

Nursery

Autumn Term - All about me

Area of Learning and Development		Phase One	Phase Two	Phase Three
		My Body (younger children could focus on one body part)	Keeping Healthy	Senses
Core Values		• Courage	• Respect	• Compassion
PRIME	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Separating from care r • Self Registration • Discuss photos i.e. similarities/differences • Establishing greetings and morning routines • Exploring new environment • Familiar faces • Dressing dolls, dressing up, changing for PE • Friendship tree/faces display 	<ul style="list-style-type: none"> • Making Sandwiches • Expectations for snack time • Choosing others to sit with 	<ul style="list-style-type: none"> • Experiencing what it is like to be Blind/deaf/mute • Other ways of communicating e.g. sign language • Different clothes people wear • Autumn walk
	Physical Development	<ul style="list-style-type: none"> • Moving our bodies • Dressing/undressing independently 	<ul style="list-style-type: none"> • Hand washing/Teeth cleaning/hygiene • Use bikes, large/outdoor apparatus • Making snacks etc 	<ul style="list-style-type: none"> • Malleable materials • Printing with textures • Moving to music
	Communication and	<ul style="list-style-type: none"> • Morning Meeting • Focus on greetings 	<ul style="list-style-type: none"> • Talk about what being healthy means • Naming healthy foods • Describing food taste & textures 	<ul style="list-style-type: none"> • Talk about likes & dislikes of different smells/tastes etc. • Asking questions relating to needs of people with disabilities
SPECIFIC	Literacy	<ul style="list-style-type: none"> • Letter sounds of names • Recognise/write name • Self registration • Bumps in the Night - Funny bones stories (Ahlberg) • Songs about body parts • Experiment with writing 	<ul style="list-style-type: none"> • Listening games • Menus • Shopping list game / Memory game • Retelling stories - The Shopping Basket (J Burningham), Handa's Surprise (E Browne), Scritch Scratch (M Moss, D Durand) • Recognise & name fruit and veg. 	<ul style="list-style-type: none"> • Listening games • Retelling stories - Peace at Last (J Murphy)
	Mathematics	<ul style="list-style-type: none"> • Count parts of body – use songs and rhymes • Symmetry of face • Counting and days of week at registration • Draw a picture of a hand to help with the song '1, 2, 3, 4, 5' • Sort and count children • 2 photos, one of now and one as a baby. 	<ul style="list-style-type: none"> • Timer and actions • Sort and estimate fruit, Handa's basket • Using money to 'buy' fruit and veg 	<ul style="list-style-type: none"> • Feely bag and half hidden shapes • Sort and estimate leaves • Pattern - Autumn colours/leaves • Autumn walk (seasons)
	Understanding the World	<ul style="list-style-type: none"> • People have different skin 	<ul style="list-style-type: none"> • Different cultures/different food e.g. bread • Handa's Surprise (Browne) e.g. different fruit and veg, carrying fruit, harvest time 	<ul style="list-style-type: none"> • Different clothes e.g. India - saris • Harvest festival

Expressive Arts and design	The world	<ul style="list-style-type: none"> Name and label body parts Use one body part for creative focus Hand and feet prints Self portraits 	<ul style="list-style-type: none"> Healthy snacks – food tasting Name and taste fruit and veg Walking to school 	<ul style="list-style-type: none"> Food tasting game Smelling game Feely bag Explore colour transparencies Water tray and sand tray What does autumn look like around your school?
	Technology	<ul style="list-style-type: none"> Take photos of each other Record sounds with tape recorder 	<ul style="list-style-type: none"> Sorting programme - fruit Roamer 	<ul style="list-style-type: none"> Listening station - use of tape recorder
	Exploring and using media and materials	<ul style="list-style-type: none"> Simple skeleton pictures and models (Rec) Photocopy and rearrange features Explore self portraits/creating faces Famous portraits e.g. Andy Warhol Focus on skin tones “I’ve got a body” song “Head, shoulders, knees and toes” song 	<ul style="list-style-type: none"> Design and make a snack sandwich Make own breakfast Body printing Tooth paste painting Body sounds 	<ul style="list-style-type: none"> Include sense related materials Smelly and texture collage Different texture paints Drawing games Listening skills/games Make music shakers Move to music
	Being imaginative	<ul style="list-style-type: none"> Home corner and kitchen role play 	<ul style="list-style-type: none"> Add food, fruit, vegetables, baskets etc. to home corner 	<ul style="list-style-type: none"> Add lengths of material to home corner

