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| **Term** | | **Autumn 1** | | **Autumn 2** | | |
| **Nursery Cycle B Autumn** | Main project | **Let’s Explore**  **World** | | **Marvellous Machines**  **World** | | |
| Memorable Experience | Explore the Nursery Environment | | Marvellous Machines Video | | |
| Companion projects | Build It Up | | Puppets & Pop Ups | | |
| Suggested Texts | Where's Spot? – Eric Hill; We're Going on a Bear Hunt - Michael Rosen; A Bit Lost - Chris Haughton; Harold and the Purple Crayon - Crockett Johnson; You Choose - Pippa Godhart and Nick Sharratt; Mr Gumpy's Outing - John Burningham; The Pirates Next Door - Jonny Duddle; Captain Flinn and the Pirate Dinosaurs - Giles Andreae; The Night Pirates - Peter Harris; My Cat Likes to Hide in Boxes - Eve Sutton; The Way I Feel - Janan Cain; In Every House, on Every Street - Jess Hitchman ; Mini Rabbit Not Lost - John Bond; Where’s my Teddy – Jez Alborough; Explorers (My First Heroes) – Nila Aye; Monkey Puzzle – Julia Donaldson; Owl Babies – Martin Waddell | | You Can't Call an Elephant in an Emergency - Patricia Cleveland-Peck; You Can't Take an Elephant on a Bus - Patricia Cleveland-Peck; You Can't Let an Elephant Drive a Digger - Patricia Cleveland-Peck; We Catch the Bus - Katie Abey; Car, Car, Truck, Jeep - Katrina Charman; What Do Machines Do All Day? - Jo Nelson; Machine Poems – Jill Bennett; Vehicle ABC – Jannie Ho; No-Bot the Robot's New Bottom - Sue Hendra; No-Bot the Robot with No Bottom - Sue Hendra; The Robot and the Bluebird – David Lucas; Robo-Babies - Laura Gallagher; Rosie Revere, Engineer - Andrea Beaty; Mrs Armitage on Wheels - Quentin Blake; Mrs Armitage Queen of the Road - Quentin Blake; Peppa Pig's Family Computer – Ladybird; Dot - Randi Zuckerberg; Chicken Clicking - Jeanne Willis; Webster's Email - Hannah Whaley; The Internet is Like a Puddle - Shona Innes; Winnie's New Computer - Valerie Thomas; Harry and the Robots - Ian Whybrow | | |
| Communication & Language | **Listening, Attention and Understanding**  By the end of the Autumn Term children should be able to:   * Listen to others in one-to-one or small groups, when conversation interests them * Listen to familiar stories with increasing attention and recall * Follow directions (if not intently focused) | | **Speaking**  By the end of the Autumn Term children should be able to:  Continue to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture  Use talk in pretending that objects stand for something else in play, e.g. This box is my castle.  Build up vocabulary that reflects the breadth of their experiences (ongoing).  Begin to use a range of tenses (e.g. play, playing, will play, played) (Ongoing). | | |
| PSED | **Self Regulation**  By the end of the Autumn Term children should be able to:   * Recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions. * Participate more in collective cooperation as their experience of routines and understanding of some boundaries grow. | **Managing Self**  By the end of the Autumn Term children should  be able to:   * Wash and can dry hands and understands why this is important. * May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable condition. * Help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, Wellington boots. * Clearly communicates their need for the toilet. | | | **Building Relationships**  By the end of the Autumn Term children should  be able to:   * Begin to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. * Build relationships with special people but may show anxiety in the presence of strangers * Become more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult |
| Physical Development | **Gross motor skills**  By the end of the Autumn Term children should be able to:   * Walk down steps or slopes whilst carrying a small object, maintaining balance and stability * Grasp and release with two hands to throw and catch a large ball, beanbag or an object | | **Fine motor skills**  By the end of the Autumn Term children should be able to:   * Manipulate a range of tools and equipment in one hand, tools include paintbrushes, hairbrushes, toothbrush, scarves or ribbons. * Use hands to manipulate a range of malleable materials. | | |
| Literacy | **Comprehension**  By the end of the Autumn Term children should be able to:   * Recognise familiar words and signs such as own name, advertising logos and screen icons * Hold books the correct way up and knows where to begin reading. * Listen to and joins in with stories and poems, when reading one-to-one and in small groups. * Know the difference between the print and pictures. | **Word Reading**  By the end of the Autumn Term children should be able to:   * Begin to develop phonological and phonemic awareness * Recognise rhythm in spoken words, songs, poems and rhymes. * Clap or tap the syllables in words during sound play. | | | **Writing**  By the end of the Autumn Term children should be able to:   * Orally make up stories and play scenarios. * Make marks using various writing tools in response to experiences. * Begin to distinguish between the different marks they make. |
| Maths | **Counting**  By the end of the Autumn Term children should be able to:   * Use some number names and number language within play, number rhymes and stories. | | | **Cardinality**  By the end of the Autumn Term children should be able to:   * Begin to notice significant numerals (number symbols). | |
