St Mary's Catholic Primary and Nursery

EYFS NURSERY CLASS LTP 2025-2026

	AT1 (7 weeks)	AT2 (7 weeks)	SP1 (5 weeks)	SP2 (6 weeks)	SUM1 (6 weeks)	SUM2 (7 weeks)
Cross Curricular theme	All about me 	Autumn Woodland 	Animals in cold places 	Animals living in hot places 	Lifecycles, farm and plants 	Transport, Journeys and water 
Predictable interests	Autumn	Bonfire night Halloween Diwali Christmas	Winter Valentine's day Shrove Tuesday and Ash Wednesday	Spring Easter World book day	Early summer	Summer
Themed Events/Global Learning	Harvest Diversity and difference – we are all unique	Bonfire night Anti-bullying week Remembrance Sunday Advent Begins (Global Learning Link: Christmas – being fortunate and lucky – linked to Letters to Santa, Christmas around the world: Shoebox appeal)	Safer internet week Stranger Danger	Fairtrade Lent begins World book day Science week Fairtrade	Health Week Farms Food shortages Climate change	Healthy eating Growing food (e.g. strawberries) Looking after the environment (plants/minibeasts)
Experiences/Visits and Visitors	Mystery guests throughout the year	Christmas party Mystery guests throughout the year	Mystery guests throughout the year	Mystery guests throughout the year	Mystery guests throughout the year Farm visit	Mystery guests throughout the year Garden party
Parent Links	Breakfast stay and play	Christmas nativity 	Maths focus stay and play – maths games	Mother's Day afternoon tea Love reading afternoon	Bring a plant gardening day – outdoor learning Learning outdoors stay and play	End of year picnic, eat ice creams on the field with children and families  Graduation

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Inspirational Individuals	Mummy and Daddy	Grandparents	Tim Peak			
Communication & Language	Understand a simple question or instruction, such as "Get your coat." Begin to understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Listens to others one to one or in small groups, when conversation interests them. Focusing attention – still listen or do, but can shift own attention. Begins to understand the use of objects (e.g. 'What do we use to cut things?') Begins to show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Use a wider range of vocabulary. To begin to develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Begin to use longer sentences. Use talk to organise themselves and their play: "Let's go on a bus…you sit there…I'll be the driver." Can begin to retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk in pretending that objects stand for something else in play (e.g. 'This box is my castle')		Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Begins to join in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). Understands use of objects (e.g. "What do we use to cut things?') Shows understanding of prepositions such as 'under', 'on', 'top', 'behind' by carrying out an action or selecting correct picture and use prepositional language. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Understand a simple question or instruction that has two parts, such as "Get your coat and wait at the door." To retell a simple past event in correct order (e.g. went down slide, hurt finger).		Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. To understand and answer why, how, where, what questions. To use sentences joined with words like 'because', 'or' and 'and'. To use the future and past tense. Begin to use longer sentences of four to six words. Can start a conversation with an adult or a friend and continue it for many turns. Uses intonation, rhythm and phrasing to make the meaning clear to others. Shows understanding of prepositions such as 'under', 'on', 'top', 'behind' by carrying out an action or selecting correct picture and use prepositional language.	
	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, literacy sessions, sharing circles, PSHE sessions, Key worker times, story sessions, singing, speech and language interventions and assemblies.					

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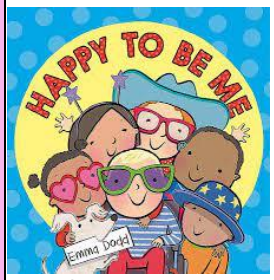
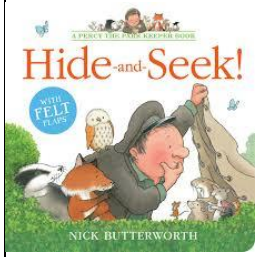
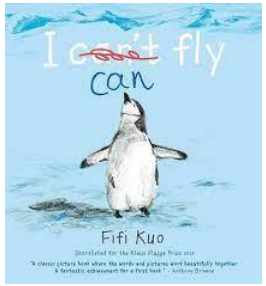
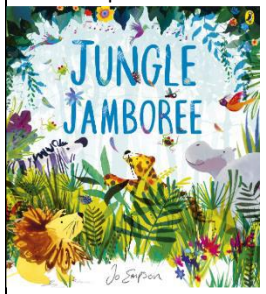
<table>
<tr><td>Focussed Author</td><td colspan="2">Nick Butterworth (Percy the Park keeper books, Jaspers beanstalk, Albert the bear, when there's work to do, my dad is brilliant, my mum is fantastic, my grandma is wonderful, my Grandpa is amazing, Tiger, Trixie, Jingle bells)</td><td colspan="2">Martin Wadell (Farmer Duck, owl babies, can't you sleep little bear?, snow bears, the pig in the pond, sailor bear, Let's go home little bear, room for a little one, Baabooom!, The super swooper dinosaur,)</td><td colspan="2">Rod Campbell (Oh Dear!, Noisy Farm, Dear Zoo, look after us, its mine!, animal book, farm 123, fluffy chick, little mouse, farm chase, farm babies, Buster's zoo, Can you?, animal rhymes, Where's Teddy?, my presents)</td></tr>
<tr><td></td><td>Focussed Text
Happy to be Me by Emma Dodd


