

Subject	Autumn term 1 – What Makes me ‘me’?	Autumn term 2 – Let’s Celebrate
Personal, Social and Emotional Development	<p><i>*Ongoing skills to be taught each term to meet and reflect the needs of the new intake children (Autumn, Spring, Summer)</i></p> <ul style="list-style-type: none"> • Become familiar with our nursery routines supported through the visual timetable Independently explore the nursery environment • Select and use activities and resources asking for help if needed • Use a Conscious Discipline approach (Safe place, kindness wall, jobs) in line with the rest of school • Complete appropriate tasks to develop a sense of responsibility and membership of our class community (e.g. self-registration on arrival to nursery; learning self-care routines such as hanging own coat and bag up; pouring own drinks and self-serving snack) • Be supported through the use of back chaining when to develop own self-help and independence skills e.g. gradually reduce help until child can do each step independently • Participate in weekly yoga sessions - learning ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music. • Use Little Wrens family tree photo board • Story vote to vote for daily story-time 	
	<ul style="list-style-type: none"> • Establish and embed Nursery rules, routines (snack time, tidy up time, kindness board) and boundaries. • Develop a sense of responsibility through classroom tidy up jobs. • Develop relationships with adults and peers. • Introduce Conscious Discipline techniques to begin to support managing peer conflict and to develop assertiveness. 	<ul style="list-style-type: none"> • Model and promote expected behaviours and routines. Encourage children to develop confidence and self-esteem through sharing their experiences through show and tell type activities. • Support secure relationships to develop, model friendly behaviour • Promote strategies to support children to take turns with resources • Develop awareness of feelings (happy, sad, angry) • Introduce Group games to build relationships with peers
Communication and language 	<p><i>*Ongoing skills to be taught each term to meet and reflect the needs of the new intake children (Autumn, Spring, Summer)</i></p> <ul style="list-style-type: none"> • Explore a variety of stories, rhymes, poems and fiction, sharing books throughout the session, during our daily story time and Book club sessions • Develop listening and attention during story time - learning to focus on the story and speaker • Explore and learn new vocabulary • Talk about what is happening and give own ideas • Hear correct pronunciations modelled to them by teachers and staff members, e.g. ‘swimmed/swam’ • Explore ‘I wonder’ and ‘why’ questions to encourage and promote thinking and challenges • Perform in front of families during Christmas and Graduation stay and plays • Share special news with one another during our morning welcome time • Engage in a variety of story retelling activities to retell, invent and tell own rhymes, songs and stories: <ul style="list-style-type: none"> -Small world-based play, Helicopter stories, Story sacks, Role play/Dressing up, Drawing Club <p>*All children are assessed using the WellComm Toolkit within the first six weeks of starting nursery and will receive language interventions from practitioners if and where necessary.</p>	
	<ul style="list-style-type: none"> • Model Conscious Discipline language to support children to verbalise feelings, needs and emotions • Support, encourage and model asking for help • Model good looking, listening and sitting ‘watch me’ • Introduce weekly Nursery rhyme • Support starting a conversation with an adult or a friend • Use a wide range of vocabulary 	<ul style="list-style-type: none"> • Provide opportunities to enjoy listening to longer stories • Encourage children to use longer sentences of four to six words • Know taught nursery rhymes • Model language and share a quality texts to support children to develop and use a wider range of vocabulary • Encourage children to start a conversation with an adult or a friend