Area of Learning and Development		Phase Four My Day and My Night	Phase Five My Home	Phase Six Cultures and Beliefs
Core Values		<ul style="list-style-type: none"> Fairness (Justice) 	<ul style="list-style-type: none"> Responsibility 	<ul style="list-style-type: none"> Hope
PRIME	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Dress/undress Routines of their day 	<ul style="list-style-type: none"> Who lives in your home Your extended family Care for people and things Favourite place 	<ul style="list-style-type: none"> Use of mirrors to explore feelings and expressions Explore feelings on special occasions e.g. Christmas
	Physical Development	<ul style="list-style-type: none"> Independent use of kitchen tools 		<ul style="list-style-type: none"> Cutting etc to make decorations
	Communication and	<ul style="list-style-type: none"> Talk about daytime & night time activities and make stories Talk about routines of the day Role play – Magic Bed (J Burningham) 	<ul style="list-style-type: none"> Talk about everybody’s differences Talk about where they live and what they do in each room Talk about kitchen utensils & sounds they make, sort & classify 	<ul style="list-style-type: none"> Retelling the Christmas story Talking to each other about what happens at Christmas Talking about feelings at Christmas
SPECIFIC	Literacy	<ul style="list-style-type: none"> Sequencing and re-telling a story. Owl Babies (Martin Waddell) Firework handwriting patterns 	<ul style="list-style-type: none"> Retelling stories - Jolly Tall (J Hissey), The Tiger Who Came to Tea (J Kerr) Asking questions about each other’s homes 	<ul style="list-style-type: none"> Letters to Santa Christmas cards Christmas story Present lists Christmas alphabet words

Mathematics	Numbers	<ul style="list-style-type: none"> • Make shape firework pictures • Old/new hot water bottles, lights & lamps • Sequence of day & its activities 	<ul style="list-style-type: none"> • Door numbers & number order • Counting members of family • Pictograms – how many people live with you • 10 in a Bed books • Link days of the week to home activity 	<ul style="list-style-type: none"> • Wrap up 3D shapes for children to guess • 2D and 3D decorations • Use of money to 'buy' presents/decorations • Sharing out presents • Father Christmas' workshop • The Christmas story - happened a long time ago
	Shape, space and measure			
Understanding the World	People and Communities	<ul style="list-style-type: none"> • Bonfire night 		<ul style="list-style-type: none"> • Christmas story from Bible. • Rama & Sita – Diwali • Mendhi patterns • Festival of lights
	The world	<ul style="list-style-type: none"> • Night time animals • Hot water bottles with different temperatures • Torches/candles • Safety – candles, electricity etc. • Photos of things on their journey to school 	<ul style="list-style-type: none"> • Washing clothes and washing up. • Kitchen utensils in sand and water • Talk about where they live and what do they do in each room 	<ul style="list-style-type: none"> • Glitter in sand, water and play-dough, glue, clay, shiny things • Father Christmas – cold place
	Technology	<ul style="list-style-type: none"> • My World - make a face • Photos of local environment • Print pictures in colour/black & white 	<ul style="list-style-type: none"> • Disposable camera / take home 	<ul style="list-style-type: none"> • Painting Program to make Christmas pictures • Making Christmas cards on the computer
Expressive Arts and design	Exploring and using media and materials	<ul style="list-style-type: none"> • Firework pictures • "Twinkle, twinkle" • Design/make duvet cover, sleeping bag • Model rocket for bonfire night 	<ul style="list-style-type: none"> • Draw home & people / pets in it. • Print with kitchen utensils. • Kitchen utensils as instruments • Box model of home 	<ul style="list-style-type: none"> • Decorations and cards • Christmas play-dough • Christmas songs • Make decorations
	Being imaginative	<ul style="list-style-type: none"> • Dressing gowns, pyjamas, slippers, torches etc 	<ul style="list-style-type: none"> • Hindu home shrine (Diwali) • Building site /DIY. 	<ul style="list-style-type: none"> • Stable • Father Christmas's workshop • Xmas tree in home corner

