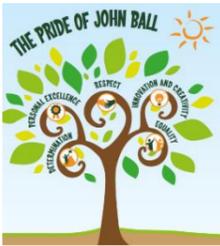
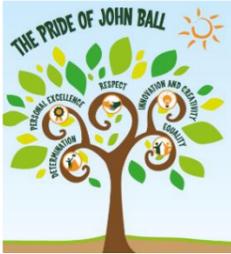
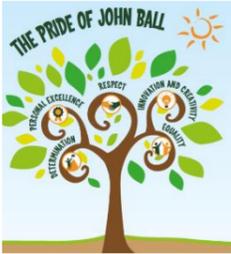
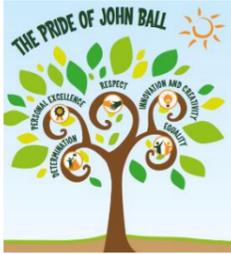
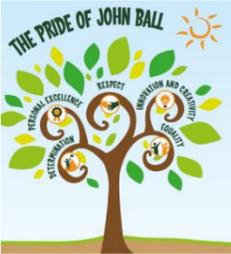
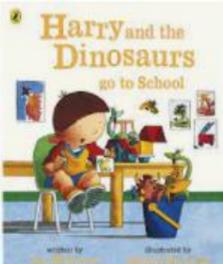
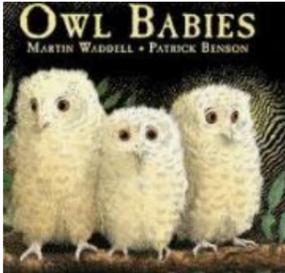
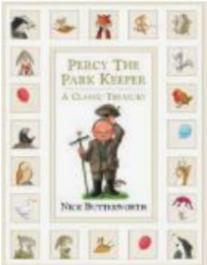
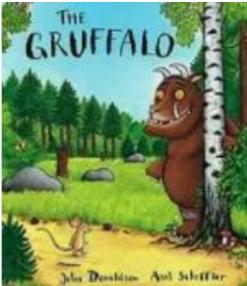
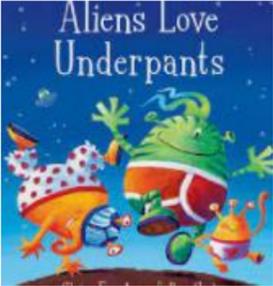
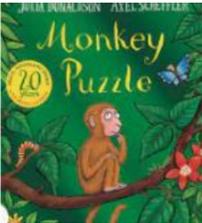


Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The topic we will be learning is:	Settling In/ All About Me	Seasons	Winter, Arctic Habitats, Transport/ people who help us Celebrations: Chinese New Year	SPRING! Growing/Lifecycles Forest/Woods/farm Habitat Celebrations: Shrove Tuesday, Easter	Legends & Make Believe Space Celebrations: Ramadan/Eid	Dinosaurs Jungle Habitat Seaside/The Beach Transition
Inspiring moment:	Self Portraits	Story of Diwali	Changing home corner to a Hospital	Butterflies Life Cycle (TBC) Giant's Castle Roleplay	Entry to Legends/Make Believe: How to Train Your Dragon/ Space Ship Crash	Looking at our baby photos from home
PSED:	<p>ALL ABOUT ME</p> <p>Introduce: JB Rules Be Kind, Be Safe, Be Ready.</p>  <p>Aim: To see themselves as a valuable individual, settling into new environment.</p>	<p>FRIENDSHIP (Personal Excellence)</p>  <p>Aim: Express their feelings and consider the feelings of others. Being our best selves.</p>	<p>I CAN DO IT! (Determination)</p>  <p>Aim: Show resilience and perseverance in the face of challenge.</p>	<p>TAKING CARE (Respect)</p>  <p>Aim: Identify and moderate their own feelings socially and emotionally. Taking care of others and school property.</p>	<p>TEAM WORK! (Equality)</p>  <p>Aim: Think about the perspectives of others and celebrate diversity.</p>	<p>Wow! Look at me! (Innovation and Creativity)</p>  <p>Aim: Managing own Personal Hygiene Needs (Including dental)</p>
Communication and Language	Aim: understand simple instructions (sharing their interests in activities)	Aim: sing a large repertoire of songs	Aim: enjoys listening to longer stories and can remember much of what	Aim:	Aim: Be able to express a point of view and to debate when they	Aim: Develop their communication through independent storytelling

