







Nursery LTP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Theme	All About Me	Time to Celebrate	Animals	In the Garden	Terrific Tales	The Seaside
Big Question	Who is in my family?	How do we celebrate?	How do we look after animals?	What does a plant need for it to grow?	What do all Stories have?	What is a rock pool? What would you find in a rock pool?
Key Focus Texts	Discuss Family Photos  Who is in my family?  The Great Big Book of Families	Bonfire Night Diwali Story Christmas Story	Dear Zoo  Jacob O'Reilly wants a pet	Titch and the Sunflower  Jasper's Beanstalk  Mad about Mini Beasts  Rosie's Walk	The Three Little Pigs  Goldilocks and the Three Bears  Three Billy Goats Gruff	Fidgety Fish  Tip Tap Went the Crab  Billy's Bucket
Cultural Capital/ Enrichment Experiences	Visit the school allotment	Bonfire Night  Children in Need (Charity)  Reverend to come into school (Christmas Story)	Year of the... Lunar New Year	Recycling Focus  Mother's Day (30 <sup>th</sup> March) – Grow your own flower pot for mum.	DT day- Build a bridge for the Troll to live underneath using a range of materials	EYFS Seaside Experience Day (Transition to F2).  Father's day 15 <sup>th</sup> June  Summer Fayre Showcase Open Afternoon. Look around EYFS and

						then visit Summer Fayre.
Home Projects	Home/ school Diaries, Library Books, Home/ School Bear					
	Make a healthy meal together  Practice putting coats, gloves, hats independently  Learn to pack and zip up their bag	Learn to zip up coat  Learning to use Cutlery to cut food and feed themselves  Practice writing their own name  Easter Bonnets		Continue to practise using cutlery independently  Dress themselves independently		
Parental/ Carer Involvement	Family Photo  Getting to know me activities	Remembrance day  Diwali Celebrations  Christmas Performance  Home Visits and Stay and Play (Jan Starters)	Me and My Pet photos	Grow a seed at home  Home Visits and Stay and Play (April Starters)	Retell a story to a grown up at home	Holiday photos  Sports Day  Summer Fayre  Home Visits and Stay and Play (September Starters)
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

UTW	<p><b>Past Present</b></p> <p><b>People, Culture, Community</b></p> <p><b>Natural World</b></p>	<p>To look at my family and who is in my family</p> <p>To begin to understand that grandparents are their parents mum and dad</p> <p>To begin to understand that we grow from babies to adults</p> <p>Talk positively about different appearances, skin colours and hair types.</p>	<p>To briefly look at Remembrance day and what this is about and why we celebrate.</p> <p>To understand that the war was something that happened in the past.</p> <p>The story of Diwali and how Hindu's celebrate this across the world.</p> <p>Christianity- Christmas and how similarities and differences between the two celebrations</p>	<p>To know that we care for our world and living things.</p> <p>Find out about different animals – where do they live, what do they look like?</p> <p>Talk about our favourite animals</p> <p>Visit from White Post Farm – what can we find out about the different animals? Compare similarities and differences.</p> <p>Show interest in different occupations – vets/zookeepers/farmers</p>	<p>To begin to understand how to look after seeds and plants and how they change as they grow.</p> <p>To think about our world and how we take care of it.</p> <p>To take care of the school environment -tidy up and put rubbish away in the correct bins – talk about recycling and why it is important.</p> <p>Minibeasts – what can we find in the garden?</p> <p>Show interest in different occupations – bin lorry visit</p>	<p>Have an idea about how things work.</p> <p>Observe that materials can be different and how they can change – relate to construction of 3 pigs houses and bridges – what could we use to make them and why? Which is stronger/heavier/lighter</p>	<p>Explore how different materials sink and float.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about holidays and create books and displays about children's families around the world, or holidays they have been on.</p>
	<b>Religious Focus</b>	Harvest	Diwali Christmas	Lunar New Year Shrove Tuesday	Easter		

