

Nursery Planning 2017-18

Autumn 1 Key skills for the term (Development Matters 30-50 months)	Topic All About Me	Adult-led input	Assessments/ observations	Continuous provision/ weekly enhancements	Reflection
<p>Communication and Language:</p> <p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Is able to follow directions (if not intently focused on own choice of activity). <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Responds to simple instructions, e.g. to get or put away an object. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. <p>Personal, Social and Emotional Development:</p> <p><u>Making relationships</u></p> <ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and 	<p>Week 1: Starting Nursery</p> <p>Book of the week: <i>Maisy Goes to Nursery</i></p> <p>WOW: Bubbles for being brave!</p>	<ul style="list-style-type: none"> • Rules • Circle time and name games 	Baseline assessments	<ul style="list-style-type: none"> • All about me topic books • Weekly supplementary texts: <i>You're too Big, Going to Nursery</i> • Home corner role-play 	
	<p>Week 2: New friends</p> <p>Book of the week: <i>Friends by Helme Heine</i></p> <p>WOW: Decorating a photo of friends</p>	<ul style="list-style-type: none"> • Rules • Circle time and name games • <i>Barnes Bear's Adventures</i> 	Baseline assessments	<ul style="list-style-type: none"> • Weekly supplementary texts: <i>Pip and Posy The New friend, How do Dinosaurs Stay Friends?</i> • Friendship bracelets 	

<p>words can hurt others' feelings.</p> <p>Physical Development: <u>Moving and handling</u> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. <u>Health and self-care</u> <ul style="list-style-type: none"> • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. <p>Mathematics: <u>Numbers</u> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. <u>Shape, space and measures</u> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. <p>Literacy: <u>Reading</u> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Listens to and joins in with stories and poems, one-to-one and also in small groups. <u>Writing</u> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. <p>Understanding the World: <u>People and communities</u> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. </p></p></p></p>	<p>Week 3: Sharing</p> <p>Book of the week: This is Our House</p> <p>WOW: Sharing dough and dough disco</p> <p>Week 4: Wishes</p> <p>Book of the week: The Fish Who Could Wish</p> <p>WOW: Nursery wishes - home learning</p> <p>Week 5: Favourite toys</p> <p>Book of the week: Come to School too Blue Kangaroo</p> <p>WOW: Toy picnic</p>	<ul style="list-style-type: none"> • <u>Phonics</u> – Environmental sounds • <u>Mathematics</u> – Moves large objects one at a time <ul style="list-style-type: none"> • <u>Phonics</u> – Instrumental sounds • <u>Mathematics</u> – Selects a small number of objects e.g. 'please give me one/two' <ul style="list-style-type: none"> • <u>Phonics</u> – Body percussion • <u>Mathematics</u> – Plays with shapes 	<p>Observation focus children – prime areas</p> <p>Observation focus children – prime areas</p> <p>Observation focus children – prime areas</p>	<ul style="list-style-type: none"> • Weekly supplementary texts: Rainbow Fish, Sharing a Shell • 5-minute sand timers for sharing resources <ul style="list-style-type: none"> • Weekly supplementary texts: The Wishing Star, Would You Rather... • Stars – chalk and black paper <ul style="list-style-type: none"> • Weekly supplementary texts: Dogger, Monkey and Me • Toy catalogues 	
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<p><u>The world</u></p> <ul style="list-style-type: none"> Shows care and concern for living things and the environment. <p><u>Technology</u></p> <ul style="list-style-type: none"> Shows an interest in technological toys with knobs or pull eyes, or real objects such as cameras or mobile phones. <p>Expressive Arts and Design:</p> <p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Uses various construction materials. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> Engages in imaginative role-play based on own first hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. 	<p>Week 6: Family</p> <p>Book of the week: The Family Book</p> <p>WOW: Show and tell - family photos</p>	<ul style="list-style-type: none"> <u>Phonics</u> – Rhythm and rhyme <u>Mathematics</u> – Counts 3 objects with 1:1 correspondence 	<p>Observation focus children – prime areas</p>	<ul style="list-style-type: none"> Weekly supplementary texts: My Mum and Dad Make Me Laugh, My Mum Family portraits 	
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<p>Autumn 2 Key skills for the term (Development Matters 30-50 months)</p>	<p>Topic People Who Help Us</p>	<p>Adult-led input</p>	<p>Assessments/ observations</p>	<p>Continuous provision/ weekly enhancements</p>	<p>Reflection</p>
<p>Communication and Language:</p> <p><u>Listening and attention</u></p> <ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <p><u>Understanding</u></p> <ul style="list-style-type: none"> Understands use of objects (e.g. "What do we use to cut things?") <p><u>Speaking</u></p> <ul style="list-style-type: none"> Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.' <p>Personal, Social and Emotional Development:</p> <p><u>Making relationships</u></p>	<p>Week 1: Firefighters</p> <p>Book of the week: Firefighter (People Who Help Us- Rebecca Hunter)</p> <p>WOW: Fire</p>	<ul style="list-style-type: none"> Rules Fire safety Bonfire Night <u>Phonics</u> – Rhythm and rhyme <u>Mathematics</u> – Makes comparisons between quantities – same/different/more/less 	<p>Observation focus children – prime areas</p>	<ul style="list-style-type: none"> People who help us topic books Weekly supplementary texts: Fireman Sam Jupiter and the Burning Blaze, Fire Safety (Stay Safe) '5 Little Firemen' song Firework 	

