

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) <a href="https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-diwaliperformance">https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-diwaliperformance</a></p>		Jack and Jill Hickory, Dickory Dock Row, Row, Row Your Boat Twinkle, Twinkle Little Star	World Nursery Rhyme Week Christmas Performance to parents Party Decorate biscuits
Spring: I wonder who lives here?			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 Library Visit Pancake tasting Bulb Planting Gardening RSPB Big School Bird Watch Mother's Day Easter
Summer: I wonder what change looks like?			1 Potato 1,2,3,4,5 Incy, WIncy Spider	Growing flowers/fruit Caterpillars to butterflies Father's Day Sports Day Transition events to Reception

Area  (Schemes/resources used to support)	Autumn	Spring	Summer
Communication and Language  Widgit Poetry basket	<ul style="list-style-type: none"> <li>• Enjoy listening to simple stories</li> <li>• Start to say how they are feeling using words as well</li> <li>• Listening to simple stories and understand what is happening with the help of pictures</li> <li>• Start to develop conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and remember much of what happens</li> <li>• Understand simple questions about 'who', 'what' and 'where'</li> <li>• Use a wider range of vocabulary</li> <li>• Develop vocabulary – function of an object e.g. knows a sponge is for washing</li> <li>• Develop pretend play 'putting baby to sleep' or 'driving a car to the shops' as action</li> <li>• Listen to simple stories and understand what is happening with the help of pictures</li> <li>• Use sentences of four to five words</li> <li>• Start to develop conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs</li> <li>• Understand 'why' questions</li> <li>• Use talk to organise play e.g. "Let's go on a bus, you sit there"</li> <li>• Use past tense</li> <li>• Know many rhymes, be able to talk about familiar books and be able to tell a long story</li> <li>• Start a conversation with an adult or friend and continue it for many turns</li> <li>• Use 'because' or 'and' in sentences</li> <li>• Use future tense</li> <li>• Answer simple 'why' questions</li> </ul>
Personal, Social, Emotional Development  Zones of Regulation	<ul style="list-style-type: none"> <li>• Manage transition from parents/carers to Nursery staff</li> <li>• Play with increasing confidence on their own or with other children</li> <li>• Express a range of emotions</li> <li>• Develop friendships with peers</li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, SEN etc.</li> <li>• Be increasingly able to talk about and manage emotions</li> <li>• Increasingly follow rules, understanding why they are important</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to show effortful control – waiting for a turn and resisting to urge to grab what they want</li> <li>• Play with one or more children, extending and elaborating play ideas</li> <li>• Select and use activities to achieve a goal</li> <li>• Develop their sense of responsibility and membership of a community</li> <li>• Do not always need an adult to remind them of a rule</li> </ul>	<ul style="list-style-type: none"> <li>• Help to find solutions to conflicts and rivalries Develop appropriate ways of being assertive</li> <li>• Talk with others to solve conflicts</li> <li>• Begin to understand how others might be feeling Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.</li> </ul>
Physical Development	<b>Gross motor:</b>	<b>Gross motor:</b>	<b>Gross motor:</b>

<p>Story Dough</p>	<ul style="list-style-type: none"> <li>• Enjoy starting to kick, throw and catch balls</li> <li>• Build with a range of appropriate resources</li> <li>• Climb up apparatus using alternate feet</li> <li>• Clap and stamp to music</li> </ul> <p><b>Fine motor:</b></p> <ul style="list-style-type: none"> <li>• Explore and use different writing and mark making resources including pencils, crayons, felt tips, paint pens</li> <li>• Explore different materials and tools in the sand area e.g. brushes, shells</li> </ul> <p><b>Personal:</b></p> <ul style="list-style-type: none"> <li>• Show a desire to be independent in feeding, dressing or undressing</li> <li>• Practise putting on and taking off own coat and shoes</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>• Skip, hop, stand on one leg and hold a pose for games like musical statues</li> </ul> <p><b>Fine motor:</b></p> <ul style="list-style-type: none"> <li>• Show preference for a dominant hand</li> <li>• Develop use of one-handed equipment e.g. scissors to make snips in paper</li> </ul> <p><b>Personal:</b></p> <ul style="list-style-type: none"> <li>• Use large and small motor skills to do things independently e.g. manage buttons and zips</li> <li>• Make healthy choices about food, drink, activity and toothbrushing</li> <li>• Become increasingly independent in meeting own care needs e.g. using the toilet, washing and drying hands thoroughly</li> </ul>	<ul style="list-style-type: none"> <li>• Use and remember sequences and patterns of movements related to rhythm and music</li> <li>• Collaborate with others to manage large items such as large blocks and planks</li> </ul> <p><b>Fine motor:</b></p> <ul style="list-style-type: none"> <li>• Use a comfortable grip when holding pens and pencils</li> <li>• Threading activity 'The Very Hungry Caterpillar' shoelaces</li> </ul> <p><b>Personal:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to put on and take off their own coat</li> <li>• Become increasingly independent in meeting own care needs e.g. when dressing and undressing</li> </ul>
<p>Literacy</p> <p>RWI</p>	<p><b>Reading;</b></p> <ul style="list-style-type: none"> <li>• Enjoy sharing books with an adult Turn pages in a book from left to right, front to back</li> <li>• Pay attention and respond to pictures or words in books</li> <li>• Seek out favourite books</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Enjoy drawing freely</li> <li>• Magic writing</li> <li>• Modelled write</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Know the names of the different parts of a book</li> <li>• Know print can have different purposes</li> <li>• Know that print has meaning</li> <li>• Know we read English text from left to right and from top to bottom</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Give meaning to marks on drawings</li> <li>• Make marks on drawings to stand for their name</li> <li>• Magic writing</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• An understanding of the five key concepts of print</li> <li>• Can read own name and some familiar signs in the environment</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> </ul>

