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| Year: Nursery | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | | Summer 2 |
| RE:  Come and See | Recite: School Prayer & Home Time Prayer  Myself- *God knows and loves each one*  Welcome- *Baptism: a welcome to God’s family*  Birthday- *Looking forward to Jesus’ birthday*  October- month of the Rosary | | | Recite: Hail Mary  Celebrating- *People celebrate in Church*  Gathering– *The parish family gathers to celebrate the* *Eucharist*  Growing- *Looking forward to Easter*  May- month of Our Lady | | Recite: Our Father  Good news– *Passing on the Good News of Jesus*  Friends– *Friends of Jesus*  Our World– *God’s wonderful world* | | |
| Other Faiths | Other faiths will be taught through celebrations and festivals | | | | | | | |
| Phonics | Ruth Miskin Phonics Scheme: ‘Read, Write, Inc’- Set 1 sounds | | | | | | | |
| Themes | Myself & My Family  Black History Month | | Light & Dark  Space | Animals:  Farm/ Jungle/ Dinosaurs | Growth & Decay  Minibeasts | Traditional Tales | Under The Sea | |
| Literacy | Focus Texts:  Owl Babies:  *Martin Waddell*  Anansi and the Tug of War:  *Leslie Sims*  Handa’s Surprise:  *Eileen Browne*  ----------------------------  Writing:  *Mark making*  *Drawing*  ----------------------------  Reading:  *Enjoyment of books*  ----------------------------  Comprehension:  *Engage in discussions about stories.* | Focus Texts:  Blackout:  *John Rocco*  Goodnight Spaceman:  *Michelle Robinson*  Q Pootle 5:  *Nick Butterworth*  The Christmas Story  -----------------------------  Writing:  *Mark Making*  *Writing own name*  *Drawing*  ----------------------------  Reading:  *Enjoyment of books & developing personal interests*  ----------------------------  Comprehension:  *Engage in discussions about stories*. | | Focus Texts:  Harry & the Bucketful of Dinosaurs:  *Ian Whybrow and Adrian Reynolds*  Rumble in the Jungle:  *Giles Andreae & David Wojtowycz*  I Love Animals:  *Flora McDonnell*  ------------------------------  Writing:  *Writing own name*  *Drawing*  ----------------------------  Reading:  *Understand key concepts about print*  *1. Meaning*  *2. Purpose*  *3. Text- left to right*  *4. Name parts of book*  *5. Page sequencing*  ----------------------------  Comprehension:  *Engage in extended*  *conversations about stories, learning new vocabulary.* | Focus Texts:  The Very HungryCaterpillar:  *Eric Carle*  Oliver’s Vegetables:  *Vivian French*  One Tiny Seed:  *Eric Carle*  -----------------------------  Writing:  Writing own name  Drawing  ----------------------------  Reading:  *Understand key concepts about print*  *1. Meaning*  *2. Purpose*  *3. Text- left to right*  *4. Name parts of book*  *5. Page sequencing*  ----------------------------  Comprehension:  *Engage in extended*  *conversations about stories, learning new vocabulary.* | Focus Texts:  Little Red Riding Hood  The Three Little Pigs  The Gingerbread Man  ----------------------------  Writing:  *Mark making- linking phonics to letter formation.*  *Use print and letter knowledge in early writing.*  *Write letters accurately.*  ----------------------------  Reading:  *Develop phonological awareness*  ----------------------------  Comprehension:  *Engage in extended*  *conversations about stories, learning new vocabulary.* | | Focus Texts:  Commotion in the Ocean  *Giles Andreae & David Wojtowycz*  My Friend Whale  *Simon James*  The Rainbow Fish  *Marcus Pfister*  -----------------------------  Writing:  *Mark making- linking phonics to letter formation.*  *Use print and letter knowledge in early writing.*  *Write letters accurately.*  ----------------------------  Reading:  *Enjoyment of books*  ----------------------------  Comprehension:  *Engage in extended*  *conversations about stories, learning new vocabulary.* |
| Communication & Language | Listening & Attention  Understanding | Understanding  Speaking | | Listening & Attention  Understanding | Listening & Attention  Speaking | Understanding  Speaking | | Understanding  Speaking |
| Mathematics: | *To recite numbers to 5.*  *To count to 5 using 1:1 correspondence.*  *To show ‘number fingers’ to 5.*  *To acquire fast recognition of up to 3 objects (subitising).*  *To link numerals to amounts up to 5.*  *To explore and talk about 2D shapes using informal mathematical language.* | *To recite numbers to 5.*  *To count to 5 using 1:1 correspondence.*  *To show ‘number fingers’ to 5.*  *To acquire fast recognition of up to 3 objects (subitising).*  *To link numerals to amounts up to 5.*  *To explore and talk about 2D shapes using informal mathematical language.*  *To experiment with own symbols and marks as well as numerals.* | | *To understand the ‘cardinal principle’.*  *To solve real world mathematical problems with numbers to 5.*  *To compare quantities using ‘more than/ fewer than’.*  *To understand position through words alone.*  *Time- day time/ night time*  *To explore and talk about 2D shapes using informal mathematical language.* | *To recite numbers to 10.*  *To count to 10 using 1:1 correspondence.*  *To show ‘number fingers’ to 10.*  *To link numerals to amounts up to 10.*  *To explore and talk about 2D and 3D shapes using informal mathematical language.*  *To make comparisons between objects relating to size, length, weight and capacity.* | *To discuss and identify patterns.*  *To extend and create ABAB patterns.*  *To notice and correct errors in repeating patterns.*  *To begin to describe sequences of events using words such as first, then, next…* | | *Revisit, review and extend topics.* |
