

Brunswick Park Primary School: Nursery Curriculum Overview: Cycle 1 & 2

EYFS Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	All about Me	Journeys and Transport	Traditional Tales	Growing Things	Minibeasts	People Who Help Us
Topic Texts (Cycle 1)	So Much What I like about Me This Is Our House	The Train Ride Who Sank the Boat? Maisy Goes on an Aeroplane <i>Christmas Stories</i>	The Three Little Pigs Goldilocks and the Three Bears The Gingerbread Man <i>Traditional Tales</i>	Jaspers Beanstalk A Seed In Need The Enormous Turnip <i>Information Books</i>	The Very Busy Spider Pilot Ray: The Tale of a Snail The Very Hungry Caterpillar <i>Information Books</i>	Doctors/Nurses/Paramedics Firefighters Vets <i>Information Books</i>
Topic Texts (Cycle 2)	So Much What I like about Me This Is Our House	Mr Gumpy's Motor Car Super Submarines Roaring Rockets <i>Christmas Stories</i>	Little Red Hen The Three Billy Goats Gruff Jack and the Beanstalk <i>Traditional Tales</i>	Oliver's Fruit Salad Pumpkin Soup Little Veggie Monster <i>Information Books</i>	What the Ladybird Heard The Teeny Weeny Tadpole Superworm <i>Information Books</i>	Police Dentists Teachers <i>Information Books</i>
Engaging Starting Points	Making Funny Face Portraits	Now Press Play: Transport	Now Press Play: Traditional Tales	Planting Seeds	Now Press Play: Minibeasts	Now Press Play: People Who Help Us
Memorable End Point	Digital Art Exhibition: Padlet Funny Face Portraits	Trip on a Bus	Traditional Tales Character Dress Up Day	Cooking: Vegetable Soup & Fruit Salad	Bug Hunt in the Nature Garden	Visit from Police Officers
Songs, Rhymes, Poems (Cycle 1)	Twinkle Twinkle Little Star The Wheels on the Bus If Your Happy and You Know It	Down at the station Row, row, row your boat I'm a Little aeroplane	Knock, Knock Let Me In Goldilocks and the Three Bears The Gingerbread Man on the Run	Jasper Beanstalk Growing Seed Pull the Turnip	Insy Winsy Spider The Caterpillar Snail Song	Doctor Foster I'm A Little Firefighter Teacher, Teacher
Songs, Rhymes, Poems (Cycle 2)	Twinkle Twinkle Little Star Heads, Shoulders, Knees and Toes Five Little Monkeys	We're driving in our car Yellow Submarine Zoom, Zoom, Zoom	Who Shall Help the Little Red Hen Big Bad Troll Jacks Giant	Oranges and Lemons I'm A Little Pumpkin Vegetable Song	Ladybird, Ladybird I'm A Little Tadpole There's a Worm at the Bottom of Worm	Police Officer (song) Brush Yor Teeth Teacher, Teacher
Potential Lines of Development (PLODs)	Family, friends, houses, where we live (London/ Camberwell), where we are from (family)	Transport, buses, trains, station, Airports, planes, boat/s, ship, port, jet, holiday, Christmas, etc	Picnics, wolves, planting, building houses, materials, fairy tales, good and evil, pigs, Gingerbread man, Goldilocks, bears, etc.	Cooking/baking, healthy food, exercise, planting, growing, seeds, different foods, plants, supermarket, garden centre, etc.	Life cycles, insects, spiders, bugs, magnifying glasses, butterflies, snail, caterpillar, jungle, etc.	Fire fighter, Doctor, Nurse, Paramedic, hospital, vets, surgery, ambulance, fire station, etc.
Role-Play	Home Corner	Airport	Storyland	Garden Centre	Jungle Café	Cycle 1: Fire Station Cycle: Police Station
Trips and Experiences	Visit school garden Stay and Play Cooking – Heath foods (family foods) Black History Month	Visit school garden Visit nature garden Local area walk – Transport hunt/spotting	Visit school garden Visit nature garden Stay and Play Cooking – related to stories	Visit school garden Visit nature garden Cooking – food we like Planting fruits and vegetables	Visit nature garden – Minibeast hunt Fossil/bone hunt	Visit school garden – harvest fruit/veg grown Visit from nurse/doctor/Police Officer End of year trip
Celebrations and Festivals	Rosh Hashana Black History Month Harvest Festival Halloween	Diwali Bonfire Night Hanukah Christmas	New Year Chinese New Year Safer Internet Day Valentine's Day	Pancake Day World Book Day Mother's Day Easter Sunday	Ramadan Eid	Father's Day
Parental Engagement	Stay and Play Home/School Visits EYFS Twitter Tapestry: WOW moments Padlet: Galleries	Parents Evening EYFS Twitter Tapestry: WOW moments Padlet: Galleries Tapestry Parent Workshop	Stay and Play Storytelling morning EYFS Twitter Tapestry: WOW moments Padlet: Galleries	Parents Evening Gardening Day EYFS Twitter Tapestry: WOW moments Padlet: Galleries	Stay and Play EYFS Twitter Tapestry: WOW moments Padlet: Galleries Tapestry Parent Workshop	Parents Evening Stay and Play EYFS Twitter Tapestry: WOW moments Padlet: Galleries
RE	Hinduism The Big Book of Religion	Christianity Noah's Arc	Sikhism The Big Book of Religion	Islam The Big Book of Religion	Judaism The Run Away Lutke	Buddhism The Big Book of Religion
Mathematics	Show finger numbers up to 3. Recite numbers up to/past 3. Select shapes appropriately	Recite numbers up to/past 5. Show finger numbers up to 5. Describe a familiar route around nursery. Make comparisons between object relating to size and weight. Select and name shapes appropriately; flat surfaces for a building. Create ABAB patterns	Recite numbers up to/past 7. Say one number name for each item in order to 5: 1, 2, 3, 4, 5 Compare quantities using language 'more than', 'fewer than' Make comparisons between object relating to size, and length. Combine shapes to make new ones.	Recite numbers up to/past 10. Show finger numbers up to 10. Say one number name for each item in order 10: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Fast recognition of up to 3 objects, without having to count them individually ('subitising') Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5.	Numberblocks (See separate planning) Recite numbers past 10. Show finger numbers up to 10. Say one number name for each item in order: 1-10 Know that the last number reached when counting a small set of objects tells you how many there are in total. (Cardinal principle). Talk about and explore 2D and 3D shapes. Mathematical language- Sides, corners, straight, flat, round.	Numberblocks (See separate planning) Say one number name for each item in order: 1-10 Experiments with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 10. Discuss routes and locations around nursery or home, using words like 'over of' and 'under' Make comparisons between object relating to weight, and capacity.