Spring Term – Bears

Area of Learning and Development		Phase One Introduction to Bears	Phase Two Going on a Bear Hunt, <i>Whatever Next?</i> (journeys, feelings)	Phase Three Wild Bears
Core Values		• Responsibility	• Courage	• Respect
PRIME	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Self confidence – new children. • Self esteem – new children. • Talk about own bears at home. 	<ul style="list-style-type: none"> • Exploring learning environment. • Linking with others for support. • Pair work and guidance. • Feelings link to Bear Hunt. 	<ul style="list-style-type: none"> • Bears in the zoo - Care and concern for living things.
	Physical Development	<ul style="list-style-type: none"> • Actions to songs. • Fine motor skills – teddy jigsaws / writing. 	<ul style="list-style-type: none"> • Hall time/outside play – Act out Bear Hunt story. Spatial awareness. • Moon walking. • Bear Hunt – use some of apparatus. 	<ul style="list-style-type: none"> • Wild bear dance.
	Communication and Language	<ul style="list-style-type: none"> • Talking about your bear. 	<ul style="list-style-type: none"> • Describe materials in feely bags. • Feelings link to Bear Hunt. 	<ul style="list-style-type: none"> • Extending vocabulary - using non-fiction texts & word bank. • Assessment - using new words in plenary.
SPECIFIC	Literacy	<ul style="list-style-type: none"> • Letter from and to Boris. • Listen to Bear stories e.g. Paddington Bear (Michael Bond). • Take Boris home – recording activity. • Hot seat Boris. • Making Marmalade sandwiches. 	<ul style="list-style-type: none"> • Sequence and retell 'We're Going on a Bear Hunt' (Michael Rosen & Helen Oxenbury). • Repeating patterns, rhythms & rhymes in 'Going on a Bear Hunt'. 	<ul style="list-style-type: none"> • Wild Bears in non fiction books. • Write about bears, using information books. • Compare fiction and non-fiction bears (where's my teddy?).
	Mathematics	<ul style="list-style-type: none"> • Compare bears. • Old/new bears. 	<ul style="list-style-type: none"> • Positional language – Bear Hunt. • Parachute games. • Roamer Hunt. • Night and day. • Whatever Next (Jill Murphy). 	<ul style="list-style-type: none"> • Ordinal numbers - link to animals in Chinese New Year. • Seasons - hibernation.
	Understanding the World	<ul style="list-style-type: none"> • Our own special bears. • New Year/resolutions. 	<ul style="list-style-type: none"> • Journeys/events children have taken with families. 	<ul style="list-style-type: none"> • Link to Chinese New Year - Panda. • Chinese New Year - Respect for cultures/beliefs of others.

Expressive Arts and design	The world	<ul style="list-style-type: none"> Where does Boris live? (environment). 	<ul style="list-style-type: none"> Different environments in the story 'We're Going on a Bear Hunt'. Pair work to draw/make maps. 	<ul style="list-style-type: none"> Where bears live? Hot/cold weather. Zoos. Compare wild bears with story/toy bears. Frozen polar bear ice blocks in water tray. Hibernation - winter/summer - weather (Can't you sleep little bear? by Martin Waddell/Barbara Firth)(Mooncake by Frank Asch).
	Technology	<ul style="list-style-type: none"> My World – dress the teddy - find teddy. 	<ul style="list-style-type: none"> Roamer hunt. Bear Hunt mapping. 	<ul style="list-style-type: none"> Internet - look for bear pictures.
	Exploring and using media and materials	<ul style="list-style-type: none"> Paint, draw, collage, print bears. Collage bears. Making Marmalade sandwiches. Songs 'Teddy Bear, Teddy Bear'. 	<ul style="list-style-type: none"> 'Printing using fabrics/ playdough. Painting different environments/ seasons from 'Bear Hunt'. Explore materials in a feely bag. Lunar Landscape (paper mache). Explore materials in a feely bag. Explore natural materials outside. Bear Hunt vocals. 'Mrs Bear' song. Accompany story with different instrument sounds. Swishy Swashy sounds and wood sounds. 	<ul style="list-style-type: none"> Colour mixing - shades of brown, black and white pictures i.e. pandas. Mono printing - pandas. Paint lunar landscape white and use as Arctic landscape. Listen to Chinese music (link to New Year).
	Being imaginative	<ul style="list-style-type: none"> Role play – Home corner. Post box for letters to Boris. 	<ul style="list-style-type: none"> Role play of Bear Hunt story. Small world - table top. 	<ul style="list-style-type: none"> Cave - role play areas. Small World polar bear in salt tray.

