

Key: Nursery Reception All

	Autumn		Spring		Summer	
Themes	Myself and Nursery Rhymes	Celebrations	Homes and Buildings	Around the World	In the Garden	Under the Sea
Focus Texts (subject to change)	Head, Shoulders, Knees and Toes The Wheels on the Bus Incy Wincy Spider Each, Peach Pear Plum	Mog's Birthday Julian and the Wedding Rama and Sita Stickman	So Much Peepo Pease at Last A Squash and a Squeeze Three Little Pigs The House that Jack Built	Handa's Surprise Tinga Tales Lost and Found Magic Paintbrush	Mad about Minibeasts Very Hungry Caterpillar The Bad Tempered Ladybird Lola Plants a Garden Jasper's Beanstalk	Rainbow Fish Commotion in the Ocean Sharing a Shell At the Beach
Possible Celebrations and Experiences	Class rules and routines Starting School, Halloween, Autumn, Black History Month	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers Day, Safer Internet Day	World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter	International Museum Day, World Biscuit Day, World Food Safety Day	Father's Day , Sports Day, Transition, Assessment
Key Questions /Learning	Who are we? What do we look like? Do we look the same? What is my body? Names of simple body parts. Where do we live? Who can help me? What are senses? What makes me special - how am I unique?	What is a celebration? What do you celebrate at home? How do we celebrate birthdays? Who do you celebrate with? Do we all celebrate in the same way? Explore celebrations Which celebrations are important to me? Which celebrations	Who lives in my home? What do homes look like in different parts of the world? What buildings can I see from my window? Can I name different types of buildings? What is my address? What famous London landmarks do I know? What materials are used when	Where do I live? What is the name of my town / country? What is the world? What is a map/globe? What is the blue? What is the green? What is the weather like in different countries? What do people wear in hot/cold countries? What is a town /street/city/country? Which country do I	What is new life? Can I match animals to their young? Which plants grow in gardens? How can I care for them? What is a season? What is a life cycle? How do plants grow? What do they need to grow? What are tadpoles? What happens in the tadpole life cycle?	What is the beach? What are shells? What is water and where does it come from? Why and how do people travel on the sea? Why and how do people travel under the sea? What lives under the sea? What do I already know about the sea? What would I like to find out?

	<p>What am I good at? Our families How has my body changed? Names of key body parts. How do we use our senses?</p>	<p>are important to other people in our community and other countries? How do people celebrate special events in our country and beyond?</p>	<p>constructing buildings? What did homes look like in the past?</p>	<p>live in? Where is my country on a map/globe? What are the other countries called? Are all countries the same? Look at differences - rainforests/deserts/ Antarctica Which animals live in which countries?</p>	<p>What happens in the butterfly life cycle? What is a minibeast? How can I find out more about them? How many minibeast can I find?</p>	<p>How can I find out this information? What could I find under the sea? Are there only sea creatures or other things? (seaweed, shipwrecks etc.). Are all sea creatures the same? Who uses the sea? (Past and present (sailors, pirates etc.)). How can I help look after the sea?</p>
Vocabulary	<p>Myself, family, parents, same, different, special, friend, body, house, home, job, helper, senses.</p> <p>Unique, relations, similar, skeleton, skull, hearing, see/sight, touch, smell, taste.</p>	<p>Celebrate, birthday, party, marry, birth, birthday, present, Christmas, Diwali, remembrance, bonfire, fireworks, enjoy, happy, together,</p> <p>Baptise, christening, tradition, anniversary, wedding, carnival, event, festival</p>	<p>Buildings, live, town, country, home, house, bungalow, flat, shop, office, door, window, roof,</p> <p>Construct, materials, igloo, address, street, city, community, travel,</p>	<p>Earth, world map, globe, land, sea, weather, hot, cold, sun, wind, rain, snow</p> <p>Continent, desert, rainforest, Arctic, Antarctic, North Pole, South Pole, boiling, melting, freezing, frost, seasons</p>	<p>New life, change, hatch, nest, grow, seed, bulb, plant, leaf, flower, bug, environment</p> <p>Habitat, life cycle, insect, thorax, abdomen, roots, stem, petals, absorb, oxygen, hydrate</p>	<p>Water, rain, sea, land, beach, shell, rock pool, fish, fins, gills, seahorse, shark, octopus, boat, submarine</p> <p>Ocean, habitat, tide, coast, pollution, environment, recycle, pirate, lifeguard, coastguard</p>

