



Topic Question	Nursery Key Text			Enhancements/experiences
	Fiction	Non-Fiction	Nursery Rhymes	
Autumn 1: I wonder what makes me special.			Heads, Shoulders, Knees and Toes Wheels On The Bus	Tilgate Trip
Autumn 2: I wonder how people celebrate.	<p>Rama And Sita (shadow puppet version) https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-diwaliperformance</p>		Jack and Jill Hickory, Dickory Dock Row, Row, Row Your Boat Twinkle, Twinkle Little Star	World Nursery Rhyme Week (13-17 November) Library Visit Christmas Performance to parents Party Decorate biscuits
Spring: I wonder what moves.	<p>Traditional Tales</p>		B_I_N_G_O Baa Baa Black Sheep Humpty Dumpty I'm a Little Tea Pot If You're Happy and You Know It	Bedtime experience Pancake tasting Bulb Planting Gardening RSPB Big School Bird Watch Wheelie Day Class picnic Mother's Day Easter
Summer: I wonder what change looks like.			1 Potato 2,3,4,5 Incy, Wincy Spider	Growing flowers/fruit Caterpillars to butterflies Father's Day Sports Day Transition events to Reception

Long Term Goals Pear

<p>PSED</p> <p>To become a Sparkly Star who happily greets and interacts with others, sharing thoughts and resources patiently; valuing self and others and willing to persist and not be daunted by failure.</p>	<p>C&L</p> <p>To become a Happy Chatter in everyday play and focussed sessions, showing the ability to follow instructions, concentrate, think through and extend ideas and real and imaginary thoughts with others.</p>	<p>PD</p> <p>To become a confident Risk Taker and develop body strength when climbing up, across and down various parts of the climbing frame, whizzing around the track on the trike and digging and building obstacle courses.</p>	<p>Reading</p> <p>To become a Book Worm and readily access them for pleasure, turning pages individually, describing characters, scenes and outcomes in illustrations and recognising some symbols and letters of personal interest in their environment including digital material.</p>
<p>Phonics</p> <p>To become a Superhero Listener with radar hearing, discerning, remembering, sequencing and creating dynamic sounds in everyday play, with awesome rhyme awareness.</p>	<p>Pre-Writing Skills</p> <p>To become a Funky Finger Expert who builds up hand and whole-body strength through adventurous play, to be able to enjoy mark making readily and confidently with a good grip.</p>	<p>Maths</p> <p>To become a Maths Master of embedded mathematical knowledge and language naturally in everyday play. Subitising, counting and representing marks to at least 5 and matching, measuring and comparing all sorts.</p>	<p>Construction</p> <p>To become a Crafty Construction Builder who can build a model that has multilayers of purposefully positioned pieces and spaces between.</p>
<p>UW</p> <p>To become an Intrepid Explorer who investigates challenges with an inquiring mind and uses a breadth of vocabulary and investigative tools to observe, remember, explain and predict.</p> 	<p>Art</p> <p>To become a Creativity Expresser who develops ideas using embedded skills, techniques and knowledge of experiences and artists to represent and complete their dreams.</p>	<p>Music & Dance</p> <p>To become a little Music Jiver who can discern a few instruments, attempt to play them loudly, softly, fast and slowly whilst developing an ear for rhythm.</p>	



Area (Schemes/resources used to support)	Autumn	Spring	Summer
Communication and Language (Word Aware and specific interventions of Bucket Club and Calm Start)	<ul style="list-style-type: none"> Enjoy listening to simple stories Start to say how they are feeling using words as well Listening to simple stories and understand what is happening with the help of pictures Start to develop conversation 	<ul style="list-style-type: none"> Enjoy listening to longer stories and remember much of what happens Understand simple questions about 'who', 'what' and 'where' Use a wider range of vocabulary Develop vocabulary - function of an object e.g. knows a sponge is for washing Develop pretend play 'putting baby to sleep' or 'driving a car to the shops' as action Listen to simple stories and understand what is happening with the help of pictures Use sentences of four to five words Start to develop conversation 	<ul style="list-style-type: none"> Sing a large repertoire of songs Understand 'why' questions Use talk to organise play e.g. "Let's go on a bus, you sit there" Use past tense Know many rhymes, be able to talk about familiar books and be able to tell a long story Start a conversation with an adult or friend and continue it for many turns Use 'because' or 'and' in sentences Use future tense Answer simple 'why' questions
