

Nursery

Autumn Term 1 - Nursery Me, Myself and I, Harvest

1	PSED	PD	CL	Literacy	Maths	UW	EAD
Focus and skills	How do I make a friend?	How can I use the 5 senses to explore and keep me healthy?	What do I like to discuss?		What numbers do I know?	Who is in my family?	What can I use to explore creatively?
Black: Intention	<p>Play with one or more children.</p> <p>Sow confidence in new social situations.</p> <p>Increasingly follow rules.</p>	<p>Be increasingly independent in meeting their own car needs.</p> <p>Making healthy choices.</p>	<p>Be able to express a view point and discuss</p> <p>Be able to talk about familiar books and be able to tell a story.</p> <p>Start a conversation with an adult or friend.</p>		<p>Recite numbers past 5.</p> <p>Say one number for each item in order 1,2,3,4,5.</p> <p>Show finger numbers up to 5.</p>	<p>Begin to make sense of their own life-story and family history.</p> <p>Show an interest in different occupations.</p>	<p>Explore different materials freely.</p> <p>Develop their own ideas to decide which materials to explore.</p> <p>Play instruments with increasing control.</p>
Purple: Implementation	<p>Encourage children to settle, join in with others play and follow simple nursery rules and boundaries.</p> <p>Encourage children to participate in circle activities, to support turn taking and sharing.</p> <p>Learning friends names with a hello song.</p> <p>Introduce RWI praise and rewards.</p>	<p>Begin to explore self-care routines - handwashing, toileting, snack time. Why do we wash our hands? What foods keep us healthy? Related text focus - control of turning pages and accessing these independently. Introduce parent packs - pencil control to complete mark making and name writing activities. Encourage children to explore using their senses. Sight - colours, hearing - can we use our ears to find</p>	<p>Pre RWI activities and games.</p> <p>Hello song, goodbye song, snack time song- introduce MYYT.</p> <p>Circle time discussions - my favourite things.</p> <p>Chatterboxes - my family discussion.</p> <p>Nursery rhyme box.</p>		<p>Introduction to 'how to write' number rhymes, counting children in class daily, model use of interactive number line. Using number square to show what numbers look like to aid number.</p> <p>recognition. Snack time - can you take?</p> <p>How many in our family work?</p> <p>Birthday bar chart.</p>	<p>Circle time - Discuss where we live, our family and occupations. Junk modelling our homes. To introduce routine and now and next idea. Home corner role play with occupation dressing up.</p>	<p>What do our houses look like? Junk modelling creation. Musical instruments - Can you make different sounds to follow a pattern? What is the sound you can hear? (Senses) Harvest - what does this mean? Using our senses to explore Harvest.</p>

		things? Taste - trying different Harvest foods, Touch - feely bags, Smell - smelly cocktails.				
Texts	<u>Favourite 5 Pre RWI linked texts - Repetition</u> The Tiger who came to tea by Judith Kerr The Gruffalo's Child by Julia Donaldson We're Going on a Bear Hunt by Michael Rosen Dear Zoo by Rod Campbell Each Peach Pear Plum by Allan and Janet Ahlberg					
Trips						

Nursery

Autumn Term 2 - Nursery

Superheroes/ The Christmas Nativity

2	PSED	PD	CL	Literacy	Maths	UW	EAD
Focus and skills	How can work as a team with others at school?	How can we use our bodies to explore?	What can I understand when I listen to and discuss a story?		What can we do with quantity?	What do you notice?	What music and movement can I use to celebrate?
	Play with one or more children, extending and elaborating play ideas.	Be increasingly independent as they get dressed.	Listen to longer stories and can remember much of what happens.		Links numeral to amount.	Use all of their senses on exploration of natural materials.	Remember and sing songs.
Black: Intention	Talk with others to solve conflict.	Increasingly independent in meeting their own car needs.	Uses a wider range of vocabulary.		Know that the last number counted in a set is how many there are.	Talk about what they see using a wide vocabulary.	Sing a melodic shape, up and down.
	Develop appropriate ways of being assertive.	Matching their developing physical skills to different tasks and activities.	Understand why questions.		Compare quantity using more than and fewer.	Begin to make sense of their own life stories.	Explore different ways to develop their ideas.
Purple: Implementation	Small group work, encourage all to bring their own ideas to the whole group role play creation. Exploring relationships, relate to Superheroes, how to help each other? Who are our Superheroes? Celebration of achievement. How do we care for each other?	Superhero role play, practicing fastenings on dressing up clothes. Continue to explore self-care routines - handwashing, toileting, snack time, dressing. Related text focus - control of turning pages and accessing these independently. Continue with parent packs - pencil control to complete mark making and name writing	Engage in conversations about stories.	Pre RWI activities and games. Nursery rhyme box. Fred games- Find the animal - say in Fred talk Fred Says - Fred talk body part, children find Repeated refrains. Continue with super sentences, asking children to extend on their ideas. Fantastics - continue to use alongside story focus to explore the story further. Build a sentence in role play - adult to begin sentence, children to add to this.	Continue with 'how to write' number rhymes, counting children in class daily, model use of interactive number line. Using number square to show what numbers look like to aid number recognition. Snack time - can you take? Bagels - Can you the coins to pay for a bagel? Introducing	Exploring the seasonal changes. To introduce routine and now and next idea. Children to participate in creating a 'Santa's Chimney' in the role play area, using junk modelling etc.	Exploring Autumn colours, textures. Christmas - free choice Christmas crafts to express own ideas - cards, presents etc. Nativity - signing, rhyme, rhythm, dance to convey a story.

