

Nursery - Autumn 1 Me-You-Us

Christian Values	British Values	Reading at the Heart of our Curriculum	Life in all its Fullness Trips/Visitors/ WOW days etc
<p>Hope- Harvest Festival, Macmillan Coffee Afternoon, Owl Babies</p> <p>Forgiveness–, 4 step apology, resolving disagreements</p> <p>Love –Harvest Festival, Macmillan Coffee Afternoon, Guess how much I love you?</p> <p>Joy Owl Babies, Elmer, Guess how much I love you?</p> <p>Patience Learning to take turns, routines of the day, Owl Babies,</p> <p>Respect Active listening, looking after classroom and resources, Elmer</p> <p>Tolerance Elmer, Self-portraits, All About Me Cereal boxes</p> <p>Gentleness Owl Babies, Golden Rules</p> <p>Thankfulness - Harvest Festival, Owl Babies, Thank you prayers</p> <p>Kindness- Harvest Festival, Macmillan Coffee Afternoon, Elmer, Funny Bones</p> <p>Friendship – what makes a good friend, resolving conflicts, family groups, Funny Bones</p> <p>Honesty resolving disagreements</p>	<p>Rule of law Learning Golden Rules, Looking after classroom and resources, Rules of being a good listener.</p> <p>Tolerance and Mutual Respect Learning Golden Rules, Looking after classroom and resources, Turn Taking, Self-Portraits, Elmer</p> <p>Individual Liberty Elmer, Self-Portraits, expressing opinions eg playing inside / outside, snack time choice, All about me - Harvest Breakfast / Cereal Box, daily emotions</p> <p>Democracy Turn taking, expressing opinions eg playing inside / outside, snack time choices</p>	<ul style="list-style-type: none"> • Elmer – David McKee • Owl Babies – Martin Waddell • Guess how much I love You • Funny Bones 	<p>27.9.18 Macmillan Coffee Afternoon</p> <p>2.10.18 B30 Foodbank visitor</p> <p>9.10.19 Harvest Festival</p> <p>17.10.18 Blue Cross—Pet care and animal safety</p>

PSED	CL	PD	Lit	Maths	UW	EAD
<ul style="list-style-type: none"> • Settling into Nursery • Family groups with key person • Daily Routines introduced and supported using Visual Timetable with communicate in print symbols • Role Play – Home Corner • Feelings signs and symbols • Daily Self-registration of feelings at morning group time using signing. • Weekly small differentiated group story sessions with key books • Areas of continuous provision introduced; children supported to access and tidy independently – rules for each area developed and visual cues show • Golden rules and behaviour for learning board explained and revisited regularly • Blue Cross – keeping safe around dogs and pet care 	<ul style="list-style-type: none"> • Weekly small differentiated group story sessions with key books – ‘How to be a good listener’ • Communicate in print symbols – ‘Words I can use to talk about...’ – in all areas of continuous provision environment linked to weekly planning – adults to use to support children to develop vocabulary and develop emergent reading skills • Well-Comm Screening baseline - all children screened – used to plan weekly language groups • Harvest Breakfast • Family groups with key person - Adults model vocabulary to describe self, likes, dislikes, abilities, family, interests and encourage children to ask each other questions. 	<ul style="list-style-type: none"> • Daily dough gym • Self-portraits (using different media) and selfies taken using ipad • Toileting and hand washing routines developed and supported using communicate in print symbols. • Self-portraits (using different media) and selfies taken using ipad • Weekly PE session – routine introduced • Blue Cross – keeping safe around dogs and pet care • Food for Harvest Festival – healthy choices 	<ul style="list-style-type: none"> • Weekly small differentiated group story sessions with key books – ‘How to be a good listener’ • Communicate in print symbols – ‘Words I can use to talk about...’ – in all areas of continuous provision environment linked to weekly planning – adults to use to support children to develop vocabulary and develop emergent reading skills • Harvest Breakfast invitations • Self-portraits (using different media) and selfies taken using ipad 	<ul style="list-style-type: none"> • Daily counting the number of children in the group and selecting the numeral • Create group number line 0-10 with children in each key group • Daily Routines introduced and supported using Visual Timetable with communicate in print symbols • Sorting donations for the Harvest Festival and counting how many of each, completing a Tally Chart to record 	<ul style="list-style-type: none"> • Dolls house • Home corner in role – play area – with photographs of homes from around the world • Google maps street view images of children’s streets and local area • Dolls and pushchairs in outdoor environment • Oven, pans etc in outdoor sand area • Mirrors • Photographs of children and their families (sharing the learning activity) displayed in home corner • Self-portraits and selfies taken using ipad • Daily Routines introduced and supported using Visual Timetable with communicate in print symbols • Blue Cross – keeping safe around dogs and pet care 	<ul style="list-style-type: none"> • Dolls house • Home corner in role – play area – with photographs of homes from around the world • Self-portraits (using different media) and selfies taken using ipad • Daily welcome song • Autumn 1 song book – shared with home

RE	Sharing the Learning	SMSC	Safeguarding
<ul style="list-style-type: none"> • Our school a Church School • Harvest – It’s good to share <p>22-36 Aut 1I can talk about things I like doing and places I like to go to. (At least 30-50E for all strands of CL)</p> <p>22-36 Aut 1 I can talk about things I have done. (At least 30-50E for all strands of CL)</p> <p>22-36 Aut 1I can talk about myself and things I like. (At least 30-50E for all strands of CL)</p>	<p>Home Visits</p> <p>Meet the teacher</p> <p>Open Evening</p> <p>MacMillan Coffee Afternoon</p> <p>Harvest Festival</p> <p>All about me - Harvest Breakfast / Cereal Box</p>	<p>Spiritual Introducing prayer corners, school prayer, Harvest Festival</p> <p>Moral Agreeing class rules, Harvest Festival, Elmer</p> <p>Social Key groups Sharing all about me cereal boxes, home corner / dolls house, routines of the day, Elmer</p> <p>Cultural Key groups Sharing all about me cereal boxes, home corner / dolls house, routines of the day</p>	<p>Golden Rules & Classroom rules – what could happen if we didn’t have these?</p> <p>Daily emotions – teaching signs and symbols for emotions</p> <p>Owl Babies – home alone / lost – safer adults who can help us</p> <p>Caring for the classroom and resources – keeping safe in the learning environment</p> <p>Self-care routines – handwashing, toileting etc and PANTS</p> <p>Supporting children to undertake ongoing risk assessments.</p> <p>Blue Cross – keeping safe around dogs</p> <p>Where and how to get help in school.</p> <p>Elmer - Respect</p>

