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| **Area of Learning** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Possible Themes/Interests/Lines of Enquiry | Good to be me  Harvest  ITMP  School Value – Courage | Celebrations – Christmas. Diwali, Bonfire  Autumn  School Value – Belief | Hot and Cold  Winter  Chinese New Year  School Value – Welcoming Difference | Growing  Winter/Spring  Easter (17th April) /Eid (3rd May)  School Value – Love | | Transport  Spring  School Value – Ambition | Beside the sea  Summer  Transition  School Value – Integrity |
| Nursery Story Focus | Elmer  The Little Red Hen | The Diwali Gift  Kipper’s Birthday  Dear Santa | Polar Bear, Polar Bear, what do you hear? | The Very Hungry Caterpillar | | We’re going on a Bear Hunt | Sharing a Shell |
| Reception Story Focus | Owl Babies  The Enormous Turnip | Binny’s Diwali  Stickman | We all went on Safari  The Blue Penguin | Errols Garden  Titch | | Little People, Big Dreams, Amelia Ear Heart  Whatever Next | The Rainbow Fish  Don’t Worry Little Crab |
| Communication and Language- Nursery | Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. | Enjoy listening to longer stories and can remember much of what happens. | Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  Can start a conversation with an adult or a friend and continue it for many turns. | Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”  Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | | Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. | Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?  Can the child use sentences they have joined up with words like ‘because’, ‘or’, ‘and’ |
| Sing a large repertoire of songs | | | Use longer sentences of four to six words. Use a wide range of vocabulary | | | |
| Communication and Language- Reception | Understand how to listen carefully and why listening is important.  Engage in story times. | Ask questions to find out more and to check they understand what has been said to them.  Describe events in some detail | Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Describe events in some detail  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. | | Listen to and talk about stories to build familiarity and understanding.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in different contexts. |
| Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts Engage in story time  Use new vocabulary through the day Learn rhymes, poems, and songs. Develop social phrases | | | | | | |
| Personal, Social and Emotional Development- Nursery | Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  Increasingly follow rules, understanding why they are important.  Do not always need an adult to remind them of a rule.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. | | Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social situations.  Develop their sense of responsibility and membership of a community.  Begin to understand how others might be feeling. | | | Play with one or more other children, extending and elaborating play ideas.  Take part in pretend play  Talk with others to solve conflicts.  Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  Develop appropriate ways of being assertive.  Develop a sense of responsibility and membership within a community | |
| NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Nursery year. | | | | | | |
| Personal, Social and Emotional Development- Reception | See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others. | | Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally. | | | Think about the perspectives of others.  Manage their own needs. | |
| *NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.* | | | | | | |
| Physical Development- Nursery |  |  |  |  | |  |  |
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| Physical Development- Reception  Get Set for PE | Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. | Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. | Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. | | Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient. | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. |
| Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.  Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Develop overall body-strength, balance, co-ordination, and agility | | | | | | |
| Literacy- Nursery | Understand the five key concepts about print:   * + print has meaning   + print can have different purposes   + we read English text from left to right and from top to bottom   + the names of the different parts of a book page sequencing | | Develop their phonological awareness, so that they can:   * + spot and suggest rhymes   + count or clap syllables in a word   Recognise words with the same initial sound, such as money and mother  Engage in extended conversations about stories, learning new vocabulary | | | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.  Write some or all of their name.  Write some letters accurately. | |
| Literacy- Reception | Read individual letters by saying the sounds for them. | Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. | Read some letter groups that each represent one sound and say sounds for them.  Read a few common exception words matched to the school’s phonic programme. | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | | Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s. | Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense. |
| Phonics- Nursery | **Settling and baseline assessment** | **Phase 1 aspect 1** | **Phase 1 aspect 2, 3, 4, 5** | | | **Phase 1 aspect 5, 6, 7** | **RWI Picture and phoneme set 1** |
| Phonics- Reception | **Set 1 single sounds, learning to blend** | **Set 1 sounds, independent blending** | **Set 1 special friends, independent blending** | | **Review set 1 SF, ditty sheets** | **Review set 1 SF/learn set 2, Red/green story books** | **Set 2 sounds, green/purple story books** |
| Mathematics  Reception | Matching. Sorting & Comparing  Pattern  Time  Shape | Numbers 0-5 (including bonds)  Money  Time  Shape, Length | Numbers 5, 6, 7 (bonds to 5)  Positional language  Pattern  Adding/subtracting  Weight | Numbers 7, 8, 9, 10 (bonds to 10)  Halving  Doubling  Sharing  Odds/evens | | Numbers 10-15 (bonds to 10)  Money, time, shape  Halving, doubling, sharing | Numbers 15-20 (bonds to 10)  Halving, doubling, sharing  Counting in 2s, 5s and 10s. |
| Mathematics  Nursery | Number rhymes and counting songs throughout the year  Reciting numbers to 5  Daily maths routines | Sorting by attributes  Pattern  Size  Daily maths routines  Number rhymes and counting songs | Numbers 0 -3 – composition, subitising, comparing  Daily maths routines  Number rhymes and counting songs | Numbers to 5 – composition, subitising, comparing  Pattern  Daily maths routines  Number rhymes and counting songs | | Revisiting numbers  Shape 2d  Positional language  Daily maths routines  Number rhymes and counting songs | Revisiting numbers to 5  Size, weight, length, capacity  Shape 3d  Daily maths routines  Number rhymes and counting songs |
| Understanding the World - Nursery | Show an interest in different occupations  Begin to make sense of their own life story and families history | Continue developing positive attitudes about the differences between people.  Explore collections of materials with similar and/or different properties.  Explore how things work. | Know that there are different countries in the world and talk about the differences they have experienced or seen in photos  Talk about the differences between materials and changes they notice | Plant seeds and care for growing plants  Understand the key features of the life-cycle of a plant and animal.  Begin to understand the need to respect and care for the natural environment and all living things. | | Explore and talk about different forces they can feel | Begin to understand the need to respect and care for the natural environment and all living things. |
| Use all of their senses in hands on exploration of natural materials.  Talk about what they see using a wide vocabulary | | | | | | |
| Understanding the World- Reception | Talk about members of their immediate family and community.  Name and describe people who are familiar to them. | Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries.  Understand that some places are special to members of their community. | Recognise some environments that are different to the one in which they live. | Explore the natural world around them. | | Draw information from a simple map. | Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past. |
| Understand the effect of changing seasons on the natural world around them  Describe what they see, hear, and feel whilst outside. | | | | | | |
| Expressive Arts and Design  Nursery | Show different emotions in their drawing and paintings | Explore colours and colour mixing  Use drawing to represent ideas like movement or loud noises | Respond to what they have heard expressing their thoughts and feelings | Draw with increasing complexity and detail  Explore the artist Eric Carle | | Play instruments with increasing control to express their feelings and ideas. | Develop their own ideas and decide which materials to use to express them  Join different materials and explore different textures |
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| Expressive Arts and Design  Reception | Develop storylines in their pretend play. | Sing in a group or on their own, increasingly matching the pitch and following the melody. | Return to and build on their previous learning, refining ideas and developing their ability to represent them | Create collaboratively sharing ideas, resources, and skills.  Explore the artist Eric Carle | | Listen attentively, move to and talk about music, expressing their feelings and responses. | Watch and talk about dance and performance art, expressing their feelings and responses |
| Explore, use, and refine a variety of artistic effects to express their ideas and feelings  Explore and engage in music making and dance, performing solo or in groups.  N.B. Skills identified in the development matters for EAD are ongoing throughout the year but some have been split for additional focus. | | | | | | |