












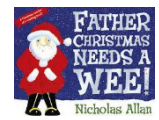
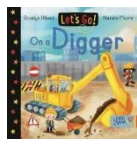

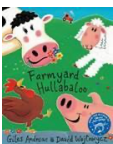
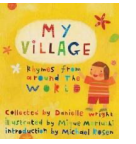


Topics	Marvellous Me!	Once upon a time...	Who can help us?	Down in the Garden	Amazing Animals	Where are we in the world?
Fiction books						
Non-Fiction books						
Poetry/ Rhyme						
PSE	<p>Think Equal: Me myself and I Is there anyone like me? Amazing Daisy How we Feel Wally the wave</p> <p>Mood Meter</p>	<p>Think Equal: I have a plan The Wall My Voice Sizwe's Smile</p> <p>-Begin to connect emotions and emotion-words to feelings and colours</p>	<p>Think Equal: Helping Hands Diego's Great Idea I love my Planet</p> <p>-Recognise kind behaviour -Celebrate diversity -Demonstrate a strong sense of identity</p>	<p>Think Equal: The tale of baby beetroot Lara the yellow lady bird Head, Heart and Hands Mum Loves me so much</p>	<p>Think Equal: A time to be noisy My special hair Caring Animals</p> <p>-Name similarities and differences among homes around the world -Understand all people deserve shelter</p>	<p>Think Equal: Kitchi's Moccasins Home Dad loves me so much</p> <p>-Understand that positive actions can have a positive effect on others and ourselves</p>

	<ul style="list-style-type: none"> -Demonstrate a positive sense of identity -Develop self-confidence and self-esteem -Recognise and value similarities and differences between themselves and others -Celebrate individuality and uniqueness -Discuss similarities and differences -Demonstrate self-knowledge and self-esteem -Understand the importance of persistence -Set a goal and work towards achieving it. -Name at least 3 kind ways to grow friendship -Demonstrate mindfulness (Weeks 1-4) 	<ul style="list-style-type: none"> -Begin to name emotions -Recognise that everyone has feelings -Name 'big' feelings -Begin to demonstrate self-regulation and impulse control -Demonstrate understanding that feelings change -Show and recognise different emotions in the faces and bodies of others -Begin to learn how to independently solve problems -Show ability to listen to others words -Demonstrate compassion for all creatures -Understand similarities and differences -Celebrate diversity and understand and accept others -Collaborate to create a piece of group artwork (Weeks 5-10) 	<p>Demonstrate an appreciation of diversity</p> <ul style="list-style-type: none"> -Express/Demonstrate self-confidence and self-esteem -Demonstrate a sense of empowerment and voice, regardless of gender -Understand the importance of respecting everyone's ideas, thoughts and feelings -Think about being inclusive and kind to others who might be different to them (Weeks 11-15) 	<ul style="list-style-type: none"> -Understand that kind actions make a positive difference -Name and appreciate contributions by people in their lives -Understand that all jobs can be performed by men and women -Understand that no one should be excluded -Explore friendships with those who are different to them -Recognise feelings and experiences -Understand kindness -Further develop their perspective-taking skills -Learn to apologise sincerely and offer help to another -Say how it feels on the inside to forgive someone -Name 1 thing they are grateful for and why and describe how gratitude feels on the inside -Name people in their community who help them 	<ul style="list-style-type: none"> -Recognise feelings of excitement and frustration -Identify strategies to help regulate emotions -Understand that all emotions and feelings are okay. -Demonstrate a sense of responsibility for Earth -Understand the importance of saving our natural resources -Understand the interconnectedness of all loving creatures -Understand the importance of kindness and sharing -Take the perspective of others -Work collaboratively -Say one way they are the same and different from others -Identify ways in which we depend on others -Describe how it feels on the inside when someone is kind to them or kind to animals -Tell how they can take care of insects 	<ul style="list-style-type: none"> -Value themselves and express a healthy sense of identity - Celebrate diversity -Understand that everyone deserves to feel loved and cared for -Recognise gender equality in family roles -Name 3 gifts the Earth gives to us -Name 3 ways they can take care of Earth -Reflect on their learning -Share acts of kindness and ways to spread kindness (Weeks 26-30)
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				-Say thank you when someone does something kind for them (Weeks 16-20) The tale of baby beetroot	(Weeks 21-25)	
Continuous	Daily snack time in key groups Daily toothbrushing in key groups Daily talk sessions in key groups					
CAL	<p>WellComm Screen 1</p> <ul style="list-style-type: none"> -WellComm interventions completed 3X a week <p>Talk time</p> <ul style="list-style-type: none"> -Enjoy listening to longer stories and can remember much of what happens. -Sing a large repertoire of songs. -Pay attention to more than one thing at a time, which can be difficult. 	<ul style="list-style-type: none"> -WellComm interventions completed 3X a week <p>Talk time</p> <ul style="list-style-type: none"> -Use a wider range of vocabulary. -Understand a question or instruction that has two parts. -To know many rhymes 	<p>WellComm Screen 2</p> <ul style="list-style-type: none"> -WellComm interventions completed 3X a week <p>Talk time</p> <ul style="list-style-type: none"> - To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - To begin to have a conversation with another child 	<ul style="list-style-type: none"> -WellComm interventions completed 3X a week <p>Talk time</p> <ul style="list-style-type: none"> - To begin to use longer sentences of four to six words -Speak with increased clarity and articulation -Listen to and recall events in stories --To have a conversation with another child and continue it many turns. 	<ul style="list-style-type: none"> -WellComm interventions completed 3X a week <p>Talk time</p> <ul style="list-style-type: none"> -To tell a story -To talk about books that they know. -To use talk to organise themselves. 	<p>WellComm Screen 3</p> <ul style="list-style-type: none"> -WellComm interventions completed 3X a week <p>Talk time</p> <ul style="list-style-type: none"> -To understand and answer 'why' questions. -To use longer sentences of four to six words. -To be able to talk about what happens in a longer story. -To have a conversation with another child and continue it many turns. -To name a favourite story. - To use sentences joined up with words like 'because', 'or', 'and'

