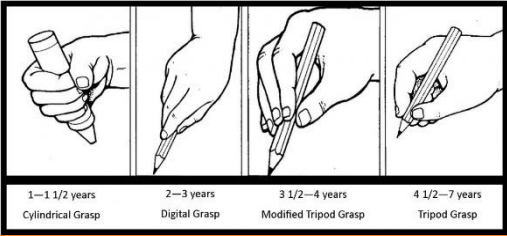


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	My family Where I live Autumn Halloween	Colours Diwali Christmas Bonfire Night	Spring Spring animals	Easter	Shops Signs of Summer Growing	The Seaside
Songs, Texts and Rhymes	Read Familiar Stories – link to transition stories • The Blue Balloon • A Very Strange Creature • Peace at Last • The Train Ride	Developing language skills. Verbally innovate to add more animals to the story. Opportunity to play music alongside sharing stories. • Brown Bear Brown Bear	Mark-making for purpose e.g. signs for Three Little Pigs' houses, invitations for a teddy bears' picnic with the three bears Building bridges and articulating a story Using Chatterpix to record Language • Bear Hunt	Each Peach pear Plum – Link to Aspect 4 and Traditional Tales Hairy Maclary – Link to Aspect 4 Talk for writing – using photographs from the story to recite story Consider • You Choose and • Come on, Daisy	Jasper's Beanstalk Writing for purpose – making labels for plant pots • Hungry Caterpillar – Oral Retelling	• Dear Zoo – learning a text and writing. Beginning to use story maps made by an adult to recite story.
Cultural Capital/Visits	Autumn Walk Harvest Time Halloween	Bonfire Night Christmas Diwali Remembrance Day Children in Need	Valentine's Day Chinese New Year 10 th - 24 th February Pancake Day 13 th February Children's mental health week 5 th – 11 th February	Spring Walk Mother's Day 10 th March Eater Egg Hunt Lent World Book Day 7 th March Holi – festival of colour 25 th March	Summer Walk Ice cream van Visit to the shops	
Personal, Social and Emotional Development	Participating in collective cooperation. Developing an understanding of boundaries. Can wash and can dry hands and understands why this is important. Clearly communicates their need for the toilet. Builds relationships with special people but may show anxiety in the presence of strangers		Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants		Understand that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions. Responds to the feelings of others, showing concern and offering comfort.	
Communication and Language	Phase 1 Phonics Environmental Sounds Instrumental Body Percussion Rhythm and Rhyme Voice Sounds Alliteration Oral Blending and Segmenting Developing a listening culture in the classroom Sharing familiar stories and rhymes Introduction to phonics scheme		Phase 1 Phonics Environmental Sounds Instrumental Body Percussion Rhythm and Rhyme Voice Sounds Alliteration Oral Blending and Segmenting Developing a listening culture in the classroom Sharing familiar stories and nursery rhymes and joining in with key parts Recognising print in the environment.		Phase 1 Phonics Environmental Body Percussion Rhyme Oral Blending and Segmenting Alliteration Developing a listening culture in the classroom Sharing familiar stories and nursery rhymes Singing action songs identifying and discriminating sounds in different positions	
Physical Development	Sensory Play Baseline Assessment – Explore name writing and pencil grip.	Introduction to prehandwriting shapes Scissor skills – cutting (making snips in various materials/Learning how to hold scissors correctly).	Developing pencil grip – using paintbrush tips and broken crayons to explore tripod grip Controlled cutting activities – templates, lines	Developing pencil grip – using paintbrush tips and broken crayons to explore tripod grip Cutlery skills – preparing for lunchtime stay (cutting fruit etc.)	Developing Letter Formation Cutlery skills – preparing for lunchtime stay (cutting fruit etc.)	Developing Letter Formation Continuation of name writing interventions. Developing letter and number formation

