



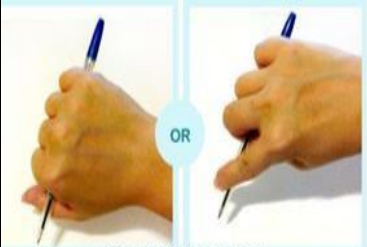


All learning and working together

Nursery Year 23/24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Texts	That's Not My Teddy Dear Zoo We're Going on a Bear Hunt	Room on the Broom Bear Stays Up for Christmas	Goldilocks and the Three Bears The Gingerbread Man	What the Ladybird Heard Little Red Hen	The Magic Porridge Pot Norman the Slug with the Silly Shell	Superworm Handa's Surprise
Quality Story Time Texts	1. The Very Busy Spider 2. Think Big! Kes Gray 3. The Smartest Giant in Town – J. Donaldson 4. Dear Zoo 5. Mine 6. Goldilocks and the three bears 7. Owl Babies	1. Nighty Night! Collin McNaughton 2. You Choose 3. Oi Frog 4. Don't put your finger in the jelly nelly 5. Pants 6. Meg and Mog 7. There's a Monster in your book	1. The Runaway Wok 2. The Jolly Postman 3. Zog 4. Silly Suzy 5. The Lion who wanted to Love 6. Postman Bear 7. The cat and the rat and the hat	1. The Run-away Chapatti 2. Farmyard Hullabaloo 3. Dinosaur Roar 4. Chocolate mousse for greedy goose 5. Fox's Socks 6. The rhyming rabbit 7. Rabbit has a nap	1. Shark in the Park 2. Monkey Puzzle 3. Little rabbit Foo Foo 4. Monkey and me 5. Fidgety Fish and Friends 6. What rhymes with that 7. Poo in the zoo	1. Ahhh Spider 2. Mad about mini beasts 3. How many legs? 4. One mole digging a hole 5. Princess & the Wizard 6. Pirates love underpants 7. Oi Dog
Alexandra Promise Enrichment Opportunities	Transition Bare foot walk	Go on an autumn walk and make leaf rubbings Perform a song Eid party Visit from Santa Christmas party	Play in the snow Make porridge Make gingerbread men	Visit a farm Make a sandwich Make bread Plant cress plants	Hunt for minibeasts Hatch a chick Minibeast visitors in	Teddy Bears picnic and tasting new fruit Visit to Longton Park
Role Play	Home corner	Home corner with enhancements e.g. a birthday party, Christmas, Eid	Home corner with 3 bears enhancement	Bakery – linked to Little Red Hen.	Corner shop/ Tesco	Corner shop/ Tesco
Phonics	Phase 1 – key focus Environmental sounds Instrumental sounds Body percussion Rhythm & Rhyme Begin to listen for rhyme – make clear when singing/or reading stories Voice sounds Alliteration Begin with every day references such as it's marvellous magical Monday/terrific Tuesday/ wonderful Wednesday/Thoughtful Thursday/Fabulous Friday		Phase 1 key focus Environmental sounds Instrumental sounds Body percussion Rhythm & Rhyme Develop & embed listening for rhyme and independence in identifying/ using Voice sounds Alliteration		Phase 1- key focus Rhythm & Rhyme Alliteration Aspect 7 Oral segmenting and blending – all pupils ARE need to be secure in this aspect By EOY Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother (orally) -Orally segment & Blend	