						-To use future and past tense
Vocabulary	<ul style="list-style-type: none"> ● Myself ● Feelings ● Families ● Home ● Change ● New 	<ul style="list-style-type: none"> ● Cottage ● Goat ● Woods/Forest ● Bake ● Stable ● Reindeer 	<ul style="list-style-type: none"> ● Job ● Police office ● Fire fighter ● Nurse ● Fire engine ● Builder 	<ul style="list-style-type: none"> ● Seed ● Healthy ● Roots ● Flower ● Grow ● leaves 	<ul style="list-style-type: none"> ● Farm ● Zoo ● Life Cycle ● Map ● Ramadan ● Celebrate 	<ul style="list-style-type: none"> ● Country ● Farnworth ● Sea ● Safari ● Village ● Atlas
PD Gross Motor Fine Motor	<p>Gross Motor/PE: <u>Key PE</u> -Start taking part in some group activities which they make up for themselves, or in teams. -To ride a scooter or trike</p> <p>Fine Motor: -Use large muscle movements to wave flags and streamers, paint and make marks -Fill, empty and pour.</p>	<p>Gross Motor/PE: - Start taking part in some group activities which they make up for themselves, or in teams. -To ride a scooter or trike</p> <p>Fine Motor: -Hold + use scissors to snip straws - Enjoy making marks and copy: lines, circles - clockwise and anticlockwise, spirals -Put own coat on</p>	<p>Gross Motor/PE: <u>Rise Dance</u> - Continue to develop their movement by balancing -Skip, hop, stand on one leg, hold a pose -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Fine Motor: - Enjoy making marks and copy: lines, circles - clockwise and anticlockwise, spirals</p>	<p>Gross Motor/PE: <u>Teddy Tennis</u> - Continue to develop their ball skills. - Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Fine Motor: -Use equipment and tools safely -Begin to have a dominant hand when mark making --Hold and use scissors to cut paper</p>	<p>Gross Motor/PE: <u>Teddy Tennis</u> - Continue to develop their ball skills. - Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Fine Motor: -Choose the right resources to carry out their own plan. -Hold and use scissors to cut other materials</p>	<p>Gross Motor/PE: <u>Teddy Tennis</u> - Continue to develop their ball skills. - Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Fine Motor: -Use one handed tools and equipment effectively -Use a comfortable grip with good control when holding pens and pencils. -Copy recognisable letters from their name. -Zip own coat with minimal adult support.</p>
	Daily Flipper Flappers/Dough Disco		Daily Squiggle making circles, lines, humps and criss-crosses then initial letter of name		Daily Name writing on white boards and then in books using a model.	



