

Key: Nursery Reception All

	Autumn		Spring		Summer	
Themes	Me and My Family	Night time	Transport	Growing	Jungles, Zoos and Farms	Around the World
Focus Texts (subject to change)	So Much! Ten Little Fingers and Ten Little Toes Peace at Last Peepo! New Baby	Owl Babies Day Monkey, Night Monkey Can't you Sleep Little Bear? Room on the Broom. All through the Night	Rosie's Walk Naughty Bus Who Sank the Boat? Mr. Gumpy's Motor Car The Train Ride	Titch The Very Hungry Caterpillar Jaspers' Beanstalk Sam Plants a Sunflower Lola Plants a Garden		Handa's Surprise Tinga Tales Lost and Found Magic Paintbrush
Possible Celebrations and Experiences	Class rules and routines Starting School, Halloween, Autumn, Black History Month	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers Day, Safer Internet Day	World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter	International Museum Day, World Biscuit Day, World Food Safety Day	Father's Day , Sports Day, Transition, Assessment
Key Questions /Learning	Who are we? What do we look like? Do we look the same? Who is in my family? What makes me special - how am I unique? What is a family? Are all families the same? What makes a family special?	What do we do during the day? What do we do at night? Which animals come out at night? What is in my bedroom? Why do we have day and night? What does nocturnal mean? Who works at night time?	How can we travel from one place to another? What journeys have you been on? What transport did you use? What did you see? How do people travel? How do you get to places that are far away? Have people always travelled by car?	How have I changed? Which plants grow outside? How can I care for plants? How do plants grow? What do they need to grow? What happens in the butterfly life cycle?		Where do I live? What is the name of my town / country? What is the world? What is a map/globe? What is the blue? What is the green? What is the weather like in different countries? What do people wear in hot/cold countries? What is a town /street/city/country? Which country do I

	How have I changed since I was a baby?	Why is sleep important?	Why do we have seatbelts? Why are bicycle helmets important? How do people travel through the air? What are lifeboats important? What do we use maps for?			live in? Where is my country on a map/globe? What are the other countries called? Are all countries the same? Look at differences - rainforests/deserts/ Antarctica Which animals live in which countries?
Vocabulary	myself, family, parents, same, different, special, friend, body, house, home, job, helper, senses. Unique, relations, similar, baby, adult, toddler, child, elderly skeleton, skull, hearing, see/sight, touch, smell, taste.	day, night, light, dark, sun, moon, bedtime, sleep, bedroom,	Transport, travel, walk, ride, drive, fly, car, train, bus aeroplane, over, under, push, pull Traffic, land, sea, air, hovercraft, hot air balloon, wheels, float, sink, across, behind, through, old, new, future, invented		New life, change, hatch, nest, grow, seed, bulb, plant, leaf, flower, bug, environment Habitat, life cycle, insect, thorax, abdomen, roots, stem, petals, absorb, oxygen, hydrate	Earth, world map, globe land, sea, weather, hot, cold, sun, wind, rain, snow Continent, desert, rainforest, Arctic, Antarctic, North Pole, South Pole, boiling, melting, freezing, frost, seasons
Communication and Language	Starting to use talk with familiar adults and peers creating sentences in their play Follow simple instructions	Use short sentences to explain Listen to stories and songs with interest and engagement	Joining in with familiar stories and rhymes Using different vocabulary including scientific and linked to stories	Respond appropriately when questioned Pose my own simple questions to find out more Develop vocabulary	Take turns to speak in a conversation Explore the use of conjunctions to connect ideas	Respond to a range of question types- particularly link to 'why' questions Express a point of view

	Answering questions (what, who, where, when)	Using a wide range of words appropriately and in context	Starting to show understanding of 'why' questions	Join in and recall stories with repetition	Use language to explain, retell, describe	Develop a wide range of vocabulary-scientific and descriptive
	Demonstrate good listening behaviours	Join in with songs and rhymes	Share ideas in small groups and whole class situations	Predict what might happen	Give explanations for why things might happen	Use a full vocabulary including technical language
	Follow instructions with two parts or more	Listen to and talk about stories and rhymes		Asking and answering questions	Explain events that have already happened in detail	Use conjunctions in sentences
	Engage in story times	Use full sentences				Use past, present and future forms
	Acquire vocabulary from stories and non-fiction books					
Personal, Social and Emotional Development	Increasingly follow rules	Express own feelings to others	Talk about a range of feelings	Understand their actions and behaviour can affect others	Starting to talk to others to try and resolve conflicts as they arise	Play co-operatively with others
	Select and use activities and resources	Share and take turns with others	Become more outgoing with unfamiliar people			Become more confident with new experiences
	Know and follow the rules in the classroom	Follow rules in the wider school community	Keeping safe - including Online safety, road safety	Feelings Healthy lifestyles	Show sensitivity to their own needs and needs of others	Be confident to try new activities and show independence and resilience
	Identify and express feelings	Consider the feelings of others Toothbrushing and oral hygiene	Build mutually respectful relationships			Set and work towards simple goals
	Use large muscle movements in making marks, waving flags and streamers		Develop co-ordination to throw and catch a large ball		Hold a pencil effectively	
	Show preference for a dominant hand		Use a range of tools, including scissors		Use a range of tools, including scissors	
	Jump two feet to two feet		Use different wheeled balance equipment		Climb using alternate feet	