Autumn 1 – Development Matters

PSED	CL	PD	Literacy	Maths	UW	EAD
<p>Making Relationships</p> <ul style="list-style-type: none"> Interested in others' play and starting to join in.(22-36) Seeks out others to share experiences. (22-36) <p>30-50 E Demonstrates friendly behaviour, Can play in a group for a short period of time when an adult is close by to offer support when needed.</p> <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> Separates from main carer with support and encouragement from a familiar adult.(22-36) Expresses own preferences and interests.(22-36) <p>30-50 E Can select and use activities and resources with help. Welcomes and values praise for what they have done.</p> <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> Can express their own feelings such as sad, happy, cross, scared, worried.(22-36) Shows understanding and cooperates with some boundaries and routines.(22-36) <p>30-50 E Can play in a group for a short period of time when an adult is close by to offer support when needed. Aware of own feelings, and knows that some actions can hurt others' feelings. Can share resources and take turns with support from an adult.</p>	<p>Listening and attention</p> <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories.(22-36) Shows interest in play with sounds, songs and rhymes.(22-36) <p>30-50 E Listens to others one to one when conversation interests them. Joins in with repeated refrains in Nursery Rhymes and familiar stories. Can follow instructions in familiar contexts or when supported with a gesture e.g. 'Put your toys away and then we'll read a book.'</p> <p>Understanding</p> <ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g., "Who's jumping?"(22-36) Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'(22-36) Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>).(22-36) Developing understanding of simple concepts (e.g. <i>big/little</i>).(22-36) <p>30-50 E Working at least at band 6 for Understanding on Well Comm screening. Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object.</p> <p>Speaking</p> <ul style="list-style-type: none"> Uses simple sentences (e.g. 'Mummy gonna work.')(22-36) Holds a conversation, jumping from topic to topic.(22-36) Uses a variety of questions (e.g. <i>what, where, who</i>).(22-36) <p>30-50 E Working at least at band 6 for Speaking on Well Comm screening. Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p>Moving and Handling</p> <p>Gross motor</p> <ul style="list-style-type: none"> Runs safely on whole foot.(22-36) Can kick a large ball.(22-36) <p>30-50 E Moves freely and with pleasure and confidence in a range of ways such as crawling, walking, running. Walks downstairs, two feet to each step while carrying a small object. Draws lines and circles using gross motor movements.</p> <p>Fine Motor</p> <ul style="list-style-type: none"> Beginning to use three fingers (tripod grip) to hold writing tools (22-36) Imitates drawing simple shapes such as circles and lines.(22-36) <p>30-50 E Can hold a book and turn pages. Independently holds pencil using modified tripod grasp but can use tripod grasp when shown</p> <p>Health and self-care</p> <ul style="list-style-type: none"> Feeds self competently with spoon.(22-36) Clearly communicates their need for potty or toilet.(22-36) Beginning to be independent in self-care, but still often needs adult support.(22-36) <p>30-50 E Can tell adults when hungry or tired or when they want to rest or play. Can usually manage washing and drying hands. Gains more bowel and bladder control and can attend to toileting needs most of the time with some support from an adult.</p>	<p>Reading</p> <ul style="list-style-type: none"> Repeats words or phrases from familiar stories.(22-36) Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. (22-36) <p>30-50 E Listens to and joins in with short stories and poems, one-to one and in small groups. Shows interest in illustrations and print in books and print in the environment. Holds books the correct way up and turns pages. Recognises familiar words and signs such as own name and advertising logos. Sometimes looks at books independently. Phase 1 letters and sounds: Can discriminate between different environmental (Aspect 1) and instrumental sounds (Aspect 2) Is at least 30-50E for all strands of Communication and Language.</p> <p>Writing</p> <ul style="list-style-type: none"> Distinguishes between the different marks they make.(22-36) 30-50 E Sometimes gives meaning to marks as they draw and paint when prompted by an adult. They are beginning to distinguish between the different marks they make. Not all marks say the same thing or look the same Fine motor development is at least 30-50 E. 	<p>Number</p> <ul style="list-style-type: none"> Recites some number names in sequence. (22-36) Knows that a group of things changes in quantity when something is added or taken away.(22-36) <p>30-50 E Uses some number names and number language spontaneously. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number</p> <p>Shape Space and Measures</p> <ul style="list-style-type: none"> Begins to use the language of size.(22-36) Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.(22-36) Anticipates specific time-based events such as mealtimes or home time.(22-36) <p>30-50 E Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows interest in shapes in the environment. Understands positional language 'in', 'under', (Well Comm band 5) 'behind', 'in front' (Well Comm band 6)</p>	<p>People and Communities</p> <ul style="list-style-type: none"> In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.(22-36) Learns that they have similarities and differences that connect them to, and distinguish them from, others.(22-36) <p>30-50 E Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Is at least 30-50 E for Making Relationships. Is at least 30-50 E for Speaking and Understanding.</p> <p>The World</p> <ul style="list-style-type: none"> Enjoys playing with small-world models such as a farm, a garage, or a train track. (22-36) Notices detailed features of objects in their environment(22-36) <p>30-50 E Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Is at least 30-50 E for Speaking and Understanding.</p> <p>Technology</p> <ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment.(22-36) <p>30-50 E Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<p>Media and Materials</p> <ul style="list-style-type: none"> Joins in singing favourite songs.(22-36) Experiments with blocks, colours and marks.(22-36) <p>30-50 E Enjoys joining in with dancing and ring games. Sings a few familiar songs. Uses various construction materials.</p> <p>Being Imaginative</p> <ul style="list-style-type: none"> Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me '(22-36) Beginning to make-believe by pretending.(22-36) <p>30-50 E Engages in imaginative role-play based on own first-hand experiences. Notices what adults do, imitating what is observed.</p>

Letters and Sounds

<p>Teach rules to be a good listener:</p> <ul style="list-style-type: none"> Sit still Be quiet Look at the person who's talking Try to remember what the person said <p>Listening helps us to learn.</p>	<p>(Aspect 1) Environmental sounds</p> <p>Listening walk Teddy is lost in the jungle Mrs ? has a box Enlivening stories Sound stories</p>	<p>(Aspect 2) Instrumental sounds</p> <p>New words to old songs Adjust the volume Grandmothers footsteps Matching sound makers/matching sounds Hidden instruments Animal sounds</p>
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Nursery - Autumn 2 This Little Light of Mine