<p>Literacy</p> <p>Word Reading Comprehension</p>	<ul style="list-style-type: none"> -Have some favourite stories -Repeats and uses actions, words and phrases from familiar stories -Fill in the missing word or phrases in well-known nursery rhymes. -Joins in with singing well know nursery rhymes and routine songs. -Enjoy sharing a book with an adult - Enjoy drawing freely on paper, on a screen and on different textures. 	<ul style="list-style-type: none"> -To recognise their name -Pay attention and respond to the pictures of the words. -Ask questions about the book. -Develop play around favourite stories -Listen to and join in with stories in small groups -Begin to understand that print has meaning. -Begin to turn pages in order when reading a book. -Begins to recognise familiar words and logos from their experiences -Use some of their print and letter knowledge in their early writing. For example: writing a letter with support - Add meaning to their marks as they draw or paint on paper and on a screen. -Make marks on their picture to stand for their name on paper and on a screen. 	<ul style="list-style-type: none"> -Beginning to spot rhyme in text -Engage in extended conversations about stories, learning new vocabulary. -Use mark making in their play 	<ul style="list-style-type: none"> -Develop their phonological awareness, so that they can spot and suggest rhymes -Be able to use some key vocabulary from current story in conversation and in play. -Begin to understand that print can have different purposes --Begin to understand that we read English text from left to right and from top to bottom -Develop their print and letter knowledge. -Writing a list -Write initial letter of their name 	<ul style="list-style-type: none"> -Begin to name parts of the book, front cover, back cover and title. -Begin to sequence stories -Begin to copy name -Begin to write some recognisable letters and depict meaning to them. 	<ul style="list-style-type: none"> - Hear initial sounds -Recognise the initial letter of their name and some other initial letters. -Show awareness of characters and story structures -Write some letters accurately - Develop their print and letter knowledge e.g, writing initial letters -Makes a recognisable attempt at writing their name.
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		-Uses mark making in their play.				
Phonics	<p>Phonics activities – phase 1</p> <ul style="list-style-type: none"> -sound discrimination – environmental. -sound discrimination – instrumental sounds. -sound discrimination – body percussion. -Rhythm and rhyme. -Alliteration. -Voice sounds. 	<p>Phonics activities – phase 1</p> <ul style="list-style-type: none"> -sound discrimination – environmental. -sound discrimination – instrumental sounds. -sound discrimination – body percussion. -Rhythm and rhyme. -Alliteration. -Voice sounds. 	<p>Phonics activities – phase 1</p> <ul style="list-style-type: none"> -Rhythm and rhyme. -Alliteration. -Voice sounds. -Oral blending and segmenting 	<p>Phonics activities – phase 1</p> <ul style="list-style-type: none"> -Rhythm and rhyme. -Alliteration. -Voice sounds. -Oral blending and segmenting 	<p>Read Write Inc: Teach set 1 sounds Orally CVC words.</p>	<p>Read Write Inc: Teach set 1 sounds Orally blend and segment CVC words.</p>
<p>Maths</p> <p>Number</p> <p>Numerical patterns</p>	<p>Master the Curriculum</p> <ul style="list-style-type: none"> ● Colours ● Matching ● Sorting ● Number 1 ● Number 2 ● Patterns 		<p>Master the Curriculum</p> <ul style="list-style-type: none"> ● Number 3 ● Number 4 ● Number 5 ● Number 6 ● Height and Length ● Mass ● Capacity 		<p>Master the Curriculum</p> <ul style="list-style-type: none"> ● Sequencing ● Positional Language ● More than/Fewer than ● Shape 2D ● Shape 3D ● More than/Fewer than/ 1 more/1 less ● Number composition ● What comes after ● What comes before ● Numbers to 5 	
<p>Number Rhymes</p>	<p>1,2,3,4,5 once I caught a fish alive</p> <p>1 potato, 2 potato, 3 potato 4</p> <p>5 Little Speckled Frogs</p> <p>5 Little Ducks</p> <p>5 currant buns</p> <p>5 sausages</p> <p>1 finger 1 thumb</p> <p>1,2,Buckle my shoe</p> <p>2 little dickie birds</p>	<p>3 Blind mice</p> <p>3 Little Kittens</p> <p>5 Snowmen</p> <p>4 Teddy bears</p> <p>5 Fingers</p> <p>Alice the Camel</p> <p>Sing a song of sixpence</p> <p>I'm a little Bean</p> <p>5 Cheeky monkeys swinging in the tree</p>	<p>5 Little Men in a flying saucer</p> <p>Humpty Dumpty</p> <p>1 Elephant went out to play</p> <p>Ring a roses</p> <p>London Bridge is falling down</p> <p>1 Big hippo</p> <p>Sleeping bunnies</p> <p>5 cheeky monkeys jumping on the bed</p> <p>5 little apples</p>			

