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|   | Aut 1 8 Weeks | Aut 27 Weeks | Spr 16 weeks | Spr 2 5 Weeks | Sum 1 6 Weeks | Sum 2 7 Weeks |
| Theme/Vocab focus | **All about me and Autumn** **Vocab: clothes and body parts** | **Home, Festivals and Autumn into Winter****Vocab: buildings, furniture, rooms** | **Exploring and Winter****Vocab: Positional Language focus** | **Animals and Winter into Spring****Vocab: farm and jungle animals** | **Planting, growth and Spring** **Vocab: food, growth, plants, gardening** | **Nurturing, life cycles, Food, Transport and Summer** **Vocab: food, growth, transport** |
| enrichment | School tour, , Stay and Plays with parents  | Autumn walk, Harvest breakfast, Nativity, Divali celebration food preparation, preparing food, with parents for our Christmas Party, | Winter walk, preparing food for Luna New Year, School Treasure Hun, Stay and Play with parents | Animal Club Visit, Spring Stay and Craft, Spring Walk, preparing food for our Eid Celebration | Spring walk and feeding the ducks, preparing for our Easter Celebration, Stay and Play with parents, preparing vegetables  | Summer Eid Picnic in the park with families, preparing food for the picnic and graduation, Graduation and Mini-Olympics |
| Key Books | Buster Gets Dressed – 2 weeksThe Washing Line – 2 weeks | GoldilocksHome - Osbourne booksThis is Our HouseFirst Festival: DivaliDear SantaSpot’s Christmas | Where’s SpotRosie’s WalkFirst Festival: Luna New YearBusy Chinese New Year | Walking through the JungleOh DearFirst Festivals: EidBusy EidThe Very Hungry Caterpillar’s Eid | We’re Going on a Egg HuntJasper’s BeanstalkFrom the Garden | Hungry Caterpillar The Journey Home from Grandpa’s |
| Oral Story | Hedgehog finds a home  | The Lost HatChristmas Story – The Star that Fell | January Story | Early Spring Story | April StoryMay Story | Summer Story |
| Core Books | Through out the year, we will read from a selection of high quality texts, for the children to build a repertoire of stories that they love and know well.* Shark in the Dark Little Rabbit Foo Foo Confetti
* Shark in the Park The Tiger That Came to Tea Mama Goes to Market
* Not Now Bernard Mog the Forgetful Cat
* What’s in the Witches Kitchen We’re Going on a Bear Hunt
* The Hairy Toe Owl Babies
* Oh no, George! Ahh Spider!
* Dear Zoo So Much
* Emergancy! Titch
* Pig in the Pond Noisy Farm
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| Word Aware | Word aware (4w)-DryWet, Long, little (linked to washing line) | Word aware (7w) -NoisyQuiet, Loud, Day, Night(bonfire night, Diwali), Big, small (link to Goldilocks) | Word aware (6w)-InOut, Under, Top, BehindNext to  | Word aware (6w)-Heavy, Large, Full, Empty, LotsA Bit | Word aware (6w)-First Last, Long, Short, Tall(growing), some | Word aware (6w)-Fast Slow, Quick, Fat, SameDifferent |
| Rhymes | * Twinkle Twinkle Little Star
* Baa Baa Black Sheep
* Incy Wincy Spider
* Old MacDonald had a Farm
 | * Row Row Row Your Boat
* Hot Cross Buns
* 2 Little Dickie Birds
* Round and Round the Garden
 | * The Grand Old Duke of York
* I’m a Little Teapot
* Humpty Dumpty
* Here we go Round the Mulberry Bush
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| Festivals and Celebrations | Harvest FestivalsBirthdays | Bonfire NightDivaliChristmas | Chinese New YearValentine’s DayMother’s Day | EasterRamadanEid-al-fitr | HoliEid  | End of school yearEidTransition |
| Maker SchoolSkills | * Using Masking tape – tearing, cutting, using a tape dispenser, joining 2 things together.
