

# Nursery

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

1	PSED	PD	CL	Literacy	Maths	UW	EAD
Focus and skills	<b>How do I make a friend?</b>	<b>How can I use the 5 senses to explore and keep me healthy?</b>	<b>What do I like to discuss?</b>		<b>What numbers do I know?</b>	<b>Who is in my family?</b>	<b>What can I use to explore creatively?</b>
Black: Intention	<p>Explores the new environment (16-26) Plays alongside others (16-26) Responds to a few simple boundaries (16-26)</p> <p>Separates from main carer with support (22-36) Expresses own interests and preferences (22-36) Can express own feelings (22-36)</p> <p>Demonstrates friendly behaviour (30-50) Can select and use resources with help (30-50) Aware of actions that can hurt others (30-50)</p>	<p>Makes connections between movement and marks they make (16-26) Shows some control of bowel control (16-26)</p> <p>Turns pages in a book (22-36) Imitates simple drawing such as lines and circles (22-36)</p> <p>Holds pencil tripod with good control (30-50) Understands that tools have to be used safely (30-50)</p>	<p>Listens to and enjoys rhythmic patterns in stories (16-26) Enjoys rhymes and tries to join in with actions (16-26)</p> <p>Recognises and responds to familiar sounds (22-36) Shows interest in play with sounds (22-36)</p> <p>Listens to others in small groups (30-50) Listens to stories with increased attention and recall (30-50)</p>		<p>To say some counting words randomly (16-26) Associates with daily routine (16-26)</p> <p>Talks about immediate past and future (22-36) Recites some number names in sequence (22-36)</p> <p>Uses some number names accurately (30-50) Uses shapes appropriately for tasks (30-50)</p>	<p>Shows interest in stories about themselves (16-26) Enjoys pictures of their family (16-26)</p> <p>Has a sense of own immediate family (22-36) Imitates everyday events in role play (22-36)</p> <p>Shows interest in lives of people familiar to them (30-50) Describes special family times (30-50)</p>	<p>Begins to move to music (16-26) Pretends one object is another (16-26)</p> <p>Creates sounds by shaking, tapping and banging (22-36) Begins to make believe play (22-36)</p> <p>Taps out simple repeated rhythms (30-50) Uses available resources to create (30-50)</p>
Purple: Implementation	<p>Encourage children to settle, join in with others play and follow simple nursery rules and boundaries. Encourage children to participate in circle</p>	<p>Begin to explore self-care routines - handwashing, toileting, snack time. Why do we wash our hands? What foods keep us</p>	<p>Pre RWI activities and games Hello song, goodbye song, snack time song- introduce MYTT Circle time discussions - my favourite things Chatterboxes - my family discussion 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</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</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</p>

	<p>activities, to support turn taking and sharing. Learning friends names with a hello song. Introduce RWI praise and rewards.</p>	<p>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 things? Taste - trying different Harvest foods, Touch - feely bags, Smell - smelly cocktails.</p>		<p>square to show what numbers look like to aid number recognition. Snack time - can you take? How many in our family work? Birthday bar chart.</p>	<p>role play with occupation dressing up.</p>	<p>you can hear? (Senses) Harvest - what does this mean? Using our senses to explore Harvest.</p>
<p><b>Texts</b></p>	<p>Pre RWI linked texts - Repetition          Dear Zoo, Rod Campbell          The Gruffalo, Julia Donaldson          The Tiger who came to tea, Judith Kerr          We're Going on a Bear Hunt, Michael Rosen</p>					
<p><b>Trips</b></p>						

# Nursery

## Autumn Term 2 - Nursery

### Superheroes/ The Christmas Nativity

2	PSED	PD	CL	Literacy	Maths	UW	EAD
Focus and skills	<b>How can work as a team with others at school?</b>	<b>How can we use our bodies to explore?</b>	<b>What can I understand when I listen to and discuss a story?</b>		<b>What can we do with quantity?</b>	<b>What do you notice?</b>	<b>What music and movement can I use to celebrate?</b>
	Gradually engaging in pretend play (16-26)	Shows a desire to help dress/undress (16-26)	Beginning to talk about things that are not present (16-26)		Beginning to organise and categorise (16-26)	Explores by linking together different approaches (16-26)	Imitates actions they have observed, such as clapping (16-26)
Black: Intention	Responds to the feelings and wishes of others (22-36)	Climbs confidently and is beginning to pull themselves up on the equipment (22-36)	Use simple sentences (22-36)		Begins to make comparisons between quantities (22-36)	Notices detailed features about the environment (22-36)	Joins in singing favourite songs (22-36)
	Can play in a group, extending and elaborating play ideas, eg building role play ideas together. (30-50m)	Can copy some letters of their name (30-50)	Joins in with repeated refrains and phrases in rhymes and stories (30-50)		Sometimes matches numeral and quantity (30-50)	Can talk about some of the things they have observed (30-50)	Beginning to describe the texture of things (30-50)
	Begins to accept the needs of others (30-50)		Shows understanding of prepositions (30-50)		Compares two groups of objects (30-50)	Comments and questions about the familiar natural world (30-50)	Sings a few familiar songs (30-50)
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?	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	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		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	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.

