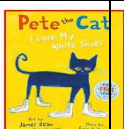
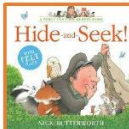
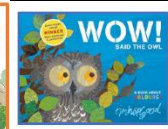
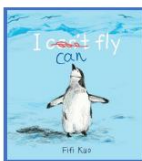
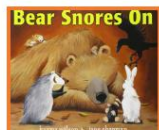
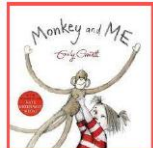
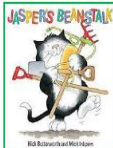
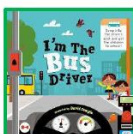


St Bernadette's Catholic Primary School Nursery Sequenced Curriculum

Yearly Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education Directory	Branch One-Creation and Covenant	Branch Two- Prophecy and Promise	Branch Three- Galilee to Jerusalem	Branch Four- Desert to Garden	Branch Five- To the Ends of the Earth	Branch Six-Dialogue and Encounter
English Curriculum Topics	All About Me	Autumn/Woodland	Animals in Winter	Animals in Hot Countries	My Garden	Journeys and Transport
Quality Text to Support English Curriculum:	   	 	 	 	 	
Quality Text:	Happy to be Me – Dodd Pete the Cat and His White Shoes- Dean	Percy the Park Keeper Hide and Seek-Butterworth Wow, Said the Owl- Hopgood	I can Fly -Kuo Bear Snores On- Wilson	Monkey and Me-Gravett Jungle Jamboree- Empson	Jasper’s Beanstalk- Butterworth It’s Mine- Yarlett	I’m the Bus Driver- Semple Oh, Look a Boat- Ross
Linked Texts Fiction Non-Fiction Poetry/Rhyme	We’re Going to the Dentist – Big Steps My First Body - DK Head, Shoulders, Knees and Toes – Annie Kubler Time to Get Dressed – Penny Tassoni Busy Kitties – John Schindel The Babies and Kitties Book – John Schindel The Babies and Doggie Book - John Schindel Socks – Nick Sharratt Amazing Me! Dance – Carol Thompson• Amazing Me! Dressing Up! – Carol Thompson• I’m Big Now! – A Simmons & Georgie Birkett So Much! – Trish Cooke & Helen	Percy the Park Keeper 123 – Nick Butterworth Percy the Park Keeper Opposites – Nick Butterworth Percy the Park Keeper ABC – Nick Butterworth Who is Hiding in the Woods – Katherine McEwan Peep Inside the Forest – Anna Milbourne Percy and the Badger – Nick Butterworth Percy and the Rabbit – Nick Butterworth One Snowy Night – Nick Butterworth Hedgehog Howdodo - Lynn Dodd Owl Babies – Martin Waddell Pete the Cat Plays Hide and Seek – Kimberly and James Dean	Winter – Alice Busby Winter is Here – Kenvin Henkes Busy Penguins – John Schindel Over in the Artic – Marianne Berkes Snowy Animals – First Explorers Busy Bear Cubs- Schindel, Husar Are you There, Little Penguin? Usborne Penguin Says Please- Dahl Well Done Mummy Penguin- Houghton Be Brave Little Penguin- Andreae Tiger, It’s Snowing!- Ma Where’s Bear? Gravett Bear Counts- Wilson and Chapman I Love You to the Moon and Back0 Warnes Snow!- Gravett Iris and Isaac- Rayner Big Bear Little Bear- Bedford, Chapman	Busy Elephants-schindel Cats- Liewellun, Beckett A Zebra’s Day- Nat Geo Kids Safari – Jane Ormes Jungle – Jane Ormes Who’s Hiding on Safari? – Axel Schessler Who’s Hiding on Jungle? – Axel Schessler Who’s Stripes? – Fiona Phillipson Five Little Monkeys Jumping on the Bed- Christelow Walking Through the Jungle- Lacomé Dear Zoo-Campbell Are You Sleeping? – von Kitzing The Animal Boogie – Debbie Harter Augustus and His Smile – Catherine Rayner Slow Down Monkey – Jess French Kangaroo Kisses – Nanada Dev Sen	Watch the Bean Grow – Kelly Gaffney Plant the Tiny Seed – Christie Matheson Seeds - John Townsend How Does a Seed Sprout – Eric Carle Mary, Mary Quite Contrary – Traditional Who is in the Egg? – Alexandra Milton Busy Chickens / Barnyard – John Schindel Ducks and Ducklings – Carl Sommer See How They Grow Farm – DK Big Outdoors for Little Explorers, Farm – Anne-Kathrin Behl Five Little Ducks – Ladybird Sing-Along Rhymes	I’m the Fire Engine Driver; I’m the Train Driver; I’m the Digger Driver; I’m the Tractor Driver; & I’m the Bin Lorry Driver – David Semple Wheels on the Bus (BSL) – Anthony Lewis The Dinos on the Bus - Peter Millet The Bus is for Us – Michael Rosen Big Outdoors for Little Explorers: (i) Seaside (ii) River – Anne Katherin Behl Peep Inside the Pond – Anna Milbourne We Need Water – Charles Ghigna Brilliant Boats – Tony Mitton Boats are Busy – Sara Gillingham Row, Row, Row Your

