







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

	fist grip. Handles tools with increasing control	tools with increasing control	Shows a dominant hand and can use the basis of a 3 finger pencil grip	hand and can use the 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> 	Use large-muscle movements to draw lines and circles and make marks	Skip, hop, stand on one leg and hold a pose for a game like musical statues.	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>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes).</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.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
<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 chinks 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 chinks, paintbrushes, pens Following large</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/ chinks/ paintbrushes Follows large pattern outlines such as wavy</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/ chinks/ 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>Write name</p> <p>Writing: Use some of their print and letter knowledge in their early writing. For</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> <p>Uses pens/ pencils/ paintbrushes form</p>

		<p>pattern templates Draw some marks on paper, not always distinguishable</p>	<p>lines or straight lines / can give meaning to the marks they make</p>	<p>outlines such as wavy lines or straight lines / can give meaning to the marks they make</p>	<p>example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>some letter shapes. Writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.)</p>
<p>PHONICS</p> 	<p>Rhyme time – follow planning:</p> <p>Listening, syllables, rhyming, alliteration, sound knowledge</p> <p>Circle games</p>	<p>s a t p i n <i>Teach children to <b>hear</b> the same initial sound for words and names of objects.</i></p>	<p>m d g o c k e <i>Teach children to <b>identify</b> initial sounds of words and names of objects. Teach children to <b>distinguish</b> different sounds</i></p>	<p>u r h b f l j <i>Teach children to <b>identify</b> initial sounds of words and names of objects. Teach children to <b>articulate</b> sounds correctly – including playing with voice sounds.</i></p>	<p>v w y z q u c h <i>Teach children to <b>identify</b> initial sounds of words and names of objects.</i></p>	<p>ck x sh th ng nk <i>Teach children to <b>identify</b> initial sounds of words and names of objects.</i></p>
<p>MATHEMATICS <i>See MTP for more detail.</i></p> 	<ul style="list-style-type: none"> <li>Counting and number rhymes.</li> <li>Counting aloud to 5.</li> <li>'Finger numbers' to 3.</li> <li>See and say some numerals to 3 e.g. when coming across a number in the environment</li> <li>Compare 2 groups</li> </ul>	<ul style="list-style-type: none"> <li>Counting and number rhymes.</li> <li>Join in with 'one more' and 'one less' Number songs e.g. 5 Little Speckle Frogs</li> <li>Identify patterns in the environment, e.g. 'pointy', 'spotty', 'blobs'</li> <li>Develop part-part whole knowledge</li> <li>Match 2 groups of the same quantity</li> </ul>	<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 2D and 3D shapes; begin to select</p>	<p>Compare quantities using language 'more than' 'fewer than'</p> <p>Identify, 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> <p>Count between 5-10</p>

					shapes appropriately	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>Minibeasts</p> <p>Lifecycle of a butterfly</p> <p>Getting ready for big school</p>
<p>EXPRESSIVE ARTS &amp; DESIGN</p> 	<p>Recognising colour</p> <p>Exploring a range of tools</p> <p>Autumn transient art</p> <p>Music: large movements to music.</p>	<p>Manipulate dough in different ways</p> <p>Diwali rangoli art outside</p> <p>Christmas crafts</p> <p>Music: Bells and shakers to support Christmas songs.</p> <p>Christmas song celebration performance</p>	<p>Drawing ourselves and our family</p> <p>Exploring colour mixing</p> <p>Creating crafts for our Chinese New Year celebrations</p> <p>Music: evoking simple emotions</p>	<p>Beginning to weave</p> <p>Printing with sponges and food</p> <p>Food preparation for our cafe</p> <p>Music: dance movements to different music styles</p>	<p>Developing our models - Making creations using junk boxes, construction (small and large),</p> <p>Observational flower and plant paintings and drawings</p> <p>Music: Performing for our fathers and grandfathers</p>	<p>Arts Week!</p> <p>Music: Increasing control. Improvising own songs</p> <p>Performing in our end of year picnic</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>One snowy night</p> <p>Cuddly Duddly</p> <p>Non-Fiction Polar Animals</p>	<p>Tiger Who Came to Tea</p> <p>Handa's Surprise</p> <p>Goldilocks and the three bears</p>	<p>Ramadan stories</p> <p>The Gingerbread man</p> <p>People who help us – Dr Ranj</p> <p>Mrs Mopple's</p>	<p>Mad about Minibeasts</p> <p>The Very Hungry Caterpillar</p> <p>Jack and Beanstalk</p>

		Owl and the Star  Nativity Story	Chinese Zodiac Story	Dora's Eggs  We're going on an egg hunt	Washing Line	Snail and Whale
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