	Celebration of achievement. How do we care for each other?	independently. Continue with parent packs - pencil control to complete mark making and name writing activities. Using large motor skills and spatial awareness as we Superhero play and explore our outdoor areas in Autumn. Autumn walks, listening walks.	Build a sentence in role play - adult to begin sentence, children to add to this	aid number recognition. Snack time - can you take? Bagels - Can you the coins to pay for a bagel? Introducing comparisons and sorting, numeral to quantity.		
<b>Texts</b>	<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><b>Christmas</b> - The Fourth King by Ted Sieger (one week)</p> <p><b>Christmas</b> - How many sleeps till Christmas? By Mark Sperring (one week)</p> <p><b>Bonfire Night</b> - Hovis the Hedgehog Bonfire Night by Lynda Leigh-Crawford</p>					
<b>Trips</b>						

# 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?
	Begins to learn that some things are theirs, some things are shared, and some things belong to other people. (16-26)	Walks upstairs holding hand of adult. Comes downstairs backwards on knees (crawling). (16-26)	Beginning to talk about people and things that are not present.(16-26)		Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Uses blocks to create their own simple structures and arrangements.(16-26)	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.(22-36)	Explores and experiments with a range of media through sensory exploration, and using whole body.(16-26)
Black: Intention	Expresses own preferences and interests. (22-36)	Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. (22-36)	Beginning to use word endings (e.g. <i>going, cats</i> ). (22-36)		Uses blocks to create their own simple structures and arrangements.(16-26)	Shows interest in different occupations and ways of life.	Beginning to be interested in and describe the texture of things.(30-50)
	Welcomes and values praise for what they have done.(30-50) Enjoys responsibility of carrying out small tasks. (30-50)	Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. (30-50)	Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i> ).		Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size.(22-36)	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. (30-50)	
			Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50)		Uses positional language. (30-50)		
Purple: Imple	Special helpers with class responsibilities.	Rein acting traditional tales in PE, and role playing using whole bodies. Travelling in different	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.		Creating Goldilocks objects of 3 different sizes to order. Relating this	Explore and compare occupations seen in traditional tales and ones we know of.	Using different materials, straw, sticks, bricks to

mentat ion		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 control to complete mark making and name writing activities.	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 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	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 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?	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.	explore their properties, texture etc. Create houses using these, testing them against wind.
Texts	<u>Pre RWI linked texts - Repetition</u>  <u>Traditional Tales</u> Goldilocks and the Three Bears Little Red Riding Hood The Three Little pigs					
Trips						

# Nursery

## Spring Term 2 - Nursery

### Plants and Growing

2	PSED	PD	CL	Literacy	Maths	UW	EAD
Focus and skills	<p><b>Can I talk confidently?</b></p> <p>Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. (16-26)</p>	<p><b>What affects our bodies?</b></p> <p>Beginning to recognise danger and seeks support of significant adults for help. (22-36)</p>	<p><b>Can I understand a question?</b> <b>Can I recognise rhyme and rhythm?</b></p> <p>Listens to and enjoys rhythmic patterns in stories (16-26) Enjoys rhymes and tries to join in with actions (16-26)</p>	<p><b>Can I describe the shape of objects?</b></p> <p>Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Uses blocks to create their own simple structures and arrangements. (16-26)</p>	<p><b>What does change look like?</b></p> <p>Notices detailed features of objects in their environment. (22-36)</p>	<p><b>What can I construct?</b></p> <p>Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. (30-50)</p>	
Black: Intention	<p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (30-50)</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. (30-50)</p>	<p>Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. (30-50)</p>	<p>Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Uses a variety of questions (e.g. what, where, who) (22-36)</p> <p>Beginning to understand 'why' and 'how' questions Uses intonation, rhythm and phrasing to make the meaning clear to others. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (30-50)</p>	<p>Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size. (22-36)</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in</p>	<p>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. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the</p>		

<p>Purple: Implementation</p>	<p>Discussions on what the children can see, the changes they have witnessed. Confidence to discuss with adults, small peer groups and whole class.</p>	<p>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.</p>	<p>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 Build a sentence in role play - adult to begin sentence, children to add to this</p>	<p>shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (30-50)</p> <p>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. 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?</p>	<p>environment. (30-50)</p> <p>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. Discussions on what the children can see, the changes they have witnessed. Measuring growth to prompt discussion on changes.</p>	<p>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.</p>
<p>Texts</p>	<p><u>Pre RWI linked texts - Repetition</u>   <b>Jasper and the Beanstalk by Nick Butterworth</b>  <b>Paddington in the Garden by Michael Bond</b></p>					



	The Enormous Turnip e book Titch by Pat Hutchins
Trips	Farm on wheels visiting school, trip to Packington Farm and trip to visit farm in local area.