<u>Supplementary texts</u>
<u>Fiction</u>
Amazing Me! Dance – Carol Thompson
Amazing Me! Dressing Up! – Carol Thompson I'm Big Now! – A Simmons & Georgie Birkett
So Much! – Trish Cooke & Helen Oxenbury
<u>Non Fiction</u>
We're Going to the Dentist – Big Steps
My First Body - DK
Head, Shoulders, Knees and Toes – Annie Kubler
Time to Get Dressed – Penny Tassoni

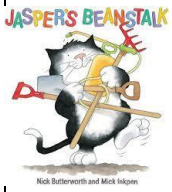
<u>Focussed Text</u></td><td>Focussed Text
Percy Park Keeper – Hide and seek


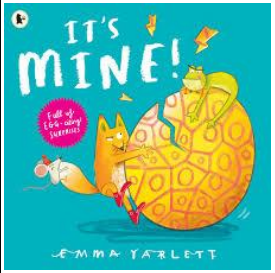
<u>Supplementary texts</u>
<u>Fiction</u>
Percy and the Badger – Nick Butterworth
Percy and the Rabbit – Nick Butterworth
One Snowy Night – Nick Butterworth
Hedgehog Howdedo- Lynn Dodd
Owl Babies – Martin Waddell
Pete the Cat Plays Hide and Seek- Kimberly and James Dean
<u>Non Fiction</u>
Percy the Park Keeper 123 – Nick Butterworth
Percy the Park Keeper Opposites – Nick Butterworth
Percy ABC – Nick Butterworth
Who is Hiding in the Woods – Katherine McEwan</td><td>Focussed Text
I can fly by Fifi Kuo


<u>Supplementary texts</u>
<u>Fiction</u>
Penguin says please – Michael Dahl
Well Done Mummy Penguin – Chris Haughton
Be Brave Little Penguin – Giles Andreae
Tiger, It's Snowing! – Daishu Ma
Are you there little penguin? Usborne

<u>Non- Fiction</u>
Winter – Alice Busby
Winter is Here – Kenvin Henkes
Busy Penguins – John Schindel</td><td>Focussed Text
Jungle Jamboree
bu Jo Empsom


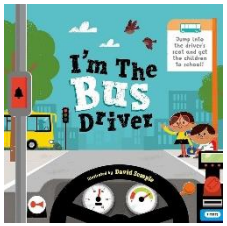
<u>Supplementary texts</u>
<u>Fiction</u>
The Animal Boogie – Debbie Harter
Augustus and His Smile – Catherine Rayner
Slow Down Monkey – Jess French
Kangaroo Kisses – Nanada Dev Sen
<u>Non- Fiction</u>
Safari – Jane Ormes
Jungle – Jane Ormes
Who's Hiding on Safari? – Axel Schessler
Who's Hiding on Jungle? – Axel Schessler
Who's Stripes? – Fiona Phillipson</td><td>Focused Text

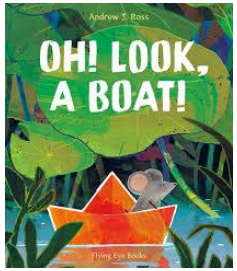
Jasper's Beanstalk by Nick Butterworth and Mick Inkpen


It's mine by Emma Yarlett


Supplementary Texts
<u>Fiction</u>

The Odd Egg by Emily Gravett
Daisy and the Egg by Jane Simmons</td><td>Focussed Text

I'm the bus driver by Oxford Children's books


Oh! Look, A Boat! By Andrew J Ross


Supplementary Texts
<u>Fiction</u>
Mr Grumpy's Outing by John Burningham
Together by Emma Dodd</td></tr>
</table>