<ul style="list-style-type: none"> Keeps play going by responding to what others are saying or doing. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. <p>Physical Development:</p> <p><u>Moving and handling</u></p> <ul style="list-style-type: none"> Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p>Mathematics:</p> <p><u>Numbers</u></p> <ul style="list-style-type: none"> Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Compares two groups of objects, saying when they have the same number. <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Uses shapes appropriately for tasks. <p>Literacy:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Shows awareness of rhyme and alliteration. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 				splatter painting	
	<p>Week 2: Doctors</p> <p>Book of the week: Zog and the Flying Doctors</p> <p>WOW: First aid talk</p>	<ul style="list-style-type: none"> <u>Phonics</u> – Alliteration <u>Mathematics</u> – Beginning to be interested in number problems e.g. setting up cutlery/plates for teddy bears picnic 	<p>Observation focus children – prime areas</p>	<ul style="list-style-type: none"> Weekly supplementary texts: Busy People: Doctor, Doctor Maisy Doctors role-play 	
	<p>Week 3: Police</p> <p>Book of the week: Cops and Robbers</p> <p>WOW: Police visit</p>	<ul style="list-style-type: none"> <u>Phonics</u> – Voice sounds <u>Mathematics</u> – Constructs with and talks about shapes 	<p>Observation focus children – prime areas</p>	<ul style="list-style-type: none"> Weekly supplementary texts: Police (Popcorn: People Who Help Us), Police Car on Patrol (Peter Bentley) Police costumes 	

<ul style="list-style-type: none"> Shows interest in illustrations and print in books and print in the environment Looks at books independently. Handles books carefully. <p><u>Writing</u></p> <ul style="list-style-type: none"> Ascribes meanings to marks that they see in different places. <p>Understanding the World: <u>People and communities</u></p> <ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. Shows interest in different occupations and ways of life. <p><u>The world</u></p> <ul style="list-style-type: none"> Can talk about some of the things they have observed such as plants, animals, natural and found objects. <p><u>Technology</u></p> <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control <p>Expressive Arts and Design: <u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> Sings a few familiar songs. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> Developing preferences for forms of expression. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<p>Week 4: Dentists</p> <p>Book of the week: The Selfish Crocodile</p> <p>WOW: Crocodile dentist game</p>	<ul style="list-style-type: none"> <u>Phonics</u> – Oral blending and segmenting <u>Mathematics</u> – Experiments with symbols and marks 0-3 	<p>Observation focus children – prime areas</p>	<ul style="list-style-type: none"> Weekly supplementary texts: Smile, Crocodile, Smile, Tooth Fairy (Child’s Play) Toothbrush painting 	
<p>Week 5: Builders</p> <p>Book of the week: Iggy Peck Architect</p> <p>WOW: Site manager visit</p>	<ul style="list-style-type: none"> <u>Phonics</u> – General sound discrimination <u>Mathematics</u> – Matches number and quantity 0-3 	<p>Observation focus children – prime areas</p>	<ul style="list-style-type: none"> Weekly supplementary texts: When I grow Up: Builder, Builder (Amanda Askew) Builders role-play 		
<p>Week 6: Postal workers</p> <p>Book of the week: Postman (Here to Help)</p> <p>WOW: Posting Christmas cards</p>	<ul style="list-style-type: none"> <u>Phonics</u> – Rhythm and rhyme <u>Mathematics</u> – Uses shapes appropriately for tasks and talks about shapes e.g. round, tall 	<p>Mathematics trackers</p>	<ul style="list-style-type: none"> Weekly supplementary texts: Jolly Postman, Postman Bear Post office role-play Christmas cards 		