Communication and Language	Starting to use talk with familiar adults and peers creating sentences in their play	Use short sentences to explain	Joining in with familiar stories and rhymes	Respond appropriately when questioned	Take turns to speak in a conversation	Respond to a range of question types- particularly link to 'why' questions
	Follow simple instructions	Listen to stories and songs with interest and engagement	Using different vocabulary including scientific and linked to stories	Pose my own simple questions to find out more	Explore the use of conjunctions to connect ideas	Express a point of view
	Answering questions (what, who, where, when)	Using a wide range of words appropriately and in context	Starting to show understanding of 'why' questions	Develop vocabulary	Use language to explain, retell, describe	Develop a wide range of vocabulary- scientific and descriptive
	Demonstrate good listening behaviours	Join in with songs and rhymes	Share ideas in small groups and whole class situations	Predict what might happen	Give explanations for why things might happen	Use a full vocabulary including technical language
	Follow instructions with two parts or more	Listen to and talk about stories and rhymes		Asking and answering questions	Explain events that have already happened in detail	Use conjunctions in sentences
	Engage in story times	Use full sentences				Use past, present and future forms
Acquire vocabulary from stories and non-fiction books						
Personal, Social and Emotional Development	Increasingly follow rules	Express own feelings to others	Talk about a range of feelings	Understand their actions and behaviour can affect others	Starting to talk to others to try and resolve conflicts as they arise	Play co-operatively with others
	Select and use activities and resources	Share and take turns with others	Become more outgoing with unfamiliar people			Become more confident with new experiences
	Know and follow the rules in the classroom	Follow rules in the wider school community	Keeping safe - including Online safety, road safety	Feelings	Show sensitivity to their own needs and needs of others	Be confident to try new activities and show independence and resilience
	Identify and express feelings	Consider the feelings of others		Healthy lifestyles		Set and work towards simple goals

		Toothbrushing and oral hygiene	Build mutually respectful relationships			
Physical Development	Use large muscle movements in making marks, waving flags and streamers		Develop co-ordination to throw and catch a large ball		Hold a pencil effectively	
	Show preference for a dominant hand		Use a range of tools, including scissors		Move in different ways - run, jump, skip, climb	
	Jump two feet to two feet				Travel around space and obstacles safely	
	Revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing Develop movement and balance with wheeled vehicles		Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.		Negotiate space and obstacles safely, with consideration for themselves and other	
	Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.		Sit comfortably at a table to write, with good posture		Demonstrate strength, balance and coordination when playing.	
			Form letters correctly		Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.	
					Use a range of small tools, including scissors, paint brushes and cutlery.	
					Begin to show accuracy and care when drawing.	
Literacy	Phase 1 Phonics	Phase 1 Phonics	Phase 1 Phonics	Phase 1 Phonics	Phase 1- strong focus on segmenting and blending orally	Phase 1- strong focus on segmenting and blending orally
	Developing mark making skills through gross motor movements	Developing play linked to stories and retelling	Development of fine motor skills	Using story vocabulary in play	Initial sounds	Initial sounds
	Join in with stories, rhymes and songs	Sequencing and retelling stories	Starting to show interest in letters of their name and familiar others e.g. m for mum	Writing letters from name (not all)	Rhyming	Rhyming
		Developing print knowledge		Fine Motor Skills linked to mark making	Developing emergent writing	Developing emergent writing
					Acquiring and using new vocabulary	Sequence and retell events and stories

