

Nursery YEAR Area of Learning	AUTUMN		SPRING		SUMMER	
	Term 1 My history All about me	Term 2 Nursery Rhymes & The Christmas Story	Term 3 Me and My Amazing world Bourne (people who help us)	Term 4 Growing / minibeasts	Term 5 Up, up, and away Going on holiday	Term 6 The Lion inside Moving on
<b>Key Texts</b> Stories and poems that we share throughout the year.  Children will learn some poems and rhymes and perform them to their friends.  They will get to know and be able to recite some familiar stories through repetition and exposure - building a rich vocabulary.	Mr Wiggle and Mr Waggle story What makes me as ME? It's ok to be different We all belong Kind hands  Non-Fiction The Five Senses My body  Traditional tale The gingerbread man link activities for children last week of term	Humpty Dumpty Incey Wincey Spider Hickory Dickory Dock  Year 23/24 Baa Baa Black Sheep Jack and Jill Hey Diddle Diddle Twinkle Twinkle Little Star	Mog and the VEE Ee Tee Judith Kerr No dragons for Tea (fire safety for kids and dragons) Flashing Fire engines  Nonfiction Chinese New Year Atlas / maps of Bourne People who help us series of books  Traditional Tale Little Red Riding Hood	The very hungry caterpillar Jack and the Beanstalk Christopher Nibble Sam plants a sunflower Mad about Minibeasts Walter's Wonderful Web  Non - fiction Life cycles  Traditional tale Jack and the beanstalk linked to growing	Martha's Maps What the ladybird heard at the seaside What the Ladybird heard on holiday Rumble in the Jungle Sharing a Shell  Nonfiction My first atlas Globe  Traditional tales The princess and the frog linked to life cycle of a frog	The Lion inside The Kola who could Colour Monster goes to School  Nonfiction
<b>Key texts for story            times</b>	Gingerbread man, super Tato, What the Ladybird heard, the Gruffalo, the Gruffalo's child, owl babies, goldilocks and three bears, billy goats gruff, The Three Little Pigs, Each Peach Pear Plum, Rhyming stories and poems, Room on the broom, Farmer Duck, The pig in the pond, Peace at last, Elmer, Giraffes can't dance, snail and the whale, monkey puzzle, Tiddler, Squash and a Squeeze, Sharing Shell, Tabby McTat, There's a Bear on my Chair, What the ladybird heard next, What Ladybird heard on holiday, Handa's surprise, The enormous egg, Kipper stories, Going on a bear hunt, smartest giant in town, The Everywhere Bear,					

<b>Communication and Language</b>	Listening Attention and Understanding  Speaking	Use familiar words to describe objects within the nursery environment  Use social interactions like hello and goodbye appropriately	Use simple sentences and phrases to express my interests	Begin to Use longer sentences to describe things	Use longer sentences	Begin to express a point of view  Use talk to organise themselves and their play Begin to orally retell a familiar story	Participate in short conversation and keep it going with familiar adults or friends
<b>Personal, Social and Emotional Development:</b>	Self-Regulation Managing Self Building Relationships	<b>Jigsaw-Being Me in My World</b>  Settling into nursery Learning new routines and boundaries Making new friendship - learning children's names	<b>Jigsaw-Celebrating Difference</b>  Sharing resources Taking turns	<b>Jigsaw-Dreams &amp; Goals</b>  Feelings  New Intake January Settling into nursery Learning new routines and boundaries Making new friendship - learning children's names	<b>Jigsaw-Healthy Me</b>  Developing independent skills Healthy eating	<b>Jigsaw-Relationships</b>  Resolving conflicts  New intake April Settling into nursery Learning new routines and boundaries Making new friendship - learning children's names Settling into nursery Learning new routines and boundaries Making new friendship - learning children's names	<b>Jigsaw-Changing Me</b>  Confident in new places  Getting ready for school Developing
<b>Physical Development:</b>	Gross Motor  Fine Motor	Mark make Use scissors with support	Mark make with increased control Begin to develop pencil grip	Begin to copy / trace shapes and lines	Copy and draw shapes and lines accuracy and increasing control	Start to develop a tripod grip	Copy letters in their name Use a tripod grip

