






Areas		Autumn	Autumn	Spring	Spring	Summer	Summer			
General Themes		All About Me Autumn	Autumn Christmas	Winter	Spring Easter	Journeys Food	Summer Seaside			
Focus Book		Marvellous Me Pumpkin Soup	Owl Babies One Snowy Night	Stick Man	Jack and The Beanstalk We're Going on an Egg Hunt	We're Going on a Bear Hunt The Little Red Hen	Lucy and Tom at the Seaside			
Festivals / Important Dates	National Read a Book Day International Literacy Day International Sudoku Day Positive Thinking Day International Talk Like a Pirate Day National Fitness Day Jewish New Year European Day of Languages	Harvest Festival Black History Month World Animal Day World Space Week World Teachers Day World Smile Day World Food Day Diwali Halloween	Bonfire Night World Science Day Children in Need Remembrance Sunday World Kindness Day Nursery Rhyme Week Road Safety Week Tree Week Thanksgiving	Christmas Jumper Day Winter Solstice Christmas Day New Year's Eve	New Year's Day Burns Night National Puzzle Day National Storytelling Week	Pancake Day St David's Day World Book Day St Patrick's Day Holi-Hindu festival Red Nose Day World Water Day World Maths Day Mother's Day	April Fool's Day Easter Queen's Birthday Earth Day St George's Day World Penguin Day Anzac Day	National Walking Month Ramadan Eid Al-Fitr Sun Awareness Week Cinco de Mayo International Nurses Day Children's Day Vesak Numeracy Day World Bee Day World Turtle Day	Pride Month Dinosaur Day Butterfly Awareness Day Whitsun D-Day World Ocean Day Healthy Eating Week Water Safety Father's Day Summer Solstice World Music Day World Yoga Day	Tour De France American Independence Day Children's Art Week International Joke Day Don't Step on a Bee Day Shark Awareness Day St. Swithin's Day World Emoji Day International Tiger Day International Day of Friendship
Wow Moments		<u>Autumn</u> All about me booklets Birthdays Autumn Walks Harvest Time Animal Day	<u>Autumn</u> Bonfire Night World Nursery Rhyme Week Road Safety Week Christmas	<u>Spring</u> Chinese New Year Valentine's Day	<u>Spring</u> Pancake day Spring Walks World Book Day Easter	<u>Summer</u> World Bee Day World Turtle Day Summer walks Trips Baking	<u>Summer</u> Summer Walks			


Curriculum Sequence



Prime Areas	Personal, Social and Emotional Development	<p>Understanding Emotions</p> <ul style="list-style-type: none"> To be able to think about their feelings. To be able to seek comfort from a familiar adult when needed. To be able to recognise that some actions can hurt or harm others and begin to stop themselves from doing something that they should not. To settle into Nursery routine 	<p>Understanding Emotions</p> <ul style="list-style-type: none"> To express a wide range of feelings To talk about how they might be feeling and respond to this. To recognise the impact of their choices and behaviours. 	<p>Understanding Emotions</p> <ul style="list-style-type: none"> To understand their own feelings. To express and understand their own feelings, and consider the feeling of others. To know that actions and words can hurt others feelings
		<p>Sense of self</p> <ul style="list-style-type: none"> To know their own name, their preferences and interests and is becoming aware of their unique abilities. To show a sense of autonomy through asserting their ideas and preferences and making choices and decisions. To begin to express needs and ask adults for help. 	<p>Sense of Self</p> <ul style="list-style-type: none"> To become more aware of the similarities and differences between themselves and others. To begin to feel a sense of belonging through being involved in daily tasks. To show confidence and self-esteem through being outgoing towards people, taking risks and trying new things. 	<p>Sense of Self</p> <ul style="list-style-type: none"> To begin to recognise that that they belong to different communities and social groups. To enjoy a sense of belonging through being involved in daily tasks. To begin to show confidence in speaking to others about needs, wants and interests.
		<p>Making Relationships</p> <ul style="list-style-type: none"> To show empathy and concern for people who are special to them by partially matching others' feelings with their own. To begin to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. To seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest. 	<p>Making Relationships</p> <ul style="list-style-type: none"> To show increasing consideration of other people's needs and gradually more impulse control in favourable conditions. To practice skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict. To seek out companionship with adults and other children, sharing experiences and play ideas 	<p>Making Relationships</p> <ul style="list-style-type: none"> To represent and recreate what they have learnt about social interactions from their relationships with close adults. To be increasingly flexible and cooperative. To develop particular friendships with other children.
	<p>Implementation Learning the class rules and routines. Settling into Nursery. Circle time. Building relationships with adults and other children in continuous provision. Time to talk about feelings. Talking about what makes us special – the things we like, the things we can do. Learning to play and have friends. All about me booklets.</p>			
	<p>Vocabulary Rules, friends, share, happy, sad, special, teachers.</p>			
<p>Curriculum Sequence </p>				

