

NURSERY CURRICULUM MAP

	Autumn –		Spring –	ng –	Sumi	Summer -
Curriculum theme/	Marvelous Me	Nursery Rhymes	Who are the	Let's Celebrate	Mini-beast	Down on the
topic	(All about me	& Christmas	famous	with food	Adventures	farm
	and my family)		characters in my	glorious food		
			books?			
Learning Challenge	Who's that in the photo?	Do stars twinkle? Do	Are princesses real? Do	What is your favourite	What does a caterpillar	Why didn't the
C	How many	spiders live in water	they wear a crown?	food? Do you have a	turn into? How does the	Gingerbread Man swim
	eyes/ears/arms/legs/ do	spouts? What do they	What is your favourite	special type of food at	caterpillar grow? Are	across the River himself?
	you have? Who lives in	look like? How many	bedtime story? Where	celebrations? How can	worms super? How can we	What happens if you shake
	your house? What's your	legs do they have? How	does the Gruffalo live?	we make pancakes? Who	help bees? What do bees	a jar of cream? Why did the
	favourite food? Do you	can we protect Humpty	How can we cheer him	ate all of the porridge?	make? What do tadpoles	3 goats want to cross the
	have any pets? Where do	Dumpty? Can Humpty	up? Does the mouse	Why did the bears leave	turn into? Can frogs swim?	river? What make strong
	you like visiting? Where's	Dumpty be put back	need to say sorry?	the porridge? Should	What do frogs eat? Where	house? Why didn't the
	Grandma's house? How	together again?		Goldilocks say sorry?	do tadpoles live? Where	brick house blow down?
	do you get to Nursery?			What happened to the	do worms live? How do	Was the wolf nice? Why
	what's your lavourite			seed:	worms see:	was the lox sty:
Significant event	Baseline activities	Anti-Bullving week	Pyjama fun book day	World book day	Watch caterpillars turn	Nursery Fun week
C	Harvest-making vegetable	Remembrance Day –	Chinese New Year	Mother's Day	into butterflies (The very	Sports Day
	soup	reenactment of WW1	Visit to the library	Pancake day	hungry caterpillar)	Art – Big Draw Event
	Black history month	Halloween fun day	Internet Safety Week	STEM week	Queens Jubilee	Graduation
	Arts week – Local	Christmas Nativity	Well-being day	Easter celebrations	Celebrations	
	sculptures – The Angel of	Christmas Party	Children's mental health	Easter Stay and Play	Whole School – Skipping	
	the North	Bontire Night	Week		testival – The Big Jump	
	Weekly Library visits –	Children in Need			Whole school Jubilee	
	·				Super-Man	
Focus Books	Naughty bus	A Little Bit of Winter	We're going on an elf	Little Sunflower	Hungry caterpillar	The Three Billy Goats Gruff
	Oliver's vegetables	Room on the broom	chase	Supertato	Superworm	The Three Little Pigs
	Doctor dog	Incy wincy spider	The Gruffalo	The disgusting sandwich	The very greedy bee	The Gingerbread Man
	Oi get off my train	Usbourne Nativity	Little red riding hood	Mr Wolfs pancakes	Tadpoles promise	Non-Fiction Farm books
	My Mum and Dad make	5 little pumpkins	Princess smarty pants	Monkey Puzzle	The very lazy ladybird	Mr Gumpy's Motor car
	me laugh	My Granny went to	Guess How Much I love	Tiddler	Mad about mini-beasts	
	A squash and a squeeze	market	you	Goldilocks and the three	The crunching munching	
	Sharing a shell	The great nursery rhyme	The Great Race	bears	caterpillar	Zog
	Hamilton's hats	disaster	The Colour Monster		Norman the slug with the	Aliens love underpants
	Dogs don't do ballet				silly shell	Barry the fish with fingers
	We're Going on a Leaf					The great monster hunt
	nunt					snark in the park

	Seam Seam Seam Seam Seam Seam Seam Seam	· hand

)	D				п	Ţ				Focus nursery 1	0		\$	7	5	Ď	Ţ		R	mymes (141)	•	Focus nursery If	7	Sc	7	Sc	7	7	0	H		תַּ	T	T	0	Ţ	_ Li	A	7
		One little tinger		Dingle dangle scarecrow		I'm a little teapot		mulberry bush	Here we go round the		Miss Polly had a dolly	•	finger, 1 thumb	Clap clap hands)	Shiny teeth	Roly boly) } }	and toes	Heads shoulders knees		Ring a roses		know it	If you're happy and you	Tracey Steffora	Sorting at the market –	Mariconda	Sort it Out! – Barbara	Mike Austin	Monsters Love Colors –	Colours	The Usborne Big Book of		Families	The Great Big Book of	The Very Greedy Bee	of Dinosaurs	Harry and the Bucketful	Look Up!	All about Faces	My Brown Skin
		Jingle bells		Incy wincy spider		farm	Old McDonald had a		Humpty dumpty		Baa baa black sheep		Twinkle twinkle little star		The wheels on the bus	Marine 3018	Namo sono	Row row your boat		the bus)	tune of the wheels on	Clap clap (to the	,	we're going to the moon	Zoom, zoom, zoom						Caterpillar – Eric Carle	The Very Hungry	M Anno	Anno's Counting Book –	Chapman	Karma Wilson & Jane	Big Bear, Small Mouse –	Swinburne	Stripes – Stephen R.	Lots and lots of Zebra	Harris	Pattern Fish – Trudy
Little Miss Muffet	ago	There was a princess long	Chinese new year song	Kung hei fat choi –	Little Bo peep		play	One elephant went to	hill	Jack and Jill went up the			When goldilocks went to						Little Peter rabbit		Number 1 is up		5 little monkeys		Happy Birthday																	
				1 potato, 2 potato		5 current buns		I'm the gingerbread man	can you cant catch me	Run run as fast as you		the pan	Pop a little pancake into						Pat a cake	-	Eyes, nose cheeky chin		A big red bus		It's raining its pouring																	
						Here is a beehive		5 little ducks		bottom of the garden	There's a worm at the		5 little speckled frogs			Rain rain go away	Teddy Dear, Teddy Dear	Todd: boos +odd: boos	Sleeping bunnies		market	This little piggy went to		garden	Round and round the																	
fish alive	1,2,3,4,5 once I caught a	saucer	5 little men in a flying		5 little monkeys swinging		Down in the jungle		woods today	If you go down to the		day	3 little pigs went out one						Wind the bobbin up		Hokey cokey		Horsey horsey		Jelly on the plate																How to grow a dinosaur	Bedtime for monsters



Communication and Language • Pay attention to than one thing at a which can be diffice Develop their communication, be continue to have problems with irretenses and plurals, 'runned' for 'ran', 'swimmed' for 'sw	Phonics • Develop the clap syllables and segment Daily phase 1	Key vocabulary Tiered Vocabulary - window, door, new, happy, sorry, visit, parents, roof, sad, cu family, fingers, broth sister, sound Mathematical vocabunotice, match, same, colour sort, notice, groups, same, different
o more a time, icult. • out may out may regular s, such as wam ood ood	 Develop their phonological aw clap syllables in a word - recognis and segment Daily phase 1 phonics aspects 1 -7 	ary - List 2 new, isit, ad, cuddle, brother, vocabulary same, oups, sets,
 Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Sing a large repertoire of songs. Use longer sentences of four to six words Learn a range of nursery rhymes focusing on one per week. 	 Develop their phonological awareness, so that they can: - for example, spot and clap syllables in a word - recognise words with the same initial sound, such as mon and segment Daily phase 1 phonics aspects 1 -7 	Tiered Vocabulary – List 2 Heavy, dress, quiet, loud, pour, jumper, muddy, little, large, count, frightened, skirt, jeans wet Mathematical vocabulary pattern, continue, notice, next notice, big, large, small, little The is smaller/larger than the count, how many, total, altogether, cardinal number The cardinal number is compare, more, fewer, same, equal There are more than / there are fewer than / there are fewer than / there are fewer
•Enjoy listening to longer stories and can remember much of what happens • Use a wider range of vocabulary. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl'.	 Develop their phonological awareness, so that they can: - for example, spot and su clap syllables in a word - recognise words with the same initial sound, such as money and segment Daily phase 1 phonics aspects 1 -7 	Tiered Vocabulary – List 2 Cold, noisy, last, big, bedtime, fast, kind, hard, thirsty, number, small, choose, slow, nice Mathematical vocabulary number, numeral, subitise, represent, how many, count, cardinal, first/second/third
•Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver." Send tiered 'fridge words' home to help increase vocabulary in context.	suggest rhymes - count or ey and mother. Orally blend	Tiered Vocabulary – List 2 Bed, chair, bowl, huge, whisk, fridge, cooker, decorate, medium, tiny, bake, dissolve, toppings, naughty. Mathematical vocabulary number, numeral, subitise, represent, how many, count, cardinal, fourth/fifth
• Know many rhymes, be able to talk about familiar books, and be able to tell a long story Send tiered 'fridge words' home to help increase vocabulary in context. *Discuss mini-beasts children have seen and find out more information about them, including to the set?	Daily phase 1 phonics aspects 1-7 RWI picture cards Lilac books go home	Tiered Vocabulary – List 2 Eyes, tree, flower, water, drink, feel, dirty, gone, careful, quiet, smallest, behind, outside, under Mathematical vocabulary edge, curve, straight, round, flat, sides, face, corner, smooth first, next, then, last long, short, tall, longer than, shorter than, taller than Theis longer/shorter/taller than thei.
. • 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. • Start a conversation with an adult or a friend and continue it for many turns. Send tiered 'fridge words' home to help increase vocabulary in context.	s 1-7	Tiered Vocabulary — List 2 Biggest, all, full, farm, animal, tractor, pig, goat, fox, sly, horse, cow, hungry, carry Mathematical vocabulary Heavy, heavier than, light, lighter than, balanced The