Personal, Social, Emotional Development (Zones of Regulation)	<ul style="list-style-type: none"> Manage transition from parents/carers to Nursery staff Play with increasing confidence on their own or with other children Express a range of emotions Develop friendships with peers Notice and ask questions about differences, such as skin colour, types of hair, gender, SEN etc. Be increasingly able to talk about and manage emotions Increasingly follow rules, understanding why they are important 	<ul style="list-style-type: none"> Begin to show effortful control - waiting for a turn and resisting to urge to grab what they want Play with one or more children, extending and elaborating play ideas Select and use activities to achieve a goal Develop their sense of responsibility and membership of a community Do not always need an adult to remind them of a rule 	<ul style="list-style-type: none"> Help to find solutions to conflicts and rivalries Develop appropriate ways of being assertive Talk with others to solve conflicts Begin to understand how others might be feeling Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.
Physical Development (Write Dance)	Gross motor: <ul style="list-style-type: none"> Enjoy starting to kick, throw and catch balls Build with a range of appropriate resources Climb up apparatus using alternate feet Clap and stamp to music 	Gross motor: <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Skip, hop, stand on one leg and hold a pose for games like musical statues 	Gross motor: <ul style="list-style-type: none"> Use and remember sequences and patterns of movements related to rhythm and music Collaborate with others to manage large items such as large blocks and planks

	<p>Fine motor:</p> <ul style="list-style-type: none"> Explore and use different writing and mark making resources including pencils, crayons, felt tips, paint pens Explore different materials and tools in the sand area e.g. brushes, shells <p>Personal:</p> <ul style="list-style-type: none"> Show a desire to be independent in feeding, dressing or undressing Practise putting on and taking off own coat and shoes 	<p>Fine motor:</p> <ul style="list-style-type: none"> Show preference for a dominant hand Develop use of one-handed equipment e.g. scissors to make snips in paper <p>Personal:</p> <ul style="list-style-type: none"> Use large and small motor skills to do things independently e.g. manage buttons and zips Make healthy choices about food, drink, activity and tooth brushing Become increasingly independent in meeting own care needs e.g. using the toilet, washing and drying hands thoroughly 	<p>Fine motor:</p> <ul style="list-style-type: none"> Use a comfortable grip when holding pens and pencils Threading activity 'The Very Hungry Caterpillar' shoelaces <p>Personal:</p> <ul style="list-style-type: none"> Develop the ability to put on and take off their own coat Become increasingly independent in meeting own care needs e.g. when dressing and undressing
<p>Literacy</p> <p>(RWI and the WRITER sequence)</p>	<p>Reading:</p> <ul style="list-style-type: none"> Enjoy sharing books with an adult Turn pages in a book from left to right, front to back Pay attention and respond to pictures or words in books Seek out favourite books <p>Writing:</p> <ul style="list-style-type: none"> Enjoy drawing freely Magic writing Modelled write <p>Vocabulary:</p> <ul style="list-style-type: none"> Enjoy songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo 	<p>Reading:</p> <ul style="list-style-type: none"> Know the names of the different parts of a book Know print can have different purposes Know that print has meaning Know we read English text from left to right and from top to bottom <p>Writing:</p> <ul style="list-style-type: none"> Give meaning to marks on drawings Make marks on drawings to stand for their name Magic writing <p>Vocabulary:</p> <ul style="list-style-type: none"> Say some of the words in songs and rhymes Repeat words and phrases from familiar stories Ask questions, make comments and share ideas about a book <p>Phonics: Oral Blending</p>	<p>Reading:</p> <ul style="list-style-type: none"> An understanding of the five key concepts of print Can read own name and some familiar signs in the environment <p>Writing:</p> <ul style="list-style-type: none"> Write some or all of their name. Write some letters accurately <p>Vocabulary:</p> <ul style="list-style-type: none"> Sings songs and say rhymes independently Extended conversations about stories, learning new vocabulary <p>Phonics: Can hear, say and recognise Set 1 sounds</p>
