



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Our Favourite Things	Once Upon a Time... Traditional Tales	Wild Thing!	Nature Explorers	Dinosaur Hunters	Castles, Dragons, Kings and Queens
Phonics	<p>Environmental sounds:</p> <ul style="list-style-type: none"> - Notice sounds around them. - Recognise that different objects make different sounds. - Start to identify and name sounds. - Talk about environmental sounds, describing and comparing them. 	<p>Instrumental sounds:</p> <ul style="list-style-type: none"> - Explore instrumental sounds. - Build awareness of how to use instruments to make sounds. - Start to identify the sounds of familiar instruments, naming them. - Build awareness of how you use an instrument affects the sound it makes. - Talk about instrumental sounds, describing and comparing them. - Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly. 	<p>Body Percussion:</p> <ul style="list-style-type: none"> - Explore the sounds their bodies can make. - Join in and copy actions of familiar songs. - Join in and copy body percussion patterns and sequences. - Build awareness of how they can change body percussion sounds. - Create their own sequences of body percussions. - Join in with longer sequences of body percussion. - Describe body percussion. - Follow instructions to recreate body percussion sounds, e.g. Stamp feet 	<p>Rhythm and Rhyme:</p> <ul style="list-style-type: none"> - Join in with songs and rhymes. - Recognise familiar rhythms and rhymes. - Recognise that words rhyme. - Copy and keep a simple beat. - Join in and copy breaking words into syllables with a beat (clapping). - Make up their own rhyming words. - Complete sentences with their own rhymes orally. - Break words down into syllables with a beat (clapping) - Create their own beat. 	<p>Begin RWI for Nursery:</p> <ul style="list-style-type: none"> - Begin to learn Set 1 sounds. - Identifying pictures/spoken words that begin with the same initial sound. - Begin oral blending (Fred Talk). <p>Alliteration:</p> <ul style="list-style-type: none"> - Explore initial sounds of words. - Select objects with a given initial sound from a choice of two. - Identify initial sounds of words. - Match to objects with the same initial sound. - Play with alliteration. <p>Voice sounds:</p> <ul style="list-style-type: none"> - Explore different 	<p>RWI for Nursery:</p> <ul style="list-style-type: none"> - Continue learning Set 1 sounds. Practise reading sounds quickly with fluency. - Identify the initial sounds of words. - Build awareness that words can be broken up into sounds. - Choose the correct object/picture when hearing the word broken into single sounds. - Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds – Fred Talk. - Segment CVC and VC words into their individual sounds. - Start to orally blend the sounds of longer words. Identify how many sounds are in a

			loudly. Clap hands softly.		<p>mouth movements and sounds.</p> <ul style="list-style-type: none"> - Copy different voice sounds and mouth movements. - Recognise different voice sounds. - Make a variety of different voice sounds, including animal sounds. - Say speech sounds clearly. - Talk about voice sounds. - Describe and compare voice sounds. - Create their own ideas for voices of characters/ imitating voices. 	CVC or VC word.
Reading	<p>Introduction of early reading scheme:</p> <ul style="list-style-type: none"> - Picture books to promote conversation, book handling. Book for pleasure (sharing with parents). - Understand that print has meaning. - Understand that we read from left to right, top to bottom. - Recognise their own name. - Begin to engage in conversations about stories. 		<p>Early reading scheme:</p> <ul style="list-style-type: none"> - Picture books, book for pleasure. - Understand that print can have different purposes eg. a shopping list, story, recipe. - Identify and name some of the parts of a book eg. front cover, pages. - Increased engagement in conversations about stories. 		<p>Early reading scheme:</p> <ul style="list-style-type: none"> - Picture books, books with initial sounds, sound blending books if appropriate. Books for pleasure. - Understand page sequencing. - Recognise words with the same initial sound. - Engage in extended conversations about stories, learning new vocabulary. 	
Books	<ul style="list-style-type: none"> - Super Duper You - What I Like About Me - You Choose - The Family Book - The Feelings Book - Brown Bear Brown Bear What Do You See? - It's Okay To Be Different - I'm Starting Nursery 	<ul style="list-style-type: none"> - Jack and the beanstalk - The Gingerbread Man - The Three Little Pigs - The Three Billy Goats Gruff - Goldilocks and the Three Bears 	<ul style="list-style-type: none"> - Dear Zoo - Monkey Puzzle - Giraffes Can't Dance - Animals at the Zoo - What the Ladybird Heard on Holiday - Poo in the Zoo 	<ul style="list-style-type: none"> - What the Ladybird Heard - The Hungry Caterpillar - Norman the Slug with the Silly Shell - I Love Bugs! - The Very Busy Spider 	<ul style="list-style-type: none"> - Harry and the Bucketful of Dinosaurs - Dinosaur Bones - Dinosaur Roar - Dear Dinosaur - The Dinosaur That Ate... 	<ul style="list-style-type: none"> - Zog - How to Catch a Dragon - The Knight Who Wouldn't Fight - The Princess and the Wizard - This Princess Can

