



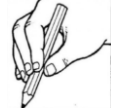



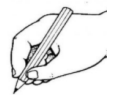



Nursery	Autumn 1		Autumn 2			Spring 1		Spring 2			Summer 1	Summer 2
	5 weeks	2 weeks	3 weeks	3 weeks	2 weeks	2 weeks	4 weeks	3 weeks	1 week	1 Week	6 weeks	7 weeks
	What is your superpower? 	What changes happen in Autumn? 	Festivals and celebrations 	Fairy tales and traditional tales 	Christmas and the Nativity 	Winter 	Journeys from home 	Superheroes 	The Farm 	Easter 	Growing plants and lifecycles 	Animals, Minibeasts, Under the sea, 
Core Text and texts linked to theme	The colour monster. Super-duper you You choose Leaf man, The Gruffalo, We're going on a bear hunt, Peace at last, were going on a leaf hunt, squirrels autumn search, tree, goodbye summer hello autumn		Rama and Sita, fireman Sam, Kipper's birthday, The nativity  Cinderella (link to the panto) Little Red Riding hood Goldilocks Elf on the shelf, Dear Santa, Jack Frost Stickman, snow bear, Goodbye autumn hello winter, The snowman			Polar bear polar bear The winter hedgehog The snow queen Snow bear Jack Frost Lost and found Penguin by Polly Dunbar (Walker) One Day on our Blue Planet...In the Antarctic by Ella Bailey (Flying Eye) The animal race, Madeline, Katie in London, explore Egypt, The Gingerbread man		A superhero like you, close line clues to jobs, people do, busy people, supertato  We're going on an egg hunt, The Easter story, The rhyming rabbit  Squash and a squeeze, What the ladybird heard next, Old Mc Donald			Jack and the beanstalk, The very hungry caterpillar, The frog lifecycle, chicks, Lulas flowers, Jasper's beanstalk, Errol's garden	Minibeast Bop, What the ladybird heard, Spinderella, mad about mini beasts, The bad tempered ladybird, The very busy spider, Ah Spider! The very quiet cricket  Commotion in the ocean, The singing mermaid, Barry the fish with fingers, What the ladybird heard at the seaside, Tom and Lucy at the seaside, sharing a shell, Tiddler  Captain yellow belly, The night pirates, My granny is a pirate
Theme Focus	Sense of belonging, my skills, being unique Autumnal changes		Seasonal changes, Christmas and the Nativity, other festivals			seasonal changes, winter, changing states, water, ice		People in the community, people who help, occupations, New life, the wider world,			Life cycles and caring for the environment, local area	Under the sea, pirates, looking after our word, animals and minibeasts
Wow Moments & Enrichment Experiences	Transition visits Developing friendships Making bread Library visit Visit from a baby and people in the community		Birthday party, make cakes Father Christmas visit, Nativity, Pantomime			Visit from Elsa		Egg hunt, making pancakes Emergency services visit, farm animals to come into school			Grow plants, hatch butterflies Butterfly release party	zoo visit/visit the seaside Bug ball
Key events	Birthdays- when is my Birthday?		Christmas, Remembrance, bonfire night, Diwali, Advent,			Lunar New Year, Valentines Day		Shrove Tuesday, Mothers Day World book day Lent			Eid-al-Fitr St Georges day Earth day	Transition

	Harvest Meeting new friends	World nursery rhyme week, Black history month	Big bird watch	Easter, Saint Davids day, St Patriks day, Holi	Pride Month	
Parental Engagement Opportunities	Transition Visits Stay and play Friday	Transition Visits Stay and play Friday	Parents to talk about job roles	Mother's day breakfast	Litter picks	trip
Nursery Mathematics	<p><b><u>Numerical pattern/number</u></b>            Begin to compare quantities            Sort, match and label groups            Find the group with more, the same, less            Notice identify and talk about patterns around them            Begin to copy and talk about a pattern ABAB            Patterns with objects/actions            Give the pattern a name            Begin to recite numbers to 5 in order            Explore 1:1 correspondence            Heuristic play free exploration            Begin to say one number for each item up to 3            Join in with number rhymes/songs with props and actions            Use some number names in play</p> <p><b><u>Shape, space and measure</u></b>            Begin to select shapes for appropriate tasks            Show interest in shapes in the environment            Manipulate and turn shapes            Begin to talk about shapes            Make comparisons between objects using appropriate vocabulary e.g. big, small, bigger, smaller            Understand positional language within the daily routine            Understand the language of time within the daily routine</p>		<p><b><u>Numerical pattern/number</u></b>            Name and talk about pattern            Recite numbers to 5            Join in with number rhymes to 5 using props and fingers            Use fingers to represent numbers with increasing accuracy            Use some number names in play with some accuracy            Sort and match objects according to size/shape            Begin to compare quantities using more than/fewer than            Fast recognition of objects up to 3 subitising            Begin to count up to sets of 5 objects (1:1 correspondence)            Begin to represent numbers with marks</p> <p><b><u>Shape, space and measure</u></b>            Select shapes appropriately in a range of contexts            Begin to combine shapes to make new ones            Talk about shapes            Make comparisons between objects using appropriate vocab            Understand positional language            Begin to use some language of time within the daily routine            Begin to describe a familiar route            Begin to describe a sequence of events</p>		<p><b><u>Numerical pattern/number</u></b>            Create and extend ABAB patterns            Recite numbers past 5            Fast recognition of up to 3 objects- subitising            Say one number for each item in order, 12345            Know the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)            Show finger numbers up to 5            Link numerals and amounts up to 5            Experiment with own symbols and marks as well as numerals.            