<p>Maths</p>	<p>Numeral 1 & 2:</p> <ul style="list-style-type: none"> Understand what 'one' and 'two' means. Understand 2 is the number after 1 (1 more than) Recognise the numeral 1 and 2 Represent 1 and 2 in different ways Subitise 1 and 2 	<p>Numeral 3 & 4:</p> <ul style="list-style-type: none"> Understand 3 is the number after 2 (1 more than) Understand what 'three' and 'four' means Select 3 and 4 from a larger group To chant to 4 To recognise numeral 3 and 4 To represent 3 and 4 in different ways 	<p>Numeral 5:</p> <ul style="list-style-type: none"> Understand what 'five' means Count 5 objects accurately. See that 5 can represent actions as well as physical objects. Recognise more and fewer than 5 To chant to 5 See when there are 5 items (subitise).

	<ul style="list-style-type: none"> • Make comparisons between 1 and more than 1 • Select one object from a larger group. • To place one or two objects on a 5 frame. • To compare 2 groups - which has fewer/more • Count 2 objects accurately. • To place 2 objects on a 5 frame <p>Sorting:</p> <ul style="list-style-type: none"> • To sort into one of 2 groups - for instance colour pattern • To replicate an ABAB pattern. Be able to talk about an ABAB pattern. • To finish an ABAB pattern. <p>2D shape:</p> <ul style="list-style-type: none"> • Name a circle • Use a circle appropriately for pictures/models. • To select a circle from a group of shapes. • Begin to be aware that a circle has no corner and one side. 	<ul style="list-style-type: none"> • To subitise 3 and 4 • Count 3 or 4 objects accurately • To know that 2 is one less than 3 • Know the amount doesn't change if don't add or take anything away. • To place 3 or 4 objects on a 5 frame • See that 4 can represent actions as well as physical objects • Recognise more and fewer than 4 • To chant to 4 • To compare amounts by applying a matching strategy. • To match quantity to amount up to 4 • Understand fingers represent objects in a rhyme. • Understand that taking one away is the same as making one less. • To compare amounts knowing which the same is, which more is, and which is fewer. • To notice similarities and differences. • To understand how to make a given number by adding or taking away 1 object. • To know that a single object can be split into similar sized parts and then recombined to make the whole. • To know that a given number can be made by adding different amounts together. <p>Sorting:</p> <ul style="list-style-type: none"> • To sort shapes according to whether they have corners or not. • To notice similarities and differences • To sort by a given criteria - triangle or circle? <p>Length/height:</p> <ul style="list-style-type: none"> • To order 3 things by height/length. <p>2D shape</p> <ul style="list-style-type: none"> • Name a square ,a rectangle and triangle • Know what a corner is on a 2D shape • Know what a side is on a 2D shape • To use shapes appropriately. 	<p>Recap and application of numerals 1-5:</p> <ul style="list-style-type: none"> • To compare amounts by applying a matching strategy. • To match quantity to amount up to 5 • Understand fingers represent objects in a rhyme. • Understand that taking one away is the same as making one less. • To compare amounts knowing which the same is, which is more and which is fewer. • To understand how to make a given number by adding or taking away 1 object. • To know that a given number can be made by adding different amounts together. • To represent numbers 0-5 on a 5 frame. <p>Capacity:</p> <ul style="list-style-type: none"> • To identify and say when a container is full and empty. • To fill a container so that it is full. • To empty a container so that it is empty. • To order 3 containers for capacity. • To know which container has more/less. <p>Weight:</p> <ul style="list-style-type: none"> • To compare 2 items for weight saying which one is heavy and which one is light <p>Positional Language:</p> <ul style="list-style-type: none"> • To respond correctly to the positional language - in, on, under, in front, behind, next to. • To begin to use some positional language. <p>2D shape:</p> <ul style="list-style-type: none"> • Recap 2D shape, teaching to be based on the needs of the cohort.