	<ul style="list-style-type: none"> - No Matter What - My Body 	<ul style="list-style-type: none"> - Little Red Riding Hood 		<ul style="list-style-type: none"> - The Bad Tempered Ladybird - First Fact Bugs 	<ul style="list-style-type: none"> - How to Grow a Dinosaur 	<ul style="list-style-type: none"> - The Knight Who Said "No!" - Have You Seen My Blankie?
<p>Writing</p>	<ul style="list-style-type: none"> - Finger gym activities and exercises to strengthen finger muscles - Write Dance – encouraging large muscle co-ordination, whole body, leg, arm and foot. - Sensory mark-making. - Large-scale mark-making. - Use a variety of materials to explore mark-making: <ul style="list-style-type: none"> - Pencils - Crayons - Chalks - Paint - Ink - Magic paint (water on ground) 		<ul style="list-style-type: none"> - Mark-making on a smaller scale. - More controlled and defined mark-making. - Developing a more effective pencil grip. - Tracing and copying mark-making patterns. - Mark-making with a purpose; assigning meaning to marks made. - Starting to copy/attempt to write some letters from their name. 		<ul style="list-style-type: none"> - Developing a dominant hand and an effective pencil grip. - Write some letters accurately. - Write all letters in their name. - Use some of their print and letter knowledge in early writing eg. Writing 'm' for mummy, writing initial sounds to match a picture/word such as 'c' for cat. 	
<p>Communication and Language</p> <p>Comprehension</p>	<ul style="list-style-type: none"> - Answering register, learning names of teachers/peers/class/school. - Learning words and phrases to express own needs. - Learn names of fruit (snack time), start learning names of equipment commonly used in setting. - Explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books throughout the session and during our daily story time. - Develop their listening and attention during story time. Focus on the story and speaker. - Good sitting, good listening, good looking and good talking prompts. - Begin to learn new 	<ul style="list-style-type: none"> - Extend their vocabulary, exploring unfamiliar words and concepts and gaining an understanding of what they mean through stories and other activities. - Explore new vocabulary which occurs frequently in books and other contexts. - Encouraged to talk about what is happening and give their own ideas. - Become familiar with and grow to love a variety books, songs and rhymes. - Begin to pay attention to more 	<ul style="list-style-type: none"> - Become familiar with and grow to love a variety books, songs and rhymes. - Talk about familiar books and tell a longer story. - Use longer sentences of four to six words. 	<ul style="list-style-type: none"> - Children will hear correct pronunciations modelled to them by teachers and staff members, e.g. 'swimmed/swam', begin to apply this in their own speech. - Engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories. - Develop communication skills and begin to use more complex sentences to link thoughts. 	<ul style="list-style-type: none"> - Engage in back-and-forth interactions with adults. Start conversations with an adult or a friend and continue this for several turns. - Encouraged to use 'thinking time' before responding. - Begin to learn to 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities and extend a narrative. - Talk with a partner before sharing ideas during carpet time. 	<ul style="list-style-type: none"> - Explore 'I wonder' questions to encourage and promote thinking and challenges. - Be able to express a point of view and say when they disagree with an adult or a friend, using words as well as actions. - Use talk to organise themselves and their play eg. directing other children, declaring their own role in the play.

