

| Year Group: Nursery | Autumn 1 8 weeks | Autumn 2 7 weeks | Spring 1 6 weeks | Spring 2 4 weeks | Summer 1 8 weeks | Summer 2 7 weeks |
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| Topic | Toys | Ourselves | People Who Help Us | Superheroes | Mini beasts and Growing | Transport |
| PSED | Making Relationships and playing in a group- introduction to Nursery, rules, toys, adults, daily routine, key groups, key worker time | Similarities and differences in relation to people Accessing resources independently | Managing Feelings and Behaviour- tolerate delay, sharing resources and turn taking | Making Relationships - Keeps play going by responding to others Extending ideas when playing | Self Confidence and Self Awareness - more confident to speak about wants and needs | Self Confidence and Self Awareness- communicate freely about home |
| C and L | Communication with adults and peers- gaining confidence to speak, ask for help, express their wants and needs Joins in repeated refrains To follow simple instructions | Building up vocabulary to reflect experiences What are they good at now? To follow simple instructions | Questioning why things happen- who what when etc. Uses a range of tenses | To join in with repeated refrains Talking about past, present and future Uses intonation and phrasing to make meaning clear Uses talk in pretending that objects stand for something else in play. | To join in with repeated refrains Retell a story Gives explanations- who, what, when and how. Uses talk in pretending that objects stand for something else in play. | Answering how and why questions Gives explanations- who, what, when and how. |
| PD | Fine Motor Skills- cutting, pencil grip Negotiating space | Fine Motor Skills- cutting, pencil grip Variety in food | Fine motor skills - copies some letters Ball Skills Effects on your body | Fine motor skills - copies some letters Dance Movement | Ball Skills Healthy Eating | Negotiating space Jumps off and lands appropriately |

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| | <p>Moves freely with and with pleasure and confidence.</p> <p>Importance of hygiene, washing hands</p> | <p>Hygiene, blowing nose, coughing, how to be healthy</p> <p>Dresses with support</p> | <p>Balancing, jumping and climbing equipment</p> <p>Bikes</p> | | | |
| <p>Literacy</p> <p>Book focus</p> <p>Phonics</p> | <p>Where's my Teddy? Kipper's Toy Box</p> <p>Beginning to talk about a story - listening and retelling story.</p> <p>Phonics- Phase 1 Alliteration</p> | <p>Elmer (T4W) Titch Non-fiction - ourselves Story- characters, story setting</p> <p>Phonics Phase 1 Introduce Rhyming</p> <p>Rhyming and Alliteration</p> | <p>Fireman Sam Busy People (firefighter, teacher, doctor etc. Mog and the Vee Ee Tee Going to the Dentist</p> <p>Not Like This, Like that (T4W)</p> <p>Nursery Rhymes (T4W)</p> <p>Rhyming and Alliteration Phase 1/ 2 Phonics</p> | <p>Super Daisy</p> <p>Superworm (T4W)</p> <p>Anticipating key events and story structure</p> <p>Phonics Phase 2</p> | <p>The Hungry Caterpillar (T4W) The Enormous Turnip (T4W) The Little Red Hen (T4W)</p> <p>The Growing Story</p> <p>Sequencing story characters settings</p> <p>Phonics Phase 2, Rhyming and Alliteration</p> | <p>The Train Ride(T4W) Sequencing story</p> <p>The Naughty Bus (T4W)</p> <p>Transport Poem (T4W)</p> <p>Phonics Phase 2</p> |
| <p>Mathematics</p> | <p>1:1 Counting</p> <p>Number songs</p> <p>2D shapes in the environment</p> | <p>Shapes- using shapes for a task</p> <p>Numbers 1-5</p> <p>Representing numbers</p> <p>Positional Language</p> | <p>Numbers 6-10</p> <p>Matching Numeral to quantities</p> <p>Representing Numbers</p> | <p>Shapes- discussing properties</p> <p>Positional Language</p> <p>Counting irregular arrangements</p> | <p>Numbers past 10</p> <p>Ordering items by length & height</p> | <p>Patterns</p> <p>1 more and 1 less</p> <p>Counting irregular arrangements</p> |
| <p>UW</p> | <p>Talk about what is important to them.</p> <p>Favourite toys</p> | <p>Talk about significant events in their own lives.</p> | <p>Different occupations and ways of life</p> <p>Visitors of PWHU</p> | <p>Talking about familiar world</p> | <p>Discussing what they observed - natural world, comparing mini beasts</p> | <p>Different types of transport; in air, on land, on water</p> |

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| | <p>Technology- using all the different electronic toys</p> <p>Seasons</p> | <p>People and the community – family – customs and routines</p> <p>What makes me unique</p> <p>Similarities and Differences</p> | | <p>Talk about why things happen and how things work</p> <p>Knows that information can be retrieved from computers</p> <p>Seasons</p> | <p>Care and concern for living things</p> <p>Observing humans/animals/ plants</p> <p>Change and decay over time</p> | <p>Talking about why things happen and how things work</p> <p>Person from history- related to Transport</p> <p>Seasons</p> |
| EAD | <p>Exploring different media and materials</p> <p>Creating new toys using junk modelling</p> | <p>Describing textures- using all five senses</p> <p>Making up new songs- sings to self</p> <p>Playing instruments - explores how sounds can be made</p> | <p>Mixing colours</p> <p>Uses movement to express feelings and creates movement in response to music</p> | <p>Uses lines to enclose spaces and shapes to create objects</p> <p>Using tools</p> <p>Mixing colours</p> <p>Exploring changing sounds</p> | <p>Beginning to construct, making enclosures and creating spaces</p> <p>Adding a narrative into their play</p> | <p>Captures a range of experiences using music, dance, paint and other material</p> <p>Creating props- using available resources</p> |