Talk about ourselves and share our 'all about me' bags which contain things that are special to us. Ask grown-ups for 'interests' collages

Listen to others talking about their special objects.

Send tiered 'fridge words' home to help increase vocabulary in context. Look at family photos sent in from home and talk about who, what, when, where Settling into new routines, following instructions

Visits to the library following our interests – finding books relating to them to take back and enhance our classroom.

Read the story 'Look Up!' and talk about Mae
Jemmerson – the first
black woman to travel
into space.

Send tiered 'fridge words' home to help increase vocabulary in context.

Read Room on the Broom and follow instructions to make your own wand. Can you make your own spell?
What would your spell do?

Making wands – follow positional language and instructions when outdoors e.g. going over the hill, through the tunnel etc

Act out the rhyme – Humpty Dumpty

Listen to stories and rhymes with increasing attention, recognise my name on entry *Discuss why Incy Wincy Spider was washed down the spout - nursery rhyme and book, linked to Halloween, children will be encouraged to talk about any recent experience of

Follow instructions to

make sparkly snow cloud

'planetarium' or 'hippopotamus'

Send tiered 'fridge words home to help increase vocabulary in context.

Discuss which presents belong to which story land character "Discuss our preferences for if we would like to have tea with the Cruffalo and explain why?

Act out scenes from the Gruffalo story and role play in the Gruffalo café Listen to stories from other cultures such as The Great Race for Lunar New Year.

Year story using props
Listen to stories, rhythms
and rhymes with
increasing attention.

Talk about colour monster – linked to children's mental health week – discuss our own feelings – what they look like and feel like and link to the colour monsters.

go? Baa Baa Black Sheep

linked with the

*Where does your coat

actions to the song.

Halloween, learning

Follow the clues to find the Gruffalo – on our outdoor hunt.

writing Christmas lists

Say what we have

drawn, giving meaning

do you shine so bright? -

Christmas Nativity.
*Twinkle Twinkle why

linked to Christmas,

Look at the front cover of a book and discuss what it might be about; think about other Wolves they have read

about before and discuss what they think this character might be like. *Listen to the story of Mr Wolf's pancakes and predict what the wolf will do next.

*Discuss our favourite stories during world Book Day celebrations and enjoy listening to lots of stories read by a range of people and Year 6 children.

*Learn and use new words e.g. bake, fridge, dissolve, cooker, toppings, decorate, whick

Re-tell the Chinese New

Where they live? Changes that happen to them during their life-cycle, etc. We will discuss changes we observe when looking at the bugs.

Read and re-tell the story
Mr The Very Hungry
Caterpillar' using props
and a story sack to act out
the story.
Explore the lives of bee's

by first reading 'The Greedy Bee' who slurps up all of the nectar and then investigating bee's and the very special and important jobs they do.

Writing shopping lists and following recipes to make ladybird biscuits and frog sandwiches.

Understanding that letters can be sent and received

structure.

and that they hold important information.

Understand life cycles and change by reading stories such as 'Tadpole's Promise' predicting the end of stories and explaining how and why.

Taste all of the different fruits from the Hungry Caterpillar story and vote using a pictogram to say which was their favourite

Use the story sack to re-tel the story from the Hungry Caterpillar. We then used the items to sort into healthy / unhealthy items of food

All children to use active learning to act out the life cycle of a Butterfly

Discussing and recording holiday news and singing nursery rhymes related to farm animals

nursery rhymes related to farm animals

Drawing a picture on the story map and being able to describe it and retell the

story
Listen to the traditional story of the Gingerbread Man and join in with repeated refrains.
Use the puppets to retell the story.
Learning actions to re-tell parts of a story for children to begin to learn the