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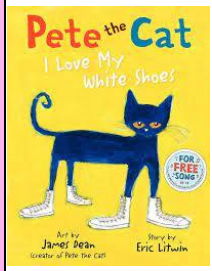
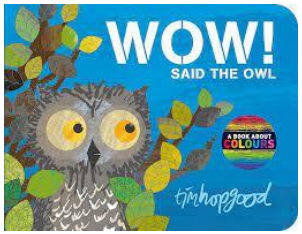
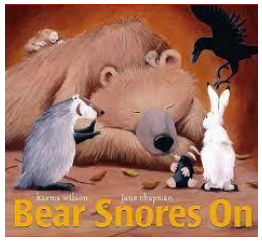
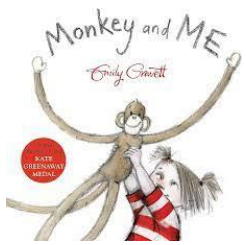
	Pete the Cat – I love my White Shoes by Eric Litwin  **Poetry** Dad by Andrew Fusek – Peters If you could see laughter by Mandy Coe	Peep Inside the Forest – Anna Milbourne **Focussed Text** Wow Said the Owl by Tim Hopgood  **Supplementary texts** **Fiction** Owl Babies – Martin Waddell Oliver's Wood- Sue Hendra It Was a Cold, Dark Night – Tim Hopgood A Busy Day for Birds – Lucy Cousins **Non Fiction** Autumn – Alice Busby Woods – Anne-Kathryn Behl Time to Go to Bed – Penny Tassoni Busy Birdies – John Schindel **Poetry** The Leaf's Lament by Andrew Fusek – Peters	Over in the Artic – Marianne Berkes Snowy Animals – First Explorers **Focussed Text** Bear Snores on by Karma Wilson and Jane Chapman  **Supplementary texts** **Fiction** Bear and Hare Snow! – Emily Gravett Big Bear, Little Bear - David Bedford & Jane Chapman Iris and Isaac – Catherine Rayner I Love You to the Moon and Back – Amelia Hepworth **Non Fiction** Busy Bear Cubs – John Schindel	Monkey and Me by Emily Gravett **Focussed Text**  **Supplementary texts** **Fiction** Little Why – Jonny Lambert Dear Zoo – Rod Campbell Have You Seen Elephant – David Barrow Roar! – Katherine Kerouli ▪ Are You Sleeping? Constanze Kitzing **Non Fiction** Busy Monkeys – John Schindel Busy Elephants – John Schindel Hang On Monkeys – National Geographic Five Little Monkeys Jumping on the bed – Eileen Christelow	Hungry Caterpillar by Eric Carle The Crocodile who didn't like water by Gemma Merino Ergo by Alexis Deacon **Non Fiction** Who is in the Egg? By Alexandra Milton Life Cycle Ducks by Melanie Mitchell Ducks and Ducklings by Carl Sommer Busy Chickens/Barnyard by John Schindel Five little ducks by Ladybird **Poetry** April Rain Song Here's a Little Poem: Collected by Jane Yolen & Andrew Fusek Peters	The flying bath by Julia Donaldson My Pet Goldfish by Catherine Rayner Sharing a shell by Julia Donaldson Hooray for Fish by Lucy Cousins **Non Fiction** Peep inside the Pond by Anna Milbourne We need Water – Charles Ghigna Brilliant Boats by Tony Mitton Boats are Busy by Sara Gillingham Row, row, row your boat by Anni Kubler

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			Cubs – Sasha Morton [Big Cats] Bear and Hare – Where's Bear? – Emily Gravett Bear Counts – Karma Wilson & Jane Chapman **Poetry** The Coming of Teddy Bears by Dennis Lee	**Poetry** Rickety Train Ride by Christie Matheson Watch the Bean grow by Kelly Gaffney		
Reading	Listen to and enjoy a variety of stories, rhymes, poems and some non-fiction texts - Begin to develop a love of books - Look at books independently - Join in with rhymes / songs Read name - Without visual prompt - In a range of contexts Recognise some familiar logos		Read name ☐ without visual prompt ☐ in a variety of contexts Recognise some familiar and new logos Listen to a variety of stories, songs, rhymes, poems and non-fiction texts Begin to enjoy listening to longer stories Imitate being a reader Join in with familiar text Answer literal questions, with relevant comments, about what has been read Begin to predict what might happen next Develop play around favourite books and stories Retell a familiar story		Continue to listen to and enjoy a variety of stories, rhymes, poems and some non-fiction texts - Develop a love of books - Enjoy listening to longer stories - Look at books independently across provision Join in with rhymes / songs and request favourites Imitate being a reader (See Concepts about Print above) Join in with familiar texts with growing confidence: ☐ simple repeated refrains ☐ predict rhyming words ☐ oral text retelling, following a short sequence with prompts / story map Answer literal questions, about what has been read, with a relevant comment; extending answer to more than one word Begin to respond to a wider variety of questions e.g. simple inferential or deductive questions (using illustrations and discussion for additional information and ideas) Predict what might happen next, including ending Continue to develop play around favourite books / stories using new vocabulary and story refrains (For example: Themed role play and small	

