

Nursery Sept 24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who am I?	My Five Senses	How can We Travel to the Moon?	Roots, Shoots and Muddy Boots	Is Everything Alive?	Are we nearly there yet?
Communication and language	<ul style="list-style-type: none"> Assessment point of sounds they can pronounce. Understand a question or instruction that has two parts. Be able to talk about familiar books. Book look around 5 weeks into term 	<ul style="list-style-type: none"> Sing a large repertoire of songs. Use talk to organise themselves and their play. Book look with parents Settling in reviews with parents 	<ul style="list-style-type: none"> Assessment point of sounds they can pronounce. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Book look with parents 	<ul style="list-style-type: none"> Start a conversation with an adult or a friend and continue it for many turns. Book look with parents. Parents Evening with parents of N2 children- Moving to Reception in September 2025. 	<ul style="list-style-type: none"> Assessment point of sounds they can pronounce. Use longer sentences of four to six words. Book look with parents 	<ul style="list-style-type: none"> Know many rhymes, and be able to tell a long story Book look with parents Reports for parents
	No N1 children starting			<ul style="list-style-type: none"> Assessment point of sounds they can pronounce. Explicit teaching of turn taking Begin to sing routine songs 	<ul style="list-style-type: none"> Book look with parents Speech and language assessment Begin to sing some songs independently 	<ul style="list-style-type: none"> Reports for parents Explicit teaching of turn taking Begin to sing routine songs
Personal, social and emotional	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Select and use activities and resources, with help when needed. 	<ul style="list-style-type: none"> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Become more outgoing with unfamiliar people, in the safe context of their setting. 	<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. 	<ul style="list-style-type: none"> Talk with others to solve conflicts. Play with one or more other children, extending and elaborating play ideas. 	<ul style="list-style-type: none"> Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> Develop appropriate ways of being assertive. Remember rules without needing an adult to remind them.
	No N1 children			<ul style="list-style-type: none"> Introducing the classroom rules and routines Understanding why rules are important. Introduce emotions and labelling them. Play with one or more other children, extending and elaborating play ideas 	<ul style="list-style-type: none"> Introducing the classroom rules and routines Introduce emotions and labelling them. Play with one or more other children, extending and elaborating play ideas 	
Physical	<ul style="list-style-type: none"> Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Assessment point pencil grasp, writing stage and self portrait 	<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 	<ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils. Use large-muscle movements to wave flags and streamers, paint and make marks. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Assessment point pencil grasp, writing stage and self portrait 	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills. 	<ul style="list-style-type: none"> Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Assessment point pencil grasp, writing stage and self portrait 	<ul style="list-style-type: none"> Show a preference for a dominant hand. Start taking part in some group activities which they make up for themselves, or in teams.

	No N1 children	<ul style="list-style-type: none"> • Assessment point pencil grasp, writing stage and self portrait • Moving around the classroom safely. • Coats – gloves, zips – promoting independence 	<ul style="list-style-type: none"> • Moving around the classroom safely • Coats – gloves, zips – promoting independence • Increasingly being able to remember and use sequences and patterns of movements which are related to music and rhythm. 	<ul style="list-style-type: none"> • Assessment point pencil grasp, writing stage and self portrait • Moving around the classroom safely • Start taking part in some group activities which they can make up for themselves. 	<ul style="list-style-type: none"> • Moving around the classroom safely • Climbing up the apparatus independently.
Literacy	<ul style="list-style-type: none"> • Story of the week read daily • Vocabulary encouraged in everyday language around the setting • Stories to anticipate rhyming words • Small world and role play to encourage interaction with each other modelled by adults • Signing in with their name • Recognising their photo on a peg for their things • Looking at numbers, images, and letters to represent weather and days of the week • Adults modelling writing when children are playing – validating their play and interactions • Working on fine motor activities in small groups and tabletop activities • Develop their phonological awareness. • Engage in extended conversations about stories, learning new vocabulary • Introduce segmenting and blending – demonstrated by the adult • Small group activities introduced with listening to stories in small groups • Small group activities based around story sequencing • Music and rhymes sung daily 	<ul style="list-style-type: none"> • Introduce making their name using magnetic letters • Teeny Reading Seeds introduced in small group work activities – booklet 1 • Small group activities based around story sequencing • Small world and role play to encourage interaction with each other modelled by adults • Playdough exploring, water tray, sand pit all part of the provision • Music and rhymes sung daily • Understand the five key concepts about print. • Use some of their print and letter knowledge in their early writing. • Using phoneme fingers for segmenting and blending – demonstrated by the adult 	<ul style="list-style-type: none"> • Make their name using magnetic letters moving towards forming letters in their name • Write some or all their name. • Teeny Reading Seeds introduced in small group work activities – booklet 1 • Music and rhymes sung daily • Daily segmenting and blending as part of morning routine • 	<ul style="list-style-type: none"> • Make their name using magnetic letters • Write some letters accurately. • Write some or all their name. • Teeny Reading Seeds introduced in small group work activities – booklet 2 • Music and rhymes sung daily • Daily segmenting and blending as part of morning routine 	<ul style="list-style-type: none"> • Make their name using magnetic letters • Write some letters accurately. • Write some or all their name. • Teeny Reading Seeds introduced in small group work activities – booklet 2 • Music and rhymes sung daily • Daily segmenting and blending as part of morning routine

