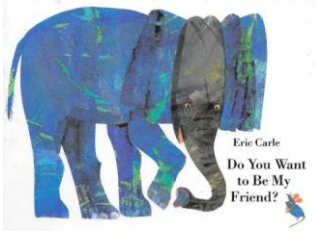
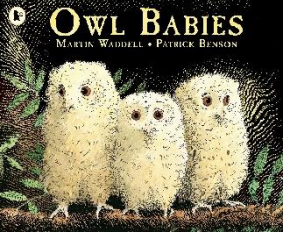
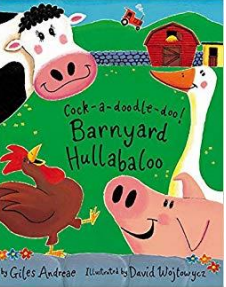
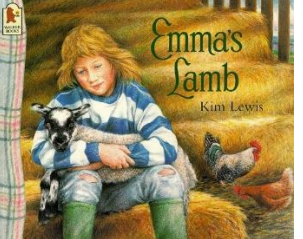
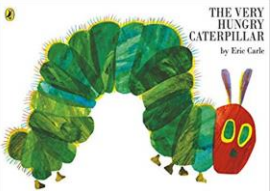
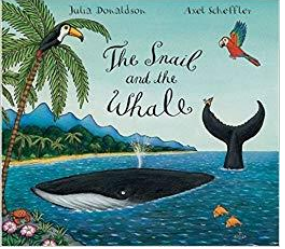


Nursery

Autumn 1 Who lives in my house?	Autumn 2 Where does the day go at night?	Spring 1 Which colours make you feel happy or sad?	Spring 2 What would you find on a farm?	Summer 1 Who goes to the Ugly Bug Ball?	Summer 2 What can I do with water?
<p>WOW Show pictures or videos of the locality showing recognisable buildings and features.</p>	<p>WOW Watch a time lapse video on the smart board showing night turning into day</p>	<p>WOW: Invite a musician to work with the children.</p>	<p>WOW: Farmyard dress up day</p>	<p>WOW: Show a clip of a caterpillar emerging from its chrysalis</p>	<p>WOW: Introduce the class goldfish to be cared for, for the duration of the challenge.</p>
<p>Role Play- "Home" corner – living room / kitchen</p> <p>Reflection a walk around the locality finding the park, shops and houses. Bringing parents along.</p>	<p>Role Play Night time woodland area</p> <p>Reflection shadow theatre and fun in the blackout tent.</p> <p>Celebrations Diwali Fireworks Christmas Harvest</p>	<p>Experience Chinese new year celebration</p> <p>Role Play Music Shop role play</p> <p>Reflection <i>The Nursery Orchestra!</i></p> <p>Celebrations Chinese New Year Valentine's day</p>	<p>Experience Trip to a farm Bring in chicks to hatch in the school</p> <p>Role Play A farmyard</p> <p>Reflection watch the eggs hatch in the incubator or make your own farm with children dressing as animals and building pens for each other</p> <p>Celebrations Shrove Tuesday Easter Mother's day</p>	<p>Experience visit from mini beast expert with different mini beasts to look at</p> <p>Role Play Hungry Caterpillar Café / Garden center</p> <p>Reflection An ugly bug ball!</p>	<p>Experience</p> <p>Role Play Seaside</p> <p>Reflection set some simple challenges for outdoor exploration. Can children move water from one place to another without using a bucket and what happens to the cardboard box when it rains?</p> <p>Celebrations Father's day</p>
<p>Core book</p> 	<p>Core book</p> 	<p>Core book</p> 	<p>Core book</p> 	<p>Core book</p> 	<p>Core book</p> 

<p>Literacy Shows interest in illustrations and print in books and print in the environment. Sometimes gives meaning to marks as they draw and paint.</p>	<p>Literacy Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Ascribes meanings to marks that they see in different places.</p>	<p>Literacy Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Ascribes meanings to marks that they see in different places.</p>	<p>Literacy Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Sometimes gives meaning to marks as they draw and paint.</p>	<p>Literacy Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Holds books the correct way up and turns pages. Ascribes meanings to marks that they see in different places.</p>	<p>Literacy Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Holds books the correct way up and turns pages. Ascribes meanings to marks that they see in different places.</p>
<p>Maths Uses some number names and number language spontaneously. Uses some number names accurately in play. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.</p>	<p>Maths Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Uses positional language.</p>	<p>Maths Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.</p>	<p>Maths Compares two groups of objects, saying when they have the same number. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p>	<p>Maths Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows interest in shapes in the environment. Uses shapes appropriately for tasks.</p>	<p>Maths Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows interest in shapes in the environment. Uses shapes appropriately for tasks.</p>
<p>R.E. Creation story</p>	<p>R.E. Christmas story</p>	<p>R.E.</p>	<p>R.E. Easter story</p>	<p>R.E. Old testament stories</p>	<p>R.E. New testament stories</p>
<p>PSED Can select and use activities and resources with help. Welcomes and values praise for what they have done. Can usually adapt behaviour to different events, social situations and changes in routine. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>PSED Confident to talk to other children when playing, and will communicate freely about own home and community. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p>	<p>PSED Is more outgoing towards unfamiliar people and more confident in new social situations. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>PSED Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>PSED Welcomes and values praise for what they have done. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>PSED Welcomes and values praise for what they have done. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>

<p>Communication and Language</p> <p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p> <p>Beginning to understand 'why' and 'how' questions.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Communication and language</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to understand 'why' and 'how' questions.</p> <p>Questions why things happen and gives explanations. Asks , e.g. who, what, when, how.</p>	<p>Communication and language</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p> <p>Understands use of objects (e.g. "What do we use to cut things?"). Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Communication and language</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Uses intonation, rhythm and phrasing to make the meaning clear to others.</p>	<p>Communication and language</p> <p>Focusing attention – still listen or do, but can shift own attention. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Communication and language</p> <p>Focusing attention – still listen or do, but can shift own attention. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Builds up vocabulary that reflects the breadth of their experiences.</p>
<p>Expressive Art and Design</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p>	<p>Expressive Art and Design</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p>	<p>Expressive Art and Design</p> <p>Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>Expressive Art and Design</p> <p>Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music.</p>	<p>Expressive Art and Design</p> <p>Imitates movement in response to music. Taps out simple repeated rhythms. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Explores and learns how sounds can be changed.</p>	<p>Expressive Art and Design</p> <p>Imitates movement in response to music. Taps out simple repeated rhythms. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Explores and learns how sounds can be changed.</p>
<p>Physical development</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Understands that equipment and tools have to be used safely.</p>	<p>Physical development</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p>	<p>Physical Development</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Physical Development</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Understands that equipment and tools have to be used safely.</p>	<p>Physical Development</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up,</p>	<p>Physical Development</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up,</p>

				pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
<p>Understanding the world Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Understanding the world Remembers and talks about significant events in their own experiences. Talks about why things happen and how things work.</p>	<p>Understanding the world Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Knows that information can be retrieved from computers.</p>	<p>Understanding the world Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p>Understanding the world Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, or real objects.</p>	<p>Understanding the world Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, or real objects.</p>