Little Wandle: Foundation in Phonics	Nursery Rhymes (see above)	Letter sounds: s a t Teach children to hear the same initial sound for words and names of objects. Play: Play with sounds, Bertha the bus, Name play and What's in the box? Teach children to blend a wider range of CVC words using oral blending. Play: Blend from the box.	Letter sounds: p i n Teach children to hear the same initial sound for words and names of objects. Play: Play with sounds, Bertha the bus, Name play and What's in the box? Teach children to blend a wider range of CVC words using oral blending. Play: Can you touch your ...? Can you do the actions? What's that noise? Blend from the box	Letter sounds: m d g Teach children to hear the same initial sound for words and names of objects. Play: Play with sounds, Bertha the bus, Name play and What's in the box? Teach children to blend a wider range of CVC words using oral blending. Play: Can you touch your ...? Can you do the actions? What's that noise? Blend from the box	Letter sounds: o c k Teach children to hear the same initial sound for words and names of objects. Play: Play with sounds, Bertha the bus, Name play and What's in the box? Teach children to blend a wider range of CVC words using oral blending. Play: Can you touch your ...? Can you do the actions? What's that noise? Blend from the box	Letter sounds: e u r Teach children to hear the same initial sound for words and names of objects. Play: Play with sounds, Bertha the bus, Name play and What's in the box? Teach children to blend a wider range of CVC words using oral blending. Play: Can you touch your ...? Can you do the actions? What's that noise? Blend from the box
Computing/ICT	Basic Skills	E Safety	Finding Information	Communicating and Collaborating	Video, Image & Audio	Coding: Control and Programming
Continuous Provision: Children to use different equipment and technologies, such as iPad's, magnifying glasses, BeeBots, torches, magnets, etc. to explore and investigate the environment and world around them.						

Autumn 1: All about Me

Communication and Language LA&U: Listening, Attention & Understanding S: Speaking	Personal, Social and Emotional SR: Self-Regulation MS: Managing Self BR: Building Relationships	Physical Development GMS: Gross Motor Skills FMS: Fine Motor Skills	Literacy C: Comprehension WR: Word Reading W: Writing	Mathematics N: Number NP: Numerical Patterns	Understanding the World P&P: Past & Present PC&C: People, Culture & Communities tNW: The Natural World	Expressive Arts and Design CwM: Creating with Materials BI&E: Being Imaginative & Expressive
<ul style="list-style-type: none"> LA&U: Understand 'why' questions, like. "Why do you think you have black hair?" (Science) (Mathematics) (English) S: Know many rhymes, be able to talk about a familiar book, relating to the topic. (English) S: Use sentences of around four words, to talk about themselves. (English) 	<ul style="list-style-type: none"> SR: Develop their sense of responsibility and membership of a community, such as (RE) (PSHCE) <ul style="list-style-type: none"> Self-registration on arrival to nursery. Hanging own coat on arrival to nursery. SR: Begin to follow nursery rules, understanding why they are important. (English) (PSHCE) SR: Talk about feelings using words like 'sad', 'angry', 'happy', or 'worried'. (English) (PSHCE) SR: Selects and use activities and resources in nursery, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (PSHCE) (DT) Become more outgoing with unfamiliar people, such as new children and new staff in the safe context of their setting. (PSHCE) 	<ul style="list-style-type: none"> GMS: Use Large- muscle movements to Paint and Mark make. (Art) (DT) (English) (PE) GMS: Hop and stand on one leg. (PE) GMS: Match their developing skill to task. Example: crawl, walk across the plank depending on the width. (PE) FMS: Be increasingly independent in meeting their own care needs. <ul style="list-style-type: none"> Using the toilet, Washing, and drying hands thoroughly. (PSHCE) FMS: Starting to eat independently and learning how to use knife and fork. (PSHCE) FMS: Be increasingly independent as (PSHCE) (PE) <ul style="list-style-type: none"> They get dressed and undressed Putting coats on and off Doing up/undoing coat zip Putting shoes on Putting jumper on and off 	<ul style="list-style-type: none"> C: Engage in extended conversation about stories, learning new vocabulary, relating to the topic. (English) W: Recognise their name. (English) W: Use some of their print a letter knowledge in their early writing. For example: mark making a list that starts at the top of the page, write m for mummy. (English) <ul style="list-style-type: none"> Shopping list Telephone message Patient information 	<ul style="list-style-type: none"> N: Show finger numbers up to 3. (Mathematics) N: Recite numbers up to/past 3. (Mathematics) NP: Begin to describe a sequence of personal events, real or fictional, using words, such as 'first', 'then'. (Mathematics) NP: Select shapes appropriately; flat surfaces for a building (Mathematics) NP: Create ABAB patterns – stick, leaf, stick, leaf. (Mathematics) 	<ul style="list-style-type: none"> P&P: Begin to make sense of their own life-story and family history, such as (PSHCE) (History) (Science) <ul style="list-style-type: none"> Talking about their own birthday Talking about family members birthday. PC&C: Continue to develop positive attitudes about the difference between people, such as (RE) (PSHCE) <ul style="list-style-type: none"> Rosh Hashana Harvest Festival Halloween Black History Month tNW: Use All their senses in hands-on exploration of natural materials, such as sand, water, mud and playdough. (Geography) (Science) PC&C: Explore how things work. (Computing) Knows how to operate simple equipment. (Computing) Shows an interest in technological toys with knobs or pulleys, or real objects. (Computing) Shows skill in making toys work by pressing parts ... to achieve effects such as sound, movements, or new