	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Enjoy songs and rhymes</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Say some of the words in songs and rhymes</li> <li>• Repeat words and phrases from familiar stories</li> <li>• Ask questions, make comments and share ideas about a book</li> </ul> <p><b>Phonics:</b> Oral Blending</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Sings songs and say rhymes independently</li> <li>• Extended conversations about stories, learning new vocabulary</li> </ul> <p>Phonics: Can hear, ,say and recognise Set 1 sounds</p>
<p>Maths</p> <p>Karen Wilding EY Maths</p>	<p><b>Numeral 1 &amp; 2:</b></p> <ul style="list-style-type: none"> <li>• Understand what 'one' and 'two' means.</li> <li>• Understand 2 is the number after 1 (1 more than)</li> <li>• Recognise the numeral 1 and 2</li> <li>• Represent 1 and 2 in different ways</li> <li>• Subitise 1 and 2</li> <li>• Make comparisons between 1 and more than 1</li> <li>• Select one object from a larger group.</li> <li>• To place one or two objects on a 5 frame.</li> <li>• To compare 2 groups – which has fewer/more</li> <li>• Count 2 objects accurately.</li> <li>• To place 2 objects on a 5 frame</li> </ul>	<p><b>Numeral 3 &amp; 4:</b></p> <ul style="list-style-type: none"> <li>• Understand 3 is the number after 2 (1 more than)</li> <li>• Understand what 'three' and 'four' means</li> <li>• Select 3 and 4 from a larger group</li> <li>• To chant to 4</li> <li>• To recognise numeral 3 and 4</li> <li>• To represent 3 and 4 in different ways</li> <li>• To subitise 3 and 4</li> <li>• Count 3 or 4 objects accurately</li> <li>• To know that 2 is one less than 3</li> <li>• Know the amount doesn't change if don't add or take anything away.</li> <li>• To place 3 or 4 objects on a 5 frame</li> <li>• See that 4 can represent actions as well as physical objects</li> <li>• Recognise more and fewer than 4</li> <li>• To chant to 4</li> <li>• To compare amounts by applying a matching strategy.</li> <li>• To match quantity to amount up to 4</li> <li>• Understand fingers represent objects in a rhyme.</li> <li>• Understand that taking one away is the same as making one less.</li> </ul>	<p><b>Numeral 5:</b></p> <ul style="list-style-type: none"> <li>• Understand what 'five' means</li> <li>• Count 5 objects accurately.</li> <li>• See that 5 can represent actions as well as physical objects.</li> <li>• Recognise more and fewer than 5</li> <li>• To chant to 5</li> <li>• See when there are 5 items (subitise).</li> </ul> <p><b>Recap and application of numerals 1-5:</b></p> <ul style="list-style-type: none"> <li>• To compare amounts by applying a matching strategy.</li> <li>• To match quantity to amount up to 5</li> <li>• Understand fingers represent objects in a rhyme.</li> <li>• Understand that taking one away is the same as making one less.</li> <li>• To compare amounts, knowing which is the same, which is more and which is fewer.</li> <li>• To understand how to make a given number by adding or taking away 1 object.</li> <li>• To know that a given number can be made by adding different amounts together.</li> <li>• To represent numbers 0-5 on a 5 frame.</li> </ul> <p><b>Capacity:</b></p>

