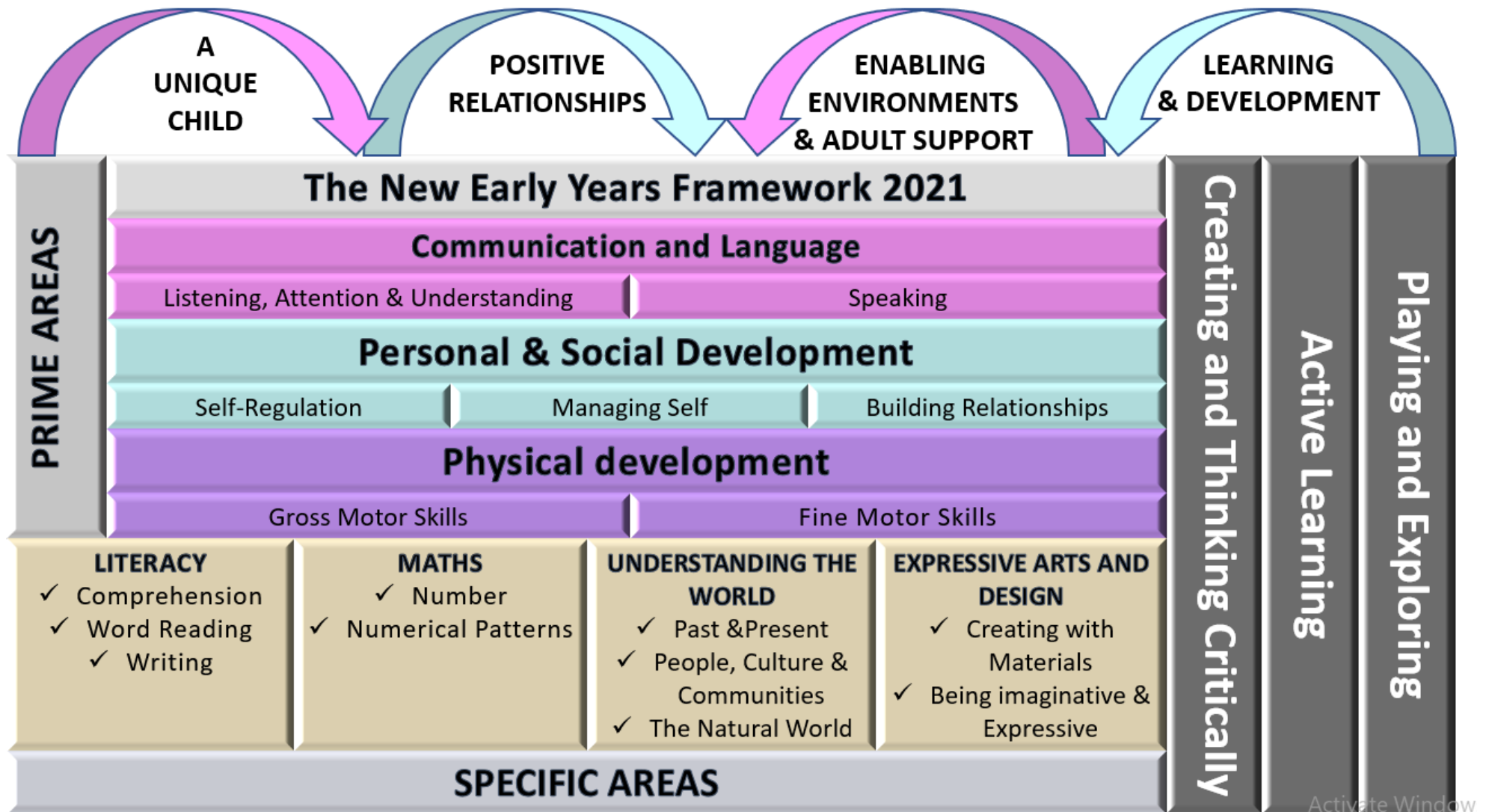


Nursery Curriculum Sequencing and Structure 2026 – 2027



The Characteristics of Effective Teaching and Learning.

The Characteristics of Effective Teaching and Learning describe how children learn, rather than what they learn. Practitioners should consider these characteristics when planning, observing and assessing children's learning. The Characteristics of Effective Teaching and Learning help practitioners understand and support children as confident, resilient, independent learners. They focus on developing skills that will support learning throughout school and later life.

- Playing and Exploring = *Engagement*
- Active Learning = *Motivation*
- Creating and Thinking Critically = *Thinking*

Playing and Exploring	Active Learning	Creating and Thinking Critically
Children investigate and experience things and 'have a go'.	Children concentrate, keep on trying when they encounter difficulties, and enjoy achievements.	Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
• Realise that their actions influence the world, so they want to keep repeating them. • Reach for and accept objects. Make choices and explore different resources and materials. • Plan and think ahead about how they will explore or play with objects. • Guide their own thinking and actions by talking to themselves while playing. • Make independent choices. Do things independently that they have been previously taught. • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention.	• Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. • Show goal-directed behaviour. • Use a range of strategies to reach a goal they have set themselves. • Begin to correct their mistakes themselves. • Keep on trying when things are difficult.	• Take part in simple pretend play. • Sort materials. • Review their progress as they try to achieve a goal. Check how well they are doing. • Solve real problems. • Use pretend play to think beyond the 'here and now' and to understand another perspective. • Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.
What it might look like: • A child independently chooses resources to build a bridge. • A child explores how different materials float or sink. • A child takes risks and tries a challenging activity.	What it might look like: • A child repeatedly practises writing their name. • A child keeps trying to complete a puzzle despite setbacks. • A child celebrates successfully fastening their own coat.	What it might look like: • A child decides which resources might make the strongest tower. • A child explains how a previous experience helped solve a problem. • A child changes their strategy when something doesn't work.

Progression through the EYFS

Area of Learning	Pre-Nursery (0-3 Years)	Nursery	Reception	Reception ELGs
Communication and Language	Enjoys and joins in with songs, rhymes and repetitive stories. Takes part in back-and-forth interactions through sounds, facial expressions and gestures. Understands and responds to simple instructions and familiar words. Uses single words and emerging phrases to communicate needs, make choices and comment on experiences. Pays attention to familiar adults and activities for increasing periods of time.	Listens to and talks about stories, extending vocabulary through meaningful experiences. Understands and follows instructions containing two-part ideas. Uses sentences of four to six words or more. Engages in conversations, taking turns in interactions. Begins to explain events and experiences and use language to organise play and thinking.	Listens attentively in a range of situations; uses full sentences; explains ideas; asks and answers why and how questions; sustains conversations with adults and peers. Understands and uses an increasing range of vocabulary. Retells stories using key events and language from texts. Participates in extended conversations, building on what others say. Uses talk to solve problems, explain thinking and predict outcomes.	<u>Listening, Attention and Understanding</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development	Seeks comfort from familiar adults; begins to express emotions; plays alongside others; shows growing independence in self-care routines. Shows increasing preference for familiar adults. Begins to recognise and express a range of emotions. Explores alongside other children and develops a growing sense of self. Attempts simple self-care routines with support.	Forms relationships with adults and peers; developing friendships; begins to manage emotions; follows simple rules; beginning to take turns. Seeks out friendships and familiar peers. Begins to understand the feelings of others. Develops confidence in selecting activities independently. Increasingly follows routines and expectations with reminders.	Builds secure friendships; regulates emotions and behaviour independently; follows rules consistently; resolves conflicts; shows resilience and independence. Demonstrates independence in choosing resources and managing tasks. Shows perseverance when challenges arise. Reflects on behaviour and its impact on others. Manages transitions and changes in routine with increasing confidence.	<u>Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs

Area of Learning	Pre-Nursery (0-3 Years)	Nursery	Reception	Reception ELGs
Physical Development	Crawls, walks, runs and climbs; develops coordination; feeds self with increasing independence; explores mark making using whole-arm movements. Climbs, balances and moves in a variety of ways. Develops body strength through pushing, pulling, carrying and lifting. Uses large arm movements for painting and mark making. Begins to use one-handed tools and feeding equipment independently.	Moves confidently; develops gross motor skills and core strength; uses tools with growing control; early mark making. Develops coordination through running, jumping, negotiating space and using wheeled toys. Uses one-handed tools with increasing control. Develops shoulder, elbow and wrist stability needed for later writing.	Moves with coordination, balance and confidence; demonstrates secure core strength; uses a tripod grip effectively; forms letters accurately and with control. Demonstrates strength, balance and coordination in a range of physical activities. Uses a comfortable tripod grip for most writing tasks. Shows increasing precision when drawing, cutting and forming letters.	Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Literacy	Shares books with adults; enjoys rhymes and songs; notices pictures and symbols; gives attention to favourite stories. Enjoys sharing books and handling them appropriately. Notices and responds to environmental sounds, rhythm and rhyme. Joins in with repeated words and actions in familiar stories.	Enjoys books and stories; recognises own name; gives meaning to marks; Notices and joins in with rhyme, alliteration and environmental sounds; begins to hear and identify initial sounds in words. Recognises rhyme and alliteration. Hears and identifies initial sounds in words. Understands that print carries meaning. Gives meaning to marks and drawings during play.	Reads words and simple sentences using phonics; retells familiar stories; writes recognisable letters, words and simple phrases. Applies phonic knowledge to read and write unfamiliar words. Discusses characters, settings and events from stories. Re-reads simple texts to build fluency and confidence.	Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes and poems and during role play. Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Mathematics	Explores quantity through play; notices changes in amounts; joins in with counting songs; begins to sort and match objects. Notices differences in quantity such as 'more' and 'lots'. Explores filling, emptying, transporting and comparing amounts through play. Joins in with finger rhymes and counting songs.	Counts small sets; subitises to 3; explores shape, pattern and measure through play. Develops counting principles through practical experiences. Subitises small quantities to three. Explores composition of small numbers through play. Sorts, matches and compares objects according to size, colour and other attributes.	Understands numbers to 10; recalls number bonds; compares quantities; explains patterns and mathematical relationships. Understands that numbers can be composed and decomposed in different ways. Automatically recalls key number facts within five. Explores patterns, doubles and relationships between numbers to ten. Uses mathematical language to explain thinking.	Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.