	<p>No N1 children</p>	<ul style="list-style-type: none">• Draw children's attention to a wide range of print with different functions such as signs in the classroom and outside. Look at logos.• Introduce the words author and illustrator when reading stories.• Show children how to handle books with care, turning the pages and reading left to right, top to bottom.• Explain the idea of 'word' to children pointing to words in a sentence.	<ul style="list-style-type: none">• Deliberately miss out words in rhymes so children are encouraged to fill in the gaps.• Use magnetic letters in the environment to encourage recognition of letters and numbers.	<ul style="list-style-type: none">• Motivate children to write using the going home box with their attempts of their name written on their work.• Mark making on lists and spotting things on lists with clipboards – sense of purpose for mark making.	<ul style="list-style-type: none">• Home made books in the environment for children to add to.• Wide variety of writing/mark making resources to explore.
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<p>Mathematics</p>	<ul style="list-style-type: none"> • Introduce days of the week into morning routine • Singing and movement – shape songs – circle, square, triangle, rectangle • Exploring numicon and number blocks • Problem-solving, open-ended questioning – I wonder... • Explore colours • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Show 'finger numbers' up to 5. • Experiment with their own symbols and marks as well as numerals. 	<ul style="list-style-type: none"> • Established morning routines: days of the week • Introduce and model counting how many children are here today and how many adults ('stopping number') • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Singing and movement - songs based around total of 5 (5 Little Snowmen standing in a row) • Say one number for each item in order: 1,2,3,4,5. • Explore colour mixing - compare quantities using language: 'more than', 'fewer than'. • Mixing their own paint – compare quantities using language: 'more than', 'fewer than'. • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Make comparisons between objects relating to size, length, weight, and capacity. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> • Established morning routines: days of the week and counting who is in, modelling the stopping number and writing it down. • Problem-solving, open-ended questioning – I wonder... • Singing and movement – introduce more shapes: star, oval, pentagon, hexagon • Combine shapes to make new ones – an arch, a bigger triangle etc • Solve real world mathematical problems with numbers up to 5. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Complete puzzles up to 10 pieces 	<ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Recite numbers past 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Make comparisons between objects relating to size, length, weight, and capacity. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. 	<ul style="list-style-type: none"> • Singing and movement • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Describe a familiar route. • Snack shop 	<ul style="list-style-type: none"> • Snack shop • Describe a familiar route. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
	<p>No N1 children</p>	<ul style="list-style-type: none"> • Problem-solving, open-ended questioning – I wonder... • Explore colours • Complete inset puzzles. Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. 	<ul style="list-style-type: none"> • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Build with a range of resources. • Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing, or 	<ul style="list-style-type: none"> • Notice patterns and arrange things in patterns. • Build with a range of resources. • Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. • Take part in finger rhymes with numbers 	<ul style="list-style-type: none"> • Build with a range of resources. • Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing, or saying some numbers in sequence. • Count in everyday contexts, sometimes 	

				saying some numbers in sequence. • Take part in finger rhymes with numbers		skipping numbers – '1-2-3-5'.
Understanding of the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. 	<ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Explore how things work. • Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things 	<ul style="list-style-type: none"> • Explore and talk about different forces they can feel.
	No N1 children		<ul style="list-style-type: none"> • Engaging in messy play 	<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> • Talk about what they see with an increase in vocabulary • Talk about materials and changes they notice • Engaging in messy play 	<ul style="list-style-type: none"> • Begin to make a sense of their own life story and how we grow from babies.
Expressive arts and designs	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc 	<ul style="list-style-type: none"> • Explore different materials freely, develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. 	<ul style="list-style-type: none"> • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> • Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

		<ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). 				
	No N1 children	<ul style="list-style-type: none"> • Take part in pretend play • Develop their listening skills 	<ul style="list-style-type: none"> • Explore small worlds 	<ul style="list-style-type: none"> • Join different materials and explore different textures • Take part in pretend play • Develop their listening skills 	<ul style="list-style-type: none"> • Respond to what they have heard expressing their thoughts and feelings. 	
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