| Understanding the World | **Past and Present**  By the end of the Autumn Term children should be able to:   * Remember and talk about significant events in their own experience. * Develop an understanding of growth, decay and changes over time (ongoing). | **People, Culture and Communities**  By the end of the Autumn Term children should be able to:   * Show interest in the lives of people who are familiar to them. * Enjoy joining in with family customs and routines (ongoing). * Show interest in different occupations and ways of life indoors and outdoors (ongoing). | | | **The Natural World**  By the end of the Autumn Term children should be  able to:   * Talk about some of the things they have observed such as plants, animals, natural and found objects (ongoing). * Develop an understanding of growth, decay and changes over time (ongoing). |
| Expressive Arts & Design | **Being Imaginative and Expressive**  By the end of the Autumn Term children should be able to:   * Engage in imaginative play based on own ideas or first-hand or peer experiences. * Use movement and sounds to express experiences, expertise, ideas and feelings | | **Creating with Materials**  By the end of the Autumn Term children should be able to:  Enjoy joining in with moving, dancing and ring games  Sing familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. | | |
| Artist | Alma Thomas (Colours) | | | | |
| GG | 1. No Poverty | | 7. Affordable & Clean Energy | | |
| Great Dream | G Giving; R Relating | | E Exercise; A Awareness | | |

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| **Term** | | **Spring 1** | | **Spring 2** | | |
| **Nursery Cycle B Spring** | Main project | **Long Ago**  **World** | | **Ready Steady Grow**  **World** | | |
| Memorable Experience | Long Ago Video & Picture Cards | | Let’s Go Shopping Video | | |
| Companion projects | Stories & Rhymes | | Signs of Spring | | |
| Suggested Texts | Alfie at Nursery School - Shirley Hughes; Peepo! - Janet and Allan Ahlberg;  The Baby's Catalogue - Janet and Allan Ahlberg; Coming to England - Floella Benjamin; The Big Alfie and Annie Rose Storybook - Shirley Hughes; Lucy & Tom At School - Shirley Hughes; Lucy & Tom At the Seaside - Shirley Hughes; The Tiger Who Came to Tea - Judith Kerr; Mog the Forgetful Cat - Judith Kerr; My Two Grannies - Floella Benjamin; Major Glad, Major Dizzy - Jan Oke; Rosie's Hat - Julia Donaldson; Classic Nursery Rhymes - Chris Riddell; The History of Toys - Helen Cox Cannons; Where in the World? (Famous Buildings and Landmarks, Then and Now) - Baby Professor; Cities Then and Now - Joe Fullman; Clothes Then and Now - Julie Haydon; Houses Then and Now - Rose Goldsmith; Sport Then and Now - Shilo Berry; Seaside Holidays Then and Now - Clare Hibbert; Toys and Games Then and Now - Robin Nelson; Spot Visits His Grandparents - Eric Hill; Joy - Corrinne Averiss;  My Grandma and Me - Mina Javaherbin; When I Was a Child - Andy Stanton; Whizz Pop Granny, Stop! - Tracey Corderoy; My Two Grandad's - Floella Benjamin;  Grandma Bird - Benji Davies; Grandad's Island - Benji Davies; My Grandpa is Amazing - Nick Butterworth; Once There Were Giants - Martin Waddell; One Year with Kipper - Mick Inkpen; The Doorbell Rang - Pat Hutchins; The Tale of Two Bad Mice - Beatrix Potter; Cinderella (Ladybird First Favourite Tales) - Ailie Busby; The Elves and the Shoemaker (Ladybird First Favourite Tales) - Lorna Read; Sleeping Beauty - Heather Amery; The Princess and the Pea - Susanna Davidson; The Emperor's New Clothes - Alison Edgson; Puss in Boots - Campbell Books | | The Gigantic Turnip - Aleksei Tolstoy; Handa's Surprise - Eileen Browne; Oliver's Vegetables - Vivian French; Jack and the Beanstalk (Ladybird First Favourite Tales) - Iona Treahy; Eating the Alphabet - Lois Ehlert; Jasper's Beanstalk - Nick Butterworth & Mick Inkpen; Rosie's Walk - Pat Hutchins; The Little Red Hen (Ladybird First Favourite Tales) - Lesley Sims; Muddle Farm - Axel Scheffle;  Farmer Duck - Martin Waddell; Marvin Gets MAD! - Joseph Theobald; Marvin Wanted MORE! - Joseph Theobald; The Pig in the Pond - Martin Waddell | | |
| Communication & Language | **Listening, attention and understanding**  By the end of the Spring Term children should be able to:   * Join in with repeated refrains and anticipates key events and phrases in rhymes and stories * Focus attention – can still listen or do, but can change their own focus of attention * Understands use of objects (e.g. Which one do we cut with?) | | **Speaking**  By the end of the Spring Term children should be able to:   * Use language in recalling past experiences * Retell a simple past event in correct order (e.g. went down slide, hurt finger) * Talk more extensively about things that are of particular importance to them * Build up vocabulary that reflects the breadth of their experiences (ongoing). * Begin to use a range of tenses (e.g. play, playing, will play, played) (Ongoing). | | |