	<p>Drawing Club</p> <p>Key texts and Vocabulary</p> <ol style="list-style-type: none"> 1. Peace at Last Vocabulary: Tired Leaky Snuffle peeped 2. The Shopping list Vocabulary: Nasty Breath Hurried Noisy clumsy 3. Farmer Duck Vocabulary: Lazy Sleepy Weepy Crept wriggled 4. Walking Through the Jungle Vocabulary: Creeping Leaping Swinging wading 5. Dear Zoo Vocabulary: Fierce Grumpy Scary 	<p>Drawing Club</p> <p>Key texts and Vocabulary</p> <ol style="list-style-type: none"> 1. The Busy Day for Birds Vocabulary: Imagine Stretch Swoop Scratch waddle 2. I say OOH you say AHH Vocabulary: Frightened Deserves frilly 3. There’s an Alien in your book Vocabulary: Wibbly wobbly antennae Slimy suckers Sloppier boggly 4. Animal Music Vocabulary: Bashes Strums croons

	<p>6. Car Car Truck Jeep Vocabulary: Weaving to and fro Clickety – clack Buzzing steep</p>	<p>5. Faster, Faster Nice and Slow Vocabulary: Above/ below Bumpy/ flat Heavy/ light</p> <p>6. Dear Santa Vocabulary: Gift tag Pattern wrapped</p> <p>7. Five Busy Little Elves Vocabulary: Lonely Tuneful busy</p>		
<p>Physical Development</p>	<p>Children will have:</p> <ul style="list-style-type: none"> • Extensive opportunities to develop their gross motor skills through daily access to our outdoor provision, school field and MUGA • Opportunities to explore the climbing frame and trim trail confidently, safely and independently • Opportunities to be taught how to climb trees safely and climb up onto the tyre swing • Daily timetabled outdoor sessions in all weathers providing opportunities to develop large muscle groups – running, hopping, climbing, jumping, skipping, swinging etc • Daily access to our large mud kitchen, outdoor loose parts area, and wooden hollow blocks • A daily mile session around our school grounds • Dough Disco sessions 3 x a week to develop fine motor skills • Squiggle Whilst You Wiggle sessions 2 x a week to develop gross motor and fine motor skills • Weekly yoga and dance sessions • Access to a variety of one-handed tools such as scissors - cutting station available every other half term to support this skill • Access to hand / finger strengthening activities such as threading, weaving, cutting, building, play dough • Support from practitioners to develop independence in dressing / undressing and in meeting their own care needs e.g. using the toilet and washing and drying their hands • Daily opportunities to mark-make on a large and small scale outdoors and indoors <p>*Practitioners will closely monitor whether children are able to hold pens and pencils in a comfortable grip and will support accordingly by identifying whether they need more gross motor or fine motor activities and encouraging them with this, offering a differentiated range of mark-making tools and equipment</p>			
<p>Literacy</p>	<p><i>*Ongoing to be taught each term to meet and reflect the needs of the new intake children (Autumn, Spring, Summer)</i></p> <ul style="list-style-type: none"> • A language rich environment in which adults talk with children throughout the day • Timetabled Book club – dedicated sessions for practitioners to share books and read with individuals and / groups to model book talk, opportunities for children to explore books alone or with peers • Daily story-time, nursery rhyme of the week, story vote area, story props, Poetry Basket • Ongoing Phase 1 Phonics sessions • Drawing Club – delivered twice a week, Super Sounds Phonics book used as the key text, focus vocabulary is introduced <table border="0" data-bbox="353 938 2092 1465"> <tr> <td data-bbox="353 938 1227 1465"> <ul style="list-style-type: none"> • Add some marks to their drawings, which they give meaning to e.g. “That says mummy” • Promote enjoying drawing freely • Make marks on their picture to stand for their name • Encourage engaging in story times • Continue Helicopter stories to develop story telling skills <p>Super Sounds Phonics I can:</p> <ul style="list-style-type: none"> • Listen and join in with stories, songs and games • Make sounds as I join in with stories and songs • Match sounds that I've heard with a picture • Copy the sounds that I've heard • Name some animals/objects and make their sounds </td> <td data-bbox="1227 938 2092 1465"> <ul style="list-style-type: none"> • Encourage children to retell and act out with story props and puppets • Sequencing to encourage recall • Continue to promote enjoying drawing freely • Make marks on their picture to stand for their name • Give meaning to marks – self-portraits • 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 <p>Super Sounds Phonics I can:</p> <ul