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| **AUTUMN TERM** | **Term 1**  **Topic: All about me** | | | | | | **Term 2**  **Topic: Celebrations** | | | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **CLL/LIT**  **Core book** | Spot loves Nursery | Maisy goes to Nursery | From head to toe | Brown bear | Wow said the owl | All kind of people | Spots Birthday | Masie birthday | Tiger who came to tea | So much | My world your world | The nativity story | Spots Christmas |
| **PD** | Naming body parts | Health and body awareness- snack time  gross motor skills | Fine motor skills- using tools to encourage precision | Moving in different ways  Fine/gross motor skills | Managing myself- getting ready for outside play  Fine/gross motor skills | Obstacle courses/ negotiating space  Throwing, catching | Helping to put on my coats  Gross motor skills | Hygiene- covering mouth0 washing hands after using the toilet | Changes in my body( from baby till now)  Fine motor skills | Clay for Christmas decoration and cutting and sticking | Target children for fine motor skill practise | Assessment week- PD observations | Staying healthy over the Christmas break |
| **PSED** | Settling in/separation  Teach children rules | Settling in/separation  Teach children rules | Settling in/separation  Teach children rules Independence | Routine-timetable/sense of belonging | Hygiene-toilet/washing hands flushing toilets | Celebrating festivals- Eid  Flexibility/changes and adaptation | Back to school routine  Recapping rules | Following school routine/being a good friend | Turn taking/  sharing | Talking about home and life/ being different | Following rules/sense of community | PSED observations | Confidence to perform at the Christmas assemble |
| **Phonics** | Phase 1 phonics- environmental sounds, rhythm and rhyme, body percussion, instrumental sounds | Phase 1 phonics- environmental sounds, rhythm and rhyme, body percussion, instrumental sounds | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games |
| **Reading** | Oxford reading tree picture books | Oxford reading tree picture books | Oxford reading tree picture books | Oxford reading tree picture books | Oxford reading tree picture books | Oxford reading tree picture books | Oxford reading tree picture books | Oxford reading tree picture books | Oxford reading tree picture books | Oxford reading tree picture books | Oxford reading tree picture books | Reading assessments | Oxford reading tree picture books |
| **Writing** | My first day in Nursery | Writing my name | All about me | My favourite animal- why? | My favourite colour? | I am special because… | Favourite thing about birthdays | Who I want to invite to my birthday? | Party food list | What I celebrate at home? | How people celebrate Christmas? | Writing assessments | Favourite part about Christmas! |
| **Maths** | Counting /number rhymes and songs | Number discrimination  1-5 | Number discrimination  1-5  Counting in real life situations | Number discrimination  1-5  Number around the environment | Counting fish/ number hunt | 2D shapes- recognising shapes around the environment | Counting birthday candles 1-10 | Counting rhymes and songs | Positional language with birthday presents | Identifying numbers | Matching number and quantity | Assessment week- maths observations | Matching number and quantity |
| **UTW** | Sense of place- surroundings within the nursery | My Family | Walk around the school- wider environment | Animals and their habitats | Baby animals and habitats | Festivals/Eid-Diwali | Bonfire night- light and dark | Autumn-changes in the season | Birthdays | Birthdays- growing older | Using talking pegs to record birthday messages | UTW assessments | Comparing Christmas with other familiar festivals |
| **EAD** | Role play parts of the story- Music joining in with songs | Making up imaginary play | Investigation- outside area- shapes, colours , leaves, wood | Exploring media and materials- painting favourite animals | Exploring media and materials- making owl using different techniques and materials | Self- portrait using a mirror | Making a firework picture | Christmas song- learning and performing- role play birthday party | Christmas song- learning and performing- making party hats | Christmas song- learning and performing | Christmas song- learning and performing- making Christmas decorations | EAD assessments | Christmas song- learning and performing |
| **Linked visits/visitors** | Walk to the local area | | | | | | Visitor talking about Eid/diwali | | | | | | |

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| **SPRING TERM** | **Term 1**  **Topic: traditional tales** | | | | | **Term 2**  **Topic: Settings/ Animals** | | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **CLL/LIT**  **Core book** | The Three Little Pigs | The Three Billy Goats Gruff | Goldilocks and the Three Bears | Little Red Riding Hood | Jack and the Beanstalk | Dinosaur Roar | Rumble in the Jungle | What the Ladybird Heard | The gruffalo | Lost and found | Handa Surprise |
| **PD** | Gross motor- co-ordinate body movements | Hygiene- washing hands | Confidence and safety- using tools cutting and sticking | Hygiene- toilets – getting dressed independently | Writing on large paper- letter formation- target boys | Healthy & unhealthy food | The effect of exercise on our bodies | Moving in a range of ways | Running at a speed | Assessment week- PD observations | Eating a range of healthy foods |
| **PSED** | Recapping rules and behaviours – identifying emotions in other | Looking after each other/listening to others | Sharing and taking turns | Showing care and concern for others- being helpful- refer to little red riding hood | Taking things that do not belong to us- refer to Jack and the beanstalk story | Settling back in- recap behaviours and rules | Showing care and concern for others | Turn taking, boundaries, expectations and rules | Learn basic skills to manage risky situations (asking for help) | Assessment week- PSED observations) | Helping people in our class- resolving conflict with our peers |