Area of Learning and Development		Phase Four <i>Peace at Last, Threadbear</i> (materials and homes)	Phase Five Goldilocks	Phase Six <i>Winnie the Pooh</i> by AA Milne
Core Values		Compassion	Respect	Justice/Fairness
PRIME	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Mothers Day gift – 'priceless'. Peace at last (Jill Murphy). Fastening buttons. Threadbear (Mick Inkpen). 	<ul style="list-style-type: none"> Goldilocks - right and wrong. 	<ul style="list-style-type: none"> Expressing opinions. Friendship, helping others. Teddy bear's picnic. Collaborative story telling.
	Physical Development	<ul style="list-style-type: none"> Fastening buttons etc. 	<ul style="list-style-type: none"> Fine motor skills, spooning, stirring. Re-enact story of Goldilocks. 	<ul style="list-style-type: none"> Being Tigger (bouncing; pogo stick /space hopper). Moving fast/slow – Eeyore. Spreading honey on sandwiches.

SPECIFIC	Communication and	Listening and attention	<ul style="list-style-type: none"> Talking through making a Mother's Day card. Launderette. 	<ul style="list-style-type: none"> Listening to instructions when re-enacting story. Hot seat Goldilocks. 	<ul style="list-style-type: none"> Expressing opinions. Talk through bear rain cape investigation.
	Literacy	Reading	<ul style="list-style-type: none"> Mothers Day & Mother's Day card. Hot seat Threadbear. 	<ul style="list-style-type: none"> Sequence and retell story. Goldilocks write letter to say sorry. Wanted poster for Goldilocks. What did Goldilocks do next? 	<ul style="list-style-type: none"> Collaborative story telling. Own story using Pooh characters. Pen portrait of characters
		Writing			
	Mathematics	Numbers	<ul style="list-style-type: none"> Sorting buttons – colours, size, no of holes etc. Launderette – use of coins etc. Old/new bears. Night time (Peace at Last – Jill Murphy). 	<ul style="list-style-type: none"> Size small /med /large etc ordering and comparing. Making a bed for a bear Time for porridge to cool, experiment and discuss. 	<ul style="list-style-type: none"> Shape sandwiches. Pooh bear 'Beetle Drive.
		Shape, space and measure			
	Understanding the World	People and Communities	<ul style="list-style-type: none"> Mothers Day. 	<ul style="list-style-type: none"> Easter. Old story – known to generations. 	<ul style="list-style-type: none"> Teddy Bear's picnic. Compare traditional and Disney pictures of Winnie the Pooh.
		The world	<ul style="list-style-type: none"> Noises inside and outside. 	<ul style="list-style-type: none"> Use small world to develop mapping skills – 3 Bear's Walk. 	<ul style="list-style-type: none"> Mapping table top Hundred Acre Wood (link D and T). Small World map – 100 acre wood.
		Technology	<ul style="list-style-type: none"> Make sounds tape. How do toys work? 	<ul style="list-style-type: none"> My World – Goldilocks. Roamer – direct to three bears house. 	<ul style="list-style-type: none"> Watch Winnie the Pooh clips to introduce characters.
	Expressive Arts and design	Exploring and using media and materials	<ul style="list-style-type: none"> Bubble prints. Button collage. Sound games. Jointed teddy Mothers Day Card. How do toys work? Washing in water tray. Soap flakes. Buttons in sand tray. 	<ul style="list-style-type: none"> Collage – oat picture. Hot and cold colour pictures. Painting characters from story. Add oats to sand in sand tray. Make a bed for a bear. Song – 'When Goldilocks went to the house of the bears'. Shakers with oats inside. Make porridge/oat shakers. Make a bed to fit a bear. Easter card. Hot/cold. Experiment & discuss ways to cool porridge. Cooking porridge and tasting (different flavours). Oats in sand tray. 	<ul style="list-style-type: none"> Make a doorway for Winnie the Pooh. Painting/drawing Pooh Bear characters. Printing with French loaf. Honey Bear game. Tigger song. Pooh bear song. Make a table top Hundred Acre Wood. Make a doorway (right size) for Winnie. Make a raincoat for Pooh. Pooh sticks (movement in water). Honey sandwiches. Sweet/savoury. Investigate materials for a rain cape for Pooh.
		Being imaginative	<ul style="list-style-type: none"> Launderette. 	<ul style="list-style-type: none"> Three bears house (3 of everything). 	<ul style="list-style-type: none"> Outside/inside – play a rea of Hundred Acre Wood.

