

Key: Nursery Reception All

	Autumn		Spring		Summer	
Themes	Myself and Nursery Rhymes	Celebrations	Transport	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	Rosie's Walk Naughty Bus Who Sank the Boat? Mr. Gumpy's Motor Car The Train Ride	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? Which celebrations are important to me? Which celebrations are important to	How can we travel from one place to another? What journeys have you been on? What transport did you use? What did you see? How do people travel? How do you get to places that are far away? Have people always travelled by car?	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?	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 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?

	<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>other people in our community and other countries? How do people celebrate special events in our country and beyond?</p>	<p>Why do we have seatbelts? Why are bicycle helmets important? How do people travel through the air? What are lifeboats important? What do we use maps for?</p>	<p>Which country do I 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 tadpole life cycle? 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>What would I like to find out? 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? (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>Transport, travel, walk, ride, drive, fly, car, train, bus, aeroplane, over, under, push, pull</p> <p>Traffic, land, sea, air, hovercraft, hot air balloon, wheels, float, sink, across, behind, through, old, new, future, invented</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
Personal, Social and Emotional Development	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					
	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
Personal, Social and Emotional Development	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	Build mutually respectful relationships	Healthy lifestyles		Set and work towards simple goals

		Toothbrushing and oral hygiene				
Physical Development	Use large muscle movements in making marks, waving flags and streamers Show preference for a dominant hand Jump two feet to two feet		Develop co-ordination to throw and catch a large ball Use a range of tools, including scissors Use different wheeled balance equipment Travel around space and obstacles safely		Hold a pencil effectively Use a range of tools, including scissors Climb using alternate feet Skip, hop, stand on one leg Use large movements eg streamers	
	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 Demonstrate strength, balance and coordination when playing.	
	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 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 Developing mark making skills through gross motor movements Join in with stories, rhymes and songs	Phase 1 Phonics Developing play linked to stories and retelling Sequencing and retelling stories	Phase 1 Phonics Development of fine motor skills Starting to show interest in letters of their name and	Phase 1 Phonics Using story vocabulary in play Writing letters from name (not all)	Phase 1- strong focus on segmenting and blending orally Initial sounds Rhyming	Phase 1- strong focus on segmenting and blending orally Initial sounds Rhyming

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

	Spot patterns and talk about them e.g. stripes on a scarf	Describe familiar routes Discuss routes and locations- positional language	different manipulatives e.g. 3 sticks as a row/ triangle/ and 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 Talk about things using a wide range of vocabulary Show interest in different occupations	Talk about where they live and know there are other places and countries in the world Talk about similarities and differences between people	Plant seeds and care for plants Know the key features of animal and plant life cycles	Talk about some of my own and my family's history linked to photos and stories

History Geography Science			Explore and talk about different forces			
	Explore the effects of changing seasons eg weather					
	Understanding of community, cultures and people through diverse books and stories					
	Name and describe people familiar to them Begin to make sense of their own life story Describe what can be heard, seen and felt outside	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 Traffic survey Scientific investigations - floating and sinking	Compare and contrast characters from stories, including figures from the past Know that there are different places and countries in the world and name some Recognise some similarities and differences between life in this country and others	Understand some important changes in processes in the natural world around them Make observations of plants and animals Describe their immediate environment	I can make comparisons about the past eg holidays Know some similarities and differences between contrasting environments - seaside
Expressive Arts and Design	Sing familiar songs and rhymes, explore musical instruments					
	Use a range of different art materials Express ideas through pretend play Sing familiar songs eg nursery rhymes	Print simple shapes Manipulate dough and clay Engage in small world play	Draw and paint bodies and objects Explore musical instruments and the sounds they make Create own small world set ups	Explore patterns Engage in role play based on stories Explore colours and colour mixing Create own songs	Explore ways of joining materials Sing songs showing an awareness of pitch and melody Create more intricate and complex small world set ups	Create designs and choose own materials to create Develop own stories through role play and small world
	Explore and use tools	Explore and use artistic techniques	Express themselves in a variety of ways	Refine ideas and designs	Experiment with colour, form, texture and design	Share their creations explaining the process they have used

	Explore and use materials				Create collaboratively	
	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