	Head, shoulder, knees and toes Zoom, Zoom, Zoom		When Goldilocks went to the house of the bears			
	<ul style="list-style-type: none"> -Explore colour and colour mixing -Make comparisons between objects relating to size -Complete inset puzzles - Compare sizes using gestures and language: 'bigger/little/small' -Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat -Develop fast recognition of up to 3 objects, without having to count them individually ('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 -Show 'finger numbers' up to 5 -Extend and create ABAB patterns – stick, leaf, stick, leaf. -Notice and correct an error in a repeating pattern. -Select shapes appropriately -Combine shapes to make new ones 		<ul style="list-style-type: none"> -Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') -Show 'finger numbers' up to 5 -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'). -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. -Experiment with their own symbols and marks as well as numerals. -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' -Recite numbers past 5. -Make comparisons between objects relating to size, length, weight and capacity. -Talk about and identifies the patterns around them – use informal language such as pointy, spotty, blobs etc 		<ul style="list-style-type: none"> -Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' -Understand position through words alone for example, "The bag is under the table," with no pointing -Compare quantities using language: 'more than', 'fewer than'. -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' -Explore the composition of numbers to 10. -Recite numbers past 5. -Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 -Solve real-world mathematical problems with numbers up to 5 -Describe a familiar route -Discuss routes and locations using words like 'in front of' 'behind' 	
UTW	<ul style="list-style-type: none"> -Can use some senses to describe and explore different materials and use simple words -Be aware of different natural phenomena such as rain, sunny and 	<ul style="list-style-type: none"> -Use all of their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. 	<ul style="list-style-type: none"> -Show differences in different occupations -Explore and begin to talk about the forces they feel. (explore magnets) 	<ul style="list-style-type: none"> -Plant seeds and care for growing plants -Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> -Begin to understand the key features of the life cycle of an egg. -Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> -Continue developing positive attitudes about the differences between people. -Know that there are different countries in the world and talk about the differences

	<p>use words like rain, sun, hot etc.</p> <p>-Can identify important family members – e.g, mummy, daddy.</p> <p>-Begin to make sense of their own life story and family’s history.</p> <p>-Talk about the differences between materials and the changes they notice. (baking for the party, make jelly)</p> <p>-Recognise and value similarities and differences between themselves and others (PSE-Think Equal)</p>	<p>-Begin to talk about what they see, hear and experience, using new vocabulary.</p> <p>-Begin to make sense of their own life story and family’s history.</p> <p>-Explore how things work.</p> <p>-Talk about the differences between materials and the changes they notice. (torches on the woods and shadows)</p> <p>-Demonstrate compassion for all creatures (PSE – Think Equal)</p> <p>-Celebrate diversity and understand and accept others (PSE – Think Equal)</p>		<p>-Understand that all jobs can be performed by men and women (PSE – Think Equal)</p>	<p>-Tell how they can take care of insects (PSE – Think Equal)</p> <p>-Demonstrate a sense of responsibility for Earth (PSE – Think Equal)</p> <p>-Understand the importance of saving our natural resources (PSE – Think Equal)</p>	<p>they have experienced or seen in photos.</p> <p>-Explore and begin to talk about the forces they feel.</p> <p>-Talk about the differences between materials and the changes they notice.(ice)</p> <p>-Identify features of the local environment</p>
Weather	<p>Daily discussion about the weather in group time using symbols</p> <p>Daily opportunities to explore outdoors and the natural phenomena</p>					
Festivals and celebrations	<p>Harvest</p> <p>Bonfire Night</p>	<p>Divali</p> <p>Remembrance Sunday</p> <p>Christmas</p>	<p>Chinese New Year</p> <p>Valentine’s Day</p>	<p>Mothering Sunday</p> <p>Shrove Tuesday</p> <p>Easter</p>	<p>Eid</p> <p>St George’s Day</p>	<p>Father’s Day</p>
Computing	<p>-To make choices on screen</p>	<p>-To move things on screen using touch</p>	<p>-You can give some toys instructions</p>	<p>-Use touch to select items and icons</p>	<p>-Give and follow simple instructions</p>	<p>-You can learn things with computers</p>