	<p>vocabulary that is explored through a variety of texts.</p> <ul style="list-style-type: none"> - A language rich environment in which adults talk with children throughout the day. 	<p>than one thing at a time.</p> <ul style="list-style-type: none"> - Understand a question or instruction that has two parts eg. “get your coat and wait at the door.” - Listen to others in small groups. - Understand ‘why’ questions. 		<ul style="list-style-type: none"> - Use a wider range of vocabulary linked to current topic. 		
Maths	<ul style="list-style-type: none"> - Home visits (week 1) Settling in/number songs (week 2) - Colours – focus on comparing and sorting before moving onto amounts (weeks 3 & 4) - Matching (weeks 5 & 6) - Sorting (weeks 7 & 8) 	<ul style="list-style-type: none"> - Compare amounts (weeks 1 & 2) - Compare size, mass and capacity (weeks 3 & 4) - Simple patterns (weeks 5 & 6) - Consolidation (week 7) 	<ul style="list-style-type: none"> - Number – 1 (weeks 1 & 2) - Weight (weeks 3 & 4) - Number – 2 (week 5) 	<ul style="list-style-type: none"> - Number – 2 (week 1) - Number – 3 (weeks 2 & 3) - Length & Height (weeks 4 & 5) 	<ul style="list-style-type: none"> - Number – 4 (weeks 1 & 2) - Number – 5 (weeks 3 & 4) - One more, one less (weeks 5 & 6) - Shapes (week 7) 	<ul style="list-style-type: none"> - Shapes (week 1) - My Day (weeks 2 & 3) - Capacity (weeks 4 & 5) - Positional language (weeks 6 & 7)
Understanding of the World: History	<ul style="list-style-type: none"> - Begin to make sense of their own life story and family history – what did they do before they started nursery? What did their family do before they started nursery? What are their family doing now that they are at nursery? 	<ul style="list-style-type: none"> - Christmas – consider how they have celebrated Christmas in the past. What can they remember? How is this different to this year eg. comparison of presents they asked for. 	<ul style="list-style-type: none"> - Thinking about animal life stages – baby and mum, animals grow like people do. 	<ul style="list-style-type: none"> - Considering key life stages of some minibeasts eg. caterpillars. Considering how they change over time. 	<ul style="list-style-type: none"> - Exploring dinosaurs as something from the past that we do not see anymore – explore fossils, dinosaur bones. 	<ul style="list-style-type: none"> - Discuss recent royal history – we have a King now, when children were born we had a Queen. Consider how they live, compare with how we live.
Understanding of the World: Geography	<ul style="list-style-type: none"> - Familiarising with their classroom, nursery playground, school site – developing a sense of belonging. 	<ul style="list-style-type: none"> - Comparing where characters live with where they live; types of houses, the forest, a giant living in a castle in the clouds. 	<ul style="list-style-type: none"> - Considering which animals they see in their local environment and which may come from other countries/far away. 	<ul style="list-style-type: none"> - Considering where different minibeasts might live and comparing this with their own home/environment. 	<ul style="list-style-type: none"> - Thinking about where dinosaurs may have lived and justifying why they think that. Comparing with their own homes. 	<ul style="list-style-type: none"> - Comparing own homes with Buckingham Palace. Simple comparison of London and Nuneaton eg. big red buses.

<p>Understanding of the World: Science</p>	<ul style="list-style-type: none"> - Body parts – heads, shoulders, knees and toes. - Naming facial features and body parts. - Exploring new environment using 5 senses. 	<ul style="list-style-type: none"> - Using senses in hands-on exploration of natural materials (eg straw, sticks, bricks). - Explore materials with similar/different properties eg. to make a house/bridge. - Make porridge and explore changing the consistency. 	<ul style="list-style-type: none"> - Simple comparisons of animals and their features eg. a monkey can climb but an elephant can not. An elephant has a trunk, a giraffe does not (what do you see/notice?) 	<ul style="list-style-type: none"> - Talk about what they see, using a wide vocabulary – simple observations of minibeasts. 	<ul style="list-style-type: none"> - Exploring fossils, bones – using senses in hands-on exploration, talk about what they see. - Explore about how things work – moving toys eg. dinosaurs that make noises. 	<ul style="list-style-type: none"> - Explore and talk about different forces we feel eg. push, pull, roll, bounce – use these to move toys eg. make the dragon fly, knock down tower walls.
<p>Understanding of the World: Religious Education</p>	<ul style="list-style-type: none"> - Developing positive attitudes about others and the differences between people; we don't all like or choose the same things. 	<ul style="list-style-type: none"> - Comparing their own lives with story characters to understand that everyone is different (comparing straw/stick/brick houses with their own houses, comparing Mummy/Daddy/Baby Bear with their own family). - Christmas – starting to think about what Christmas means to them, how they celebrate this (if they do). Understanding that we do not all celebrate Christmas/we do not all celebrate in the same way. 	<ul style="list-style-type: none"> - Considering the way people feel about different animals eg. likes/dislikes, any animals they are scared of. Respecting differences. - Showing care and consideration towards animals; how would we look after them? Kind/unkind behaviour towards animals. 	<ul style="list-style-type: none"> - Beginning to understand the need to respect and care for the natural environment and all living things (minibeasts). 	<ul style="list-style-type: none"> - Understand the need to respect and care for the natural environment and all living things. Thinking about what can happen if we don't do this eg. dinosaurs no longer exist, this can happen when we don't look after animal homes. 	<ul style="list-style-type: none"> - Respect differences between people – compare how the royal family lives with how we live.
<p>PSED</p>	<ul style="list-style-type: none"> - Nursery Jigsaw scheme. - Transition; learning which adults keep me safe at school and at home. 	<ul style="list-style-type: none"> - Jigsaw scheme. - Reflect on the rules and routines we have been learning to follow. 	<ul style="list-style-type: none"> - Jigsaw scheme. - Become more outgoing with unfamiliar people in 	<ul style="list-style-type: none"> - Jigsaw scheme. - Increasingly follow rules, understanding why they are important. 	<ul style="list-style-type: none"> - Jigsaw scheme. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> - Jigsaw scheme. - Preparing for change and the transition to school.