Summer Term – Journeys

Area of Learning and Development		Phase One Our Own Journeys	Phase Two Transport – Wheels, Wings & Water	
Core Values		<ul style="list-style-type: none"> Responsibility 	<ul style="list-style-type: none"> Hope / respect 	
PRIME	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Making Relationships Self Confidence and self-awareness Managing feelings and behaviour 	<ul style="list-style-type: none"> Road safety, role play and self care Rules of trails, following trails Trails to find friends How do we all get to school/nursery Follow maps around the environment Journeys around our learning environment 	<ul style="list-style-type: none"> Developing a sense of curiosity – road and water safety, how/w/why things float Talking about own experiences - special journeys/modes of transport Small World/jigsaw relating to transport
	Physical Development	<ul style="list-style-type: none"> Moving and handling Health and self care 	<ul style="list-style-type: none"> Outdoors: negotiate obstacles/zebra crossing Go wheelies – follow tracks/can use bikes Small World Follow a chalk route Walking is healthier Road safety, role play and self care 	<ul style="list-style-type: none"> Imaginative walks/journeys i.e. 'over the stream, up the steps' etc Rolling wheels through clay/dough
	Communication and Language	<ul style="list-style-type: none"> Listening and attention Understanding Speaking 	<ul style="list-style-type: none"> Discuss what is seen on road safety walk Ordering/sequencing Follow directions, make simple statements Listening walk 	<ul style="list-style-type: none"> Names of different vehicles and describing what they are used for and how they work/move Describe vehicles for others to guess. Use a feely bag/describe own car/bike
SPECIFIC	Literacy	<ul style="list-style-type: none"> Reading Writing 	<ul style="list-style-type: none"> Reading trail symbols & matching to real objects Mark making symbols to represent places on trails 	<ul style="list-style-type: none"> 'Amazing Machines' books (Tony Mitton, Ant Parker). Use of non-fiction – make books Clipboards, outside diaries etc
	Mathematics	<ul style="list-style-type: none"> Numbers Shape, space and measure 	<ul style="list-style-type: none"> Bar charts Pattern of a day 'How do we get to school' chart Graph for total of walkers each day Trail symbols/representations, trail positions Sequencing / counting Pattern of day – when do we make our journeys? 	<ul style="list-style-type: none"> Circles work – counting wheels, sorting Sorting vehicles, comparing sizes – vocabulary Transport puzzles Money for role playing use of transport
	Understanding the World	<ul style="list-style-type: none"> People and Communities 	<ul style="list-style-type: none"> A sense of the community – link to respect, group work 	<ul style="list-style-type: none"> Transport from around the world