	Oxenbury Matilda’s Cat – Emily Gravett I’m Thinking of a Pet – Adam & Charlotte Guillian Cat Chat – Dr Jess French Lulu Gets a Cat – Anna McQuinn				Lulu Loves Flowers – Anna McQuinn The Tiny Seed – Eric Carle Ten Seeds – Ruth Brown Jack and the Beanstalk - Traditional We Found a Seed – Rob Ramsden The Odd Egg – Emily Gravett Daisy and the Egg – Jane Simmons The Hungry Caterpillar – Eric Carle Who’s in the Egg? – Dean Grey The Crocodile Who Didn’t Like Water – Gemma Merino Ergo – Alexis Deacon	Boat – Anni Kubler Go, Go, Pirate – Catrina Charman & Nick Sharratt The Whales on the Bus – Katrina Charman Diggersaurs – Michael Whaite The Train Ride – June Crebbin We Catch the Bus – Katie Abey How to Lose a Lemur – Frann Preston - Gannon Mr Gumpy’s Outing – John Burningham Together – Emma Dodd The Flying Bath – Julia Donaldson My Pet Goldfish – Catherine Rayner The Storm Whale – Benji Davies Sharing a Shell – Julia Donaldson Hooray For Fish – Lucy Cousins
Phonics Curriculum (Sounds~Write)	Autumn	Spring			Summer	
	Element 1: Sound Discrimination Element 2: Word Awareness Element 3:Rhyme Detection Element 4: Rhyme Production Element 5: Sound Detection	Element 5- complete and consolidate Getting Ready for Sounds~Write Element 6: Segmenting and Blending Element 7: Phoneme Manipulation			Initial Code Unit 1- a, t, m, s, I Initial Code Unit 2- n, o, p Initial Code Unit 3- b, c, g, h, Initial Code Unit 4- f, e, d, v	
Maths Curriculum	Autumn	Spring			Summer	
	Colours, matching, sorting Number 1- Subitising, counting, numeral Number 2- Subitising (dice pattern), subitising- random patter, subitising- different sizes Number 2- counting, numeral Pattern- AB, coilour patterns including outdoors and movement patterns, fixng patterns, extending ABC	Number 3- Subitising Number 3- 3 Little Pigs, 1:1 counting, numerals, triangles Number 4- 1:1 counting, numerals, squares and rectangles Number 4- Composition Number 5- 1:1 counting, numerals, pentagon, Number 5- Composition Number 6- introduce 10 frame Height and Length- tall and short, long and short, tall/long and short Mass Capacity			Sequencing Positional language More than/fewer than Shape- 2D Revisit and consolidate pattern Shape- 3D Consolidation- more/fewer than, one more and one less Number composition 1-5 What comes after? What comes before?	