| PSED | **Self-regulation**  By the end of the Spring Term children should be able to:   * Recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings. * Talk about how others might be feeling and responds according to their his understanding of the other person’s needs and wants | **Managing self**  By the end of the Spring Term children should be able to:   * Gain more bowel and bladder control and can attend to toileting needs most of the time themselves. * Try a range of different textures and tastes and expresses a preference. * Understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions * Tell adults when hungry, full up or tired or when they want to rest, sleep or play. | | | **Building relationships**  By the end of the Spring Term children should be able to:   * Use their experiences of adult behaviours to guide their social relationships and interactions * Show increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it * Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others’ play * Seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest * Show empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g. may offer a child a toy they know they like * Show some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it |
| Physical Development | **Gross motor skills**  By the end of the Spring Term children should be able to:   * Climb stairs, steps and moves across climbing equipment using alternate feet. * Maintain balance using hands and body to stabilise | | **Fine motor skills**  By the end of the Spring Term children should be able to:  Begin to hold scissors to make snips in paper.  Begin to develop a pincer grip through a range of multisensory activities.  Accurately manipulate digits for an action i.e. to show 3 fingers or trace a letter in sand. | | |
| Literacy | **Comprehension**  By the end of the Spring Term children should be able to:   * Look at and enjoy print independently * Turn pages correctly and carefully. * Show interest in illustrations and words in print and digital books and words in the environment * Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. | **Word reading**  By the end of the Spring Term children should be able to:   * Begin to develop phonological and phonemic awareness * Show awareness of rhyme and alliteration | | | **Writing**  By the end of the Spring Term children should be able to:   * Hold writing tools effectively to make marks. * Begin to ascribe meaning * Begin to write their own name using some recognisable letters. |
| Maths | **Cardinality**  By the end of the Spring Term children should be able to:   * Subitises one, two and three objects (without counting). | | | **Composition**  By the end of the Spring Term children should be able to:   * Through play and exploration, begin to learn that numbers are made up (composed) of smaller numbers | |
| Understanding the World | **Past and Present**  By the end of the Spring Term children should be able to:   * Share stories about people (own family) from the past. * Develop an understanding of growth, decay and changes over time (ongoing). | **People, Culture and Communities**  By the end of the Spring Term children should be able to:   * Enjoy joining in with family customs and routines (ongoing). * Recognise and describe special times or events for family or friends. * Show interest in different occupations and ways of life indoors and outdoors (ongoing). | | | **The Natural World**  By the end of the Spring Term children should be able to:   * Develop an understanding of growth, decay and changes over time (ongoing). * Show care and concern for living things and the environment (ongoing) |
| Expressive Arts & Design | **Being imaginative and expressive**  By the end of the Spring Term children should be able to:   * Play alongside other children who are engaged in the same theme * Create sounds, movements, drawings to accompany stories | | **Creating with materials**  By the end of the Spring Term children should be able to:   * Use tools for a purpose e.g. glue spreader, scissors, hammer * Explore and learn how sounds and movements can be changed * Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces | | |
| Artist | Matisse – The Snail | | | | |
| GG | 6. Clean Water & Sanitation | | 3. Good Health & Wellbeing | | |
| Great Dream | T.Trying OUt | | D Direction; R Resilience | | |

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| **Term** | | **Summer 1** | | | **Summer 2** | | | |
| **Nursery Cycle B Summer** | Main project | **Animal Safari**  **World** | | | **Big Wide WorldOn The Beach**  **Not Yet Available** | | | |
| Memorable Experience | Animal & Reptile Visit to School | | |  | | | |
| Companion projects | Creep, Crawl and Wriggle | | | Move It | | | |
| Suggested Texts | Book of Animals - Here We Are - Oliver Jeffers; Animal Homes - Libby Walden;  Animals Are Delicious - Sarah Hutt; Doing the Animal Bop - Jan Ormerod; Little Kids First Big Book of Animals - Catherine D Hughes; A First Book of Animals - Nicola Davies; Little Red and the Very Hungry Lion - Alex T Smith; Walking Through the Jungle - Julie Lacome; The Koala Who Could - Rachel Bright; Dear Zoo - Rod Campbell; Dancing Birds and Signing Apes - Smriti Prasdam-Halls; From Head to Toe - Eric Carle; Handa's Hen - Eileen Browne; Handa's Noisy Night - Eileen Browne; Handa's Surprise - Eileen Browne; Hello, Hello - Brendan Wenzel;  Yes - Jez Alborough; Play - Jez Alborough; Hug - Jez Alborough; Look After Us - Rod Campbell; Monkey Puzzle - Julia Donaldson; Monkey and Me - Emily Gravett;  Greedy Zebra - Mwenye Hadithi | | |  | | | |
