




	AUTUMN 1 5.9.23 - 20.10.23 (6 WEEKS, 3 DAYS)	AUTUMN 2 6.11.23 – 20.12.23 (6 WEEKS, 3 DAYS)	SPRING 1 4.1.24 – 9.2.24 (5 WEEKS, 2 DAYS)	SPRING 2 12.2.24 – 28.3.24 (6 WEEKS, 4 DAYS)	SUMMER 1 15.4.24 – 24.5.24 (6 WEEKS)	SUMMER 2 3.6.23 – 26.7.24 (8 WEEKS)
MAIN THEMES PROJECT LAUNCH	<u>Me and My Nursery</u>	<u>Festival Fun!</u>	<u>Winter and Keeping Warm</u>	<u>Looking after ourselves</u>	<u>Traditional Tales</u>	<u>Change and Grow</u>
COMMUNICATION & LANGUAGE 	Lovely Listening Listen to and join in with stories, songs and songs.	Terrific Turn-taking Listen to and follow short instructions Participate in small group discussions about stories	Negotiating with friends. Take part in pretend play, communicating and negotiating with their friends.	Confident Communication Expressing likes and dislikes. Talk in short sentences.	Calm conversations. Start a conversation with an adult or a friend. Participate in whole class discussions, offering their own ideas	Talk about the past. Talk about familiar stories. Share past events. Link learning to experiences out of school.
PSED  PSHE Jigsaw scheme	Being in my world Working together Understanding my feelings Sharing and kindness	Celebrating difference Being special and unique Making friends	Relationships My family and friends Calming strategies Working together	Healthy me Being active and healthy Washing hands Saying NO to strangers	Dreams Keep trying when things get tricky Feeling proud Helping others	Changing me Changing and growing Moving to big school
FINE MOTOR 	Building and balancing. Pencil control:- Mark making using tools such as chunky chinks, mark makers in sand etc, predominantly using fist grip. Handles	Cutting and sticking. Pencil control :- Mark making using tools such as chunky chinks, mark makers in sand etc, predominantly using fist grip. Handles	Using tools for a purpose. Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines Shows a dominant	Fix and fasten. Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines Shows a dominant hand and can use the	Careful control. Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes Shows a dominant hand and	Wonderful writing. Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes. Shows a dominant hand and

	tools with increasing control	tools with increasing control	hand and can use the basis of a 3 finger pencil grip	basis of a 3 finger pencil grip	can use the basis of a 3 finger pencil grip	can use the basis of a 3 finger pencil grip
<p>GROSS MOTOR</p> 	<p>Use large-muscle movements to draw lines and circles and make marks</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes).</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>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.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>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.</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>
<p>LITERACY</p> 	<p>Joining in with familiar rhymes and stories.</p> <p>Writing: Mark making using mark making tools in trays of sand etc. Using larger paintbrushes to paint with. Using chunky chalks on the ground outside. Manipulating play dough with variety of tools Draw some marks on paper, not always distinguishable</p>	<p>Joining in with familiar rhymes and stories.</p> <p>Sequencing story events.</p> <p>Recognise name</p> <p>Begin to order letters in name.</p> <p>Writing: Mark making using mark makers such as chunky chalks, paintbrushes, pens</p>	<p>Joining in with familiar rhymes and stories.</p> <p>Sequencing story events.</p> <p>Identify characters.</p> <p>Recognise name</p> <p>Order letters in name</p> <p>Writing: Mark making using pens/ pencils/ chalks/ paintbrushes Follows large pattern</p>	<p>Joining in with familiar rhymes and stories.</p> <p>Sequencing story events.</p> <p>Identify characters.</p> <p>Recognise name</p> <p>Order letters in name</p> <p>Begin to write name</p> <p>Writing: Mark making using pens/ pencils/ chalks/ paintbrushes</p>	<p>Joining in with familiar rhymes and stories.</p> <p>Sequencing story events.</p> <p>Identify characters.</p> <p>Recognise name</p> <p>Order letters in name</p> <p>Write name</p> <p>Writing: Use some of their print and letter knowledge in their</p>	<p>Joining in with familiar rhymes and stories.</p> <p>Sequencing story events.</p> <p>Identify characters.</p> <p>Recognise name</p> <p>Order letters in name</p> <p>Write name</p> <p>Write some sounds</p>