Christian Values	British Values	Reading at the Heart of our Curriculum	Life in all its Fullness Trips/Visitors/ WOW days etc			
<p>Hope Christmas story, Room for a little one</p> <p>Forgiveness – Christmas story, 4 step apology</p> <p>Love Christmas story, Family groups</p> <p>Joy Celebrations – diwali, Bonfire night, Christmas, lighting a lamp,</p> <p>Patience Advent and the Christmas story</p> <p>Respect Discussing celebrations that are special to them and to others, Diwali, bonfire night, Christmas, Remembrance, holding animals at Farm</p> <p>Tolerance Discussing celebrations that are special to them and to others, Diwali, bonfire night, Christmas</p> <p>Gentleness Christmas story, holding animals at Farm</p> <p>Thankfulness experiences, celebrations, sign for thank you, remembrance</p> <p>Kindness Sharing resources, Christmas Story, holding animals at Farm</p> <p>Friendship Key groups, turn-taking</p> <p>Honesty Shark in the dark</p>	<p>Rule of law Firework code, rules for trip, Mary and Joseph had to travel to pay taxes</p> <p>Tolerance and Mutual Respect diwali, rangoli patterns, Bonfire night, Christmas, lighting a lamp</p> <p>Individual Liberty Remembrance, Discussing celebrations that are special to them and to others, likes and dislikes – expressing opinions</p> <p>Democracy Turn taking, expressing opinions eg playing inside / outside, snack time choices</p>	<ul style="list-style-type: none"> • Foggy Foggy Forest – Nick Sharrat • Shark in the Dark – Nick Sharrat • Lighting a Lamp – A Divali Story • Room for a Little One – Martin Waddell • Jesus' Christmas Party – Nicholas Allan 	<p>5.11.18 Bonfire night</p> <p>7.11.18 Diwali</p> <p>12.11.18 Remembrance Service</p> <p>12.11.18- 16.11.18 – Anti Bullying Week – choose respect – we're all unique</p> <p>19.11.18 – 23.11.18 – Nursery Rhyme Week</p> <p>19.11.18-25.11.18 Road Safety week</p> <p>11.12.18 & 14.12.18 - Christmas Craft and singing - Parent/Child Workshop</p> <p>19.12.18 Christmas Service</p>			
PSED	CL	PD	Lit	Maths	UW	EAD
<ul style="list-style-type: none"> • Family groups with key person – belonging to different groups such as family, family group, friendship groups and nursery class • Role – play – developed with children into a stable / nativity scene • Daily Self-registration of feelings at morning group time using signing. • Weekly small differentiated group story sessions with key books • Farm visit – feeling confident in new situations and adapting behaviour to changes in routine 	<ul style="list-style-type: none"> • Lola the Leopard - Weekly small differentiated group story sessions with key books – ‘How to be a good listener’ • Communicate in print symbols – ‘Words I can use to talk about...’ – Diwali, the nativity, the farm, light and shadow, shapes, bonfire night, the weather, Christmas, the farm • Introduce Plan-Do-Review daily routine – adults to model use of different tenses to talk about past, present and future events Adults to model language of thinking and wondering eg “I think...” “Maybe...” “Perhaps...” “I wonder if...” 	<ul style="list-style-type: none"> • Daily dough gym • Weekly PE session • Diva Lamp making • Christmas Present / box wrapping • Farm visit – learning how to keep safe when on a trip 	<ul style="list-style-type: none"> • Weekly small differentiated group story sessions with key books – ‘How to be a good listener’ • Communicate in print symbols – ‘Words I can use to talk about...’ – Diwali, the nativity, the farm, light and shadow, shapes, bonfire night, the weather, Christmas, the farm – adults to use to support children to develop vocabulary and develop emergent reading skills • Christmas story with environmental sounds powerpoint – text written using communicate in print • Finding name cards daily to self register on arrival at school – adults to support children to hear initial sound in name and to know the grapheme that represents these sounds. 	<ul style="list-style-type: none"> • Daily counting the number of children in the group and selecting the numeral- differentiate activities to meet individual needs • Light box and light box shape tiles • Silhouettes / shadows provocation on smartboard • Christmas Present / box wrapping • Firework, candles, Christmas tree, reindeer, presents counting / number recognition resources. • Large construction equipment – loose parts introduced in outdoor learning environment 	<ul style="list-style-type: none"> • Silhouettes / shadows provocation on smartboard • Rangoli patterns provocations • Diwali celebrations powerpoint slides annotated with communicate in print text • Farm visit • Seasonal changes – noticing leaves falling from trees, change in temperature, changes in weather, • Diva Lamp making • Small world farm / nativity scene • Coloured split peas and herbs and spices for exploratory play with bowls and utensils of varying shapes and sizes • Mud kitchen introduced in outdoor learning environment 	<ul style="list-style-type: none"> • Rangoli patterns provocations • Coloured sand in sand trays with jewels / buttons to decorate • Tea-bag spatter painting • Diva Lamp making • Autumn 2 song book – shared with home • Role – play – developed with children into a stable / nativity scene • Small world farm / nativity scene Christmas Craft workshop
RE	Sharing the Learning		SMSC		Safeguarding	
<ul style="list-style-type: none"> • Why do we have celebrations? • Christmas: Who travelled to Bethlehem? <p>30-50 Aut 2 I know I am part of my family, my key group, my class, my school etc. (At least 30-50D1 for all strands of CL)</p> <p>30-50 Aut 2 I can talk about people, places, books, objects and times that are special to me. (At least 30-50D1 for all strands of CL)</p>	<p>Christmas Shape Tree Collage – decorate the tree using different materials using squares, circles, rectangles and triangles</p> <p>Parent and child Christmas Craft and Christmas singing</p>		<p>Spiritual Diva lamps, Umberslade Farm Trip (Nativity), Remembrance service, noticing seasonal changes, shadow play / light and dark</p> <p>Moral Remembrance Service, Anti Bullying Week, Guy Fawkes</p> <p>Social Christmas Craft and Christmas singing</p> <p>Cultural Christmas Craft and Christmas singing, Diva lamps/ Diwali, shadow play / light and dark, split peas / herbs / spices = exploratory / sensory play</p>		<p>•Umberslade Farm Trip (Nativity) – supporting children to assess risk, seat-belts, staying safe out of school, Keeping safe with strangers, keeping safe with animals (handwashing, feeding, handling)</p> <p>Bonfire Night / Diwali – Firework code, fire safety, Shark in the Dark - Keeping safe in the dark</p> <p>Anti Bullying Week – choose respect – we're all unique</p> <p>Road Safety Week</p>	

Autumn 2 – Development Matters

PSED	CL	PD	Literacy	Maths	UW	EAD
<p>Making Relationships</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Initiates play, offering cues to peers to join them. Beginning to listen to other children's ideas and respond to them. Beginning to extend and elaborate play ideas, e.g. building up a role-play activity with other children.</p> <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Enjoys responsibility of carrying out small tasks. Confident to talk to other children when playing. Confident to respond to questions from familiar adults.</p> <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Begins to accept the needs of others and can usually take turns and share resources when an adult is close by to offer support when needed.</p>	<p>Listening and attention</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Listens in a small group for a short time when conversation interests them. Listens to short stories. Joins in with repeated refrains in short stories. Can maintain attention for a short time to complete a self-chosen activity. Can follow one step instructions in unfamiliar contexts without gesture or modelling.</p> <p>Understanding</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Working at least at band 7 for Understanding on Well Comm screening. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Speaking</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Working at least at band 7 for Speaking on Well Comm screening. Beginning to use more complex sentences to link thoughts (e.g. using and, because). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Moving and Handling</p> <p>Gross motor</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Moves freely and with pleasure and confidence in a range of ways such as crawling, walking, running, jumping. Mounts stairs and steps using alternate feet</p> <p>Fine Motor</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil using modified tripod grasp but can use a tripod grasp when shown. Can draw lines and circles using fine motor movements.</p> <p>Health and self-care</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Gains bowel and bladder control and can attend to toileting needs most of the time themselves. Can use tools and equipment safely when supervised by an adult.</p>	<p>Reading</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Listens to short stories with increasing attention and recall. Recalls principal characters and main story events. Joins in with repeated refrains in short stories. Handles books carefully. Knows information can be relayed in the form of print. Often looks at books independently. Phase 1 letters and sounds: Can discriminate between different environmental (Aspect 1), instrumental (Aspect 2) and body percussion sounds (Aspect 3) Is at least 30-50D1 for all strands of Communication and Language.</p> <p>Writing</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Gives meaning to marks as they draw and paint without being prompted by an adult. They distinguishes between the different marks they make. Marks are different shapes Marks intended as writing are beginning to resemble letters. Fine motor development is at least 30-50 D1.</p>	<p>Number</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Uses some number names accurately in play. Shows an interest in numerals in the environment. Knows that numbers identify how many objects are in a set. Shows an interest in representing numbers. Beginning to represent numbers using fingers, pictures or numicon.</p> <p>Shape Space and Measures</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Shows awareness of similarities of shapes in the environment. Uses positional language. Use comparatives (e.g. 'longer') (Well Comm band 7)</p>	<p>People and Communities</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Recognises and describes special times or events for family or friends. Is at least 30-50 D1 for Making Relationships. Is at least 30-50 D1 for Speaking and Understanding.</p> <p>The World</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Can talk about some of the things they have observed such as plants, animals, natural and found objects. Is at least 30-50 D1 for Speaking and Understanding.</p> <p>Technology</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>Media and Materials</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Beginning to move rhythmically. Understands that they can use lines to enclose a space, and then begins to use these shapes to represent objects. Beginning to construct, stacking blocks vertically and horizontally. Explores colour.</p> <p>Being Imaginative</p> <ul style="list-style-type: none"> As Aut 1 <p>30-50 D1 Creates movement in response to music. Sings to self and makes up simple songs. Uses available resources to create props to support role-play.</p>

Letters and Sounds

<p>Continue Aspect 1 (Aspect 1) Environmental sounds Listening walk Teddy is lost in the jungle Mrs ? has a box Enlivening stories Sound stories</p>	<p>Continue Aspect 2 (Aspect 2) Instrumental sounds New words to old songs Adjust the volume Grandmothers footsteps Matching sound makers/matching sounds Hidden instruments Animal sounds</p>	<p>Aspect 3 Body Percussion Action songs Listen to the music Roly Poly Follow the sound Noisy neighbour Words about sounds The Pied Piper</p>
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Nursery – Spring 1 We're Going on a Bear Hunt