	<ul style="list-style-type: none"> - Establish routines and boundaries within the nursery environment. - Become familiar with our nursery routines. - Independently explore the nursery environment. Select and use activities and resources asking for help if needed. - Carry out appropriate tasks to develop a sense of responsibility and membership of the community eg. self-registration on arrival to nursery, hanging up own coat and bag. 	<ul style="list-style-type: none"> - Create our own visual reminders, for example take photographs of children following the rules, e.g. lining up and sitting nicely on the carpet. Talk about these and share as a group. 	<p>the safe context of nursery.</p> <ul style="list-style-type: none"> - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - How to be a kind friend-begin to find solutions to conflicts 	<ul style="list-style-type: none"> - Remember rules without needing an adult to remind them. - Talk with others to solve conflicts. 	<ul style="list-style-type: none"> - Develop appropriate ways of being assertive. 	<ul style="list-style-type: none"> - Understand gradually how others might be feeling.
<p>Expressive Arts and Design: Art</p>	<ul style="list-style-type: none"> - Engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children’s imaginative play. Roleplaying their own experiences at home. - Naming colours, exploring which colours they like and how these colours make them feel. - Explore materials freely – what do they look/feel like? Do you like/dislike them? 	<ul style="list-style-type: none"> - Engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children’s imaginative play. - Express their ideas and feelings through making marks and sometimes giving meaning to their marks. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Explore materials freely – what do they look/feel like? Do you 	<ul style="list-style-type: none"> - Engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children’s imaginative play. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<ul style="list-style-type: none"> - Engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children’s imaginative play. - Develop their drawing and model-making skills. Begin to give meanings to their drawings and models. - Explore materials freely, begin to decide how to use them and what to make – increasing independence. 	<ul style="list-style-type: none"> - Engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children’s imaginative play. - Begin to draw from their imagination and from observations. Draw their own dinosaurs. Begin to add details to their drawings by selecting interesting objects to draw and by point out key features and discussing them. - Use drawing to represent ideas like movement or loud noises. 	<ul style="list-style-type: none"> - Engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children’s imaginative play. - Show different emotions in their drawings – happiness, sadness, fear etc. - Respond to what they have heard, expressing their thoughts and feelings in creative ways. - Increasingly purposeful choices of materials. Exploring tools and techniques in artwork, beginning to choose which