select and use activities - Show more confidence which is suggested to add elaborating play with the play with one or more - Select and use activities - Show more confidence which is suggested to sum of their own care is reach. - Select and use activities - Show more confidence which is suggested to sum of their own care is reach. - Select and use activities - Show more confidence which is suggested to sum of their own care is reach. - Show more confidence which conflicts and find not reached that the confidence which is suggested to sum of their own fare is reach. - Show more confidence which confidence which is suggested to sum of their own care is reach. - Show more confidence which conflicts and dispendent in meeting of their own care is reach. - Show more confidence which confidence which is suggested to which of their own care is reach. - Show more confidence which conflicts and dispendent in meeting of their own care is reach. - Show more confidence which confidence which of their search of their search of their search which with the recovaries of their search which with the reach of their search which with the resources. - Show more confidence which which is suggested to ward which which with the resources which is suggested to ward which with the resources which meeting into new routines. - Show more confidence acteding and suggesting other with the firend support with the freed support with their search which with the resources which with the resources which with the resources which with the sell with their search which with the resources which with the resources which with the resources which with the resources wher				Company of the control of the contro	manaci y minymics, mices and	וויפוושל מווש כוכמוו סמו ומכנל	
* Select and use activities of the proportion of the couries with help when needed. This helps which is suggested to mad elaborating play sense of responsibility and community. Increasingly sense of responsibility and manufacture of the couraging with the product of the couraging with the product which is suggested to be important. Introduce deals and before on cone needs. Introduce the key areas of the court of the sense of the court of the		at? What do you want to		likes/dislikes when tasting	nursery rhymes: likes and	friends and clean our faces	
* Select and use activities what toys we like to play with one or more confidence when needed in this play with. * Select and use activities and resources, with help when heaved sheen, or one other children, extending them, and elaborating play with one or more confidence other children, extending them, and elaborating play with one or more confidence of the children, extending them, and elaborating play with one or more confidence of the children, extending them, and elaborating play with one or more of their conflicts and rivalries, which is uggested to membership of a community. Increasingly expentition to their confidence when important. Introduce date part in small group activities in those groups. **Nemember nules for confidence of their confidence when in the carbing and date with the produce the laber of their confidence when ingent the confidence of their significant adults of the produce the laber of the more groups. Think about the produce the leging about of the confidence of their significant adults. **Confidence of the confidence of their confidence of their significant adults of the produce the laber of the more groups. Think about the produce the laber of the more sources. While the sources of the confidence of their significant adults of the produce the laber of the more worker of the confidence of the confidence of their significant adults of the produce the laber of the more worker of the confidence of their significant adults of the produce the laber of the more worker of the confidence of their significant adults of the produce the laber of the more groups. The confidence of the co		be – what are you good		*Respect others	*Discuss favourite	how to sit at a table with	
Select and use activities and write you more confidence when needed. This help with one or more that not everyone can be what for everyone can be what not everyone can be often deborating play in them. Develop heir sense of responsibility and independent in meeting feelings using words like healthy choics more outgoing with meeting and calcinity, and calcinit		superhero power would		up.		following instructions e.g.	
* Select and use activities and resources, with help when needed. This help with one or more confidence and resources, with help when needed. This help with one or more confidence and resources, with help when needed. This help with one or more confidence and resources, with help when chosen, or one which is suggested to their chaldren, extending have them to achieve a goal they have chosen, or one which is suggested to their count care needs, understanding with they have chosen, or one which is suggested to their count care needs, understanding with they have chosen, or one which is suggested to their count care needs, understanding with they are important. Introduce dass rules and talk about why they are important, introduce class rules and talk about why they are important. Introduce they worker groups and take part in small group pathful or key worker groups. Begin to learn the names of the Criffalo you have found in the game. **Find solutions to the confidence confidence confidence confidence confidence confidence confidence. **Find solutions to have found in ways of being assertive. **Aback realthy choices watch in the part of ways of ways of being assertive. **Aback realthy choices watch in the part of ways of watc		Discuss what your		help cheer the Gruffalo	* Respect others choices	Settling into new routines,	
Select and use activities and resources, with help when needed. This helps when needed This helps when needing an adult the needing and without needing an adult not needing an adult not	recipe in the correct			things we could do to		everything goes.	
* Select and use activities with help within needed. This help within one or more confidence and esources, with help when codes a distuations. * Select and use activities with need to grow be fired situations. * Select and use activities with need to grow more confidence within needed. This help with one or more confidence and esources, with help when codes it distuations. * Select and use activities in new social situations. * Select and use activities in help with need to grow be fired sidence, extending them to exceed them to active a goal in new social situations. * Select and use activities in help with need to grow more confidence with needed. This help with new codes of the toll situations. * Select and use activities in new social situations. * Show more confidence conflicts and rivalries. * Show more confidence conflicts and rivalries. * For example, accepting the conflicts and rivalries. * For example, accepting the conflicts and rivalries. * For example, accepting the conflicts and rivalries. * For example, accepting them in the part of ways of being assertive. * Nake thealthy doices on the conflicts and rivalries. * Nake thealthy doices without and relative before their special to use the p	*Work together to put the	of food	play session.	Gruffalo and discuss	likes and dislikes.	classroom and where	
**Select and use activities and resources, with help when needed. This helps them to achieve a goal and elaborating play with. **Select and use activities and resources, with help when needed. This helps them to achieve a goal them to achieve a goal and elaborating play with. **Pervelop their sense of responsibility and deas. **The conflicts and invalines. **Pervelop their sense of responsibility and deas. **The conflict sense of responsibility and deas. **The shout why here years of their sense of responsibility and deas. **The conflict sense of responsibility and deas. **The shout their sense of responsibility and deas. **The conflict sense of responsibility and diseas. **The conflict sense of responsibility and deas. **The conflict sense of responsibility and diseas. **The conflict sense of responsibility and diseas. *		healthy / unhealthy items	ups during a stay and	mouse has upset the	"Talk about children's	Learn how to tidy up our	
* Select and use activities when needed. This helps they neve chosen, or one which is suggested to them. • Develop their sense of responsibility and independent in meeting their own care needs. This helps their own care needs. This helps their own care needs. This helps there to achieve a goal other children, extending play and elaborating play and elaborating play and elaborating play their own care needs. This helps their own care needs. This helps their own care needs. The toilet, washing and their own care needs. The toilet, washing about they speak thoroughly. The toilet, washing and might be feeling. The feeling shout what the follow they speak thoroughly. The people they are goal to wash the people they are goal to wash the people they are goal to wash the speak to try and find out what the people they worker and defends then to own and take about they speak to try and find out what they speak to try speak to try and find out what they speak to try speak to t	Gingerbread biscuits.	the items to sort into	activities with our grown	* Talk about how the		to play with the resources.	
and write your name on to describe the part of the insert, create a Christmas list, discuss with help when needed. This help when needed this help when needed them to achieve a goal them to achieve a goal they have chosen, or one which is suggested to them, a Develop their sense of responsibility and clean. Throduce lass rules and las about why they are important. Introduce rules for outdoors and talk about why they are important thow they keep us safe. Introduce key worker groups and talk about their worker groups. Begin to lam the names of eathers and deelings about in the game. Thinked to the part of the foundations of the foundations and the context of their washing and the part in the foundations and the context of their washing and the context of their washing and talk about why they are important. Introduce key worker sparklers sparklers sparklers so thidren in Nursery biscussions about the and talk about they are special to small group activities in those groups. The pondation of the part of the christnas in the game, and talk about they are special to small group activities in those groups. The pondation of the part	after eating sweet foc	Caterpillar. We then used	*Take part in learning	a class jar.	Nursery Rhymes	Nursery and model how	
and write your name on to describe the part of the insert, create a Christmas list, discuss what nove confidence and use activities and recourses, with help when needed. This helps with no achieve a goal they have chosen, or one they have chosen, or one of the play with one or more them, - Develop their sense of responsibility and their own care needs. - Play with one or more confidence and deads. - Find solutions to christness of being assertive, without needing an adult to remind them. Become that not everyone can be about food, drink. - Play with one or more they have chosen, or one of the part of the pond, and elaborating play with interiour, and take about they teal the toilet, washing and gradually how others important. Introduce rules for outdoors and talk about what those groups and take part in small group activities in those groups. - Play with one or more that conflicts and rivalries. - Find solutions to conflicts and rivalries. - At Rike boath their took expert with the game. - At Rike boath their took expert when the same of respondibility and later of water hazards what the toolet, washing and gradually how others important that about who you lower and slikes and taking bout when looking at frogs in those groups. - A find solutions to conflicts and rivalries. - A flat board their spends to the every special to us and a learn of water hazards when looking at frogs in those groups. - Confirme to develop with the pond. - Confirme to develop with t	*Discuss brushing teeth	the story from the Hungry	to not spread any germs	ideas and placing them in	underlying messages in	Introduce the key areas of	
and write your name on to describe the part of the insert, create a Christmas lift, discuss what toys we like to play with one or more and resources, with help when needed. This help when needed. The feeling with one of their sel		Use the story sack to re-tell	hands clean and washed	are special, recording our	Discussions about the	worker groups.	
Select and use activities what toys we like to play with one or more them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and commantity increasingly are important. Introduce dass rules and talk about why they are important. Introduce key worker groups and take part in ment of our teachers and other worker childens. **Now more confidence to conflict and rollers, when the game, which is suggested to them, and elevendent in meeting their sense of responsibility and their own care needs. Commantity increasingly the toilet, washing and understanding why they are important. **Introduce rules for luthous they keep us safe. Introduce key worker speak spoups and take part in meating those groups. Talk about the names of our teachers and other in Make own colour those groups. The names of our teachers and other in Make own colours there are discuss what makes our throughly. **All the out they they are special to safe the port of the for carefully to understand the part of the forest when they keep us safe. Introduce key worker speak sparklers in our when looking at frogs in the population of our teachers and other in Nursery **All the out they worker in gift in the investing the fall the part of the increasingly in the part of the increasingly in the part of the part of the part of the increasingly in the part of the part of the increasingly in the part of the increasingly in the part of the part of the part of the increasingly in the part of	the parachute.		*remember to keep our	and talk about why they		beginning with our key	
Select and use activities and resources, with help when needed. This helps when the counters and the part of their washing and elaborating play and their own care needs, ocommunity. Increasingly understanding with they are important. Introduce rules for outdoors and talk about why they are groups and talke part in small group additites in service. Willing to try edible groups. Begin to learn the names of darefully to the feelings about who you love and other. Halloween and Bonfire to others where worker groups. Throduce key worker groups and talke part in shale own experiences of our teachers and other. Halloween and bonfire to other specifical to us and talk about they are pecial to seem they are pecial to seem the part of their speak without needing an adult to remind then? Spider-Man in the game. And the healthy shoics to refining the that their own care needs. This helps with their own care needs. This helps with their own care needs. This helps when their own care needs. This helps with	to bounce the teddy?	bug hotel for them.	there might be a winner	that are important to us	night	children in Nursery	