			Sewing - fine motor control		Begin to use scissors independently Begin to hold a pencil using my fingers		Use scissors with increasing independence and accuracy
		Use of large construction, sand pit, hoops, bats & balls, stilts, bikes, scooters, den building, large mark making equipment, ribbons, loose parts					
		Building skills, confidence and independence in fine motor activities by threading, snipping, fastening using cutlery, pencils, scissors, jigsaws, tools and having access to sand trays, playdough, paint and varied mark making equipment.					
Literacy:	Phonics	Listening and attention activities Sounds in the environment, body percussion, voice sounds Same as term 1 and then Rhyming, alliteration, initial sounds in words, begin to look at oral blending		Pre phonics - introduce Fred Talk Read write inc picture cards Initial sounds Plus listening and attention activities		Read write inc set 1 sounds.	
Mathematics:	Number  Numerical Patterns	Sorting by a range of categories Talk about more and less Show an interest in numbers and counting in the environment	use some number names in my play begin to count within 3 with support begin to develop an understanding of patterns begin to understand positional language	Know number names to 5 Match a number to its name Recognise shapes in the environment Count accurately within 5	Know numbers to 5 Consistently match a number to its name within 5 Count accurately to 5 Talk about length and about longer and shorter (continue this in the following term as our plants start to grow) Talk about and recognise patterns Begin to talk about a sequence of events real or fiction using	Recite numbers to 10 Talk about different shapes within the environment	Begin to count out up to 10 objects Solve real life problems using numbers to 5 Recognise and talk about circles, triangles, rectangles, squares Start to compare weight and capacity

					vocabulary first, then, next		
Understanding the World:	Past and Present  People and Communities  The Natural World	<p><b>Key events:</b> Getting to know nursery building and layout.</p> <p>Talk about people who are special to us</p> <p>Know I belong to different groups eg my class, my family</p> <p>Our senses And feelings</p> <p>Walk to the local shop to buy ingredients to make gingerbread men.</p>	<p><b>Key events:</b> Walk to the post box to post Christmas Cards Walk to the local shop to buy ingredients</p> <p>Walk around the school grounds - looking for signs of Autumn</p> <p>Celebrating Birthdays Diwali, Bonfire Night, Christmas Children In Need</p>	<p><b>Key events:</b> Walk around the outside and inside of school</p> <p>Celebrating Chinese New Year Valentines</p> <p>Talk about changes in materials and notice differences The ice melting / snow</p>	<p><b>Key events:</b> life cycle of a butterfly</p> <p>Celebrating World Book Day Mothering Sunday Palm Sunday Easter Birthdays Looking for signs of winter Looking for signs of spring</p> <p>To talk about bugs and creatures we find in the nursery garden and school grounds</p> <p>Begin to understand how to respect and care for things in the living environment</p>	<p><b>Key events:</b> Forest school area - hunt for minibeasts.</p> <p>Celebrations St George's Day Birthdays</p> <p>Talk about changes in the environment - look at the things we planted last term and look at how they have grown etc</p> <p>Talk about how the weather is warmer and sky is blue</p> <p>Linked back to last term Talk about how our plants have grown and changed</p> <p>To know and understand that there are different countries in the world and talk about their different</p>	<p><b>Key events:</b> Visits from new teachers, Trips to school - to recognise key areas and members of staff</p> <p>Celebrations Birthdays Father's Day</p> <p>Looking for signs of summer</p> <p>To know how to look after our nursery toys and equipment and garden showing care and respect for other living things</p>

						experiences of different countries	
Expressive Arts and Design:	Creating with Materials Being Imaginative and Expressive	<p>Learning and singing simple songs and rhymes</p> <p>Body percussion</p> <p>Colours identifying primary colours</p> <p>Exploring textures</p>	<p>Learning and singing simple Christmas and nursery rhymes</p> <p>Tapping a rhythm</p> <p>Role play Doctors</p> <p>Colours identifying secondary colours and colour mixing</p>	<p>Learning and singing simple songs and rhymes related to home</p> <p>Role play Post office Vets / doctors Chinese restaurant</p> <p>Make simple representations in my drawings using lines</p>	<p>Learning and singing simple songs and rhymes related to growing and life cycles</p> <p>Role Play Garden centre</p> <p>Collage</p>	<p>Learning and singing simple songs and rhymes holidays.</p> <p>Role plays Travel Agents</p> <p>Junk modelling</p>	<p>Learning and singing simple songs and rhymes related to moving on</p> <p>Role Play School</p>
		<p>Safely using and exploring a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Opportunities to share creations, explaining the process used.</p>					