	<p>Week 7: Christmas</p> <p>Book of the week: The Night Before Christmas (Clement C. Moore)</p> <p>WOW: Pantomime</p>	<ul style="list-style-type: none"> •<u>Phonics</u> – Alliteration •<u>Mathematics</u> – Solves problems – puzzles 	Literacy trackers	<ul style="list-style-type: none"> • Weekly supplementary texts: The Snowman, Stick Man • Christmas tree decorations • Christmas present lists 	
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<p>Spring 1 Key skills for the term (Development Matters 30-50 months)</p>	<p>Topic Fairy Tales</p>	<p>Adult-led input</p>	<p>Assessments/ observations</p>	<p>Continuous provision/ weekly enhancements</p>	<p>Reflection</p>
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<p>Communication and Language: <u>Listening and attention</u> <ul style="list-style-type: none"> Listens to stories with increasing attention and recall. <u>Understanding</u> <ul style="list-style-type: none"> Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. <u>Speaking</u> <ul style="list-style-type: none"> Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Uses intonation, rhythm and phrasing to make the meaning clear to others. </p>	<p>Week 1: Three Little Pigs</p> <p>Book of the week: Three Little Pigs (Richard Johnson)</p> <p>WOW: Hairdryer houses experiment</p>	<ul style="list-style-type: none"> Rules <u>Phonics</u> – Voice sounds <u>Mathematics</u> – Recites number names in order to 5 	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> Fairy tale topic books Weekly supplementary texts: The True Story of the 3 Little Pigs, The Three Little Pigs (Nick Sharrat) Bakery role-play 	
<p>Personal, Social and Emotional Development: <u>Making relationships</u> <ul style="list-style-type: none"> Initiates play, offering cues to peers to join them. <u>Self-confidence and self-awareness</u> <ul style="list-style-type: none"> Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. <u>Managing feelings and behaviour</u> <ul style="list-style-type: none"> Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. </p>	<p>Week 2: Gingerbread Man</p> <p>Book of the week: Gingerbread Man (Estelle Corke)</p> <p>WOW: Baking gingerbread men</p>	<ul style="list-style-type: none"> <u>Phonics</u> – Rhythm and rhyme <u>Mathematics</u> – Identifies numerals in the environment 0-5 	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> Weekly supplementary texts: Gingerbread Man (Mara Alperin), Mr Greedy and the Gingerbread Man Gingerbread sensory play 	
<p>Physical Development: <u>Moving and handling</u> <ul style="list-style-type: none"> Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. <u>Health and self-care</u> <ul style="list-style-type: none"> Can tell adults when hungry or tired or when they want to rest or play. </p> <p>Mathematics: <u>Numbers</u> <ul style="list-style-type: none"> Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. <u>Shape, space and measures</u></p>	<p>Week 3: Goldilocks and the Three Bears</p> <p>Book of the week: Goldilocks and the Three Bears (Lauren Child)</p> <p>WOW: Bear hunt</p>	<ul style="list-style-type: none"> <u>Phonics</u> – Alliteration <u>Mathematics</u> – Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same 	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> Weekly supplementary texts: Goldilocks and the Three Bears (Estelle Corke), Goldilocks and the Three Bears (Amanda Askew) ‘Goldilocks’ song 	