and write your name on the Gruffalo you have Christmas lift, discuss what toys we like to play with. * Select and use activities and resources, with help when needed. This helps them to achieve a goal them. *Develop their sense of responsibility and membership of a community * Increasingly are important. Introduce dast rules and talk about why they are increase groups. Begin to learn the names shoul to seed they worker groups and take part in small group activities in the interest and teelings about to deep the part of the context of their own activations. **Find solutions to the Curiffalo you have the Christmas lift, discuss what the Curiffalo you have the Christmas lift, discuss what to chose so with they with one or more confidence. *Onlicts and drawlries. *Onlicts and reveryone can be activity and bout food, drink, without needing an adult without needing and with their sense of responsibility and independent in meeting follow rules, the product of their washing and drink what introduce dast rules and talk about why they are special to the part in groups and take part in the game. Through they work they worker groups and take part in the game and talk about who you love and the part in the game and talk about who you love and the part in small group activities in the game and talk about who you love and they speak there your adults do for us. **Contains the part in the game activity and they speak their work and talk about who you love and they speak in the context of their washing and threy speak in the game. Through they are special to the part in the part in the game and talk group and take part in the part in the game and talk group and take part in the game and talk group and the part in the game and talk group and take part in the game and talk group and the part in the game and talk group and take group and take group and talk group and take group and talk group and tal	games, working as a team	work as a team to make a	by playing games where	Think about the people	Halloween and Bonfire	of our teachers and other	
*Select and use activities what toys we like to play with. *Select and use activities what toys we like to play with. *Select and use activities what toys we like to play with. *Select and use activities what toys we like to play with. *Show more confidence with. *Show more confidence confidence in new social situations. *Show more confidence confidence confidence in new social situations. *Show more confidence confidence confidence in new social situations. *Show more confidence confidenc	*Take part in parachu	environment and carefully	*Build up our resilience		and feelings about	Begin to learn the names	
and write your name on the formfalo you have the insert, create a Christmas list, discuss what tops we like to play with. • Select and use activities and resources, with help them to achieve a goal them have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community increasingly are important. Introduce class rules and talk about why they are important in low ofters and talk about worker groups and talk about worker groups and talk aponal tow ofter worker groups and talk aponal care important in worker groups and talk aponal care important in worker groups and talk aponal care important in the worker groups and talk aponal care important in the worker groups and talk aponal care important in the worker groups and talk aponal care important in the worker groups and talk aponal care important in the worker groups and talk aponal care important in the worker groups and talk aponal care important in the worker groups and talk aponal care important in the worker groups and talk aponal care important in the worker groups and talk aponal care important in the worker groups and talk aponal care important in the worker groups and talk aponal care important in the worker groups and talk aponal care important in the worker groups and talk aponal care important in the worker groups and talk aponal care important in the worker groups and talk aponal care important in the worker groups and talk aponal care important in the worker groups and talk aponal care in the worker groups and talk aponal care in the worker groups and talk aponal care in the way sork the increating the conflicts and the part in the way sork the increating the conflicts and the part in the way sork the increating the conflicts and the worker increasing the conflicts and the worker increasing the conflicts and the part in the way sork the increating them to worker without meeting an adult their conflicts and their their conflicts and their increasing word like without meeting about their increasing wo		mini-beasts in our	others	you	Share own experiences	those groups.	
and write your name on the Gruffalo you have Christmas list, discuss what toys we like to play with. • Select and use activities and resources, with help when needed. This helps when needed. This helps with one or more them to achieve a goal situations. • Pay with one or more them to achieve a goal situations. • Pay with one or more them to achieve a goal situations. • Play with one or more them to achieve a found with they have chosen, or one which is suggested to them. • Develop heir sense of responsibility and cleas. • Develop appropriate ways of being assertive. • Poevelop appropriate ways of being assertive. • Poevelop appropriate ways of being assertive. • Pewelop appropriate ways of being assertive. • Poevelop appropriate ways of being assertive. • Pewelop appropriate ways of being assertive. • Play with one or more trides. • Play with one or more ornfidence conflicts and rivaliries. • Play with one or more trides and rivaliries. • Play with one or more ornfidence conflicts and rivaliries. • Play with one or more trides and rivaliries. • Play with one or more trides and rivaliries. • Play with one or more trides and rivaliries. • Play with one or more trides and rivaliries. • Play with one or more trides. • Play without needing and citivity and cothers opinions and trival paper. • Plicuss when trinke toothers when thinking about thin	special to you?	*learn how best to care for	dislikes and be kind to	why they are special to		small group activities in	
and write your name on the Gruffalo you have - Select and use activities - And resources, with help when eached. This helps when to achieve a goal other children, extending them to suggested to them Develop their sense of responsibility and understanding why the rollet, washing and talk about what important. Introduce rules for outdoors and talk about tow thou wafe. Introduce key worker Talk about worker Talk about what throughly. And resources, with help with toys we like to play with one or more confidence in new social situations. - Find solutions to the Gruffalo you have of the Gruffalo you have the Maca work of the without needing and adult them *Recome more outgoing with unfamiliar people, in the washout their sepond their specit	chosen this toy? Why	ideas and taking turns.	*Respect others likes and	about who you love and	sparklers	groups and take part in	
and write your name on the Gruffalo you have confidence and resources, with help when needed. This helps when needed. This helps which is suggested to them. Develop their sense of responsibility and understanding why they are important. Introduce rules for outdoors and talk about thou they keep us safe. To describe the part of the Cruffalo you have	picnic – why have you	the bees, respecting others	children in our Nursery	Valentines Day - Talk	Willing to try edible	Introduce key worker	
and write your name on the Gruffalo you have the insert, create a christmas list, discuss what needed. This help when needed. This help which is suggested to them. • Develop their sense of responsibility and community • Increasingly are important. Introduce class rules and talk about why they are understanding why they outdoors and talk about but help outdoors and talk about but help out of the context of their was and find out what hat happened to the intervence of the context of their was not out why they are the normal talk about but help out of the context of their was not out the part of the Gruffalo you have the found and tescrive to play with. • Select and use activities whit help in new social situations. • Show more confidence on found the part of found the part of the found and the part of the found in the part of the found and the part of the Gruffalo you have chosen to describe to in new social situations. • Show more confidence on filets and rivaliries. • Play with one or more them toot everyone can be about food, clink, and the part of the found the part of the ways of being assertive. • Make healthy choices the two toothbrushing. • Make healthy choices the toothbrushing. • Polevelop appropriate without needing and dult the toothbrushing. • Make healthy choices the toothbrushing. • Make healthy choi	Teddy to the Teddy B	when tasting honey from	friendships and play with	you – linked to		how they keep us safe.	
*Select and use activities and resources, with help and resources, with help and resources, with help sheep chosen, or one which is suggested to membership of a community • Increasingly are important. Introduce class rules and leaborating the follow rules and tabout why they are important. Introduce rules for and write your name on the Gruffalo you have for example, accepting the foller, washing and the find out what inforce pond safety and find out what inforce pond affors in makes us feel happy. **App.	*Bring your own favo	*Discuss likes and dislikes	*Continue to develop	Guess how much I love	Dumpty	outdoors and talk about	
and write your name on the Gruffalo you have Select and use activities and resources, with help when needed. This helps them to achieve a goal them, and elaborating play sense of responsibility and follow rules, understanding why they are important. **New own more confidence the part of the insert, create a Christmas list, discuss what toys we like to play with. **Select and use activities what toys we like to play with. **Select and use activities what toys we like to play with. **Select and use activities what toys we like to play with. **Select and use activities what toys we like to play with. **Select and use activities what toys we like to play with. **Select and use activities what toys we like to play with. **Select and use activities what toys we like to play with. **Select and use activities what toys we like to play with. **Select and use activities what toys we like to play with. **Select and use activities what toys we like to play with. **Select and use activities what toys we like to play with. **Select and use activities what toys we like to play with. **Select and use activities what toys we like to play with. **Select and use activities what toys we like to play with one or more confidence. **In hew social situations. **Poevelop appropriate whas to describe. **Nake healthy choices without needing an adult then **Become about food, drink, activity and safe without needing about toothbrushing. **It alk about their to others when their septing assertive. **Nake healthy choices without needing about toothbrushing. **Talk about which is usggested to the ways of being assertive. **Nake healthy choices without needing about toothbrushing. **Talk about which their setting. **Poevelop appropriate to endulit them **Become more outgoing with und more outgoing with activity and undeant tent toothbrushing. **Poevelop appropriate to endulit the conflicts and vinity and undeant of their setting. **Poevelop appropriate to endulity to others when their setting. **Poevelop appropriat		the pond.	adult's do for us.		happened to Humpty	Introduce rules for	
and write your name on the Gruffalo you have Christmas list, discuss what toys we like to play with. * Select and use activities and resources, with helps when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community • Increasingly Introduce class rules and talk about why they are * Select and use activities of the insert, create a Christmas list, discuss what toys we like to play with one or more them to achieve a goal they have chosen, or one which is suggested to them. • Develop their independent in meeting independent in meeting follow rules, are important. * Select and use activities of the insert, create a Christmas list, discuss what toys we like to play with. * Show more confidence conflicts and civilations. * Find solutions to conflict sand civilaties. * For example, accepting that not everyone can be conflicts and suggesting other ideas. * Talk about their context of their setting. * Poevelop appropriate without needing an adult to remind them. * Become more outgoing with unfamiliar people, in the unfamiliar people, in the worned. * Select and use activities on the Gruffalo you have found respective. * Play with one or more there they speak without needing an adult to remind them. * Become more outgoing with unfamiliar people, in the unfamiliar people, in the worned. * A pour land write your hane on the Gruffalo you have found it and with toys we like to play with one or onlicts and it ways of being assertive. * Play with one or more outgoing with to remind them. * Become more outgoing with unfamiliar people, in the unfamiliar people, in the safe context of their setting. * Respond respectfully to others when they speak thoroughly. * Discuss what makes our friends super when thinking about food, drink, unfamiliar people, in the safe context of their setting. * On additions out of their without needing an adult to remind them. * Become more outgoing with unfamiliar people, in the s	of the fun run activitie	when looking at frogs in	wonderful things our	makes us feel happy.	try and find out what	important.	