Literacy	<p>Mark-Making Progression</p> <ul style="list-style-type: none"> • Children will form recognisable letters, supported by the use of Read, Write, Inc. formation rhymes. • Children will begin to form pre-handwriting shapes. • Children will have opportunities to form pre-handwriting shapes in sensory materials. This tactile feedback helps children to develop visual memory. <p>Nursery Long Term Scheme of Learning 2023-24</p> <ul style="list-style-type: none"> • Children will develop fine motor movement – opportunities to explore activities in the classroom and by taking part in workshops. • Children will develop gross motor movement –to develop shoulder strength, bilateral movement and creating visual memory. • Children will make marks to represent their name. • Children will give meaning to marks they make. 					
Maths	<p>Number rhymes Exploring 1 – 5 Representing amounts Careful counting Introduction of Numicon</p>	<p>Counting and recognising amounts</p> <ul style="list-style-type: none"> • Matching and sorting • Comparing amounts • Patterns All Around 	<p>Read a variety of stories which include 3 Number Rhymes and Songs</p> <ul style="list-style-type: none"> • Recognise and make representations of 1, 2, and 3 • Shapes - Circles and triangles • Positional language – routes and 	<p>Representing 1, 2 &3</p> <ul style="list-style-type: none"> • Comparing 1, 2, &3 • Composition of 1, 2 & 3 • • Ordering by size, weight, height and length • Spatial Awareness – Positional Language (position) 	<p>Exploring Four</p> <ul style="list-style-type: none"> • Exploring Five • One More and One Less 	<p>Representing numbers to 5</p> <ul style="list-style-type: none"> • Counting to 10 • Exploring One More and one less • Recognising and sequencing numbers to 10 • Repeating Patterns • Exploring Length • Sequence familiar events real and from stories
<p>Understanding the World Past and Present</p>	<p>Getting to know you/ Settling in to Nursery Starting Nursery - celebrating current achievements</p>	<p>Looking at family photographs – children, parents, grandparents Ongoing - Talking about memories – children will be encouraged to talk about recent events and recall past experiences Look at photographs from half-term and encourage children to reflect. Use observations</p>	<p>Looking at photographs of celebrations and significant events.</p>	<p>Topsy and Tim books My First Experiences Looking at old texts and comparing to present day copies – look at the clothes they are wearing, the toys they are playing with, technology they are using etc.</p>	<p>Ongoing - Talking about memories – children will be encouraged to talk about recent events and recall past experiences Exploring different occupations</p>	<p>Looking at learning journey and reflecting on time in Nursery. Comparing photographs from start of nursery to end of nursery.</p>
<p>People, Culture and Communities</p>	<p>Halloween Celebrations – Funny Bones (link to melodic shape e.g. up, up, up/down, down, down.) Use All About Me document as a way of gathering evidence about different cultures – plan opportunities to celebrate different backgrounds.</p>	<p>Children in Need? Bonfire Night Christmas</p>	<p>Pancake Day Chinese/Lunar New Year Listening to music from different cultures Red Nose Day Valentine’s Day</p>	<p>Easter Exploring different occupations Mother’s Day</p>	<p>Father’s Day</p>	<p>Transition support – who am I? Link to Reception</p>
<p>The Natural World</p>	<p>Seasonal Changes Exploring different textures outdoors Messy play (links to sensory mark-making)</p>	<p>Seasonal Change Opportunities to experiment with ice, snow etc.</p>	<p>Making and baking – porridge, cakes etc opportunities to observe change Link to Goldilocks and the Three Bears Seasonal Changes</p>	<p>Life Cycles Seasonal Changes</p>	<p>Seasonal Changes Minibeasts Planting and developing awareness of how to care for plants</p>	<p>Seasonal Changes Opportunities to experiment – magnets, floating and sinking</p>

<p>Expressive Arts and Design</p>	<p>Explore different textures – sensory play Painting – adding marks to represent name on picture. Opportunities to print on paper Learning to leave space on the paper rather than covering with paint. Join different materials – glue sticks Different surfaces to work on – developing markmaking opportunities across areas</p> <p>Mondrain</p>	<p>Explore different textures – sensory play – forming pre-handwriting shapes in sensory trays Mirror play (link to phonics aspects) Little Blue and Little Yellow Introduce colour mixing (link to PD) Show how colours can be changed in different ways Encourage colour mixing during independent play</p>	<p>Different surfaces to work on – developing markmaking opportunities across areas Drawing Painting Mark-making skills Choosing colour for a purpose Building and construction Join different materials – masking tape Representing self – drawing features on faces, body parts (links to flipper flappers and awareness of body parts) Wood work – exploring cutting skills</p> <p>Matisse Marc Allante: Animals</p>	<p>Different surfaces to work on – developing markmaking opportunities across areas Join different materials – sellotape</p>	<p>Different surfaces to work on – developing markmaking opportunities across areas Representing self – exploring feelings and movement in images Joining materials – string</p> <p>Pollock</p>	<p>Different surfaces to work on – developing markmaking opportunities across areas Building and construction – junk modelling e.g. making boats following floating and sinking experiment</p>
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