Area of Learning	Pre-Nursery (0-3 Years)	Nursery	Reception	Reception ELGs
				Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World	Explores objects using senses; notices familiar people and places; enjoys outdoor exploration; begins to notice changes in the environment. Explores natural and made environments using all senses. Notices changes and patterns in familiar routines and environments. Shows curiosity about how things work.	Talks about family and familiar people; explores the environment and nature; notices similarities and differences between people. Talks about significant events and family experiences. Explores similarities and differences between people, places and living things. Investigates change in the natural world through firsthand experiences.	Compares past and present; understands communities and cultures; explores life cycles, seasons and changes in the natural world. Draws on experiences, stories and non-fiction texts to explain similarities and differences. Uses observation skills to make predictions and describe changes over time. Develops awareness of maps, communities and wider environments.	<u>Past and Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
Expressive Arts and Design	Explores sounds, colours, textures and movement; joins in with action songs; engages in simple pretend play. Explores materials using all senses. Repeats actions and movements	Explores materials and media; joins songs and rhymes; engages in simple role play and imaginative experiences. Combines materials for a purpose. Creates simple representations and narratives through drawing, construction	Plans and refines creations; uses a range of materials purposefully; performs stories and songs; sustains imaginative play with increasing complexity. Selects resources independently to realise ideas. Adapts and develops creations	<u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Area of Learning	Pre-Nursery (0-3 Years)	Nursery	Reception	Reception ELGs
	during music and play. Uses objects and actions to represent experiences in simple pretend play.	and role play. Experiments with musical sounds, rhythms and movement.	over time. Sustains imaginative narratives collaboratively with peers, drawing on experiences, stories and knowledge.	Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Progression Overview: Settling & Listening → Listening & Understanding → Vocabulary & Conversation → Story Language & Recall → Communication & Collaboration → Confident Communication

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Aspect</u>	Settling & Listening	Listening & Understanding	Vocabulary & Conversation	Story Language & Recall	Communication & Collaboration	Confident Communication
Listening, Attention and Understanding	Settle into Nursery routines and respond to familiar adults. Listen to short stories, songs and rhymes with picture support. Follow simple one-step instructions. Show understanding by responding through actions, words or gestures.	Listen to longer stories and begin to remember key events. Sustain attention during short group activities. Understand simple 'who', 'what' and 'where' questions. Identify familiar objects when described.	Follow two-part instructions with increasing independence. Listen attentively during small-group activities. Begin to answer simple 'why' questions with adult support. Understand a growing range of vocabulary linked to topics and stories.	Listen with increasing attention during whole-class sessions. Recall familiar stories and events. Respond appropriately to a wider range of questions. Demonstrate understanding through discussion and play.	Sustain attention during activities of interest, even when distractions are present. Follow longer instructions independently. Respond thoughtfully to 'why' and 'how' questions. Use new vocabulary confidently in conversation.	Listen attentively for extended periods during stories, discussions and group times. Demonstrate understanding by recalling, explaining and following increasingly complex instructions. Respond appropriately to questions and conversations with adults and peers.
Speaking	Use words and short phrases to communicate needs, interests and feelings. Join in with familiar songs, rhymes and repeated story phrases. Begin to learn and use new vocabulary modelled by adults.	Use a wider range of vocabulary during play. Begin to speak in longer sentences. Talk about familiar people, experiences and interests. Ask simple questions during conversations.	Use sentences of four to six words to share ideas. Begin conversations with adults and peers. Retell simple events using familiar language. Use new vocabulary from stories and learning experiences.	Use talk to organise play and explain ideas. Retell familiar stories using props, pictures or role play. Continue conversations with increasing confidence. Express opinions and preferences using simple reasons.	Communicate ideas clearly during collaborative play. Negotiate roles and solve simple problems through talk. Describe experiences using increasingly varied vocabulary. Use language to imagine, create and explain.	Speak confidently with adults and peers in a range of situations. Use an increasingly rich vocabulary to explain thinking, share ideas and describe experiences. Participate in discussions, taking turns and responding to others appropriately.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Progression Overview: Belonging & Security → Confidence & Independence → Managing Feelings → Friendships & Cooperation → Resilience & Responsibility → Independent & Positive Relationships

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aspect	Belonging & Security	Confidence & Independence	Managing Feelings	Friendships & Cooperation	Resilience & Responsibility	Independent & Positive Relationships
Self-Regulation	Build secure relationships with familiar adults. Begin to separate from parents/carers with support. Express basic emotions through words, gestures or behaviour. Begin to understand and follow Nursery routines.	Recognise and begin to name a range of emotions. Begin to manage feelings with adult support. Show increasing confidence when trying new experiences. Begin to wait for short periods and take turns.	Talk about feelings using simple emotional vocabulary. Begin to understand that actions have consequences. Develop strategies to manage frustration with support. Show perseverance when faced with simple challenges.	Recognise how others may be feeling. Demonstrate increasing independence in managing emotions Cope with changes to routines with reassurance. Persist with activities of interest despite small difficulties.	Express feelings appropriately and begin to explain why they feel a certain way. Use strategies to regulate emotions with decreasing adult support. Show resilience when learning something new. Respond positively to praise and encouragement.	Manage emotions with increasing independence. Demonstrate confidence when faced with new experiences. Show resilience and perseverance during challenges. Begin to reflect on their own feelings and behaviour.
Managing Self	Learn Nursery expectations and routines. Explore resources with adult guidance. Begin to eat independently using a spoon and fork. Develop confidence in handwashing, toileting and simple self-care routines. Begin putting on coats and shoes with adult support.	Choose activities independently and begin making decisions about play and learning. Begin taking responsibility for belongings. Show increasing independence during snack and mealtimes. Become increasingly independent in dressing and undressing, including putting on coats. Develop awareness of healthy routines through everyday Nursery experiences.	Follow familiar routines independently and manage feelings within daily Nursery experiences. Develop confidence and independence in personal care routines. Eat independently using a knife and fork with increasing confidence. Manage personal hygiene routines with decreasing adult support. Follow simple rules with reminders.	Select and use resources for a chosen purpose and cooperate with others during play and learning. Take responsibility for simple classroom jobs and contribute positively to group activities. Manage personal care with increasing independence. Dress and undress with increasing independence, including attempting zips and simple fastenings. Understand the importance of keeping healthy through food, exercise and rest.	Show responsibility for equipment, belongings and the environment. Show increasing responsibility for personal care and belongings. Demonstrate independence in personal care and daily routines. Recognise simple risks and explain how to keep themselves safe during play and learning. Make simple healthy choices during daily routines.	Follow expectations consistently with minimal reminders and demonstrate independence across daily routines. Show pride in achievements and take responsibility for belongings and the environment. Independently manage dressing, toileting, handwashing and mealtime routines. Demonstrate confidence in keeping themselves safe and managing appropriate risks. Make healthy choices as part of everyday Nursery life and understand the importance of hygiene, healthy eating and physical activity.
Building Relationships	Play alongside other children. Develop positive relationships with key adults. Begin to show interest in others during play. Learn to share space and resources with support.	Begin forming friendships. Join in with small-group activities. Take turns with adult guidance. Show kindness towards others.	Play cooperatively with one or more children. Begin to negotiate during play. Understand simple rules for sharing and turn-taking. Begin to recognise similarities and differences between people.	Develop sustained friendships. Work collaboratively during play and activities. Begin to solve simple conflicts using words. Show respect for others' ideas and feelings.	Cooperate confidently within larger groups. Use language to negotiate, compromise and solve disagreements. Celebrate similarities and differences within the Nursery community. Show empathy towards others.	Build positive relationships with adults and peers. Play cooperatively, taking turns and sharing fairly. Resolve simple conflicts with increasing independence. Demonstrate kindness, empathy and respect for others within the Nursery community.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Progression Overview: Exploring Movement & Tools → Coordination & Control → Strength & Precision → Movement & Manipulation → Independence & Application → Fluency & School Readiness