images. (Computing) 	<ul style="list-style-type: none"> CwM: Create closed shapes with continuous lines, and begin to use these shapes to represent objects, such as (DT) (Art) (Mathematics) <ul style="list-style-type: none"> Faces Bodies People CwM: Draw with increasing complexity and detail, such as representing a face with a circle and including details. (Art) <ul style="list-style-type: none"> Self portraits Funny face collage Family pictures/videos CwM: Explore colour and colour mixing through painting, etc. (Art) BI&E: Take part in simple pretend play, using an object to represent something else even though they are not similar. (English) <ul style="list-style-type: none"> Home corner Doctors/Hospital BI&E: Play instruments with increasing control to express their feelings. (Music) BI&E: Begin to develop simple stories using (English) <ul style="list-style-type: none"> Small world resources. Doll, and doll houses.

Autumn 2: Off We Go!

Communication and Language LA&U: Listening, Attention & Understanding S: Speaking	Personal, Social and Emotional SR: Self-Regulation MS: Managing Self BR: Building Relationships	Physical Development GMS: Gross Motor Skills FMS: Fine Motor Skills	Literacy C: Comprehension WR: Word Reading W: Writing	Mathematics N: Number NP: Numerical Patterns	Understanding the World P&P: Past & Present PC&C: People, Culture & Communities tNW: The Natural World	Expressive Arts and Design CwM: Creating with Materials BI&E: Being Imaginative & Expressive
<ul style="list-style-type: none"> LA&U: Understand 'why' questions, like. "Why do you think the wheels on the bus go round and round?" (Science) (English) (mathematics) S: Know many rhymes, be able to talk about a familiar book relating to the topic. (English) S: Use a wider range of vocabulary, relating to the topic. (English) (Mathematics) S: Use sentences of around four, to talk about a journey, trip or transport they have been on. (English) S: Begin to sing a large repertoire of songs, familiar and new. (Music) (English) 	<ul style="list-style-type: none"> SR: Develop their sense of responsibility and membership of a community, such as (RE) (PSHCE) <ul style="list-style-type: none"> Self-registration on arrival to nursery. Hanging own coat on arrival to nursery. SR: Increasingly follow rules, understanding why they are important. (English) (PSHCE) (Computing) SR: Become more confident to select and use activities and resources in nursery, with less help when needed. (PSHCE) (DT) MS: Show more confidence in new social situations, through exploring the nursery, school and experiencing PE and music. (PSHCE) BR: Become more outgoing with unfamiliar people/visitors, in the safe context of their setting. (PSHCE) 	<ul style="list-style-type: none"> GMS: Use large-muscle movements to wave flags and streamers. (Art) (DT) (English) (PE) GMS: Skip, and stand on one leg and hold a pose for a game like a statue (PE) GMS: Continue to develop their movement, balancing riding, moving from one location to another (using scooters, bike) and ball skills (PE) (Geography) FMS: Make healthy choices about food, drink and activity. (Science) (PSHCE) FMS: Use one-handed tools and equipment, for example, making snips in paper with scissors. (Art) (DT) (English) FMS: Continue to eat independently and learning how to use knife and fork. (PSHCE) FMS: Be increasingly independent as (PSHCE) (PE) <ul style="list-style-type: none"> They get dressed and undressed Putting coats on and off Doing up/undoing coat zip Putting shoes on Putting jumper on and off FMS: Shows a preference for a dominant hand (English) (PE) 	<ul style="list-style-type: none"> C: Engage in extended conversation about stories, learning new vocabulary, relating to the topic. (English) W: Write some or all of their name. (English) W: Use some of their print a letter knowledge in their early writing. For example: mark making a list that starts at the top of the page, write d for daddy. (English) (Geography) <ul style="list-style-type: none"> Maps Road safety signs Christmas cards <p>Little Wandle: Foundations for phonics - Phase 1 (English). Focus sounds: s a t Through short activities children to:</p> <ul style="list-style-type: none"> Explore how different sounds are articulated Understand alliteration so that children can make connections with the same sounds Enjoy experimenting with sounds Explore different mouth movements <p>See Separate plans</p>	<ul style="list-style-type: none"> N: Recite numbers up to/past 5. (Mathematics) N: Show finger numbers up to 5. (Mathematics) NP: Describe a familiar route around nursery or home (Geography) (Mathematics) NP: Discuss routes and locations around nursery or home, using words like 'in front of' and 'behind'. (Geography) NP: Make comparisons between object relating to size and weight. (Mathematics) NP: Begin to describe a sequence of events, real or fictional, using words, such as 'next, 'last, relating to a journey. (Mathematics) (Geography) NP: Select and name shapes appropriately; flat surfaces for a building (Mathematics) NP: Create ABAB patterns – car, train, car train. (Mathematics) 	<ul style="list-style-type: none"> P&P: Begin to make sense of their own life-story and family history, such as (History) (PSHCE) <ul style="list-style-type: none"> Bonfire Night Remembrance Day Birthdays PC&C: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos, such as (English) (Geography) (PSHCE) <ul style="list-style-type: none"> Countries/places relating to the topic PC&C: Continue to develop positive attitudes about the difference between people. (RE) (PSHCE) <ul style="list-style-type: none"> Diwali Hanukah Christmas tNW: Talk about what they see, using a wide vocabulary relating to topic. (Science) (English) tNW: Talk about the differences between materials and changes they notice (English) (Science) tNW: Begin to understand the need to respect and care for the natural environment and all the living things. (Geography) <ul style="list-style-type: none"> Explore