Solve real world mathematical problems with numbers up to 5            Compare quantities using language: 'more than' fewer than</p> <p><b><u>Shape, space and measure</u></b>            Talk about and explore 2D and 3D shapes            Understand position through words            Describe a familiar route            Make comparisons between objects relating to size, length, weight, capacity            Select shapes appropriately: flat surfaces for building, a triangular prism for a roof            Combine shapes to make new ones            Talk about and identifies the pattern around them            Extend and create ABAB patterns            Begin to describe a sequence of events, real or fictional, using words such as first, then...</p>	
Nursery: 3-4yrs  Personal, Social & Emotional Development	<p><b><u>Self regulation</u></b>            With support follow the daily routine            Play with other, sharing resources/taking turns            Begin to talk about feelings            Show/imitate different emotions and label them            Begin to show an awareness of how others might be feeling            Offer comfort to a child who is upset/laugh with others            Identify feelings of main characters in texts, looking carefully at illustrations            Begin to recognise that some actions can hurt the feelings of others            Identify the action that made someone else upset</p>		<p><b><u>Self-regulation</u></b>            Talk about feelings using words like happy and sad and begin to use other words            With support begin to understand and talk about how others might be feeling and the reasons why            Begin to help to find solutions to conflicts and rivalries            With support begin to talk to others to resolve conflict</p> <p><b><u>Managing self</u></b>            Begin to select and use activities and resources to achieve a set goal            Settle to an activity of choice for some time</p>		<p><b><u>Self-regulation</u></b>            Talk about their feelings using a range of words            Begin to understand how others might be feeling            Help to find solutions to conflicts and rivalries            Develop appropriate ways of being assertive            Talk with others to solve conflicts</p> <p><b><u>Managing self</u></b>            Select and use activities and resources, with help when needed- to achieve a goal they have chosen, or one which is suggested to them.</p>	

<p><b>Building Relationships</b> <b>Managing Self</b> <b>Self-Regulation</b></p>	<p>With support begin to find solutions to some conflicts Sharing resources/taking turns</p> <p><b>Managing self</b> Show interest in a range of experiences, indoors and outdoors (familiar/new) Begin to select and use continuous provision resources with help when needed Make independent learning choices Put resources back in the right place once used With support begin to follow classroom routines and rules Begin to be independent with self-care routines- toileting, handwashing, snack time, outdoor time</p> <p><b>Building relationships</b> Begin to play with one or more other children Begin to see themselves as part of a community</p>	<p>Increasingly follow classroom routines and rules with reduced guidance Develop independence within self-care routines</p> <p><b>Building relationships</b> Play with one or more other children Play in pretend play with one or more children See themselves as part of a community Begin to share and take turns with others Begin to extend and elaborate play ideas with others</p>	<p>Settle on an activity for some time Increasingly follow rules, understanding why they are important Do not always need an adult to remind them of a rule Be increasingly independent in meeting own care needs Make healthy choices about food, drink, activity and toothbrushing</p> <p><b>Building relationships</b> Develop sense of responsibility and membership of a community Become more outgoing with unfamiliar people, in the safe context of their setting Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas</p>