	-Know you can learn things with computers	-To draw and write on an iPad -Know you can learn things with computers	-Make a programmable toy move (remote cars) -Use simple software and tools to make something planned happen -Know you can get information from computers	-To move things on a screen with a finger -You can learn things with computers -To draw and write on an iPad	-Create a short sequence of instructions -Change instructions to create a different outcome Make a programmable toy move (BeeBots) -You can learn things with computers	-Create simple compositions using the iPad and record/play back with support
	<p><u>Online Safety</u></p> <p>-Know to always ask permission before going online -Know to tell an adult if you find anything worrying online -Know to not talk to anyone don't know online -To be kind to friends -Know to be careful using computers and devices. -Be able to talk about the time they spend using computers and devices</p>					
RE	<u>RESPECT</u> Special times unit	<u>PEACE</u> Christmas	<u>LOVE</u> Who is special to you	<u>FORGIVENESS</u> Easter	<u>HONESTY</u> Divali	<u>HOPE</u> Stories that Jesus told
Wiggle	42) transition starting school, 43) settling into school, 1) Prayer 1 28) Harvest 2) prayer 2 3) prayer 3 4) do not worry. Thankful-Lifetree kids	30) remembrance Sunday, 5) love thy neighbour. 7) Jesus light of the world 8) God loves our praise. 31-34) Christmas My Lighthouse	35) Epiphany 19) loaves and fishes 20) compassion 2 21) compassion 3 25) Lost sheep 26) Lost coin Love – Answers VBS	27) The loving Father 38-40) Lent 1, 2 ,3 and 41 Easter Feels good Rend Co. kids. Weeks 4 and 5 It's a happy day – Yancy and Little Praise party	(extras) After the tomb 1 After the tomb 2. 11) King of me 1 12) King of me 2 13) King of me 3 14) Creation King of me	22,23,24) – Noah 1,2,3 36) Joseph 1 37) Joseph 2 6) Trust/hope Hope – allstars kids
EAD	-Move and dance to music -Responds emotionally and physically to music when it changes.	-Add meaning to their marks as they draw or paint. -Make simple models. (3 little pigs)	-Make imaginative and complex 'small worlds' with blocks and construction kits, such	-Create closed shapes with continuous lines and begin to use these shapes to represent objects.	- Draw with increasing complexity and detail, such as representing a face with a circle and including details.	-Show different emotions in their drawings and paintings, like

	<ul style="list-style-type: none"> -Explore colour and colour mixing (maths) -Enjoy and take part in action songs (b'day party) -Take part in simple pretend play using an object to represent something else even though they are not similar. (B'day parties) -Explore different materials freely, to develop their ideas about how to use them and what to make (B'day cards) 	<ul style="list-style-type: none"> -Explore different materials freely, to develop their ideas about how to use them and what to make. (3 little pigs) -Listen with increased attention to sounds. -Create sounds by rubbing, shaking, tapping, striking and blowing. (LRRH Tiny Tweeties) -Start to develop pretend play using objects and materials to represent something in their play (Christmas) -Remember and sing entire songs (Nativity) -Collaborate to create a piece of group artwork (PSE- Think Equal) 	<p>as a city with different buildings and a park.</p> <ul style="list-style-type: none"> - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. and through role play. 	<ul style="list-style-type: none"> -Explore colour and colour mixing. -Use drawing to represent ideas like movement or loud noises. - Draw with increasing complexity and detail 	<ul style="list-style-type: none"> - Develop their own ideas and then decide which materials to use to express them. -Sing the pitch of a tone sung by another person -Sing the melodic shape of familiar songs 	<p>happiness, sadness, fear, etc.</p> <ul style="list-style-type: none"> -Join different materials. -Be familiar with musical terms -Play instruments with increasing control to express their feelings and ideas -Create their own songs or improvise a song around one they know. -Respond to what they have heard, expressing their thoughts and feelings.
<p>Artists</p>	<p>Giuseppe Arcimboldo Create a portrait using fruit and vegetables</p> 			<p>Georgia O'Keeffe Still Life Use a range of materials to create our own observational pictures of daffodils</p> 		

Nursery Intent

Cultural Capital	Walk to the community garden to look for signs of Autumn	Walk to the Post Box to post Father Christmas letters	Visits from midwife, Police, Fire fighters, builder	Walk to the community garden to look for signs of Spring	Trip to the farm	Walk around the local community Walk to the community garden to look for signs for summer.
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