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| Nursery Class  Stories/Non - Fiction | Autumn 1  Power of Reading  A Great Big Cuddle  Owl Babies | Autumn 2  Power of Reading  Each Peach Pear Plum  The Everywhere Bear | Spring 1  Power of Reading  Blue Penguin  Clever sticks | Spring 2  Power of Reading  Our Very Own Dog  Aaaaarrgghh Spider | Summer 1  Power of Reading  Ruby’s Worry  What the Ladybird Heard | Summer 2  Power of Reading  Anna Hibiscus Song  Naughty Bus in conjunction with Reception class |
| Language and  Communication Development | Develop listening skills to be able to listen to the story –  Imitation  Non-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 characters  Non-Fiction – Shared write modelled  Introduce new words and meanings from the text  **Key groups x3**  Rhyme everyday | Retell story – model story maps  Discuss characters  Non-Fiction – Shared write modelled  Introduce 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 text  Opening 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 mapping  independent 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**/dancing  Continue 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 backwards  Recognise numbers as numerals to 0-5 then 5-10  Subitise numbers to 3  Recognise numbers to 0-5 then 5-10 2 D shape  Composition of numbers to 5 -10 | Verbally count to 10 (more able 20)  Number bonds to 5 using fingers and rhyming games  Recognise 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 up  Quantity – 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 -20  Explore 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 beyond  Number – 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/illustrator  Writing –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 right  Writing – 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 write  Understanding and identifying vocab in stories, repeat rhyme / refrains - role play  Undertands 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 sentence  Anticipate key events in stories-key words displayed and model writing them using mnemonic’s –reading individual letters  Can 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 leaves  Diwali  Set up investigation table – Planting Spring bulbs  Christmas | 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/diff  Planting seeds  Easter | Talk about life under the sea.  Children select a sea creature to explore. | Understand changes in the Life Cycle of a Butterfly. |
| Expressive arts  And Design | Paint texture. Identify and use primary colours  Sing nursery rhymes, use musical instuments  Role play area | Explore tools and techniques  Move 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 |