<p><b>Nursery: 3-4yrs</b> <b>Communication &amp; Language</b>  <b>Listening, Attention &amp; Understanding</b> <b>Speaking</b></p>	<p><b>Listening attention and understanding</b> Pay attention to one thing at a time Listen 1:1 to develop independence within daily routine Participate in short multi-sensory group time Enjoy listening to stories with illustrations, props, sounds Recall key events/name key characters Begin to join in text retell with some actions Follow an instruction with one part Understand simple questions such as who, what, where Get to know one another and the new learning space Find body/move different body parts Recount of autumn walk Begin to understand some why questions related to own experiences Autumn experiences</p> <p><b>Speaking</b> Begin to use a wider range of vocabulary Linked to daily routines and themes Learn new rhymes and begin to develop a repertoire of songs Join in with actions Fill in some missing words Begin to talk about a familiar book Comment on an illustration, favourite character/part Develop communication, begin to use different tenses Begin to use longer sentences of 4-6 words Start a conversation with an adult/friend Begin to use talk to organise themselves/play</p>	<p><b>Listening attention and understanding</b> Enjoy listening to longer stories and remember much of what happens Begin to shift attention from one thing to another when needed and given a prompt Begin to understand and follow a 2 part instruction Begin to show an understanding of some prepositions Begin to listen to others in a small group Understand 'why' questions</p> <p><b>Speaking</b> Use a wider range of vocabulary Continue to develop and sing a repertoire of songs Sing a range of rhymes/songs as part of a group Talk about a familiar book and begin to tell a simple story Continue to develop communication, using future and past tense (not always correctly) Use longer sentences of 4-6 words Begin to join sentences with and Start a conversation with an adult/friend and begin to continue it with many turns Use talk to organise selves/play Begin to retell a simple past event in correct order Begin to express a point of view</p>	<p><b>Listening attention and understanding</b> Enjoy listening to longer stories (with increased attention) and can remember much of what happens Shift their attention from one thing to another when needed and given a prompt. Understand and follow a two-part instruction Understand and respond confidently to simple why questions Show an understanding of some prepositions Listen to others in a small group</p> <p><b>Speaking</b> Use a wider range of vocabulary in a range of contexts Sing a large repertoire of songs Sing a range of songs/rhymes as part of a group and independently Talk about a familiar book and tell a longer story Develop communication, begin to use a wider range of tenses (with correct use of most tenses) Uses sentences joined by other words such as like/because Start a conversation with an adult/friend and continue it with many turns Retell a simple past event in correct order Use talk more confidently to organise selves/play Express a point of view and debate when they disagree with an adult/friend, using words as well as actions</p>
<p><b>Nursery: 3-4yrs</b></p>	<p><b>Gross motor skills</b> Continue to develop movement skills of walking and running Negotiate space Begin to adapt speed/direction to avoid obstacles Continue to develop climbing skills</p>	<p>Continue to develop movement of walking and running Continue to develop climbing skills Continue to develop balancing skills Learn to hop Begin to learn to skip</p>	<p><b>Gross Motor skills</b> Begin to refine movements of walking and running Begin to refine climbing skills Begin to refine balancing skills Learn to skip</p>

<b>Physical Development</b>	<p>Use stairs using alternate feet          With support explore a climbing frame          Continue to develop balancing skills          Complete low level obstacle course          Walk up/down a ramp          Stand still          Stand on one leg          Begin to learn to hop          Continue to develop riding skills, scooter/trike/balance bike          Use a bike track, follow the right direction, stop, start          Continue to develop ball skills, rolling and kicking          Begin to use large muscle movements to wave flags and streamers (top to bottom, anti-clockwise)          Paint and make marks, top to bottom and anti-clockwise</p> <p><b>Fine motor skills</b>          Learn to use the toilet with help then independently          Begin to show a preference for a dominant hand          Begin to learn to use a knife and fork          Begin to get dressed independently for outdoor play          Use some one-handed tools and equipment across provision - pouring/filling, stirring/mixing, rolling, painting/drawing/mark making          Begin to develop a comfortable grip when using pencils/pen          Model and encourage a tripod grip</p>	<p>Continue to develop riding skills          Continue to develop ball skills          Use large muscle movements          Begin to remember some sequences and patterns of movement related to music and rhythm          Begin to take part in some group team activities          Begin to match developing physical skills to tasks and activities in setting          Choose the right resource to carry out a chosen plan          Begin to collaborate with others to manage large items</p> <p><b>Fine motor skills</b>          Show preference for a dominant hand          Continue to learn to use a knife and fork          Increased independence getting dressed and undressed          Use a range of 1 handed tools and equipment          Continue to develop a comfortable grip with good control when holding pens and pencils</p>	<p>Continue to develop riding skills          Continue to develop ball skills          Use large muscle movements          Remember some sequences and patterns of movement related to music and rhythm          Take part in some group team activities          Match developing physical skills to tasks and activities in setting          Choose the right resource to carry out chosen plan          Collaborate with others to manage large items</p> <p><b>Fine Motor skills</b>          Use one handed tools and equipment          Eat independently using a knife and fork          Be increasingly independent getting dressed and undressed          Use a comfortable grip with good control when holding pens and pencils</p>