<b>Expressive Arts and Design</b>	<b>Music Charanga</b>	Nursery songs and Rhymes	Christmas performance songs Traditional Hindu Music				
	<b>Art and Painting</b>	Painting Self-portraits  Drawing family pictures  Colour Mixing	Firework pictures  Splatter painting  Conker Rolling Pictures  Leaf Printing  Christmas cards	Animal pictures – adding details e.g. eyes, nose, mouth, correct number of legs, tail etc.	Collage – pictures of our garden  Mini- Beast Art Work, Butterflies, hand print spiders, finger print caterpillars	Lolly Pop Characters to retell the story  Character Masks	Sand pictures  Seaside scenes
	<b>Design Technology</b>	Christmas crafts		Build a home for the animals Make a bug hotel		Build a bridge for the troll – joining different materials together  Box modelling 3 pigs houses – use of different materials	
	<b>Role Play</b>	Supermarket- Indoor  Outdoor- Doctors/ Baby Clinic and Home Corner	Party Shop  Snowy scene	Small world animals – farm, jungle, forest etc. Vets role play	Small world mini beasts (Mini Beast World) Teddy bears' picnic role play	3 pigs house  Retelling and acting out the stories. Costumes/ play area/stage	Seaside role play  Outdoor- Police Station and Construction shed

Literacy		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Fine Motor Skills</b>  <b>** Build up to name formation **</b>		Dough disco Further develop skills to hold and use scissors properly Further develop skills to hold a pencil correctly  Can turn pages in a book correctly		Dough Disco Develop skills to hold and use scissors properly Further develop skills to hold a pencil correctly  Beginning to use a comfortable grip with good control when holding chunky pens, pencils and paints.  Begin to form letters in own name  Can turn pages in a book correctly  Begins to use cutlery with support  Dressing with support		Squiggle whilst you Wiggle Develop skills to hold and use scissors properly Further develop skills to hold a pencil correctly  Uses a comfortable grip with good control when holding chunky pens, pencils and paints.  Begins to form letters in their name correctly and in order  Begins to write own name with support  Can turn pages in a book correctly Begins to use cutlery with support  Dresses independently	
<b>Gross Motor Skills</b>		Continue to develop movement through balancing, riding and ball skills  Emphasis on when it is	Begin to move rhythmically  Begin to skip, hop and stand on one leg (musical statues)	Squiggle whilst you Wiggle  Is able to move large equipment safely from one place to another  Start taking part in team games  Healthy and unhealthy food choices		Squiggle whilst you Wiggle  Independent in my own personal care- hand washing, teeth, toilet  Walks and climbs up and down stairs and negotiates climbing equipment with confidence	

	appropriate to walk and run (indoor/ outdoor)		Begin to be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.		<p>Uses large movements; waving, painting and mark making</p> <p>Can use tools to manipulate malleable materials confidently and safely</p> <p>Can handle large equipment safely</p>	
<b>Word Reading and Comprehension</b>	Name cards with photos – begin to recognise own name. Name cards on pegs.	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	<p>Begin to understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul>	<p>Clap out syllables in a word</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes</p>	<p>Has conversations about stories and learn new vocabulary</p> <p>Hear and says the first sound in a word when you say the word and be able to sign the letter</p> <p>Recognise words with the same initial sound orally</p>	<p>To have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word.</p> <p>Able to say lots of words that rhyme with a word like 'cat'</p> <p>To be able to Orally segment and Blend CVC words</p>
<b>Writing</b>	Make marks on their picture to stand for their name (recognise important prints to me) Explore mark making	<p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	Begin to add marks to drawings linked with a meaning.	<p>Add some marks to their drawings, which they give meaning to. For example: "That says cow"</p> <p>Able to 'map' out a familiar story with drawing and</p>	<p>Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'a' for apple.</p>	<p>To write some or all of my name</p> <p>To write some letters accurately</p> <p>To use some of their letter sound</p>

