

| <b>Year Group:<br/>Nursery</b> | <b>Autumn 1<br/>8 weeks</b>  | <b>Autumn 2<br/>7 weeks</b>  | <b>Spring 1<br/>6 weeks</b>  | <b>Spring 2<br/>4 weeks</b>   | <b>Summer 1<br/>8 weeks</b>   | <b>Summer 2<br/>7 weeks</b>   |
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| <b>Topic</b>                   | Toys   | Ourselves  | People Who Help Us   | Minibeasts  | Growing   | Transport   |
| <b>PSED</b>                    | Making Relationships and playing in a group- introduction to Nursery, rules, toys, adults, daily routine, key groups, key worker time  | Similarities and differences in relation to people<br><br>Accessing resources independently                          | Managing Feelings and Behaviour- tolerate delay, sharing resources and turn taking     | Making Relationships - Keeps play going by responding to others<br><br>Extending ideas when playing                                       | Self Confidence and Self Awareness - more confident to speak about wants and needs  | Self Confidence and Self Awareness- communicate freely about home                   |
| <b>C and L</b>                 | Communication with adults and peers- gaining confidence to speak, ask for help, express their wants and needs<br><br>Joins in repeated refrains<br><br>To follow simple instructions | Building up vocabulary to reflect experiences<br><br>What are they good at now?<br><br>To follow simple instructions | Questioning why things happen- who what when etc<br><br>Uses a range of tenses         | To join in with repeated refrains<br><br>Talking about past, present and future<br><br>Uses intonation and phrasing to make meaning clear | To join in with repeated refrains<br><br>Retell a story<br><br>Gives explanations- who, what, when and how.<br><br>Uses talk in pretending that objects stand for something else in play. | Answering how and why questions<br><br>Gives explanations- who, what, when and how. |
| <b>PD</b>                      | Fine Motor Skills- cutting, pencil grip<br><br>Negotiating space   | Fine Motor Skills- cutting, pencil grip<br><br>Variety in food   | Fine motor skills - copies some letters<br><br>Ball Skills<br><br>Effects on your body | Fine motor skills - copies some letters<br><br>Dance<br><br>Movement  | Ball Skills<br><br>Healthy Eating   | Negotiating space<br><br>Jumps off and lands appropriately                          |

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|  | <p>Moves freely with and with pleasure and confidence.</p> <p>Importance of hygiene, washing hands</p>   | <p>Hygiene , blowing nose, coughing, how to be healthy</p> <p>Dresses with support</p>   | <p>Balancing, jumping and climbing equipment</p> <p>Bikes</p>  |  |   |   |
| <p><b>Literacy</b></p> <p><b>Book focus</b></p> <p>Phonics</p> | <p>Where's my Teddy?<br/>Kipper's Toy Box</p> <p>Beginning to talk about a story - listening and retelling story.</p> <p>Phonics- Phase 1<br/>Alliteration</p> | <p>Elmer (T4W)<br/>Titch<br/>Non-fiction - ourselves<br/>Story- characters, story setting</p> <p>Phonics Phase 1<br/>Introduce Rhyming</p> | <p>Fireman Sam<br/>Busy People (firefighter, teacher, doctor etc.<br/>Mog and the Vee Ee Tee<br/>Going to the Dentist</p> <p>Not Like This, Like that (T4W)</p> <p>Nursery Rhymes (T4W)</p> <p>Rhyming and Alliteration<br/>Phase 1/ 2 Phonics</p> | <p>The Hungry Caterpillar (T4W)<br/>Superworm<br/>Anticipating key events and story structure</p> <p>Phonics Phase 2</p> | <p>The Enormous Turnip (T4W)<br/>The Little Red Hen (T4W)<br/>The Growing Story<br/>Sequencing story characters settings</p> <p>Phonics Phase 2,<br/>Rhyming and Alliteration</p> | <p>The Train Ride(T4W)<br/>Sequencing story</p> <p>The Naughty Bus</p> <p>Transport Poem (T4W)</p> <p>Phonics Phase 2</p> |
| <p><b>Mathematics</b></p>                                      | <p>1:1 Counting</p> <p>Number songs</p> <p>2D shapes in the environment</p>  | <p>Shapes- using shapes for a task</p> <p>Numbers 1-5</p> <p>Representing numbers</p> <p>Positional Language</p>                           | <p>Numbers 6-10</p> <p>Matching Numeral to quantities</p> <p>Representing Numbers</p>  | <p>Shapes- discussing properties</p> <p>Positional Language</p> <p>Counting irregular arrangements</p>                   | <p>Numbers past 10</p> <p>Ordering items by length &amp; height</p>   | <p>Patterns</p> <p>1 more and 1 less</p> <p>Counting irregular arrangements</p>   |
| <p><b>UW</b></p>   | <p>Talk about what is important to them.</p> <p>Favourite toys</p> <p>Technology- using all the different electronic toys</p>                                  | <p>Talk about significant events in their own lives.</p> <p>People and the community – family – customs and routines</p>                   | <p>Different occupations and ways of life</p> <p>Visitors of PWHU</p>  | <p>Discussing what they observed - natural world, comparing minibeasts</p> <p>Care and concern for living things</p>     | <p>Talking about familiar world</p> <p>Observing humans/animals/ plants</p>   | <p>Different types of transport; in air, on land, on water</p> <p>Talking about why things happen and how things work</p> |

|            | Seasons  | What makes me unique<br><br>Similarities and Differences   |  | Seasons  | Change and decay over time   | Person from history-related to Transport<br><br>Seasons  |
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| <b>EAD</b> | <p>Exploring different media and materials</p> <p>Creating new toys using junk modelling</p> | <p>Describing textures- using all five senses</p> <p>Making up new songs- sings to self</p> <p>Playing instruments - explores how sounds can be made</p> | <p>Mixing colours</p> <p>Uses movement to express feelings and creates movement in response to music</p> | <p>Uses lines to enclose spaces and shapes to create objects</p> <p>Using tools</p> <p>Exploring changing sounds</p> | <p>Beginning to construct, making enclosures and creating spaces</p> <p>Adding a narrative into their play</p> | <p>Captures a range of experiences using music, dance, paint and other material</p> <p>Creating props- using available resources</p> |