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|  | **Autumn** | | | | | | | **Spring** | | | | | | | | **Summer** | | | | | | |
| Term 1  8 weeks | | Term 2  7 weeks | | | | | Term 3  6 weeks | | | | Term 4  5 weeks | | | | Term 5  6 weeks | | | | Term 6  7 weeks | | |
| **Theme** | **Marvellous Me In My School** | | **Terrific Tales** | | | | | **Ticket To Ride** | | | | **Amazing Animals** | | | | **Where in the World?** | | | | **Come Outside** | | |
| **Texts** | The Colour Monster  All Are Welcome  The Hueys in The New Jumper  Elmer  Oi Frog!  You Choose  Leaf Man | | Goldilocks  3 Billy Goats Gruff  3 Little Pigs  Cinderella  The Christmas Story  The Gingerbread Man  The Jolly Postman | | | | | Mr Gumpy’s Outing  The Train Ride  Naughty Bus  The Journey  The Magic Paintbrush  The Way Back Home  You Can’t Take An Elephant On A Bus | | | | Dear Zoo  Giraffes Can’t Dance  The Monkey With The Bright Blue Bottom  The Ugly Five  The Tiger Who Came To Tea | | | | Handa’s Surprise- Africa  A Walk in Paris- France  Festival of Colour- India  Ame goes to Japan- Japan  The Koala Who Could- Australia  Red, White and Boom- America  Rumble in the Jungle- South  America | | | | Superworm  Jack and the Beanstalk  The Tiny Seed  Oliver’s Vegetables  Billy’s Beetle  Spinderella | | |
| **Visits and Visitors** |  | | Visiting theatre group – The  Glass Slipper | | | | | Spring walk round school | | | | Spring walk round school  (depending on weather from last half term)  Bug hunting | | | |  | | | | Farm – Nursery  Allotment | | |
| **Festivals & Events** | Halloween | | Bonfire Night  Remembrance Day  Road Safety Week  Christmas | | | | | Chinese/Lunar New Year | | | | Mothering Sunday | | | | Easter | | | | Father’s Day | | |
| **Theme** | **Marvellous Me In My School** | | **Terrific Tales** | | | | | **Ticket To Ride** | | | | **Amazing Animals** | | | | **Where in the World?** | | | | **Come Outside** | | |
| Communication & Language  ***Listening, Attention & Understanding*** | I can understand some action words  I can listen to a simple question and respond.  I can listen to a short story. | | | | | | | I can listen and do what my teacher asks when s/he says my name first *e.g. get your coat, stand up, clap your hands.*  I like to listen to people talking for a short time  I try to join in with action songs and rhymes  I try to join in with other children but I usually play on my own or next to someone.  I can listen to a story and answer a simple question about it. | | | | | | | | I can listen to people talking without getting side-tracked  I am starting to play more with other children  I can listen to and then answer questions about what we’re doing now *e.g. ‘What are you doing?’, ‘Where is your bag and coat?’, ‘Who called out?’*  I can listen to a longer story and retell it. | | | | | | |
| Communication & language  ***Speaking*** | I can use one word to say what something is and how I am feeling  Uses all vowels and at least /p b t d n m w/ consonants in short  words.  Usually puts a consonant at the end of words (may not be correct) *e.g. elephant – ‘eleban’*  Join in with some nursery rhymes and familiar songs.  I am starting to speak in a short sentence, e.g. ‘Bus is red.’  With prompts and props I can retell a familiar story. | | | | | | | I can respond to a comment or question appropriately and using a short sentence.  If someone doesn’t understand me I try to help by saying the words in a different way  I can use up to 50 words  I know words to help me talk about things I can see and do e.g. clap, sit, get, stand, chair, etc  Use talk to organise themselves and play, e.g. “Let’s go on a bus,”……”you sit there.”  I can retell a familiar story. | | | | | | | | I try to join in when people are talking and can sometimes stay on the topic, continuing for several turns.  I can talk about something that has happened *e.g. ‘We went park, we played ball.’*  I can use between 50 and 150 words including action words *e.g.*  *run, spill, fall* as well as nouns  I can use different words to help me ask for things I need  Be able to tell a longer story, e.g. Three Little Pigs  Speech can be understood by familiar people at least half of the time although, may still use some immaturities *e.g. ‘pider’ instead of ‘spider’* | | | | | | |
