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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 PrayerMyself- *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 MaryCelebrating- *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 FatherGood 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 FamilyBlack History Month | Light & DarkSpace | Animals: Farm/ Jungle/ Dinosaurs | Growth & DecayMinibeasts | 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 HoodThe Three Little PigsThe 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 & AttentionUnderstanding | UnderstandingSpeaking | Listening & AttentionUnderstanding | Listening & AttentionSpeaking | UnderstandingSpeaking | UnderstandingSpeaking |
| 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 soundsFamiliar songs/ rhymes & danceArt & DT | Exploring instrumentsFamiliar songs/ rhymes & danceArt & DT | Rhythms- rhymes & instrumentsMusic, dance & imaginationArt & DT | Music, dance & imagination- making instrumentsArt & DT | Performing to an audience- music/ acting/ singingArt & DT | Making & recording own musicArt & DT |

Class Teacher: Mrs. D. Morgan