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aspect	Exploring Movement & Tools	Coordination & Control	Strength & Precision	Movement & Manipulation	Independence & Application	Fluency & School Readiness
Gross Motor Development	Continue to develop movement through walking, running, climbing, balancing, riding scooters, trikes and bikes, and exploring ball play. Begin to match developing physical skills to simple tasks and challenges. Use large-muscle movements for painting, mark making, waving flags and ribbons, and action songs.	Go up steps, stairs and climbing equipment using alternate feet. Remember and repeat simple sequences of movement linked to music and rhythm. Develop increasing confidence when balancing, climbing and negotiating space.	Revise and refine movements including rolling, crawling, walking, running, jumping, hopping, skipping and climbing. Collaborate with others to move and manage large equipment safely. Develop confidence when throwing, rolling and catching large balls.	Begin taking part in group games and physical activities with others. Refine balance, coordination and agility during a range of activities. Adapt movements to different physical challenges with increasing independence.	Match physical skills confidently to different tasks and environments, deciding how best to move safely. Refine ball skills, including throwing, catching, kicking and aiming with increasing control. Show awareness of personal safety and begin managing simple risks during play.	Combine movements confidently with increasing balance, coordination and control. Move safely and independently in a range of environments. Apply gross motor skills confidently during games, outdoor learning and everyday Nursery routines.
Fine Motor Development	Explore a range of tools and equipment through play. Develop hand strength through malleable materials, threading, construction and small-world play. Begin to show a preference for a dominant hand.	Choose appropriate resources to carry out their own ideas and plans. Develop hand-eye coordination through puzzles, construction and creative activities. Begin using one-handed tools with increasing control.	Use one-handed tools and equipment, including scissors, paintbrushes and mark-making tools. Use a comfortable grip with increasing control when holding pencils and pens. Manipulate small objects with increasing precision.	Develop fine motor control through cutting, drawing, painting and construction. Use a comfortable pencil grip consistently during mark making. Complete tasks requiring increasing dexterity and coordination.	Develop small motor skills to use a range of tools competently, safely and confidently, including pencils, scissors, paintbrushes, knives, forks and spoons. Effectively use one-handed tools, including cutting along simple lines and using simple tools such as screwdrivers or hammers with supervision.	Apply fine motor skills confidently across Nursery provision. Show increasing precision when drawing, creating and early writing. Begin to make recognisable letters and meaningful marks to represent ideas.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing.)

Progression Overview: Exploring Marks → Giving Meaning → Purposeful Mark Making → Using Letters → Representing Sounds → Independent Emergent Writing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aspect	Exploring Marks	Giving Meaning	Purposeful Mark Making	Using Letters	Representing Sounds	Independent Emergent Writing
Comprehension	Have favourite books and seek them out to share with adults, peers or independently. Join in with songs, rhymes and repeated phrases from familiar stories. Begin to talk about pictures and events in stories.	Engage in extended conversations about stories and learn new vocabulary. Talk about favourite books and characters. Sing familiar songs and rhymes independently.	Ask questions about books, make comments and share ideas. Begin to understand the parts of a book and page sequencing. Build vocabulary through stories and discussion.	Understand that stories have a beginning and an ending and begin to predict what might happen next. Map out familiar stories through drawing and talk about key events. Continue learning and using new vocabulary.	Talk about characters, settings and events in familiar stories. Retell familiar stories using story language. Create simple stories with a beginning, middle and end.	Discuss stories confidently using recently learned vocabulary. Retell familiar stories and experiences in sequence. Use story language independently in play, discussion and storytelling.
Word Reading	Notice familiar print such as the first letter of their name, logos, signs and numbers. Join in with rhymes and repeated refrains.	Recognise important print in the environment. Develop enjoyment of rhyme through songs and stories.	Begin to understand that print carries meaning. Understand that print can have different purposes. Recognise that English text is read from left to right and top to bottom.	Develop phonological awareness by spotting and suggesting rhymes. Clap syllables in familiar words. Recognise some familiar letters, particularly those in their name.	Hear and identify initial sounds in familiar words. Recognise words with the same initial sound orally. Understand that words are made up of groups of letters.	Say the initial sounds in familiar words. Orally blend and segment simple CVC words. Recognise an increasing number of familiar letters and sounds.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aspect	Exploring Marks	Giving Meaning	Purposeful Mark Making	Using Letters	Representing Sounds	Independent Emergent Writing
Writing	Explore mark making through a range of media and experiences. Make marks during play and begin to give meaning to them. Make marks on pictures to represent themselves or their name. Develop the gross and fine motor skills needed for early writing.	Enjoy drawing freely and talk about their creations. Add marks to drawings and explain what they mean, e.g. "That says mummy." Create marks with an intended purpose during play. Begin to recognise that marks and symbols can communicate meaning.	Use a wider range of marks, symbols and letter-like shapes in play and learning. Explain the meaning of marks, shapes and pictures they create. Begin to use familiar print and symbols in their play. Make purposeful marks in meaningful contexts, such as lists, cards or signs.	Write some or all of their name. Use some letter knowledge in early writing, e.g. writing 'm' for mummy. Begin to include recognisable letters alongside marks and drawings. Understand that print carries meaning and can be used for different purposes.	Write some recognisable letters, particularly those from their name. Begin to write some letter sounds accurately. Use marks, letters and drawings together to communicate ideas. Attempt writing for a range of purposes, such as lists, labels and messages.	Write their name with increasing independence. Write some letters accurately and with increasing control. Use some letter-sound knowledge in early writing. Represent ideas using a combination of marks, drawings and recognisable letters. Begin to understand that words are made up of groups of letters and use this knowledge in independent writing.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Progression Overview: Exploring Quantity → Counting & Comparing → Number Recognition → Patterns & Relationships → Applying Mathematical Ideas → Independence & School Readiness

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aspect	Exploring Quantity	Number Recognition	Counting & Comparing	Patterns & Relationships	Applying Mathematical Ideas	Independence & School Readiness
Number	Compare amounts using language such as <i>lots</i>, <i>more</i> and <i>same</i>. Join in with counting songs and rhymes. Count up to 3 objects, saying one number name for each item. Notice numerals in the environment that are meaningful to them, such as their age or house number. Subitise quantities up to 3.	Recite numbers beyond 5 in songs and play. Count up to 5 objects using one-to-one correspondence. Show finger numbers to 5. Begin to recognise some numerals to 5. Compare small groups of objects.	Recite numbers to 10. Recognise numerals 1-5. Match small quantities to numerals to 5. Count out up to 5 objects from a larger group. Begin to understand that each object is counted once.	Link numerals and amounts to 5 with increasing confidence. Subitise up to 5 objects in familiar arrangements. Know that the last number counted tells how many there are altogether. Use counting during play and everyday routines. Compare groups and identify when amounts are the same.	Count and match quantities to 5 securely and beyond where appropriate. Use counting to solve practical problems in play. Explore small groups of objects and notice when the total remains the same. Compare quantities using <i>more</i>, <i>less</i> and <i>same</i>.	Count confidently in a range of contexts. Apply counting skills during independent play and routines. Compare quantities using language such as <i>more than</i> and <i>fewer than</i>. Demonstrate understanding of number through practical problem-solving. Use number knowledge independently across Nursery provision.
Numerical Patterns	Explore shapes through construction, puzzles and small world play. Notice patterns in the environment, such as stripes, spots and repeating colours. Begin using positional language such as <i>in</i>, <i>on</i> and <i>under</i>. Explore objects of different sizes and shapes through play. Select shapes for simple purposes during construction and creative activities.	Talk about shapes using everyday language such as <i>round</i>, <i>straight</i>, <i>pointy</i> and <i>flat</i>. Use positional language such as <i>behind</i>, <i>next to</i>, <i>beside</i> and <i>in front of</i> during play. Choose appropriate shapes for building and modelling. Begin noticing and talking about simple repeating patterns. Compare objects by size using language such as <i>big</i> and <i>small</i>.	Talk about and explore 2D shapes using language such as <i>sides</i> and <i>corners</i>. Combine shapes to make new shapes and models. Understand and follow simple positional instructions. Talk about familiar routes and locations. Identify patterns around them in everyday environments. Compare objects by size, length and height.	Create and continue simple repeating patterns using objects, actions and sounds. Discuss routes and locations using positional language. Understand position described through words alone. Explore similarities and differences between shapes. Use language such as <i>taller</i>, <i>shorter</i>, <i>longer</i> and <i>shorter</i>. Begin to recognise and name common 2D shapes.	Follow, copy and create repeating patterns independently. Compare objects by size, length, weight and capacity. Recognise and name common 2D shapes including circles, triangles, squares and rectangles. Talk about shapes seen in the environment. Use positional language confidently during play and problem-solving. Explore and describe simple routes.	Create, extend and correct repeating patterns. Compare and describe objects using mathematical language related to size, length, weight and capacity. Recognise and name common 2D shapes and some familiar 3D shapes including sphere, cube, cone and cylinder. Describe positions, routes and locations using a wider range of vocabulary. Use shape, space and measure knowledge independently during play, construction and problem-solving. Discuss patterns, shapes and measures using both everyday and mathematical language.

Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Progression Overview: My World & Me → People, Places & Community → Changes over time → Exploring our World → Growing and Changing → Investigating the Natural World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aspect	My World and Me	People, Places and Community	Changes over time	Exploring our world	Growing and Changing	Investigating the Natural World
Past and Present	Begin to talk about themselves and their immediate family. Recognise familiar people in photographs.	Talk about special events and celebrations they have experienced. Recall recent experiences.	Discuss changes they notice as they grow.	Remember and retell familiar stories and events in sequence. Explore how things change over time – eg – modes of transport in space.	Explore how things change over time, e.g. plants growing, settings and items in stories.	Talk about experiences throughout the year and changes they have noticed.
People, Culture and Communities	Learn names of familiar adults and children. Develop a sense of belonging in Nursery.	Explore family traditions and celebrations such as Diwali, Christmas, birthdays and other personal celebrations.	Notice similarities and differences between homes and families.	Notice similarities and differences between weather around the world.	Compare different places and traditions through stories.	Learn about people who help us in school and the local community.
The Natural World	Explore the Nursery environment using their senses. Observe signs of autumn.	Investigate seasonal changes and weather. Explore natural materials.	Investigate seasonal changes and weather. Observe life cycles and living things in the environment. Explore animals and habitats. Begin to understand what living things need.	Investigate weather. Investigate the natural world aspects such as shadows, light, dark, space, magnetic force.	Plant seeds and care for growing plants. Notice changes over time.	Investigate floating and sinking, changes in sand and seasonal summer changes.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Progression Overview: Explore → Experiment → Represent → Create → Refine → Express

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aspect	Explore	Experiment	Represent	Create	Refine	Express
Creating with Materials	Explore different materials freely using their senses. Use their imagination as they consider what they can do with different materials. Make marks using a range of tools and media.	Join different materials and explore different textures. Make simple models which express their ideas. Explore how materials can be changed and manipulated.	Explore colour and colour mixing. Use painting, drawing and construction materials to represent ideas. Talk about colours and features in their creations.	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Use drawing to represent ideas and experiences. Begin to notice patterns, textures and shapes.	Choose the things they want to use to make something. Draw with increasing complexity and detail. Begin to talk about different shades such as light and dark.	Can use different tools such as scissors, masking tape, sticky tape, hole punches and string to join and fix things together. Beginning to show different emotions in their drawings and paintings, such as happiness, sadness and fear. Responds to what they have created, expressing thoughts and feelings.
Being Imaginative and Expressive	Enjoy and take part in action songs such as <i>Twinkle, Twinkle Little Star</i>. Explore sounds using instruments and everyday objects. Engage in simple pretend play based on familiar experiences.	Listen with increased attention to sounds. Start to develop pretend play, pretending one object represents another. Join in with familiar songs and rhymes.	Remember and sing parts of familiar songs. Move to music, expressing feelings and ideas. Use props and resources within imaginative play.	Remember and sing whole songs. Begin to develop complex stories using small world equipment such as animal sets, dolls and doll's houses. Explore different ways of playing instruments.	Create own songs and improvise a song around one they know. Begin to make imaginative and complex small worlds with blocks and construction kits. Use role play to develop narratives with others.	Sing the melodic shape of familiar songs and begin to pitch match. Play instruments with increasing control to express feelings and ideas. Develop storylines and narratives in imaginative, small world and role-play experiences.

Our Themes For The Year

Year Group: Nursery

Celebrate Me



Autumn Adventures



Feasts and Festivities



Winter Wonderland



Little Explorers



Rainbows and Rockets



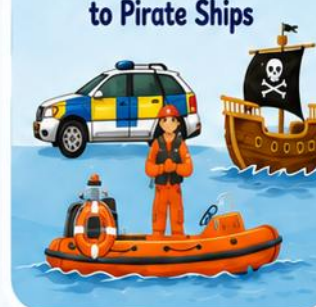
Spring Has Sprung



Fables and Foraging



From Rescue Boats to Pirate Ships



Summer Fun



Autumn 1

	Week Beginning 31 ST August	Week Beginning 7 th September	Week Beginning 14 th September	Week Beginning 21 st September	Week Beginning 28 th September	Week Beginning 5 th October	Week Beginning 12 th October	Week Beginning 19 th October
Important Dates/Information	Bank Holiday Monday – 31 st August Inset – 1 st and 2 nd September Drop in meetings for parents and children – 3 rd and 4 th Settling in sessions – 4 th , 7 th and 8 th	Complete school Baseline Children start allocated hours – 9 th Teddy Bear day – 9 th Grandparents' day – 13 th	Complete school Baseline World Singing Day - 17 th Parent RWI workshop – 17 th	Complete school Baseline Day of Languages – 26 th	Complete school Baseline Black History Month	Black History Month World Mental Health Day – 10 th All school baseline data complete – 5 th .	Black History Month Harvest Festival collection for food bank Parent's Evenings – 12 th and 14 th	Black History Month Harvest Festival collection for food bank
Theme								
Super Start	Exciting End	Children's favourite books to read (where possible) Family Photos Album created			Wellie Walk in the local environment.(linked to seasons)			

Possible lines of enquiry and possible key vocabulary	All About Me Who am I? What is my name? What do I look like? What am I good at? What do I like doing? What makes me special? Key vocabulary: me, my, name, special, different, same, like, favourite, good at, proud, grow, change My Favourite Things What do I like? What is my favourite colour? Toy? Food? Book? Song? Animal? Game? What do I enjoy doing at home and nursery? Key vocabulary: favourite, colour, toy, food, book, song, animal, game, like, enjoy, choose, interests My Feelings How am I feeling today? What makes me happy, sad, excited, worried or calm? Who can help me when I need support? What can I do to help myself feel better? Key vocabulary: happy, sad, excited, worried, angry, scared, calm, proud, kind, help, friend, safe, feelings, emotions My Body What can my body do? What are the parts of my body? How do I move? What can I see, hear, smell, taste and touch? How can I keep my body healthy? Key vocabulary: head, eyes, ears, nose, mouth, hands, fingers, legs, feet, move, run, jump, hop, balance, senses, see, hear, smell, taste, touch, wash, clean, healthy, sleep My Family and Home Who is important to me? Who lives in my home? Who looks after me? What do I like doing with my family? What celebrations are special to us? Key vocabulary: family, home, mum, dad, carer, brother, sister, grandparent, love, care, celebration, special, together My Friends and Nursery Who helps me at nursery? Who are my friends? How can I be a good friend? How do we play and learn together? Who helps us at nursery? Why do we have rules? How can we keep ourselves and others safe? What does kind look like? How can we care for our toys, resources and learning environments? What can we do if something goes wrong? How can we make good choices? Key vocabulary: friend, sharing, caring, kind, helping, turn-taking, listening, teamwork, play, nursery, teacher, community, rules, expectations, kind, safe, gentle, sharing, listening, helping, caring, respectful, good choices, together, tidy, ready, responsible, turn-taking, friendship, cooperate We Are All Different How are we the same and different? What makes each person unique? How do we celebrate our differences? What can we learn from one another? Key vocabulary: same, different, special, unique, hair, eyes, family, culture, language, respect, kindness, belong End of Topic Big Reflection "What Makes Me Me?" - This is designed to help children begin to recognise and talk about their own identity in simple, positive ways. It focuses on developing self-awareness, confidence, communication skills, and a sense of belonging.	Discovering Autumn What happens in autumn? What colours can we see? What changes can we spot outside? Key Vocabulary: autumn, season, weather, leaves, tree, falling, colour, red, orange, yellow, brown, wind, cold, change. Exploring Nature What can we find outside in autumn? What can we collect? What animals might we see? Key Vocabulary: nature, leaf, twig, stick, bark, seed, acorn, conker, pine cone, berries, woodland, animal, explore, discover. Woodland Adventures How can we look after nature? How can we stay safe when we are outside? Key Vocabulary: woodland, forest, outdoors, animal, care, help, protect, safe, explore, adventure, trail. Animals in Autumn What do animals do in autumn? What food do they collect? Where do they live? Key Vocabulary: animal, bird, squirrel, hedgehog, fox, food, collect, store, home, nest, winter, hibernate. Weather Watchers What is the weather like today? What clothes do we need to wear? Key Vocabulary: weather, rain, cloud, windy, sunny, cold, puddle, umbrella, coat, boots, waterproof. Harvest and Celebrations Where does our food come from? What foods are harvested in autumn? How do people celebrate harvest? Key Vocabulary: harvest, farm, farmer, fruit, vegetables, food, grow, collect, celebrate, sharing, thankful. Autumn Treasures What can we make with things we find outside? What can we see, touch, smell and hear? Key Vocabulary: natural, treasure, texture, rough, smooth, soft, hard, senses, sight, smell, touch, hearing, create, artwork, collage. End of Topic Reflection "What do you like about autumn?" - Children will have opportunities to talk about the changes they have noticed, share their favourite autumn experiences, and discuss the things they have found and created during their autumn adventures.
Core Texts	I'm starting Nursery Inside my heart All kinds of families	Autumn We are going on a leaf hunt. The Little Red Leaf
Core Songs	Twinkl, Twinkl Little Star Baa Baa Black Sheep Humpty Dumpty	
Communication and Language	Settle into Nursery routines and respond to familiar adults. Listen to short stories, songs and rhymes with picture support. Follow simple one-step instructions. Show understanding by responding through actions, words or gestures. Use words and short phrases to communicate needs, interests and feelings. Join in with familiar songs, rhymes and repeated story phrases. Begin to learn and use new vocabulary modelled by adults.	
Personal, Social and Emotional Development	Build secure relationships with familiar adults. Begin to separate from parents/carers with support. Express basic emotions through words, gestures or behaviour. Begin to understand and follow Nursery routines.	