style="list-style-type: none"> • Listen and join in with stories, songs and games • Take turns to explore different musical instruments • Play instruments to make different sorts of sounds, e.g. fast/slow and loud/quiet • Match the way I play an instrument with a symbol or instruction • I can name some instruments • Clap a steady beat as I join in with musical activities </td> </tr> </table>		<ul style="list-style-type: none"> • Add some marks to their drawings, which they give meaning to e.g. “That says mummy” • Promote enjoying drawing freely • Make marks on their picture to stand for their name • Encourage engaging in story times • Continue Helicopter stories to develop story telling skills <p>Super Sounds Phonics I can:</p> <ul style="list-style-type: none"> • Listen and join in with stories, songs and games • Make sounds as I join in with stories and songs • Match sounds that I've heard with a picture • Copy the sounds that I've heard • Name some animals/objects and make their sounds 	<ul style="list-style-type: none"> • Encourage children to retell and act out with story props and puppets • Sequencing to encourage recall • Continue to promote enjoying drawing freely • Make marks on their picture to stand for their name • Give meaning to marks – self-portraits • 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 <p>Super Sounds Phonics I can:</p> <ul style="list-style-type: none"> • Listen and join in with stories, songs and games • Take turns to explore different musical instruments • Play instruments to make different sorts of sounds, e.g. fast/slow and loud/quiet • Match the way I play an instrument with a symbol or instruction • I can name some instruments • Clap a steady beat as I join in with musical activities
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<p>Mathematics</p>	<p><i>*Ongoing skills to be taught each term to meet and reflect the needs of the new intake children (Autumn, Spring, Summer)</i></p> <p><i>Mathematical opportunities are embedded into daily classroom practise and around the setting</i></p> <ul style="list-style-type: none"> • Use five frames during self-registration to record the total number of children in each session 			

	<ul style="list-style-type: none"> • Daily chant counting along a number track to display number of children in class • Daily counting of story votes coins – use of language of comparison (more/fewer) • Numerals on all toilet doors • Counting of children • Group time counting, modelling saying one number for each child in order • Develop understanding of cardinal principle 	
	<ul style="list-style-type: none"> • Introduce group time counting, modelling saying one number for each child in order. • Explore language of size (big & small) • Sorting objects (colour, size, length, weight, type of object etc) • Explore capacity 	<ul style="list-style-type: none"> • Explore patterns with movement, objects, colours • Explore with number 1 (amount and numeral)
Understanding the World	<ul style="list-style-type: none"> • Make connections between the features of their families and other families • Notice differences between people • Develop positive attitudes about the differences between people • Consider the ways they have grown and change – beginning to make sense of own life story and family's history • Use senses to explore a variety of natural materials • Make collections to investigate and talk about • Talk about what they see 	<ul style="list-style-type: none"> • Talk about how they have celebrated different events and festivals • Continue to develop positive attitudes about the differences between people • Explore the festivals and celebrations of Halloween, Autumn and Christmas
Expressive Arts and Design	<ul style="list-style-type: none"> • Sing action songs with visuals and props (puppets, interactive slides) • Sing seasonal songs • Listen and engage with Seasonal poems from The Poetry Basket • Develop own stories using small world equipment (animal sets, dolls and doll houses, blocks) 	<ul style="list-style-type: none"> • Experiment with a range of materials (paint, dough, sensory rice, shaving foam, gloop, brusho) • Explore colour and mixing • Learn and perform Christmas songs • Listen, engage with and perform Seasonal poems from The Poetry Basket • Experiment with gluing to join materials in our glue table • Explore different materials freely and decide how to use them and what to make (Junk modelling area)