and write your name on the Gruffalo you have the insert, create a Christmas list, discuss what toys we like to play with. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to membership of a community • Increasingly are important. Introduce class rules and • Select and use activities what toys we like to play with one or more confidence. Christmas list, discuss what to deep appropriate ways of being assertive. • Show more confidence in new social situations. Conflicts and rivalries. For example, accepting other children, extending and ultations and adult to remind them • Become more outgoing with unfamiliar people, in the ways of being assertive. Ways of being assertive. Ways of being assertive. Ways of being assertive. • Play with one or more outgoing with unfamiliar people, in the safe context of their independent in meeting independent in meeting feeling suing words like their own care needs. 'happy, 'sad', 'angry' or their spinions and the follet, washing about food, drink, activity and unfamiliar people, in the ways of being assertive. • Por example, accepting about food, drink, activity and unfamiliar people, in the ways of their spending with unfamiliar people, in the ways of their spinions and their own care needs. 'happy, 'sad', 'angry' or their spinions and the feeling. • Spoushing teeth, using adout their significant adults because the cucumber sandwiches when the Gruffalo you have the conflicts and tivalries. • Play with one or more outgoing with unfamiliar people, in the ways of being assertive. • Remember rules ways of being assertive. • Remember rules ways of being assertive. • Alake healthy choices without needing and adult to orthory and unfamiliar people, in the ways of their specifully to others when their specifully to orthory and unfamiliar people, in the ways of being assertive. • Remember rules ways of being assertive. • Alake healthy choices without to remind them • Become more outg	an obstacle course as	and learn of water hazards	talk about all of the	monster and discuss what	Become a detective to	talk about why they are	
and write your name on the Gruffalo you have Christmas list, discuss what toys we like to play with. • Select and use activities and resources, with help when needed. This helps them to achieve a goal them. • Develop their sense of responsibility and membership of a community • Increasingly are important. • Select and use activities with insert, create a Christmas list, discuss what the insert, create a Christmas list, discuss what the follet, washing and with. • Select and use activities and resources, with help with. • Show more confidence in new social situations. • Pind solutions to in the Gruffalo you have found • Select and use activities and rivalries. • Poevelop appropriate outcumber sandwiches without needing an adult to remind them • Become more outgoing with the toilet, washing and understanding why they drying their hands without needing an adult to remind them • Become more outgoing with the safe context of their setting. • Select and use activities what to solutions to in the Gruffalo you have found • Select and use activities what meak to up a Jubilee Party – make cucumber sandwiches without needing an adult to remind them • Become more outgoing with activity and activity and setting. • Pewelop appropriate on the Gruffalo you have found • Play with one or more that not everyone can be about food, drink, activity and context of their toothbrushing. • Party — make cucumber sandwiches without needing an adult to remind them • Become more outgoing with undeas. • Alak ehealthy choices without needing an adult to remind them • Become more outgoing with undeas. • Alak about food, drink, unfamiliar people, in the safe context of their setting. • Respond respectfully to others when their setting. • Alak about their setting. • Respond respectfully to others when their setting. • Spicer-Man in the game, activity and worthers without needing and understand toothbrushing. • Remember rules without needing whothers whothers whothers worthers worthers when their setting. • Alak beatity choice	*Work together to cre	*Reinforce pond safety	are very special to us and	Make own colour		Introduce class rules and	
and write your name on the Gruffalo you have Christmas list, discuss what toys we like to play with. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and community. Increasingly follow rules, understanding why they and with and what toys we like to play with one or more confidence conflicts and rivalries. • Find solutions to the Gruffalo you have found • Follow instructions to the Gruffalo you have found • A Christmas list, discuss where found • Select and use activities and what toys we like to play with one or more confidence conflicts and rivalries. • Find solutions to the Gruffalo you have found • Find solutions to the Gruffalo you have found • Follow in new social situations. • Find solutions to the Gruffalo you have found • Por example, accepting with one or more outgoing with then they and suggesting other than the earn of the part of the found in the part of the found and elaborating play with one or more outgoing with them the found in the part of the found in the found in the part of the Gruffalo you have found withins the Gruffalo you have found withins the Gruffalo you have found within the Gruffalo you have found within the Gruffalo you have found within the Gru		Donaldson	or other significant adults		thoroughly.	are important.	
and write your name on the Gruffalo you have Christmas list, discuss what toys we like to play with. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to tense of responsibility and membership of a community. Increasingly follow rules, and write your name on the Gruffalo you have the part of th	if they liked or dislike	'Superworm' by Julia	*Discuss why our Mam's	might be feeling.	drying their hands	understanding why they	
and write your name on the Gruffalo you have Christmas list, discuss what toys we like to play with. Select and use activities and resources, with help when needed. This helps them to achieve a goal which is suggested to them. • Develop their sense of responsibility and community • Increasingly e.g. brushing teeth, using community • Increasingly e.g. brushing teeth, using content in meeting community • Increasingly community • Increasing • Christmas list, discuss what make on the Gruffalo you have to describe the part of the Gruffalo you have to describe the part of the Gruffalo you have found the Gruffalo you have to describe the part of the Gruffalo you have the Gruffalo you have chosen to describe the part of the Gruffalo you have conflicts and rivalities. - Plevelop appropriate ways of being assertive. - Nake healthy choices without needing about food, drink, un	animal milk/cream -	thinking about	they speak	gradually how others	the toilet, washing and	follow rules,	
and write your name on the Gruffalo you have Christmas list, discuss what toys we like to play with. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a Play with one or more officence conflicts and rivalries. Show more confidence in new social situations. • Find solutions to conflicts and rivalries. • Find solutions to conflicts and rivalries. • Play with one or more that not everyone can be which is suggested to them. • Develop their sense of responsibility and their own care needs. • Select and use activities in new social situations. • Play with one or more onflicts and rivalries. • Play with one or more that not everyone can be activity and suggested to them. • Develop their independent in meeting independent in meeting their own care needs. • Select and use activities in new social situations. • Play with one or more onflicts and rivalries. • Play with one or more onflicts and rivalries. • Play with one or more that not everyone can be activity and undamiliar people, in the safe context of their setting. • Be increasingly independent in meeting their own care needs. • Play with one or more onflicts and rivalries. • Play with one or more onflicts and rivalries. • Make healthy choices without needing an adult to remind them. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Be increasingly independent in meeting their own care needs. • Play with one or more onflicts and rivalries. • A Develop appropriate ways of being assertive. • Make healthy choices without needing and suggesting other to oothbrushing. • Talk about their setting. • Develop appropriate ways of being assertive. • Make healthy choices to remind them. • Recome more outgoing with unfamiliar people, in the safe context of their setting.	* Make own butter fi	friends super when	listen to others when	'worried'. • Understand	e.g. brushing teeth, using	community • Increasingly	
and write your name on the Gruffalo you have Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and The create a codes of the invert, create a children, extending the increasingly sense of responsibility and context of the invert, create a chieve a goal the invert, create a chieve to play with one or more other children, extending that not everyone can be without needing an adult to remind them • Become and suggesting other ideas. • Talk about their semse of responsibility and independent in meeting independent in make to describe the part of the Gruffalo you have	the pigs	Discuss what makes our	others opinions and	'happy', 'sad', 'angry' or	their own care needs,	membership of a	
• Select and use activities and resources, with help them to achieve a goal them to achieve a goal them to achieve a goal them. • Develop their • Be increasingly • Obescribe the part of the insert, create a the Gruffalo you have the found • Christmas list, discuss what toys we like to play with. • Select and use activities and resources, with help which is suggested to them to achieve a goal them to achieve a goal them. • Develop their • Select and use activities and resources, with help which is suggested to the insert, create a the Gruffalo you have found • Select and use activities what toys we like to play with. • Show more confidence in new social situations. • Find solutions to conflicts and rivalries. • Develop appropriate ways of being assertive. • Make healthy choices without needing an adult to remind them • Become more outgoing with unfamiliar people, in the safe context of their setting.	ideas and build house		Respond respectfully to	feelings using words like	independent in meeting	sense of responsibility and	
and write your name on the insert, create a Christmas list, discuss what toys we like to play with. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to • Select and use activities and rivalries. when needed. This helps which is suggested to • Select and use activities and rivalries. when needed. This helps other children, extending that not everyone can be which is suggested to • Select and use activities in new social situations. To example, accepting that not everyone can be which is suggested to • Select and use activities in new social situations. To example, accepting that not everyone can be which is suggested to • Select and use activities in new social situations. To example, accepting that not everyone can be which is suggested to • Select and use activities in new social situations. To example, accepting about food, drink, unfamiliar people, in the safe context of their	*Work as a team to s	setting.		ideas. • Talk about their	 Be increasingly 	them. • Develop their	
**Select and use activities when needed. This helps them to achieve a goal they and elaborating play **Total Contributions to set the insert, create a Christmas list, discuss what toys we like to play with. **Select and use activities and resources, with help them to achieve a goal they have chosen, or one and elaborating play **Total Contributions to the Gruffalo you have the Gruffalo you have found **Total Contributions to the Gruffalo you have found **Total Contributions to the Gruffalo you have the Gruffalo you have found **Total Contributions to the Gruffalo you have fou		safe context of their	toothbrushing.	and suggesting other	ideas.	which is suggested to	
• Select and use activities when needed. This helps them to achieve a goal of the insert, ereate a cother children, extending that not everyone can be considered.	resources and play ga	unfamiliar people, in the	activity and	Spider-Man in the game,	and elaborating play	they have chosen, or one	
and write your name on the insert, create a Christmas list, discuss what toys we like to play with. • Select and use activities and resources, with help when needed. This helps • Play with one or more warme on the Gruffalo you have found • Select and use activities in new social situations. • Play with one or more confidence on more confidence in new social situations. • Play with one or more confidence conflicts and rivalries. • Play with one or more confidence conflicts and rivalries. • Play with one or more confidence conflicts and rivalries. • Make healthy choices to remind them • Become	Take turns to share	more outgoing with	about food, drink,	that not everyone can be	other children, extending	them to achieve a goal	development
and write your name on the insert, create a Christmas list, discuss what toys we like to play with. • Select and use activities and resources, with help in new social situations. • Select and use activities in new social situations. • Select and use activities of the insert, create a characteristic to describe the part of the Gruffalo you have the Gruffalo you have cucumber sandwiches cucumber sandwiches cucumber sandwiches cucumber sandwiches cucumber sandwiches cucumber sandwiches ways of being assertive. • Select and use activities of the part of the Gruffalo you have cucumber sandwiches cucumber sandwiches cucumber sandwiches ways of being assertive. • Select and use activities of the part of the Gruffalo you have cucumber sandwiches cucumber sandwiches cucumber sandwiches with out needing an adult of the part of the Gruffalo you have cucumber sandwiches cucumber sandwiches with out needing an adult of the part of the Gruffalo you have cucumber sandwiches cucumber sandwiches cucumber sandwiches with out needing an adult of the part of the Gruffalo you have cucumber sandwiches cucumber sandwiches cucumber sandwiches with out needing an adult of the part of the Gruffalo you have cucumber sandwiches c		to remind them. Become	 Make healthy choices 	For example, accepting	 Play with one or more 	when needed. This helps	
and write your name on the insert, create a Christmas list, discuss what toys we like to play with. Select and use activities • Select and use activities Follow instructions to set the Cruffalo you have the Cruffalo you have cucumber sandwiches what toys we like to play with. • Select and use activities • Show more confidence To describe the part of the Cruffalo you have cucumber sandwiches cucumber sandwiches • Show more confidence	conflicts	without needing an adult	ways of being assertive.	conflicts and rivalries.	in new social situations.	and resources, with help	emotional
to describe the part of sert, create a the Gruffalo you have found toys we like to play	Talk with others to	. • Remember rules	. • Develop appropriate	. • Find solutions to	• Show more confidence	 Select and use activities 	Personal, social &
to describe the part of the Gruffalo you have		cuculibet salidwiches		io di la	what toys we like to play with.		
		Follow instructions to set up a Jubilee Party – make		Use story book language to describe the part of the Gruffalo you have	"Make Christmas cards and write your name on the insert, create a		