	Learn Nursery expectations and routines. Explore resources with adult guidance. Begin to eat independently using a spoon and fork. Develop confidence in handwashing, toileting and simple self-care routines. Begin putting on coats and shoes with adult support. Play alongside other children. Develop positive relationships with key adults. Begin to show interest in others during play. Learn to share space and resources with support.			
Physical Development	Continue to develop movement through walking, running, climbing, balancing, riding scooters, trikes and bikes, and exploring ball play. Begin to match developing physical skills to simple tasks and challenges. Use large-muscle movements for painting, mark making, waving flags and ribbons, and action songs. Explore a range of tools and equipment through play. Develop hand strength through malleable materials, threading, construction and small-world play. Begin to show a preference for a dominant hand.			
Literacy	Have favourite books and seek them out to share with adults, peers or independently. Join in with songs, rhymes and repeated phrases from familiar stories. Begin to talk about pictures and events in stories. Notice familiar print such as the first letter of their name, logos, signs and numbers. Join in with rhymes and repeated refrains. Explore mark making through a range of media and experiences. Make marks during play and begin to give meaning to them. Make marks on pictures to represent themselves or their name. Develop the gross and fine motor skills needed for early writing.			
Mathematics	Compare amounts using language such as <i>lots</i>, <i>more</i> and <i>same</i>. Join in with counting songs and rhymes. Count up to 3 objects, saying one number name for each item. Notice numerals in the environment that are meaningful to them, such as their age or house number. Subitise quantities up to 3. Explore shapes through construction, puzzles and small world play. Notice patterns in the environment, such as stripes, spots and repeating colours. Begin using positional language such as <i>in</i>, <i>on</i> and <i>under</i>. Explore objects of different sizes and shapes through play. Select shapes for simple purposes during construction and creative activities.			
		Book 1, Chapter 1, Episode 1 – Combining 2 or more objects	Book 1, Chapter 1, Episode 2 – Building with a range of resources	Book 1, Chapter 1, Episode 3 – Comparing amounts saying lots, more, some
Understanding the World	Begin to talk about themselves and their immediate family. Recognise familiar people in photographs. Learn names of familiar adults and children. Develop a sense of belonging in Nursery. Explore the Nursery environment using their senses. Observe signs of autumn.			
Expressive Arts and Design	Explore different materials freely using their senses. Use their imagination as they consider what they can do with different materials. Make marks using a range of tools and media. Enjoy and take part in action songs such as <i>Twinkle, Twinkle Little Star</i>. Explore sounds using instruments and everyday objects. Engage in simple pretend play based on familiar experiences.			

	Week Beginning 2 nd November	Week Beginning 9 th November	Week Beginning 16 th November	Week Beginning 23 rd November	Week Beginning 30 th November	Week Beginning 7 th December	Week Beginning 15 th December
Important Dates/Information	Bonfire Night – 5 th November Diwali – 8 th November	Nursery Rhyme Week Remembrance Day – 11 th Children in Need – 13 th World Kindness Day – 13 th	Road Safety Week Anti-bullying Week World Hello Day – 21 st		Advent	Advent Christmas Jumper Day – 10 th All data complete – 11 th	Advent EYFS Christmas Event – 16 th Inset Day – 18 th
Theme							
Super Start	Exciting End	Hold a "Light Festival" where children use torches, glow sticks and ribbons to create their own firework displays OR Hold a Nursery Celebration Party where children share favourite celebrations, dance, sing and enjoy special snacks together.			Christmas related – eg - Footprints, a wrapped present and a letter appear in Nursery. Children discover Christmas decorations and Nativity story props.		
Possible lines of enquiry and possible key vocabulary	Bonfire Night - What can we see at Bonfire Night? What can we see in the sky at Bonfire Night? What colours and sounds do fireworks make? What is a bonfire? How can we stay safe around fireworks? Have you ever seen fireworks with your family? How do fireworks make us feel? Key Vocabulary: fireworks, bonfire, sparkler, light, dark, loud, colour, safe, celebration Diwali - How do people celebrate Diwali? What lights can we see during Diwali? What is a diya lamp? What patterns can we make like rangoli? How do families celebrate together? What things are the same or different to celebrations in our families? Key Vocabulary: Diwali, light, lamp, diya, rangoli, family, celebration, pattern, together Light and Dark - What happens when it gets dark? What do we notice in the daytime? What do we notice at night-time? What helps us see in the dark? Can we make shadows? What can we see in the sky at night? Key Vocabulary: light, dark, day, night, sun, moon, star, shadow, torch, safe Remembrance - How can we show kindness and remember people? What does it mean to remember? What is a poppy? Why do people wear poppies? How can we show kindness and respect? Who helps us in our community? How can we say thank you to people who help us?			Celebrations in Our Families - How do we celebrate special times? What celebrations have you been part of? What makes a celebration special? Who do we celebrate with? What foods do we enjoy at celebrations? What traditions are important in our families? How are our celebrations the same or different? Celebrations explored: Birthdays, new babies, family gatherings, weddings, cultural celebrations represented within the setting. Key Vocabulary: celebrate, family, party, special, happy, together, food, cake, tradition, sharing		How do people celebrate Christmas? What is Christmas? What can we see at Christmas time? Why is Christmas special to Christians? What happens in the Nativity story? How do families celebrate Christmas together? How can we show kindness and give to others? Key Vocabulary: Christmas, Nativity, Jesus, baby, star, church, family, gift, kindness, celebration	

	Key Vocabulary: remember, poppy, kind, help, thank you, respect, community, together		
	End-of-Topic Reflection "What do you remember about the lights, celebrations and special times we have shared together?" This encourages recall, communication and reflection while remaining accessible.		
Core Texts	The Dark, Dark Night (exploring darkness) Peppa's Firework Party (Bonfire Night) Binny Diwali or Dipal's Diwali (Diwali) Let's Celebrate! Special Days Around the World (comparing celebrations) The Snowman (Christmas) The Traditional Christmas Story (Christmas)		
Core Songs	Nursery Rhyme Week songs – Hickory Dickory Dock, Doctor Foster, Pussy Cat, Pussy Cat, Row Row Row Your Boat, 12345 Happy Birthday Twinkle, Twinkle, Little Star Hey Diddle Diddle 5 Little Fireworks We Wish You a Merry Christmas Jingle Bells		
Communication and Language	Listen to longer stories and begin to remember key events. Sustain attention during short group activities. Understand simple 'who', 'what' and 'where' questions. Identify familiar objects when described. Use a wider range of vocabulary during play. Begin to speak in longer sentences. Talk about familiar people, experiences and interests. Ask simple questions during conversations.		
Personal, Social and Emotional Development	Recognise and begin to name a range of emotions. Begin to manage feelings with adult support. Show increasing confidence when trying new experiences. Begin to wait for short periods and take turns. Choose activities independently and begin making decisions about play and learning. Begin taking responsibility for belongings. Show increasing independence during snack and mealtimes. Become increasingly independent in dressing and undressing, including putting on coats. Develop awareness of healthy routines through everyday Nursery experiences. Begin forming friendships. Join in with small-group activities. Take turns with adult guidance. Show kindness towards others.		
Physical Development	Go up steps, stairs and climbing equipment using alternate feet. Remember and repeat simple sequences of movement linked to music and rhythm. Develop increasing confidence when balancing, climbing and negotiating space. Choose appropriate resources to carry out their own ideas and plans. Develop hand-eye coordination through puzzles, construction and creative activities. Begin using one-handed tools with increasing control.		
Literacy	Engage in extended conversations about stories and learn new vocabulary. Talk about favourite books and characters. Sing familiar songs and rhymes independently. Recognise important print in the environment. Develop enjoyment of rhyme through songs and stories. Enjoy drawing freely and talk about their creations. Add marks to drawings and explain what they mean, e.g. "That says mummy." Create marks with an intended purpose during play. Begin to recognise that marks and symbols can communicate meaning.		
Mathematics	Recite numbers beyond 5 in songs and play. Count up to 5 objects using one-to-one correspondence. Show finger numbers to 5. Begin to recognise some numerals to 5. Compare small groups of objects.		

	Talk about shapes using everyday language such as <i>round</i> , <i>straight</i> , <i>pointy</i> and <i>flat</i> . Use positional language such as <i>behind</i> , <i>next to</i> , <i>beside</i> and <i>in front of</i> during play. Choose appropriate shapes for building and modelling. Begin noticing and talking about simple repeating patterns. Compare objects by size using language such as <i>big</i> and <i>small</i> .						
	Book 1, Chapter 1, Episode 4 – Completing inset puzzles.	Book 1, Chapter 2, Episode 1 – Finger Rhymes	Book 1, Chapter 2, Episode 2 – Changes of amount	Book 1, Chapter 2, Episode 3 – Exploring spaces	Book 1, Chapter 2, Episode 4 – Comparing with gesture	Book 1, Chapter 2, Episode 5 – Noticing and arranging	Book 1, Chapter 3, Episode 1– Counting behaviours
Understanding the World	Talk about special events and celebrations they have experienced. Recall recent experiences. Explore family traditions and celebrations such as Diwali, Christmas, birthdays and other personal celebrations. Investigate seasonal changes and weather. Explore natural materials.						
Expressive Arts and Design	Join different materials and explore different textures. Make simple models which express their ideas. Explore how materials can be changed and manipulated Listen with increased attention to sounds. Start to develop pretend play, pretending one object represents another. Join in with familiar songs and rhymes..						