* Beginning to use scissors
* Using glue
 | * Using scissors
* Drawing around a template
* Use a bradawl to punch holes in cardboard – thread, perforate
 | * Using scissors
* Using a hole punch to create holes
* Using split pins to join 2 things together
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| VocabScienceGeographyHistoryREArt and design | Season, Summer, Autumn, Change, Acorn, apple, conker, Squirrel, pumpkin, leaf, Items of clothes season investigating, head, shoulders, knees, toes, arms, legs, face, eyes, ears, nose, mouth, trousers, dress, vest, pants, socks, jumper, top, t-shirt, coat, scarf, hat, glovesEnvironment, area, school, local, place world culture, park, gardenToday, yesterday, tomorrow, baby, child, grownup, before, now, afterHarvest, culture, tradition, same, different, festival, celebrationSelf-portrait,paint features, printing, collage, cut, stick, join, names of materials | Autumn, Conker, hedgehog, puddle, wind, colours, light, dark, celebrateCollect, leaves, conkers, acornsLocal area, landmarks, park, signs of autumn, changeToday, yesterday, tomorrow, days of the week, morning, afternoon, evening, nighttime,bonfire, culture, tradition, same, different, festival, religion, Divali, Hindu, Christmas, celebrate, Christian, decorations cut, stick, join, design, create make, cook, spread, mix, sandwich, cake, decorate | Winter, change, cold, ice, frost, snow, robin, snowflake, icicle, mittenGarden birds-robin, sparrow, tit, magpie, Pidgeon, bird feed, care World map, china, compare, same, different Local area, landmarks, park, signs of winterLuna new year culture, tradition, same, different, festival, printing, collage, cut, stick, join, paint, create, build, make Chinese noodles | Spring, Change, Hen, Nest, egg, flowerWeeding, lifecycle, change, planting, grow, lion, tiger, elephant, monkey, flamingo, crocodile, chimapanzee, sheep, lamb, cow, calf, horse, foal, cat, kitten, dog, puppy, hen, chick, pig, piglet,Local area, landmarks, park,, Sheffield, Lifetime, baby, toddler, change, now, thenculture, tradition, same, different, festival, celebrate, Ramadan, Muslim, Eidobservational, same, different, printing, collage, cut, stick, join | Duck,frog, caterpillar, rainbow, showers, bee, hive, , blossomlifecycle, change, planting, grow, seed, soil, pot, water, watering can, dig, leaf, flower, plant, grow, beans, sunflower, courgette, tomato, pea, cucumber, pepper, Local area, landmarks, park, , Sheffield, cityculture, tradition, same, different, festival, celebrate, , Easter, celebrate, Christian, same differentSelf-portrait, features, printing, collage, cut, stick, join, make vegetable crudities and humus, make sandwiches | Summer,Sun, sunflower, splash butterfly, caterpillar, grow, change, chrysalises float sink, orange, apple, banana, pear, tomato, cucumber, cheese, strawberry, Local area, landmarks, park, museum, World map compare contrast same different, road, river, sea, traffic, cars, bus, tram, train, planeOld new, same differentobservation, printing, collage, cut, stick, join, same, different, make fruit salad |
| Curriculum links-understanding of the worldScienceGeographyHistoryREArt and design | Harvest breakfastVegetable printingLeaf artPlant spring bulbs Investigating PumpkinsHarvestHalloweenFamily traditions/culture-where in the world do our children come fromOur school environment-school walkBody partsSelf portraits | Autumn collectingautumn walk-local area, landmarksHarvest breakfastDivas potsWreath Talking about and drawing families and their homesChristmas-Geography/History/ScienceChristmas traditions Nativity PlayChristmas trees using Makers SkillsChristmas CardsMaking food for Christmas Party | Snow/frost craftSharing cookies Lunar New Year- who celebrates? Lunar New Year art and craftWinter walk- local area, landmarksPlaying with ice, making icePositional language | Plant potatoesWeedingBaby animals –life cyclesOwn lifetime-baby photos-Titch Spring walk local area, landmarksVisit from Animal Club to handle and learn about a selection of animals.Eid cards, Cbeebies video clips, story books about Ramadan, discussing events in their own families celebrating Eid | Planting beans and sunflowers-lifecycle, nurturing plantsEaster Hot cross buns, Easter Traditions, Easter baskets, patterns on easter eggsObservational drawing/painting of plants and fruit and vegetables, making clothes for Buster | Caterpillars in class, nurturing snails and butterflies, observing insects in our gardenObserving changes to plants and caterpillars, over time.Butterfly artMaking vehicles with different materials, observational drawing of the vehicles driving past our schoolHolidaysSummer walk local area, landmarksPicnic in the parkVisit from a fire engine and local musuemVisit from the local doctors surgeryCelebrating the end of Nursery - Graduation |