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			world play) Begin to understand and sequence story structure (e.g. identify / talk about beginning, middle and end) Re-tell a familiar short story and begin to add some detail Read name: - Without visual prompt - In a range of contexts - Begin to spot letters from own name within texts and environmental print Recognise some familiar and new logos
Concepts about Print	Hold a book the correct way up Turn pages ☐ one at a time ☐ from front to the back Begin to understand that in English text is read from left to right Identify difference between illustration and text	Begin to understand that print carries meaning Understand that in English text is read from left to right Begin to follow print and know: ☐ where to start reading ☐ one-to-one correspondence Begin to understand the difference between a word and a letter Begin to name the different parts of a book: ☐ front ☐ back ☐ title ☐ author	Understand that print carries meaning and can have different purposes For example: names / labelling across provision / text in speech bubbles Follow print and know: ☐ where to start reading ☐ one-to-one Correspondence Understand that in English text is read from left to right and begin to understand that print is read from the top to the bottom of the page, including the use of a return sweep Understand the difference between a word and a letter e.g. name is a word which is made up of letters Begin to understand the words 'first' and 'last' Name the different parts of a book: ☐ Front / back ☐ Cover ☐ Title ☐ Author ☐ Illustrator
Phonics	Phonemic awareness activities- 7 aspects - with a focus on: - Environmental Sounds - Instrumental Sounds - Body Sounds - Rhythm and Rhyme - Alliteration - Voice Sounds	☐ Consolidate aspects 1 - 3 ☐ focus on aspects 4 - 6 ☐ introduce aspect 7 Hear initial phoneme and begin to hear other phonemes in name Hear initial phonemes in words related to daily routine / focus text / theme	Start read write inc Rhythm and Rhyme Alliteration Oral Blending and Segmenting Hear initial phoneme in ☐ own name ☐ other people's names

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	Begin to hear initial phoneme in own name Begin to hear initial phonemes in words linked to daily routine / focus text e.g. snack, toe, hand, butterfly		Talk through stories – Read write inc		Hear initial phonemes in words linked to daily routine / focus text Recognise when words have the same initial sound / phoneme Begin to hear some other phonemes in words Spot and suggest rhymes (e.g. predict a rhyming word at the end of a sentence) and with support begin to generate a simple rhyming string Count or clap syllables in a word (e.g. in their name or other familiar words from the focused text and daily routine)	
Vocabulary and Oral Composition	Use new vocabulary to orally: - Label - Compose a caption or simple sentence		Use familiar and new vocabulary, to: - Label * - Compose a caption or sentence * - To begin to retell a simple text with actions *To ascribe meaning to marks or within oral rehearsal Begin to break the flow of speech into words: ☐ Develop oral rehearsal ☐ Develop memory, holding a word / caption to write ☐ Dictate to an adult what they want to write		Use familiar and new vocabulary, to: - Label * - Compose a caption or simple sentence * - Retell a simple text with actions *To ascribe meaning to marks or within oral rehearsal Continue to break the flow of speech into words: ☐ Develop oral rehearsal ☐ Develop memory, holding a word / caption to write ☐ Dictate to an adult what to write	
Writing	Freely mark-make and draw Make vertical lines, top to bottom Make horizontal lines, left to right Make circles Begin to use a comfortable grip with control when holding pencils / pens Make a mark to represent name Begin to make a mark to represent other words Write initial letter of name independently		Begin to form a horizontal / vertical cross Use familiar and new vocabulary to orally say a ☐ label ☐ caption / simple sentence Begin to write name with some recognisable letters, using name card, focusing on ☐ directionality ☐ letter sequence ☐ letter formation Use symbolic shapes and begin to use some letters from own name within mark making / early writing and ascribe meaning Mark-make and write for a purpose in role play e.g. lists, cards and labels		Write (some or all of *) name with some recognisable letters. Focus on ☐ directionality ☐ letter sequence ☐ letter formation * Practitioner judgement to be used re: length of individual name Use some symbolic shapes and use some print and letter knowledge (from name) in mark marking / early writing and ascribe meaning Continue to mark make / write for a purpose (including in role play) For example: ☐ Lists ☐ Cards ☐ Labels ☐ Message	
Maths	Colours Matching	Number 1 Number 2: Subitising	Number 3:subitising Number 3	Number 6 Height and length	Sequencing Positional language	Number composition What comes after?