# Nursery

## Summer Term 1 - Nursery

### Minibeasts

1	PSED	PD	CL	Literacy	Maths	UW	EAD
<p>Focus and skills</p> <p>Black: Intent ion</p>	<p><b>Which emotions do I express?</b></p> <p>Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. (16-26)</p> <p>Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. (22-36)</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from</p>	<p><b>What can I use my fine motor skills to collect?</b></p> <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. (22-36)</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. (30-50)</p>	<p><b>Can I look after books correctly?</b></p> <p>Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories.(22-36)</p> <p>Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. (30-50)</p>	<p><b>Can I use positional language? Can I record number using marks?</b></p> <p>Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. (22-36)</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures. Shows an interest in representing numbers. (30-50)</p>	<p><b>Can I use positional language? Can I record number using marks?</b></p> <p>Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. (22-36)</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures. Shows an interest in representing numbers. (30-50)</p>	<p><b>Can I describe a lifecycle using technology?</b></p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. (22-36)</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements</p>	<p><b>Can I move rhythmically?</b></p> <p>Enjoys joining in with dancing and ring games. Beginning to move rhythmically. Imitates movement in response to music. (30-50)</p>

Purple: Implementation	<p>others. (30-50)</p> <p>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.</p>	<p>Using tweezers, litter pickers and spades to complete minibeast hunts, using one handed writing tools and first finger and thumb grip to mark down what the children find.</p> <p>Fine motor gym and sorting activities, by colour, type and size,</p>	<p>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.</p> <p>Nursery rhyme box</p> <p>Fred games- Find the animal - say in Fred talk</p> <p>Fred Says - fred talk body part, children find</p> <p>Repeated refrains</p> <p>Continue with super sentences, asking children to extend on their ideas</p> <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>To create a Tally charts - to record what you find?</p> <p>Counting marks to find out how many.</p> <p>Writing numeral.</p> <p>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?</p>	<p>or new images. Knows that information can be retrieved from computers. (30-50)</p> <p>Using magnifier glasses, ipad cameras, paint programme to explore, note and record lifecycles. Lifecycle puzzles and ordering significant events. Extending vocabulary.</p>	<p>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>
Texts	<p><u>Pre RWI linked texts - Repetition</u></p> <p>The Bad Tempered Ladybird by Eric Carle</p> <p>The Hungry Caterpillar by Eric Carle</p> <p>Superworm by Julia Donaldson</p> <p>Spinderella by Julia Donaldson</p> <p>Variety of non-fiction books exploring Minibeasts</p>					
Trips						

# Nursery

## Summer Term 2 - Nursery

### Pirates and Maps

2	PSED	PD	CL	Literacy	Maths	UW	EAD
Focus and skills	<b>Can you tell me your favourite things?</b>	<b>Can I dress myself?</b>	<b>Can I communicate with mark making or message writing?</b>		<b>What else can I count other than objects?</b>	<b>What do I know about my local area?</b>	<b>Who can I pretend to be?</b>
	Expresses own preferences and interest. (22-36)	Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support. (22-36)	Distinguishes between the different marks they make. (22-36)		Recites some number names in sequence.(22-36)	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	Beginning to make-believe by pretending. (22-36)
Black: Intention	Can select and use activities and resources with help. Confident to talk to other children when playing, and will communicate freely about own home and community. (30-50)	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. (30-50)	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. (30-50)		Realises not only objects, but anything can be counted, including steps, claps or jumps. (30-50)	Can talk about some of the things they have observed such as plants, animals, natural and found objects. (30-50)	Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. (30-50)
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	Sports day - undressing, dressing for practices, spatial awareness when competing against peers. Pirate dressing up - experimenting with different clasps and fastenings. School uniform	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		Counting steps from one place to another. Marking steps on a map. Exploring 3d solids - properties. Continue with 'how to write' number rhymes, counting children in	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	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

	that has taken place. Making favourite things treasure chests to aid transition, with physical objects to represent.	practice, what does it look like, why do we need to wear it, can I dress in uniform myself? - transition	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	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?	and present. Draw on comparisons and differences. Looking at globe, where would you travel as a pirate?	trip?
<b>Texts</b>	<u>Pre RWI linked texts - Repetition</u> Pirates love Underpants by Clair Freedman The Pirates next door by Jonny Duddle Jake's first day e book					
<b>Trips</b>						