		activities. Using large motor skills and spatial awareness as we Superhero play and explore our outdoor areas in Autumn. Autumn walks, listening walks.		comparisons and sorting, numeral to quantity.		
Texts	<p><u>Favourite 5 Pre RWI linked texts - Repetition</u></p> <p>Supertato by Sue Hendra</p> <p>Real Superheroes - A celebration of Keyworkers by Julia Seal - Current events</p> <p>Issac and the Amazing Asperger Superpowers by Melanie Walsh PSHE ASD</p> <p>How to save a superhero by Caroyl Hart</p> <p>Juniper Jupiter by Lizzy Stewart</p> <p><u>Special Day texts</u></p> <p>Christmas - The Fourth King by Ted Sieger (one week)</p> <p>Christmas - How many sleeps till Christmas? By Mark Sperring (one week)</p> <p>Bonfire Night - Hovis the Hedgehog Bonfire Night by Lynda Leigh-Crawford</p>					
Trips						

Nursery

Spring Term 1 - Nursery

Traditional Tales Good vs Evil

1	PSED	PD	CL	Literacy	Maths	UW	EAD
Focus and skills	How can I help you?	Can I move in different ways?	What comes next in the story?		Can I put objects in the correct size order?	Which occupations do I recognise?	Can I describe the texture of different materials?
Black: Intent ion	Develop their sense of responsibility. Increasingly follow rules.	Develop balance, riding skills and ball skills. Skip. Hop and stand on one leg. Use large muscle movements.	Enjoy listening to longer stories and can remember much of what happens. Be able to talk about familiar books. Start a conversation with another child or an adult.		Make comparisons between objects relating to size, length, weight and capacity.	Show an interest in different occupations. Continue developing positive attitudes about the differences between people. Begin to make sense of family history.	Join different materials and explore different textures. Decide which materials to use to express ideas.
Purple: Imple mentat ion	Special helpers with class responsibilities.	Rein acting traditional tales in PE, and role playing using whole bodies. Travelling in different ways on equipment and open space. Continue to explore self-care routines - hand washing, toileting, snack time, dressing. Related text focus - control of turning pages and accessing these independently. Continue with parent packs - pencil	Re telling the traditional tales in the correct order, establishing which section is the beginning, middle and end. Using wallpaper to create story boards. Using masks and props for children to retell the stories. Discussions on favourite tales and why, extending sentences. Beginning the RWI approach to reading and writing in groups. Nursery rhyme box. Fred games- Find the animal - say in Fred talk Fred Says - Fred talk body part, children find Repeated refrains Continue with super sentences, asking children to extend on their ideas.		Creating Goldilocks objects of 3 different sizes to order. Relating this to everyday objects. Measuring using rulers and tape measures. Continue with 'how to write' number rhymes, counting children in class daily, model use of interactive number line. Using number	Explore and compare occupations seen in traditional tales and ones we know of. Why do we need these professions? What do we think they entail? What are our interests and what do we want to be? Role playing these.	Using different materials, straw, sticks, bricks to explore their properties, texture etc. Create houses using these, testing them against wind.

		control to complete mark making and name writing activities.	Fantastics - continue to use alongside story focus to explore the story further. Build a sentence in role play - adult to begin sentence, children to add to this.	square to show what numbers look like to aid number recognition. Snack time - can you take? Bagels - Can you the coins to pay for a bagel?		
Texts	<p><u>Favourite 5 Pre RWI linked texts - Repetition</u></p> <p><u>Traditional Tales</u></p> <p>Goldilocks and the Three Bears</p> <p>Little Red Riding Hood re told Mara Alperin</p> <p>The Three Little Pigs re told Mara Alperin</p> <p>Hansel and Gretal</p> <p>The Ugly Duckling re told Mara Alperin</p> <p><u>Special Day texts</u></p> <p>Valentine's Day - Cinderella (one week)</p> <p>Chinese New Year - The Great Race by Christopher Corr</p> <p>Mother's Day - A tale of two Mummies by Vanita Oelshlager PHSE different families</p>					
Trips						