the Nature Garden in Autumn. Use technology safely. (Computing) Know how and why ICT is used in the home. (Computing) Know about the internet. (Computing) 	<ul style="list-style-type: none"> CwM: Create closed shapes with continuous lines, and begin to use these shapes to represent objects, such as drawing (DT) (Art) (Mathematics) <ul style="list-style-type: none"> Wheels Doors Windows CwM: Draw with increasing complexity and detail, such as representing a face with a circle and including details. (Art) <ul style="list-style-type: none"> Train Planes Boats/Ships BI&E: Remember and sing entire songs related to the topic. (Music) (English) BI&E: Begin to develop complex stories using (English) <ul style="list-style-type: none"> Small world toys, Puppets, Masks BI&E: Take part in simple pretend play, using an object to represent something else even though they are not similar. (English) <ul style="list-style-type: none"> Airport Office

Spring 1: Once Upon a Time

Communication and Language LA&U: Listening, Attention & Understanding S: Speaking	Personal, Social and Emotional SR: Self-Regulation MS: Managing Self BR: Building Relationships	Physical Development GMS: Gross Motor Skills FMS: Fine Motor Skills	Literacy C: Comprehension WR: Word Reading W: Writing	Mathematics N: Number NP: Numerical Patterns	Understanding the World P&P: Past & Present PC&C: People, Culture & Communities tNW: The Natural World	Expressive Arts and Design CwM: Creating with Materials BI&E: Being Imaginative & Expressive
<ul style="list-style-type: none"> LA&U: Understand 'why' questions, like. "Why do you think the wolf blew the pigs houses down?" and extending their understanding by using 'and' in their response. (Science) (Mathematics) (English) LA&U: Enjoy listening to longer traditional tale/stories and can remember much of what happens. (English) LA&U: Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". (English) S: Know many rhymes, be able to talk about a familiar book, relating to the topic. (English) S: Use a wider range of vocabulary, relating to the topic. (English) (Mathematics) S: Can start a conversation with an adult or a friend and continue it for many turns. (English) (PSHCE) S: Use longer sentences of around six words, to talk about a traditional tale. (English) 	<ul style="list-style-type: none"> SR: Develop their sense of responsibility and membership of a community, such as (RE) (PSHCE) <ul style="list-style-type: none"> Self-registration on arrival to nursery. Hanging own coat on arrival to nursery. SR: Increasingly follow rules, understanding why they are important. (English) (PSHCE) (Computing) SR: Develop appropriate ways of being assertive with adult support. (English) (PSHCE) SR: Talk to other children to solve conflict with adult support. (English) (PSHCE) SR: Continue to select and use activities and resources, with help when needed. (PSHCE) (DT) SR: Do not always need an adult to remind you of the rules. (PSHCE) BR: Begin to understand how others might be feeling. (PSHCE) BR: Play with one or more other children, extending and elaborating play ideas. (English) (PSHCE) 	<ul style="list-style-type: none"> GMS: Use large-muscle movements to run and climb safely. (Art) (DT) (English) (PE) GMS: Increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. (PE) GMS: Collaborate with others to manage large items, such as (PE) <ul style="list-style-type: none"> Moving long planks safely, Carrying large hollow blocks Carrying large plastic crates FMS: Use a comfortable grip with good control when holding pens and pencils. (Art) (English) FMS: Use one-handed tools and equipment, for example, cutting paper into pieces with scissors. (Art) (DT) (English) FMS: Be increasingly independent as (PSHCE) (PE) <ul style="list-style-type: none"> They get dressed and undressed Putting coats on and off Doing up/undoing coat zip Putting shoes on Putting jumper on and off FMS: Be increasingly independent in meeting their own care needs. <ul style="list-style-type: none"> Using the toilet, washing, and drying hands thoroughly. (PSHCE) 	<ul style="list-style-type: none"> C: Engage in extended conversation about stories, learning new vocabulary, relating to the topic. (English) WR: Understand the five key concepts about print: <ul style="list-style-type: none"> Print can have different purpose. Names of different parts of a book Print has a meaning. Page sequencing English read text left to right. (English) W: Write some or all their name. (English) W: Use some of their print a letter knowledge in their early writing. For example: writing a list that starts at the top of the page, write p for pig. (English) (Geography) <ul style="list-style-type: none"> Character names/pictures Storyland (treasure) Maps Book making <p>Little Wandle: Foundations for phonics - Phase 1 (English). Focus sounds: p i n Through short activities children to:</p> <ul style="list-style-type: none"> Explore how different sounds are articulated Understand alliteration so that children can make connections with the same sounds Enjoy experimenting with sounds Explore different mouth movements <p>See Separate plans</p>	<ul style="list-style-type: none"> N: Recite numbers up to/past 7. (Mathematics) N: Say one number name for each item in order to 5: 1, 2, 3, 4, 5 (Mathematics) N: Compare quantities using language 'more than', 'fewer than' (Mathematics) N: Solve real world mathematical problems with numbers up to 5. (Mathematics) NP: Make comparisons between object relating to size, and length. (Mathematics) NP: Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then', relating to a traditional tale. (Mathematics) NP: Combine shapes to make new ones. (Mathematics) NP: Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language pointy, spotty, blobs. (Mathematics) 	<ul style="list-style-type: none"> P&P: Begin to make sense of their own life-story and family history, such as (History) (PSHCE) Valentine's Day Birthdays PC&C: Continue to develop positive attitudes about