Communication and Language	<p>Listening and Attention</p> <ul style="list-style-type: none"> To know the classroom rules To be able to listen with interest to adults when they read stories. 	<p>Listening and Attention</p> <ul style="list-style-type: none"> To begin to follow classroom rules To be able to listen one to one and in small groups. 	<p>Listening and Attention</p> <ul style="list-style-type: none"> Know and follow our classroom rules. Understand why listening is important, and to follow one step instructions during our routines. Listen to a familiar story with increasing attention and recall. Join in with repeated refrains and anticipate key events and phrases.
	<p>Understanding</p> <ul style="list-style-type: none"> To begin to understand simple questions involving 'who', 'what', 'where' To identify action words by following simple instructions. To begin to understand more complex sentences e.g. "Sit on the carpet." 	<p>Understanding</p> <ul style="list-style-type: none"> To begin to understand simple questions involving 'why' and 'how'. To show some understanding of some prepositions, such as behind, under. 	<p>Understanding</p> <ul style="list-style-type: none"> Understanding simple questions. Understand prepositions when carrying out daily routines, for example tidy up time.
	<p>Speaking</p> <ul style="list-style-type: none"> To use language to share feelings, experiences and thoughts. To learn new words and use them in communicating. To use a variety of questions. 	<p>Speaking</p> <ul style="list-style-type: none"> To be able to use more complex sentences to talk about themselves. To talk about things that are important to them. To be able to build up vocabulary that reflects their experiences. To be able to use talk to explain what is happening and anticipate what might happen next 	<p>Speaking</p> <ul style="list-style-type: none"> To be able to talk about themselves To be able to retell an event. Learn new vocabulary. Describe the routine of the classroom using before and next.
	<p>Implementation Share our class/school rules. Daily story time. Model talk routines through the day. Circle times and discussions. Show and tell. All about me booklets.</p>		
<p>Curriculum Sequence </p>			

Physical Development	<p>Moving and Handling</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> To be able to turn pages in a book, sometimes several at once. To show increasing control in holding, using and manipulating a range of tools. To hold mark-making tools with thumb and all fingers. <p>Gross Motor Skills</p> <ul style="list-style-type: none"> To be able to throw a ball with increasing force and accuracy. To climb up and down stairs by placing both feet on each step while holding a handrail. To use wheeled toys with increasing skill. 	<p>Moving and Handling</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> To handle books with care and begin to turn one page at a time. To begin to manipulate tools using one hand, beginning to show a preference for dominant hand. <p>Gross Motor Skills</p> <ul style="list-style-type: none"> To begin to catch a large ball with two hands. To begin to climb stairs, steps and move across climbing equipment using alternate feet. To begin to run with spatial awareness and negotiate space. 	<p>Moving and Handling</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> To turn pages in a book one at a time. To manipulate a range of tools and equipment in one hand. <p>Gross Motor Skills</p> <ul style="list-style-type: none"> To grasp and release with two hands to throw and catch a large ball, beanbag or object. To climb stairs, steps and move across climbing equipment using alternate feet. Maintaining balance using hands and body. To negotiate space on large wheeled toys, adjusting speed or changing direction to avoid obstacles.
	<p>Implementation Fine Motor Skills: Funky Finger opportunities during daily provision. Threading, cutting, weaving, playdough. Fine Motor activities. Squiggle to Wiggle daily. Focus on pencil grip. Holding Small Items / Button Clothing / Cutting with Scissors. Modelling turning pages during story times and in play. Gross Motor Skills: Balls outside all the time. Bikes and trikes outside. Navigating equipment safely. Going for walks to the wild area. Following GetSet4PE scheme.</p>		
	<p>Vocabulary</p>		
	<p>Health and Self Care</p> <ul style="list-style-type: none"> To be able to feed self competently and to hold a cup with two hands and drink without spilling To show some independence in self care (such as washing hands) To be able to communicate their toileting needs and have an increasing control of bowl and bladder movements. To be able to independently put on and take off simple items of clothing e.g. hat, boots. To recognise danger and seek support and comfort. 	<p>Health and Self Care</p> <ul style="list-style-type: none"> To wash and dry hands effectively To gain more bowel and bladder control and be able to go to the toilet most of the time themselves. To be able to help with getting dressed e.g. pulling up pants To begin to use equipment safely. 	<p>Health and Self Care</p> <ul style="list-style-type: none"> To wash and dry hands and understand why it is important. To usually be dry and clean during the day. To dress with help. To reduce risk and understand that equipment can be used safely.
<p>Implementation Regular reminders to wash and dry hands. Opportunities to take off and put on simple clothing.</p>			
<p>Vocabulary</p>			
<p>Curriculum Sequence </p>			

