




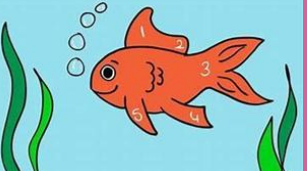


See separate reading spines for more information about books, repeated reads, nursery rhymes, poems etc.
 See more detail of learning objectives within Development Matters.
 Many of the 'Areas for Learning' statements, are covered throughout the year, and not specifically in a particular half term. This is due to learning opportunities being available all year round, and are also created to follow children's interests and needs, as and when they occur.
 See weekly provision planning for both indoors and outdoors.
 Nursery has three intakes during the year. Therefore, children will be working at their level and certain elements will be repeated accordingly to ensure they are fully embedded.

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Main topic	Special Me, Special You	Let's celebrate	Our Wonderful World	Magical Growth (UTW)	Circle of Life (UTW)	Let's go on an Adventure
Special Days/ experiences	Invitation to family members Talk about family members occupations	Performing the Nativity at the local church centre Nativity in the church Christmas Party Baking- Gingerbread	Ice and water experiments What can happen to water in Winter?	Planting and growing vegetables.	Observing the life cycle of a butterfly. Butterfly release.	Allotment Harvesting and eating the food we have grown. Welly to Bello. Going on a (teddy) bear hunt!
Core Text/ Books	    	    	  Repeat Lulu's first day for any New starters.    	   	What the Ladybird Heard   Repeat Lulu's first day for any New starters.  	   

Communication & language

Enjoy listening to longer stories and can remember much of what happens.
 Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary.
 Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
 Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs.
 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'.
 Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words

	<p>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. 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"</p>					
	<p>Universally Speaking - By four years children will usually: Ask lots of questions using words like 'what', 'where' and 'why'. Be able to answer questions about 'why' something has happened. Use longer sentences and link sentences together, E.g. "I had pizza for tea and then I played in the garden". Describe events that have already happened, E.g. "We got dressed up and we went to the hall and singed songs. All the mummies and daddies did watch" Have mostly clear speech, though will continue to have difficulties with a small number of sounds – for example 'r' – as in 'rabbit', 'l' – as in 'letter', 'th' as in 'thumb', 'sh' as in 'show', and 'j' as in 'jam'. Listen to longer stories and answer questions about a story they have just heard, for example, simple questions such as "Who did Cinderella dance with at the ball?", Start to be able to plan games with others "Were Cinderella's sisters kind?"</p>					
<p>Nursery rhymes</p>						
<p>Personal, social & emotional</p>	<p>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 Develop their sense of responsibility and membership of a community Become more outgoing with unfamiliar people, in the safe context of their setting. (<i>visitors to nursery</i>) Show more confidence in new social situations (<i>educational visits/ visitors</i>) Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing (<i>Summer term focus</i>)</p>					
	<p>Can you name your feelings? Colour Monster Naming emotions Recognise emotions What can help me to regulate? Calm down basket Physical Exercise</p>	<p>How do I follow rules? Keeping safe in school, community and celebration events. Sharing and taking turns</p>	<p>How do I become more independent? Selecting appropriate resources Mindfulness and Yoga techniques</p>	<p>How can I play with others? Taking turns Listening Talking and sharing ideas</p>	<p>How can I care for all living things? Selecting appropriate resources e.g water Showing care to everything around them</p>	<p>I understand why rules are important. Independent learning Water safety Road safety</p>
<p>Physical Dev</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm 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 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 one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>					

	Teach children the 'coat flip' for putting on coats independently	Create a paper chain – making snips with scissors	Water play and exploration -moving gutters. Dressing and undressing into the waterproofs. (zips)	Digging using trowels	Butterfly dance Name writing focus – comfortable grip.	Build a bear den with the crates Explore narrow , under, over and through. Can the children write their name, to be reception ready?
Literacy	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - 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>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - recognise words with the same initial sound, such as money and mother - Engage in extended conversations about stories, learning new vocabulary. <p>-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; writing 'm' for mummy.</p> <ul style="list-style-type: none"> - Write some or all of their name Write some letters accurately - spot and suggest rhymes- count or clap syllables in a word 					
Phonics					RWI – taught to those children moving up to reception in Sept. Learning Picture Cards	RWI – taught to those children moving up to reception in Sept. Learning Letter Names Fred Talk
Writing: Provision	Wriggle and write Dough Disco Musical Tracing	Wriggle and write Dough Disco Musical Tracing	Wriggle and write Dough Disco Musical Tracing	Wriggle and write Dough Disco Musical Tracing Writing some or all of their name with support Accurately formed using RWI letter rhymes	Wriggle and write Dough Disco Musical Tracing Writing names independently Accurately formed using RWI letter rhymes	Wriggle and write Dough Disco Musical Tracing Writing names independently Accurately formed using RWI letter rhymes
	C:P Gross Motor outdoors: Ribbon sticks, Painting, digging etc Gross Motor indoors: Scarves (crossing mid-line)		C.P : Fine Motor (Funky Fingers) Vertical lines, horizontals and circles (All around the orange RWI – anti-clockwise movement)		C.P : Fine Motor (Funky Fingers) Vertical lines, horizontals and circles (All around the orange RWI – anti-clockwise movement) Name writing cards	
Mathematics Taught continually in all areas of provision	<ul style="list-style-type: none"> - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 -Experiment with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5. -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round). - Make comparisons between objects relating to size, length, weight and capacity - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc 					