the difference between people. (RE) (PSHCE) <ul style="list-style-type: none"> New Year Lunar New Year PC&C: Explore how things work, such as using (Computing) (Science) (DT) BeeBots Torches / Light boxes Mark Making Tablets iPad's Magnets Magnifying Glasses IWB tNW: Use All their senses in hands-on exploration of natural materials, such as sand, water, mud, playdough. (Geography) (Science) tNW: Begin to understand the need to respect and care for the natural environment and all the living things. (Geography) Explore the Nature Garden in Winter. Explore the School Garden in Winter. tNW: Explore collections of materials with similar and/or different properties (DT) (Science) <ul style="list-style-type: none"> Building Three Pigs Houses Materials that are waterproof or not. Use technology safely. (Computing) Know how and why ICT is used in the home. (Computing) Know about the internet. (Computing) 	<ul style="list-style-type: none"> CwM: Join different materials and explore different textures (Art) (DT) <ul style="list-style-type: none"> Building Three Pigs Houses Building Three Bears furniture CwM: Use drawing to represent ideas like movement or loud noises (Art) (Music) BI&E: Begin to develop complex stories using (English) <ul style="list-style-type: none"> Small world toys, Masks, Doll, and doll houses. Story related resources BI&E: Create their own songs or improvise a song around one they know, relating to topic. (English) BI&E: Take part in simple pretend play, using an object to represent something else even though they are not similar. (English) <ul style="list-style-type: none"> Home Corner: Babies Storyland BI&E: Create their own songs around one they know. (Music) BI&E: Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Spring 2: Growing Things

Communication and Language LA&U: Listening, Attention & Understanding S: Speaking	Personal, Social and Emotional SR: Self-Regulation MS: Managing Self BR: Building Relationships	Physical Development GMS: Gross Motor Skills FMS: Fine Motor Skills	Literacy C: Comprehension WR: Word Reading W: Writing	Mathematics N: Number NP: Numerical Patterns	Understanding the World P&P: Past & Present PC&C: People, Culture & Communities tNW: The Natural World	Expressive Arts and Design CwM: Creating with Materials BI&E: Being Imaginative & Expressive
<ul style="list-style-type: none"> LA&U: Understand 'why' questions, like. "Why do you think seeds grow?" and extending their understanding by using 'and' in their response. (Science) (Mathematics) (English) LA&U: Enjoy listening to longer stories relating to the topic and can remember much of what happens. (English) S: Know many rhymes, be able to talk about a familiar book and tell a long story, relating to the topic. (English) S: Use a wider range of vocabulary, relating to the topic. (English) (Mathematics) S: Can start a conversation with an adult or a friend and continue it for many turns. (English) (PSHCE) S: Use talk to organise themselves and their play: "Let's go to the garden centre...I'll buy flowers...I pay money." (English) S: Use longer sentences of around six words, to talk about how plants grow. (English) 	<ul style="list-style-type: none"> SR: Develop their sense of responsibility and membership of a community, such as (RE) (PSHCE) <ul style="list-style-type: none"> Self-registration on arrival to nursery. Hanging own coat on arrival to nursery. SR: Increasingly follow rules, understanding why they are important. (English) (PSHCE) SR: Develop appropriate ways of being assertive. (English) (PSHCE) SR: Talk to other children to solve conflict. (English) (PSHCE) BR: Play with one or more other children, extending and elaborating play ideas. (English) (PSHCE) SR: Help to find solution to conflicts and rivalries. Not everyone can be spiderman, adults suggest other ideas. (PSHCE) SR: Do not always need an adult to remind you of the rules. (PSHCE) SR: Talk about feelings using words like 'sad', 'angry', 'happy', or 'worried'. (English) (PSHCE) BR: Begin to understand how others might be feeling. (PSHCE) 	<ul style="list-style-type: none"> GMS: Match their developing skills to tasks and activities in the setting/nursery (PSHCE) GMS: Collaborate with others to manage large items, such as (PE) <ul style="list-style-type: none"> Moving long planks safely, Carrying large hollow blocks Carrying large plastic crates GMS: Increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. (PE) FMS: Make healthy choices about food, drink, and activity. (Science) (PSHCE) FMS: Use one-handed tools and equipment, for example, using hammers and shovels. (Art) (DT) (English) FMS: Be increasingly independent as (PSHCE) (PE) <ul style="list-style-type: none"> They get dressed and undressed Putting coats on and off Doing up/undoing coat zip Putting shoes on Putting jumper on and off FMS: Be increasingly independent in meeting their own care needs. <ul style="list-style-type: none"> Using the toilet, washing, and drying hands thoroughly. (PSHCE) 	<ul style="list-style-type: none"> C: Engage in extended conversation about stories, learning new vocabulary, relating to the topic. (English) WR: Understand the five key concepts about print: <ul style="list-style-type: none"> Print can have different purpose. Names of different parts of a book Print has a meaning. Page sequencing English read text left to right. (English) W: Write some or all their name. (English) W: Write some letters accurately (English) using different mediums, such as <ul style="list-style-type: none"> Felt-tip pens Pencils Paint Chalk Brushes with water W/B pens W: Use some of their print a letter knowledge in their early writing. For example: mark making a list that starts at the top of the page, write s for seed. (English) (Art) <ul style="list-style-type: none"> Seed packets Signs <p>Little Wandle: Foundations for phonics - Phase 1 (English). Focus sounds: m d g Through short activities children to:</p> <ul style="list-style-type: none"> Explore how different sounds are