Specific Areas	Literacy	<p>Reading</p> <ul style="list-style-type: none"> To have some favourite stories, rhymes, songs, poems, or jingles. To repeat and use actions, words or phrases from familiar stories. To begin to recognise familiar logos from children's popular culture, commercial print or icons for apps. To enjoy rhymic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. 	<p>Reading</p> <ul style="list-style-type: none"> To be able to listen to and join in with stories and poems, when reading one-to-one and in small groups. To fill in the missing word or phrase in a known rhyme, story or game. To show interest in illustrations and words in print and digital books and words in the environment. 	<p>Reading</p> <ul style="list-style-type: none"> To know that print carries meaning and is read from left to right and top to bottom. To join in with repeated refrains and anticipate key events and phrases in rhymes and stories. To recognise familiar words and signs such as own name, logos and screen icons. To begin to develop phonological and phonemic awareness.
		<p>Implementation Singing time daily. Use a range of familiar stories. Daily story time. Focus books each month. World Book Day. Talk for writing to retell stories.</p>		
		<p>Vocabulary</p>		
		<p>Writing</p> <ul style="list-style-type: none"> To be able to distinguish between the different marks they make. To enjoy drawing and writing on paper, on screen and on different textures. To make up stories, play scenarios and drawings in response to experiences. 	<p>Writing</p> <ul style="list-style-type: none"> To include mark making and early writing in their play. To attempt to write their own name, or other names and words, using combinations of lines, circle and curves, or letter-type shapes. 	<p>Writing</p> <ul style="list-style-type: none"> To sometimes give meaning to their drawings and paintings. To begin to make letter-type shape to represent the initial sound of their name and other familiar words. To imitate adult's writing by making continuous lines of shapes and symbols from left to right.
		<p>Implementation Opportunities to make marks in different ways. Role play areas. Paper, pencils and clipboards all around the classroom.</p>		
		<p>Vocabulary</p>		
<p>Curriculum Sequence </p>				

Mathematics	<p>Comparison</p> <ul style="list-style-type: none"> To begin to compare and recognise changes in numbers of things. <p>Counting</p> <ul style="list-style-type: none"> To begin to say numbers in order, some of which are in the right order. <p>Cardinality</p> <ul style="list-style-type: none"> To give or take two or three objects from a group, in everyday situations. To begin to notice numerals. To begin to count on their fingers. <p>Spatial Awareness</p> <ul style="list-style-type: none"> To move their bodies and toys around objects and explores fitting into spaces. To begin to remember their way around familiar environments. To explore how things look from different viewpoints. <p>Shape</p> <ul style="list-style-type: none"> To choose puzzle pieces and try to fit them in. To recognise that two objects have the same shape. To make simple constructions. <p>Pattern</p> <ul style="list-style-type: none"> To join in and anticipate repeated sound and action patterns. To be interested in what happens next using the pattern of everyday routines. <p>Measures</p> <ul style="list-style-type: none"> To explore differences in size, length, weight and capacity. To begin to understand some talk about immediate past and future. 	<p>Comparison</p> <ul style="list-style-type: none"> To compare and recognise changes in numbers of things, using words like more, lots or same. <p>Counting</p> <ul style="list-style-type: none"> To enjoy counting verbally as far as they can go. To point or touch each item, using the stable order of 1,2,3,4,5. <p>Cardinality</p> <ul style="list-style-type: none"> To subitise one, two and three objects. To count up to five items, recognising that the last number said represents the total. <p>Spatial Awareness</p> <ul style="list-style-type: none"> To respond to some spatial and positional language. <p>Shape</p> <ul style="list-style-type: none"> To choose items based on their shape which are appropriate for their purpose. To respond to both informal language and common shape names. <p>Pattern</p> <ul style="list-style-type: none"> To create their own spatial patterns showing some organisation or regularity. <p>Measures</p> <ul style="list-style-type: none"> To begin to find longer or shorter, heavier or lighter and more/less full. To anticipate times of the day. 	<p>Comparison</p> <ul style="list-style-type: none"> To compare two small groups of up to five objects, saying when there are the same number of objects. <p>Counting</p> <ul style="list-style-type: none"> To begin to recognise numerals 0-10. <p>Cardinality</p> <ul style="list-style-type: none"> To link numerals with amount up to 5 and beyond. To explore using a range of their own signs. <p>Spatial Awareness</p> <ul style="list-style-type: none"> To respond to and use language of position and direction. To predict, move and rotate objects to fit the space or create a shape. <p>Shape</p> <ul style="list-style-type: none"> To enjoy partitioning and combining shapes to make new shapes. To show awareness of shape similarities and differences between objects. <p>Pattern</p> <ul style="list-style-type: none"> To explore and add to simple linear patterns of two or three repeating items. To join in with simple patterns in sounds, objects, games and movement, predicting what comes next. <p>Measures</p> <ul style="list-style-type: none"> To find longer or shorter, heavier or lighter and more/less full in meaningful context. To recall a sequence of events in everyday life and stories.
	<p>Implementation - Master the Curriculum scheme of learning</p> <p>Colours Matching Sorting Number 1 Number 2: Subitising Number 2 Pattern</p>	<p>Number 3: Subitising Number 3 Number 4 Number 4: Composition Number 5 Number 5: Number 6: Height and length Mass Capacity</p>	<p>More/Fewer One More One Less 2D Shapes 3D Shapes Number composition Night and Day Positional language</p>
	<p>Vocabulary</p>		