Subject	Spring term 1 – Snow and Ice	Spring term 2 – People who help us
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • How to be a kind friend • Group games to build relationships with peers 	<ul style="list-style-type: none"> • Encourage children to think about how they can be kind and introduce 'compliments' • Group games to build relationships with peers
Communication and language	<ul style="list-style-type: none"> • Support and develop understanding of when questions • Know and join in with taught Nursery rhymes • Talk about familiar books with peers or adults • Start a conversation with an adult or a friend and continue it for many turns 	<ul style="list-style-type: none"> • Support and develop understanding of when questions • Support children to enjoy listening to longer stories and recall what happens • Develop their own communication (irregular tenses and plurals) • Join in and sing a large repertoire of Nursery rhymes and songs
	<p>Drawing Club</p> <p>Key texts and Vocabulary</p> <ol style="list-style-type: none"> 1. We're Going on a Bear Hunt Vocabulary: squelch squerch, splish splosh, swishy swashy 2. The Train Ride Vocabulary: journey, meadow, welcoming 3. Brown Bear, Brown Bear Vocabulary: Adding adjectives to the animals. e.g. big brown bear, fluffy yellow duck 4. The Bus Is for Us Vocabulary: ride, float, allowed 5. Kitchen Disco Vocabulary: shining white, somersault, bouncey bounce 	<p>Drawing Club</p> <p>Key texts and Vocabulary</p> <ol style="list-style-type: none"> 1. The Duck in the Truck Vocabulary: Struck Yucky Gripping slipping 2. Chocolate Mousse for Greedy Goose Vocabulary: Shy Fussy Furry 3. What's in the Witches' Kitchen Vocabulary: Delight Dreadful appetite 4. Oi Frog Vocabulary: Nobbly Uncomfortable splinters Easel 5. Row, Row Pirate boat Vocabulary: Salty Hoist shore 6. Hop Little Bunnies Vocabulary: Merry Tune Fluffy Tiny

	6. Pants Vocabulary: frilly, lazy, special	
Physical Development	Practitioners to support children to further develop their independence, strength and skill	
Literacy	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing • Continue to provide many opportunities and activities to promote awareness, so that they can: - spot and suggest rhymes - recognise words with the same initial sound, such as money and mother • Write some or all of their name – support with tracing guides, name cards to support formation of letters in name <p>Super Sounds Phonics I can:</p> <ul style="list-style-type: none"> • Learn simple songs and sing from memory • Join in with repeated refrains from story • Copy a rhythm by clapping or playing an instrument • Repeat a rhythm by clapping or playing an instrument • Make up our own rhythmic patterns • Clap the syllables in our name • Clap the syllables in every day words • Count the syllables in words to sort objects 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing • Support to children to write some or all of their name • Utilise writing opportunities within role-play e.g. shopping lists, train tickets, doctor's notes etc • Engage in extended conversations about stories, learning new vocabulary <p>Super Sounds Phonics I can:</p> <ul style="list-style-type: none"> • Join in with rhyming songs and stories • Fill in the rhyming gap in stories • Match rhyming objects from small sets of six objects • Continue a rhyming string using props/picture • Identify objects in a set that don't rhyme • Say a rhyming list from memory • Make up own rhymes
Mathematics	<ul style="list-style-type: none"> • Talk about and explore 2d shapes, introduce language to describe e.g. sides, straight, corners • Explore with number 2 (amount and numeral) 	<ul style="list-style-type: none"> • Talk about and explore 3d shapes, introduce language to describe e.g. sides, straight, corners • Explore with number 3 (amount and numeral)
Understanding the World	<ul style="list-style-type: none"> • Explore the world around them using a variety of books, photographs and videos • Use simple maps and globes • Talk about the differences between materials and changes they notice 	<ul style="list-style-type: none"> • Experience visits from a range of occupations such as firefighters, police, paramedic, farmer, hairdresser etc.