Christian Values	British Values	Reading at the Heart of our Curriculum	Life in all its Fullness Trips/Visitors/ WOW days etc
<p>Hope That's not my teddy. This is the bear. We're Going on a Bear Hunt</p> <p>Forgiveness Mr Wolfs Pancakes</p> <p>Love Can't you sleep little bear?</p> <p>Joy World book day, This is the bear.</p> <p>Patience This is the bear.</p> <p>Respect Mr Wolfs Pancakes, Teddy Bear's Diary</p> <p>Tolerance Mr Wolfs Pancakes, Teddy Bear's Diary</p> <p>Gentleness Can't you sleep little bear?</p> <p>Thankfulness Teddy Bear's Diary</p> <p>Kindness Mr Wolfs Pancakes</p> <p>Friendship Mr Wolfs Pancakes, Bring a Bear Teddy Bear's Picnic</p> <p>Honesty Mr Wolfs Pancakes</p>	<p>Rule of law Rules to keep us safe on the internet, rules and routines to keep us safe – hand washing etc</p> <p>Tolerance and Mutual Respect Chinese New Year, Mr Wolfs Pancakes, Teddy Bear's Diary</p> <p>Individual Liberty Mr Wolfs Pancakes Teddy Bear's Diary,</p> <p>Democracy choosing pancake toppings, turn-taking with bear diary</p>	<ul style="list-style-type: none"> • Chinese New Year Race • Lanterns and firecrackers – A Chinese New Year story – Johnny Zucker • We're Going on a Bear Hunt • Mr Wolfs Pancakes – Jan Fearnley • That's not my teddy. • Can't you sleep little bear? • This is the bear. • Getting to Grandad Bear's • Bear went over the mountain (Music Book) 	<p>23.1.19 -9am & 2.30pm Maths Workshop</p> <p>28.1.19 to 4.2.19 - Health Week</p> <p>5.2.19 Chinese New Year</p> <p>6.2.19 Safer internet day</p> <p>Date TBC – Bring a Bear Teddy Bear's Picnic – Speaking and Listening Workshop</p> <p>Teddy Bear's Diary – Each key group has their own bear who goes for a sleep over with each person in the key group</p> <p>7.3.19 World book day</p> <p>Fortnightly trip to Frankley Library</p>

PSED	CL	PD	Lit	Maths	UW	EAD
<ul style="list-style-type: none"> • Family groups with key person – explore how we feel in different situations eg what makes us feel happy, sad, scared, worried and consider ways we show these feelings to other people • Consider how characters from the stories feel and what makes them feel this way • Consider ways that problems can be solved • Role – play – bear cave developed collaboratively with children – sharing ideas and responding to other children's ideas – adults to model language to collaborate • Weekly small differentiated group story sessions with key books – adults will support children to ask questions about the stories to other children and to respond to each other's ideas and opinions. 	<ul style="list-style-type: none"> • Role – play – bear cave developed collaboratively with children – sharing ideas and responding to other children's ideas – adults to model language to collaborate • Role play- three bear's cottage developed with the children sharing ideas and responding to other children's ideas – adults to model language to collaborate • Lola the Leopard - Weekly small differentiated group story sessions with key books – adults will support children to ask questions about the stories to other children and to respond to each other's ideas and opinions. • Talk for writing introduced for 'We're going on a Bear Hunt' story – using repeated refrains and actions 	<ul style="list-style-type: none"> • Talk for writing introduced for 'We're going on a Bear Hunt' story – using repeated refrains and actions • Bear hunt around school grounds – moving in different ways over different surfaces and obstacles and moving in a variety of different ways. • Balancing and throwing and catching skills developed in PE sessions. • Daily Fine motor interventions begin for children still using palmer grasp when mark making • Talk for writing introduced for 'We're going on a Bear Hunt' story – using repeated refrains and actions – collaborative story map created and used to 'read' the story • Story line with pegs added to role play area for sequencing story and fine motor • Chop sticks, gems and noodles in messy play • Cooking activities – making vegetable stir fried noodles, pancakes – reading recipe • Chinese new year race – moving in different ways like different animals • Puppet making for Chinese New Year Race 	<ul style="list-style-type: none"> • Finding name cards daily to self-register on arrival at school – adults to support children to hear initial sound in name and to know the grapheme that represents these sounds – photograph removed from name card for children who are beginning to read own name • Talk for writing introduced for 'We're going on a Bear Hunt' story – using repeated refrains and actions – collaborative story map created and used to 'read' the story • Retelling bear hunt story using musical instruments – choosing instruments to represent sounds from the story • Bear hunt powerpoint – environmental sounds powerpoint – text written using communicate in print • Phonics workshop • Story line with pegs added to role play area for sequencing story and fine motor • Cooking activities – making vegetable stir fried noodles, pancakes – reading recipe 	<ul style="list-style-type: none"> • Daily counting the number of children in the group and selecting the numeral- differentiate activities to meet individual needs • Creating dens, bear caves etc – adults to model use of positional language • Language of ordering – first, next, last, 1st, 2nd, 3rd etc – sequencing story, recipes for pancakes and noodles, bear hunt around school grounds, Chinese new year race • Chinese New Year race • Chop sticks, gems and jewels of different sizes and shapes and noodles in messy play – bowls for sorting and counting • Porridge, bowls and utensils of different sizes in messy play • Pancake mix – cornflower and water – in messy play – bowls and utensils of different sizes for capacity and comparison 	<ul style="list-style-type: none"> • CBeebies video of Chinese New Year Race • Puppet making for Chinese New Year Race • Changes in texture of ingredients when cooking • Make connections between different celebrations that we have learned about – Diwali, Christmas, Chinese New Year... • Small world – materials to retell what do the children celebrate and how do they celebrate? • Bear hunt around school grounds – moving in different ways over different surfaces and obstacles and moving in a variety of different ways. 	<ul style="list-style-type: none"> • Puppet making for Chinese New Year Race and shadow puppet retelling of story • Chop sticks, gems and noodles in messy play • Porridge, bowls and utensils of different sizes in messy play • Pancake mix – cornflower and water – in messy play • Small world – materials to retell the bear hunt story, <ul style="list-style-type: none"> • Role – play – bear cave developed collaboratively with children – sharing ideas and responding to other children's ideas – adults to model language to collaborate • Role play- three bear's cottage developed with the children sharing ideas and responding to other children's ideas – adults to model language to collaborate • Retelling bear hunt story using musical instruments – choosing instruments to represent sounds from the story

RE	Sharing the Learning	SMSC	Safeguarding
<ul style="list-style-type: none"> • Why do we have celebrations? • Who was a friend of God? <p>30-50 Spr 1 I can talk about something I have celebrated. (At least 30-50D2 for all strands of CL)</p> <p>30-50 Spr 2 I can talk about Harvest, Christmas and Easter and I know that these are special times for Christians. (At least 30-50S for all strands of CL)</p>	<p>Open Afternoon</p> <p>Health Week</p> <p>Chinese New Year</p> <p>Teddy Bear's Diary – Each key group has their own bear who goes for a sleep over with each person in the key group</p> <p>Bring a Bear Teddy Bear's Picnic – Speaking and Listening Workshop</p>	<p>Spiritual Chinese New Year. RE - Why do we have celebrations? Chinese new year – shadow puppets</p> <p>Moral Mr Wolfs Pancakes, Feelings of characters from stories</p> <p>Social Teddy Bear's Diary visits to the library, Bring a bear picnic – parent workshop</p> <p>Cultural Teddy Bear's Diary, visits to the library, Chinese new year- food, clothing, dances etc</p>	<p>Safer internet day</p> <p>Trip to library - Staying safe out of school</p> <p>This is the bear - Keeping safe with strangers / safer adults - Staying safe away from home – getting lost</p> <p>Health week – hand washing, healthy food choices, Can't you sleep little bear? - importance of sleep to keep us healthy</p>

Spring 1 – Development Matters

PSED	CL	PD	Literacy	Maths	UW	EAD
<p>Making Relationships As Aut 1 and Aut 2 30-50 D2 Listens to other children's ideas and sometimes responds to them. Extends and elaborates play ideas. Can play and work cooperatively with other children for a short period of time without direct adult supervision.</p> <p>Self-confidence and self-awareness As Aut 1 and Aut 2 30-50 D2 Needs some support from a familiar adult to feel confident in new social situations. Confidently talks to children and familiar adults when playing.</p> <p>Managing feelings and behaviour As Aut 1 and Aut 2 30-50 D2 Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can play and work cooperatively with other children for a short period of time without direct adult supervision</p>	<p>Listening and attention As Aut 1 and Aut 2 30-50 D2 Listens to stories with increasing recall. Joins in with repeated refrains in stories. Can follow instructions. Can maintain attention for a short time to complete an adult-initiated activity in a small group.</p> <p>Understanding As Aut 1 and Aut 2 30-50 D2 Working at least at band 7 for Understanding on Well Comm screening. Can follow a story with support from pictures and props.</p> <p>Speaking As Aut 1 and Aut 2 30-50 D2 Working at least at band 7 for Speaking on Well Comm screening. Beginning to question why things happen. Beginning to use past and future tenses in play. Can use talk to pretend in their play.</p>	<p>Moving and Handling Gross motor As Aut 1 and Aut 2 30-50 D2 Moves freely and with pleasure and confidence in a range of ways such as crawling, walking, running, jumping, rolling, skipping. Mounts stairs, steps or climbing equipment using alternate feet. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Can stand momentarily on one foot when shown.</p> <p>Fine Motor As Aut 1 and Aut 2 30-50 D2 Holds pencil using modified tripod but can use a tripod grasp when shown. Can control pencil to draw an identifiable person (or similar).</p> <p>Health and self-care As Aut 1 and Aut 2 30-50 D2 Mostly attends to own personal care; uses the toilet independently and can wash and dry own hands. Understands that equipment and tools have to be used safely and can use some tools without direct adult supervision.</p>	<p>Reading As Aut 1 and Aut 2 30-50 D2 Listens to stories with increasing attention and recall. Recalls principal characters, main events and story settings. Joins in with repeated refrains in stories and anticipates key events and phrases in rhymes and stories. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Phase 1 letters and sounds: Can discriminate between different environmental (aspect 1), instrumental (aspect 2) body percussion sounds (aspect 3). Beginning to show an awareness of rhyme and rhythm (aspect 4), alliteration. (Aspect 5) and voice sounds (Aspect 6) Is at least 30-50D2 for all strands of Communication and Language.</p> <p>Writing As Aut 1 and Aut 2 30-50 D2 Engages in purposeful mark making; using their marks to communicate with others. They give meaning to their marks as they draw and paint without being prompted by an adult. They distinguish between the different marks they make. Marks are different shapes and are used for different purposes. Marks intended as writing are beginning to resemble letters. Fine motor development is at least 30-50 D2.</p>	<p>Number As Aut 1 and Aut 2 30-50 D2 Can accurately represent numbers 0-5 using fingers, pictures and numicon. Beginning to represent numbers marks on paper eg drawing 5 circles to represent their 5 friends. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Beginning to recite numbers in order to 10. Matches some numerals to quantities correctly.</p> <p>Shape Space and Measures As Aut 1 and Aut 2 30-50 D2 Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p>	<p>People and Communities As Aut 1 and Aut 2 30-50 D2 Shows interest in different occupations and ways of life. Is at least 30-50 D2 for Making Relationships. Is at least 30-50 D1 for Speaking and Understanding.</p> <p>The World As Aut 1 and Aut 2 30-50 D2 Shows care and concern for living things and the environment. Beginning to develop language to describe the features of plants, animals, natural and found objects. Is at least 30-50 D1 for Speaking and Understanding.</p> <p>Technology As Aut 1 and Aut 2 30-50 D2 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p>	<p>Media and Materials As Aut 1 and Aut 2 30-50 D2 Moves rhythmically. Understands that they can use lines to enclose a space, and uses these shapes to represent objects. Constructs, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Being Imaginative As Aut 1 and Aut 2 30-50 D2 Makes up rhythms. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Notices what adults do then doing it spontaneously when the adult is not there.</p>

Letters and Sounds

<p>Continue Aspect 1 (Aspect 1) Environmental sounds Listening walk Teddy is lost in the jungle Mrs ? has a box Enlivening stories Sound stories</p>	<p>Continue Aspect 2 (Aspect 2) Instrumental sounds New words to old songs Adjust the volume Grandmothers footsteps Matching sound makers/matching sounds Hidden instruments Animal sounds</p>	<p>Continue Aspect 3 Aspect 3 Body Percussion Action songs Listen to the music Roly Poly Follow the sound Noisy neighbour Words about sounds The Pied Piper</p>	<p>Aspect 4 Rhythm and Rhyme Rhyming books Listen to the beat Learning songs and rhymes Rhyming bingo Rhyming soup Finish the rhyme Our favourite rhymes Odd one out I know a word</p>
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Nursery – Spring 2 Handa’s Hen

Christian Values	British Values	Reading at the Heart of our Curriculum	Life in all its Fullness Trips/Visitors/ WOW days etc
<p>Hope Hatching eggs, Forgiveness Animals taking fruit from Handa’s basket Love Mothering Sunday Joy Hatching eggs, Patience Hatching eggs, Respect African step dancing, African print and patterns, comparing life in Kenya to Frankley, African music Tolerance African step dancing, African print and patterns, comparing life in Kenya to Frankley, African music Gentleness Hatching eggs, Mothering Sunday Thankfulness Hatching eggs, Mothering Sunday, Handa’s Surprise Kindness Hatching eggs, Friendship Handa’s Surprise Honesty Animals taking fruit from Handa’s basket</p>	<p>Rule of law Rules to keep safe on the way to/ from the library, rules in library, chick care rules</p> <p>Tolerance and Mutual Respect African step dancing, African print and patterns, comparing life in Kenya to Frankley, African music</p> <p>Individual Liberty</p> <p>Democracy Favourite fruits / likes / dislikes</p>	<ul style="list-style-type: none"> • Handa’s Hen • Handa’s Surprise • We’re going on a Lion Hunt – David Axtell 	<p>31.3.19 Mothering Sunday Date TBC Easter Maths Workshop and singing Easter Assembly Fortnightly trip to Frankley Library Date TBC Living Eggs</p>

PSED	CL	PD	Lit	Maths	UW	EAD
<ul style="list-style-type: none"> • Role play- Handa’s House developed with the children sharing ideas and responding to other children’s ideas – adults to model language to collaborate • Caring for chicks – thinking about what the chicks might like, what they might need, how the chicks might feel etc • Comparing own and other’s homes and experiences – learning that other people might like and think different things. • Weekly small differentiated group story sessions with key books – adults will support children to ask questions about the stories to other children and to respond to each other’s ideas and opinions. 	<ul style="list-style-type: none"> • Communicate in print symbols – ‘Words I can use to talk about...’ Chicks, Africa, fruits, textures, weight, shape, size, colours • Role play- Handa’s House developed with the children sharing ideas and responding to other children’s ideas – adults to model language to collaborate 	<ul style="list-style-type: none"> • Observational Drawing of eggs in the incubator • Story line with pegs added to role play area for sequencing story and fine motor • Daily Fine motor interventions begin for children still using palmer grasp when mark making • Talk for writing used for ‘Handa’s Hen’ story – using repeated refrains and actions – collaborative story map created and used to ‘read’ the story • African Dancing – moving in different ways like different animals 	<ul style="list-style-type: none"> • Observational Drawing of eggs in the incubator • Adults model writing children’s ideas and questions • Communicate in print symbols – ‘Words I can use to talk about...’ Chicks, Africa, fruits, textures, weight, shape, size, colours • Talk for writing used for ‘Handa’s Hen’ story – using repeated refrains and actions – collaborative story map created and used to ‘read’ the story 	<ul style="list-style-type: none"> • 10 eggs hatching – in real life and represented through photographs in counting provocations in the learning environment • Observational Drawing of eggs in the incubator • Easter egg hunts – buckets to collect quantities of eggs 0 to 6 with visual provocations • Easter bunny maths workshop activities – rescue the egg (counting scoops and comparing capacities), shape bird nests, decorate the Easter Egg with shapes, Making Easter Nests (following recipe, quantities, measuring, ordering, sequencing etc) • Handa’s Surprise – one more activity – adding tangerines to the bowl and finding ‘one more’ 	<ul style="list-style-type: none"> • Hatching eggs – observing, learning to talk about what they can see, what they think, asking and answering how and why questions, making predictions, making links between different experience, recalling visit to the farm. • Observational Drawing of eggs in the incubator • Searching for answers to questions using the internet. • Fruit tasting • Fruit feeling • Observational drawing of fruit • Deaf Children African Step dancing – using body percussion (You tube clip) • Easter – lets celebrate clips • Use of ipads to photograph and video chicks hatching 	<ul style="list-style-type: none"> • Observational Drawing of eggs in the incubator • Role play- Handa’s House developed with the children sharing ideas and responding to other children’s ideas – adults to model language to collaborate • Exploring patterns – using African print provocations – decorating house, creating own fabrics for dressing up, • African Dancing – moving in different ways like different animals • Deaf Children African Step dancing – using body percussion (You tube clip) • African Instruments – tapping out repeated rhythms, what made that noise (phonics session),

