

Year: Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE:	Recite: School Prayer & Home Time Prayer October- month of the Rosary		Recite: Hail Mary May- month of Our Lady		Recite: Our Father	
Other Faiths	Other faiths will be taught through celebrations and festivals					
Phonics	Ruth Miskin Phonics Scheme: 'Read, Write, Inc'- Set 1 sounds					
Themes	Myself & My Family Black History Month	Light & Dark Space	Animals: Dinosaurs/ Jungle/ Farm	Minibeasts Growth & Decay	Traditional Tales	Under The Sea
Literacy	<p><u>Focus Texts:</u> Owl Babies: <i>Martin Waddell</i></p> <p>Handa's Surprise: <i>Eileen Browne</i></p> <p>-----</p> <p><u>Writing:</u> Mark making Drawing</p> <p>-----</p> <p><u>Reading:</u> Enjoyment of books</p> <p>-----</p> <p><u>Comprehension:</u> Engage in discussions about stories.</p>	<p><u>Focus Texts:</u> Goodnight Spaceman</p> <p>Q Pootle 5: <i>Nick Butterworth</i></p> <p>The Christmas Story</p> <p>-----</p> <p><u>Writing:</u> Mark Making Writing own name Drawing</p> <p>-----</p> <p><u>Reading:</u> Enjoyment of books & developing personal interests</p> <p>-----</p> <p><u>Comprehension:</u> Engage in discussions about stories.</p>	<p><u>Focus Texts:</u> Harry & the Bucketful of Dinosaurs: <i>Ian Whybrow and Adrian Reynolds</i></p> <p>Rumble in the Jungle: <i>Giles Andreae & David Wojtowycz</i></p> <p>I Love Animals: <i>Flora McDonnell</i></p> <p>-----</p> <p><u>Writing:</u> Writing own name Drawing</p> <p>-----</p> <p><u>Reading:</u> Understand key concepts about print</p> <ol style="list-style-type: none"> 1. Meaning 2. Purpose 3. Text- left to right 4. Name parts of book 5. Page sequencing <p>-----</p> <p><u>Comprehension:</u> Engage in extended</p>	<p><u>Focus Texts:</u> The Very Hungry Caterpillar: <i>Eric Carle</i></p> <p>Oliver's Vegetables: <i>Vivian French</i></p> <p>The Tiny Seed: <i>Eric Carle</i></p> <p>-----</p> <p><u>Writing:</u> Writing own name Drawing</p> <p>-----</p> <p><u>Reading:</u> Understand key concepts about print</p> <ol style="list-style-type: none"> 1. Meaning 2. Purpose 3. Text- left to right 4. Name parts of book 5. Page sequencing <p>-----</p> <p><u>Comprehension:</u> Engage in extended</p>	<p><u>Focus Texts:</u> Little Red Riding Hood</p> <p>The Three Little Pigs</p> <p>The Gingerbread Man</p> <p>-----</p> <p><u>Writing:</u> Mark making- linking phonics to letter formation. Use print and letter knowledge in early writing. Write letters accurately.</p> <p>-----</p> <p><u>Reading:</u> Develop phonological awareness</p> <p>-----</p> <p><u>Comprehension:</u> Engage in extended conversations about stories, learning new vocabulary.</p>	<p><u>Focus Texts:</u> Commotion in the Ocean <i>Giles Andreae & David Wojtowycz</i></p> <p>My Friend Whale <i>Simon James</i></p> <p>The Rainbow Fish <i>Marcus Pfister</i></p> <p>-----</p> <p><u>Writing:</u> Mark making- linking phonics to letter formation. Use print and letter knowledge in early writing. Write letters accurately.</p> <p>-----</p> <p><u>Reading:</u> Enjoyment of books</p> <p>-----</p> <p><u>Comprehension:</u> Engage in extended</p>

			<u>Comprehension:</u> Engage in extended conversations about stories, learning new vocabulary.	conversations about stories, learning new vocabulary.		conversations about stories, learning new vocabulary.
Communication & Language	Listening & Attention Understanding	Understanding Speaking	Listening & Attention Understanding	Listening & Attention Speaking	Understanding Speaking	Understanding Speaking
Mathematics:	To recite numbers to 5. To count to 5 using 1:1 correspondence. To show 'number fingers' to 5. To acquire fast recognition of up to 3 objects (subitising). To link numerals to amounts up to 5. To explore and talk about 2D shapes using informal mathematical language.	To recite numbers to 5. To count to 5 using 1:1 correspondence. To show 'number fingers' to 5. To acquire fast recognition of up to 3 objects (subitising). To link numerals to amounts up to 5. To explore and talk about 2D shapes using informal mathematical language. To experiment with own symbols and marks as well as numerals.	To understand the 'cardinal principle'. To solve real world mathematical problems with numbers to 5. To compare quantities using 'more than/ fewer than'. To understand position through words alone. Time- day time/ night time To explore and talk about 2D shapes using informal mathematical language.	To recite numbers to 10. To count to 10 using 1:1 correspondence. To show 'number fingers' to 10. To link numerals to amounts up to 10. To explore and talk about 2D and 3D shapes using informal mathematical language. To make comparisons between objects relating to size, length, weight and capacity.	To discuss and identify patterns. To extend and create ABAB patterns. To notice and correct errors in repeating patterns. To begin to describe sequences of events using words such as first, then, next...	Revisit, review and extend topics.
Personal, Social and Emotional Development	To learn to use the toilet with help, and then independently. To develop friendships with other children. To recognise and understand the rules of the setting.	To select and use activities and resources, with help when needed. To become more outgoing with unfamiliar people in a safe context. To play with one or more children, extending play ideas.	To develop sense of responsibility and membership of a community. To show more confidence in new social situations. To increasingly follow rules, understanding why they are important.	To talk about feelings using words such as happy, sad, angry, worried... To help find solutions to conflicts and rivalries, suggesting other ideas. To play with one or more children, extending and elaborating play ideas.	To develop appropriate ways of being assertive. To talk with others to resolve conflict. To begin to understand how others might be feeling.	To take pride in achieving goals.