| **Theme** | **Marvellous Me In My School** | | **Terrific Tales** | | | | | **Ticket To Ride** | | | | **Amazing Animals** | | | | **Where in the World?** | | | | **Come Outside** | | |
| Personal, Social & Emotional Development  ***Self-Regulation*** | Learn and follow the Nursery rules and routines.  Take turns in a game initiated by an adult and with an adult supporting.  Share a game or toy with another child with support from an adult.  Show how they feel.  I can follow a simple instruction with gestures or objects of reference as support if necessary. | | | | | | | Follow the rules and routines and remind others of them.  Take turns in a structured game and in some games organised with peers, e.g. hide and seek, feeding the dolly  Start to share toys in their own games e.g. the play food in the kitchen, the play dough cutters etc.  Begin to say how they feel and why.  I can follow a simple instruction that is directed at me. | | | | | | | | Be able to follow rules and explain why they are important.  Remember rules without being reminded by an adult.  Be able to take turns in a game.  Share toys and games more readily  In simple situations, be able to talk about how others are feeling.  Talk about how they might feel using the words ‘happy, sad, angry, worried.’  I can follow a simple instruction that is directed at a larger group, e.g. Boys, go and get your coats. | | | | | | |
| **P**ersonal, Social & Emotional Development  ***Managing Self*** | I can use the toilet  I am learning to put my own coat on.  I can wash my hands  I can get my lunchbox and eat without help (asking for help to open tricky packets), and I can eat my school lunch using appropriate cutlery.  I help to tidy up at Nursery.  With adult support, I will try a new activity. | | | | | | | I can use the toilet and wipe my bottom.  I can put my coat on.  I know why I need to wash my hands with soap and when to do this.  I am starting to say which foods I like and know that sweets are not a healthy option.  I am eating lunch and making less mess!  I will carry out responsible jobs around Nursery such as handing out milk or collecting in play dough.  I will try new activities and don’t mind if they aren’t always successful. | | | | | | | | I can identify some ways to keep myself healthy including washing, covering mouths when coughing, cleaning teeth and recognising some healthier food options.  I can put my own coat on and have a go at zipping it up. I can put on my shoes and socks.  Develop their sense of responsibility and membership of a community as we discover more about our school and what it will be like next year.  I will try new activities and persevere with them for a few minutes or more.  Select and use activities and resources in order to be able to achieve a goal they have set themselves. E.g. Selecting Lego to build a bridge, finding paper to paint on. | | | | | | |
| Personal, Social & Emotional Development  ***Building Relationships*** | I can part from my parents/carer and know that the adults at Nursery will look after me and take care of me throughout the day.  I will ask the adults at Nursery for help if I have a problem, increasingly using words and sentences.  I will play alongside other children and am interested in their play.  I know to ask an adult if there is a problem with a toy or game and I don’t know what to do. | | | | | | | I will hold a conversation with the familiar adults in Nursery and say ‘hello’ to people I am not so familiar with e.g. Office staff  I will play with a friend and co-operate in a game or shared experience with them. E.g. playing police on the bikes or ‘cooking’ in the mud kitchen.  I can reach a solution to a problem or conflict with the help of an adult. | | | | | | | | Become more outgoing with unfamiliar people in Nursery e.g. visitors, Mrs Townsend, Mr Grocock etc.  Show increasing confidence in new social situations.  Play with at least one child, extending and elaborating play ideas.  Find solutions to conflicts and be able to make simple negotiations. | | | | | | |
| **Theme** | **Marvellous Me In My School** | | **Terrific Tales** | | | | | **Ticket To Ride** | | | | **Amazing Animals** | | | | **Where in the World?** | | | | **Come Outside** | | |