RE	Sharing the Learning	SMSC	Safeguarding
<ul style="list-style-type: none"> • Who was a friend of God? • Easter: New life all around <p>30-50 Spr 2 I am interested when other people talk about things that they have celebrated. (At least 30-50S for all strands of CL) 30-50 Spr 2 I know that Churches, Christmas, Easter, Harvest, the Bible and Jesus are special for Christians. (At least 30-50S for all strands of CL)</p>	<p>Chick Diary – Every child takes home a plastic egg with a pretend chick and their own chick diary which they bring back to school to share their Chick’s adventures with their key group. Easter Bunny’s Maths Workshop</p>	<p>Spiritual Hatching eggs, Easter - New life all around, Caring for chicks</p> <p>Moral Animals taking the fruit from Handa’s basket, Caring for chicks</p> <p>Social Easter bunny maths workshop</p> <p>Cultural African step dancing, African print and patterns, comparing life in Kenya to Frankley, African music</p>	<p>Chick care safety – hand washing etc Healthy food choices - Fruit tasting Trip to library - Staying safe out of school</p>

Spring 2 – Development Matters

PSED	CL	PD	Literacy	Maths	UW	EAD
<p>Making Relationships As Aut 1, Aut 2, Spr 1 30-50 S Keeps play going for extended periods of time by responding to what others are saying or doing. Initiates conversations and forms good relationships with peers and familiar adults.</p> <p>Self-confidence and self-awareness As Aut 1, Aut 2, Spr 1 30-50 S Is more outgoing towards unfamiliar people and more confident in new social situations. Will communicate freely about own home and community. Shows confidence in asking adults for help.</p> <p>Managing feelings and behaviour As Aut 1, Aut 2, Spr 1 30-50 S Aware of own feelings, and knows that some actions and words can hurt others' feelings. Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>Listening and attention As Aut 1, Aut 2, Spr 1 30-50 S Listens to stories and can recall key events. Anticipates key events/phrases in a story. Is able to follow directions eg 'Put your coat on then line up at the door.' Can maintain attention for longer periods of time to complete and adult-initiated or self-chosen activity. Listens and responds to ideas expressed by others (40-60)</p> <p>Understanding As Aut 1, Aut 2, Spr 1 30-50 S Working at least at band 8 for Understanding on Well Comm screening. Beginning to understand 'why' and 'how' questions.</p> <p>Speaking As Aut 1, Aut 2, Spr 1 30-50 S Working at least at band 8 for Speaking on Well Comm screening. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p>Moving and Handling Gross motor As Aut 1, Aut 2, Spr 1 30-50 S Moves freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.. Can catch a large ball. Fine Motor As Aut 1, Aut 2, Spr 1 30-50 S Holds pencil near point between first two fingers and thumb and uses it with good control. Independently holds pencil using tripod grasp. Can copy some letters, e.g. letters from their name.</p> <p>Health and self-care As Aut 1, Aut 2, Spr 1 30-50 S Observes the effects of activity on their bodies. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Reading As Aut 1, Aut 2, Spr 1 30-50 S Shows awareness of rhyme and alliteration. Beginning to be aware of the way stories are structured. Suggests how the story might end. Describes main story settings, events and principal characters. Phase 1 letters and sounds: Can discriminate between different environmental (aspect 1), instrumental (aspect 2) body percussion sounds (aspect 3). Beginning to show an awareness of rhyme and rhythm (aspect 4), alliteration. (Aspect 5) and voice sounds (Aspect 6) Can orally blend and segment sounds in words. Is at least 30-50S for all strands of Communication and Language.</p> <p>Writing As Aut 1, Aut 2, Spr 1 30-50 S Mark making is purposeful and used to communicate. They give meaning to their marks as they draw and paint without being prompted by an adult. They distinguish between the different marks they make and ascribe meaning to their writing by 'reading' it to others. They attempt to write the letters in their name</p>	<p>Number As Aut 1, Aut 2, Spr 1 30-50 S Can accurately represent numbers 0-10 using fingers, pictures and numicon. Recites numbers in order to 10.. Realises not only objects, but anything can be counted, including steps, claps or jumps. Shows an interest in number problems.</p> <p>Shape Space and Measures As Aut 1, Aut 2, Spr 1 30-50 S Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p>People and Communities As Aut 1, Aut 2, Spr 1 30-50 S Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Is at least 30-50 S for Making Relationships. Is at least 30-50 S for Speaking and Understanding.</p> <p>The World As Aut 1, Aut 2, Spr 1 30-50 S Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Is at least 30-50 S for Speaking and Understanding.</p> <p>Technology As Aut 1, Aut 2, Spr 1 30-50 S Knows that information can be retrieved from computers</p>	<p>Media and Materials As Aut 1, Aut 2, Spr 1 30-50 S Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Learns how colours can be changed. Beginning to be interested in and describe the texture of things Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p> <p>Being Imaginative As Aut 1, Aut 2, Spr 1 30-50 S Developing preferences for forms of expression. Uses movement to express feelings. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>

Letters and Sounds

<p>Continue Aspect 1 - Environmental sounds Listening walk Teddy is lost in the jungle Mrs ? has a box Enlivening stories Sound stories</p>	<p>Continue Aspect 2 - Instrumental sounds New words to old songs Adjust the volume Grandmothers footsteps Matching sound makers/matching sounds Hidden instruments Animal sounds</p>	<p>Continue Aspect - Body Percussion Action songs Listen to the music Roly Poly Follow the sound Noisy neighbour Words about sounds The Pied Piper</p>	<p>Continue Aspect 4 Rhythm and Rhyme Rhyming books Listen to the beat Learning songs and rhymes Rhyming bingo Rhyming soup Finish the rhyme Our favourite rhymes Odd one out I know a word</p>	<p>Aspect 5 – Alliteration I spy names Sounds around Making aliens Digging for treasure Bertha goes to the zoo Tony the train's busy day Musical corners Our sound box Name play Silly soup</p>	<p>Aspect 6 – Voice Sounds Voice sounds Making trumpets Metal Mike Chain games Target sounds Whose voice Sound story time Watch my sounds</p>
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Nursery – Summer 1 Once Upon a Time...

