

| Areas | | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|-------------|--|--|---|---|--|--|---|
| | General Themes / Topic | All About Me Counting Songs Goldilocks Autumn | Autumn Nursery Rhymes Ginger bread man Christmas | New Year Penguins Chinese New Year | Feelings Three Little Pigs Spring / Life Cycle The Farm Jack and the Beanstalk Easter | Transport Cinderella Hungry Caterpillar Children's interest topic | Summer Safari Seaside / holidays Red Riding hood |
| | Wow Moments | | Autumn walk | | Spring walk | | Summer walk |
| | Festivals / Important days | | Bonfire night Christmas | Chinese New Year Valentine's Day Pancake Day | Mother's Day Easter | | Father's Day |
| Prime Areas | Communication and Language | <ul style="list-style-type: none"> -Listening to stories (ebooks and big books) -Paying attention and concentrating -Understanding questions and instructions -Answering simple questions to stories and in continuous provision | | <ul style="list-style-type: none"> -Sing a repertoire of songs -Learn rhymes, be able to talk about familiar books and be able to tell a long story -Use longer sentences and encourage correct speech -Role play -Listening and responding to stories | | <ul style="list-style-type: none"> -Listen to stories and sing a repertoire of songs -Be able to express a point of view -Start a conversation with an adult or friend -Use talk to organise themselves and their play -Listen and enjoy longer stories and remember what happens -Understand 'why' questions | |
| | Personal, Social and Emotional Development | <ul style="list-style-type: none"> -Settling into nursery and becoming familiar with routine -Selecting and using activities and resources -Asking for help if needed -Develop a sense of responsibility and membership of a community -Making friendships and feeling safe | | <ul style="list-style-type: none"> -Show confidence in new social situations -Play with one more children, extending play ideas -Learn Squirrel rules and boundaries in the setting -Develop confidence in social situations -Develop a sharing ethos -Help find solutions to conflicts and rivalries | | <ul style="list-style-type: none"> -Follow rules and understand why they are important -Follow rules without being reminded by an adult -Develop ways of being assertive -Talk with others to solve conflicts -Talk about feelings using words like happy, sad or worried -Begin to understand how others might be feeling -Manage own needs -Identify and moderate their own feelings | |

| | | | | |
|-----------------------|--------------------------------|--|---|--|
| | Physical Development | <ul style="list-style-type: none"> -Develop gross motor skills by developing movement, balancing, riding scooters, trikes and bikes -Develop ball skill -Develop large muscle movement to wave flags, streamers and paint -Mark making/funky fingers | <ul style="list-style-type: none"> -Develop gross motor skills through outdoor play and equipment -Go up steps and stairs, climbing using alternate feet -Skip, hop, stand on one legs -Play playground games -Large mark making -Pencil control development -Group activities in teams or by themselves | <ul style="list-style-type: none"> -Remember sequences and patterns of movements related to music and rhythm -Develop gross motor skills using scooters, trikes and bikes -PE sessions in the hall and PE coaches (Yoga, Summer 2) -Climbing frames and balancing equipment -Match developing physical skills to tasks and activities |
| Specific Areas | Literacy | <ul style="list-style-type: none"> -Phonics phase 1: develop phonological awareness – rhymes, counting syllables -Listening games/sound games -Understanding print has meaning, print can have different purpose, text goes from left to right, names of parts of books | <ul style="list-style-type: none"> -Phonics phase 1/2 -Continue to develop phonological awareness – spotting rhymes, listening games, identifying animal noises -Engaged in extended conversations about stories using new vocabulary -Engage in play writing in nursery and outdoor -Introduce phase 2 – s,a,t,p,l,n | <ul style="list-style-type: none"> -Write some or all of their names -Write some letters accurately -Mark making and writing table provision -Role play writing opportunities -Use print and letter knowledge to write m for mummy for example |
| | Maths | <ul style="list-style-type: none"> -Reciting numbers past 5 -Say one number for each item 1,2,3,4,5 -Counting sets of objects and say how many in total -2d shapes and use correct language e.g. sides, corners -Show fingers up to 5 -Link numerals and amounts | <ul style="list-style-type: none"> -Solve real life mathematical problems up to 5 -Use language ‘more than’ and ‘fewer than’ -Talk about 3D shapes and use correct language -Use positional language -Describe a familiar route -Counting songs and number action songs | <ul style="list-style-type: none"> -Discuss routes and locations, using words such as in front of, behind -Make comparisons between objects relating to size, length, weight and capacity -Select shapes appropriately -Talk about and identify the patterns around them -Extend and create ABAB patterns -Correct and notice an error in repeating pattern. |
| | Understanding the World | <ul style="list-style-type: none"> -Begin to make sense of their own life story and family history -Use all their senses in hands on exploration -Explore collections of materials with similar and or different purposes -Explore how things work | <ul style="list-style-type: none"> -Understanding the key features of life cycle of a plant or animal -Understand the need for respect for the natural environment | <ul style="list-style-type: none"> -Plant seeds and bulbs (sunflowers). Talk about caring for growing plants. -Explore and talk about different forces they can feel -Talk about the differences between materials and the change they notice |



| | | | | | | | |
|--|-----------------------------------|---|---|--|--|--|---|
| | | | | | | | <ul style="list-style-type: none"> -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 seen |
| | Expressive Arts and Design | <ul style="list-style-type: none"> -Songs and rhymes -Singing spoons -Role play both indoors and outdoors -Small world to develop storytelling, e.g. dinosaurs, animals -Construction – building imaginative and complex small worlds with blocks -Drawing, painting, colour mixing | | <ul style="list-style-type: none"> -Explore different materials freely -Develop own ideas and decide which materials to use to express them -Join different materials and explore different textures -Draw with increasing detail, such as representing circles for faces -Show different emotions in drawings. | | <ul style="list-style-type: none"> -Explore colour and colour mixing -Listen with increased attention to sounds -Respond to what they have heard, expressing thoughts and feelings -Remember and sing entire songs -Sing the melodic shape of familiar songs -Create own songs and play instruments with increasing control to express their feelings. | |
| | Computing | iMake Music To understand that devices can be used to record and play sound iMake Media To understand that devices can be used to capture images To explore using software to combine images, sound and text. | iMake Videos To use digital tools to record a video | iCan Play To take turns when playing games iCan Move To develop basic mouse skill | iCan Direct To give and follow simple directions | iFind Patterns To recognise and create simple patterns iAm Logical To recognise similarities and differences to sort objects To solve a practical problem | iOrganise Data To understand that objects can be used to represent data |