| Communication & Language | **Listening, attention and understanding**  By the end of the Summer Term children should be able to:   * Respond to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box * Begin to understand why and how questions * Show understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture | | | **Speaking**  By the end of the Summer Term children should be able to:   * Use talk to explain what is happening and anticipate what might happen next * Question why things happen and gives explanations. Asks e.g. who, what, when, how * Talk about things that are of particular importance to them * Use intonation, rhythm and phrasing to make the meaning clear to others * Begin to use a range of tenses (e.g. play, playing, will play, played) (Ongoing). | | | |
| PSED | **Self-Regulation**  By the end of the Summer Term children should be able to:   * Understand that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions. * Respond to the feelings of others, showing concern and offering comfort. | | **Managing Self**  By the end of the Summer Term children should be able to:   * Show their confidence and self-esteem through being outgoing towards people. * Take risks and try new things or new social situations * To express their needs and ask adults for help. * Be usually dry and clean during the day * Dress with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. * Recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings. | | | **Building Relationships**  By the end of the Summer Term children should be able to:   * Seek out companionship with adults and other children, sharing experiences and play ideas * Practice skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers | |
| Physical Development | **Gross motor skills**  By the end of the Summer Term children should be able to:   * Run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles * Balance on one foot or in a squat momentarily, shifting body weight to improve stability | | | **Fine motor skills**  By the end of the Summer Term children should be able to:   * Use simple tools to effect changes to materials * Begin to hold a knife to spread. | | | |
| Literacy | **Comprehension**  By the end of the Summer Term children should be able to:   * Know that information can be retrieved from books, computers and mobile digital devices. * Talk about events and principal characters in stories and suggests how the story might end * Turn pages correctly and carefully and can follow the story, recognising when a section has been missed out. | | **Word Reading**  By the end of the Summer Term children should be able to:   * Begin to orally segment and blend. * Begin to develop phonological and phonemic awareness * Hear and say the initial sound in words * Clap or tap the syllables in words during sound play. | | | **Writing**  By the end of the Summer Term children should be able to:   * Write their own name with some letters formed correctly. * Begin to record some initial sounds in words | |
| Maths | **Comparison**  By the end of the Summer Term children should be able to:   * Compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You’ve got two, I’ve got two. Same! | **Counting**  By the end of the Summer Term children should be able to:   * Recite numbers in order to 10. * Point or touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. | | | **Cardinality**  By the end of the Summer Term children should be able to:   * Begin to subitise four objects (without counting) * Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. * Begin to recognise numerals 0 to 10. | | **Composition**  By the end of the Summer Term children should be able to:   * Explore using a range of their own marks and signs to which they ascribe mathematical meaning. * Count up to five items, recognising that the last number said represents the total counted so far (cardinal principle). * Begin to use understanding of number to solve practical problems in play and meaningful activities. |
| Understanding the World | **Past and Present**  By the end of the Summer Term children should be able to:   * Develop an understanding of growth, decay and changes over time (ongoing). | | **People, Culture and Communities**  By the end of the Summer Term children should be able to:   * Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends, family or communities. * Enjoy joining in with family customs and routines (ongoing). * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. * Show interest in different occupations and ways of life indoors and outdoors (ongoing). | | | **The Natural World**  By the end of the Summer Term children should be able to:   * Comment and begin to ask questions about aspects of their familiar world such as the place where they live or the natural world. * Begin to understand the effect their behaviour can have on the environment. * Develop an understanding of growth, decay and changes over time (ongoing). | |
| Expressive Arts & Design | **Being Imaginative and Expressive**  By the end of the Summer Term children should be able to:   * Sing to self and makes up simple songs * Use available resources to create props or creates imaginary ones to support play. * Notice what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously * Experiment and create movement in response to music, stories and ideas | | | **Creating With Materials**  By the end of the Summer Term children should be able to:   * Develop an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience * Develop an understanding of how to create and use sounds intentionally | | | |
| Artist | James Brunt (Local Artist, shells and seaside) | | | | | | |
| GG | 15. Life on Land | | | 14. Life Below Water | | | |
| Great Dream | E Emotions | | | A Acceptance; M Meaning | | | |