		Make marks on their picture to stand for their name.		pictures. E.g. drawing simple fruit in Hungry Caterpillar story.	Orally tell you what their marks mean  Begins to write some letter sounds	knowledge in their early writing.
Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Number</b>	<p>Recognition of up to 3 objects without counting.</p> <p>Count to 5 confidently</p> <p>Number songs</p>	Simple 2d shape recognition	To begin to recognise numbers 0-5	Begins to use spatial words In, on, under, down, besides and between	Count to 10	Uses language of more/ fewer
<b>Shape, Space and Measurement</b>		Combine shapes to create models	Confidently count objects to 6	Begins to use positional language to describe where items are	I can count to solve problems that are important to me, for example sharing with a friends	Heavy and light comparisons
<b>Numerical Patterns</b>		Uses shaped for a particular purpose	Represents numbers on fingers 'show me 2'	Talk about a journey or a simple route.	Subitise with confidence	Full and empty
		2d shape hunt in the environment	Recognition of up to 5 objects without counting them		Compare two groups and say when they have the same amount	Comparisons between objects
		Shape songs and rhymes	Count up to 6 objects from a larger group.		Number bonds to 3	Recognise and name common 2d and some 3d shapes

		things from 1 to 5		Songs and number rhymes			
Prime Areas		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	Self Regulation	To play with increasing confidence alone and alongside peers.	Begin to look at similarities and differences; Skin colour, hair types, gender, needs etc	To be able to select and choose resources to help achieve a goal  To become confident around unfamiliar people and peers	Remember and follow classrooms rules independently  Develop appropriate ways of being assertive.	Play within a group and make up games.  Talk about and express a range of emotions.	To be ready for new experiences like starting school  To learn how to be assertive
	Managing Self	Begin to follow rules and understand why they are important.	Explore emotions through play and stories	Play within a larger group of children co-operatively	Talk with others to solve conflicts.	To understand how others might be feeling	To be able to follow rules and know why they are important
	Building Relationships	Develop friendships with other children			Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  Begin to understand how others might be feeling.	Develop their sense of responsibility and membership of a community.	To begin to find solutions to quarrels and rivalries.



C&L	Speaking	<p>Mr Tongue Scheme</p> <p>Uses and answers simple questions 'who', 'what' and 'where'</p> <p>Understand and act on longer sentences like make teddy jump or find your coat.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p>	<p>Mr Tongue Scheme</p> <p>Talk about new stories</p> <p>Uses new vocabulary -Diwali -Festival Celebrate</p> <p>Sings lots of familiar songs</p> <p>Christmas Concert</p> <p>Enjoy listening to longer stories</p>	<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions</p>	<p>Can sing lots of rhymes</p> <p>Can talk about familiar stories</p> <p>Learns lots of new words and use them in their play. Farmer Zookeeper.</p>	<p>Initiates a conversation with adults and peers</p> <p>Enjoys listening to longer stories and can remember what happens in them.</p> <p>Understand a question with two parts like "Can you get your coat and wait by the door please?"</p> <p>Uses talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"</p> <p>Focuses on a chosen activity for at least ten minutes</p>	<p>Join in at group time by putting up hand or having their lolly stick chosen and waiting their turn to talk</p> <p>Be able to talk about thoughts even when they disagree and can discuss this using words and actions</p> <p>Uses longer sentences of four to six words when talking</p> <p>Understands when asked questions like "Why do pirates need a ship?" And "How can we mop up the juice?"</p> <p>Able to sit quietly and listen for longer periods of time.</p> <p>Able to move away from distractions when concentrating.</p>
	Listening, Attention and Understanding						

<b>REAL PE Scheme Focus</b>	Getting used to the hall, Listening games Rules	Story- The Birthday Bike Surprise	Story- Journey to the Blue Planet	Story- Sammy Squirrel and his Rolling Nuts	Story- Ringo to the Rescue	Story- Pirate Pranks
		Story- Clowning Around	Story- Thembi Walks the Tightrope	Story- Casper the Very Clever Cat	Story- Jungle Monkey Business	Wendy's Water-Ski Challenge
<b>Gross Motor Skills</b>		Side step Gallop Hop Skip Rolling Ball	Jump forward, back and to the side  Balance	Roll, chase, collect ball  Balance	Bounce ball with control and catch  Balance	Stand on one leg Pirate Ship Game  Balance
<b>REAL PE Focus</b>		Co-ordination and footwork  Co-ordination and ball skills	Agility- Jumping and landing  Static Balance- Stance	Agility- Ball Chasing  Static Balance – Floor Work	Agility- Reaction/ Response  Static Balance- Seated	Static Balance- Stand on one leg  Counter Balance- With a partner