																			•	Development (PE)	Physical																							
																			•	nent (PE)																								
sheets of paper.	to make marks on large	toys.	marked area for wheeled	safely and to stay in the	bikes and the scooters	Talk about how to use the	outdoors.	model how to play	the outdoor area and	Introduce the key areas in	alternate feet	climb up apparatus, using	up steps and stairs, or	bikes) and ball skills. • Go	riding (scooters, trikes and	movement, balancing,	to develop their	make marks. • Continue	and streamers, paint and	movements to wave flags	 Use large-muscle 	all unique.	ourselves and how we are	things we love about	Skin and talk about the	Read story 'My Brown	Every face is different	Can you make a face?	like/dislike?	about the soup	others ideas and reelings	laiking and Respecting	and encourage snared	with children's interests	with children's interests	Worker - onhance areas	with support from key	Begin to build friendships	hungry.	piece of fruit when	when thirsy, taking one	drinking water or milk	routines, healthy eating,	Discuss snack time
spiders out of the web	*1 lea type porions	"scooping out pumpkins	into the pumpkin,	*hammer the golf tee's	Halloween fun day –		tunnel.	e.g. crawl through the	different ways outdoors	surfaces in a range of	Moving over a variety of		a dominant hand	 Show a preference for 	holding pens and pencils.	with good control when	 Use a comfortable grip 	paper with scissors.	example, making snips in	and equipment, for	Use one-handed tools																	o i	felt during the war	Discuss how the soldiers		different rhymes.	puppet theatre to act out	children to use props /
clipping the purple	Engage in daily linger		snake log pile house	Collect sticks and make		underground house	to make fox an	Use tools to dig outdoors		length and width.	a plank, depending on its	crawl, walk or run across	they decide whether to	setting. For example,	and activities in the	physical skills to tasks	 Match their developing 	themselves, or in teams.	which they make up for	some group activities	 Start taking part in 																						water.	* Consider safety around
practise writing our	*\V/s will continue to	using our gross motor	Engage in mark making		zips.	coats on and doing up	for example, putting	dressed and undressed,	independent as they get	 Be increasingly 	trowel	hole they dug with a	spade to enlarge a small	example, choosing a	their own plan. For	resources to carry out	 Choose the right 	statues	for a game like musical	one leg and hold a pose	. • Skip, hop, stand on																							
pick up yellow pom poms	and adding mini beast	strips of paper for grass	frogspawn, tearing green	leaves, bubble wrap	punch to make holes in the	*Finger gym - using a hole	movements insects make.	ways to recreate different	*We will move in specific		blocks.	carrying large hollow	a long plank safely,	large items, such as moving	with others to manage	rhythm. • Collaborate	related to music and	movements which are	sequences and patterns of	use and remember	. • Increasingly be able to														veg paicii.	wed batch	wellies when digging in the	*Take turns and wear	how to look after them.	living things and knowing	we plant, taking care of	environment and the seeds	*Look after our	
butter onto crackers	"Osing a knile to spread	fiction books	farm animal images in non-	pages to look closely at	*Sharing books and turning	landing safely on 2 feet.	"Jumping off bridges and	vet's role play.	scrap books – linked to	and stick area - my animal	cut for a purpose in the cut	lines of cutting sheets or to	*use scissors to cut around	us to mark make)	our finger muscles (helping	representations exercising	create simple	*Manipulate dough to	puppets to act out rhymes.	activities, e.g. using finger	Engage in daily finger gym																							