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Understanding the world	<ul style="list-style-type: none"> Knows that there are differences between what people believe. Christmas/Diwali/Eid/Hanukah Develop positive attitudes about differences between people. Collect natural objects relating to autumn and describe what they see. Sequence family members by size and name (baby, child, adult) and explain who they are (baby, toddler, child, teenager, adult, elderly) use family photos Knows that we live in Crawley which is in England. Knows there are different types of houses and which 'style' they live in. Talk about what they see in their own environment (school/home) using a wide vocabulary. Garden, field, road, path. 	<ul style="list-style-type: none"> Explore map of the world and where in the world penguins live. Comparison of different climates where penguins live: a cold and hot country What differences can we see? Know the world is a big place. Easter - What is Easter Read traditional tales including Three Billy Goats Gruff and The Three Little Pigs Old and newer versions. Which one belongs to my gran? 	<ul style="list-style-type: none"> Children say what plants need to survive and grow. Understands the difference between plants and animals. Children to compare the differences and similarities. Sort and classify plant and animal. Follow/use a map for an outdoor animal hunt. Observe a world map and discuss where animals live. Observe the life cycle of a caterpillar/butterfly through a real butterfly garden net. Release into nature when ready. Discuss the changes in the life cycle of a butterfly. Order by time. Looking after the natural environment linked to Clam and Crab.
Expressive Arts and Design	<p>Art:</p> <ul style="list-style-type: none"> Portraits using natural objects collected from outdoors. Look at basic features of a face and object placement. Drawing basic figures with features. Thick and thin brushes, pens and pencils. <p>Music:</p> <ul style="list-style-type: none"> Learn basic nursery rhymes Build on nursery rhymes and learn songs with actions <p>DT:</p> <ul style="list-style-type: none"> Use glue sticks and other joining materials with support to design and build a house using junk modelling and other craft materials. <p>Performing/role-play:</p> <ul style="list-style-type: none"> Home corner role play Learn and perform simple Christmas songs for performance 	<p>Art:</p> <ul style="list-style-type: none"> Observe picture of bears. Use premade paints to paint a bear mask. Children to add features using craft/collage materials <p>Music:</p> <ul style="list-style-type: none"> Talk about how music makes them feel - listen to a range of genres. Explore instruments and begin to name them (drum, tambourine, maraca, triangle). Explore making loud and quiet sounds. <p>DT:</p> <ul style="list-style-type: none"> Begin to develop skills to enhance their creations e.g. snipping, folding, scrunching <p>Performing/role-play:</p> <ul style="list-style-type: none"> Add winter clothes to role play area Add binoculars and explorer clothes to role play Learn and perform the penguin dance Perform We Are Going on a Bear Hunt 	<p>Art:</p> <ul style="list-style-type: none"> Explores clay/makes marks in clay to recreate animal tracks Print with small blocks, small sponges, fruit, shapes and other resources. <p>Music:</p> <ul style="list-style-type: none"> Practise playing a given instrument to a simple beat. Talks about how music makes them feel. <p>DT:</p> <ul style="list-style-type: none"> Children work independently to develop basic skills including use of scissors, hole punching and joining to create a moving minibeast. <p>Performance/role play:</p> <ul style="list-style-type: none"> Uses own experiences to develop storylines in imaginative play - role play or small world Ice-cream parlour to role play Watches dances and performances. Shares likes and dislikes about the dances/performances.