PSHE/RSHE	5 Ways of Well being Connect SCARF- Me ad My Relationships <i>Marvellous me! I'm special People who are special to me</i> <i>Greater emphasis of PSHE development through; Introduction of routines, expectations and rules of nursery setting, building and sustaining new friendships</i>	5 Ways of Well being Be Active SCARF- Valuing Difference <i>Me and my friends Friends and family Including everyone</i> Social and Emotional – JIL	5 Ways of Well being Take Notice SCARF- Keeping Myself Safe <i>People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body</i> Spiritual – JIL	5 Ways of Well being Keep Learning SCARF- Rights and Responsibilities <i>Looking after myself Looking after others Looking after my environment</i>	5 Ways of Well being Give SCARF-Be My Best <i>What does my body need? I can keep trying I can do it!</i> SCARF- Growing and Changing <i>Growing and changing in nature When I was a baby Girls, boys and families</i> Physical - JIL	
P.E.	Introduction to PE: Unit 1 CP Motor Skills	Introduction to PE: Unit 2 CP Motor Skills	Fundamentals: Unit 1 CP Motor Skills	Fundamentals: Unit 2 CP Motor Skills	Gymnastics: Unit 1 CP Motor Skills	Sports Day Skills CP Motor Skills
Music	Children to access singing and musical opportunities on a daily basis. Music to interweave through all areas of learning and development both indoors and outdoors and linked to topics. Throughout the year, build upon the 4 aspects of musical learning and development: Hearing and Listening, Singing and Vocalising, Moving and Dancing, Exploring and Playing.					
Online Safety	Project Evolve: Digital Literacy Strand: Self-image and identity (1 objective)	Project Evolve: Digital Literacy Strand: Online relationships (2 objs)	Project Evolve: Digital Literacy Strand: Online reputation (1 obj)	Project Evolve: Digital Literacy Strand: Online bullying (2 obj)	Project Evolve: Digital Literacy Strand: Managing online information (2 obj)	Project Evolve: Digital Literacy Strand: Health, well-being and lifestyle (2 obj) Project Evolve: Digital Literacy Strand: Privacy and security (2 obj) Project Evolve: Digital Literacy Strand: Copyright and ownership (2 obj)
Computing	Technology around us 1. Technology hunt (around Nursery – what do we use – What do we use at home?) Teacher to label in Book Creator app) Digital Tools 1. JITS (digital art – CT to choose most appropriate linked to topic) Use programme to create patterns with autumn colours- linked maths SSM, art		Barefoot Computing Unplugged Playing with Lego/Duplo 1. Lego Building (Link to Six Bricks – Following Instructions & then give a partner an instruction.)			

Art	How can we explore colour? Focus Artist: Julian Opie <u>Activities</u> • Collecting, arranging,	How can we explore materials and marks? Focus Artist: Andy Goldsworthy- Transient Art - link with YR for outdoors <u>Activities</u> • Transforming Objects	How can we use our imaginations? <u>Activities</u> • Imaginary Landscapes • Let’s start with collage	How can we use our bodies to make art? <u>Activities</u> • Movement maps • Hands, feet and flowers • Shelters Focus- Exploring Pattern and Colour through African Art-masks, animal patterns, geometric pattern	How can we build worlds? <u>Activities</u> Gardens- Focus Artist: Monet- Water Lilies and/or Van Gough Sunflowers	How can we explore 3D materials? <u>Activities</u> • Junk modelling
DT	Outcome: Decorated biscuits for a party. Key Areas for Knowledge and Skills Development: Food Technology		Outcome: To create a hanging ornament onto a collaged flat shape. Key Areas for Knowledge and Skills Development: Materials.		Outcome: To create a role play den. Key Areas for Knowledge and Skills Development: Structures	
Historical Concepts linked to Texts/ Current Events	<i>Continuity & Change, Changes within living memory Significance, Lives of significant individuals within children’s interests/familiarity</i> When I was a Baby My Birthday My Family		<i>Passage of time and seasonal changes Continuity & Change Changes within living memory Lives of significant individuals within children’s interests/familiarity</i> My News			<i>Changes within living memory Lives of significant individuals within children’s interests/familiarity</i> My Holidays
	Interwoven Themes- My Life Story, My Family History and Celebrations					
Geographical Concepts linked to Texts/ Current Events	<i>Cultural awareness & diversity Place, Space, Scale, Environment</i> My Nursery		<i>Cultural awareness & diversity Place, Space, Scale, Environment</i> My School		<i>Cultural awareness & diversity Place, Space, Scale, Environment</i> Our Holidays	
	Interwoven Themes – Seasonal Change and Mapping Skills					
Scientific Concepts linked to Texts/ Current Events	Weather Bodies- How I’m Growing Looking after our environment- classroom	Autumn- Woodland Animals	Animals’ Habitats- categorising animals and their habitats- hot/cold climates		Growing Plants and Seeds- beans Looking after our environment- school grounds	Floating and Sinking- boats
Occupations Study (P&C)	Doctors and Nurses	Park Keepers/Vets	Zoo Keeper		Gardeners	Captains and Drivers
Trips, Visitors and Enrichments	Visit from Doctors/Nurses Walk around school grounds		Farm Visit - Greenslate			Curious Critters
Celebrations Festivals and Special Events	Black History Month 1-31/10	Guy Fawkes Day 05/11 Remembrance Day: 11/11 Diwali (Hindu) 08/11 Hannukah (Jewish: 4-12/12	New Years Day 01/01 St. Valentine’s Day 14/02 Chinese New Year: 6/02 Shrove Tuesday 9/02	World Book Day: 04/03 Mother’s Day 7/03 Eid al-Fitr 09-10/03 Palm Sunday 21/03	Mental Health Awareness Week: 10-16/05 Eid al-Adha- 15/05	Father’s Day 20/06