articulated Understand alliteration so that children can make connections with the same sounds Enjoy experimenting with sounds Explore different mouth movements <p>See Separate plans</p>	<ul style="list-style-type: none"> N: Recite numbers up to/past 10. (Mathematics) N: Show finger numbers up to 10. (Mathematics) N: Say one number name for each item in order 10: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (Mathematics) N: Know that the last number reached when counting a small set of objects tells you how many there are in total. (Cardinal principle). (Mathematics) N: Fast recognition of up to 3 objects, without having to count them individually ('subitising') (Mathematics) N: Compare quantities using language 'more than', 'fewer than' (Mathematics) N: Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. (Mathematics) N: Solve real world mathematical problems with numbers up to 5. (Mathematics) NP: Combine shapes to make new ones. (Mathematics) NP: Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language pointy, spotty, blobs. (Mathematics) 	<ul style="list-style-type: none"> P&P: Begin to make sense of their own life-story and family history, such as (History) (PSHCE) <ul style="list-style-type: none"> Pancake Day Mother's Day Birthdays PC&C: Explore how things work, such as using (Computing) (DT) (Science) <ul style="list-style-type: none"> BeeBots Torches Light boxes Mark Making Tablets iPad's Magnets Magnifying Glasses IWB PC&C: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos, such as. (PSHCE) (English) Geography) <ul style="list-style-type: none"> Looking at the different places snack time fruit/vegetables come from. PC&C: Continue to develop positive attitudes about the difference between people. (RE) (PSHCE) <ul style="list-style-type: none"> Easter tNW: Begin to understand the need to respect and care for the natural environment and all the living things. (Geography) <ul style="list-style-type: none"> Explore the Nature Garden in Spring. Explore the School Garden in Spring Care for and water plants. tNW: Plant seeds and care for growing plants (Science) tNW: Understand the key features of the life cycle of a plant and an animal. (Science) Knows that information can be retrieved from computers. (Computing) 	<ul style="list-style-type: none"> CwM: Develop their own ideas and then decide which materials to use to express them. (DT) (Art) <ul style="list-style-type: none"> Mark Making trolley/area Creative Area Construction Area Small World resources CwM: Explore different materials freely, to develop their ideas about how to use them and what to make. (DT) (Art) <ul style="list-style-type: none"> Mud Kitchen Sand pit Water tray CwM: Join different materials and explore different textures (Art) CwM: Use drawing to represent ideas like movement or loud noises (Art) (Music) BI&E: Play instruments with increasing control to express their feelings. (Music) BI&E: Begin to develop complex stories using (English) <ul style="list-style-type: none"> Small world toys, Animal sets, Puppets, Doll, and doll houses. BI&E: Take part in simple pretend play, using an object to represent something else even though they are not similar. (English) <ul style="list-style-type: none"> Supermarket Garden Centre

Summer 1: Minibeasts

Communication and Language LA&U: Listening, Attention & Understanding S: Speaking	Personal, Social and Emotional SR: Self-Regulation MS: Managing Self BR: Building Relationships	Physical Development GMS: Gross Motor Skills FMS: Fine Motor Skills	Literacy C: Comprehension WR: Word Reading W: Writing	Mathematics N: Number NP: Numerical Patterns	Understanding the World P&P: Past & Present PC&C: People, Culture & Communities tNW: The Natural World	Expressive Arts and Design CwM: Creating with Materials BI&E: Being Imaginative & Expressive
<ul style="list-style-type: none"> LA&U: Understand 'why' questions, like. "Why do you think the caterpillar got so fat?" and extending their understanding by using 'because' in their response. (Science) (Mathematics) (English) LA&U: Enjoy listening to longer stories relating to the topic and can remember most of what happens. (English) S: Know many rhymes, be able to talk about a familiar book and tell a long story, relating to the topic. (English) S: Use a wider range of vocabulary, relating to the topic. (English) (Mathematics) S: Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. (PSHCE) (English) S: Can start a conversation with an adult or a friend and continue it for many turns. (English) (PSHCE) S: Use talk to organise themselves and their play: "Let's go to the jungle...Look minibeasts." (English) S: Use longer sentences of more than six words, relating to the topic. (English) 	<ul style="list-style-type: none"> SR: Increasingly follow rules, understanding why they are important. (English) (PSHCE) SR: Develop appropriate ways of being assertive. (PSHCE) (English) SR: Talk to other children to solve conflict. (English) (PSHCE) SR: Do not always need an adult to remind you of the rules. (PSHCE) BR: Play with one or more other children, extending and elaborating play ideas. (English) (PSHCE) 	<ul style="list-style-type: none"> GMS: Use Large- muscle movements to Paint and Mark make. (Art) (DT) (English) (PE) GMS: Start taking part in some group activities which they make up for themselves, or in teams (PE) GMS: Go up steps and stairs or climb up apparatus, using alternate feet (PE) GMS: Choose the right resources to carry out their own plan. (Art) (DT) (PE) <ul style="list-style-type: none"> Use scissors for cutting, Use sticky tape for sticking Use a spade to enlarge a hole Use a basket to carry things when there are too many to hold GMS: Increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. (PE) FMS: Use a comfortable grip with good control when holding pens and pencils. (Art) (English) FMS: Shows a preference for a dominant hand (English) (PE) 	<ul style="list-style-type: none"> C: Engage in extended conversation about stories, learning