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Following Mater the Curriculum	Sorting	Number 2 Pattern 1 Pattern 2	Number 4 Number 5 Number 5 composition Consolidation	Mass Capacity	More than/Fewer than 2D shape 3D shape Consolidation	What comes before? Numbers to 5 Consolidation
RED	**Branch 1: Creation and Covenant**	**Branch 2: Prophecy and Promise** **Judaism**	**Branch 3: Galilee to Jersualem**	**Branch 4: Desert to Garden**	**Branch 5: The ends of the earth** Other Faiths	
PSED ***We use 1decision to support teaching and learning and to help with any individual circumstances that occur throughout the year.***	**AUTUMN TERM** **Self-Regulation** Begin to talk about their feelings happy/ sad Begin to understand how others might be feeling Begins to be aware of own feelings, Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. **Building Relationships** Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Sharing/turns Is becoming more outgoing towards unfamiliar people and more confident in new social situations. Building confidence to talk to other children when playing, and will communicate freely about own home and community. Begin to play with one or more other children, extending and elaborating play ideas. Begin to initiate play, offering cues to peers to join them. Begins to keeps play going by responding to what others are saying or doing. Begins to demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Knows that some actions and words can hurt others' feelings **Managing self** Begin to follow school and class rules understanding why they are important. Can begin to adapt behaviour to different events, social situations and changes in routine.		**SPRING TERM** **Self-Regulation** Aware of own feelings, and knows that some actions and words can hurt others' feelings. Happy/sad/angry Talk about their feelings happy, sad, and angry and begin to understand how others might be feeling. Can tolerate delay when needs are not immediately met, and understands wishes may not always be met. **Building Relationships** Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing sometimes with support. Play with one or more other children, extending and elaborating play ideas. Increasingly demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults sometimes with support. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Accepts the needs of others and can take turns and share resources, sometimes with support from others. **Managing self** Can select and use activities and resources with increasing independence.		**SUMMER TERM** **Self-Regulation** Express their feelings appropriately and consider the feelings of others. Identify and name emotions…emotion, sad/happy, worried, angry, Identify and moderate their own feelings socially and emotionally. Beginning to show empathy. Start to set and work towards simple goals. **Building Relationships** Help to find solutions to conflicts and rivalries. E.g. accepting that not everyone can be Spider-Man in a game. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children sometimes with support from others. Start to take into account each other's ideas about how to organise their activity sometimes with support. Talk with others' to solve problems. Beginning to understand that their own actions affect other people. See themselves as valuable individuals. **Managing self** Being increasingly independent when managing their own basic hygiene and personal needs, including dressing, fastening coats, hanging coats on pegs, putting belongings in their bags and going to the toilet.	

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	Begin to select and use activities and resources when needed in order to achieve a goal they have chosen, or one, which is suggested to them. Making an attempt as they get dressed and undressed, for example, putting coats on Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. Being exposed to a range of healthy food and drinks and encouraged to try healthy alternatives. Begins to select and use activities and resources with help. Begins to enjoy responsibility of carrying out small tasks. Begins to show confidence in asking adults for help.		Enjoys responsibility of carrying out small tasks. Shows confidence in asking adults for help. Can adapt behaviour to different events, social situations and changes in routine. Increasingly following school and class rules understanding why they are important. Do not always need an adult to remind them of a rule. Develops their sense of responsibility and membership of a community.		Aware of the boundaries set, and of the behavioural expectations in Nursery. Start to show resilience and perseverance in the face of challenge. Children are willing to try new activities, and starting to say why they like some activities more than others. Beginning to say when they do or don't need help.	
PSED ***Focus Teaching***	**Myself** My family We are all unique Homes in different places	**Being Kind and caring** Anti-Bullying week Remembrance Celebrating giving at Christmas Being fortunate	**Keeping ourselves safe.** Safer internet week Stranger danger Keeping healthy – hygiene.	**Keeping others safe** Fairtrade	**Looking after the world** Climate change Food – Where it comes from farming Eating Healthily & Oral health Minibeast habitats Recycling (compost)	
No outsiders:	The family book – Todd Parr pg 81	Blue Chameleon – pg 83				
Physical Development ***Fine Motor***	**Fine and Gross Motor Development** Use large muscle movements to wave flags and streamers Use large muscle movements to paint Use large muscle movement to make marks Begin to use one-handed tools and equipment, for example, making snips in paper with scissors. Show preference for dominant hand when using a range of one-handed tools and equipment. Use comfortable grip with control when holding a pencil/pen.		**Fine and Gross Motor Development** Begin to draw lines and circles using smaller movements e.g. on paper. Use one-handed tools and equipment, for example, making snips in paper with scissors with increasing confidence. Begin to hold pencil between thumb and two fingers. Dough disco daily alongside small finger movement activities		**Fine and Gross Motor Development** Continue to develop correct pencil grip. (static/dynamic tripod grip) Begins to use anticlockwise movement and retrace vertical lines Draw lines and circles using smaller movements on paper. Use one-handed tools and equipment, for example, following a straight line when cutting out. Write name with some recognisable letters. Begin to form additional recognisable letters linked to interests and phonics phase.	

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	Dough disco daily			Show a preference for a dominant hand. Dough disco daily alongside small finger movement activities
UW (Science/History/Geography) ***Science planning taken from Plymouth Science scheme***	***Science – The natural World*** ***Physics and Chemistry*** Traditional Tales 1. I can offer explanations for why things might happen. 2. I can understand some important processes and changes in the natural world around me. 3. I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories when appropriate. Wet, dry, absorption, liquid, float, sink, waterproof, wind, blow, strong, hard, light, heavy, material. **Working Scientifically** Identifying and classifying Comparative and fair testing **DM links**: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories.	***Science – The natural World*** ***Biology*** Celebrations 1. Explore the natural world around them, making observations and drawing pictures of animals and plants. 2. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 3. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 4. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 5. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 6. Understand some important processes and changes in the natural	**Science – The natural World** **Biology** People who help us 1. I can manage my own hygiene and understand the importance of healthy food choices. 2. I can manage my own hygiene and understand the importance of healthy food choices. 3. I can manage my own hygiene and understand the importance of healthy food choices. 4. I can talk about the lives of the people around them and their roles in society. 5. I can talk about the lives of the people around them and their roles in society. 6. I can talk about the lives of the people around them and their roles in society. People, dentist, firefighter, police officer, teacher, teeth, health, safe, safety, 999, emergency, emergency services, hygiene, rot, infection Working Scientifically Observing over time Identifying and classifying Looking for patterns **DM LINKS:** Manage their own basic hygiene and personal needs, including dressing, going to the toilet and	**Science – The natural World** Keeping Healthy 1. I can show sensitivity to my own and other's needs. 2. I can manage my own basic hygiene needs. 3. I can manage my own basic personal needs 4. how sensitivity to their own and to others' needs. Healthy, food, body, mind, environment, hygienic, germs, bacteria, dentist, teeth, exercise, diet, vegetables, dairy, fat, dairy, carbohydrates, doctor heartbeat, sleep, emotion, worries, happy, sad, scared, angry, worried, excited. Working Scientifically Observing over time Pattern seeking Identifying and classifying DM LINKS: I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Show sensitivity to their own and to others' needs.