		Birthdays / Christmas: 25/12 New Year's Eve 31/12	Ash Wednesday 10/02	Good Friday 26/03 Easter Sunday 28/03 St George's Day- 23/04		
Sequenced curriculum planning to ensure all children make progress and are ready for the next stage of their education.						

The following Progression Steps are used as both a planning and assessment tool. They give a measure of what pupil's should be achieving at each stage of the year if they are "on track" to make expected progress. They are based on Development Matters (2021) and school's own steps in progress. They are also taken from the steps in progress for Sounds-Write and maths.

The Progression Steps should be used as a broad basis by which to plan and assess. They are not a "tick list" for individual children.

Educational Programme: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
Listening, Attention and Understanding - Pay attention to one thing at a time - Listen 1:1 to develop independence within daily routine - Participate in short multi-sensory Key Person group time - Enjoy listening to stories and begin to remember much of what happens - Listen to short stories with illustrations / props / sounds - Recall key events / name key characters - Begin to join in text retell with some actions - Follow an instruction with one part - Linked to: □ daily routine □ Key Person group activities - Special events: Autumn walk <i>Understand simple questions about ‘who’, ‘what’ and ‘where’</i> - Get to know: □ one another □ new learning space - Find body / move different body parts .. <i>body parts / actions</i> - Recount of autumn walk Begin to understand some ‘why’ questions related to own experiences Autumn experiences Speaking Begin to use a wider range of vocabulary - Linked to: □ daily routine □ themes - Learn new rhyme and begin to develop a repertoire of songs - Join in with actions / props - Fill in some missing words Begin to talk about a familiar book one-to-one - Comment on an illustration ...<i>picture / illustration</i> - Favourite character / part ... <i>character / event</i> - Develop communication, begin to use different tenses	Listening, Attention and Understanding - Enjoy listening to stories & remember much of what happens Begin to shift attention from one thing to another when needed and given a prompt Begin to understand and follow a two-part instruction - Understand some ‘why’ questions Begin to show an understanding of some prepositions Begin to listen to others in a small group Speaking - Use a wider range of vocabulary Continue to develop and sing a repertoire of songs - Sing a range of rhymes/songs as part of a group - Talk about a familiar book and begin to tell a simple story Continue to develop communication, using future and past tense (not always correctly) - Use longer sentence of 4/6 words Begin to join sentences with and - Start a conversation with an adult / friend and begin to continue it with many turns - Use talk to organise selves / play Begin to retell a simple past event in correct order Begin to express a point of view	Listening, Attention and Understanding - Enjoy listening to longer stories (with increased attention) and can remember much of what happens - Shift their attention from one thing to another when needed and given a prompt - Understand and follow a two-part instruction - Understand and respond confidently to simple ‘why’ questions - Show an understanding of some prepositions - Listen to others in a small group Speaking - User a wider range of vocabulary in a range of contexts - Sing a large repertoire of songs - Sing a range of songs/rhymes as part of a group and independently - Talk about a familiar book and tell a longer story - Develop communication, begin to use a wider range of tenses (with correct use of most tenses) - Use sentences joined by other words such as like / because - Start a conversation with an adult / friend & continue it with many turns - Retell a simple past event in correct order - Use talk more confidently to organise selves / play - Express a point of view & debate when they disagree with an adult /friend, using words as well as actions

▪ Begin to use longer sentences of 4/6 words ▪ Start a conversation with an adult / friend ▪ Begin to use talk to organise selves / play		
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PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn**Spring****Summer**