new vocabulary, relating to the topic. (English) WR: Understand the five key concepts about print: <ul style="list-style-type: none"> Print can have different purpose. Names of different parts of a book Print has a meaning. Page sequencing English read text left to right. W: Write some or all their name. (English) W: Write some letters accurately (English) using different mediums, such as <ul style="list-style-type: none"> Felt-tip pens Pencils Paint Chalk Brushes with water W/B pens W: Use some of their print a letter knowledge in their early writing. For example: writing a list that starts at the top of the page, write d for dinosaur. (English) (Geography) <ul style="list-style-type: none"> Minibeast names/pictures Books/leaflets/flyers <p>Little Wandle: Foundations for phonics - Phase 1 (English). Focus sounds: o c k Through short activities children to:</p> <ul style="list-style-type: none"> Explore how different sounds are articulated Understand alliteration so that children can make connections with the same sounds Enjoy experimenting with sounds Explore different mouth movements <p>See Separate Plans</p>	<ul style="list-style-type: none"> N: Recite numbers past 10. (Mathematics) N: Show finger numbers up to 10. (Mathematics) N: Say one number name for each item in order: 1-10 (Mathematics) N: Know that the last number reached when counting a small set of objects tells you how many there are in total. (Cardinal principle). (Mathematics) N: Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 10. (Mathematics) N: Solve real world mathematical problems with numbers up to 10. (Mathematics) NP: Make comparisons between object relating to size, and length. (Mathematics) NP: Talk about and explore 2D and 3D shapes. Mathematical language- Sides, corners, straight, flat, round. (Mathematics) NP: Notice and correct an error in a repeating pattern. (Mathematics) 	<ul style="list-style-type: none"> P&P: Begin to make sense of their own life-story and family history, such as (History) (PSHCE) <ul style="list-style-type: none"> Birthdays PC&C: Continue to develop positive attitudes about the difference between people. (RE) (PSHCE) <ul style="list-style-type: none"> Eid Ramadan PC&C: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos, such as. (PSHCE) (English) Geography) <ul style="list-style-type: none"> Looking at different insects around the world. PC&C: Explore how things work, such as using (Computing) (DT) (Science) <ul style="list-style-type: none"> BeeBots Torches / Light boxes Mark Making Tablets iPad's Magnets Magnifying Glasses IWB tNW: Talk about what they see, using a wide vocabulary. (Science) (English) tNW: Explore and talk about different forces they can feel, such as heavy and light. (Science) tNW: Begin to understand the need to respect and care for the natural environment and all the living things. (Geography) (Science) <ul style="list-style-type: none"> Explore the Nature Garden in Summer Care for and water plants. Knows how to operate simple equipment. (Computing) Shows an interest in technological toys with knobs or pulleys, or real objects. (Computing) Shows skill in making toys work by pressing parts ... to achieve effects such as sound, movements, or new images. (Computing) 	<ul style="list-style-type: none"> CwM: Join different materials and explore different textures (Art) CwM: Develop their own ideas and then decide which materials to use to express them. (DT) (Art) <ul style="list-style-type: none"> Mark Making trolley/area Creative Area Construction Area Small World resources CwM: Explore different materials freely, to develop their ideas about how to use them and what to make. (DT) (Art) <ul style="list-style-type: none"> Mud Kitcher Sand pit Water tray BI&E: Begin to develop complex stories using (English) <ul style="list-style-type: none"> Small world toys, Dinosaur sets, Insect sets BI&E: Take part in simple pretend play, using an object to represent something else even though they are not similar. (English) <ul style="list-style-type: none"> Jungle Investigation station/Science Lab BI&E: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (DT) BI&E: Sing the melodic shape (moving melody, such as up and down. loud and quiet for familiar songs. (English) (Music)

Summer 2: People Who Help Us

Communication and Language LA&U: Listening, Attention & Understanding S: Speaking	Personal, Social and Emotional SR: Self-Regulation MS: Managing Self BR: Building Relationships	Physical Development GMS: Gross Motor Skills FMS: Fine Motor Skills	Literacy C: Comprehension WR: Word Reading W: Writing	Mathematics N: Number NP: Numerical Patterns	Understanding the World P&P: Past & Present PC&C: People, Culture & Communities tNW: The Natural World	Expressive Arts and Design CwM: Creating with Materials BI&E: Being Imaginative & Expressive
<ul style="list-style-type: none"> LA&U: Understand 'why' questions, like. "Why do you think firefighters help us?" and extending their understanding by using 'because' in their response. (Science) (Mathematics) (English) LA&U: Enjoy listening to longer stories relating to the topic and can remember most of what happens. (English) S: Sing a large repertoire of songs, familiar and new. (Music) (English) S: Know many rhymes, be able to talk about a familiar book and tell a long story, from current and previous topics. (English) S: Use a wider range of vocabulary, relating to current and previous topics. (English) (Mathematics) S: Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. (English) (PSHCE) S: Can start a conversation with an adult or a friend and continue it for many turns. (English) (PSHCE) S: Use talk to organise themselves and their play: "I will be a firefighter...Let's get in the fire engine..." (English) S: Use longer sentences of more than six words, relating to the topic. (English) 	<ul style="list-style-type: none"> SR: Increasingly follow rules, understanding why they are important. (English) (PSHCE) SR: Develop appropriate ways of being