

Term	Autumn Term	Spring Term	Summer Term
Possible Theme	Houses and Homes Autumn	Pets Spring	Transport and Travel Summer
Note – This may change depending on children’s personal interests			
Communication and Language	Enjoy listening to longer stories and retell. Introduced to new vocabulary. Complete an instruction with more than 1 step in it Join in with conversations that interest them	Understands why questions Learns new vocabulary Listen to other people in a variety of group sizes Be able to sit and listen to story time without adult support	Understands how to listen carefully and why listening is important. Learns and uses new vocabulary. Can sing a large repertoire of songs. Start to use talk to plan, recount, explore, predict, analyse, report and explain with adult scaffolding
Personal, Social and Emotional Development	Knows how to behave in a specific situation Happy to play as part of a group Mostly put on coats independently.	Clean and dry all day Dresses themselves - coat on independently. Increasingly follow rules and routines and know why they’re important. To be able to use any outdoor climbing equipment safely	Takes turns and shares Sees themselves as valuable. Can express feelings and consider feelings of others, regulate behaviour accordingly in new situations. Show confidence in new situations. To be able to stay in an area for a period of time and play
Physical Development	Use one handed tools – scissors – adult focused Matching developing physical skills to tasks and activities in the setting Usually clean and dry all day	Use one handed tool independently – scissors To cut straight lines out of a material and start to cut curved shapes from material Show a preference for a dominant hand Collaborate with others how to manage large items and navigate them safely. Make large pre-cursive shapes	Confident using one handed tools Develop fine motor skills, correct pencil/scissor hold. Write pre cursive letter shapes from their name Use a comfortable grip with good control when holding pens/pencils. Eat independently and learn how to use a knife and fork. Throw and catch large soft balls

Literacy	<p>Understand 5 concepts of print Develop phonological awareness Distinguish between picture and print Recognise their own name and use this for different purposes - self registration / labelling a model Handle books with care and turn pages one at a time</p>	<p>Recognises some letters from their name Retell familiar stories using story language using books or other story resources sequence simple routines and short familiar stories from the reading spine be exposed to aural blending cvc</p>	<p>Begins to learn how to write their name accurately Identify initial sounds aurally recognise rhyme - auditory discrimination of sounds Know what letter is first letter , matching upper and lower case letters of their first name - ensure recognise familiar words to them eg Mum, Dad</p>
Mathematics	<p>Show finger numbers to 5 Recites numbers past 5 Say one number for each item Name and find a circle and a square Find and begin to name triangle and rectangle Begin to know the days of the week / today Use and understand positional language</p>	<p>Talk about 2d/3d shapes Make size, length, weight and capacity comparisons. Compare 2 groups and say when they have the same amount Talk about patterns. Recognise numerals 0- 5</p>	<p>Solve real world problems up to 5. Discuss routes and locations. Subitising to 3 objects Begin to count past 10</p>
Understanding the world	<p>Begin to make sense of their own life story and family's history. Explore how things work Know that there are different countries. Be aware of seasonal changes and talk about them</p>	<p>Repeat actions that have an effect Explore materials with different properties Explore natural materials, indoors and outdoors Talk about familiar celebrations and become aware of celebrations of different families and communities attending Nursery</p>	<p>Care for growing plants. Understand key feature of the life cycle. Begin and understand the need to care for the natural environment and all living things.</p>
Expressive arts and design	<p>Take part in pretend play using props Listen with increasing attention to sounds Explore colour and colour mixing Explore different materials freely in order to develop ideas about how to use them. Develop own ideas and then decide which materials to use to express them.</p>	<p>Begin to develop complex stories using small world equipment Remember and sing entire songs. Respond to what they have heard, expressing thoughts and feelings. Sing the pitch of tone sung by another person. Sing the melodic shape of familiar songs.</p>	<p>Make imaginative and small worlds with blocks and construction kits. Start to move their imaginative play to include stories they have shared together Create closed shapes with continuous lines, and begin to use shapes to represent objects. Draw with detail – eg faces Create own songs</p>

<p>Religious Education</p>	<p>Own experiences – birthdays Autumn and harvest Other festivals/special times (Christmas) Special stories Why do we celebrate Christmas?</p>	<p>What are our special stories? How and why are they special? Who is special to us? – Jesus is special to Christians – stories. Easter – signs of new life</p>	<p>Who is special to us? – religious leaders Baptism - - belonging.</p>
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