Nursery

Spring Term 2 - Nursery

Plants and Growing

2	PSED	PD	CL	Literacy	Maths	UW	EAD
Focus and skills	Can I talk confidently?	What affects our bodies?	Can I understand a question? Can I recognise rhyme and rhythm?		Can I describe the shape of objects?	What does change look like?	What can I construct?
	Show confidence in new social situations.	Making healthy choices about food, drink activity/exercise and toothbrushing.	Understand a question that has two parts.		Combine shapes to make new ones.	Explore collections of materials with similar and/or different materials.	Make imaginative small worlds with blocks and construction kits.
Black: Intention	Talk with others to solve conflicts.		Understand why questions.		Select shapes appropriately.	Understand the key features of a life cycle of a plant.	Join different materials.
	Develop appropriate ways of being assertive.		Know many rhymes.		Talk about 2d and 3d shapes.	Plant seeds and care for growing plants.	Explore different materials freely.
	Talk about their feelings.		Use some of their letter knowledge in their early writing eg labelling.				Develop their own ideas.
Purple: Implementation	Discussions on what the children can see, the changes they have witnessed. Confidence to discuss with adults, small peer groups and whole class.	PE lessons, encouraging children to notice the effects on their bodies, heart rate, effects on breathing, need for water. Why do we need to exercise? Healthy eating lunchboxes, food tasting.	Planting activities, understanding and asking questions about the growth and changes they observe. Writing opportunities including labelling plants and recording growth. Continuing the RWI approach to reading and writing in groups. Nursery rhyme box. Fred games- Find the animal - say in Fred talk Fred Says - fred talk body part, children find Repeated refrains. Continue with super sentences, asking children to extend on their ideas. Fantastics - continue to use alongside story focus to explore the story further.		Roots and shoots, placement of parts of plant. Description of the shape of plants, re-creating using 2d shapes/ construction materials. Recovering shape rhymes to highlight properties of 4 simple 2d shapes.	Discussion and role play on what plants need to survive and grow. Planting activities, understanding and asking questions about the growth and changes they observe. Writing opportunities including labelling plants and recording growth.	Constructing plant pots, beds using a variety of construction materials, including large deconstructed play outside. Using a variety of tools, including hammers and golf tees. Sketching plant shadow growth.

			Build a sentence in role play - adult to begin sentence, children to add to this.	Continue with 'how to write' number rhymes, counting children in class daily, model use of interactive number line. Using number square to show what numbers look like to aid number recognition. Snack time - can you take? Bagels - Can you the coins to pay for a bagel?	Discussions on what the children can see, the changes they have witnessed. Measuring growth to prompt discussion on changes.	
Texts	<u>Favourite 5 Pre RWI linked texts - Repetition</u> Jasper and the Beanstalk by Nick Butterworth The enormous turnip retold by Diana Bentley Titch by Pat Hutchins The Tiny Seed by Eric Carle Oliver's Vegetables by Vivian French <u>Plus variety of school non- fiction books</u> <u>Special Day texts</u> Easter - The Night before Easter by Natasha Wing (one week)					
Trips	Farm on wheels visiting school, trip to Packington Farm and trip to visit farm in local area.					

Nursery

Summer Term 1 - Nursery

Mini beasts

1	PSED	PD	CL	Literacy	Maths	UW	EAD
Focus and skills	Which emotions do I express?	What can I use my fine motor skills to collect?	Can I look after books carefully?		Can I use positional language? Can I record number using marks?	Can I describe a lifecycle?	Can I move rhythmically?
	Show more confidence in new situations.	Choose the right resources to carry out their plan.	Enjoy listening to stories.		Discuss routes and locations using words.	Explore how things work.	
Black: Intent ion	Be more outgoing with unfamiliar people.	Use one handed tools and equipment.	Knows about familiar stories.		Understand position through word alone.	Talk about what they see, differences and changes.	Respond to what they heard, expressing feelings.
	Talk about their feelings using words such as happy, sad, angry or worried.	Use a comfortable grip with good control when holding a pencil.	Print has meaning, print can have different purposes, in English we read left to right, the names of parts of a book,		Experiments with their own symbols and marks as well as numerals.	Understand the key features of a life cycle of an animal.	Take part in simple pretend play - dance.
	Understand how others might be feeling.	Eating independently using a knife and fork.					
Purple: Imple mentat ion	Circle time discussions, taking turns to talk, confidence to discuss emotions, what makes you happy, sad, anxious? Creating role play masks and a reflection area where children can feel they will be listened to.	Using tweezers, litter pickers and spades to complete mini beast hunts, using one handed writing tools and first finger and thumb grip to mark down what the children find. Fine motor gym and sorting activities, by colour, type and size,	Exploring non-fiction books displayed in environment. Children to hold books correctly, turning one page at a time, understanding that we can gain information from the print. Establishing that we read left to right. Can you find? Challenges, children given a topic and children to find in the books provided, early research skills. Nursery rhyme box. Fred games- Find the animal - say in Fred talk Fred Says - fred talk body part, children find Repeated refrains. Continue with super sentences, asking children to extend on their ideas.		To create a Tally charts - to record what you find? Counting marks to find out how many. Writing numeral. Continue with 'how to write' number rhymes, counting children in class daily, model use of interactive number line. Using number square to show what	Using magnifier glasses, Ipad cameras, paint programme to explore, note and record lifecycles. Lifecycle puzzles and ordering significant events. Extending vocabulary.	Imaginative movement sessions. Can you move like a spider? Dance like a cricket? Clapping, beating drum to syllables. Can the children play along repeating a pattern rhythmically? Action songs - following actions in time to music.