			80	
Fec	(3)		10	3.5
lerat	2		3	n an
S D	3		12	0
		. 1	Ox.	•

Literacy		
Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Read a range of stories about families and discuss	Daily opportunities to access outdoor provision to move freely Using knife to cut vegetables to make soup Daily opportunities to manipulate playdough using simple tools. Can you hold a pencil to make marks on the paper – which grasp did you use? Settling into new routines, following instructions e.g. how to use a knife and fork Use tools to mould clay to make a sculpture of little people	Take part in 'squiggle whilst you wiggle' to develop our large-muscle movements to music whilst making marks on large sheets of paper. Take part in daily wake up shake up activities Teach the children how to wash their hands – sing the 'wash your hands song'. Encourage independence
Sing the 5 little pumpkins song Read a range of stories relating to Halloween Learn vocabulary relating to Halloween e.g. pumpkin, spiders, potion, wand, etc. Read the story Incy Wincy Spider – go for a walk and find spiders in	ensuring we wash our hands correctly. *Move freely with pleasure and confidence in a range of ways such as running, sliding and hopping when outdoors. *show increasing control when kicking and throwing.	Engage in daily finger gym activities; e.g. gold star stickers to make a night sky for the cow to jump over the moon. "Show control when pouring potions into different containers "Show control when pouring self service milk and water at snack "Use the snuffle station,
Engage in extended conversations about stories, learning new vocabulary. recognise my name on entry. Describe and draw the naughty elf Create wanted posters Listen to stories from other cultures e.g. the Great Lunar Race.	and equipment to create masks, e.g. Gruffalo Follow instructions to make a recipe for Granny - using a spoon to stir and scoop the mixture into the cases. Practice pencil control by following Red Riding Hoods journey in to the woods.	prickles on to the Gruffalos back * Move like different animals in the story * The wolf in little red riding hood must look after his teeth so encourage the children to practice brushing teeth and talk about which foods are best for healthy teeth. *use one handed tools
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. *Write shopping lists and then follow recipe instructions to make pancakes for Shrove Tuesday, try different	school's silly sally safely. Daily soft play sessions	names and strengthening our grasps with daily finger gym activities *Move around the Nursery garden as different animals from the story Monkey Puzzle *We will practise and refine our ability to run, walk and stop on command. Avoiding obstacles in our way. We will begin to use the
Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Read and re-tell the story The Very Hungry Caterpillar' using props and a story sack to act out the story.	Take part in the Big Jump (Skipping festival for whole school)	to transfer into honeycomb' "Cutting petals and grass with scissors in the nature tub "Manipulating dough to create representations of mini-beasts in the minibeast cafe (Can you make a smaller insect? A longer worm?)
Write some or all of their name. Write some letters accurately. Look at information books and on the internet to find out about farm animals Discussing and recording holiday news and singing nursery rhymes related to farm animals		*Moving in a range of different ways during the fun run including Jumping over hurdles and bouncing on space hoppers Learning actions to re-tell parts of a story for children to begin to learn the structure. Designing wanted posters to catch the roaming troll.

			8-	
П	6	A	100	3.
dor	(sh a
1:0	(3	X	4	nd /
ر		No.	10×	30

Maths	
Baseline – number focus activities e.g. can you count to 10? Count using 1:1 correspondence? Do you recognize any numerals? How many people live in your house? How old are you? How	how all families are different. Begin to send home library books to share with our families at home. Talk about the key concepts of print and the different parts of books. Take part in daily phase I phonics sessions. Draw a picture of themselves and begin to give meaning to marks. Can you write your name? Read Oliver's vegetables, follow instructions to make soup Learn actions to the Dingle Dangle Scarecrow
Size (1 week) Using the language of size – talk about the size of the stick needed to make a wand – can't be too big and can't be too small. Can you measure it? Does it fit from your elbow to	their natural habitat - talk about what you can see. Look at non-fiction book about spiders to find out facts. *Looking at fiction/non-fiction about spiders *Consider why Humpty Dumpty fell off the wall - nursery rhyme, sequencing the rhyme and putting it into the correct order, experimenting with eggs and thinking about soldiers - linked to Remembrance Day.
Exploring and understanding numbers 1, 2 and 3. *Play games that encourage subitising to three by subitising how many spikes are on the	The colour monster Look at recipe books and decide which food you want to make for Granny Use puppets to retell the Gruffalo story Set up Gruffalo café and encourage children to write customer orders. Read the letter from the clues and find the Gruffalo
Exploring and understanding numbers 4 and 5. *Become size investigators focusing on small, medium and large.	toppings and discuss which is your preferred topping. *Listen to the traditional story of Goldilocks and the three bears and join in with repeated refrains. Use the puppets to retell the story. Make porridge and taste it *Listen to monkey puzzle story and write our own Mother's Day cards
Shapes – focus on properties of shapes. My day – ordering the events of the day.	Explore the lives of bees by first reading The Greedy Bee' who slurps up all of the nectar and then investigating bee's and the very special and important jobs they do. Writing shopping lists and following recipes to make ladybird biscuits and frog sandwiches. Taste all of the different fruits from the Hungry Caterpillar story and vote using a pictogram to say which was their favourite
Weight — light and heavy and comparison. Capacity — full, half full, empty and comparison	Drawing a picture on the story map and being able to describe it and retell the story Designing a bridge to help the farmer and using repeated refrains / story language. Listen to the traditional story of the Gingerbread Man and join in with repeated refrains. Use the puppets to retell the story. writing an address on the envelope to send our wanted posters to the farmer - understanding that letters can be sent and received and that they hold important information. Writing adjectives to describe the wolf and posters to warn the wolf away from the house Writing shopping lists for ginger biscuits, reading recipes, hearing initial sounds in words Create missing posters for the lost Cingerbread men Order the mixed-up recipe for the Gingerbread man

many candles would you need on your cake?

and are not the same colours in a variety of matching colours - to Recognising, naming and To say when objects are contexts. recognise and name Colour (2 weeks)

Sorting and classifying by various attributes. To Sorting (2 weeks) Sorting Going on a Leaf Hunt. and what is different verbalise what is the same leaves – Read We're between sets of objects

rolling. resources, e.g. conker Experimenting in the moment with natural

> your finger-tips? Use Make play dough spider: legs does it have? small spider, how many make the wand. different sized leaves to can you make a big /

principles, stable-order weeks) One-one principle, orderprinciple, abstraction principle, cardinal Counting principles (2 irrelevance principle

objects Comparing amount of Comparing (2 weeks)

Pattern (2 weeks)

about what they can see pattern. and to continue a To see a pattern, talk Continuing AB patterns.

of bags of wool amounts e.g. quantities *Look at patterns in "use the language of *Look for and describe paper/ talk about shapes Christmas wrapping in the environment time. Recognise numbers counting rhymes; *Recite different pumpkins, sheep, bones) different sizes (spiders, Compare different (indoors and outdoors) take one away each 1,2,3,4,5. Use props to

napes in the

* Paying for food in the number recognition 0-5 presents there are. Encourage children subitise how many Gruffalo's back. *Begin reinforcing

* Choose a numbered weight, length, etc. * Explore the wrapped the parcel. Thinking of presents using new prickles to stick on his the corresponding purple what was hiding inside patterns on paper and vocabulary to describe Gruffalo cafe Gruffalo and count out

one more etc amount of animals, add count out the correct * In practical activities

*Paint printing for

they match? Are they the the Easter eggs, can they closely at the patterns on *Discover Patterns - look find the two half eggs to make a whole one? Do

knowledge of numbers and numberblocks from *Continue to secure our

sheets to take Complete colouring 3, 4 and 5. Create *Listen to the number 5 to add to our display. blocks story for numbers number blocks 3, 4 and

problems, e.g. how everyday number of, underneath. positional language for *Focus on using numbered pictures on how many at the front bus? How many upstairs next to, behind, infront to match to the correct matching to correct many people are on the *Continue to solve the wall number of dots. *Use the number blocks numerals 1-5 and

matching to numbered e.g. Lily pad counting, lady symmetry with Duplo. symmetry with paint and song) and positional *Size (Herman the worm the honeycomb. counting the pollen into sentence recording, spot leaves and number bird spot counting and themed counting activities, *Take part in a range of *Creating butterflies using

using a pictogram to say which was their favourite Caterpillar story and vote fruits from the Hungry Taste all of the different lengths. short, tall and comparing Length and height - long,

and talking about their properties. *Learning basic 2D shapes

environment using worms. if we can find longer, lengths of worms and see Discuss and compare *Measure items in the

different categories e.g. legs/no legs. Counting shorter worms. "Sort mini-beasts into

language

water into the animals

capacity when pouring

language related to Positional language – Using position and direction

ederation

animals into different Sort jungle/farm/sea

which animal they belong discuss shapes, sizes and *Create animal patterns,

bags of animal feed. weight when comparing farmers market, ice cream and positional language. *Use the language of "Use the language of animals are on the farm. talk about where the *Use positional language to water tray *Numbered ducks in the comparing sizes of goats *Using language of size and are under the nesting hen. *Estimating how many egg *Paying for produce at the *Singing number songs their favourite farm animal shop etc *Creating pictograms for