	The world	<ul style="list-style-type: none"> Road safety walk Following a photo trail/map around school/ outside area Car mats Moving environmental features near school Senses journey Match/recognise sounds on road safety walk Record sounds on tape 	<ul style="list-style-type: none"> Where do different types of transport go e.g. cars on road, diggers at building site, trains on tracks – use for matching games Look at maps Comparing old and new vehicles
	Technology	<ul style="list-style-type: none"> Photos of journeys What can they see? My World – Build a town 	<ul style="list-style-type: none"> Roamer, remote controlled vehicles. ICT games to move an object around the screen – use of arrow keys (mapping, directional programmes)
	Exploring and using media and materials	<ul style="list-style-type: none"> Make models, paint pictures of what is seen on way to school Models to add to playmat Models for around our school/street 'Here we go round the Mulberry Bush' song 	<ul style="list-style-type: none"> Running vehicles in paint to make tracks Paintings/drawings of vehicles 'Wheels on the Bus' and other transport songs Making models of cars (woodwork) Represent planes, hot air balloons, camels Floating boat models Links to model making – how can we get our models to move, fly, float and how can we improve them?
	Being imaginative	<ul style="list-style-type: none"> 'Road way' – set up outside Small world – road safety 	<ul style="list-style-type: none"> Buses e.g. buying tickets for bus, at a harbour, at an airport Role play garage/building site/boat in outside area Captain/driver roles

Area of Learning and Development		Phase Three Holidays	Phase Four Space
Core Values		<ul style="list-style-type: none"> Responsibility/respect 	<ul style="list-style-type: none"> Compassion
PRIME	Personal, Social and Emotional Development	<ul style="list-style-type: none"> How do holidays make us feel? What do you pack for a holiday? Why we need holidays? Why can we learn when we visit new places? 	<ul style="list-style-type: none"> Being part of the big wide world Feeling secure to experience the unknown
	Physical Development	<ul style="list-style-type: none"> Movement to 'Summer Holiday' song Movements to weather sounds 	<ul style="list-style-type: none"> Going for a Moon walk – movement to music Land on Planet Jelly Being an alien

SPECIFIC	Communication and Language	Listening and attention Understanding Speaking	<ul style="list-style-type: none"> 'When I go on holiday I will need to pack, because.....' Holiday Stories 	<ul style="list-style-type: none"> Story retelling What do you think is in space?
	Literacy	Reading Writing	<ul style="list-style-type: none"> Stories/writing about holidays Planning for a holiday/writing lists Info from holiday brochures Describing holidays they've been on Individual/class book of trips and experiences 	<ul style="list-style-type: none"> Lots of space stories – see book list Own space stories – retelling
	Mathematics	Numbers Shape, space and measure	<ul style="list-style-type: none"> Buying tickets (link to role play) When do we go on holiday? 	<ul style="list-style-type: none"> Space shape pictures i.e. printed/gummed rockets/planets Predict how long a minute is Rocket countdown 3D rockets, space stations Roamer for Q Pootle 5's journey Counting features of aliens Developing time concepts – see mathematical development ORT – Red Planet
	Understanding the World	People and Communities	<ul style="list-style-type: none"> Reasons for holidays - to explore different cultures & learn respect 	<ul style="list-style-type: none"> Are aliens real? Have own opinions
		The world	<ul style="list-style-type: none"> How does the weather make us feel? Maps of holiday destinations Appropriate holiday accommodation Tents - explore waterproof materials 	<ul style="list-style-type: none"> Knowing they are in the world/earth – earth maps, papier mache planets
		Technology	<ul style="list-style-type: none"> Look up places/provision for holidays on the internet 	<ul style="list-style-type: none"> Space pictures on paint package Wallace and Gromit video – 'A Grand Day Out' My World - Planets
		Exploring and using media and materials	<ul style="list-style-type: none"> Paintings of holiday activities Artists seaside/holiday pictures 'We're all going on a Summer Holiday' Weather sounds Links to weather on holiday Links to D&T - waterproofing 	<ul style="list-style-type: none"> Papier mache planet (use balloons) Painting aliens Lunar landscapes – papier mache construction Junk model space ships Playdoh/papier mache aliens Cooking for space party, see 'Q Pootle 5' (Nick Butterworth) Space Odyssey '5 Little Men in a Flying Saucer'
Being imaginative		<ul style="list-style-type: none"> Travel agent role play Campsite - Tent, sleeping bags, barbecue 	<ul style="list-style-type: none"> Rocket role play 'Whatever Next!' (J Murphy) roleplay Space café – making space food Small World – Lunar landscapes Q Pootle 5 space party 	