Christian Values		British Values		Reading at the Heart of our Curriculum		Life in all its Fullness Trips/Visitors/ WOW days etc	
<p>Hope Three Billy Goats Gruff Forgiveness Goldilocks and the 3 Bears Love Aldersgate Day Joy Aldersgate Day Patience Three Billy Goats Gruff Respect St John's Church – Story Windows Tolerance Three Billy Goats Gruff Gentleness Goldilocks and the 3 Bears Thankfulness St John's Church – Story Windows – letters to say thank you the church Kindness Aldersgate Day Friendship Each Peach Pear Plum Honesty Goldilocks and the 3 Bears</p>		<p>Rule of law Rules to keep safe on trip, Goldilocks and the 3 Bears</p> <p>Tolerance and Mutual Respect St John's Church – Story Windows</p> <p>Individual Liberty Feelings of characters in stories – expressing opinions, Three Billy Goats Gruff</p> <p>Democracy</p>		<ul style="list-style-type: none"> • Goldilocks and the 3 Bears • Three Billy Goats Gruff • Each Peach Pear Plum • There was an old lady who swallowed a fly 		<p>24.5.18 Aldersgate Day 22.5.19 Wizards and wands – writing workshop Fortnightly trip to Frankley Library</p>	
PSED	CL	PD	Lit	Maths	UW	EAD	
<ul style="list-style-type: none"> • Role play- The Three Bears cottage developed with the children sharing ideas and responding to other children's ideas – adults to model language to collaborate. • Springtime – Talking about the changes in spring and how it makes us feel. • Talk about how the characters in the story are feeling and the decisions they make. • Talk about the decisions we make in nursery and how we behave. • Lola the Leopard - Weekly small differentiated group story sessions with key books – adults will support children to ask questions about the stories to other children and to respond to each other's ideas and opinions. 	<ul style="list-style-type: none"> • Role play- The Three Bears cottage developed with the children sharing ideas and responding to other children's ideas – adults to model language to collaborate. • Songs to go along with the books – 'When Goldilocks Went to the House of the Bears' • Using Communication in Print symbols to ask questions about the story and the characters. • Build on questioning using the question box and objects children bring from home. 	<ul style="list-style-type: none"> • Observational Drawing of flowers and plants growing in the spring. • Daily Fine motor interventions begin for children still using palmer grasp when mark making. • Weekly name writing for all children. • Talk for writing used for 'Goldilocks and the Three Bears' story – using repeated refrains and actions – collaborative story map created and used to 'read' the story • Continue to build on the children's skills using the balance bikes. 	<ul style="list-style-type: none"> • . Observational Drawing of flowers and plants growing in the spring • Adults model writing children's ideas and questions • Using Communication in Print symbols to ask questions about the story and the characters • Talk for writing used for 'Goldilocks and the Three Bears' story – using repeated refrains and actions – collaborative story map created and used to 'read' the story 	<ul style="list-style-type: none"> • . Observational Drawing of flowers and plants growing in the spring • Number treasure hunt – beginning to recognise numerals to 5 and extending to 10 • Play cross the river game with numerals to 10. Encourage the children to count the spots to find the numeral. • Build a chair for baby bear – talk about the shape of the chair and select materials to use. Think about questions such as how many bricks will we need to use? What shape bricks will be best? • Order the different sizes of, chairs, beds and bears and talk about size. • Capacity and ordering bowls. • How many spoons of oats to fill each bowl • Growing cress and sunflower seeds and comparing how they grow differently – visually and time. 	<ul style="list-style-type: none"> • Growing sunflowers and cress - the children can plant sunflower seeds and cress learn about what plants need to grow. • Observational Drawing of flowers and plants growing in the spring • Introduce ipads to build their knowledge of ICT • Making porridge – change in materials 	<ul style="list-style-type: none"> • Role play- The Three Bears cottage developed with the children sharing ideas and responding to other children's ideas – adults to model language to collaborate. • Springtime – Talking about the changes in spring and how it makes us feel. Observational drawings of flowers and plants growing in the springtime. • Talk about how the characters in the story are feeling and the decisions they make. Talk about the decisions we make in nursery and how we behave. • Weekly small differentiated group story sessions with key books – adults will support children to ask questions about the stories to other children and to respond to each other's ideas and opinions. 	
RE	Sharing the Learning		SMSC		Safeguarding		
<ul style="list-style-type: none"> • God made the animals • Who did Jesus spend time with? <p>40-60 Sum 1I know that different people celebrate different festivals and might celebrate different special times in different ways. (At least 40-60E for all strands of CL)</p>	<p>Wizards and wands – writing workshop</p>		<p>Spiritual Growing cress and sunflower seeds, God made the animals, St John's Church – Story Windows, Aldersgate day Moral Goldilocks and the 3 Bears, feelings of characters in stories. Talk about the decisions we make in nursery and how we behave Social writing workshop, Aldersgate day service Cultural Each peach pear plum / peepo, St John's Church – Story Windows, Aldersgate day service</p>		<p>Goldilocks and the 3 Bears / Three Billy Goats Gruff - Keeping safe with strangers / safer adults - Staying safe away from home – getting lost Support children's risk assessment skills– trim trail, balancing, scissor/tool use etc Church trip – supporting children to assess risk, Food preparation safety – making porridge</p>		

Summer 1 – Development Matters

PSED	CL	PD	Literacy	Maths	UW	EAD
<p>Making Relationships As Aut, Spr 40-60 E Initiates conversations, attends to and takes account of what others say. Forms relationships with others; playing and talking with others. Can share and take turns without adult support.</p> <p>Self-confidence and self-awareness As Aut, Spr 40-60 E Outgoing in new social situations. Can speak to adults and children in informal situations. Can select resources they need to complete activities. Confident to speak to others about own needs and can ask for help. Confident to speak in a small group.</p> <p>Managing feelings and behaviour As Aut, Spr 40-60 E Understands that own actions affect other people. Can adapt their behaviour to different situations without direct adult supervision eg can listen on the carpet for a short teaching session with the whole class, can put up hand to speak, can line up, walking inside the classroom etc.</p>	<p>Listening and attention As Aut, Spr 40-60 E Listens to others when playing and takes account of what they say. Maintains attention and listens for short teaching sessions. Listens attentively to stories and can talk about what they have heard; making comments, asking questions and making suggestions about what might happen next.</p> <p>Understanding As Aut, Spr 40-60 E Working at least at band 8 for Understanding on Well Comm screening. Beginning to understand and respond to why and how questions about their experiences. Responds to instructions involving a two-part sequence.</p> <p>Speaking As Aut, Spr 40-60 E Working at least at band 8 for Speaking on Well Comm screening. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Moving and Handling Gross motor As Aut, Spr 40-60 E Negotiates space successfully when playing racing and chasing games with other children, Can catch a large ball. Can use clockwise and anti-clockwise gross motor movements.</p> <p>Fine Motor As Aut, Spr 40-60 E Shows a preference for a dominant hand. Independently holds pencil using tripod grip. Begins to use anticlockwise movement and retrace vertical lines. Beginning to form recognisable letters to write their own name. Beginning to hold scissors competently and use</p> <p>Health and self-care As Aut, Spr 40-60 E Beginning to show an understanding of healthy food choices and beginning to eat a range of healthy foodstuffs. Usually dry and clean during the day. Manages own personal care independently. Demonstrates good hygiene practice and can talk about why good hygiene contributes to good health. Can put on own coat and shoes independently.</p>	<p>Reading As Aut, Spr 40-60 E Can orally blend and segment sounds in words. Hears and says the initial sound in words. Can give the sound when shown s, a, t, p, i, n. Enjoys an increasing range of books. Is at least 40-60 E for all strands of Communication and Language.</p> <p>Writing As Aut Spr 40-60 E Can orally blend and segment sounds in words. Hears and says the initial sound in words. Gives meaning to marks they make as they draw, write and paint. Can copy their own first name. Can hold pencil effectively and begin to form letters s, a, t, p, i, n.</p>	<p>Number As Aut, Spr 40-60 E Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts objects to 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 0 to 5. Recites number names in order to 20.</p> <p>Shape Space and Measures As Aut, Spr 40-60 E Can use mathematical names for 'flat' 2D shapes: circle, triangle, square, rectangle and 3D shapes cube, sphere. Uses familiar objects and common shapes to create and recreate patterns and build models. Orders two items by length or height. Beginning to use everyday language related to money. Orders and sequences familiar events.</p>	<p>People and Communities As Aut, Spr 40-60 E Shows an interest in the lives of others Is at least 40-60 E for Making Relationships. Is at least 40-60 E for Speaking and Understanding.</p> <p>The World As Aut, Spr 40-60 E They know some scientific words and can use them to talk about similarities in relation to objects, places, objects, materials and living things that are important to them. Is at least 40-60 E for Speaking and Understanding.</p> <p>Technology As Aut, Spr 40-60 E Use technology with more skill eg knowing how to operate a remote control car, knowing how to select an app on the iPad etc.</p>	<p>Media and Materials As Aut, Spr 40-60 E Begins to build a repertoire of songs and dances. Uses simple tools and techniques competently and appropriately. Selects appropriate resources to use in their creations.</p> <p>Being Imaginative As Aut, Spr 40-60 E Create simple representations of events, people and objects. Plays alongside other children who are engaged in the same theme.</p>