| Physical Development  ***Gross Motor skills*** | Begin to use low level climbing equipment finding their own ways to get on and off.  Use brushes, rakes and spades competently.  Carry loads that are heavier both alone and with a partner.  Roll balls with increasing accuracy.  Start to balance equipment on body parts e.g. beanbag on elbow, cone on head | | | | | | | Use climbing equipment with more confidence and start to jump from low levels.  Land jumps with bent knees and landing on feet.  Ride balance bikes and scooters.  Choose the best way to cross a bench or plank deciding on its size, height and width – crawling, shuffling, jumping etc  Go up and downstairs using alternate feet.  Throw a ball to hit a target. | | | | | | | | Be able to jump from climbing equipment with increasing confidence.  Ride balance bikes and scooters avoiding obstacles and controlling speed.  Be able to stand on one leg to balance for around 10 seconds.  Catch a larger ball or beanbag. | | | | | | |
| Physical Development  ***Fine motor skills*** | Fine motor skills are developed to meet needs of children as their skills develop and muscles mature. They include: painting, threading, scissor skills, play dough, mark making, zipping, buttons, screwing, digging, pouring, jigsaws, stacking, construction e.g. Lego, dressing dolls etc. | | | | | | | | | | | | | | | | | | | | | |
| **Stage 1**  **Core strength & posture** | Remember to push my chair under the table and I am beginning to sit up straight as I write. Some prompting. | | | | | | | | | | | Sit up at tall at the table with my feet on the floor. 90-90-90 position’ – 90-degree angle at the feet/ankles, at the knees and at the elbows. | | | | | | | | | |
| **Stage 1**  **Fine motor – wrist, arm & finger strength dexterity.** | Pivot my shoulder using upper body strength, e.g. swinging, pushing and lifting | | | | | Pivot my elbow for large-scale movements from side-to-side and up and down. Elbow takes over more work from the shoulder. | | | | | | Pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools. | | | | | Isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc. Strength in fingertips. | | | | |
| **Stage 1 Holding a pencil Hand dominance** | Hold the pencil in a palmar or digital grip. Swapping and testing hands. | | | Develop a pincer grip. May still be determining which hand to use. | | | | Sometimes hold a pencil correctly with support. | | | | Consistently use a dominant hand. | | | | Hold a pencil with a tripod pincer grip. | | | | Correctly hold a pencil and use it with good control and pressure. Hold/ move the paper with one hand and write with the other. | |
| **Stage 1**  **Writing symbols.**  **8 figures of Visual Motor Integration**  **(VMI** | I can draw a vertical line.  *(2 years)* | | I can draw a horizontal line.  (2 ½ years) | | | I can record a circle.  *(3 years)* | | | I can record a vertical cross.  *(3 ½ - 4 years)* | | | I can record a square.  *(4 years)* | | I can record diagonal lines to the left and right.  *(4 ½ ys)* | | | I can record a cross using diagonal lines.  *(4 years 11 mths)* | | | | I can record a triangle.  *(5 years 3 months)* |
| **Stage 2**  **Name writing** | Make an attempt at my name | | | | Form some letters in my name | | | | | Form most letters of my name | | | Form the letters of my first name correctly | | | | | Form the letters of my full name correctly. | | | |
| **Stage 2**  **Letter formation** | Correctly form some letters  (following handwriting scheme) | | | | | | | Correctly form most of the 16 alphabet letters | | | | | | | | Correctly form all of the 26 alphabet letters | | | | | |
| **Stage 2**  **Sizing** | Begin to reduce the size of my letters | | | | | | | Record letters with some consistency of size and neatness. | | | | | | | | Record small, neat, consistently sized letters. | | | | | |
| **Stage 2**  **Orientation** | Begin to fit some letters in the handwriting lines. | | | | | Begin to fit most letters into the handwriting lines, orientating them in the correct direction and starting to use ascenders and descenders. | | | | | | Fit all the letters into the handwriting lines using capital letters, ascenders and descenders correctly. | | | | | Fit all letters into the handwriting lines, using capital letters, ascenders and descenders in consistent proportion. | | | | |