| PSED | RoutinesClass rules-sharing, behaviour expectations, looking after our environment | sharing, looking after our environment | sharing, friendships | sharing, Friendships, nurture/looking after each other |  sharing, friendshipsnurture/looking after each other | Safe activities, sharing, friendshipsTransition into F2/new schools |
|  | Pre-Phonics will be also covered in a weekly music session: listening and attention, body percussion, tuning into sounds, environmental sounds, keeping a beat, rhymes, alliteration and as discrete phonics sessions, as well as part of the general routines of the day. The six areas will be taught simultaneously, across the year, with greater focus on alliteration and blending towards the end of the year.  |
| Listening and Attention | Tuning into Sounds | Rhythm  | Rhyme | Alliteration and Voice Sounds | Oral Blending |
| * Listening walk
* Drum outdoors
* Mrs Browning’s Box
* Socks & Shakers
* Noisy Farm
* Household Sound Lotto
 | * What could it be?
* Matching sound makers.
* Story sounds
* I know a word
* Adjust the volume
* Xmas Sound lotto game
* Grandmother’s footsteps-outdoor game.
 | * Introduction-Body percussion
* Recap Body percussion
* Thunderstorm activity
* Sound building activity
* Hickory Dickory Dock
* Noisy neighbour
 | * Rhyming soup
* Rhyming Bingo
* Playing with words
* Rhyming pairs
* I know a word
* Odd one out
 | * Mouth movements
* Metal Mike
* Animal noises
* Whose voice?
* Sound lotto 2
* I spy
* Toy Talk
* Clapping sounds
* Cross the river
 | * Digging for treasure
* Bertha bus goes to the zoo
* Silly soup
* Feeling for treasure
* Our sound bag activity
* I spy game
* I went to the shop
* Clapping sounds
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| MathsSee detailed maths overview | **Number** **Cardinality and Counting:**Subitising to 5Counting to 5**Space & Shape**Developing special awareness – Jigsaws**Measure**Recognising attributes of length, capacity and weight.  | **Number** **Cardinality & Counting:**To point or ‘tag’ each item, saying one number for each item to 5To count things that can’t be seen**Comparison:**To compare and recognise changes in numbers of things – using words more, lots, same **Pattern:**To talk about and identify patterns around them e.g. Stripes on clothes, toys, wallpaper.**Space & Shape** To develop spatial vocabulary: prepositions (in, on, under, up, down)To develop shape awareness through construction – selecting shapes to fulfil a particular need**Measure**To compare between various sizes. | **Number****Cardinality & Counting:**To know the last number counted gives a total.To count in order beyond 5.To begin to count backwards from 5.**Comparison**To compare 2 small groups of up to 5 items, saying when there are more/less/fewer – ‘More, More, More said the Baby’**Composition**To share items fairly between 2 people.**Pattern**To spot, talk about what they can see and continue an AB pattern.To spot an error in an AB pattern.**Space & Shape**To represent and describe spatial relationships – ‘in front of’, ‘behind’, ‘on top’ – drawing their models, drawing the playground, maps.To create representations using shapes and notice the properties of shapes. | **Number** **Cardinality & Counting**To know the last number counted gives a total.To point or ‘tag’ each item, saying one number for each item to 5.To recognise numbers up to 5**Measure**To compare between various weights. – heavy/light animals – Dear Zoo | **Number** **Cardinality & Counting**To recognise small quantities without needing to count them all.**Comparison**To compare 2 small groups of up to 5 items, saying when there are the same number – same, you’ve got 2, I’ve got 2**Pattern**To copy an AB pattern and begin to create their own AB patterns.To spot an error in an AB pattern.**Space & Shape**To describe properties of shape.**Measure.**To compare between various length – beanstalks – Jasper’s Beanstalk. | **Number** **Cardinality & Counting**To link numerals with amounts up to 5.To begin to recognise numbers up to 10.**Composition**To separate a group of 3-4 objects in different ways, beginning to recognise that the total is still the same.To begin to use understanding of number to solve practical problems in play and meaningful activities**Measure**NB: Comparing capacity is ongoing in the Provision, through: sand, water, mud kitchen and maths areas. |

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| **By the end of Nursery we aim for our children to be securely in the 3-4 band:** |
