

<p style="text-align: center;"><u>Nursery Autumn</u></p> <div style="text-align: center;">  </div> <p style="text-align: center;">‘Marvellous Me’ ‘Amazing Animals’</p> <p><b>Possible texts:</b> Our House What makes me ME We’re going on a Bear Hunt Stick Man One Snowy Night The Gruffalo The Nativity Story</p>	<p><b>Communication and Language</b></p> <p>Join in with a variety of rhymes and songs.</p> <p>Listen to a variety of fiction and non-fiction books.</p> <p>Listen carefully as part of a small group.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p><b>Physical Development</b></p> <p><b>Gross motor</b> Develop their movement through balancing and riding ¼ wheeled vehicles.</p> <p>Explore how to use our bodies in a variety of ways.</p> <p>Start taking part in some group activities.</p> <p><b>Fine motor</b> Use one handed tools and equipment.</p> <p>Handle play dough tools safely and with increasing control.</p>	<p><b>Personal, Social and Emotional development</b></p> <p>Select and use activities and resources, with help when needed.</p> <p>Talk about our feelings using words like ‘happy, sad, angry or worried’.</p> <p>Begin to follow rules, understanding why they are important.</p>
<p><b>Maths</b></p> <p>Number songs and rhymes to 5.</p> <p>Use fingers to show numbers up to 5.</p> <p>Begin to recite numbers past 5.</p> <p>Create an ABAB pattern.</p>	<p><b>Literacy</b></p> <p><b>Phonics - Phase 1</b> Environmental sounds inside and out. Instrumental sounds and body percussion.</p> <p>Listen to a range of stories and poems.</p> <p>Talk about and learn the meaning of new vocabulary.</p> <p>Recognise their name.</p> <p>Engage in mark making.</p>	<p><b>Understanding the World</b></p> <p>Use all their senses in hands-on exploration of natural materials.*</p> <p>Begin to make sense of their own life story and family’s history.</p> <p>Talk about the different types of weather we notice*</p> <p>Plant seeds and care for growing plants.*</p>	<p><b>Expressive Arts and Design</b></p> <p>Take part in role play and small world play.</p> <p>Draw with an intention in mind.</p> <p>Develop their own ideas.</p> <p>Explore colour.</p> <p>Play instruments with increasing control.</p>

**Nursery Spring**



**‘Ticket to Ride’  
‘Ready Steady Grow’**

Granny went to market  
Whatever Next  
My World, Your World  
Jasper’s Beanstalk  
In Wibbly’s Garden  
The teeny weeny tadpole

**Communication and Language**

Remember and sing entire songs.  
Begin to understand a question or instruction that has 2 parts.  
Be confident to answer ‘why’ questions when taking part in a small group.  
Use talk to organise themselves and their play.

**Physical Development**

**Gross motor**  
Skip, hop, stand on one leg when taking part in group games.  
Be able to remember small sequences and patterns of movements.  
Work safely with others to plan and build their ideas.  
**Fine motor**  
Use a comfortable grip when holding a pencil.  
Begin to become more independent as they get dressed and undressed for PE and role play costumes.

**Personal, Social and Emotional development**

Remember rules without needing an adult to remind them.  
Develop a sense of responsibility and membership of our community.  
Become more outgoing within our community and social situations.  
Play with one or more other children, extending and elaborating ideas.

**Maths**

Recite numbers past 5.  
Develop fast recognition of up to 3 objects without having to count them individually.  
Know how many objects are in a small set up to 5.  
Talk about and explore 2d and 3d shapes.  
Understand positional language.  
Talk about and identify patterns around them.  
Extend and create ABAB patterns.

**Literacy**


**Phonics Phase 1- rhythm and rhyme**  
Listen to a range of stories and poems.  
Talk about and learn the meaning of new vocabulary.  
Start to engage in mark making.  
Begin to write some letters of their name.  
Begin to understand some of the features of a book.

**Understanding the World**

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  
Begin to understand the need to respect and care for the natural environment and all living things.  
Explore how things work.  
Continue developing positive attitudes about differences between people.

**Expressive Arts and Design**

Explore colour and colour mixing.  
Draw with increasing complexity and some detail.  
Explore materials, decide what to do with materials and join them appropriately.  
Sing the pitch of a tone sung by another person.

<p style="text-align: center;"><u>Nursery Summer</u></p>  <p style="text-align: center;">‘Long, long, ago’ ‘Heroes and helpers’ ‘Once upon a time’ ‘Off we go’</p> <p>Supertato Ten Little Dinosaurs What Dinosaur Am I? (NHM) Goldilocks and the Three Bears</p>	<p><b>Communication and Language</b></p> <p>Remember and sing entire songs.</p> <p>Pay attention to more than one thing.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use talk to organise themselves and their play.</p> <p>Continue to develop pronunciation of sounds.</p>	<p><b>Physical Development</b></p> <p><b>Gross Motor</b> Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Work safely with others to manage large items, such as moving a long plank safely.</p> <p><b>Fine Motor</b> Continue to use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed.</p>	<p><b>Personal, Social and Emotional development</b></p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Talk with others to solve conflicts.</p> <p>Understand gradually how others might be feeling.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>
<p><b>Maths</b></p> <p>Describe a familiar route.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p><b>Literacy</b></p> <p><b>Phonics - voice sounds. Oral blending and segmenting.</b></p> <p>Listen to a range of stories and poems.</p> <p>Talk about and learn the meaning of new vocabulary.</p> <p>Start to engage in early writing.</p> <p>Write their name.</p> <p>Understand the five key concepts about print: - print has meaning - print can</p>	<p><b>Understanding the World</b></p> <p>Show interest in different occupations.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p><b>Expressive Arts and Design</b></p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Join different materials and explore different textures.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>

<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>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> <p>Continue to recognise words with the same initial sound.</p>		<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs or improvise a song around one they know.</p>
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