<ul style="list-style-type: none"> • Uses positional language. <p>Literacy: <u>Reading</u></p> <ul style="list-style-type: none"> • Recognises rhythm in spoken words. • Beginning to be aware of the way stories are structured. • Listens to stories with increasing attention and recall. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. <p>Understanding the World: <u>People and communities</u></p> <ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends. 				<ul style="list-style-type: none"> • Porridge sensory play 	
<p><u>The world</u></p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. <p>Expressive Arts and Design: <u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • Beginning to move rhythmically. • Imitates movement in response to music. • Beginning to be interested in and describe the texture of things. 	<p>Week 4: Elves and the Shoemaker</p> <p>Book of the week: Elves and Shoemaker (Jim LaMarche)</p> <p>WOW: Redesigning shoes</p>	<ul style="list-style-type: none"> • Chinese New Year • <u>Phonics</u> – Oral blending and segmenting • <u>Mathematics</u> – Uses positional language 	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> • Weekly supplementary texts: Elves and the Shoemaker (Alison Edgson), Cinderella (Ladybird) • Shoe shop role-play 	
<ul style="list-style-type: none"> • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Uses movement to express feelings. • Creates movement in response to music. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. 	<p>Week 5: Little Red Riding Hood</p> <p>Book of the week: Little Red Riding Hood (Mara Alperin)</p> <p>WOW: Game - What's the Time Mr Wolf?</p>	<ul style="list-style-type: none"> • <u>Phonics</u> – oral blending and segmenting • <u>Mathematics</u> – Represents numbers 0-5 using fingers, symbols and marks 	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> • Weekly supplementary texts: Little Red Riding hood (Jess Stockham), Into the Forest (Anthony Browne) • Stick puppets and puppet theatre 	

	<p>Week 6: Arts Week</p> <p>Book of the week: The Dot</p> <p>WOW: Workshops</p>	<ul style="list-style-type: none"> • <u>Phonics</u> – General sound discrimination • <u>Mathematics</u> – Creates patterns 	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> • Weekly supplementary texts: ish, The Museum (Susan Verde) 	
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Spring 2 Key skills for the term (Development Matters 30-50 months)	Topic Planting and Growing	Adult-led input	Assessments/ observations	Continuous provision/ weekly enhancements	Reflection
<p>Communication and Language:</p> <p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • Focusing attention - still listen or do, but can shift own attention. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Beginning to understand ‘why’ and ‘how’ questions. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, play) 	<p>Week 1: Jack and the Beanstalk</p> <p>Book of the week: Jack and the Beanstalk</p> <p>WOW: Planting a bean</p>	<ul style="list-style-type: none"> • Revisiting rules • <u>Phonics</u> – Rhythm and rhyme • <u>Mathematics</u> – Creates patterns 	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> • Planting and growing topic books • Weekly supplementary texts: Jasper’s Beanstalk, Eddie’s Garden • Garden centre role-play 	

<p>ed).</p> <p>Personal, Social and Emotional Development: <u>Making relationships</u> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. <u>Self-confidence and self-awareness</u> <ul style="list-style-type: none"> • Is more outgoing towards unfamiliar people and more confident in new social situations. <u>Managing feelings and behaviour</u> <ul style="list-style-type: none"> • Can usually adapt behaviour to different events, social situations and changes in routine. </p> <p>Physical Development: <u>Moving and handling</u> <ul style="list-style-type: none"> • Can stand momentarily on one foot when shown. • Can catch a large ball. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. <u>Health and self-care</u> <ul style="list-style-type: none"> • Observes the effects of activity on their bodies. </p> <p>Mathematics: <u>Numbers</u> <ul style="list-style-type: none"> • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Realises not only objects, but anything can be counted, including steps, claps or jumps. <u>Shape, space and measures</u> <ul style="list-style-type: none"> • Shows awareness of similarities of shapes in the environment. • Shows interest in shapes in the environment. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall' </p> <p>Literacy:</p>	<p>Week 2: The Little Red Hen</p> <p>Book of the week: The Little Red Hen (Mary Finch)</p> <p>WOW: Making bread</p>	<ul style="list-style-type: none"> • <u>Phonics</u> – Alliteration • <u>Mathematics</u> – Sometimes matches number and quantity correctly 0-5 	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> • Weekly supplementary texts: Mr Wolf's Pancakes, The Cockerel, the Mouse and the Little Red Hen (Jess Stockham) • Flour sensory play • World Book Day dress up 	
<p>Mathematics: <u>Numbers</u> <ul style="list-style-type: none"> • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Realises not only objects, but anything can be counted, including steps, claps or jumps. </p>	<p>Week 3: Oliver's Vegetables</p> <p>Book of the week: Oliver's Vegetables</p> <p>WOW: Allotment visit</p>	<ul style="list-style-type: none"> • <u>Phonics</u> – Oral blending and segmenting • <u>Mathematics</u> – Knows that numbers identify how many objects are in a set 0-5 	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> • Weekly supplementary texts: Oliver's Fruit Salad, Grandpa's Garden • Fruit and vegetable shop role-play 	
<p>Mathematics: <u>Numbers</u> <ul style="list-style-type: none"> • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Realises not only objects, but anything can be counted, including steps, claps or jumps. </p>	<p>Week 4: Enormous Turnip</p> <p>Book of the week: Enormous Turnip (Cristiana Cerretti)</p> <p>WOW: Vegetable soup</p>	<ul style="list-style-type: none"> • <u>Phonics</u> – Voice sounds • <u>Mathematics</u> – Counts actions 	<p>Observation focus children – specific areas</p>	<ul style="list-style-type: none"> • Weekly supplementary texts: The Gigantic Turnip, Mr Wolf and the Enormous Turnip • Peeling vegetables 	

