

Nursery

NURSERY	Autumn - Pride Salt – Our locality - All About Me - Celebrations	Spring – Respect Changes			Summer - Empowerment Our Wonderful World	
PSED	Promoting Healthy Eating Habits Oral Health					
	New Beginnings Belonging to a community	Getting on and Falling Out Media literacy and Digital Resilience	Going for Goals Respecting Ourselves and Others	Good to be Me Relate	Relationships Money and Work Families and Friendships Safe Relationships Growing and changing	Changes Physical health and mental wellbeing Keeping Safe
	We aim for children to: <ul style="list-style-type: none"> *Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them *Develop their sense of responsibility and membership of a community. *Become more outgoing with unfamiliar people, in the safe context of their setting. *Show more confidence in new social situations. *Play with one or more other children, extending and elaborating play ideas. *Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. *Increasingly follow rules, understanding why they are important. *Remember rules without needing an adult to remind them. *Develop appropriate ways of being assertive. *Talk with others to solve conflicts. *Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. *Understand gradually how others might be feeling. *Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. *Make healthy choices about food, drink, activity and toothbrushing. 					
Communication and Language	Makaton Nursery rhymes Phase 1 Phonics					
	Key vocabulary introduced via the Pathways texts					
	peace 'at last' hour tired nocturnal pretending cuckoo leaky refrigerator believe owl hedgehog uncomfortable peeped alarm clock yawn	teeny tiny beware chuckled giggled reached cheered squealed excitedly warning growling snout bellowed yelped scurried chattered roared trembled clattered galloped beady eyes shivered leaped straw	journey adventure creep creek shortcut crooked knobby gnarly clambered pokey pointy scritch, scratchy vines chuckled flippy, whippy slimy slippy, slidey gloomy scary, starey pish posh! panic glowed fearsome frightful	false alarm warnings pelican attic barrel bobbing villager rusty special trudged yelled silently harbour gangplank captain crew ashore narrow marched	beyond lava flow herbivore carnivore omnivore graze beware lookout termite emergency beast lurks enormous explore fear jaws muffled survived shrugged palaeontologist	beloved tatty perfect pounded tumble curiously battered company returned replace locket shoals shimmering hitched guide concerned dock harbour

		field brickyard whiskers chimney pot cottage forest		growled welcome skull and crossbones		
<p>We aim for children to:</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 						
Physical Development	<p>Gross Motor Crawling through tunnels Parachute Games Ribbon sticks Balance bikes Chalks Vertical mark making</p>			<p>Fine Motor Threading Pegs and boards Jigsaws Tweezers Construction Training scissors</p>		
<p>We aim for children to:</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 				<p>We aim for children to:</p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 		

	<ul style="list-style-type: none"> Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 					
Literacy	<p>Peace at Last We're Going on a Bear Hunt Homes by Carson Ellis</p> <p>Joining in with key events and phrases in a retelling of the story</p>	<p>The Three Little Pigs</p> <p>A representation of a favourite character in the story. Able to say which character it is and express some information about the character</p>	<p>Let's all creep through crocodile creek</p> <p>To draw/make a crocodile and be able to describe some of its features to a familiar adult</p>	<p>(Pirates love underpants) The Pirates are coming Signs of Spring Easter</p> <p>Develop their phonological</p> <p>To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making.</p>	<p>Gigantosaurus</p> <p>To draw/paint/make an imaginary dinosaur individually or in a small group.</p> <p>To be able to contribute orally to a short story about their dinosaur.</p>	<p>The See Saw</p> <p>To sequence images depicting key events in the story and use the images to retell the basic storyline</p>
<p>We aim for children to:</p> <ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> - 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 Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. 						
Mathematics	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Show 'finger numbers' up to 5.</p> <p>Say one number for each item in order: 1, 2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Solve real world mathematical problems with numbers up to 5.</p>					