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<b>Nursery: Writing Progression</b>	<p>*Sometimes giving meaning to marks          *Developing preferences when mark making</p>	<p><b>Cylindrical grasp (whole hand)</b></p>  <p><b>Prewriting shapes</b></p> 	<p><b>Digital grasp</b></p>  <p><b>Prewriting shapes</b></p> 	<p><b>Modified tripod grasp</b></p>  <p><b>Prewriting shapes</b></p> 	<p><b>Modified tripod grasp</b></p>  <p><b>Prewriting shapes</b></p> 	<p><b>Tripod grasp</b></p>  <p><b>Prewriting shapes</b></p> 
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<b>Nursery 3-4yrs Literacy</b>	<p><b>Reading</b>          Begin to understand some of the 5 key concepts about print ( handle books carefully and correctly, name some book parts, print has meaning, familiar logos, environmental labels with photograph          Understand print is read from left to right          Enjoy sharing a book with an adult 1:1 or small group time, fiction/non-fiction          Begin to read own name with visual support</p>	<p><b>Reading</b>          Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary          Continue to develop the 5 key concepts about print:          Handle books carefully and correctly          Name some book parts blurb/title...          Print has meaning- recognise some new logos          Begin to understand what a word/letter is</p>	<p><b>Reading</b>          Engage in extended conversations about stories, non fiction texts, learning and using new vocabulary          Use the 5 key concepts about print:          Identify a word in a sentence and understand it carries meaning          Identify a letter in a word</p>
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<p>Comprehension Word Reading Writing</p>	<p><b>Writing</b> Add some marks to their drawings which they give meaning to Make marks on pictures to represent their name Begin to attempt to write name with some recognisable letters, eg first letter of their name Begin to understand that their own marks represent meaning Point to marks Talk about marks made Label marks</p>	<p>Follow print left to right and begin to use 1:1 correspondence Know where to start reading Read own name without visual support</p> <p><b>Writing</b> Begin to use some print/letter knowledge in writing Symbols- lines/circles Recognisable letters Left to right directionality Top to bottom directionality Ascribe meaning/ point to directionality Begin to engage in purposeful mark making Attempt to write name, using name card, with some recognisable letters, some correctly formed</p>	<p>Name parts of a book and show awareness of page number Continue to develop an understanding of word/letter Follow print, know its read from top to bottom and use 1:1 correspondence Read own name in a variety of fonts/context</p> <p><b>Writing</b> Use knowledge of print/letter knowledge in writing Recognisable letters Left to right/top to bottom directionality Ascribe meaning Begin to match some letters to phonemes e.g. m for mummy Engage in purposeful early writing Write name, from memory, with correct letter formation</p>
<p>Nursery Phonics</p>	<p>Continue to develop phonological awareness Join in with phase 1 activities, aspects 1-7 Listen, remember and talk about different sounds: (Environmental, instrumental, body percussion) Rhythm and rhyme: develop awareness of words that sound the same Tune into alliterative words, begin to identify/hear some initial phonemes in words Explore and begin to talk about different voice sounds Begin to participate in oral blending/segmenting activities Clap syllables in own name</p>	<p>Continue to develop phonological awareness Join in with phase 1 activities, aspects 1-7 Listen, remember and talk about different sounds: (Environmental, instrumental, body percussion) Rhythm and rhyme: develop awareness of words that sound the same Tune into alliterative words, begin to identify/hear some initial phonemes in words Explore and begin to talk about different voice sounds Begin to participate in oral blending/segmenting activities Clap syllables in own name</p>	<p>Continue to develop phonological awareness Join in with phase 1 activities, aspects 1-7 Listen, remember and talk about different sounds: (Environmental, instrumental, body percussion) Rhythm and rhyme: develop awareness of words that sound the same Tune into alliterative words, begin to identify/hear some initial phonemes in words Explore and begin to talk about different voice sounds Begin to participate in oral blending/segmenting activities Clap syllables in own name</p>