assertive. (English) (PSHCE) SR: Talk to others to solve conflict. (English) (PSED) SR: Help to find solution to conflicts and rivalries. Not everyone can use the same toy. (PSHCE) SR: Do not always need an adult to remind you of the rules. (PSHCE) SR: Talk about feelings using words like 'sad', 'angry', 'happy', or 'worried'. (English) (PSHCE) BR: Begin to understand how others might be feeling. (PSHCE) BR: Play with one or more other children, extending and elaborating play ideas. (English) (PSHCE) 	<ul style="list-style-type: none"> GMS: Start taking part in some group activities which they make up for themselves, or in teams (PE) GMS: Go up steps and stairs or climb up apparatus, using alternate feet (PE) GMS: Choose the right resources to carry out their own plan. (Art) (DT) (PE) <ul style="list-style-type: none"> Use scissors for cutting, Use sticky tape for sticking Use a spade to enlarge a hole Use a basket to carry things when there are too many to hold GMS: Match their developing skill to task. Example: crawl, walk across the plank depending on the width. (PE) (Computing) GMS: Continue to develop their movement, balancing riding, moving from one location to another to rescue people using scooters, bike) (PE) (Geography) FMS: Use a comfortable grip with good control when holding pens and pencils. (Art) (English) FMS: Be independent in meeting their own care needs. Using the toilet, washing and drying hands thoroughly. (PSHCE) FMS: Shows a preference for a dominant hand (English) (PE) 	<ul style="list-style-type: none"> C: Engage in extended conversation about stories, learning new vocabulary. (English) WR: Understand the five key concepts about print: <ul style="list-style-type: none"> NP: Print can have different purpose. Names of different parts of a book Print has a meaning. Page sequencing English read text left to right. (English) W: Write some or all their name. (English) W: Write some letters accurately (English) using different mediums, such as <ul style="list-style-type: none"> Felt-tip pens Pencils Paint Chalk Brushes with water W/B pens W: Use some of their print and letter knowledge in their early writing. For example: writing a list that starts at the top of the page, write s for seed. (English) <ul style="list-style-type: none"> Fire reports Signs Patient information <p>Little Wandle: Foundations for phonics - Phase 1 (English). Focus sounds: e u r Through short activities children to:</p> <ul style="list-style-type: none"> Explore how different sounds are articulated Understand alliteration so that children can make connections with the same sounds Enjoy experimenting with sounds Explore different mouth movements 	<ul style="list-style-type: none"> N: Say one number name for each item in order: 1-10 (Mathematics) N: Know that the last number reached when counting a small set of objects tells you how many there are in total. (Cardinal principle). (Mathematics) N: Experiments with their own symbols and marks as well as numerals. (Mathematics) N: Solve real world mathematical problems with numbers up to 10. (Mathematics) NP: Describe a familiar route around nursery or home (Geography) (Mathematics) NP: Discuss routes and locations around nursery or home, using words like 'over of' and 'under'. (Geography) NP: Understand position through words alone. For example, "The bag is under the table" – with no pointing. (Geography) (Mathematics) NP: Make comparisons between object relating to size, length, weight, and capacity. (Mathematics) NP: Talk about and explore 2D and 3D shapes. Mathematical language- Sides, corners, straight, flat, round. (Mathematics) NP: Notice and correct an error in a repeating pattern. (Mathematics) 	<ul style="list-style-type: none"> P&P: Begin to make sense of their own life-story and family history, such as (History) (PSHCE) <ul style="list-style-type: none"> Birthdays Father's Day PC&C: Continue to develop positive attitudes about the difference between people. (RE) (PSHCE) <ul style="list-style-type: none"> Eid PC&C: Show an interest in different occupations. (PSHCE) such as <ul style="list-style-type: none"> Visits from parents to share their occupations. PC&C: Explore how things work, such as using (Computing) (DT) (Science) <ul style="list-style-type: none"> BeeBots Torches Light boxes Mark Making Tablets iPad's Magnets Magnifying Glasses IWB tNW: Begin to understand the need to respect and care for the natural environment and all the living things. (Geography) <ul style="list-style-type: none"> Explore the School Garden in Summer Care for and water plants. Harvest/pick fruit and vegetables. tNW: Talk about what they see, using a wide vocabulary. (Science) (English) Knows how to operate simple equipment. (Computing) Shows skill in making toys work by pressing parts ... to achieve effects such as sound, movements, or new images. (Computing) 	<ul style="list-style-type: none"> CwM: Draw with increasing complexity and detail, such as representing a face with a circle and including details. (Art) <ul style="list-style-type: none"> Paramedics/Ambulances Firefighters & Engines BI&E: Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (PSED) BI&E: Begin to develop complex stories using (English) <ul style="list-style-type: none"> Small world toys, People Who Help use sets, Role-play dress-ups BI&E: Take part in simple pretend play, using an object to represent something else even though they are not similar. (English) <ul style="list-style-type: none"> Vets Fire Station BI&E: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with a fire station and police station. (DT) <p>Music Lesson Focus (and End of Year Show)</p> <ul style="list-style-type: none"> CwM: Remember and sing entire song. (Music) (English) BI&E: Sing the pitch of a tone sung by another person ('pitch match'). (English) (Music) BI&E: Sing the melodic shape (moving melody, such as up and down of familiar songs. (English) (Music) Respond to what they have heard, expressing their thoughts and feelings. (Music) (PE)