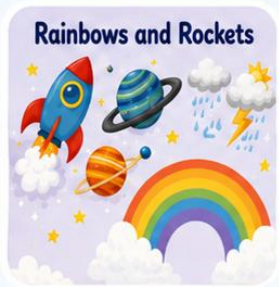
Spring 1

	Week Beginning 4 th January	Week Beginning 11 th January	Week Beginning 18 th January	Week Beginning 25 th January	Week Beginning 1 st February	Week Beginning 8 th February
Important Dates/Information	Inset Day – 4 th				National Story telling week Children’s mental health week Lunar New Year – 6 th	Safer internet day – 9 th Pancake Day – 9 th
Theme						
Super Start	Exciting End	A Winter Wonderland Appears! Children arrive to find the classroom transformed with snowflake decorations, icy colours, winter sounds, a tray of ice and a box full of winter clothing to explore.	Wellie walk in the local area	A Mysterious Explorer Arrives! Children arrive to find giant footprints, animal toys, binoculars, maps and a suitcase filled with clues from around the world. Inside the suitcase: Farm animal figures, Jungle leaves and toy animals, Desert sand and cacti, Sea shells, Snowy animal toys and a letter explains that the children have been chosen to become Little Explorers and travel to different habitats to learn about animals and their homes.		Animal Habitat Party - Children help the animals return home by celebrating with songs, dances and games from around the world and dressing up as animals.
Possible lines of enquiry and possible key vocabulary	Discovering Winter - What is winter like? Is it warm or cold outside? What clothes do we wear in winter? What can we see, hear and feel in winter? How do we know winter is here? Key Vocabulary: winter, cold, chilly, frost, ice, snow, hat, scarf, gloves, coat, day, night Winter Nature Explorers - What can we find outside in winter? What do the trees look like? Can we find leaves, sticks or berries? What can we see on the ground? What do we notice when we go for a winter walk? Key Vocabulary: tree, leaf, stick, berry, frost, ice, winter, nature, explore, find, look, notice Snowy Adventures - How can we enjoy winter safely? What can we do with snow and ice? How does snow feel? What happens when ice melts? How can we stay safe when it is slippery? Key Vocabulary: snow, ice, cold, slippery, safe, melt, footprint, winter, explore Animals in Winter - What happens to animals in winter? Which animals can we see outside? What birds visit our garden? How can we help birds when it is cold? Where do animals go to keep warm? Key Vocabulary: animal, bird, robin, squirrel, hedgehog, nest, food, shelter, winter, help End of Topic Reflection Question "What was your favourite thing about winter?" This enables the children to recall			Growing and Changing - How have I changed as I grow? What could I do when I was a baby? What can I do now? How have I grown? What helps me grow healthy and strong? What am I learning to do? Key Vocabulary: baby, toddler, child, grow, change, bigger, smaller, taller, family, healthy, strong, learn, develop, body, independence Homes Around the World - Where do people and animals live? Where do you live? What do you live in? What makes a home? What homes do animals live in? How are homes the same and different? What makes our home special? Key Vocabulary: home, house, nest, den, shelter, family, live, safe, world Exploring the Farm - Who lives on the farm? What animals might we see on a farm? What sounds do farm animals make? What do farm animals eat? How do farmers care for animals? How is the farm different from where we live? Key Vocabulary: farm, farmer, cow, sheep, pig, horse, chicken, duck, animal, field, barn, food, care Exploring the Jungle - What can we find in the jungle? Which animals live in the jungle? What sounds can we hear? What plants and trees can we see? How is the jungle different from where we live? Key Vocabulary: jungle, lion, elephant, monkey, tiger, parrot, tree, leaves, vines, habitat, explore Exploring the Desert - What is a desert like? Is the desert hot or cold? Which animals live in the desert? How do animals find water? What can we see in a desert? How is the desert different from where we live? Key Vocabulary: desert, camel, cactus, sand, hot, sun, dry, water, habitat, explore Exploring the Ocean - Who lives under the sea? What animals live in the ocean? What colours can we see underwater? How do sea creatures move? What would we find at the beach? Key Vocabulary: ocean, sea, fish, whale, dolphin, shark, crab, shell, beach, water Exploring Cold Places - What happens in snowy places? What is snow like? Which animals live in cold places? How can animals keep warm? Key Vocabulary: snow, ice, cold, penguin, polar bear, seal, winter, frozen, habitat Exploring Woodland Animals - What can we find in the woods?		

	experiences, develop communication and language skills, express preferences, and make connections to their own lives.	Which animals live in the woods? What can we find on the ground? How do animals make homes? What changes can we see through the seasons? Key Vocabulary: woodland, fox, squirrel, owl, nest, tree, leaves, acorn, habitat, nature Little Adventurers - How can we explore our world? What places have we learned about? Which animals did we discover? How could we get to that place? Which habitat was our favourite? Key Vocabulary: explore, discover, journey, map, world, habitat, animal, adventure End of Topic Reflection "Where would you like to go on an adventure and what would you see there?" This encourages children to recall and talk about the different habitats and animals they have explored, use new vocabulary, share their favourite experiences, develop communication and language skills, and show curiosity about the wider world.
Core Texts	Robins Winter's song	Farm: Noisy Farm Jungle: Giraffes Can't Dance Desert: A Camel Called Humphrey Ocean: Commotion in the Ocean Polar Regions: Polar Bear, Polar Bear, What Do You Hear? Woodland: We're Going on a Bear Hunt
Core Songs	Here we go round the mulberry bush Seasons Song for Kids (Autumn Version) Pancake Manor Five Little Snowflakes I'm a Little Snowman This Is the Way We Put On Our Coat	Old MacDonald Had a Farm Walking Through the Jungle Alice the Camel Baby Shark Five Little Penguins We're Going on a Bear Hunt
Communication and Language	Follow two-part instructions with increasing independence. Listen attentively during small-group activities. Begin to answer simple 'why' questions with adult support. Understand a growing range of vocabulary linked to topics and stories. Use sentences of four to six words to share ideas. Begin conversations with adults and peers. Retell simple events using familiar language. Use new vocabulary from stories and learning experiences.	
Personal, Social and Emotional Development	Talk about feelings using simple emotional vocabulary. Begin to understand that actions have consequences. Develop strategies to manage frustration with support. Show perseverance when faced with simple challenges. Follow familiar routines independently and manage feelings within daily Nursery experiences. Develop confidence and independence in personal care routines. Eat independently using a knife and fork with increasing confidence. Manage personal hygiene routines with decreasing adult support. Follow simple rules with reminders. Play cooperatively with one or more children. Begin to negotiate during play. Understand simple rules for sharing and turn-taking. Begin to recognise similarities and differences between people.	
Physical Development	Revise and refine movements including rolling, crawling, walking, jumping, hopping, skipping and climbing. Collaborate with others to move and manage large equipment safely. Develop confidence when throwing, rolling and catching large balls. Use one-handed tools and equipment, including scissors, paintbrushes and mark-making tools. Use a comfortable grip with increasing control when holding pencils and pens. Manipulate small objects with increasing precision.	
Literacy	Ask questions about books, make comments and share ideas. Begin to understand the parts of a book and page sequencing. Build vocabulary through stories and discussion. Begin to understand that print carries meaning. Understand that print can have different purposes. Recognise that English text is read from left to right and top to bottom. Use a wider range of marks, symbols and letter-like shapes in play and learning. Explain the meaning of marks, shapes and pictures they create. Begin to use familiar print and symbols in their play. Make purposeful marks in meaningful contexts, such as lists, cards or signs.	

Mathematics	Recite numbers to 10. Recognise numerals 1-5. Match small quantities to numerals to 5. Count out up to 5 objects from a larger group. Begin to understand that each object is counted once Talk about and explore 2D shapes using language such as <i>sides</i> and <i>corners</i> . Combine shapes to make new shapes and models. Understand and follow simple positional instructions. Talk about familiar routes and locations. Identify patterns around them in everyday environments. Compare objects by size, length and height..					
	Book 1, Chapter 3, Episode 2 – Everyday counting	Book 1, Chapter 3, Episode 3 – 2d and 3d shapes	Book 1, Chapter 3, Episode 3 – 2d and 3d shapes	Book 1, Chapter 3, Episode 3 – 2d and 3d shapes	Book 1, Chapter 3, Episode 4 – familiar routes	Book 1, Chapter 3, Episode 4 – familiar routes
Understanding the World	Discuss changes they notice as they grow. Notice similarities and differences between homes and families. Investigate seasonal changes and weather. Observe life cycles and living things in the environment. Explore animals and habitats. Begin to understand what living things need.					
Expressive Arts and Design	Explore colour and colour mixing. Use painting, drawing and construction materials to represent ideas. Talk about colours and features in their creations. Remember and sing parts of familiar songs. Move to music, expressing feelings and ideas. Use props and resources within imaginative play.					

Spring 2

		Week Beginning 22 nd February	Week Beginning 1 st March	Week Beginning 8 th March	Week Beginning 15 th March	Week Beginning 22 nd March
Important Dates/Information			World Book Day – 4 th Mother's Day – 7 th	Science Week Eid-Al – Fitr – 10 th March	Nutrition and Hydration Week Young Carer's Action Day – 16 th All data complete – 19 th World Oral Health Day – 20 th	Holi – 22 nd Parent's Evenings – 22 nd and 24 th Easter bonnet parade - 24 th Term ends - 25 th
Theme						
Super Start	Exciting End	A Rainbow Rocket Has Landed!		Rocket launch	Wellie walk in the local environment (Possible Chick hatching experience?)	Easter Egg Hunt or other Easter related exciting end
Possible lines of enquiry and possible key vocabulary		What colours can we see? What colour can you see? Can you find something that matches this colour? Which colour do you like best? What happens when we mix colours together? Can you make a new colour? Where can we find colours in nature? Can you find the colours of the rainbow? Key Vocabulary: colour, rainbow, red, orange, yellow, green, blue, purple, mix, light, dark, bright, same, different, pattern. What can you see in the sky? What does the sun do? How does the sun make us feel? What happens when the sun comes out after the rain? What shapes can we see in the clouds? How do clouds move across the sky? Can clouds be different colours? Where does rain come from? What happens when it rains? How does rain sound? What can we wear when it rains? Where do puddles come from? Can we see the wind? How do we know the wind is blowing? What things move when it is windy? What is the weather like today? What weather do you like best? How does weather affect what we wear and do? What colours can we see in a rainbow? When might we see a rainbow? Can we make our own rainbow? Where can we find rainbow colours? Which colour in the rainbow is your favourite? What happens when the sun shines through water? Where might a rainbow lead? What would we find at the end of a rainbow? Could a rainbow take us into space? Key Vocabulary: weather, sunny, rainy, windy, cloudy, stormy, hot, cold, warm, wet, dry, sun, sunshine, light, bright, daytime, shadow, cloud, fluffy, white grey, sky, move, float, rain, raindrop, shower, puddle splash, waterproof, umbrella, wind, blow, breeze, gust, rainbow, colours, arc, water, shine, reflection, sparkle, Where could a rocket take us and what would we see? What does Earth look like from a rocket? Can we see the oceans, land and clouds? What colours can we see on Earth? How is Earth different from space? What might we take with us on our journey? What can we find in space? Can we see stars during the day? What are planets? Which planet would we like to visit? What would we wear in space? What would astronauts need on a rocket? How do rockets travel into space? Key Vocabulary: rocket, journey, travel, launch, space, astronaut, Earth, Moon, planet, star, cloud, sky, explore, discover, above, below, near, far, fly, adventure End of Topic Reflection: What have we discovered about weather, rainbows and space? This encourages children to recall, discuss and celebrate what they have learned about colours, weather, rainbows and space, while using new vocabulary and sharing their own ideas, observations and favourite experiences.			How do we know it is spring? What can we see outside in spring? What flowers can we find? What colours can we see? Can we feel the sunshine? What is changing around us? Key Vocabulary: spring, flower, blossom, bud, grow, sunshine, warm, green, tree, change What is the weather like in spring? Is it sunny, rainy or windy today? How does the weather make us feel? What clothes do we wear in different weather? Can we talk about what we see outside? Key Vocabulary: sun, rain, cloud, wind, rainbow, weather, warm, cold, puddle, sky What can we find outdoors in spring? What can we see in the garden? Can we find flowers, leaves or bugs? What sounds can we hear outside? How can we look after living things? Key Vocabulary: flower, leaf, bug, worm, bee, bird, nest, garden, nature, care Who has babies in spring? What baby animals can we see in spring? What do baby animals look like? How do animals care for their babies? How do babies grow? Key Vocabulary: baby, chick, lamb, duckling, bunny, nest, egg, hatch, grow, family What can we make inspired by spring? What colours can we see in spring? How do flowers, leaves and blossom feel? Can we use natural objects to create pictures? What can we hear, smell and see outside? Key Vocabulary: colour, paint, petals, leaves, texture, print, create, make, explore, senses How do people celebrate Easter? What happens at Easter? How do some families celebrate Easter? What special foods, activities or traditions do people enjoy? How are celebrations the same and different?	

		Key Vocabulary: Easter, celebration, family, church, egg, Easter egg, bunny, tradition, special, share End of Topic Reflection: "What do we like about spring?" Children will reflect on their learning by talking about the flowers and plants they have seen growing, the baby animals they have learned about, the changes they have noticed in the weather, and the things they have discovered during outdoor exploration. They will also share their experiences of Easter celebrations and discuss their favourite parts of spring, using new vocabulary to describe what they have seen, heard and enjoyed.
Core Texts	Elmer Peppa Pig: Peppa's Rainbow Aliens Love Underpants Bob the man on the moon	Spring non – fiction books Mr Bunnys Chocolate factory.
Core Songs	I Can Sing a Rainbow Rain, Rain, Go Away Incy Wincy Spider Pitter Patter Raindrops) Zoom, Zoom, Zoom We're Going to the Moon 5 Little Men in a Flying Saucer	Seasons Song for Kids (Autumn Version) Pancake Manor Five Little Speckled Frogs Chick chick chick chick chicken Mary has a little lamb Little Peter Rabbit There's a Tiny Caterpillar on a Leaf
Communication and Language	Listen with increasing attention during whole-class sessions. Recall familiar stories and events. Respond appropriately to a wider range of questions. Demonstrate understanding through discussion and play. Use talk to organise play and explain ideas. Retell familiar stories using props, pictures or role play. Continue conversations with increasing confidence. Express opinions and preferences using simple reasons.	
Personal, Social and Emotional Development	Recognise how others may be feeling. Demonstrate increasing independence in managing emotions Cope with changes to routines with reassurance. Persist with activities of interest despite small difficulties. Select and use resources for a chosen purpose and cooperate with others during play and learning. Take responsibility for simple classroom jobs and contribute positively to group activities. Manage personal care with increasing independence. Dress and undress with increasing independence, including attempting zips and simple fastenings. Understand the importance of keeping healthy through food, exercise and rest. Develop sustained friendships. Work collaboratively during play and activities. Begin to solve simple conflicts using words. Show respect for others' ideas and feelings.	
Physical Development	Begin taking part in group games and physical activities with others. Refine balance, coordination and agility during a range of activities. Adapt movements to different physical challenges with increasing independence. Develop fine motor control through cutting, drawing, painting and construction. Use a comfortable pencil grip consistently during mark making. Complete tasks requiring increasing dexterity and coordination.	
Literacy	Understand that stories have a beginning and an ending and begin to predict what might happen next. Map out familiar stories through drawing and talk about key events. Continue learning and using new vocabulary. Develop phonological awareness by spotting and suggesting rhymes. Clap syllables in familiar words. Recognise some familiar letters, particularly those in their name. Write some or all of their name. Use some letter knowledge in early writing, e.g. writing 'm' for mummy. Begin to include recognisable letters alongside marks and drawings. Understand that print carries meaning and can be used for different purposes.	
Mathematics	Link numerals and amounts to 5 with increasing confidence. Subitise up to 5 objects in familiar arrangements. Know that the last number counted tells how many there are altogether.	

	Use counting during play and everyday routines. Compare groups and identify when amounts are the same. Create and continue simple repeating patterns using objects, actions and sounds. Discuss routes and locations using positional language. Understand position described through words alone. Explore similarities and differences between shapes. Use language such as <i>taller</i> , <i>shorter</i> , <i>longer</i> and <i>shorter</i> . Begin to recognise and name common 2D shapes.				
	Book 1, Chapter 4, Episode 1 – subitise to 3	Book 1, Chapter 4, Episode 2 – completing puzzles	Book 1, Chapter 4, Episode 3 – position	Book 1, Chapter 4, Episode 4 – object comparison	Book 1, Chapter 4, Episode 4 – object comparison
Understanding the World	Remember and retell familiar stories and events in sequence. Explore how things change over time – eg – modes of transport in space. Notice similarities and differences between weather around the world. Investigate weather. Investigate the natural world aspects such as shadows, light, dark, space, magnetic force.				
Expressive Arts and Design	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Use drawing to represent ideas and experiences. Begin to notice patterns, textures and shapes. Remember and sing whole songs. Begin to develop complex stories using small world equipment such as animal sets, dolls and doll's houses. Explore different ways of playing instruments.				