| **Theme** | **Marvellous Me In My School** | | **Terrific Tales** | | | | | **Ticket To Ride** | | | | **Amazing Animals** | | | | **Where in the World?** | | | | **Come Outside** | | |
| Literacy  ***Comprehension*** | Choose books to look at and point out things they like and dislike.  With prompt and props I can retell a familiar story | | | | | | | Engage in conversations about stories.  Start to retell simple stories  I can retell a familiar story | | | | | | | | Engage in extended conversations about stories that demonstrate an understanding of plot and characters.  I can retell a longer story.  I can start to predict what might happen in parts of a story e.g. The bear has got a helmet and a rocket … he will fly to space | | | | | | |
| Literacy  ***Word reading*** | Know that the print can be read to tell a story but the pictures also help.  Join in nursery rhymes.  Be able to distinguish between different sounds, e.g. different animals, different household noises | | | | | | | Turn the pages singularly in sequence.  Start to ‘play around’ with rhyme.  Clap syllables in words.  Start to hear the initial sound in words.  Start to recognise letters from the alphabet. | | | | | | | | Print has meaning and different purposes.  We read from left to right and top to bottom.  Be able to spot rhymes and rhythms.  Recognise words with the same initial letter sounds, e.g. pig and pop.  Recognise some letters from the alphabet. | | | | | | |
| Literacy  ***Writing*** | Pre-Writing Skills & Fine Motor Skills for Preschoolers ...  Makes marks and ascribes them to ‘writing’.  Be able to tell someone what their ‘writing’ says.  Know that writing moves from left to right. | | | | | | | Pre-Writing Skills & Fine Motor Skills for Preschoolers ...  Uses some of their print and letter knowledge, e.g. writing a pretend shopping list that starts at the top of the page, writing a ‘m’ for mummy  Start to be developing a preferred hand.  Begin to develop an effective pencil grip and start to show more control. | | | | | | | | Pre-Writing Skills & Fine Motor Skills for Preschoolers ...  Write some letters accurately.  Attempts at name writing.  Copies some words with increasing accuracy and interest.  Develop a preferred hand.  Improve pencil grip to be more effective, aiming for a tripod grip depending on age of child.  Show some control over the pen/pencil. | | | | | | |
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| Mathematics  ***Number & numerical patterns*** | Be able to count objects to 3 – both solid objects and those that can’t be seen such as claps or drum beats.  When looking at 2 amounts, be able to say which has got the ‘most’ in and which is the ‘biggest’ or ‘smallest’.  Start to know that a figure is a ‘number’ even if they don’t know which number it is yet.  Use language such as ‘spotty’ or ‘lines’ to describe pattern in the environment. | | Be able to count objects to 5 – both solid objects and those that can’t be seen such as claps or drum beats.  Be able to order 3 objects from smallest to largest.  Continue an ABAB repeating pattern  Recognise a square and talk about the straight sides being the same length.  Be able to say if a container is full or empty. | | | | | Recite numbers from 1-10  Count an amount to 3 and find the corresponding numeral.  Compare quantities using language ‘more than’ and ‘less than’  Recognise a circle and a triangle. Know that a circle rolls because it is round.  Know that we can measure objects to find out how big they are. Know the words longest and shortest. | | | | Show finger numbers to 5  Recognise numbers to 5  Count an amount to 5 and find the corresponding numeral.  Order number 1-5.  Start to know that amounts can be combined to make larger amounts (added).  Use 2 ‘time words’ to describe a sequence, e.g. First we did the register then we played outside.  Recognise a rectangle and discuss its properties. | | | | Count objects to 10  Solve real world mathematical problems to 5.  Start to recognise a spot pattern on a dice without having to count it up each time.  Continue repeating patterns that are not just alternate.  Know that 3D shapes have names and we can see 2D shapes within them. Be familiar with the words, cube, cuboid and sphere.  Enjoy building with shapes and make sensible choices for what they are supposed to represent, e.g. triangular prisms for roofs. | | | | Subitise to 3  Start to show finger numbers to 10  Recognise numbers to 10 and put them in order.  Start to know what it means to fill a regular-shaped container ‘half full’.  Know that we weigh objects to find out how heavy they are.  Understand the words ‘heaviest and lightest’. | | |