	<p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p>	<p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p>	<p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p>
<p>Understanding of the World</p>	<p>All About me – pictures of families compare how families are different to each other and in other cultures.</p> <p>Comparing selves now to being a baby Houses and homes – Where do we live?</p> <p>Discuss the occupations of their family.</p>	<p>Seasonal change</p> <p>Divali</p> <p>Bonfire Night</p> <p>Remembrance,</p> <p>Hannuka</p> <p>Christmas</p>	<p>World Maps – where do crocodiles live?</p> <p>What is a crocodiles habitat?</p> <p>Chinese New Year</p> <p>Tasting the food, discussing the children’s likes and dislikes.</p>	<p>Comparing ships past and present.</p> <p>Discuss the seasons and the weather. Signs of Spring</p> <p>Easter-egg hunt, repeated patterns.</p> <p>Read Easter stories, talk about how we celebrate Easter.</p>	<p>Dinosaurs – extinction</p> <p>What’s causing extinction of flowers/minibeasts</p> <p>Dinosaur eggs-discussed melting and freezing.</p>	<p>Lifecycle of a caterpillar</p> <p>Compare with other minibeasts discuss how they grow and change.</p>
<p>We aim for children to:</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. 						

	<ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 			
Expressive Arts and Design	<p>Nursery Rhymes Exploring and talking about the sounds of instruments</p> <p>Printing – firework pictures Story – Mouse Prints Creating a picture using a range of materials and textures. To act out a story using pictures, prompts and puppets to retell a story. Use the emotion puppets and pictures to express their feelings.</p>			
	<p>Music We are aiming for children to:</p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<p>Art and Design We are aiming for children to:</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. 	<p>Design Technology We are aiming for children to:</p> <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. 	<p>Being Imaginative We are aiming for children to:</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Reception

RECEPTION	Autumn - Pride Salt – Our locality - All About Me - Celebrations	Spring – Respect Changes	Summer - Empowerment Our Wonderful World
Promoting Healthy Eating Habits Oral Health			

Personal, Social, Emotional Development	Families and friendships What makes a family; features of family life No Outsiders: Feelings - Mommy, Mama and Me Belonging to a community: School rules and routines. How can we make sure we are happy and safe in school? My Happy Mind: – Meet your brain	No Outsiders: Communication – Hello Hello Media literacy and Digital Resilience – keeping safe online - telling an adult if something pops up on screen or if something makes you worried. My Happy mind: Celebrate	Families and Friendship – No Outsiders: You Choose What makes a good friend? Safe Relationships – Is it okay for others to tell us what we should like/dislike? My Happy Mind: Appreciate	S No Outsiders: Solving Problems – Red Rockets and Rainbow Jelly Respecting Ourselves and Others – respecting others differences - linked to No Outsiders My Happy Mind: Relate	No Outsiders: Changes – The Family Book Money and Work Reception Entrepreneurs Keeping Safe – road safety & Stranger Danger My Happy mind: Engage	No Outsiders: Moving Forward – Blue Chameleon Physical health and mental wellbeing (Healthy Eating - link to Food Poetry and Supertato) Growing and changing – Transition to Y1 – Why do we have to move classes? How have I changed so far in my life?
We are aiming for children to: <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 						
Communication and Language	Emotions vocab: anxious, scared, worried, happy, sad, angry Nursery rhymes	Handa's Surprise Key Vocab: Character names, animal names, delicious, soft, sweet, juicy, ripe, creamy, spikey, tangy Rhetorical questions Nursery rhymes	Transport key vocab: adjectives related to speed, language related to size, vehicle names, locations, language related to Purpose Nursery rhymes	Alliteration, rhyme, animal names and noises. Chicks Key vocab: descriptive words, language of size, hatch, incubate, incubator, life cycle Nursery rhymes	Key vocab – minibeast, insect names, habitats, life cycles wonderful garden lovely paws shaggy tail short park terrible emergency sticky mucky pretty secretly Nursery rhymes	Key vocab: Food names, food groups, healthy, balanced, unhealthy, diet, vitamins and minerals. Nursery rhymes
Physical Development	Gross Motor Vertical mark making Controlling own body weight PE – outdoor games to develop spatial awareness Dance and gymnastics Balance bikes			Fine Motor Jigsaws Pencil control Handwriting Scissors Buttons		