Literacy	<p>Reading – Comprehension Engage in extended conversations about stories, learning new vocabulary Repeat words and phrases from stories Develop play around stories 5 concepts of print</p> <p>Reading – Word Reading Recognise that print has meaning</p> <p>Writing Enjoy drawing freely Add some marks to their drawings, which they give meaning to for example: "That says mummy." Make marks on their picture to stand for their name</p>	<p>Reading – Comprehension Engage in extended conversations about stories, learning new vocabulary Repeat words and phrases from stories Develop play around stories 5 concepts of print</p> <p>Reading – Word Reading Recognise the sounds in their name</p> <p>Writing Begin to 'write' in left to right directionality Explain their marks Continue to show letter knowledge in their early writing for example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p>	<p>Reading – Comprehension Understand the five key concepts about print: print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing</p> <p>Reading – Word Reading Phase 1 Aspect 7 – oral segmenting and blending</p> <p>Writing Write some letters accurately – First few letters / all in name</p>
Communication and Language	<p>Listening, attention and Understanding Listen to stories Understand a question Learn new vocabulary (Word of the Week)</p> <p>Speaking Develop social phrases – hello, how are you? Asking to go to the toilet etc. Use new vocabulary Recount a simple event Sing rhymes</p> <p>Classify words – nouns / concept words related to feelings e.g. hot/ cold</p>	<p>Listening, attention and Understanding Listen to longer stories Understand a question that has two parts Learn new vocabulary (Word of the Week)</p> <p>Speaking Use new vocabulary Recount a simple event from experience or story</p> <p>Classify words – nouns/ concept words</p>	<p>Listening, attention and Understanding Listen to longer stories and remember most of what has happened. Understand a question that has two parts Learn new vocabulary (Word of the Week)</p> <p>Speaking Use new vocabulary Use talk to organise their thoughts in play – e.g. developing role play ideas – being imaginative Starts a conversation and takes turns Expresses point of view with words and actions</p>
Maths	<p>Number Begin to develop number sense 1,2, 3 – subitise – representations – numicon/ dice patterns</p> <p>Numerical pattern Begin to recite numbers to 5 – count objects, actions, Begin to develop cardinal principle – the quantity or 'howmanyness' of things it represents. Begin to compare quantities using language: 'more than', 'fewer than' Begin to talk about and identifies patterns around me. e.g. stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs'</p>	<p>Number Continue to develop number sense 1,2, 3 – subitise – representations - fingers</p> <p>Numerical pattern Continue to recite numbers to 5 – count objects, actions, continue to develop cardinal principle – the quantity or 'howmanyness' of things it represents. Begin to experiments with my own symbols and marks Continue to compare quantities using language: 'more than', 'fewer than' Begin to talk about and identifies patterns around me. e.g. can extend and create ABAB patterns – stick, leaf, stick, leaf. notice and correct an error in a repeating pattern.</p>	<p>Number Secure subitising of 1,2,3 – answer questions – what can you see? conceptual variation – different sizes, colour, objects, irregular arrangements – where they are spaced out and need combining.</p> <p>Numerical pattern Securely know numbers to 5 Conservation – know that the number does not change if things have been rearranged (not recounting). Experiments with my own symbols and marks Continue to compare quantities using language: 'more than', 'fewer than' Talk about and identifies patterns around me. e.g. can extend and create ABAB patterns – stick, leaf, stick, leaf. notice and correct an error in a repeating pattern.</p>

<p>UTW – The World - Science</p>	<p>Senses What are my senses? How do they help me?</p> <p>Do we always like what we taste/ smell?</p> <p>Does everything feel the same? Explore materials.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Seasonal change – autumn What happens in autumn? How does it affect me?</p>	<p>Seasonal change – winter/spring What happens in winter/ spring? How does it affect me?</p> <p>Materials Name material Name and sort by property e.g. hard, soft</p> <p>Plants Jasper’s Beanstalk – life cycle of a cress plant and beanstalk.</p> <p>Healthy living Sorting healthy and unhealthy foods Sugar and oral hygiene</p>	<p>Life cycles – chicks What is a life cycle?</p> <p>Can I explain about a chick’s lifecycle?</p> <p>Mini beasts Identify/ name mini beasts and where we can find them. Snail (Gastropod), caterpillar, ladybird, spider (arachnid)</p> <p>Life cycles</p> <p>Seasonal change – summer What happens in summer? How does it affect me?</p>
<p>UTW – Past and Present</p>	<p>Family life – revisit</p>	<p>Begin to understand past</p> <p>Talk about their own experiences from the past</p>	<p>To know that they have changed – baby to now – clothes, food</p> <p>Holidays</p>
<p>Threaded throughout the curriculum is a timeline of events that the children have experienced in school as a way to discuss the past relevant to them</p>			
<p>UTW - People, Culture and Communities</p> <p>Focus celebrations</p>	<p>Eid Diwali Remembrance day Christmas</p> <p>Where am I? Where do I live? Develop sense of place. Does everyone live in the same place/ House? Google maps – looking at school and local area – Normacot</p> <p>To know that everyone is different and unique.</p> <p>To know that there are different countries in the world.</p> <p>Talk about members of their immediate family and community. Are my friends the same as me? What is the same? What is different?</p> <p>Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)</p>	<p>Chinese New Year Easter Mother’s Day</p> <p>Knows what a map is for – locate places of worship on local area map.</p> <p>Create a map of The Gingerbread Man and where he ran. Polar location comparison</p> <p>People in our community celebrate special days Knows that there are special places of worship</p>	<p>Eid Father’s Day</p> <p>Know that we are different and talk about differences seen in books - Handa’s Surprise</p>
<p>RE is threaded throughout the EYFS curriculum</p>			