	<p>Measure children upon entry and then the start of each term.</p> <p>Ensure children know their special number (their age).</p>	<p>Baking – weighing scales</p> <p>Mini gingerbread man – explores over, under, in front and behind (indoors and outdoors)</p>	<p>Capacity – water exploration inside and outside.</p> <p>How many cups to fill the bucket or watering can?</p>	<p>Counting out seeds to plant.</p>	<p>- Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. (butterfly wings – symmetrical patterns incorporate shape from earlier in the year (recap)</p>	<p>Revisit the numicon to support transition to Reception</p> <p>Number formation practise</p> <p>Measure our school sunflower (and measure their sunflowers at home).</p>
History (UtW)	<p>Begin to make sense of their own life-story and family's history</p> <p>Show interest in different occupations</p> <p>My timeline – ordering my photos</p> <p>Begin to talk about how I have changed</p>					<p>Revisit our class timeline – to focus on the activities and special memories created on our timeline. Recount things that have happened in the past.</p>
Geography (UtW)	<p>Ongoing – where in the world display to celebrate our place in the community of the world. Where we were born, families live or the holidays we have enjoyed. Celebrating different cultures and places in the world -personalising a world map display.</p>		<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (Frozen Planet) Arctic and Antarctic</p>		<p>Draw maps inspired from what the Ladybird Heard – link to a map of their area. Their walk to school or the park or shop?</p>	
Science (UtW)		<p>Explore and talk about different forces they can feel.</p> <p>(wind – make carrier bag kites to feel air resistance as a force)</p>	<p>Talk about the differences between materials and changes they notice</p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Explore collections of materials with similar/ and or different properties.</p> <p>Classify materials into two groups (hard /soft)</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal</p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Plant Cress</p> <p>Plant sunflower seeds</p>	<p>Understand the key features of the life cycle of a plant and an animal</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Life cycle of a butterfly</p>	<p>Welly to Belly – Harvest time. Explore growth of our seeds and plants. Enjoy eating the food we have grown.</p>
	<p>Seasonal Focus (UTW)</p> <p>Harvest Apples from the wildlife area – Bake Apple parcels</p>	<p>Seasonal Focus Autumn (UTW)</p> <p>Visit the Horse Chestnut Tree</p> <p>Collect Conkers</p> <p>Visit the Oak Tree – Collect Acorns</p>	<p>Seasonal Focus (UTW)</p> <p>walk</p> <p>Play in the snow</p> <p>Ice experiments</p>	<p>Seasonal Focus (UTW)</p> <p>Signs of Spring Walk –</p> <p>Look and name daffodil</p>	<p>Seasonal Focus (UTW)</p> <p>Look for Buds</p> <p>Find and name blossom</p>	<p>Seasonal Focus (UTW)</p> <p>Summer – Allotment</p> <p>Welly to Belly Harvest</p> <p>Strawberries</p>

		Take a photo in front of tree		Take photo in front of the same tree		Take photo in front of the same tree – see seasonal changes in the tree and what they are wearing in that season
RE (UTW)	Understanding the World – People, Culture and Communities					
	Through stories, songs and sharing own experiences the children learn about people from different cultures and communities. They make connections between their own families and other families and develop positive attitudes about the differences between people. In Nursery, we have a celebration book to display photographs of the children’s celebrations, the children can enjoy and share this book amongst their independent play. This is revisited and celebrated throughout the year.					
Expressive arts & design	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</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>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Explore colour and colour-mixing Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p>					
Art	Paint Self-portraits Hand prints Paint and draw colour monsters – naming colours/emotions.	Colour Mixing with ready mix paint – Autumn leaves (orange) Bonfire Pastels	Material Collage – Use range of materials, bubble wrap, sandpaper, corrugated card –then print. inspired by The Hepworth art activities	Drawing Artist -Klee ‘Take a pencil for a walk’ Flowers observational art	Artist Focus: Henry Matisse: The Snail Collage, colour mixing outdoors , explore snail curved shape. Symmetry : print a butterfly by folding the paper	Colour Mixing Ready made paint Green Grass Blue water – splash sp;ash paint Paint and draw bears
D.T	Join materials using glue (gluestick) How to paint independently in class	Make a party hat Teach how to use the Sellotape dispenser to join materials Practising using a hole-punch Can we create a boat/coat to keep the gingerbread man dry to cross the river?			Create a mini-beast in the creative area – choosing their own materials freely	Making a ‘cave’ – den. Making a mini-book .Teach how to use the stapler safely.
Music	Finding our Voices – Everyone! Explore using voices, call and response	Moving to the Beat – Big Bear Funk Steady beat, rhythm, movement and dancing	Sounds Around Us – Our World Environmental sounds & instruments	Storytime Songs –Animals Storytelling through music	Music and Feelings - Action songs Explore tempo, dynamics and emotional expression	Celebrating Together –Reflect, Rewind, Replay Reviewing songs, sharing and performing, cultural music.
Visits/Visitors	Visit from Visit to our school library in main school Visit to Stanley Library	Visit to church for the nativity (after school) Visit to the Post box- take letters to Santa to post.			Visit from animal/ insect professional – STEM	Stanley Marsh- wildlife hunt
Special days	Anti Bullying week	Remembrance Guy Fawkes Christmas	Safer internet day Chinese New Year	World Book Day		National School Sports week
LEAF (Linking Environment and Farming)						
Assessments	Nursery Baseline: September cohort		Nursery Baseline: January cohort		Nursery Baseline: Easter Cohort	