Summer 1

	Week Beginning 12 th April	Week Beginning 19 th April	Week Beginning 26 th April	Week Beginning 3 rd May	Week Beginning 10 th May	Week Beginning 17 th May	Week Beginning 24 th May
Important Dates/Information		Earth Day – 22 nd		Bank Holiday – 3 rd	Mental Health Awareness Week		Inset Day – 28 th
Theme							
Super Start	Exciting End						
Possible lines of enquiry and possible key vocabulary	Who lives in the story? Who is in the story? Where do they live? What happens first, next, last? How do the characters feel? What are the characters like? What problems do the characters face? What choices do the characters make? What makes the setting important? Can we compare the stories? What can we learn from the story? What patterns can we spot? What language does the author use? How might the story change? Which character's point of view are we hearing? What would happen next? Key Vocabulary: character, main character, hero, villain, wolf, pig, bear, goat, troll, family, visitor, friend, setting, house, cottage, bridge, forest, woods, home, river, meadow, outside, inside, safe, shelter, beginning, middle, end, first, next, then, after, finally, before, last, sequence, order, happy, sad, scared, worried, nervous, angry, surprised, excited, proud, brave, relieved, frightened, curious, kind, helpful, caring, brave, clever, strong, lazy, selfish, thoughtful, friendly, honest, determined, problem, challenge, trouble, danger, mistake, solution, help, rescue, fix, solve, protect, escape, choice, decide, decision, choose, right, wrong, careful, risky, sensible, thoughtful, consequence, same, different, compare, similar, contrast, both, all, character, setting, ending, author, words, phrase, repeated phrase, description, retell, storyteller, expression. How do plants grow? What does a seed need to grow and live? What has changed? How tall can it grow? Key Vocabulary: plant, seed, bulb, grow, living, roots, stem, leaf / leaves, flower, petals, water, sunlight, soil, air, warmth, nutrients, shoot, sprout, bloom, healthy. What can we find outdoors and the creatures that share our world? What can you see outdoors? What can you hear outdoors? What natural objects can you collect? How is the outdoor area changing? What creatures can we spot outside? Where does the animal live? What can you find under a log or stone? How do animals and plants survive in their habitats? How do we look after animals, plants and our environment? Key Vocabulary: nature, outdoors, woodland, forest, habitat, home, shelter, animal, minibeast, creature, snail, insect, bird, plant, flower, leaf, stick, stone, log, season, autumn, winter, spring, summer, observe, explore, collect, care, protect, grow, living, environment. End of Topic Reflection – “What have we learned about stories, plants and the world around us?” This question encourages children to retell familiar stories, talk about characters and settings, explain how plants grow, and describe the animals, plants and habitats we discover in the natural world.						
Core Texts	The Three Little Pigs, Goldilocks and the Three Bears Three Billy Goats Gruff Jack and the Beanstalk Mad about minibests						
Core Songs	When Goldilocks Went to the House of the Bears Incy Wincy Spider The Ants Go Marching						
Communication and Language	Sustain attention during activities of interest, even when distractions are present. Follow longer instructions independently. Respond thoughtfully to 'why' and 'how' questions. Use new vocabulary confidently in conversation. Communicate ideas clearly during collaborative play. Negotiate roles and solve simple problems through talk. Describe experiences using increasingly varied vocabulary. Use language to imagine, create and explain.						

Summer 2

	Week Beginning 7 th June	Week Beginning 14 th June	Week Beginning 21 st June	Week Beginning 28 th June	Week Beginning 5 th July	Week Beginning 12 th July	Week Beginning 19 th July
Important Dates/Information	Healthy eating week	Fathers day – 20 th Kings Official Birthday – 19 th	EYFS sports day – 21 st				Finish – 21 st
Theme							
Super Start	Exciting End		Pirate dress up day		Teddy's Bears Picnic with family	Graduation	
Possible lines of enquiry and possible key vocabulary	Who helps us? Who helps us at school? Who helps us when we are hurt or poorly? What jobs do firefighters, police officers and paramedics do? How do helpers keep us safe? Who helps people at sea? What is a lifeboat? Key Vocabulary: General Helper Vocabulary – helper, help, care, kind, safe, protect, community, job, teamwork, emergency. School Helpers – teacher, teaching assistant, headteacher, lunchtime supervisor, caretaker, office staff, classroom, learning, rules. Healthcare Helpers – doctor, nurse, paramedic, ambulance, hospital, medicine, poorly, injury, patient, first aid. Firefighters – firefighter, fire engine, helmet, hose, ladder, rescue, fire station, emergency, smoke, safety. Police Officers – police officer, police car, uniform, patrol, law, handcuffs. People Who Help at Sea – RNLI, lifeboat, coastguard, rescue, sea, beach, water safety, lifejacket, crew. Concept Vocabulary – unsafe, danger, rescue, protect, responsibility, equipment, uniform, vehicle. Exploring Boats and Ships What different boats can we see? How do boats float? What are boats used for? How have boats changed over time? Where can boats take us? What might we find on an island? What do we need for a sea journey? How do sailors find their way? Key Vocabulary: boat, ship, lifeboat, ferry, yacht, canoe, sailboat, cruise ship, submarine, sail, mast, anchor, deck, flag, rope, wheel, porthole, float, sink, water, sea, ocean, river, waves, island, coast, beach, treasure, map, adventure, explore, discover, sailor, captain, crew, compass, direction. Pirates Who were pirates? What did pirate ships look like? What might be in a treasure chest? How can we follow a treasure map? What adventures might pirates have? Key Vocabulary: pirate, captain, crew, sailor, matey lookout, pirate ship, sail, mast, deck, anchor, wheel, flag, crow's nest, cannon, plank, treasure, treasure chest, gold, jewels, coins, gems, map. End of Topic Reflection: "How are people who help us different from pirates?" This end-of-topic question encourages children to reflect on and apply their learning by comparing real-life helpers and fictional pirates, using key vocabulary to explain how people help and keep others safe.				How do we know summer is here? What happens when summer comes? How does summer look different from winter, spring and autumn? What can we see outside? What does summer weather feel like? What flowers, insects and animals can we spot in summer? Key Vocabulary: summer, sunshine, sunny, warm, hot, flowers, insects, animals, nature, season What is the weather like in summer? How does the sun make us feel warm? How can we stay safe in the sunshine? What clothes do we wear when it is hot? What happens to plants and animals in summer? How can we look at and talk about the weather each day? Key Vocabulary: sun, sunshine, sunny, warm, hot, shade, sunglasses, sunhat, sunscreen, weather Where can summer take us? Where do families like to go in summer? How do we travel to different places? What fun things can we do outside? What adventures can we have with our friends and family? What are our favourite summer memories? Key Vocabulary: holiday, journey, travel, adventure, picnic, camping, family, outdoors, explore, memory What can we do at the seaside? What can we find on the beach? What does the sand feel like? What animals live near the sea? How can we stay safe near water? What fun things can we do at the seaside? Key Vocabulary: beach, seaside, sea, sand, shell, rock pool, wave, coast, lifeguard End of Topic Reflection: "What do you like about summer?" This is a wonderful opportunity for children to talk about the changes they have seen in summer, the fun activities they have enjoyed outdoors and the special memories they have made with their friends and families. They can share their favourite part of summer and explain why it is special to them.		
Core Texts	Variou non-fiction texts linked to people who help us. Pirate Pete stinky Feet Pirates love underpants				Maisy Goes on Holiday Tiddler		

Core Songs	Row, Row, Row Your Boat A Sailor Went to Sea What Shall We Do with the Grumpy Pirate? Five Little Pirates	The Sun Has Got His Hat On Down at the Beach (Tune: <i>Down in the Jungle</i>)
Communication and Language	Listen attentively for extended periods during stories, discussions and group times. Demonstrate understanding by recalling, explaining and following increasingly complex instructions. Respond appropriately to questions and conversations with adults and peers. Speak confidently with adults and peers in a range of situations. Use an increasingly rich vocabulary to explain thinking, share ideas and describe experiences. Participate in discussions, taking turns and responding to others appropriately.	
Personal, Social and Emotional Development	Manage emotions with increasing independence. Demonstrate confidence when faced with new experiences. Show resilience and perseverance during challenges. Begin to reflect on their own feelings and behaviour. Follow expectations consistently with minimal reminders and demonstrate independence across daily routines. Show pride in achievements and take responsibility for belongings and the environment. Independently manage dressing, toileting, handwashing and mealtime routines. Demonstrate confidence in keeping themselves safe and managing appropriate risks. Make healthy choices as part of everyday Nursery life and understand the importance of hygiene, healthy eating and physical activity. Build positive relationships with adults and peers. Play cooperatively, taking turns and sharing fairly. Resolve simple conflicts with increasing independence. Demonstrate kindness, empathy and respect for others within the Nursery community.	
Physical Development	Combine movements confidently with increasing balance, coordination and control. Move safely and independently in a range of environments. Apply gross motor skills confidently during games, outdoor learning and everyday Nursery routines. Apply fine motor skills confidently across Nursery provision. Show increasing precision when drawing, creating and early writing. Begin to make recognisable letters and meaningful marks to represent ideas.	
Literacy	Discuss stories confidently using recently learned vocabulary. Retell familiar stories and experiences in sequence. Use story language independently in play, discussion and storytelling. Say the initial sounds in familiar words. Orally blend and segment simple CVC words. Recognise an increasing number of familiar letters and sounds. Write their name with increasing independence. Write some letters accurately and with increasing control. Use some letter-sound knowledge in early writing. Represent ideas using a combination of marks, drawings and recognisable letters. Begin to understand that words are made up of groups of letters and use this knowledge in independent writing.	
Mathematics	Count confidently in a range of contexts. Apply counting skills during independent play and routines. Compare quantities using language such as <i>more than</i> and <i>fewer than</i>. Demonstrate understanding of number through practical problem-solving. Use number knowledge independently across Nursery provision. Create, extend and correct repeating patterns. Compare and describe objects using mathematical language related to size, length, weight and capacity. Recognise and name common 2D shapes and some familiar 3D shapes including sphere, cube, cone and cylinder. Describe positions, routes and locations using a wider range of vocabulary. Use shape, space and measure knowledge independently during play, construction and problem-solving. Discuss patterns, shapes and measures using both everyday and mathematical language	
	Recap any story of maths chapters and episodes that need to be consolidated.	
Understanding the World	Talk about experiences throughout the year and changes they have noticed Learn about people who help us in school and the local community. Investigate floating and sinking, changes in sand and seasonal summer changes.	
Expressive Arts and Design	Can use different tools such as scissors, masking tape, sticky tape, hole punches and string to join and fix things together. Beginning to show different emotions in their drawings and paintings, such as happiness, sadness and fear. Responds to what they have created, expressing thoughts and feelings. Sing the melodic shape of familiar songs and begin to pitch match.	



Play instruments with increasing control to express feelings and ideas.
Develop storylines and narratives in imaginative, small world and role-play experiences.