Learning Priorities: Linked to Development Matters 2021

Self-Regulation

- *Show 'effortful control'*
- With support follow the daily routine
- Play with others, sharing resources / taking turns
- Begin to talk about feelings ... *happy / sad / because*
- Show / imitate different emotions and label
- I am happy / sad because
- Begin to show awareness of how others might be feeling
- Offer comfort to a child who is upset / laugh with others
- Identify feelings of main characters in texts, looking carefully at illustrations
- Begin to recognise that some actions can hurt the feelings of others
- Identify action that made someone else upset
- With support begin to find solutions to some conflicts
- Sharing resources / taking turns e.g. bike track
- **Managing Self**
- Show interest in a range of experiences, indoors and outdoors
- Familiar and some new
- Begin to select and use continuous provision resources, with help when needed ... *resources*
- Make independent learning choices ... *learning / play*
- Put resources back in right place once used
- With support begin to follow classroom routines and rules
- Begin to be independent within self-care routines
- Toileting / Handwashing / Snack time / Outdoor time
- **Building Relationships**
- Begin to play with one or more other children
- Child-initiated learning / small group activities
- Begin to see themselves as part of a community
- Key Person group / nursery / family

SCARF Curriculum**Self-Regulation**

- Talk about feelings using words like 'happy' and 'sad' and begin to use other words
- With support begin to understand and talk about how others might be feeling and the reasons why
- Begin to help to find solutions to conflicts and rivalries. *For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.*
- With support begin to talk with others to resolve conflicts
- **Managing Self**
- Begin to select and use activities and resources to achieve a set goal
- Settle to an activity of choice for some time
- Increasingly follow classroom routines and rules (with reduced practitioner guidance)
- Develop independence within self-care routines
- **Building Relationships**
- Play with one or more other children
- Take play in pretend play with one or more children
- See themselves as part of a community
- Begin to share and take turns with others
- Begin to extend and elaborate play ideas with others

SCARF Curriculum

I can tell you who I can ask for help
I can tell you some dangers and how I keep myself safe from them
I can tell you what is safe and unsafe for me to touch and use
I can make some healthy choices
I can help my family and friends

Self-Regulation

- Talk about their feelings using a range of words
- Begin to understand how others might be feeling.
- Help to find solutions to conflicts and rivalries.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- **Managing Self**
- Select and use activities and resources, with help when needed - to achieve a goal they have chosen, or one which is suggested to them.
- Settle to an activity for some time
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Be increasingly independent in meeting own care needs
- Make healthy choices about food, drink, activity and toothbrushing.
- **Building Relationships**
- Develop sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.

SCARF Curriculum

I can choose a healthy snack and activity
I can keep trying
I can listen to my friends and take turns
I can describe the different seasons
I can talk about how babies and animals grow
I can tell you how boy and girls can be different or the same

I can share my feelings with others I can name the important people in my life (including those who look after me) I can talk about my strengths I can tell you how I'm the same or different to my friend I can tell you something good about being different I can be kind and help my friends	I can make caring choices for my word	
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PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn	Spring	Summer
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Learning Priorities: Linked to Development Matters 2021

Gross Motor Skills

- **Continue to** develop movement skills of walking and running
- Negotiating space
 - **Begin to** adapt speed / direction to avoid obstacles
 - **Continue to** develop climbing skills
 - Use stairs using alternate feet
 - **With support** explore climbing frame
 - **Continue to** develop balancing skills ... *balance*
 - Complete low level obstacle courses
 - Walk up / down a ramp
 - Stand still
 - Stand on one leg
 - **Begin to** learn to hop
 - **Continue to** develop riding skills – scooter / trike / balance bike
 - Use bike track: □ following track □ right direction
 - Stop / start
 - **Continue to** develop ball skills
 - Rolling (partner / circle games)
 - Kicking
 - **Begin to** use large-muscle movements to
 - Wave flags and streamers (top to bottom / anti-clockwise)
 - Paint and make marks (top to bottom / anti-clockwise)

Fine Motor Skills

- *Learn to use the toilet with help, and then independently.*
- **Begin to** show a preference for a dominant hand
- **Begin to** learn to use a knife and fork
- **Begin to** get dressed independently for outdoor play
- Use **some** one-handed tools and equipment
 - Across provision: □ Pouring / filling □ Stirring / mixing □ Rolling □ Painting / Drawing / mark making ...
- **Begin to develop** a comfortable grip when using pencils / pen
- Model and encourage a tripod grip

Gross Motor Skills

- **Continue to** develop movement of walking and running
- **Continue to** develop climbing skills
- **Continue to** develop balancing skills
- Learn to hop
- **Begin to** learn to skip
- **Continue to** develop riding skills
- **Continue to** develop ball skills
- Use large muscle movements
- **Begin to** remember some sequences and patterns of movement related to music and rhythm
- **Begin to** take part in some group team activities
- **Begin to** match developing physical skills to tasks and activities in setting
- Choose the right resource to carry out chosen plan
- **Begin to** collaborate with others to manage large items

Fine Motor Skills

- Show preference a for a dominant hand
- **Continue to** learn to use a knife and fork
- Increase independence getting dressed and undressed
- Use a **range of** one-handed tools and equipment
- **Continue to develop a** comfortable grip with good control when holding pens and pencils.