Expressive Arts and Design	<ul style="list-style-type: none"> • Perform a range of action songs • Sing seasonal songs • Recite and perform known poems from The Poetry Basket • Continue to develop own stories using small world equipment (animal sets, dolls and doll houses, blocks) and construction sets 	<ul style="list-style-type: none"> • Continue to experiment with a range of materials (paint, dough, sensory rice, shaving foam, gloop, brusho) • Use knowledge of colour mixing to create a desire effect • Recite and perform known poems from The Poetry Basket • Combine materials, deciding what to make (Junk modelling area)

Subject	Summer term 1 – Growth and Change	Summer term 2 – On the Move
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Practitioners and children will problem solve conflicts together and talk about being kind to others, sharing and turn taking • Play group games to build relationships with peers • Talk about feelings and explore different situations from different points of view 	<ul style="list-style-type: none"> • Support transition to Reception class – develop relationship with new teacher and environment • Continue to play Group games to build relationships with peers
Communication and language	<ul style="list-style-type: none"> • Know many rhymes • Talk about familiar books, and be able to tell a longer story • Understand 'why' questions with some support • Express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions 	<ul style="list-style-type: none"> • Know many rhymes • Talk about familiar book • Tell a longer Helicopter story • Understand 'why' questions



	<ul style="list-style-type: none"> • Understand a question or instruction that has two parts • Use talk to organise themselves and their play 	<ul style="list-style-type: none"> • Express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions • Understand a question or instruction that has two parts • Use talk to organise themselves and their play
	<p>Drawing Club</p> <p>Key texts and Vocabulary</p> <ol style="list-style-type: none"> 1. I went to the Zoopermarket Vocabulary: Crazy Exciting Snazzy 2. Hippo has a hat Vocabulary: Cardigan Anorak A string of bead 3. 5 minutes to bed Vocabulary: Bobbed Terrors Rigging 4. Mrs Blackhat Vocabulary: Thunder crack Toady nosewarts Ravens back 5. Bathroom Boogie Vocabulary: Berserk Splashy Twists and twirls Bristles 6. The Wonkey Donkey Vocabulary: Winky Stinky Cranky Mischief 	<p>Drawing Club</p> <p>Key texts and Vocabulary</p> <ol style="list-style-type: none"> 1. Stick Man Vocabulary: Beware Doze Weave Chuckle 2. A Squash and a Squeeze Vocabulary: Grumble Wise Curious 3. Portside Pirates Vocabulary: Portside Starboard Force 4. Veg Patch Party Vocabulary: Conga Boogie Acrobats Skid 5. Giraffes Can't Dance Vocabulary: Crooked Munching Waltzing Sneered 6. Party Pants Vocabulary: Supersonic Karate Stretchy
Physical Development	Practitioners to support children to further develop their independence, strength and skill	
Literacy	<ul style="list-style-type: none"> • Begin to teach name recognition (for children who are developmentally ready) • Further support to recognise name (If required) • Continue to support formation of letters from name • Engage in extended conversations about stories, learning new vocabulary <p>Super Sounds Phonics</p> <p>I can:</p> <ul style="list-style-type: none"> • Hear the similarities in the first spoken sounds in words • Say the first spoken sounds in words • Find two objects beginning with the same sound from a set of objects • Sort objects which don't begin with the same spoken sound as others • Say a 4-word tongue twister from memory • Sort similarities and differences in letter shapes 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing • Write some letters accurately • To sequence images depicting key events in the story and use the images to retell the basic storyline <p>Super Sounds Phonics</p> <p>I can:</p> <ul style="list-style-type: none"> • Hear all the separate sounds in a spoken cvc word • Say all the spoken sounds in a cvc word • Orally blend spoken sounds to say the full cvc word • Match orally blended words to corresponding actions / objects • Orally segment words to say each spoken sound separately • Retell a simple familiar story from memory
Mathematics	<ul style="list-style-type: none"> • Introduce comparing groups e.g. same / different? • Recap 1,2,3 • Explore with 4 – numeral and amount • Sequence events 	<ul style="list-style-type: none"> • Explore and use positional language • Describe familiar routes • Explore with 5 – numeral and amount
Understanding the World	<ul style="list-style-type: none"> • Observe and explore growth and decay over time (linked to plants in the kitchen garden) • Plant seeds and learn how to care for them • Talk about different vegetables and how they grow • Learn about a variety of foods and the importance of healthy eating and good dental care • Learn first-hand about the life cycle of butterflies and frogs 	<ul style="list-style-type: none"> • Learn that there are different countries in our world • Talk about what they have noticed or have experienced • Learn about the different ways in which we can travel and how to keep safe • Learn the importance of keeping our oceans and beaches clean – beginning to understand the need to respect and care for the natural environment and all living things
Expressive Arts and Design	<ul style="list-style-type: none"> • Develop own stories and work alongside others using small world equipment (animal sets, dolls and doll houses, blocks) and construction sets • Use a range of materials to make a desired product 	<ul style="list-style-type: none"> • Learn and perform songs for end of year graduation performance • Children will make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings