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|  Nursery Class  Stories/Non - Fiction |  Autumn 1 Power of ReadingA Great Big CuddleOwl Babies  |  Autumn 2 Power of ReadingEach Peach Pear PlumThe Everywhere Bear |  Spring 1Power of ReadingBlue PenguinClever sticks |  Spring 2 Power of ReadingOur Very Own DogAaaaarrgghh Spider |  Summer 1 Power of ReadingRuby’s WorryWhat the Ladybird Heard |  Summer 2Power of ReadingAnna Hibiscus SongNaughty Bus in conjunction with Reception class |
| Language and Communication Development | Develop listening skills to be able to listen to the story – ImitationNon-Fiction – Shared writing –(Autumn born chn N2 )**Key groups x3**Nursery rhymes everyday as the chn develop confidence sing the children’s favorites throughout each week.  | Listen to the story in Key groups – identifying repeated refrains and participating in verbalizing them**Key groups x3**- Rhyme everyday- chn creating rhyming words  | Begin to recall and retell story – Discuss charactersNon-Fiction – Shared write modelledIntroduce new words and meanings from the text **Key groups x3**Rhyme everyday | Retell story – model story maps Discuss charactersNon-Fiction – Shared write modelledIntroduce new words and meanings from the text **Key groups x3**Rhyme everyday | Retell story – begin to create story mapping along with single labels to match words in the text –model writing textOpening discussions with exciting and relevant screen images Descriptive discussions leading to shared writing **Key groups x3**Rhyme everyday | Retell story along with using drama to play the characters – story mappingindependent application of labelling and frames for writing**Key groups x3**Rhyme everyday |
| Personal, Social And Emotional Development | Encourage building relationships and confidence in all areas of the curriculum.Establish routines, explain school rules and encourage independence.Manage self – personal needs, hygiene and dressing and undressing along with oral hygiene and modelling through tasting sessions healthy food choices. |
|  Physical Development | **Gross motor** – bikes, scooters, wheelbarrows, create climbing frame ( in the Woodlands) , large brushes, water play. Negotiate space and obstacles, gardening, building with crates/Forest School**Fine motor** – pencil grip, playdough, pre school scissors, paints, scissors. Funky Fingers eg buttons, pins, pegs, threading etc | Begin **PE lessons** in the hall/ outside **Primed for Life** philosophy **Yoga**/dancingContinue to develop gross and fine motor skills. | **Develop Gross motor** – balance and coordination, strength in play.**Develop Fine motor** – develop tripod grip, begin to show accuracy and more care. |
|  Mathematics | Verbally count to 10 Subitise numbers to 3 Recognise numbers as numerals to 0-5 Recognition of colours and 2 D shape | Secure knowledge of counting to 10 and counting backwardsRecognise numbers as numerals to 0-5 then 5-10 Subitise numbers to 3 Recognise numbers to 0-5 then 5-10 2 D shapeComposition of numbers to 5 -10 | Verbally count to 10 (more able 20)Number bonds to 5 using fingers and rhyming gamesRecognise the pattern in the counting system. 2 D shape and 3 D shape Composition of numbers to 5 -10 | Verbally count to 1-10 -10-20 in groups, register, lining upQuantity – greater than, less than or the same as.Number bonds – subtraction facts  Secure knowledge of 2 D shape and 3 D shape | Verbally count beyond to 10 -20Explore and represent patterns (repeated) with colours and for more able within numbers to 10. Use 2D and 3 D shape to develop structures to establish knowledge of height and width  | Verbally count beyond 10 and more able 20and beyondNumber – Numbers , shape, positional language to be identified in all areas of learning and daily hands on experiences Explore how quantities can be distributed equally. |
|  Literacy | Reading - Phonics ( Read, write inc ) Discuss key features of a book- front/back cover/spine, author/illustratorWriting –recognise names and initial letters/ sounds- environmental sounds Understand vocab in singing, stories, rhyme, role play | Reading - Phonics ( Read, write inc ) Discuss key features of a book- front/back cover/spine, author/illustrator- reading from left to rightWriting – children’s individual names –phonological awareness -then familiar words, model blending and identifying sounds.Understand key events in stories.  | Reading - Phonics ( Read, write inc ) Writing –.modelled shared writeUnderstanding and identifying vocab in stories, repeat rhyme / refrains - role playUndertands the 5 key concepts of print-Print has meaning – Print has different purposes/read from left to right –name the different parts of books-page sequencing – phonological awareness | Reading - Phonics ( Read, write inc ) Writing – simple sentenceAnticipate key events in stories-key words displayed and model writing them using mnemonic’s –reading individual lettersCan read some letter groups (diagraphs) read some common exception words  | Reading - Phonics ( Read, write inc ) Writing – model simple phrases and sentences.Use and understand new vocabulary.Reading books with confidence, identifying some CVC, common exception words | Reading - Phonics ( Read, write inc ) Writing –emerging writing of simple phrases and sentences.Reading books with confidence, identifying some CVC, common exception words and understanding new Vocabulary with confidence. |
| Understanding the World | Talk about lives of people around them.Sim/diff – in their experiences past and now | Sim/diff - Autumn leavesDiwaliSet up investigation table – Planting Spring bulbsChristmas | Talk about people’s roles in society. Understand the past through books and storytelling‘Habitats of Bears’ Chinese New Year.- | Change in seasons/weather. Set up weather station.sim/diffPlanting seedsEaster  | Talk about life under the sea.Children select a sea creature to explore. | Understand changes in the Life Cycle of a Butterfly. |
| Expressive artsAnd Design | Paint texture. Identify and use primary colours Sing nursery rhymes, use musical instuments Role play area | Explore tools and techniquesMove in time to the music | Experiment with colour, design and texture, Use materials in role play | Continue to explore a variety of materials. Share creations and explain. | Invent, adapt and recount narratives through role play/drama | Talent competition- perform songs, rhymes, poems. |
| RE -  | Introduce the daily prayer, why we pray and discuss the importance of prayer. Introduce the lunch prayer and collective worship area. | Weekly EYFS Assembly. A visit to St Chad’s church celebrate Harvest Festival. Celebrate the meaning of Advent. Draw or write a message to Jesus for the prayer tree at Christmas time. | New life, new babies, animals and their young emphasis on parental links and how we are created by Jesus. | Easter The stories Jesus told | Special places – homes and habitats  | Special Times –birthday,Celebrations  |