<p>Physical Development</p>	<p><u>Self-Care:</u> To toilet, wash and dry hands, eat and drink independently.</p> <p><u>Gross Motor Skills:</u> To continue to develop spatial awareness. To walk and run safely in outdoor environment. To continue to develop movement and balance.</p> <p><u>Fine Motor Skills:</u> To use one handed tools and equipment. To show a preference for a dominant hand.</p>	<p><u>Self-Care:</u> To toilet, wash and dry hands, eat and drink independently.</p> <p><u>Gross Motor Skills:</u> To continue to develop spatial awareness. To climb and use stairs safely in indoor/ outdoor environment (alternate feet).</p> <p>To continue to develop movement and balance.</p> <p><u>Fine Motor Skills:</u> To show a preference for a dominant hand. To develop comfortable grip when holding pens and pencils.</p>	<p><u>Self-Care:</u> To be increasingly independent in meeting own care needs. To manage dressing/ undressing independently- coats and shoes, Velcro, zips and buttons.</p> <p><u>Gross Motor Skills:</u> To match developing physical skills to tasks and activities.</p> <p>To use large muscle movements to wave flags, etc.</p> <p><u>Fine Motor Skills:</u> To use a knife and fork when eating. To use dominant hand for mark making and letter formation.</p>	<p><u>Self-Care:</u> To begin to make healthy choices about food, drink, activity, sleep and tooth brushing.</p> <p><u>Gross Motor Skills:</u> To collaborate to move large items safely.</p> <p><u>Fine Motor Skills:</u> To use dominant hand for mark making and letter formation. To use one handed tools and equipment, e.g. hand held gardening tools.</p>	<p><u>Health & Self Care:</u> To develop understanding of healthy bodies- diet, exercise, sleep & hygiene</p> <p><u>Motor Skills:</u> Balance Group and team activities and games. Ball skills.</p>	<p><u>Health & Self Care:</u> To deepen understanding of safety in school- use & storage of equipment & apparatus.</p> <p><u>Motor Skills:</u> Balance Group and team activities and games. Ball skills.</p>
<p>Understanding the World</p>	<p><u>Settling In:</u> To talk about what can be seen, using an increasingly wider vocabulary.</p> <p><u>Me and My Family:</u> To begin to make sense of own life story and family history. To continue to develop positive attitudes about</p>	<p><u>Seasons: Autumn/ Winter- changes in weather & environment:</u> To use all senses in 'hands on' exploration of natural materials.</p> <p><u>Advent & Christmas:</u> Come & See RE</p>	<p><u>Seasons: Winter/ Spring- changes in weather & environment:</u> To use all senses in 'hands on' exploration of natural materials.</p> <p><u>People Who Help Us:</u> To show an interest in different occupations.</p>	<p><u>Seasons: Spring- Growth & Change:</u> To use all senses in 'hands on' exploration of natural materials.</p> <p><u>Lent & Easter:</u> Come & See RE</p>	<p><u>Seasons: Summer- changes in weather & environment:</u> To use all senses in 'hands on' exploration of natural materials.</p>	<p><u>Seasons: Summer- changes in weather & environment:</u> To use all senses in 'hands on' exploration of natural materials.</p>

	<p>differences between people.</p> <p><u>Black History Month:</u> To know there are different countries in the world and talk about the experienced or observed differences.</p>					
Expressive Arts and Design	<p>Environmental sounds</p> <p>Familiar songs/ rhymes & dance</p> <p>Art & DT</p>	<p>Exploring instruments</p> <p>Familiar songs/ rhymes & dance</p> <p>Art & DT</p>	<p>Rhythms- rhymes & instruments</p> <p>Music, dance & imagination</p> <p>Art & DT</p>	<p>Music, dance & imagination- making instruments</p> <p>Art & DT</p>	<p>Performing to an audience- music/ acting/ singing</p> <p>Art & DT</p>	<p>Making & recording own music</p> <p>Art & DT</p>

Class Teacher: Mrs. D. Morgan