		like/dislike them? Begin to choose which materials to use in artwork with adult support.	- Explore materials freely, begin to decide how to use them and what to make.		- Increasingly purposeful choices of materials. Exploring tools and techniques in artwork.	tool/technique would best represent their idea.
Expressive Arts and Design: DT	- Tasting & smelling food when exploring the world with their senses. Identifying which tastes and smells they like/dislike.	- With support from an adult, build the 3 pigs' houses, a bridge for the troll.	- Explore different materials freely. Children will begin to plan to build with a purpose in mind. - Explore how to join materials together.	- Begin to plan and build with a purpose in mind, become more confident in choices of materials.	- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	- Increasingly imaginative and purposeful construction and small world. Begin to evaluate what they have made – what do they like about what they have made?
Music	- Engage in daily singing and rhyme time. - Develop their listening skills through a range of activities. - I can sing a rainbow - Heads, shoulders, knees and toes - If you're happy and you know it - Wind the bobbin up - Polly put the kettle on - Old mother Hubbard	- Create sounds using instruments. - Play instruments with increasing control to express their feelings and ideas. - Enjoy dancing and joining in with ring games. - Remember entire Christmas songs; perform to parents. Move to music – dancing, actions. - Twinkle twinkle little star - Santa got stuck up the chimney. - Jingle Bells.	- Learn a variety of songs and move to the music/songs. - The farmers in his den - Old McDonald - Little Boy Blue - Mary had a little lamb - One, two, buckle my shoe - B-I-N-G-O - Hey Diddle Diddle - Hickory Dickory Dock	- Learn a variety of songs and move to the music/songs. - Begin to develop their 'singing voice' using a range of pitches. The children will engage in pitch matching activities. - Mary, Mary, quite contrary - Rain rain go away - I hear thunder, I hear thunder - Incy, wincy spider - This old man - Ladybug, ladybug - The ants were marching - Here we go round the Mulberry Bush - Ring a ring O'Roses	- Begin to develop their 'singing voice' using a range of pitches. The children will engage in pitch matching activities. The children will begin to create their own songs and rhymes. - Row, row, row your boat - Once I caught a fish alive - A sailor went to sea sea sea - The wheels on the bus	- Create their own songs or improvise a song around one they know. - The children will play, share and perform a wide variety of music and songs from different cultures and historical periods, for example music from royal celebrations/historical events (marching drum beat). - Explore musical instruments to express feelings and to tap and clap out different rhythms and pulses to music. - Five little speckled frogs - Five little monkeys - Five little ducks

						<ul style="list-style-type: none"> - Once I caught a fish alive - Ten little numbers - 0 Superhero
<p>Physical Development (Fine Motor and Gross Motor)</p>	<ul style="list-style-type: none"> - Continue to develop movement, balancing, riding (scooters, trikes and bikes), ball skills. - Go up steps or stairs, or climb apparatus, using alternate feet. - Using large muscle movements, large shoulder and arm movements – large chalk boards, ribbons and flags. - Write dance - Finger strengthening activities 	<ul style="list-style-type: none"> - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to draw lines and circles and make marks. - Introduce vocabulary for movement. For example, gallop, slither, lead, follow. - Introduce music and rhythm. - Introduce a variety of one-handed tools throughout nursery, e.g. scissors, hammers. Use hand over hand help until children can use them independently. - Start eating independently and learning how to use a knife and fork. 	<ul style="list-style-type: none"> - Develop a more comfortable grip with increasing control when holding pens and pencils. - Outdoor loose parts play and creating with a purpose in mind. (tyres, large planks, wooden crates etc.) - Explore different ways of moving, crawling, walking, running etc. - Learn about safety when handling tools, and moving equipment and materials. - Create clear and sensible rules as a group. Learn to collaborate with others when managing large items. - Start taking part in some group or team activities. 	<ul style="list-style-type: none"> - Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. - Increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. - Make healthy choices about food, drink, activity and toothbrushing. - Pencil control activities, encouraging children to hold pencil correctly and with good control. Lots of opportunities for writing. (shopping lists, instructions etc.) 	<ul style="list-style-type: none"> - Introduce a variety of one-handed tools throughout nursery, e.g. scissors, hammers, gardening tools, den making tools. - Pencil control activities, encouraging children to hold pencil correctly and with good control. Starting to develop a dominant hand. - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	<ul style="list-style-type: none"> - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Use a comfortable, more effective grip with good control when holding pens and pencils. Developing a dominant hand.
<p>Special Events</p>	<ul style="list-style-type: none"> - Parent share - Black History Week (wb 23rd October) 	<ul style="list-style-type: none"> - Remembrance Day (Friday 10th November) 	<ul style="list-style-type: none"> - Mental Health Week (wb 5th February) 	<ul style="list-style-type: none"> - World Book Day (7th March) 	<ul style="list-style-type: none"> - Autism Month (wb 15th April) 	<ul style="list-style-type: none"> - Father's Day (16th June) - Transition day



		<ul style="list-style-type: none">- Anti-bullying week (13th November)- Children in Need (17th November)- Parent share- Christmas performance to parents.	<ul style="list-style-type: none">- Safer Internet Day (6th February)- Parent share	<ul style="list-style-type: none">- Mother's Day (10th March)- Red Nose Day (15th March)- British Science Week- Parent share	<ul style="list-style-type: none">- Earth Day (22nd April)- Parent share- Dinosaur day – exploring fossils, digging for bones.	<ul style="list-style-type: none">- Parent share- Sports Day
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