			happened	Be able to talk about familiar books and be able to tell a long story	disagree with an adult or friend using words and actions . Using books can they express a characters feelings.	and imaginative play role-play. Refine speech skills.
Maths	<ul style="list-style-type: none"> Number: Show finger numbers up to 5 <p>Shape Recognise shapes in their environment</p>	<p>Number: says number for each item in order:1,2,3,4,5</p> <p>Shape Able to name 2d shapes</p> <p>Spatial Reasoning identify patterns in the environment e.g. stripy top</p> <p>Able to identify and order which character in a story (owl babies) is taller/ shorter</p>	<p>Number: can count using 1:1 co-ordination up to five</p> <p>Shape Can use the correct vocabulary to describe a 2d shape (sides, Corners)</p> <p>Spatial Reasoning Can create a pattern (a b a b) e.g. leaf stick leaf stick</p>	<p>Number: solve mathematical problems using items up to 5</p> <p>Shape: can identify which shapes are need in their play e.g. a triangle roof, rectangle door.</p> <p>Spatial Reasoning Can create extend an existing pattern</p> <p>Can recognise/ identify and order which pattern is longer/ shorter</p>	<p>Number: Link numerals and amounts</p> <p>Shape understand the difference between a 2d and 3d shape (flat, height)</p> <p>Spatial Reasoning Can notice and fix an error in a repeating pattern</p> <p>Can identify and order items based upon their weight</p>	<p>Number: experiment with their own symbols and numerals in their recording.</p> <p>Shape: can use vocabulary to describe a 2d/ 3d shape and compare them</p> <p>Spatial reasoning: Can identify and order items based upon their capacity</p>
Literacy (Reading)	<p><u>Starting School</u></p> <p>Purpose: recognising text has a purpose</p> 	<p><u>Owl Babies</u></p> <p>Purpose: recognise different letters have different sounds</p> 	<p><u>Percy the Park Keeper</u></p> <p>Purpose: can match an image to an initial sound</p> 	<p><u>The Gruffalo</u></p> <p>Purpose: Recognise initial letters of name</p> 	<p><u>Aliens Love Underpants</u></p> <p>Purpose: Recognise own name</p> 	<p><u>Monkey Puzzle</u></p> <p>Purpose: recognise initial letter of someone of significance to them e.g. m for mum</p> 

Our key English text	Harry and the Dinosaurs go to School	Owl Babies	Percy the park keeper	The Gruffalo	Aliens Love Underpants	Monkey Puzzle
Writing	<ul style="list-style-type: none"> Identify which hand they prefer to hold pencil in Name Writing 	<ul style="list-style-type: none"> Early mark making Name Writing 	<ul style="list-style-type: none"> develops pencil grip Name Writing 	<ul style="list-style-type: none"> Write some letters accurately Name Writing 	<ul style="list-style-type: none"> Name Writing with correct letter formation 	<ul style="list-style-type: none"> Use some print letter knowledge in early writing during play e.g. pretend shopping list with some letters Independent name writing
Understanding the World						
History (UW)	When I was a baby!	Why do we have celebrations? Origins of Christmas, story of Jesus.	Transport now and then	Footprints of Gruffalo. How can tell if something has been here, is it new or old. What can we learn from the environment? How can we tell a tree is old.	Knights- what were they Castles- who lived there	Dinosaurs- what were they Do they have any modern relatives?
Geography (UW)	All about me different families where are we from	Seasons	Arctic	Forest/ woodland habitat	Ramadan and celebration around the world	Habitats jungle and seaside
RE (UW)	All are Welcome. Equality.	Diwali (4 th Nov) Christmas (25 th Dec)	Chinese New Year (Feb 12 th) Valentines Day (Feb 14 th)	Holi (29 th March) Easter (4 th April)	Ramadan (13 th April)	Focus: Humanist Day (21 st June) Promoting Positive Values.
Science (UW)	Body parts	Seasonal Changes Nocturnal animals	Ice experiments	Life cycles Forest animals	Space Forces	Looking after habitats Recycling- Going Green! Reduce, Reuse, Recycle.

Expressive Art and Design	Mark making: early mark making	Role play: take part ins simple pretend play using items as representations for something else. Mark making: use drawing to represent sounds (firework drawings)	Role play: using small world can create a story using the resources available Mark making: begin to draw with increased complexity using circles as faces	Role play: able to create a complex story in their free play Mark making: show different emotions in drawings	Role play: use resources available to create an environment to develop their story telling e.g. using blocks to build a castle for their story Mark making: able to take time in their work and have clear different aspects of their art	Mark making: able to identify different aspects of their drawing and explain what the contents of the art are
Physical Development	Outdoor: able to select correct resource for a task e.g. spade in sand pit Indoor: shows a preference for a dominant hand	Outdoor: Able to use/ develop different forms of movement E.G. running walking Indoor: increase independence in changing them self e.g. putting on a coat	Outdoor: Match their physical movement to the task they are doing, e.g. crawling through a tunnel , walking across a plank Indoor: develop pen grip	Outdoor: Can climb up apparatus using alternating feet e.g. up the big steps Indoor: able to confidently hold a pencil with comfortable grip.	Outdoor: able to hop skip and jump or stand during games relating to music Indoor: can use one handed equipment confidently such as scissors	Outdoor: Can collaborate with others in managing larger items such as a plank Indoor: revise the use of various one handed equipment
Safeguarding (from across the curriculum)	Internet Safety	Keeping safe - feelings and emotions	Anti-bullying week	Respecting Privacy	NSPCC PANTS rule	Valuing difference Preparing for Transition
Creative Learning Project	Self-portrait wall display	Firework making Owl babies (owl paint, leaf painting)	Chinese new year art Creating a form of transport	Various life cycle art creations (frog colouring, butterfly symmetry with paint, plant painting)	Castle making and painting Space paper mache Alien design	Habitat making Design your own dinosaur