Letters and Sounds

<p>Continue Aspect 1 - Environmental sounds Listening walk Teddy is lost in the jungle Mrs ? has a box Enlivening stories Sound stories</p>	<p>Continue Aspect 2 - Instrumental sounds New words to old songs Adjust the volume Grandmothers footsteps Matching sound makers/matching sounds Hidden instruments Animal sounds</p>	<p>Continue Aspect - Body Percussion Action songs Listen to the music Roly Poly Follow the sound Noisy neighbour Words about sounds The Pied Piper</p>	<p>Continue Aspect 4 Rhythm and Rhyme Rhyming books Listen to the beat Learning songs and rhymes Rhyming bingo Rhyming soup Finish the rhyme Our favourite rhymes Odd one out I know a word</p>	<p>Aspect 5 – Alliteration I spy names Sounds around Making aliens Digging for treasure Bertha goes to the zoo Tony the train's busy day Musical corners Our sound box Name play Silly soup</p>	<p>Aspect 6 – Voice Sounds Voice sounds Making trumpets Metal Mike Chain games Target sounds Whose voice Sound story time Watch my sounds</p>	<p>Aspect : Oral blending and segmenting Oral blending Toy talk Clapping sounds (satpin) Which one? Cross the river I spy Segmenting Say the sounds Introduce phase 2 - satpin</p>
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Nursery – Summer 2 Happily Ever After

Christian Values	British Values	Reading at the Heart of our Curriculum	Life in all its Fullness Trips/Visitors/ WOW days etc
<p>Hope Ugly duckling</p> <p>Forgiveness 3 Little Pigs</p> <p>Love The Hare and the Tortoise, Ugly duckling</p> <p>Joy Ugly duckling, sports day</p> <p>Patience Ugly duckling, The Hare and the Tortoise</p> <p>Respect The Hare and the Tortoise, Ugly duckling</p> <p>Tolerance The Hare and the Tortoise, Ugly duckling</p> <p>Gentleness Ugly duckling</p> <p>Thankfulness End of year graduation</p> <p>Kindness 3 Little Pigs</p> <p>Friendship Ugly duckling</p> <p>Honesty Hare and the Tortoise</p>	<p>Rule of law Little red riding hood – rules to keep us safe when we're out of the house, rules to keep us safer with strangers, baking cakes – what would happen if we didn't follow the recipe / rules? rules for races in sports day,</p> <p>Tolerance and Mutual Respect The Hare and the Tortoise, Ugly duckling</p> <p>Individual Liberty Ugly duckling</p> <p>Democracy Expressing opinions. Resolving conflicts and making choices.</p>	<ul style="list-style-type: none"> • 3 Little Pigs • The Hare and the Tortoise • Ugly duckling • Little red riding hood • Once upon a time 	<p>12.6.19 Bishops Wood – 3 little pigs</p> <p>Date TBC Sports Day</p> <p>9.7.19 & 11.7.19 End of Year Singing and Graduation</p> <p>Fortnightly trip to Frankley Library</p>

PSED	CL	PD	Lit	Maths	UW	EAD
<p>Introduction to assembly on Monday and Fridays.</p> <p>Using happy/sad faces in group time to express how they are feeling.</p> <p>Sharing / turn-taking with resources.</p> <p>Resolving conflict – encouraging children to talk to each other.</p> <p>Modelling the language that they need to use.</p>	<p>Listening to stories with our eyes closed – character descriptions</p> <p>Retelling familiar stories and creating own stories.</p> <p>3 Little Pigs Role Play.</p> <p>Sequencing pictures from our trip.</p> <p>Answering how and why questions.</p> <p>Forming questions – mystery box.</p>	<p>Junk Modelling. Inspire by taking children to see the junk modelling from the school.</p> <p>Obstacle Course – balance beam and stepping stones.</p> <p>Cutting up Fruit at snack time</p> <p>Baking cakes for granny</p> <p>Core muscle development – daily stretches and holds. Drawing under the table.</p>	<p>Creating rhyming opportunities – rhyming children's names, rhyme time, rhyming group games.</p> <p>Phonics story – introduce initial sounds through story telling.</p> <p>Visit school and Frankley library.</p> <p>Use story maps to learn core text.</p> <p>Listening to stories with our eyes closed – character descriptions</p>	<p>Ordering by weight – give the children the opportunity to explore the different weights of objects. Have some that look the same size but different weight.</p> <p>Height ordering – order the characters from the story. In family group stand in our height order.</p> <p>Outdoor games for counting – What's the time Mr Wolf.</p> <p>Number writing opportunity – water and brushes on the ground, sand tray, chalks on the playground etc.</p> <p>Paying for snack</p> <p>Bee Bots – children to learn how to programme the bots to cross the river, bee bots race around a rectangular track</p>	<p>Use school I pads for children to complete simple programme.</p> <p>Bee Bots – children to learn how to programme the bots to cross the river, bee bots race around a rectangular track</p> <p>Summer – how is it different from winter? What do we do in the summer that we can't do in the winter? What do we do in the summer to keep ourselves safe.</p> <p>Baking cakes for granny</p> <p>Children to help plan the trip – use Google earth to plan where we are going. What can we find out about pigs?</p>	<p>Making the 3 pigs houses. 3 Pigs Role Play.</p> <p>Little Red Riding Hood small world.</p> <p>Painting from real life – fruit/flowers.</p> <p>Learning and singing new songs– 5 little ducks, down by the river, little green frog, 5 little speckled frogs, Turtle Tim etc</p>

RE	Sharing the Learning	SMSC	Safeguarding
<p>Who did Jesus spend time with?</p> <p>Water water everywhere</p> <p>40-60 Sum 2 I know that other people belong to different families and groups. (At least 40-60E for all strands of CL)</p> <p>40-60 Sum 2 I can talk about the place I live. (At least 40-60E for all strands of CL)</p> <p>40-60 Sum 2 I can talk about the world I live in. (At least 40-60E for all strands of CL)</p> <p>40-60 Sum 1 I know that different people have different people, places, books and times that are special to them. (At least 40-60E for all strands of CL)</p>	<p>Date TBC Sports Day</p> <p>Date TBC End of Year Singing and Graduation</p>	<p>Spiritual RE - Who did Jesus spend time with? Water water everywhere, introduce assembly</p> <p>Moral 3 Little Pigs/Hare and the tortoise/ ugly duckling – discuss children's thoughts about the morals behind each story</p> <p>Social sports day, End of Year Singing and Graduation</p> <p>Cultural Observational drawings / paintings, making cakes</p>	<p>Little red riding hood Keeping safe with strangers / safer adults - Staying safe away from home – getting lost</p> <p>Online safety – screen time limits, what to do if we see something we don't like or something that frightens us.</p> <p>Sun / heat safety</p> <p>3 Little Pigs – fire safety</p> <p>Ugly duckling – staying safe near water</p> <p>Food preparation safety - Cutting up Fruit at snack time, baking cakes for Granny</p>

Summer 2 – Development Matters (See 40-60 D1 statements for Exceeding)

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