





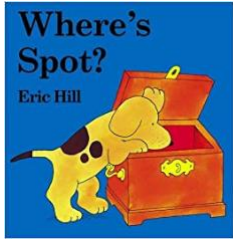
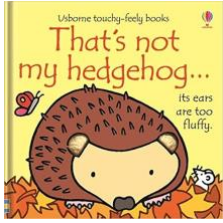
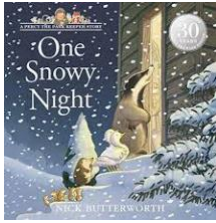

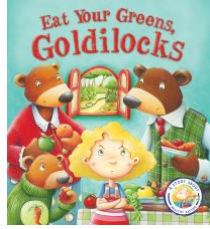
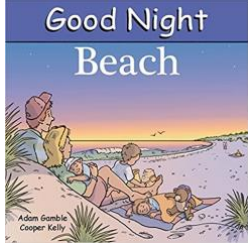


Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Let's Explore/How many colours in a rainbow? 	Why do leaves go crispy? 	Where does snow go? 	Are eggs alive? 	What can't I have chocolate for breakfast? 	How many pebbles on a beach? Moving on 
Focus text (T4W)	Where's Spot 	That's Not my Hedgehog 	One Snowy Night 	We're Going on an Egg Hunt 	Eat your Greens Goldilocks 	Goodnight 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 motor- using 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 meaning to marks Makes marks on a picture to represent their name	their marks when drawing.	Dough disco/squiggle	pretending to do a shopping list Storymaps Squiggle	
Reading	Exploring a range of books Begins to copy sounds, rhythms, tunes and tempo Phase 1 phonic games Rhyme of the week- joining in and copying the actions Listening carefully to stories and responds to the pictures Begins to repeat words or phrases from a book	Exploring a range of books Copies copy sounds, rhythms, tunes and tempo Phase 1 phonic games Rhyme of the week- joining in and copying the actions Shares books with an adult, repeating words and phrases. Begins to ask questions about a book, making comments and sharing ideas Recognises own name	Exploring a range of books RWI set 1 sounds Rhyme of the week- joining in with the words and actions Repeating words and phrases from a familiar text Asks questions about a book, making comments and sharing ideas Recognises own name	Exploring a range of books- understanding that print carries meaning, naming the different parts of the book and that print can have different purposes RWI set 1 sounds Rhyme of the week- joining in with the words and actions To begin to count and clap syllables in words To begin to spot and suggest rhyme Recognises own name	Exploring a range of books- understanding that print carries meaning, naming the different parts of the book that print can have different purposes and that we read left to right and top to bottom RWI set 1 sounds Rhyme of the week- joining in with words and actions To begin to count and clap syllables in words To begin to spot and suggest rhyme Hears and says the initial sounds in words To begin to count and clap syllables in words To begin to spot and suggest rhyme Hears and says the initial sounds in words and says words with the same initial sound.	Exploring a range of books- understanding that print carries meaning, naming the different parts of the book that print can have different purposes and that we read left to right and top to bottom RWI set 1 sounds Rhyme of the week- joining in with words and actions To begin to count and clap syllables in words To begin to spot and suggest rhyme Hears and says the initial sounds in words and says words with the same initial sound. Begins to blend simple CVC words