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	Understand some important processes and changes in the natural world around them, drawing on their experiences of what has been read in class. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories when appropriate.	world around them, including the seasons and changing states of matter. Spider, Halloween, head, body, fangs, legs, eyes. Creepy crawlies, Christmas, snow, units, chocolate, cold, freezing, melting, soft. **Working Scientifically** Identifying and classifying Pattern seeking Observing over time Comparative and fair testing **DM links:** I can explore the world around me, making observations of colour. I can participate in discussions and offer my own ideas using scientific words. I understand some important processes and changes in the world, including colour and how they change by mixing.	understanding the importance of healthy food choices. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Talk about the lives of the people around them and their roles in society.	
	History - Past and Present **Nursery Rhymes** Comparing different Nursery Rhymes Wee Willie Winkie Talk about similarities and differences between past and present 1. How are WWW nightclothes different to ours? 2. Why does WWW carry a candle/lantern?		**History - Past and Present** **The moon landing – Neil Armstrong and Tim Peak** 1. What is the moon like? 2. What planets there are in space 3. How you get to space **DM LINKS:** **Show interest in different occupations**	**History - Past and Present** **What do we wear at different times of the day?** To develop self-care routines including wearing/choosing appropriate clothes 1. What do we wear in the morning? 2. What do we wear at nighttime? 3. What do we wear for Nursery? 4. What do we wear for different activities? **History Time Box**

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	https://www.keystagehistory.co.uk/keystage-1/comparing-different-nursery-rhymes-wee-willie-winkie/ Polly Put the kettle on 1. How was the water heated in the past? 2. How are the girls clothes different to ours?  "Polly put the kettle on" **DM LINKS: Talk about what they see, using a wide vocabulary** **Begin to make sense of their own life story and family's history** **Celebrations** Childhood Chronology Historical Enquiry & interpretation 1. How do we celebrate Christmas? 2. How do we celebrate our birthdays? 3. How is Diwali celebrated? **DM LINKS: Begin to make sense of their own life story and family's history** **People who help us** Look at different occupations of people who help us starting with fire fighters linked to bonfire night. 1. How do the Police help us to stay safe? 2. How do Doctors/Nurses help us stay well? **DM LINKS: Show interest in different occupations**		Looking back at their year in Nursery **DM LINKS: Talk about what they see, using a wide vocabulary. Begin to make sense of their own life story** **The wheels (and horses) on the bus** 1. What do buses look like now? 2. How have they changed? **Riding along on my pushbike… exploring transport in EYFS** 1. Compare the different bicycles we ride at different times in our lives. 2. What do bikes look like today? 3. How have bikes changed? **DM LINKS:** **Talk about what they see** **Begin to make sense of their own life story and family history.** **Show interest in different occupations**
	Geography – People culture and communities	**Geography – People culture and communities**	**Geography – People culture and communities**

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	Our classroom 1. To name our classroom and know where it is in school. 2. To know what is in our classroom 3. To know that a map is a picture of a place. 4. To make a map of Nursery. Key vocabulary Nursery class Reading area Outdoor area Water area Small area Construction area Map **How the weather changes** 1. To know vocabulary for different types of weather: cloud, wind, rain, sunny 2. To know what to wear in different weather. Key Vocabulary Cloud Wind Rain Sunny Clothes **Fieldwork -** map of Nursery class, experience different weather in outdoor area of Nursery classroom **DM LINKS: Talk about what they see, using a wide range of vocabulary.** **Use all their senses in hands on exploration of natural materials**	**London** 1. To say a journey I have been on. 2. To know where we live in England. 3. To know London is the capital city of England. 4. To say where buses could travel on a map 5. To know London is busier than where we live. 6. To know some places in London that people would visit: London eye, Big Ben, Buckingham Palace, River Thames Fieldwork - Bus visit Key Vocabulary London Journey England Bus Bus Stop Map River Bridge **DM LINKS: Talk about what they see, using a wide range of vocabulary.** **Use all their senses in hands on exploration of natural materials**	**The Farm** 1. To know 5 animals that live on a farm: cow, pig, sheep, horse, chicken 2. To visit a farm and know what is looks, sounds and smells like. Fieldwork – Farm Visit Key Vocabulary cow pig sheep horse chicken grass hay Additional Unit if needed based on current events e.g.: Olympics and the people in that place
	Introduce our Nursery Bear at the start of the year. The bear will visit different places throughout the Nursery year (London, Paris…etc.). He will send postcards, photographs etc. for children to discuss. Nursery bear can also go on holiday with anyone who is going away and can tell us all about it when he gets back. Seasonal changes are ongoing throughout the year.		