| Personal, Social and Emotional Development | *To learn to use the toilet with help, and then*  *independently.*  *To develop friendships with other children.*  *To recognise and understand the rules of the setting.* | *To select and use activities and resources, with help when needed.*  *To become more outgoing with unfamiliar people in a safe context.*  *To play with one or more children, extending play ideas.* | | *To develop sense of responsibility and membership of a community.*  *To show more confidence in new social situations.*  *To increasingly follow rules, understanding why they are important.* | *To talk about feelings using words such as happy, sad, angry, worried…*  *To help find solutions to conflicts and rivalries, suggesting other ideas.*  *To play with one or more children, extending and elaborating play ideas.* | *To develop appropriate ways of being assertive.*  *To talk with others to resolve conflict.*  *To begin to understand how others might be feeling.* | | *To take pride in achieving goals.* |
| Physical Development | Self- Care:  *To toilet, wash and dry hands, eat and drink independently.*  Gross Motor Skills:  *To continue to develop spatial awareness.*  *To walk and run safely in outdoor environment.*  *To continue to develop movement and balance.*  Fine Motor Skills:  *To use one handed tools and equipment.*  *To show a preference for a dominant hand.* | Self- Care:  *To toilet, wash and dry hands, eat and drink independently.*  Gross Motor Skills:  *To continue to develop spatial awareness.*  *To climb and use stairs safely in indoor/ outdoor environment (alternate feet).*  *To continue to develop movement and balance.*  Fine Motor Skills:  *To show a preference for a dominant hand.*  *To develop comfortable grip when holding pens and pencils.* | | Self- Care:  *To be increasingly independent in meeting own care needs.*  *To manage dressing/ undressing independently- coats and shoes, Velcro, zips and buttons.*  Gross Motor Skills:  *To match developing physical skills to tasks and activities.*  *To use large muscle movements to wave flags, etc.*  Fine Motor Skills:  *To use a knife and fork when eating.*  *To use dominant hand for mark making and letter formation.* | Self- Care:  *To begin to make healthy choices about food, drink, activity, sleep and toothbrushing.*  Gross Motor Skills:  *To collaborate to move large items safely.*  Fine Motor Skills:  *To use dominant hand for mark making and letter formation.*  *To use one handed tools and equipment, e.g. hand held gardening tools.* | Health & Self Care:  *To develop understanding of healthy bodies- diet, exercise, sleep & hygiene* Motor Skills:  *Balance*  *Group and team activities and games.*  *Ball skills.* | | Health & Self Care:  *To deepen understanding of safety in school- use & storage of equipment & apparatus.*  Motor Skills:  *Balance*  *Group and team activities and games.*  *Ball skills.* |
| Understanding the World | Settling In:  *To talk about what can be seen, using an increasingly wider vocabulary.*  Me and My Family:  *To begin to make sense of own life story and family history.*  *To continue to develop positive attitudes about differences between people.*  Black History Month:  *To know there are different countries in the world and talk about the experienced or observed differences.* | Seasons: Autumn/ Winter- changes in weather & environment:  *To use all senses in ‘hands on’ exploration of natural materials.*  Advent & Christmas:  *Come & See RE* | | Seasons: Winter/ Spring- changes in weather & environment:  *To use all senses in ‘hands on’ exploration of natural materials.*  People Who Help Us:  *To show an interest in different occupations.* | Seasons: Spring- Growth & Change:  *To use all senses in ‘hands on’ exploration of natural materials.*  Lent & Easter:  *Come & See RE* | Seasons: Summer-  changes in weather & environment:  *To use all senses in ‘hands on’ exploration of natural materials.* | | Seasons: Summer-  changes in weather & environment:  *To use all senses in ‘hands on’ exploration of natural materials.* |
| Expressive Arts and Design | Environmental sounds  Familiar songs/ rhymes & dance  Art & DT | Exploring instruments  Familiar songs/ rhymes & dance  Art & DT | | Rhythms- rhymes & instruments  Music, dance & imagination  Art & DT | Music, dance & imagination- making instruments  Art & DT | Performing to an audience- music/ acting/ singing  Art & DT | | Making & recording own music  Art & DT |

Class Teacher: Mrs. D. Morgan