Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Let's Explore/How many colours in a rainbow?	Why do leaves go crispy?	Where does snow go?	Are eggs alive?	What can't I have chocolate for breakfast?	How many pebbles on a beach? Moving on
Focus text (T4W)	Where's Spot  Where's Spot?  Eric Hill  One of the spot of the spo	That's Not my Hedgehog  Whome touchy-feely books That's not my hedgehog its cars are too fluffy.	One Snowy Night  One Snowy Night	We're Going on an Egg Hunt  We're Going on an  EGG HUN  I THE	Eat your Greens Goldilocks  Goldilocks	Goodnight Beach  Good Night  Beach
Writing	Large gross motor- bikes, scooters, large paint rollers, large paint printing Beginning to make circle and line movements with writing materials Fine motor activities	Large gross motorusing easels, writing on the floor, large paper, large brushes Fine motor activities Dough disco Copying mark making patterns Beginning to draw for	Continuing with large gross motor Fine motor activities Name writing Storymaps Dough disco/squiggle Giving meaning to	Fine motor activities RWI letter formation Name writing Giving meaning to marks Beginning to be aware of early writing e.g. pretending to do a shopping list Storymaps	Fine motor activities RWI letter formation Name writing Giving meaning to marks Beginning to be aware of early writing e.g.	Fine motor activities RWI letter formation Name writing Giving meaning to marks Storymaps Squiggle Initial sounds/CVC words

	Dough disco	a purpose- giving	their marks when	Dough disco/squiggle	pretending to do a	
	· ·	meaning to marks	drawing.		shopping list	
		Makes marks on a			Storymaps	
		picture to represent			Squiggle	
		their name				
Reading	Exploring a range of	Exploring a range of	Exploring a range	Exploring a range of	Exploring a range of	Exploring a range of
	books	books	of books	books- understanding	books- understanding	books- understanding
	Begins to copy	Copies copy sounds,	RWI set 1 sounds	that print carries	that print carries	that print carries
	sounds, rhythms,	rhythms, tunes and	Rhyme of the	meaning, naming the	meaning, naming the	meaning, naming the
	tunes and tempo	tempo	week- joining in	different parts of the	different parts of	different parts of the
	Phase 1 phonic games	Phase 1 phonic games	with the words and	book and that print can	the book that print	book that print can
	Rhyme of the week-	Rhyme of the week-	actions	have different purposes	can have different	have different purposes
	joining in and copying	joining in and copying	Repeating words	RWI set 1 sounds	purposes and that we	and that we read left to
	the actions	the actions	and phrases from a	Rhyme of the week-	read left to right	right and top to bottom
	Listening carefully to	Shares books with an	familiar text	joining in with the words	and top to bottom	RWI set 1 sounds
	stories and responds	adult, repeating words	Asks questions	and actions	RWI set 1 sounds	Rhyme of the week-
	to the pictures	and phrases.	about a book,	To begin to count and	Rhyme of the week-	joining in with words
	Begins to repeat	Begins to ask	making comments	clap syllables in words	joining in with words	and actions
	words or phrases	questions about a	and sharing ideas	To begin to spot and	and actions	To begin to count and
	from a book	book, making	Recognises own	suggest rhyme	To begin to count	clap syllables in words
		comments and sharing	name	Recognises own name	and clap syllables in	To begin to spot and
		ideas			words	suggest rhyme
		Recognises own name			To begin to spot and	Hears and says the
					suggest rhyme	initial sounds in words
					Hears and says the	and says words with the
					initial sounds in	same initial sound.
					words and says	Begins to blend simple
					words with the same	CVC words
					initial sound.	

Maths	Number:	Number:	Number:	Number:	Number:	Number:
	Takes part in rhymes	Takes part in rhymes	Recites numbers in	Recites numbers in	Recites numbers in	Recites numbers in
	involving their	involving their fingers	order to 5 and	order to 5 and	order to 5 and	order to 5 and
	fingers	Can recognize that a	represents	represents numbers on	represents numbers	represents numbers on
	Can recognize that a	group total has	numbers on their	their fingers	on their fingers	their fingers
	group total has	changed with up to	fingers	Begins to match numeral	Begins to match	Begins to match
	changed with up to	three items	Begins to match	to quantity	numeral to quantity	numeral to quantity
	three items	Compares quantities	numeral to	Recognises sets of up to	Recognises sets of	Recognises sets of up to
	Compares quantities	(lots, more, same)	quantity	3 without counting	up to 3 without	3 without counting
	(lots, more, same)	Recites numbers in	Recognises sets of	(subitizing)	counting (subitizing)	(subitizing)
	Begins to use some	order to 5 and	up to 3 without	Compares quantities	Compares quantities	Compares quantities
	number names	represents numbers	counting	saying 'more than, fewer	saying 'more than,	saying 'more than,
	Shape, space and	on their fingers	(subitizing)	than.'	fewer than.'	fewer than.'