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| Understanding The World  ***Past & Present*** | Speak about the people in their families and their friends.  Learn who the adults are in Nursery. | | Learn about Guy Fawkes and talk about how life was different then – no cars, different clothes etc.  Learn about Remembrance Day  Speak about what Christians believe it was like when Jesus was born. | | | | | Compare vehicles – past and present.  Discuss important roles in the running of transportation – pilot, captain, ticket collector etc. | | | | Mothering Sunday – mother figures | | | | People who work in airports, ports, train stations etc | | | | Father’s Day - Father figures | | |
| Understanding The World  ***People, Culture & Communities*** | Be able to talk about their own environment and what it is like including their school, home and parts of Stocksbridge and possibly Sheffield.  Know they live in a country called England and try to understand it is part of the world – locate on a map. | | Compare Christmas celebrations. | | | | | Chinese New Year – know about other cultures, different to theirs.  Draw maps based on the books they have read.  Know the importance of the emergency services.  Learn what happens at an airport, train station etc | | | | Animals in different parts of the world – differing environments. | | | | Be able to talk about life in other countries compared with our country. Explain how another country might be different.  Know that other countries can be found on a World map. | | | | How we can look after our environment | | |
| Understanding The World  ***The Natural World*** | Notice Autumnal changes and talk about them.  Recognise their own school environment and talk about it.  Discuss the squirrels.  Discuss and name animals they may have at home as pets. | | Know that Winter is now approaching and observe the frost and ice.  Explain what happens to animals in our environment in Winter, e.g. birds, hedgehogs, squirrels  Weed and plant up the Nursery garden for Spring. Talk about how the bulbs will grow into daffodils and crocuses. | | | | | Be able to explain why the snow and ice melts.  Start to notice signs of Spring  Experiment with water and learn about water sources. | | | | Look for signs of Spring and know that these are because the weather is warming up.  Learn that the weather and temperatures are different in different parts of the world and this affects the plants and animals that live there.  Bug hunting | | | | Continue to develop an understanding that the weather and temperatures are different in different parts of the world. | | | | Know that it is Summer and the warmer weather helps plants to grow.  Planting and growing  Talk about the plants and animals in our immediate environment. Draw pictures of them and name some of them. | | |
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| Expressive Arts & Design  ***Creating & Being Imaginative & Expressive*** | Self portraits  Family portraits  Colour mixing – primary colours  Sing nursery rhymes and songs, joining with actions. | | Christmas crafts  Firework pictures  Making/painting poppies  Nativity  Learn songs and sing with more tuneful pitching. Talk about lengths of notes. | | | | | Junk model – vehicles  Chinese dragons  Wheels through paint – Jackson Pollock  Colour mixing – shades of blue  Role play – vehicles and journeys  Play simple percussion instruments and name them. | | | | Animal pattern  Printing  Rousseau’s Tiger  Clap a rhythm, tap words and rhythms on instruments | | | | Fruit printing  Sculpture  Role play – aeroplane journey  Use instruments to make particular sounds in stories e.g. the drum show the giant’s footsteps, the Indian bells for the fairy. | | | | Observational work of plants and flowers.  Shading and pencil skills  Van Gogh’s Sunflowers  Put musical instruments together to tell a simple story and to accompany songs rhythmically and effectively. | | |