<p><u>Reading</u></p> <ul style="list-style-type: none"> • Suggests how the story might end. • Describes main story settings, events and principal characters. • Recognises familiar words and signs such as own name and advertising logos. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Understanding the World:</p> <p><u>People and communities</u></p> <ul style="list-style-type: none"> • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p><u>The world</u></p> <ul style="list-style-type: none"> • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Knows that information can be retrieved from computers <p>Expressive Arts and Design:</p> <p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Sings to self and makes up simple songs. • Makes up rhythms. • Uses available resources to create props to support role-play. 	<p>Week 5: Tiny Seed</p> <p>Book of the week: Tiny Seed</p> <p>WOW: Cress heads</p>	<ul style="list-style-type: none"> • <u>Phonics</u> – General sound discrimination • <u>Mathematics</u> – Shows interest in and talks about shapes in the environment 	<p>Mathematics trackers</p>	<ul style="list-style-type: none"> • Weekly supplementary texts: Ten Seeds, A Seed in Need • Seed pictures • Mother's Day cards 	
	<p>Week 6: Easter</p> <p>Book of the week: We're Going on an Egg Hunt</p> <p>WOW: Easter egg hunt</p>	<ul style="list-style-type: none"> • <u>Phonics</u> – Oral blending and segmenting • <u>Mathematics</u> – Recites number names in order to 10 	<p>Literacy trackers</p>	<ul style="list-style-type: none"> • Weekly supplementary texts: The Easter Bunny Comes to London, Easter is Cancelled • Egg mark-making • Shredded wheat nests 	

Summer 1 Key skills for the term (Development Matters 40-60 months)	Topic Transport	Adult-led input	Assessments/ observations	Continuous provision/ weekly enhancements	Reflection
<p>Communication and Language:</p> <p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <p>Personal, Social and Emotional Development:</p> <p><u>Making relationships</u></p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of w 	<p>Week 1: Rockets</p> <p>Book of the week: Man on the Moon</p> <p>WOW: Vitamin C rocket experiment</p>	<ul style="list-style-type: none"> • Rules • <u>Phonics</u> – Rhythm and rhyme • <u>Mathematics</u> – Separates groups of 3-5 objects in different ways and realises the total is still the same 	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> • Transport topic books • Weekly supplementary texts: Whatever Next, Big Book of Rockets and Spacecraft • Deconstructed role-play 	

<p>hat others say. <u>Self-confidence and self-awareness</u> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. <u>Managing feelings and behaviour</u> <ul style="list-style-type: none"> • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate & solve problems without aggression, e.g. when someone has taken their toy. <p>Physical Development: <u>Moving and handling</u> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing & chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. <u>Health and self-care</u> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs & understands need for variety in food. • Usually dry and clean during the day. • Shows understanding of how to transport & store equipment safely. <p>Mathematics: <u>Numbers</u> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. </p></p></p>	<p>Week 2: Planes</p> <p>Book of the week: The Way Back Home</p> <p>WOW: Paper plane experiment</p>	<ul style="list-style-type: none"> • <u>Phonics</u> – Oral blending and segmenting • <u>Mathematics</u> – Shows an understanding of more and less 	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> • Weekly supplementary texts: Amazing Aeroplanes, Disney Planes • A frames and mats 	
<p>Week 3: Cars</p> <p>Book of the week: Motor Miles</p> <p>WOW: Washing teacher's cars</p>	<ul style="list-style-type: none"> • Road safety • <u>Phonics</u> – Initial sounds • <u>Mathematics</u> – Counts up to 6 objects from a larger group 	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> • Weekly supplementary texts: Things that Go Let's Get Moving, Big Fast Car Book • Ramps • Car tracks painting • Number formation roads 		