| **Phonics** | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games | Phase 2- Introduce new sound weekly, letter formation, finding words with that sound, phonic games |
| **Reading** | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Assessment week | Oxford reading tree picture books- phase 1 |
| **Writing** | House materials | Troll description | Goldilocks description | Wolf description | Giant description | My favourite dinosaur | Favourite jungle animal | Favourite farm animal | Gruffalo labelling | Writing assessment | Favourite fruit tasting |
| **Maths** | Forming numbers | Numbers in our environment | Different sizes | Counting 2 groups of objects | Length, measuring, longer shorter- using mathematical terms | Counting rhymes and songs  Number recognition/formation | Addition- one more | Addition – finding totals of two groups | Number sentences using + and = | Assessment week- Maths observations | Number sentences using + and = |
| **UTW** | Changes in weather | Farm animals | Food- healthy/unhealthy | woodlands | Growing- seeds/planting | Dinosaurs – time/changes | Jungle animals and habitats | Minibeasts and habitats | Forest/woodlands | UTW observations | Around the world- where are you from- tasting fruit from around the world |
| **EAD** | Leaf printing | Drawing my favourite farm animal | Fruit/vegetable printing | Collage of the woodlands | Picture with seeds- | Creating dinosaurs using junk modelling | Jungle landscape with different materials | Play dough minibeasts | Creating Gruffalo characters from playdough | EAD assessments | Fruit printing- Creating African music with instruments |
| **Linked visits/visitors** | Story teller- library visit | | | | | Chicks | | | | | |

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| **SUMMER TERM** | **Term 1**  **Topic: Plants/Changes** | | | | | | **Term 2**  **Topic: Holidays/ Journeys** | | | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **CLL/LIT**  **Core book** | The Tiny Seed | The Hungry Caterpillar | Jaspers Beanstalk | Titch | When I grow up | Non fiction plant books | Mt Grumpy’s outing | The Train Ride | Whatever Next | Duck in a Truck | Spot goes on Holiday | Harrys’ bucket full of Dinosaur | Maisy goes on holiday |
| **PD** | Balancing equipment | Introducing new foods at snack time | Jumping and landing safely in the outdoor area | Eating a healthy range of food | Balancing equipment | Balancing equipment | Gross motor- co-ordinate body movements | Catching and throwing skills | Fine motor skills- threating tweezers | Using the obstacle course | Healthy eating- | Assessment week- PD observations | Gross movement skills |
| **PSED** | Recap rules and behaviour | Healthy eating- what is good for me | Being fair and unfair- playing with friends nicely | Confidence to talk about ourselves positively | Confidence to speak about ourselves and home lives | Developing our own interests- working as a team | Relationships in the nursery | Similarities and differences between cultures and beliefs | Reflecting on what I have learnt at school so far? | Similarities and differences in children in our nursery | Preparing for reception- changes | Assessment week- PSED observations | Preparing for reception- changes |
| **Phonics** | Groups Phase 2- Reinforcing sounds, blending and segmenting games | Groups Phase 2- Reinforcing sounds, blending and segmenting games | Groups Phase 2- Reinforcing sounds, blending and segmenting games | Groups Phase 2- Reinforcing sounds, blending and segmenting games | Groups Phase 2- Reinforcing sounds, blending and segmenting games | Groups Phase 2- Reinforcing sounds, blending and segmenting games | Groups Phase 2- Reinforcing sounds, blending and segmenting games | Groups Phase 2- Reinforcing sounds, blending and segmenting games | Groups Phase 2- Reinforcing sounds, blending and segmenting games | Groups Phase 2- Reinforcing sounds, blending and segmenting games | Groups Phase 2- Reinforcing sounds, blending and segmenting games | Phonics assessment | Groups Phase 2- Reinforcing sounds, blending and segmenting games |
| **Reading** | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Oxford reading tree picture books- phase 1 | Reading assessment | Oxford reading tree picture books- phase 1 |
| **Writing** | What is needed for a plant to grow | Caterpillar to butterfly- life cycle | Describing he beanstalk | Changes from being a baby to a child | When I grow up I want to be... | My favourite plant | Holiday news | Train journeys | What will I take to the moon? | Rhyming words | Where I would like to go on holiday? | Assessment week- writing assessment | Assessment week- writing assessment |
| **Maths** | Doubling | Halving | Number problems | Time- clocks | Measuring – using cubes | Measuring- using a ruler | Number problems- missing numbers | Addition | Subtraction | Scales and measurement | Making pictures using 2D shapes | Assessment week- Observations on SSM | Consolidation |
| **UTW** | Planting seeds | Different fruits and vegetables | Tasting different fruits sowing seeds | Changes as we get older | Animal habitats | Beebots | Moving to Reception-seeing places they will be using | Types of transport | Space and spaceships | Types of vehicles | Changes in weather- summer | Assessment week- UTW observations | Summer holidays- what will I be doing? |
| **EAD** | Making a picture using seeds and glue | Using clay to make fruit from the story | Songs about growing- making a beanstalk around the class | Me as a baby- creating a picture of self before and after | Favourite occupation- role play | Drawing different plants | Music instruments to create rhythm | Printing with car wheels | Space picture using pastels and chalk- Paper Mache planets | Mixing colours- explorations | Preparing decorations for nursery Carnival | Assessment week- EAD observations | Holiday/beach picture- role play seaside |
| **Linked visits/visitors** | Local farm | | | | | | Teddy bears picnic/carnival | | | | | | |