	measure:	Begins to match	Shape, space and	Shape, space and	Shape, space and	Shape, space and
	Completes an inset	numeral to quantity	measure:	measure:	measure:	measure:
	puzzle	Recognises sets of up	Begins to name and	Name and describe 2D	Name and describe	Names and describes
		1 2 21 1 1 12	describe 2D	shapes	2D shapes and begins	2D and 3D shapes
	Compares size and	to 3 without counting	describe 2D	Shapes	20 shapes and begins	20 and 30 shapes
	Compares size and weight e.g. big and	(subitizing)	shapes	Combines shapes to	to name 3D	Combines shapes to
		_		'	'	•
	weight e.g. big and	(subitizing)	shapes	Combines shapes to	to name 3D	Combines shapes to
	weight e.g. big and small or heavy and	(subitizing) Shape, space and	shapes Combines shapes	Combines shapes to make a new one	to name 3D Combines shapes to	Combines shapes to make a new one
	weight e.g. big and small or heavy and light	(subitizing) Shape, space and measure:	shapes Combines shapes to make a new one	Combines shapes to make a new one Uses prepositional	to name 3D Combines shapes to make a new one	Combines shapes to make a new one Uses prepositional
	weight e.g. big and small or heavy and light Notices pattern and	(subitizing) Shape, space and measure: Begins to name simple	shapes Combines shapes to make a new one Uses prepositional	Combines shapes to make a new one Uses prepositional language during their	to name 3D Combines shapes to make a new one Uses prepositional	Combines shapes to make a new one Uses prepositional language
	weight e.g. big and small or heavy and light Notices pattern and	(subitizing) Shape, space and measure: Begins to name simple 2D shapes	shapes Combines shapes to make a new one Uses prepositional language during	Combines shapes to make a new one Uses prepositional language during their play	to name 3D Combines shapes to make a new one Uses prepositional language	Combines shapes to make a new one Uses prepositional language Makes comparisons
	weight e.g. big and small or heavy and light Notices pattern and	(subitizing) Shape, space and measure: Begins to name simple 2D shapes Begins to use	shapes Combines shapes to make a new one Uses prepositional language during their play	Combines shapes to make a new one Uses prepositional language during their play Makes comparisons	to name 3D Combines shapes to make a new one Uses prepositional language Makes comparisons	Combines shapes to make a new one Uses prepositional language Makes comparisons between size, length,
	weight e.g. big and small or heavy and light Notices pattern and	(subitizing) Shape, space and measure: Begins to name simple 2D shapes Begins to use prepositional language	shapes Combines shapes to make a new one Uses prepositional language during their play Makes comparisons	Combines shapes to make a new one Uses prepositional language during their play Makes comparisons between size, length,	to name 3D Combines shapes to make a new one Uses prepositional language Makes comparisons between size, length,	Combines shapes to make a new one Uses prepositional language Makes comparisons between size, length, weight and capacity
	weight e.g. big and small or heavy and light Notices pattern and	(subitizing) Shape, space and measure: Begins to name simple 2D shapes Begins to use prepositional language Makes comparisons	shapes Combines shapes to make a new one Uses prepositional language during their play Makes comparisons between size,	Combines shapes to make a new one Uses prepositional language during their play Makes comparisons between size, length, weight and capacity	to name 3D Combines shapes to make a new one Uses prepositional language Makes comparisons between size, length, weight and capacity	Combines shapes to make a new one Uses prepositional language Makes comparisons between size, length, weight and capacity Can create a simple
	weight e.g. big and small or heavy and light Notices pattern and	(subitizing) Shape, space and measure: Begins to name simple 2D shapes Begins to use prepositional language Makes comparisons between size, length,	shapes Combines shapes to make a new one Uses prepositional language during their play Makes comparisons between size, length, weight and	Combines shapes to make a new one Uses prepositional language during their play Makes comparisons between size, length, weight and capacity Recognises patterns in	to name 3D Combines shapes to make a new one Uses prepositional language Makes comparisons between size, length, weight and capacity Can create a simple	Combines shapes to make a new one Uses prepositional language Makes comparisons between size, length, weight and capacity Can create a simple repeating pattern