<p>Maths</p>	<p>Number: Takes part in rhymes involving their fingers Can recognize that a group total has changed with up to three items Compares quantities (lots, more, same) Begins to use some number names Shape, space and measure: Completes an inset puzzle Compares size and weight e.g. big and small or heavy and light Notices pattern and arranges objects</p>	<p>Number: Takes part in rhymes involving their fingers Can recognize that a group total has changed with up to three items Compares quantities (lots, more, same) Recites numbers in order to 5 and represents numbers on their fingers Begins to match numeral to quantity Recognises sets of up to 3 without counting (subitizing) Shape, space and measure: Begins to name simple 2D shapes Begins to use prepositional language Makes comparisons between size, length, weight and capacity</p>	<p>Number: Recites numbers in order to 5 and represents numbers on their fingers Begins to match numeral to quantity Recognises sets of up to 3 without counting (subitizing) Shape, space and measure: Begins to name and describe 2D shapes Combines shapes to make a new one Uses prepositional language during their play Makes comparisons between size, length, weight and capacity</p>	<p>Number: Recites numbers in order to 5 and represents numbers on their fingers Begins to match numeral to quantity Recognises sets of up to 3 without counting (subitizing) Compares quantities saying 'more than, fewer than.' Shape, space and measure: Name and describe 2D shapes Combines shapes to make a new one Uses prepositional language during their play Makes comparisons between size, length, weight and capacity Recognises patterns in the environment e.g. spotty</p>	<p>Number: Recites numbers in order to 5 and represents numbers on their fingers Begins to match numeral to quantity Recognises sets of up to 3 without counting (subitizing) Compares quantities saying 'more than, fewer than.' Shape, space and measure: Name and describe 2D shapes and begins 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 repeating pattern</p>	<p>Number: Recites numbers in order to 5 and represents numbers on their fingers Begins to match numeral to quantity Recognises sets of up to 3 without counting (subitizing) Compares quantities saying 'more than, fewer than.' Shape, space and measure: Names and describes 2D and 3D shapes Combines shapes to make a new one Uses prepositional language Makes comparisons between size, length, weight and capacity Can create a simple repeating pattern Notices and corrects an error within a pattern.</p>
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<p>Understanding of the World</p>	<p>Let's Explore Engage- Treasure hunt around nursery Develop 1- Exploring school Develop 2- Where we live Develop 3- Where shall we go? Innovate- Helping Ted find somewhere to go Express- play and stay in nursery</p> <p>How many colours in a rainbow? Engage- exploring paint Develop- Colour themed enhancements and discussions Innovate- rainbow rice Express- presenting learning</p>	<p>Why do leaves go crisp? Engage- woodland walk Develop- Autumn observation and enhancements Innovate- Autumn threading Express- presenting the children's learning around autumn</p>	<p>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</p>	<p>Are eggs alive? Engage- Spring walk/chick eggs Develop- Egg/spring enhancements Explore growing and the celebration of Easter. Innovate- Go on an egg hunt and discuss other ways people celebrate Easter Express- What have we found out?</p>	<p>Why can't I have chocolate for breakfast?</p> <p>Physical development focus</p> <p>Understanding of the world- Smelling and feeling fruits Melting chocolate- how can we melt it? Which is the best way to melt the chocolate?</p>	<p>How many pebbles on a beach?</p> <p>Engage- Beach day experience Develop- Beach enhancements/exploring beach animals Innovate- How many pebbles? Where do pebbles come from? Express- Exploring seaside items</p>
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Exploring media and materials	Paint Exploring colour, naming them and mixing them. Using different tools to apply paint	Drawing Using line to enclose shape, representing objects	Collage Filling spaces, using glue, creating texture	Construction Using junk, combing and joining materials	Project Combine paint, collage, materials for new effects	Clay Using some tools to shape and mould
Being imaginative	Singing Group singing sing actions for nursery rhymes	Role play Using items from around the nursery as props for role play	Beat Keeping a steady beat, body percussion	Instruments Loud and quiet, fast and slow	Dance Creates movements in response to music	Expressing feels Through dance and music
Physical development	Gross motor- Continues to develop their movement, balancing, riding and ball skills Climbs up apparatus with alternate feet Using large muscle movements, they wave flags, streamers, paint and make marks Fine motor- Begins to make snips in paper using scissors Uses a comfortable grip to hold pencils Shows a dominant	Gross motor- Continues to develop their movement, balancing, riding and ball skills Will start to join in with group activities Using large muscle movements, they wave flags, streamers, paint and make marks Fine motor- Begins to make snips in paper using scissors Uses a comfortable grip to hold pencils Shows a dominant hand Dough disco	Gross motor- Continues to develop their movement, balancing, riding and ball skills Skips, hops and stands on one foot during a game like musical statues Fine motor- Begins to make snips in paper using scissors Uses a comfortable grip to hold pencils Shows a dominant hand	Gross motor- Continues to develop their movement, balancing, riding and ball skills Begins to make up their own games Creates patterns of movements which relate to music Decides the best way to move over obstacles Fine motor- Begins to make snips in paper using scissors Uses a comfortable grip to hold pencils Shows a dominant hand	Gross motor- Makes up their own games with others Creates patterns of movements which relate to music Chooses the best way to carry out their own plan e.g. which spade to use Collaborates with others when moving large items e.g. planks Fine motor- Begins to make snips in paper using scissors Uses a comfortable	Gross motor- Makes up their own games with others Creates patterns of movements which relate to music Chooses the best way to carry out their own plan e.g. which spade to use Collaborates with others when moving large items e.g. planks Fine motor- Begins to make snips in paper using scissors Uses a comfortable grip to hold pencils Shows a dominant hand

	<p>hand Dough disco 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 independently eat with a knife and fork</p>	<p>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 independently eat with a knife and fork</p>	<p>Dough disco and squiggle Health and self care- Dresses and undresses themselves Continues to use the toilet independently Is aware of their own needs e.g. brushing teeth Identifies healthy foods</p>	<p>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</p>	<p>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 drying their hands Makes healthy choices with food, drink, activity and toothbrushing</p>	<p>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</p>
<p>Jigsaw- see separate planning</p>	<p>Being me in my world</p>	<p>Celebrating differences</p>	<p>Dreams and goals</p>	<p>Healthy me</p>	<p>Relationships</p>	<p>Changing me</p>