Gross Motor Skills

- **Begin to** refine movement of walking and running
- **Begin to** refine climbing skills
- **Begin to** refine balancing skills
- Learn to skip
- **Continue to** develop riding skills
- **Continue to** develop ball skills
- Use large muscle movements
- Remember some sequences and patterns of movement related to music and rhythm
- Take part in some group team activities
- Match developing physical skills to tasks and activities in setting
- Choose the right resource to carry out chosen plan
- Collaborate with others to manage large items

Fine Motor Skills

- Use one-handed tools and equipment.
- Eat independently using a knife and fork
- Be increasingly independent getting dressed and undressed
- Use a comfortable grip with good control when holding pens and pencils.

LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing		
Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021		
▪ Phase 1 Phonics / Reading ▪ Begin to develop phonological awareness ▪ Join in with Phase 1 activities, aspects 1 to 6 ○ Distinguish between different sounds: □ Environmental Sounds □ Instrumental Sounds □ Body Percussion ○ Rhythm and rhyme: begin to develop awareness of words that sound the same ○ Alliterative activities, begin to identify words starting with the same phoneme within names ○ Explore and copy different voice sounds ▪ Begin to understand some of the five key concepts about print: ▪ Handle books carefully & correctly ▪ Name some book parts ... <i>front cover, back cover, page, title</i> ▪ Print has meaning □ familiar logos □ environmental labels with photograph ▪ Understand print is read left to right . ▪ <i>Enjoy sharing a book with an adult</i> ▪ One to one Fiction and ▪ Small group time non-fiction ▪ Begin to read own name with visual support ▪ Writing ▪ <i>Add some marks to their drawings, which they give meaning to. For example: "That says mummy.</i> ▪ <i>Make marks on picture to represent name</i> ▪ Begin to attempt to write name with some recognisable letters ▪ First letter of name ▪ To begin to understand that own marks represent meaning ▪ Point to marks ▪ Talk about made marks ▪ Label marks	▪ Phase 1 Phonics / Reading ▪ Continue to develop phonological awareness ▪ Join in with P1 activities, aspects 1 to 7 ○ Listen, remember & talk about different sounds: □ Environmental □ Instrumental □ Body Percussion ○ Rhythm and rhyme: develop awareness of words that sound the same ○ Tune into alliterative words, begin to identify / hear some initial phonemes in words ○ Explore and begin to talk about different voice sounds ○ Begin to participate in oral blending/segmenting activities ○ Clap syllables in own name ▪ Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary ▪ Continue to develop an understand the five key concepts about print: ▪ Handle books carefully & correctly ▪ Name some book parts <i>title / blub</i> ▪ Print has meaning – recognise some new logos ▪ Begin to understand what a word / letter is ... <i>letter / word</i> ▪ Follow print left to right and begin to use 1:1 correspondence ▪ Know where to start reading ... <i>first</i> ▪ Read own name without visual support ▪ Writing ▪ Begin to use some print / letter knowledge in writing ▪ Symbols – lines / circles ▪ Recognisable letters ascribe meaning ▪ Left to right directionality / point to	▪ Phase 1 Phonics / Reading ▪ Develop phonological awareness ▪ Join in with P1 activities, aspects 1 to 7 ○ Listen, remember & talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion ○ Talk about rhyming words and begin to create rhyming strings ○ Hear and say initial sounds in words ○ Explore and talk about different voice sounds, enunciating some phoneme correctly ○ Participate in oral blending/segmenting activities ○ Clap syllables in words ▪ Engage in extended conversations about stories and non-fiction texts, learning & using new vocabulary ▪ Use the five key concepts about print: ▪ Identify a word in a sentence and understand it carries meaning ▪ Identify a letter in a word ▪ Name parts of book and show awareness of page number ... <i>page number</i> ▪ Continue to develop understanding of word / letter ▪ Follow print, know it is read from top to bottom & use 1:1 correspondence ▪ Read own name in a variety of fonts/context ▪ Writing ▪ Use knowledge of print / letter knowledge in writing ▪ Recognisable letters ▪ Ascribe meaning ▪ Left to right / top to bottom directionality ▪ Top to bottom directionality ▪ Begin to match some letters to phonemes e.g. m for mummy ▪ Engage in purposeful early writing ▪ Write name, from memory, with correct letter formation