	<p>Sorting:</p> <ul style="list-style-type: none"> <li>To sort into one of 2 groups – for instance colour pattern</li> <li>To replicate an ABAB pattern. Be able to talk about an ABAB pattern.</li> <li>To finish an ABAB pattern.</li> </ul> <p><b>2D shape:</b></p> <ul style="list-style-type: none"> <li>Name a circle</li> <li>Use a circle appropriately for pictures/models.</li> <li>To select a circle from a group of shapes.</li> <li>Begin to be aware that a circle has no corner and one side.</li> </ul>	<ul style="list-style-type: none"> <li>To compare amounts, knowing which is the same, which is more and which is fewer.</li> <li>To notice similarities and differences.</li> <li>To understand how to make a given number by adding or taking away 1 object.</li> <li>To know that a single object can be split into similar sized parts and then recombined to make the whole.</li> <li>To know that a given number can be made by adding different amounts together.</li> </ul> <p><b>Sorting:</b></p> <ul style="list-style-type: none"> <li>To sort shapes according to whether they have corners or not.</li> <li>To notice similarities and differences</li> <li>To sort by a given criteria – triangle or circle?</li> </ul> <p><b>Length/height:</b></p> <ul style="list-style-type: none"> <li>To order 3 things by height/length.</li> </ul> <p><b>2D shape</b></p> <ul style="list-style-type: none"> <li>Name a square ,a rectangle and triangle</li> <li>Know what a corner is on a 2D shape</li> <li>Know what a side is on a 2D shape</li> <li>To use shapes appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and say when a container is full and empty.</li> <li>To fill a container so that it is full.</li> <li>To empty a container so that it is empty.</li> <li>To order 3 containers for capacity.</li> <li>To know which container has more/less.</li> </ul> <p><b>Weight:</b></p> <ul style="list-style-type: none"> <li>To compare 2 items for weight saying which one is heavy and which one is light</li> </ul> <p><b>Positional Language:</b></p> <ul style="list-style-type: none"> <li>To respond correctly to the positional language – in, on, under, in front, behind, next to.</li> <li>To begin to use some positional language.</li> </ul> <p><b>2D shape:</b></p> <ul style="list-style-type: none"> <li>Recap 2D shape, teaching to be based on the needs of the cohort.</li> </ul>
Understanding the world	<ul style="list-style-type: none"> <li>Knows that there are differences between what people believe. Christmas/Diwali/Eid/Hanukah</li> <li>Develop positive attitudes about differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Explore map of the world and where in the world penguins live.</li> <li>Comparison of different climates where penguins live: a cold and hot country</li> <li>What differences can we see?</li> <li>Know the world is a big place.</li> <li>Easter - What is Easter</li> </ul>	<ul style="list-style-type: none"> <li>Children say what plants need to survive and grow.</li> <li>Understands the difference between plants and animals.</li> <li>Children to compare the differences and similarities.</li> <li>Sort and classify plant and animal.</li> </ul>

	<ul style="list-style-type: none"> <li>• Collect natural objects relating to Autumn and describe what they see.</li> <li>• Sequence family members by size and name (baby, child, adult) and explain who they are (baby, toddler, child, teenager, adult, elderly) use family photos</li> <li>• Knows that we live in Crawley which is in England.</li> <li>• Knows there are different types of houses and which 'style' they live in.</li> <li>• Talk about what they see in their own environment (school/home) using a wide vocabulary. Garden, field, road, path.</li> </ul>	<ul style="list-style-type: none"> <li>• Read traditional tales including Three Billy Goats Gruff and The Three Little Pigs Old and newer versions. Which one belongs to my gran?</li> </ul>	<ul style="list-style-type: none"> <li>• Follow/use a map for an outdoor animal hunt.</li> <li>• Observe a world map and discuss where animals live.</li> <li>• 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.</li> <li>• Looking after the natural environment linked to Clam and Crab.</li> </ul>
Expressive Arts and Design	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Portraits using natural objects collected from outdoors.</li> <li>• Look at basic features of a face and object placement.</li> <li>• Drawing basic figures with features.</li> <li>• Thick and thin brushes, pens and pencils.</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Learn basic nursery rhymes</li> <li>• Build on nursery rhymes and learn songs with actions</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>• Use glue sticks and other joining materials with support to design and build a house</li> </ul>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Observe picture of bears.. Use premade paints to paint a bear mask.</li> <li>• Children to add features using craft/collage materials</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Talk about how music makes them feel – listen to a range of genres.</li> <li>• Explore instruments and begin to name them (drum, tambourine, maraca, triangle). Explore making loud and quiet sounds.</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>• Begin to develop skills to enhance their creations e.g. snipping, folding, scrunching</li> </ul>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Explores clay/makes marks in clay to recreate patterns</li> <li>• Print with small blocks, small sponges, fruit, shapes and other resources.</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Practise playing a given instrument to a simple beat.</li> <li>• Talks about how music makes them feel.</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>• Children work independently to develop basic skills including use of scissors, hole</li> </ul>

	<p>using junk modelling and other craft materials.</p> <p><b>Performing/role-play:</b></p> <ul style="list-style-type: none"> <li>• <b>Home corner role play</b></li> <li>• Learn and perform simple Christmas songs for performance</li> </ul>	<p>Performing/role-play:</p> <ul style="list-style-type: none"> <li>• Add winter clothes to role play area</li> <li>• Add binoculars and explorer clothes to role play</li> <li>• Learn and perform the penguin dance</li> <li>• Perform We Are Going on a Bear Hunt</li> </ul>	<p>punching and joining to create a moving minibeast.</p> <p><b>Performance/role play:</b></p> <ul style="list-style-type: none"> <li>• Uses own experiences to develop storylines in imaginative play – role play or small world</li> <li>• Ice-cream parlour to role play</li> <li>• Watches dances and performances.</li> <li>• Shares likes and dislikes about the dances/performances.</li> </ul>
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