

Nursery								
	Theme	Communication & Language and Literacy	Maths	Understanding the World	PSED	Physical Development	Expressive Arts & Design	PSHE/ RSE
Autumn	Marvellous Me	Communication and Language: <ul style="list-style-type: none"> Be able to talk about familiar books: -Sit and listen to a story -Answer simple question about what they have heard Develop their communication: -Speak in simple sentences Literacy: <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. -tell an adult about the marks they make Develop their phonological awareness: -Join in with nursery rhymes -Sing some nursery rhymes independently Discriminate between environmental sounds 	<ul style="list-style-type: none"> Match and sort Link numerals and amounts/ counting Measure 	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue to develop positive attitudes about the differences between people 	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. 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. 	<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use one-handed tools. Show a preference for a dominant hand. 	<ul style="list-style-type: none"> 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. Take part in simple pretend play. 	Self Regulation
	Bears	Communication and Language: <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Develop their communication but may continue to have problems with irregular tenses and plurals. Use a wider range of vocabulary. Literacy: <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness by joining in with nursery rhymes, tuning into voice sounds, talking about sounds and spotting and suggesting rhymes. 	<ul style="list-style-type: none"> Link numerals and amounts/ counting Shape Positional Language Measure 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. Play with one or more other children, extending and elaborating play ideas. 	<ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Collaborate with others to manage large items. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 	<ul style="list-style-type: none"> Explore different materials freely. Develop their own ideas and then decide which materials to use to express them. Explore different textures. Begin to develop stories using small world equipment. Make imaginative and complex 'small worlds.' 	
	Special Days	Communication and Language: <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Use a wider range of vocabulary. Literacy: <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. Write some or all of their name. Develop their phonological awareness. -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> Shape Pattern Counting Measure 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed Be increasingly independent in meeting their own care needs. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 	<ul style="list-style-type: none"> Take part in simple pretend play. Remember and sing songs. Sing the pitch of a tone sung by another person. Sing the melodic shape Explore colour-mixing. Develop their own ideas and then decide which materials to use to express them. 	

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Spring	On the Move	Communication and Language: <ul style="list-style-type: none">Know many rhymes, be able to talk about familiar books, and be able to tell a long story.Use talk to organise themselves and their play.Use longer sentences of four to six words. Literacy: <ul style="list-style-type: none">Develop their phonological awareness, so that they can spot and suggest rhymes and experience and appreciate rhythm.Understand the five key concepts about print:<ul style="list-style-type: none">print has meaningthe names of the different parts of a bookprint can have different purposesUse some of their print and letter knowledge in their early writing.	<ul style="list-style-type: none">CountingLinking Numerals and AmountsPosition and DirectionPatternShape	<ul style="list-style-type: none">Explore and talk about different forces they can feel.Show interest in different occupations.Explore how things work.	<ul style="list-style-type: none">Play with one or more other children, extending and elaborating play ideas.Help to find solutions to conflicts and rivalries.Show more confidence in new social situations.Begin to understand how others might be feeling.	<ul style="list-style-type: none">Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.Use one-handed tools and equipment, for example, making snips in paper with scissors.Show a preference for a dominant hand.	<ul style="list-style-type: none">Create their own songs, or improvise a song around one they know.Play instruments with increasing control to express their feelings and ideas.Make imaginative and complex 'small worlds.'Respond to what they have heard, expressing their thoughts and feelings.	Managing Self
	On the Farm	Communication and Language:: <ul style="list-style-type: none">Develop their communication, to talk about a past event but may continue to have problems with irregular tensesUse a wider range of vocabulary.Be able to talk about familiar books, and be able to tell a long story.Use vocabulary in their play, that reflects their experiences of books.Sing a large repertoire of songs. Literacy: <ul style="list-style-type: none">Use some of their print and letter knowledge in their early writing.Develop their phonological awareness, so that they can: --Distinguish between environmental sounds., exploring speech sounds, spot and suggest rhymes, recognise words with the same initial sound.	<ul style="list-style-type: none">Sorting and MatchingShapeLink Numerals and Amounts/ CountingMeasure	<ul style="list-style-type: none">Plant seeds and care for growing plants.Understand the key features of the life cycles.Begin to understand the need to respect and care for the natural environment and all living things.Show interest in different occupations.	<ul style="list-style-type: none">Develop their sense of responsibility and membership of a community.Develop appropriate ways of being assertive.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.	<ul style="list-style-type: none">Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.Start to eat independently and learning how to use a knife and fork.Show a preference for a dominant hand.Make healthy choices about food.	<ul style="list-style-type: none">Explore colour and colour-mixing.Begin to develop complex stories using small world.Make imaginative and complex 'small worlds' with blocks.Explore different materials freely.Develop their own ideas and then decide which materials to use to express them.	

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Summer	Once Upon a Time	Communication and Language: <ul style="list-style-type: none">Understand 'why' questions.Be able to tell a long story.Use longer sentences of four to six words. Literacy: <ul style="list-style-type: none">Understand the five key concepts about print.Engage in extended conversations about stories, learning new vocabulary:Use some of their print and letter knowledge in their early writing.Write some or all of their name.Write some letters accurately.	<ul style="list-style-type: none">NumberMeasurePosition and Direction	<ul style="list-style-type: none">Use all their senses in hands-on exploration of natural materials.Explore collections of materials with similar and/or different properties.Talk about the differences between materials and changes they notice.Talk about what they see, using a wide vocabulary.	<ul style="list-style-type: none">Select and use activities and resources to help them to achieve a goal.Develop their sense of responsibility and membership of a community.Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.Begin to understand how others might be feeling.	<ul style="list-style-type: none">Match their developing physical skills to tasks and activities in the setting.Choose the right resources to carry out their own plan. Collaborate with others to manage large items.Use one-handed tools and equipment, for example, making snips in paper with scissors.	<ul style="list-style-type: none">Use drawing to represent ideas like movement or noise.Join different materials and explore different textures.Create closed shapes with continuous lines and use these shapes to represent objects.Draw with increasing complexity and detail.	Building Relationships
	All Creatures Great and Small	Communication and Language: <ul style="list-style-type: none">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. Literacy: <ul style="list-style-type: none">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.Understand the five key concepts about print:Develop their phonological awareness	<ul style="list-style-type: none">MeasurePatternNumber	<ul style="list-style-type: none">Talk about what they see, using a wide vocabulary.Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.Understand the key features of the life cycle of a plant and an animal.	<ul style="list-style-type: none">Develop appropriate ways of being assertive.Develop their sense of responsibility and membership of a community.Become more outgoing with unfamiliar people.Show more confidence in new social situations.Help to find solutions to conflicts and rivalries.	<ul style="list-style-type: none">Use a comfortable grip with good control when holding pens and pencilsContinue to develop their movement, balancing, riding and ball skills.Go up steps and stairs, or climb up apparatus, using alternate feet.Start taking part in some group activities which they make up for themselves, or in teams.	<ul style="list-style-type: none">Use a comfortable grip with good control when holding pens and pencilsContinue to develop their movement, balancing, riding and ball skills.Go up steps and stairs, or climb up apparatus, using alternate feet.Start taking part in some group activities which they make up for themselves, or in teams.	