	directionality ▪ Top to bottom directionality ▪ Begin to engage in purposeful mark marking ▪ Attempt to write name, using name card, with some recognisable letters, some correctly formed	
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Phonics					
Educational Programme We follow a synthetic phonics programme, Sounds~Write, and teach it with fidelity. We teach Aspects over the course of a term but are mindful that children progress at different rates. Our goal by the end of Nursery is to enable children to help children attune to the sounds around them, begin to develop segmenting and blending orally and develop children’s speaking and listening, ultimately laying the foundations for phonic teaching in their Reception year. They will know, and be able to recognise, Initial Code Sounds					
Autumn		Spring		Summer	
Learning Priorities					
End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
Secure Elements 1-3	Secure Elements 1-5	Secure Elements 1-5	Secure Elements 1-7	Secure Elements 1-7 Plus Secure Initial Code 1-2	Secure Elements 1-7 Plus Secure Initial Code 1-4

MATHEMATICS: □ Numerical Pattern □ Number

Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021		
▪ Numerical Pattern / Number ▪ Begin to compare quantities ... <i>group, lots, more, same, less</i> ▪ Sort, match and label groups ▪ Find the group with more / the same / less ▪ Notice, identify and talk about patterns around them ▪ Clothing ▪ Autumn ▪ Begin to copy and talk about a pattern – <i>ABAB</i> ▪ Patterns with objects / actions ▪ Give pattern a name ▪ Begin to recite numbers to 5 in correct order ▪ Explore 1:1 correspondence ▪ Heuristic play free exploration ▪ Begin to say one number for each item to 3 ▪ Join in with number rhymes / songs with props & actions ▪ Use some number names in play ▪ Shape, Space & Measure ▪ Begin to select shapes for appropriate tasks ▪ Show interest in shapes in the environment ▪ Manipulate and turn shapes ▪ Begin to talk about shapes <i>round, pointy, spotty, stripy</i> ▪ Make comparisons between objects using appropriate vocabulary ▪ Size ... <i>big / small / bigger / smaller</i> ▪ Understand positional language within daily routine ... <i>in / on / under</i> ▪ Begin to understand the language of time within the daily routine ▪ ... <i>next, later, after</i>	▪ Numerical Pattern / Number ▪ Name and talk about patterns ▪ Continue and talk about a pattern – <i>ABAB</i> ▪ Recite numbers to 5 ▪ Join in with number rhymes to 5 using props and fingers ▪ Use fingers to represent numbers with increasing accuracy ▪ Use some numbers names in play with some accuracy ▪ Sort and match objects accordingly e.g. <i>size / shape</i> ▪ Begin to compare quantities using ... <i>more than / fewer than</i> ▪ Fast recognition of objects up to 1 and sometimes 2 – subitising ▪ Begin to count up to sets of 5 objects (1:1 correspondence) ▪ Begin to represent numbers with marks ▪ Shape, Space & Measure ▪ Select shapes appropriately in a range of contexts ▪ Begin to combine shapes to make new ones ▪ Talk about shapes ▪ Make comparisons between objects using appropriate vocabulary ▪ Understand positional language ▪ Begin to use some language of time within the daily routine ▪ Begin to describe a familiar route ▪ Begin to describe a sequence of events ... <i>first, next</i>	▪ Numerical Pattern / Number ▪ Extend and create ABAB patterns ▪ Recite numbers past 5 ▪ Fast recognition of up to 3 objects - subitising ▪ Say one number for each item in order: 1,2,3,4,5. ▪ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). ▪ Show 'finger numbers' up to 5. ▪ Link numerals and amounts up to 5 ▪ Experiment with own symbols and marks as well as numerals. ▪ Solve real world mathematical problems with numbers up to 5 ▪ Compare quantities using language: 'more than', 'fewer than' ▪ Shape, Space & Measure ▪ Talk about and explore 2D and 3D shapes ▪ Understand position through words ▪ Describe a familiar route ▪ Make comparisons between objects relating to size, length, weight and capacity ▪ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. ▪ Combine shapes to make new ones ▪ Talk about and identifies the patterns around them. ▪ Extend and create ABAB patterns ▪ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