Physical Development			Travel around space and obstacles safely		Skip, hop, stand on one leg Use large movements eg streamers	
	Revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing Develop movement and balance with wheeled vehicles		Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.		Negotiate space and obstacles safely, with consideration for themselves and other Demonstrate strength, balance and coordination when playing.	
	Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.		Sit comfortably at a table to write, with good posture Form letters correctly		Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	
Literacy	Phase 1 Phonics Developing mark making skills through gross motor movements Join in with stories, rhymes and songs	Phase 1 Phonics Developing play linked to stories and retelling Sequencing and retelling stories Developing print knowledge	Phase 1 Phonics Development of fine motor skills Starting to show interest in letters of their name and familiar others e.g. m for mum	Phase 1 Phonics Using story vocabulary in play Writing letters from name (not all) Fine Motor Skills linked to mark making	Phase 1- strong focus on segmenting and blending orally Initial sounds Rhyming Developing emergent writing Acquiring and using new vocabulary	Phase 1- strong focus on segmenting and blending orally Initial sounds Rhyming Developing emergent writing Sequence and retell events and stories Write own name
	Listening	Letter formation	Letter formation	Labels and captions	Captions and sentences	Sentences- finger spaces, caps letter, full stops

	Discrimination of sounds Initial sounds Name writing Fine motor- pencil control Listen to stories and retell	Writing initial sounds and basic CVC labels Retell stories through small world and role play Describe events in familiar stories and predict events (join in)	Initial sounds and CVC labels (extend to captions) Sequence and retell stories	Short sentences- finger spaces, full stops and capital letters Draw vocabulary and knowledge from non fiction and use throughout the day in different contexts	Use and understand new vocabulary from stories, poems and non fiction Discuss what they know/ have found out	Use and understand new vocabulary from songs and stories Sequence and retell stories Adapt narratives
Maths	Subitise up to 2 Recite numbers past 5 Make comparisons between objects- size, length, weight and capacity Use shapes for building thinking about their properties e.g. flat sides for stacking Spot patterns and talk about them e.g. stripes on a scarf	Experiment with their own symbols and marks Link numerals and amounts to 3 Count to 3 Use shapes for building thinking about their properties e.g. flat sides for stacking Describe familiar routes Discuss routes and locations- positional language	Make comparisons between objects related to size, height and length Capacity Make comparisons between quantities Say one number name for each item See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ and recognise it without counting)	Patterns- use patterned stories Patterns Create and extend ABAB patterns Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc. Show 'finger' numbers to 5	Count, order, recognise and use numbers to 5 Subitise up to 3 objects (recognise up to 3 objects quickly without counting) Comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)	Solve real world problems More and fewer Experiment with own symbols and marks Identify, explain, continue and create patterns Sequence events using time language e.g. first, next, then
	Matching and comparing amounts	Representation of numbers to 5	Introduce zero	Counting to 9 and 10	Building numbers beyond 10	Doubling Sharing and grouping

	Representing, comparing and composition of numbers to 3 including subitising Circles and triangles Compare mass, length and capacity Exploring pattern	Look closely at the composition of numbers to 5 (including subitising) Squares and rectangles Positional language	Comparing numbers to 5 Numbers 6, 7, ,8 Combining two groups Making pairs Compare mass and capacity Length and height	Comparing numbers to 10 Number bonds to 10 3D shapes Spatial awareness Time	Count patterns beyond 10 Adding more and taking away Spatial Awareness and reasoning Match, rotate, manipulate Compose and decompose	Even and odd Deepening understanding Patterns and relationships Spatial awareness Consolidation
Understanding the World History Geography Science	Talk about self and immediate family Use all their senses in hands on exploration	Talk about some of the ways I have changed Develop positive attitudes to people and their differences	Comment on and notice changes over time Talk about things using a wide range of vocabulary Show interest in different occupations Explore and talk about different forces	Talk about some of my own and my family's history linked to photos and stories Plant seeds and care for plants Know the key features of animal and plant life cycles	Know the key features of animal and plant life cycles	Talk about where they live and know there are other places and countries in the world Talk about similarities and differences between people
	Explore the effects of changing seasons eg weather Understanding of community, cultures and people through diverse books and stories					
	Name and describe people familiar to them	Talk about town and their family's history linked to photos and stories	Comment on images of familiar situations from the past - old buildings, transport	Understand some important changes in processes in the natural world around them	Understand some important changes in processes in the natural world around them	Know that there are different places and countries in the world and name some

	Begin to make sense of their own life story Describe what can be heard, seen and felt outside	Explore and comment on collections of materials	Draw information from a simple map Traffic survey Scientific investigations - floating and sinking	Make observations of plants and animals Describe their immediate environment	Make observations of plants and animals Describe their immediate environment	Recognise some similarities and differences between life in this country and others Know some similarities and differences between contrasting environments -
Expressive Arts and Design	Sing familiar songs and rhymes, explore musical instruments					
	Use a range of different art materials Express ideas through pretend play Sing familiar songs eg nursery rhymes	Print simple shapes Manipulate dough and clay Engage in small world play	Draw and paint bodies and objects Explore musical instruments and the sounds they make Create own small world set ups	Explore patterns Engage in role play based on stories Explore colours and colour mixing Create own songs	Explore ways of joining materials Sing songs showing an awareness of pitch and melody Create more intricate and complex small world set ups	Create designs and choose own materials to create Develop own stories through role play and small world
	Explore and use tools Explore and use materials	Explore and use artistic techniques	Express themselves in a variety of ways	Refine ideas and designs	Experiment with colour, form, texture and design Create collaboratively	Share their creations explaining the process they have used
	Join in with singing familiar songs	Listen attentively to music and move rhythmically to music	Explore and engage in music making	Develop storylines in pretend play	Invent, adapt and recount narratives and stories with peers	Perform songs, rhymes, poems and stories with others Move in time to music