	Easels Den building			Zips Fastening shoes Using Cutlery Construction Drawing shapes		
	<p>We are aiming for the children to:</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes 			<p>We are aiming for the children to:</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. 		
Literacy	<p>Gingerbread Man Runaway Chapati</p> <p>Oral retelling of story Draw images and write labels to represent the story</p>	<p>Handa's Surprise Animal Poetry</p> <p>Writing lists</p> <p>To label a plan and attempt to write a simple caption</p>	<p>Naughty Bus Emma Janes Aeroplane I wish I were a Pilot Write a recount Recount</p>	<p>Non fiction – the history of transport Journey Home/Hattie Peck Poetry – the farmyard</p> <p>Retell/rewrite of the story</p>	<p>Silly Doggy! Yucky Worms Bee related texts</p> <p>Retell/Rewrite of a story</p>	<p>Supertato Food Poetry</p> <p>Write a wanted poster with a character description</p>
	<p>We aim for children to:</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. 					

	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. - • Re-read what they have written to check that it makes sense. 					
Mathematics	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value • Count beyond ten. • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. 					
	1-5 2D and 3D shapes Repeating patterns Money Odd/Even Number bonds to 5	5-7 2D and 3D shapes Repeating patterns Compare length, weight and capacity. Days of the week Odd/Even Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	7-10 Doubling Halving Number bonds to 5	Automatically recall number bonds for numbers 0–10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Doubling Halving Odd/even	Continue, copy and create repeating patterns. Compare length, weight and capacity. Automatically recall number bonds for numbers 0–10. Counting in 2s, 5s and 10s	Automatically recall number bonds for numbers 0–10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
Understanding of the World	My family Winsford & Salt mines (present and past) – Ice investigation with salt India & Winsford comparison – linked to Run Away Chapati Autumn	Africa – Handa's Surprise, , Winsford Remembrance Divali/ India Bonfire Night - Guy Fawkes Christmas	London, landmarks, cities around the world. Winter Floating and Sinking Winter Link stories – Naughty Bus and Emma Jane's Aeroplane to the past	Spring & Easter Chicks – life cycles, links to other birds/eggs History of Transport & impact on lives today – Mr Gumpy's Motorcar.	Summer Bees & Minibeasts, butterflies, classification Bees – life cycle, pollination, honey, purpose/importance of bees Mini - enterprise	Food – where does it come from?
	<p>We are aiming for children to:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. 					

<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 						
Expressive Arts and Design	<p>Self portraits</p> <p>Henri Matisse – Collage</p> <p>Kandinsky – colour mixing to create circles</p> <p>Music – Me! Singing along with songs, different styles of music, playing classroom instruments and performing</p>	<p>Focus artists – Tony Plant (sand art) - Link to Rangoli patterns</p> <p>Steve Mbatia – African animal art</p> <p>Diva Lamps - Clay</p> <p>Music – My Stories - songs, different styles of music, playing classroom instruments and performing</p>	<p>Paul Klee – Shape art link to landscapes/ city scenes/transport</p> <p>Junk model transport</p> <p>Music – Everyone! songs, different styles of music, playing classroom instruments and performing – music from around the world</p>	<p>Emily Stackhouse – observational drawing of plants- Signs of Spring Painting</p> <p>Music – Our World songs, different styles of music, playing classroom instruments and performing</p>	<p>Clay – mini-beasts</p> <p>Bee artwork</p> <p>Music -Transition Unit – Big Bear Funk – listen and appraise, musical activities, perform and share</p>	<p>Natural collages - Andy Goldsworthy</p> <p>Music – Reflect, Rewind and Replay</p>
	<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing a range of well-known nursery rhymes and songs. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play. Make use of props and materials when role playing characters in narratives and stories. 					