EYFS Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

▪ **Past and Present**

- Begin to make sense of their own life history
- When I was a baby *baby / new / grow*
- The people in my family *family / brother / sister*
- My birthday *birthday / party / presents*
- Christmas time ...
- **People, Culture & Communities**
- **Begin to** show an interest in different occupations
- People who help us: Doctor / Nurse / *doctor / nurse / hospital*
- People who help our pets: Vets ... *vets / pets*
- Notice differences between people
- Babies and children (similarities / differences) ... *body parts, hair colour ...*
- **Natural World**
- **Begin to** use **some** senses in hands on exploration of natural materials
- Getting to know new outdoor learning space
- **Begin to** explore collections of materials with similar and/or different properties.
- Autumn collection *leaves, pine cones, conkers, twigs ...*
- Talk about what they see, **beginning to** use a wider vocabulary
- Explore how things work
- My favourite toy *toy / push / pull / bend*
- Party objects / Christmas decorations
- **Begin to** explore and talk about different forces they can feel
- Push and pull toys *push / pull*
- **Begin to** understand the need to respect and care for the natural environment
- Nursery outdoor learning space
- * **Begin to** develop interest in linked: □ texts across themes, fiction and non-fiction sources of technological information

▪ **Past and Present**

- Make sense of their own life history
- **People, Culture & Communities**
- **Continue to** show an interest in different occupations
- **Begin to** develop positive attitudes about the differences between people
- Participate in visits
- **Natural World**
- **Begin to** use all their senses in hands on exploration of natural materials
- **Begin to** explore collections of materials with similar and/or different properties.
- Talk about what they see, **continuing to** use a wider vocabulary
- Begin to understand the need to respect and care for the natural environment
- **Begin to** know that there are different countries in the world
- Explore how things work
- **Begin to** explore and talk about different forces they can feel
- * **Continue to** develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

▪ **Past and Present**

- Make sense of their own life history
- Begin to make sense of family’s history
- **People, Culture & Communities**
- Show interest in different occupations
- Continue to develop positive attitudes about the differences between people
- Participate in visits
- **Natural World**
- Use all their senses in hands on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Explore how things work.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice
- Develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials □ Being Imaginative & Expressive		
EYFS Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021		
• Creating with Materials • Begin to explore different materials and textures • Free exploration – collage • Introduction to glue to join ... <i>spread / press</i> • Create: □ lines □ circles • Range of different media • Explore printing ... <i>printing / down / up / still</i> • Hands / fingers / feet • Leaves • Create enclosed shapes to represent self (range of media) • Body / Face ... <i>key features / circle / line</i> • Begin to explore colour • Free exploration • Self-portraits • Autumn / Christmas • Being Imaginative and Expressive • Begin to take part in pretend play • Imitate home experiences (home corner) • Imitate life experiences linked to different seasons • Celebrations: Birthday party ... <i>cards / presents</i> • Begin to create own small world scenes <i>linked to interests</i> • Begin to create simple stories using small world • Imitate own experiences (my home / nursery) • Autumn walk ... <i>people, trees, animals ...</i> • Listen with increased attention to sounds • Tune into body percussion sounds ... <i>body parts</i> • Begin to move to a steady beat ... <i>beat / march ...</i> • Sing and remember some simple rhymes and songs • Play instruments with increasing control • Free exploration of musical instruments • Learn to play: □ tapping □ banging □ shaking	• Creating with Materials • Explore different materials freely and begin to develop own ideas about how to use them and what to make • Continue to explore different textures • Begin to join different materials • Begin to create closed shapes to represent objects • Begin to draw with increasing detail • Use drawing to represent ideas like movement • Begin to show different emotions in drawings and paintings, like happiness, sadness, fear etc. • Begin to explore colour mixing. • Being Imaginative and Expressive • Begin to respond to what they have heard, expressing their thoughts and feelings. • Begin to remember and sing entire songs. • Begin to sing the pitch of a tone sung by another person ('pitch match'). • Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Play instruments with increasing control to express their feelings and ideas. • Take part in simple pretend play and begin to using an object to represent something else • Begin to develop complex stories using small world equipment • Begin to make imaginative and complex 'small worlds'	• Creating with Materials • Develop their own ideas and decide which materials to use to express them • Explore different textures • Join different materials • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour mixing. • Being Imaginative and Expressive • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Play instruments with increasing control to express their feelings and ideas. • Create their own songs, or improvise a song around one they know • Take part in simple pretend play using an object to represent something else even though they are not similar • Develop complex stories using small world equipment • Make imaginative and complex 'small worlds'

EVALUATION:	
AUTUMN TERM:	
SPRING TERM:	
SUMMER TERM:	