			<p>Fantastics - continue to use alongside story focus to explore the story further.</p> <p>Build a sentence in role play - adult to begin sentence, children to add to this.</p>	<p>numbers look like to aid number recognition. Snack time - can you take?</p> <p>Bagels - Can you the coins to pay for a bagel?</p>		
Texts	<p><u>Favourite 5 Pre RWI linked texts - Repetition</u></p> <p>The Bad tempered Ladybird by Eric Carle</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>Mad about mini beasts by Giles Andrae</p> <p>Spinderella by Julia Donaldson</p> <p>The snail and the whale by Julia Donaldson</p> <p><u>Plus variety of school non- fiction books</u></p> <p><u>Extra Texts for small group discussions</u></p> <p>It's hard to hurry when you're a snail by Dorothy M. Stewart</p>					
Trips						

Nursery

Summer Term 2 - Nursery

Pirates and Maps

2	PSED	PD	CL	Literacy	Maths	UW	EAD
Focus and skills	Can you tell me about your most precious things?	Can I dress myself?	Can I communicate with mark making or message writing?		What else can I count, other than objects?	What do I know about my local area?	Who can I pretend to be?
Black: Intention	Develop a sense of membership of a community.	Be increasingly independent as they get dressed and undressed.	Use a wider range of vocabulary.		Count objects, numbers, sounds and actions.	Talk about what they see.	Take part in simple pretend play.
	Select and choose favourite activities.	Be increasingly independent in meeting their own needs.	Use some of their letter knowledge in early writing.		Describe a sequence.	Know there are different countries in the world and talk about the differences.	Begin to develop complex stories using small world.
Purple: Implementation	All about me preparation ready for transition to Reception. Reception visits, meet the teacher. School role play. Photo books, children will look at past years photos in book and recall events, learning that has taken place. Making favourite things treasure chests to aid transition, with physical objects to represent.	Sports day - undressing, dressing for practices, spatial awareness when competing against peers. Pirate dressing up - experimenting with different clasps and fastenings. School uniform practice, what does it look like, why do we need to wear it, can I dress in uniform myself? - transition	Can you use a range of media, pencils, chalks, cutting and sticking photos to send a message? Message in bottles, decorating bottles and writing notes on favourite things. Message centre introduced - permanent area where mark making can be purposeful. Nursery rhyme box. Fred games- Find the animal - say in Fred talk Fred Says - Fred talk body part, children find Repeated refrains. Continue with super sentences, asking children to extend on their ideas. Fantastics - continue to use alongside story focus to explore the story further Build a sentence in role play - adult to begin sentence, children to add to this.		Counting steps from one place to another. Marking steps on a map. Continue with 'how to write' number rhymes, counting children in class daily, model use of interactive number line. Using number square to show what numbers look like to aid number recognition. Snack time - can you take? Bagels - Can you the	Walking around school grounds following directions, 3 steps forward, 2 steps left etc to find treasure. Exploring school research of local area Rugeley in past and present. Draw on comparisons and differences. Looking at globe, where would you travel as a pirate?	Pirate ship role play, children to create own props and resources. Pirates action songs to participate in and follow. What would a pirate need on a trip?

				coins to pay for a bagel?		
Texts	<p><u>Favourite 5 Pre RWI linked texts - Repetition</u></p> <p>Pirates love Underpants by Claire Freedman</p> <p>Pirates in Pyjamas by Caroline Crowe</p> <p>The Pirates next door by Jonny Duddle</p> <p>The Pirate hunt by Jan Peck</p> <p>Grandad's Island by Benji Davies - PSHE Loss</p> <p><u>Plus variety of school non- fiction books/ atlases etc</u></p> <p><u>Extra Texts for small group discussions/ Special Day texts</u></p> <p>Mermaid by Cerri Burnell PSHE disability</p> <p>Father's Day- A tale of two Daddies by Vanita Oelschlager PSHE different families</p>					
Trips						