| **Communication and Language** | **Personal, Social and emotional development** | **Physical Development** | **Literacy** | **Mathematics** | **Understanding the World** | **Expressive Arts and Design** |
| · Enjoy listening to longer stories and can remember much of what happens. · Can find it difficult to pay attention to more than one thing at a time. · Use a wider range of vocabulary. · Understand a question or instruction that has two parts· Understand ‘why’ questions, · 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 · May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ · Use longer sentences of four to six words. · 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. Use talk to organise themselves and their play | · 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. · Show more confidence in new social situations. · Play with one or more other children, extending and elaborating play ideas. · Help to find solutions to conflicts and rivalries. · Increasingly follow rules, understanding why they are important. · Do not always need an adult to remind them of a rule. · Develop appropriate ways of being assertive. · Talk with others to solve conflicts. · Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. · Begin to understand how others might be feeling. | · 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. · Are increasingly 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. · 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. · Start to eat independently and learning how to use a knife and fork. · 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. · 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. | 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 · Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother · -Engage in extended conversations about stories, learning new vocabulary · -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. | 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. · Compare quantities using language: ‘more than’, ‘fewer than’. · 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’. · Understand position through words alone with no pointing. · Describe a familiar route. · Discuss routes and locations, using words like ‘in front of’ and ‘behind’. · Make comparisons between objects relating to size, length, weight and capacity · Select shapes appropriately:  · Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. · Extend and create ABAB patterns – stick, leaf, stick, leaf. · Notice and correct an error in a repeating pattern. · Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then... | Use all their senses in hands-on exploration of natural materials. · Explore collections of materials with similar and/or different properties. · Talk about what they see, using a wide vocabulary. · Begin to make sense of their own life-story and family’s history · Show interest in different occupations. · Explore how things work. · Plant seeds and care for growing plants. · Understand the key features of the life cycle of a plant and an animal. · Begin to understand the need to respect and care for the natural environment and all living things. · Explore and talk about different forces they can feel. · Talk about the differences between materials and changes they notice. · Continue to develop positive attitudes about the differences between people. · Know that there are different countries in the world and talk about the differences they have experienced to seen in photos. | · Take part in simple pretend play, using an object to represent something else even though they are not similar. · Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. · Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. · Explore different materials freely, in order to develop their ideas about how to use them and what to make. · Develop their own ideas and then decide which materials to use to express them. · Join different materials and explore different textures. · 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. · Use drawing to represent ideas like movement or loud noises. · Show different emotions in their drawings and paintings, like happiness, sadness, fear etc · Explore colour and colour-mixing · Listen with increased attention to sounds. · Respond to what they have heard, expressing their thoughts and feelings. · Remember and sing entire songs. · Sing the pitch of a tone sung by another person (‘pitch match’). · Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. · Create their own songs, or improvise a song around one they know. · Play instruments with increasing control to express their feelings and ideas. |