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	DM LINKS: Know that there are different countries in the world and talk about differences they have experiences or seen in photos. Continue to develop positive attitudes about the differences between people. Similarities and differences – Diversity		
Music	Nursery Rhymes KAPOW - Celebration Music (Diwali) 1-off lesson Christmas Nativity performance	Exploring Sound - KAPOW Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.	Transport - KAPOW Identifying and copying sounds produced by different vehicles using voices, bodies and instruments C: Villa Lobos – The little train (classical)
DT ***Using KAPOW scheme of work***	**AT1** **Structures - Construction** **Design** Making verbal plans and material choices **Make** Improving fine motor with a variety of construction materials. Joining a variety of construction materials in different ways Describing their model, and how they intend to put it together. **Evaluate** Giving a verbal evaluation of their own and others' models with adult support. Join, slot, bendy, bigger, shorter, longer, taller, thicker, thinner, materials, push, pull, break, separate, fix **DM LINKS:** **Expressive Arts and Design** **Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.** **Use their imagination as they consider what they can do with different materials.** **Make simple models which express their ideas.** **Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.** **Develop their own ideas and then decide which materials to use to express them.** **Join different materials** **Explore different materials freely in order to develop their ideas about how to use them and what to make.**	**SP1** **Textiles – Spring Flowers** **Design** Discussing what a good design needs. Designing a simple pattern with paper **Make** Developing fine motor/cutting skills with scissors. Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. **Evaluate** Reflecting on a finished product and comparing to their design **Knowledge** To know that a design is a way of planning our idea before we start. To know that threading is putting one material through an object. Thread, punch, pinch, push, pull, through Under, over, up, down, pattern **DM LINKS:** **Expressive Arts & Design** **Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.**	**SUM1** **Cooking and Nutrition – Rainbow Salad** Design Designing a salad recipe as a class. Make Chopping plasticine safely. Chopping vegetables with support. Evaluate Tasting the salad and giving opinions. Describing some of the following when tasting food: look, feel, smell and taste. Knowledge To know that vegetables are grown. To recognise and name some common vegetables. To know that different vegetables taste different. To know that eating vegetables is good for us. Seeds, roots, stem, juicy, sweet, sour, chewy, watery, bitter, names of fruits and vegetables, safety, knife, blade, sharp, tool, edge, handle, chop, slice, cut, chopping board, healthy, balanced diet, healthy eating. **DM LINKS:** **Physical development -Develop small motor skills** **Develop manipulation and control** **Explore different materials and tools** **Use one-handed tools and equipment** **Shows a preference for a dominate hand**

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		Use their imagination as they consider what they can do with different materials. **Explore different materials freely in order to develop their ideas about how to use them and what to make.** **Join different materials together.**	**Understanding the World** **Use all their senses in hands on exploration of natural materials.** **Talk about what they see, using a wide vocabulary.**
ART	**Drawing** **ARTIST – Kandinsky** Experiment with drawing lines using their fingers in a variety of materials, such as sand, flour, shaving foam, and paint. Explore big movements with the whole body while drawing, for example, by using pastels as an extension of their arm and recording the movements by drawing on large vertical or horizontal surfaces Experiment with a variety of tools for drawing lines, such pencils, wax crayons, and found objects such as threads, sticks, water from a watering can or a simple computer programme	**Printing** Mono printing - use a roller to roll out paint on a plastic surface (such as a tabletop or plastic tray) and draw directly in the wet paint using their fingers. They can then place paper over the top and use a clean dry roller to press down on the paper to take a mono print. Roll printing ink over found objects to create patterns e.g. leaves, stones, packaging Direct printing - Experiment with printing using hands, feet and	**Collage** **ARTIST – Matisse** Creating a collage includes selecting, tearing, cutting, sticking and discussion. Children should be able to choose from a wide range of materials, so providing a variety of colour, texture and shape. It is not necessary to have an end product but materials can be fixed with glue if the child wishes. Using scissors to cut different materials Tearing paper Folding paper