		Following large pattern templates Draw some marks on paper, not always distinguishable	outlines such as wavy lines or straight lines / can give meaning to the marks they make	Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make	early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Uses pens/ pencils/ paintbrushes form some letter shapes. Writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.)
<p>PHONICS</p> 	Listening and turn-taking games.	s a t p i n <i>Teach children to hear the same initial sound for words and names of objects.</i>	m d g o c k e <i>Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds</i>	u r h b f l j <i>Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.</i>	v w y z q u c h <i>Teach children to identify initial sounds of words and names of objects.</i>	ck x sh th ng nk <i>Teach children to identify initial sounds of words and names of objects.</i>
<p>MATHEMATICS</p> <p>See MTP for more detail.</p> 	<ul style="list-style-type: none"> Counting and number rhymes. Counting aloud to 5. 'Finger numbers' to 3. See and say some numerals to 3 e.g. when coming across a number in the environment Compare 2 groups 	<ul style="list-style-type: none"> Counting and number rhymes. Join in with 'one more' and 'one less' Number songs e.g. 5 Little Speckle Frogs Identify patterns in the environment, e.g. 'pointy', 'spotty', 'blobs' Develop part-part whole knowledge Match 2 groups of the same quantity 	<p>Consistently recite numbers in order to 5</p> <p>Know that the last number reached when counting a small set tells you how many there are in total (consistently with numbers to 5)</p> <p>Say one number name for each item when counting sets of objects to 5</p> <p>sort a set of objects into 2 groups</p>	<p>Link numerals to amounts: e.g. showing the right number of objects to match the numeral (to 3)</p> <p>Begin to solve real world, practical mathematical problems with numbers up to 5 (one more than, one less than)</p> <p>Know the whole is bigger than the parts</p> <p>Subitise to 3</p>	<p>Consistently recite numbers to 10</p> <p>Consistently showing 'finger numbers' to 5 and sometimes beyond.</p> <p>Counting a set of objects or pictures, accurately saying how many are in the set (consistently with numbers to 5 and then 10)</p> <p>Subitise to 4</p> <p>Part, part whole</p> <p>Continue to explore</p>	<p>Compare quantities using language 'more than' 'fewer than'</p> <p>Identfy, continue and correct ABAB patterns</p> <p>Confidently use language to make comparisons between objects relating to size, weight, length and capacity</p> <p>Describe a sequence of events, using words such as 'first', 'then'</p>

					2D and 3D shapes; begin to select shapes appropriately	Count between 5-10 presented objects using 1:2:1 correspondence
<p>UNDERSTANDING OF THE WORLD</p> 	<p>Rosh Hashanah</p> <p>Summer to Autumn seasonal changes.</p> <p>Different homes</p>	<p>Festival of Light.</p> <p>Helping Wildlife hibernate to survive winter.</p> <p>Christmas.</p>	<p>Chinese New Year.</p> <p>Winter to Spring seasonal changes.</p>	<p>Mother's Day</p> <p>Local community – Pudding Pantry</p>	<p>Spring to Summer seasonal changes.</p> <p>Eid and Ramadan</p> <p>Growing and changing</p>	<p>Seaside</p> <p>Getting ready for big school</p>
<p>EXPRESSIVE ARTS & DESIGN</p> 	<p>Recognising colour</p> <p>Exploring a range of tools</p> <p>Music:</p>	<p>Manipulate dough in different ways</p> <p>Music: Bells and shakers to support Christmas songs.</p>	<p>Drawing ourselves and our family</p> <p>Exploring colour mixing</p> <p>Music:</p>	<p>Beginning to weave</p> <p>Printing with sponges and food</p> <p>Music:</p>	<p>Developing our models</p> <p>Music:</p>	<p>Arts Week!</p> <p>Music:</p>
<p>CORE BOOKS</p> 	<p>Going on a Bear Hunt</p> <p>Shark in the Park</p> <p>Three Little Pigs</p> <p>Pumpkin Soup</p>	<p>Pumpkin Soup</p> <p>Story of Diwali</p> <p>Owl Babies</p> <p>Peace at Last</p> <p>Owl and the Star</p>	<p>One snowy night</p> <p>Cuddly Duddly</p> <p>Non-Fiction Polar Animals</p> <p>Chinese Zodiac Story</p>	<p>Tiger Who Came to Tea</p> <p>Handa's Surprise</p> <p>Goldilocks and the three bears</p> <p>Dora's Eggs</p> <p>We're going on an egg hunt</p>	<p>Ramadan stories</p> <p>Gingerbread man</p> <p>People who help us – Dr Ranj</p> <p>Mrs Mopple's Washing Line</p>	<p>The Very Hungry Caterpillar</p> <p>Jack and Beanstalk</p> <p>Smartest Giant in Town</p> <p>Snail and Whale</p>

		Nativity Story				
Additional Enrichment Opportunities (Trips/Visitors/Celebrations)	Barefoot sensory walk Autumn Trail Autumn crafts in wild garden	Christmas Song celebration with families – hot chocolate, biscuits and sing-along! Diwali songs and celebration.	Winter Walk Ice experiments Visit from Percy the parkkeeper	Mother's day afternoon tea Ramadan party! Easter celebrations including egg hunt.	Father's Day – special treat day (lawn games) Fire engine visit Teddy bear hospital – nursery own Tiny Town Adventures!	Trip to orchard End of year picnic with families Plant a pot! Sports day