						Write own name
	<p>Listening</p> <p>Discrimination of sounds</p> <p>Initial sounds</p> <p>Name writing</p> <p>Fine motor- pencil control</p> <p>Listen to stories and retell</p>	<p>Letter formation</p> <p>Writing initial sounds and basic CVC labels</p> <p>Retell stories through small world and role play</p> <p>Describe events in familiar stories and predict events (join in)</p>	<p>Letter formation</p> <p>Initial sounds and CVC labels (extend to captions)</p> <p>Sequence and retell stories</p>	<p>Labels and captions</p> <p>Short sentences- finger spaces, full stops and capital letters</p> <p>Draw vocabulary and knowledge from non fiction and use throughout the day in different contexts</p>	<p>Captions and sentences</p> <p>Use and understand new vocabulary from stories, poems and non fiction</p> <p>Discuss what they know/ have found out</p>	<p>Sentences- finger spaces, caps letter, full stops</p> <p>Use and understand new vocabulary from songs and stories</p> <p>Sequence and retell stories</p> <p>Adapt narratives</p>
Maths	<p>Subitise up to 2</p> <p>Recite numbers past 5</p> <p>Make comparisons between objects- size, length, weight and capacity</p> <p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Spot patterns and talk about them e.g. stripes on a scarf</p>	<p>Experiment with their own symbols and marks</p> <p>Link numerals and amounts to 3</p> <p>Count to 3</p> <p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Describe familiar routes</p>	<p>Make comparisons between objects related to size, height and length</p> <p>Capacity</p> <p>Make comparisons between quantities</p> <p>Say one number name for each item</p> <p>See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ and</p>	<p>Patterns- use patterned stories</p> <p>Patterns Create and extend ABAB patterns</p> <p>Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</p> <p>Show 'finger' numbers to 5</p>	<p>Count, order, recognise and use numbers to 5</p> <p>Subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>Comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p>	<p>Solve real world problems</p> <p>More and fewer</p> <p>Experiment with own symbols and marks</p> <p>Identify, explain, continue and create patterns</p> <p>Sequence events using time language e.g. first, next, then</p>

		Discuss routes and locations- positional language	recognise it without counting			
	Matching and comparing amounts Representing, comparing and composition of numbers to 3 including subitising Circles and triangles Compare mass, length and capacity Exploring pattern	Representation of numbers to 5 Look closely at the composition of numbers to 5 (including subitising) Squares and rectangles Positional language	Introduce zero Comparing numbers to 5 Numbers 6, 7, ,8 Combining two groups Making pairs Compare mass and capacity Length and height	Counting to 9 and 10 Comparing numbers to 10 Number bonds to 10 3D shapes Spatial awareness Time	Building numbers beyond 10 Count patterns beyond 10 Adding more and taking away Spatial Awareness and reasoning Match, rotate, manipulate Compose and decompose	Doubling Sharing and grouping Even and odd Deepening understanding Patterns and relationships Spatial awareness Consolidation
Understanding the World	Talk about self and immediate family Use all their senses in hands on exploration	Talk about some of the ways I have changed Develop positive attitudes to people and their differences	Comment on and notice changes over time Explore and talk about different forces	Talk about where they live and know there are other places and countries in the world	I can talk about the world around me observing plants and animals	Talk about some of my own and my family's history
	<p>Explore the effects of changing seasons eg weather</p> <p>Understanding of community, cultures and people through diverse books and stories</p>					
History Geography Science	Name and describe people familiar to them Begin to make sense of their own life story	Talk about town and their family's history linked to photos and stories Explore and comment on collections of materials	Comment on images of familiar situations from the past - old buildings, transport Draw information from a simple map	Compare and contrast characters from stories, including figures from the past Know that there are different places and	Plant seeds and care for plants Key features of animal and plant life cycles	I can make comparisons about the past eg holidays Know some similarities and differences

	Describe what can be heard, seen and felt outside		Traffic survey Scientific investigations - floating and sinking	countries in the world and name some Recognise some similarities and differences between life in this country and others	Describe their immediate environment	between contrasting environments - seaside
Expressive Arts and Design	Sing familiar songs and rhymes, explore musical instruments					
	Use a range of different art materials	Print simple shapes Manipulate dough and clay	Draw and paint bodies and objects Explore colours and colour mixing	Explore patterns	Explore ways of joining materials	Create designs and choose own materials to create
	Express ideas through pretend play	Engage in small world play	Create own small world set ups	Engage in role play based on stories	Create own songs	Develop own stories through role play and small world
	Explore and use tools Explore and use materials	Explore and use artistic techniques	Express themselves in a variety of ways	Refine ideas and designs	Experiment with colour, form, texture and design Create collaboratively	Share their creations explaining the process they have used
	Join in with singing familiar songs	Listen attentively to music and move rhythmically to music	Explore and engage in music making	Develop storylines in pretend play	Invent, adapt and recount narratives and stories with peers	Perform songs, rhymes, poems and stories with others Move in time to music