children will tune into songs and rhymes	<u>Comprehension</u> Children will join in with songs and rhymes.	<u>Comprehension</u> Children will respond to	<u>Comprehension</u> Children will seek out favourite stories	<u>Comprehension</u> Children to develop play	<u>Comprehension</u> Children will know a range of signs including

	<u>Word Reading</u> Children will tap and bounce in anticipation of songs and rhymes <u>Writing</u> Children will enjoy drawing freely	<u>Word Reading</u> Children will respond to sounds in the environment <u>Writing</u> Children will copy finger gestures during dough disco	pictures in books. <u>Word Reading</u> Children will repeat actions from favourite rhymes or stories <u>Writing</u> Children will give meaning to their marks	to share with key worker. <u>Word Reading</u> Children will fill in gaps in known stories or rhymes <u>Writing</u> Children will take part in drawing on different materials	using props from favourite stories. <u>Word Reading</u> Children will repeat phrases from favourite stories <u>Writing</u> Children will make marks on pictures for their names	bus stop, parking, stop. <u>Word Reading</u> Children will sing songs independently when playing <u>Writing</u> Children will know how to draw vertical lines.
Maths	<u>Number</u> Children will take part in finger rhymes with numbers, up to 3. <u>Numerical Patterns</u> Children will place objects inside one another	<u>Number</u> Children will react to changes in amount of up to 3 items. <u>Numerical Patterns</u> Children will complete inset puzzles	<u>Number</u> Children will develop counting like behaviours. <u>Numerical Patterns</u> Children can use mathematical language such as lots, more or same.	<u>Number</u> Children will count in sequence, sometimes missing numbers. <u>Numerical Patterns</u> Children will compare weight and sizes using bigger/smaller.	<u>Number</u> Children will correctly count and recite numbers to 3 <u>Numerical Patterns</u> Children will start to notice patterns in the environment	<u>Number</u> Children will begin to know numbers to 5 <u>Numerical Patterns</u> Children will start to arrange things into patterns.

Understanding the World- Music	<u>Being Imaginative</u> Children will show attention to music. Children will be introduced to Nursery rhymes.	<u>Being imaginative</u> Children will join in with well known rhymes, including jingle bells Children will watch a performance in school.	<u>Being imaginative</u> Children will dance and move to music. Children will know, Twinkl, twinkle Wind the bobbin up I'm a little teapot	<u>Being imaginative</u> Children will explore a range of musical instruments Children will know, - The Grand Old Duke of York - Ring O'Roses - Hickory Dickory	<u>Being imaginative</u> children will make repetitive sounds on musical instruments children will know Mary, Mary - I had a tiny turtle - 5 little ducks	<u>Being imaginative</u> Children will make music through body percussion children will know A sailor went to sea, sea, sea - The day I went to sea - The big ship sails - Beside the seaside
Understanding the World- Art and Design	<u>Creating with Materials</u> Children will explore different types of materials and media.	<u>Creating with Materials</u> Children will create a range of festival crafts with support of practitioner	<u>Creating with Materials</u> Children will create large scales painting outside using powder paint	<u>Creating with Materials</u> Children will explore paint using paintbrushes, corks and rolling pins. Children will explore paint	<u>Creating with Materials</u> Children will create a junk model to express their ideas.	<u>Creating with Materials</u> Children will create a collage of a fish using different materials

		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Understanding the World	History	<u>Past and present</u> Children will identify of their parents	<u>Past and present</u> Children will identify pictures of siblings or grandparents	<u>Past and present</u> Children will use photos to talk about what they did at the weekend	<u>Past and present</u> Children will create small world scenarios based on their experience	<u>Past and present</u> Children will identify a picture of themselves as a baby	<u>Past and present</u> Children will know what a dinosaur is
	Geography	<u>People, Culture and Communities</u> Children will know the jobs police officer and fire fighter	<u>People, Culture and Communities</u> Children will know the names of each other in their key group	<u>People, Culture and Communities</u> Children will act out everyday experiences in role play	<u>People, Culture and Communities</u> Children will know cats are pets and lions live in the wild	<u>People, Culture and Communities</u> Children know that a car will take you somewhere different	<u>People, Culture and Communities</u> Children will begin to know we live in Cleethorpes
	Science	<u>The natural world</u> Children will explore different objects through different approaches	<u>The natural world</u> Children will explore fallen leaves from trees	<u>The natural world</u> Children will know objects have a purpose such as cups for drinking	<u>The natural world</u> Children will notice difference in animals	<u>The natural world</u> Children will know what an insect is	<u>The natural world</u> Children will know fish live in water
	RE	<u>People, Culture and Communities</u> Children will identify harvest vegetables	<u>People, Culture and Communities</u> Children will know celebrations happen such as Christmas and birthdays	<u>People, Culture and Communities</u> Children will know Lunar New Year takes place	<u>People, Culture and Communities</u> Children will know some people get Easter eggs at Eater	<u>People, Culture and Communities</u> Children will know a place of worship	<u>People, Culture and Communities</u> Children will know story of Noah's Ark

	Computing	Children will show an interest in toys with buttons	Children will know to wind up a windup toy	Children will know to pull back on pull cars	Children will know how to give themselves a dojo point independently	Children will know how to unlock an iPad	Children will be shown how to use the interactive whiteboard
--	-----------	---	--	--	--	--	--