Expressive Art and Design – Creating with materials.	<p>Introduce children to creative area – teach over several weeks how to access materials and use</p> <ul style="list-style-type: none"> - Glue spreaders with support - Glue sticks with support - Scissors with support (link to fine motor) - Colours <p>Painting Use premade paint and are able to name colours Can hold a paintbrush in the palm of their hand - thick brushes Print with large blocks and larger sponges</p> <p>Drawing Makes marks Draws circles and lines. Begin to colour mix</p> <p>Collage Product is all in one texture Uses glue spreader/stick</p> <p>Sculpture Explores playdough/salt dough/ has intention Make marks</p>		<p>Continue to model creative area and accessing own resources</p> <p>Painting Mix primary colours to appropriate consistency Enjoys using hands, feet and fingers to paint Beginning to use thick brushes</p> <p>Drawing Children are able to draw things that they observe Draws faces with features – enclosed spaces</p> <p>Collage Product is all in one texture – children describe texture Uses glue spreader/stick</p> <p>Sculpture Uses playdough/salt dough with clear intention Make marks Builds and encloses spaces</p>		<p>Continue to model creative area and accessing own resources</p> <p>Painting Mix primary colours to appropriate consistency Enjoys using hands, feet and fingers to paint Prints with small objects</p> <p>Drawing Children are able to draw things that they observe and from memory Draws potato people – no neck/ body</p> <p>Collage Product has more than one texture Uses glue spreader/stick independently and accesses from trolley</p> <p>Sculpture Uses playdough/salt dough with clear intention Manipulates materials – pinch, squash, roll, cut Make marks Builds and encloses spaces</p>	
Expressive Art and Design – Creating with materials. Music	<p>Enjoys listening to music Responds to music Explores instruments</p> <p>Singing & dancing Moves to music Copies basic actions Knows some words when singing Joins in</p> <p>Role Play Plays with familiar resources – home corner Plays with simple small world – farm, cars, trains, dolls</p>		<p>Enjoys listening to music Responds to music appropriately showing awareness of matching movement to beat Explore instruments and begins to name them</p> <p>Singing & dancing Moves to music Copies basic actions and is able to put together 2 or more sequenced actions Sings in a small group</p> <p>Role Play Plays with familiar resources – home corner and familiar experiences – doctors Beginning to take part in small world play related to stories</p>		<p>Talks about how music makes them feel Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)</p> <p>Plays a given instrument to a simple beat</p> <p>Singing & dancing Moves to music appropriately Learns a short routine Sings in time</p> <p>Role Play Plays with familiar resources – home corner and familiar experiences – shop With increasing confidence takes part in small world play related to stories Develops own storyline</p>	
PSHE	Being Me in My World!	Celebrating Differences!	Dreams and Goals!	Healthy Me!	Relationships!	Changing Me!
PE	Introduction to PE	Dance	Fundamentals	Gymnastics	Ball skills	Games

Gross Motor Skills	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Squiggle whilst you Wiggle – up down, round and round</p> <p>Use large muscle movements to wave flags, streamers, paint, make marks</p> <p>Play musical statues – hop, skip, Activities that cross the mid line</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Select resources to complete an activity e.g. digging a hole</p> <p>EOY</p> <p>Ride a trike</p> <p>Ride a balance bike</p> <p>Ride a scooter (tricycle scooter)</p>
Fine Motor Skills	<p>Squiggle Whilst you wiggle: Imitates horizontal and vertical line Imitates circles Copies horizontal and vertical line Copies circle</p> <p>Further develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>Scissor skills – hold, open close, snip paper</p> <p>Traces over lines Pencil, paint brush, any mark making tool – begin to develop correct grip</p>	<p>Squiggle whilst you Wiggle – + shape, X shape, / shape, \ shape, square</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient – showing control – time to draw sessions</p> <p>Further develop pencil grip – see grip progression</p> <p>Traces over shapes Writes letters in names</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery</p> <p>Begin to show accuracy and care when drawing</p> <p>Writes letters in name</p>
<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>DIGITAL PRONATE GRIP 2-3 years old</p> <p>All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Movement now comes mostly from the elbow. Children should start being able to copy a horizontal, vertical and circular line.</p> </div> <div style="text-align: center;"> <p>OR</p>  <p>4 FINGER GRIP 3-4 years old</p> <p>4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.</p> </div> <div style="text-align: center;">  <p>STATIC TRIPOD GRIP 4-6 years old</p> <p>This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.</p> </div> </div>			