Curriculum Sequence



Understanding the World	<p>People and communities</p> <ul style="list-style-type: none"> To have a sense of own immediate family and relations and pets. To imitate every day actions and events from own family and cultural background in play. To know who they like to play with. To learn that they have similarities and differences that connect them to, and distinguish them from, others. 	<p>People and communities</p> <ul style="list-style-type: none"> To show interest of people who are familiar to them. To enjoy joining in with family customs and routines. To begin to have their own friends. To know some of the things that make them unique. 	<p>People and communities</p> <ul style="list-style-type: none"> To remember and talk about significant events in their own experience. To recognise and describe special times or events for family and friends. To have their own friends. To talk about some of the similarities and differences in relation to friends or family.
	<p>The world</p> <ul style="list-style-type: none"> To notice detailed features of objects in their environment. To talk about some of the things they have observed. To begin to play with small world reconstructions, building on first-hand experiences. 	<p>The world</p> <ul style="list-style-type: none"> To comment about aspects about of their familiar world. To talk about why things happen and how things work. To enjoy playing with small world reconstructions, building on first-hand experiences. 	<p>The world</p> <ul style="list-style-type: none"> To ask questions about aspects of their familiar world. To develop an understanding of growth, decay and changes over time.
	<p>Technology</p> <ul style="list-style-type: none"> To seek to acquire basic skills in turning on and operating some digital equipment. To operate mechanical toys. To play with water to investigate "low technology" such as washing and cleaning. 	<p>Technology</p> <ul style="list-style-type: none"> To begin to operate simple equipment. To show skills in making toys work by pressing parts or lifting flaps. To use pipes, funnels and other tools to carry/transport water. 	<p>Technology</p> <ul style="list-style-type: none"> To know how to operate simple equipment. To show an interest in technological toys, real objects and touchscreen devices. To play with a range of materials to learn cause and effect.
	<p>Implementation All about me topic. Role play opportunities. Learning about the seasons and weather. Computing area in classroom to look at technology. Exploring different festivals, celebrations and important dates. Date and weather chart. Sharing news from weekend and holidays.</p>		
	<p>Vocabulary Family, mum, dad, autumn, winter, spring, summer, friends, on, off, today, celebrate, unique, special.</p>		

Curriculum Sequence



Expressive Arts and Design	<p>Creating with materials</p> <ul style="list-style-type: none"> To join in singing songs To create sounds by rubbing, shaking, tapping, striking or blowing. To experiment with ways to enclose a space, create shapes and represent actions, sounds and objects. To enjoy and respond to playing with colour in a variety of ways. To begin to use 3D and 2D structures to explore materials and/or express ideas. 	<p>Creating with materials</p> <ul style="list-style-type: none"> To begin to sing familiar songs. To show an interest in the way sound makers and instruments sound and experiment with ways of playing them. To develop an understanding using lines to enclose a space. To explore colour. To use 3D and 2D structures to explore materials and/or express ideas. 	<p>Creating with materials</p> <ul style="list-style-type: none"> To sing familiar songs. To explore and learn how sounds and movements can be changed. To begin to use drawing to represent actions and objects. To continue to explore colour and how colours can be changed. To use various construction materials.
	<p>Being imaginative and expressive</p> <ul style="list-style-type: none"> To use everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. To begin to make believe by pretending using sounds, movements, words and objects. To begin to create rhythmic sounds and movements. 	<p>Being imaginative and expressive</p> <ul style="list-style-type: none"> To begin to use movements and sounds to express experiences. To experiment and create movement in response to music, stories and ideas. To create sounds and movements. 	<p>Being imaginative and expressive</p> <ul style="list-style-type: none"> To use movement and sounds to express experiences, expertise, ideas and feelings. To sing to self and makes up simple songs. To create sounds, movements and drawings to accompany stories.
	<p>Implementation Daily singing time. Music areas. Exploring colour and colour mixing. Construction areas. Role play areas. Small world areas. Craft jobs for each topic. Exploring different materials. Looking at artists – Eric Carle and Jackson Pollock.</p>		
<p>Vocabulary</p>			