Engage- exploring paint Develop- Colour themed enhancements and discussions Innovate- rainbow rice Express- presenting learning	hunt a Develor school Develor live Develor shall w Innove Ted fir to go Expres stay in  How n a rain Engage paint Develor theme enhane discus Innove rice Expres	cround nursery p 1- Exploring  p 2- Where we p 3- Where re go? tte- Helping and somewhere  ss- play and a nursery  cany colours in cow? c- exploring p- Colour d cements and sions tte- rainbow  ss- presenting	ngage- woodland walk nevelop- Autumn bservation and nhancements nnovate- Autumn hreading xpress- presenting he children's learning round autumn	Where does snow go? Engage- Winter walk Develop- winter themed enhancements and exploring keeping warm Innovate- exploring ice Express- Exploring dance and movement like snowflakes	Are eggs alive? Engage- Spring walk/chick eggs Develop- Egg/spring enhancements Explore growing and the celebration of Easter. Innvote- Go on an egg hunt and discuss other ways people celebrate Easter Express- What have we found out?	Why can't I have chocolate for breakfast?  Physical development focus  Understanding of the world- Smelling and feeling fruits  Melting chocolate-how can we melt it?  Which is the best way to melt the chocolate?	How many pebbles on a beach?  Engage- Beach day experience Develop- Beach enhancements/exploring beach animals Innovate- How many pebbles? Where do pebbles come from? Express- Exploring seaside items
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Exploring media	Paint	Drawing	Collage	Construction	Project	Clay
and materials	Exploring colour,	Using line to enclose	Filling spaces,	Using junk, combing and	Combine paint,	Using some tools to
	naming them and	shape, representing	using glue, creating	joining materials	collage, materials for	shape and mould
	mixing them. Using	objects	texture		new effects	
	different tools to					
	apply paint					
Being	Singing	Role play	Beat	Instruments	Dance	Expressing feels
imaginative	Group singing sing	Using items from	Keeping a steady	Loud and quiet, fast and	Creates movements	Through dance and
	actions for nursery	around the nursery as	beat, body	slow	in response to music	music
	rhymes	props for role play	percussion			
Physical	Gross motor-	Gross motor-	Gross motor-	Gross motor-	Gross motor-	Gross motor-
development	Continues to develop	Continues to develop	Continues to	Continues to develop	Makes up their own	Makes up their own
	their movement,	their movement,	develop their	their movement,	games with others	games with others
	balancing, riding and	balancing, riding and	movement,	balancing, riding and ball	Creates patterns of	Creates patterns of
	ball skills	ball skills	balancing, riding	skills	movements which	movements which relate
	Climbs up apparatus	Will start to join in	and ball skills	Begins to make up their	relate to music	to music
	with alternate feet	with group activities	Skips, hops and	own games	Chooses the best	Chooses the best way
	Using large muscle	Using large muscle	stands on one foot	Creates patterns of	way to carry out	to carry out their own
	movements, they	movements, they wave	during a game like	movements which relate	their own plan e.g.	plan e.g. which spade to
	wave flags,	flags, streamers, paint	musical statues	to music	which spade to use	use
	streamers, paint and	and make marks	Fine motor-	Decides the best way to	Collaborates with	Collaborates with
	make marks	Fine motor-	Begins to make	move over obstacles	others when moving	others when moving
	Fine motor-	Begins to make snips	snips in paper using		large items e.g.	large items e.g. planks
	Begins to make snips	in paper using scissors	scissors	Fine motor-	planks	Fine motor-
	in paper using	Uses a comfortable	Uses a	Begins to make snips in	Fine motor-	Begins to make snips in
	scissors	grip to hold pencils	comfortable grip	paper using scissors	Begins to make snips	paper using scissors
	Uses a comfortable	Shows a dominant	to hold pencils	Uses a comfortable grip	in paper using	Uses a comfortable grip
	grip to hold pencils	hand	Shows a dominant	to hold pencils	scissors	to hold pencils
	Shows a dominant	Dough disco	hand	Shows a dominant hand	Uses a comfortable	Shows a dominant hand

	hand Dough disco Health and self- care- Manages buttons, zips and will pour their own drink Feeds and dresses themselves Learns to use the	Health and self care- Manages buttons, zips and will pour their own drink Feeds and dresses themselves Learns to use the toilet independently Starts to	Dough disco and squiggle  Health and self care- Dresses and undresses themselves Continues to use the toilet independently	Dough disco and squiggle Health and self care- Is aware of own needs e.g. brushing teeth, using the toilet, washing and drying their hands Makes healthy choices with food and drink	grip to hold pencils Shows a dominant hand Handwriting Health and self care- Is aware of own needs e.g. brushing teeth, using the toilet, washing and	Handwriting Health and self care- Is aware of own needs e.g. brushing teeth, using the toilet, washing and drying their hands Makes healthy choices with food, drink, activity and toothbrushing
	Starts to independently eat with a knife and fork	a knife and fork	own needs e.g. brushing teeth Identifies healthy foods		Makes healthy choices with food, drink, activity and toothbrushing	
Jigsaw- see separate planning	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me