<p>Nursery 3-4yrs: Understanding The World</p>	<p><b>Past and present</b> Begin to make sense of their own life history When I was a baby, the people in my family, my birthday, Christmas time</p> <p><b>People culture and communities</b> Show an interest in different occupations Notice the differences between people, babies and children</p> <p><b>Natural world</b> Begin to use some sense in hands on exploration of natural materials Getting to know new outdoor learning space Begin to explore collections of materials with similar and/or different properties, eg autumn collections Talk about what they see beginning to use a wider vocabulary Explore how things work, toys, Christmas decorations Begin to talk about different forces they can feel, push and pull toys Begin to understand the need to respect and care for the natural environment and the nursery outdoor learning space</p>	<p><b>Past and present</b> Make sense of own life history</p> <p><b>People culture and communities</b> Continue to show an interest in different occupations People who help us and people who help our pets Begin to develop positive attitudes about the differences between people Participate in visits</p> <p><b>Natural world</b> Begin to use all their senses in hands on exploration of natural materials Plant seeds and care for growing plants Understand the key features of the lifecycles of a plant and an animal. Begin to explore collections of materials with similar and/or different properties Talk about what they see, continuing to use wider vocabulary Begin to understand the need to respect and care for the natural environment Begin to know there are different countries in the world</p>	<p><b>Past and present</b> Make sense of their own life history Begin to make sense of family's history</p> <p><b>People culture and communities</b> Show interest in different occupations Continue to develop positive attitudes about the differences between people Participate in visits</p> <p><b>Natural world</b> Use all their senses in hands on exploration of natural materials Explore collections of materials with similar/different properties Talk about what they see, using a wide range of vocabulary Begin to understand the need to respect and care for all living things</p>

			Explore how things work Continue to develop interest in linked texts across themes, fiction and non-fiction and sources of technological information		Know that there are different countries in the world and talk about the differences they have experiences or seen in photos Explore how things work Explore and talk about different forces they can feel Talk about the difference between materials and changes they notice	
Nursery 3-4yrs: Expressive Arts and Design	<p><b>Being creative</b> Begin to explore different materials and textures Free exploration - collage Introduction to glue to join Create lines and circles Use a range of different media Explore printing, hands, fingers, feet, leaves Create enclosed shapes to represent self, body, face Begin to explore colour, free exploration, portraits, Autumn/Christmas</p> <p><b>Being Imaginative</b> Begin to take part in pretend play Imitate home experiences Imitate life experiences linked to seasons Imitate celebrations e.g. birthday party Begin to create own small world scenes Begin to create simple stories using small world, imitate own experiences e.g. home/nursery/autumn walk Listen with increased attention to sounds Tune into body percussion sounds Begin to move to a steady beat Sing and remember some simple rhymes and songs Play instruments with increasing control Free exploration of musical instruments Learn to play, tapping, banging, shaking</p>		<p><b>Being creative</b> Explore different materials freely and begin to develop own ideas about how to use them and what to make Continue to explore different textures Begin to join different materials Begin to create closed shapes to represent objects Begin to draw with increasing detail Use drawing to represent ideas like movement Begin to show different emotions in drawings and paintings, like happiness, sadness, fear Begin to explore colour mixing</p> <p><b>Being Imaginative</b> Begin to respond to what they have heard, expressing their thoughts and feelings Begin to remember and sing entire songs Begin to sing the pitch of a tone sung by another person (pitch match) Begin to sing the melodic shape (moving melody such as up, down, down and up) of familiar songs Play instruments with increasing control to express their feelings and ideas Take part in simple pretend play and begin to use an object to represent something else Begin to develop complex stories using small world equipment Begin to make imaginative and complex 'small worlds'</p>		<p><b>Being creative</b> Develop their own ideas and decide which materials to use to express them Explore different textures Join different materials Create closed shapes with continuous lines, and begin to use these shapes to represent objects Draw with increasing complexity and detail Use drawing to represent ideas like movement or loud noises Show different emotions in their drawings and paintings, like happiness, sadness, fear Explore colour and colour mixing</p> <p><b>Being imaginative</b> Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs Sing the pitch of a tone sung by another person (pitch match) Sing the melodic shape (moving melody such as up, down or down up) of familiar songs Play instruments with increasing control to express their feelings and ideas Create their own songs, or improvise a song around one they know Take part in simple pretend play using an object to represent something else even though they are not similar Develop complex stories using small world equipment Make imaginative and complex small worlds</p>	
Music	Beat & Tempo	Loud & Quiet	High & Low	Structure	Texture	Timbre
Religious Education	Saying thankyou to God at harvest time	Christmas	Stories Jesus Heard	Easter	I am special	Special Times
PSHE My happy mind	Meet your brain	Celebrate	Appreciate	Relate	Engage	Transition