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	Draw on a variety of surfaces - various colours of paper, card, acetate, textured paper or card, tissue paper, plastic, white boards, blackboards, mirrored paper or found objects like stones and wood Draw from their imagination Use a variety of drawing materials to express their ideas, thoughts and feelings, enabling them to respond to what they see around them. DM LINKS: **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** **Draw with increasing complexity and detail such as representing a face with a circle and including details.** **Show different emotions in their drawings.**	fingers Direct printing - Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Relief - Making impressions in damp sand, mud or clay, using hands or any object Make rubbings to collect textures and patterns **DM LINKS: 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.** **Join different materials and explore different textures.**	Crumpling paper Spreading glue Arranging and rearranging objects on a chosen surface Collect collage materials e.g. from woods Sticking down materials Fold, crumple and tear papers **DM LINKS: 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.** **Join different materials and explore different textures.**
ART IN CONTINUOS PROVISION	Explore colour and colour mixing. Show different emotions in their drawings and paintings. Explore colour and how colour can be changed. Explore what happens when colours are mixed. Give names to colours. Experiment with adding materials to paint to create texture. Mix different media to create new effects. Use a range of brush sizes and work on different coloured, sized, shaped paper		

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PE *Gross Motor*	**PE Unit** **Lancashire PE Passport** At the beginning of Autumn term, children will spend time getting used to being in the school hall and will play games to develop their listening skills and following instructions. Games to include traffic lights, beans game, hedgehogs and lampposts, bumper cars and duck, duck goose, sticky kids. **Fundamental movement skills** 1. To jump for distance. To land approrpoately 2.To hop on both feet 3.To underarm throw for distance 4.To overarm throw for distance 5. To catch with increasing accuracy 6. To climb with confidence under, over and through climbing equipment.	**PE Unit** **Lancashire PE Passport Space** 1.To travel in a variety of ways 2.To show increasing control over an object pushing it 3.To perform gymnastic rolls 4.To overarm throw 5.To climb nursery, play equipment 6.Revise FMS.	**PE Unit** **Lancashire PE Passport Rosie's Walk** 1.To jump and land appropriately 2. To experiment with different ways of travelling 3. To experiment with different ways of travelling 4. To climb under over and through climbing equipment 5. To experiment with different ways of travelling on hands and feet. 6. Revise FMS	**PE Unit** **Superworm** 1.To perform the basic skill of jumping. 2. To travel in a variety of ways low to the ground 3.To travel around the space hopping and skipping 4. To catch a large ball 5.To travel under, over and through balancing and climbing equipment 6. To pull themselves up on climbing equipment 7. Revise FMS	**PE Unit** **Lancashire PE Passport Jack and The Beanstalk** 1. Experiment with different ways of moving 2. To use increasing control over an object by touching, pushing, patting, throwing or catching 3. To move with coordination and control 4. To use a range of small and large equipment 5. To jump and land appropriately 6. To roll in a variety of ways 7. To roll a ball accurately 8. To climb up and down apparatus 9. Revise FMS
	Develop movement/travelling and balancing skills e.g. beginning to ride a balance bike and a trike (begin to use pedals) Mount stairs, steps or climbing equipment, beginning to use alternate feet. Develop upper body strength & balance, upper arm movements, crossing the midline, rolling/throwing a ball, bilateral coordination. Engage in a variety of large multi-sensory mark making activities using different media with a range of chunky tools. e.g. to wave flags and streamers, paint and make marks.	Continue to develop movement/travelling and balancing/climbing skills, negotiating space. Show confidence in riding a scooter and a trike. Continue to develop upper body strength & balance, upper arm movements, crossing the midline: and, bilateral coordination. Engage in a variety of large multi-sensory mark making activities.		Continue to develop movement/travelling and balancing/climbing skills, negotiating space. To begin to ride a 2 wheel bike. Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Can stand momentarily on one foot when shown.	

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	Begin to choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.		Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Jumps off an object and lands appropriately. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
Computing	**AT2** **Programming – Instructions** **Computer Science** **Code** Following instructions as part of practical activities and games Giving simple instructions Following instructions and learning to give simple instructions Instructions, Blindfold, Step over, Walk around, Turn, Left Right, To the side, Straight on Stand still, Stop, Duck, Under Bend down, Walk, Hop , Tiptoe Shuffle, Skip Run, Two part instruction, Timer, Next, First, Second, Last	**SP2** **Computer Systems** **Information Technology** **Communicate** Use and operate simple technological devices in everyday life. (Technological toys e.g. iron, microwave, telephone, remote control cars, Tonie Box, Walkie Talkies, Microphone recorders, torches) On, off, record, pause, play, forwards, backwards, button, switch, press, controller, twist, push	**SUM2** **Computer systems and networks** **Information Technology** **Communicate** Exploring a hardware tinker tray Where is technology used at home and in school Learn to operate a camera Taking photographs Mouse, Buttons, Keyboard Keys, Motherboard, USB stick System fan, Hard drive, Monitor Computer tower, Speaker Click, Push, Pull, Twist, Under On top of, Behind, Open Shut, Larger, Smaller, Larger Camera, iPad Tablet, Lens Point, Shoot, Capture, Picture Image, Gallery, Record Photograph, Photographer Still, Blurred, Blurry Crisp, Clear