or the animals and eir babies, do ok like their				
• •	house they		using environmental	
• . d	animals, e.g. log pile look	what you can see	weather e.g. rain and	
•	habitats of different "Exp	firework in a jar. Discuss	Noticing changes to	
•		experiment to make a	-	
•		Take part in a science	my house.	
	identify who they belong *Tast	safety	Baseline – Who lives in	
and hard. ladvbirds.		bonfire night song about		
different textures e.g. soft butterflies, frogs and		edible sparklers, learn the	focus)	
Explore the feeling of mini-beasts including	e and	Bonfire night – make	you grow up (careers	
•		cracking.	would like to be when	
porridge when different etc.		humpty dumpty from	Can talk about what you	
		jacket to try to protect		
*Discuss what happened bark, in grass, on	internet safety song. "Disc	materials when making a	as a baby?	
	Эe	Explore different	now that we couldn't do	
differences of cookies when hunting - under	ro	Go on an Autumn walk	changed? What can we do	
together and look at move. Where to look	Internet safety – listen to toget	work.	as babies. How have we	
ingredients when mixed how the creatures	ingre	Explore how things	Share a photograph of us	
Investigate the change in $ig $ particular attention to	house? Inves	feel		
have found, paying	do you think lives in this	different forces they can	them. Who are they?	
	make predications who photos	 Explore and talk about 	families and talk about	
experienced or seen in found during hunts		properties.	Share photographs of our	
differences they have • Discuss mini-beasts	story land to find out differ	and/or different		
world and talk about the	Using simple map of work	νocabulary		
different countries in the all living things.		see, using a wide	people.	
 Know that there are natural environment and 	they notice • Kno	 Talk about what they 	the differences between	
growing plants. respect and care for the	materials and changes grow	materials with similar	positive attitudes about	Geography)
 Plant seeds and care for understand the need to 	ween	 Explore collections of 	Continue developing	i listory &
	ne	natural materials.	family's history.	Liston &
features of the life cycle features of the life cycle of	occupations. featu	hands-on exploration of	their own life-story and	the world (Science
Understand the key • Understand the key	Show interest in different • Un	Use all their senses in	Begin to make sense of	Understanding of
		dots in the tens frames		
		spiders) to count the		
		loose parts (conkers /		
		such as shape of size, use		
		according to properties		
		alla categorise trie iterris		
		"Sort the treasure baskets		
		ildve: Olle IllOle:		
		many bones do you		
		given number, how		
		"Say one more than a		
		shape walk.		
		environment; go on a		



		the Angel – where were you going?	Angel of the North. Journeys – who has seen	Anthony Gormley – and our local landmarks – The	Arts Week – learn about	into space.	Jemmerson – the first	and talk about Mae	J	cleaning them	Dinosaur swap –	we make it go faster	and guttering – how can	experimenting using tubes)	factors to create experiences
which will be best to use for Incy Wincy? cardboard tube, plastic tube "learn how to protect an egg, using hard boiled eggs provide various materials - which will be best to protect humpty dumpty when he falls off the wall. Test out children's predictions. Investigate snow/freezing - investigate freezing / melting. Discuss staying safe and Bonfire night, Guy Fawkes.	*Understand that some animals hibernate *Investigate drain nines	weather and what clothes we need to wear.	Autumn *Discuss the change in	is. *Discuss change e.g. leaves changing colour in	under the material and identify which sound it	"listen carefully to the sounds being played	find outdoors.	take photos of webs we	Christmas performance	Dest?	which material will be	to try and protect Humpty Dumpty –	using different materials	part in an experiment	and paint.	Create a firework night sky using shaving foam
						for Granny.	create your own house	woods, on its own) then	houses and compare to	Look at different types of	Chinese food.	handwashing when handling and eating	importance of	* Discuss safety and the	live and why we think	* Discuss where we think the Gruffalo would
								lielle CXO WINC	activities based on the	engage, investigate and explore lots of STEM	*Use STEM week to	best smelling perfume for Mother's Day?	Which flowers make the	can change colour.	*Investigate flowers,	*Look at the lifecycle of a sunflower
	made by the bees and where it comes from.	Explore how honey is	and how we could celebrate.	what her role involves, what she enjoyed doing	Discuss who the Queen is,	world habitat for a frog to live in?	Can we create a small	swollen mixture look like?	change once mixed with	seeds to observe the	closely.	care for the worms and watch them	create a wormery to	 Dig for worms and 	will happen and why?	questions and making predictions as to what



live/ features of animals to describe them
Notice similarities and differences in animals
Look at how things happen
/ work -e.g. goats
producing milk and making butter from their milk.
Discussing how things work and change, e.g. clouds holding water until they are too full and producing rain.
Use push and pull techniques to make a friction car move.
Discussing different materials used to build pigs houses

design (DT, Art & Expressive art and

object to represent pretend play, using an something else even Take part in simple similar though they are not

world area encouraging Model how to play in the children to join in role play areas and small

of ourselves Baseline - draw a picture

and create some learning about a key artist Take part in 'Arts Week' sculptures of our own

Talk about the Angel of the North

using creative materials representation of a bee prompts for baseline?) Can you create a provided (with no adult

Daily singing sessions.

experiences e.g. puddle printing using vegetables painting, wind streamers tactors to create Learn technique of Using environmental

calendar

of ourselves for our

to make a sculpture of using play dough - facia Use tools to mould clay Can you make a face

- Remember and sing entire songs. • attention to sounds. Listen with increased
- sung by another person Sing the pitch of a tone ('pitch match').
- up) of familiar songs. . up and down, down and Sing the melodic shape (moving melody, such as
- increasing control to express their feelings and Play instruments with
- emotions in their drawings and paintings Show different like happiness, sadness,
- movement or loud represent ideas like Use drawing to

relating to money wher *We will draw a picture everyday language beginning to use the farm shop outdoors Pay for bags of wool in **Humpty Dumpty** Act out the rhyme – Make a spider puppet Cauliflower card making Halloween crafts

rhythms.

* Make salt dough *Colouring images of cards, calendar, stocking Christmas decorations, photos and drawings book of animals/pets, *We will create a scrap

- what to make. materials freely, to to represent objects. • complex stories using . • Begin to develop develop their ideas about begin to use these shapes dolls houses etc. • Create small world equipment how to use them and Explore different continuous lines, and closed shapes with like animal sets, dolls and
- and explore different textures. Join different materials

Create Gruffalo face

* Make Gruffalo

- Encouraging use of * Using small world and props re-enact scenes characters, story stones, dishes from the story Gruffalo cafe serving * Role play in the representations in the repetitive refrains and from the stories.
- * we will experiment to build little Red Riding glues. Encourage childrer * Use the puppet theatre * Use the masks to act Hood or Grannies house *Using junk-modelling for art area with blow paint pictures to develop role play. out the stories materials, tapes and

- express them. which materials to use to Develop their own ideas and then decide
- including details. face with a circle and such as representing a complexity and detail Draw with increasing
- their thoughts and have heard, expressing Respond to what they
- * Create numberblock 4 and 5 characters for numbers 3,

*We will make accompany them) will perform our songs and rhymes, we * We will listen to Easter nursery rhymes and act observational drawings favourite to our friends spatulas and song spoons stage using the number out number songs on the *Continue to learn new using instruments to

media's paints and colour of flowers using different using wax and water *Create patterned eggs mixing, oil pastels, cards etc. *Design and dough, cut and stick, pencils, chalks 'Create simple

make an egg for the egg representations with e.g. Mothers day and Easter

> with blocks and complex 'small worlds' Make imaginative and Create their own songs or buildings and a park. • one they know. improvise a song around city with different construction kits, such as a

mini-beasts and drawing * We will be observing and describing what we

move around the space masks to aid us in our role like an insect. Creating *We will use the props to

and split pins to make *We will use junk honeycomb effects bubble wrap to create will experiment with sticks to make bees. We moving wings and lolly caterpillars, paper plates decorate them. Use egg ladybird puppets with cartons to make beasts and use paints to modelling to create mini

animal noises with music. in brown mud paint like with songs and recreate real worms using our *We will listen and join in fingers. *We will make worm trails

Create Queen crowns

*Explore musical buzzing noises. instruments to make Create superhero masks

Which materials can we

colour-mixing Explore colour and

ederation

Design and build bridges to green grass. help the goats get to the

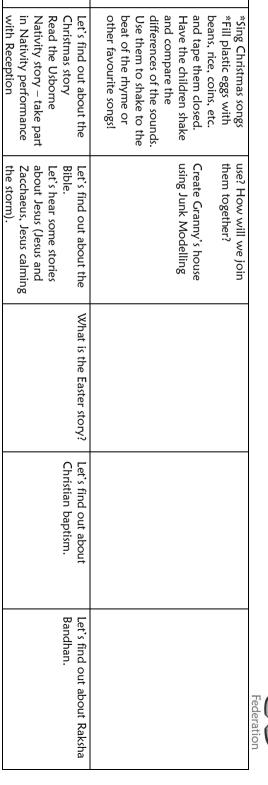
children can point out the animals and see if the book our favourite animals *Use techniques to scrap correct animal. * Farm lotto - listen to the

and balance to build shades of green and use *Use materials to connect "Use paint pallets to create colours for a purpose.

make Mr Gumpy's motor *Use junk modelling to

*Manipulate dough to create representations e.g. describe textures. "Make bark rubbings and decorate Bake Gingerbread men anc pigs, cookies, etc

*Decorate a Gingerbread man biscuit



Let's find out about Harvest.

Let's find out about Diwali.