<ul style="list-style-type: none"> • Counts objects to 10, & beginning to count beyond 10. • Finds the total number of items in two groups by counting all of them. • Counts out up to six objects from a larger group. • Uses the language of 'more' & 'fewer' to compare two sets of objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding & subtracting. • Begins to identify own mathematical problems based on own interests & fascinations. <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> • Selects a particular named shape. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. 	<p>Week 4: Boats</p> <p>Book of the week: Mr Gumpy's Outing</p> <p>WOW: Floating and sinking experiment</p>	<ul style="list-style-type: none"> • <u>Phonics</u> – s • <u>Mathematics</u> – Positional language 	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> • Weekly supplementary texts: Who Sank the boat? First Book of Ships and Boats (Isabel Thomas) • 'Row your boat' song 	
<p>Literacy:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Links sounds to letters, naming and sounding the letters of the alphabet. • Enjoys an increasing range of books. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write & paint. • Continues a rhyming string. • Hears and says the initial sound in words. • Links sounds to letters, naming & sounding the letters of the alphabet. 	<p>Week 5: Buses</p> <p>Book of the week: Naughty Bus</p> <p>WOW: Rolling experiment</p>	<ul style="list-style-type: none"> • <u>Phonics</u> – a • <u>Mathematics</u> – Orders 2/3 objects by length/height and capacity/weight 	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> • Weekly supplementary texts: You Can't Take an Elephant on the Bus, The Hundred Decker Bus • 'Wheels on the Bus' song • Naughty Bus sensory play (baked beans) 	

<p>Understanding the World: <u>People and communities</u> • Enjoys joining in with family customs & routines. <u>Technology</u> • Completes a simple program on a computer.</p> <p>Expressive Arts and Design: <u>Exploring and using media and materials</u> • Begins to build a repertoire of songs & dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Selects tools & techniques needed to shape, assemble & join materials they are using. <u>Being imaginative</u> • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. • Plays alongside other children who are engaged in the same theme.</p>	<p>Week 6: Trains</p> <p>Book of the week: Here Comes the Train</p> <p>WOW: Barnes station visit</p>	<ul style="list-style-type: none"> • <u>Phonics</u> – t • <u>Mathematics</u> – Counts an irregular arrangement of 3-5 objects 	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> • Weekly supplementary texts: The Train Ride, My Big Train Book • Train track and trains • Mobilo 	
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<p>Summer 2 Key skills for the term (Development Matters 40-60 months)</p>	<p>Topic Animals</p>	<p>Adult-led input</p>	<p>Assessments/ observations</p>	<p>Continuous provision/ weekly enhancements</p>	<p>Reflection</p>
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<p>Communication and Language: <u>Listening and attention</u> <ul style="list-style-type: none"> Two-channelled attention can listen and do for short span. <u>Understanding</u> <ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. <u>Speaking</u> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention. Introduces a storyline or narrative into their play. </p>	<p>Week 1: Pets Book of the week: Dear Zoo WOW: Pet visits</p>	<ul style="list-style-type: none"> Rules <u>Phonics</u> – p <u>Mathematics</u> – Represents numbers using fingers, marks or pictures 0-10 	<p>Name writing</p>	<ul style="list-style-type: none"> Weekly supplementary texts: The Great Pet Sale, I Want a Pet Pet shop role-play Lift the flap class books Animal costumes 	
<p>Personal, Social and Emotional Development: <u>Making relationships</u> <ul style="list-style-type: none"> Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <u>Self-confidence and self-awareness</u> <ul style="list-style-type: none"> Can describe self in positive terms and talk about abilities. <u>Managing feelings and behaviour</u> <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. </p>	<p>Week 2: Farm animals Book of the week: What the Ladybird Heard WOW: Hounslow Urban Farm trip</p>	<ul style="list-style-type: none"> <u>Phonics</u> – i <u>Mathematics</u> – Counts backwards from 5 	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> Weekly supplementary texts: Farmyard Hullabaloo, Pig in the Pond Farm puzzles Farm small world 	
<p>Physical Development: <u>Moving and handling</u> <ul style="list-style-type: none"> Travels with confidence and skill around, under, over and through balancing and climbing equipment. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement & retrace vertical lines. Begins to form recognisable letters. <u>Health and self-care</u> <ul style="list-style-type: none"> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. </p>	<p>Week 3: Aquatic animals Book of the week: Under the Sea (Anna Milbourne) WOW: Pond dipping</p>	<ul style="list-style-type: none"> Transition circle time <u>Phonics</u> – n <u>Mathematics</u> – Knows that not only objects but anything can be counted e.g. actions/ideas 	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> Weekly supplementary texts: Commotion in the Ocean, Billy's Bucket Observational drawing of real fish Fishing number game Sea life small world 	

<ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges, and considers & manages some risks. Practices some appropriate safety measures without direct supervision. <p>Mathematics: <u>Numbers</u></p> <ul style="list-style-type: none"> Counts actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see & checks by counting them. Finds one more or one less from a group of up to five objects, then ten objects. Records, using marks that they can interpret and explain. 					
<p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Can describe their relative position such as 'behind' or 'next to'. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways. 	<p>Week 4: Minibeasts</p> <p>Book of the week: Mad about Minibeasts</p> <p>WOW: Caterpillar eggs</p>	<ul style="list-style-type: none"> Eid al-Fitr <u>Phonics</u> – Segmenting and blending simple words <u>Mathematics</u> – Uses language related to money – 1p 	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> Weekly supplementary texts: First Facts Bugs, Hungry Caterpillar Food shopping –maths table Minibeast small world 	
<p>Literacy: <u>Reading</u></p> <ul style="list-style-type: none"> Can segment the sounds in simple words & blend them together & knows which letters represent some of them. Begins to read words & simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Knows that information can be retrieved from books & computers. <p><u>Writing</u></p> <ul style="list-style-type: none"> Begins to break the flow of speech into words. Can segment the sounds in simple words & blend them together. Uses some clearly identifiable letters to communicate 	<p>Week 5: Dinosaurs</p> <p>Book of the week: -Dinosaur Roar</p> <p>WOW: Dinosaur fossils</p>	<ul style="list-style-type: none"> Sports day practise <u>Phonics</u> – Key words <u>Mathematics</u> – Names and describes 2D shapes – circle, square, triangle, rectangle 	<p>Mathematics trackers</p>	<ul style="list-style-type: none"> Weekly supplementary texts: Bumpus Jumpus Dinosaurumpus, First Facts Dinosaurs Dinosaur small world Salt dough fossils 	

<p>aning, representing some sounds correctly and in sequence.</p> <ul style="list-style-type: none"> • Writes own name and other things such as labels, captions. <p>Understanding the World: <u>The world</u> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns & change. <u>Technology</u> <ul style="list-style-type: none"> • Uses ICT hardware to interact with age-appropriate computer software. </p> <p>Expressive Arts and Design: <u>Exploring and using media and materials</u> <ul style="list-style-type: none"> • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. <u>Being imaginative</u> <ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Introduces a storyline or narrative into their play. • Plays cooperatively as part of a group to develop and act out a narrative. </p>	<p>Week 6: Sports</p> <p>Book of the week: The Sports Day (Nick Butterworth)</p> <p>WOW: Sports day</p>	<ul style="list-style-type: none"> • Graduation practise • <u>Phonics</u> – Segmenting and blending simple words • <u>Mathematics</u> – Estimates how many objects are in a group and checks by counting 	<p>Literacy trackers</p>	<ul style="list-style-type: none"> • Weekly supplementary texts: Peppa Pig: Sports Day, Hare and Tortoise (Brian Wildsmith) 	
	<p>Week 7: Graduation</p> <p>Book of the week: Changes (Anthony Browne)</p> <p>WOW: Graduation picnic</p>	<ul style="list-style-type: none"> • <u>Phonics</u> – Key words • <u>Mathematics</u> – Displays a secure interest in number problems 	<p>Observation focus children – check curriculum coverage</p>	<ul style="list-style-type: none"> • Weekly supplementary texts: Starting School (Allen Ahlberg), Happy Graduation (Kathy Couri) 	