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|  | **Understanding the World- (See med term plans and Nursery Curriculum doc)** | **EAD (Expressive Arts and Design- see med term plans) ART 13, 29, 31** | **PSED (ARTICLE 12, 7,8, 15)** | **RE (ARTICLES 14,31)** | **Physical Development (ARTICLES 31, 24)** | **Literacy (Reading and Writing) (ARTICLE 13,17)** | **Maths**  |
| **Nursery****AUTUMN****ICT ARTICLE 17** | AUT 1: Nursery Rhymes/ColoursAUT 2:My Family**(ART 5,6,7,8, 18,20,21, 3)** | Painting- Aut1Drawing-Aut2Music and movement- Action songs (phase 1)Familiar songsExpressing feelings through music (ribbon dancing)Copying simple rhythms with instrumentsNativity songs and performanceRole play- home corner, Santa’s workshop.Additional- SEE NURSERY CURRICULUM DOC. | Think Equal AUT 1: Me, Myself and IBlack History MonthAUT 2: Is there anyone like me? Anti-bullying week Amazing Daisy Healthy Minds A: Mindful bodies- awareness of attention and breathHealthy Minds A: Growing friendships with kindness Healthy Minds A:Mindful bodies- awareness of attention and breathAdditional- SEE NURSERY CURRICULUM DOC. | BELIEVING: Which stories are special and why?DiwaliRemembrance DayChristmas (Births and birthdays, The Nativity)HannukahValues- Thankfulness, Respect and Love  | **Gross Motor Skills**▪ Continue to develop movement skills of walking and running*  Negotiating space
*  Begin to adapt speed / direction to avoid obstacles

▪ Continue to develop climbing skills*  Use stairs using alternate feet
*  With support explore climbing frame

▪ Continue to develop balancing skills*  Complete low level obstacle courses
*  Walk up / down a ramp
*  Stand still
*  Stand on one leg

▪ Begin to learn to hop▪ Continue to develop riding skills – scooter / trike / balance bike*  Use bike track: □ following track □ right direction
*  Stop / start

▪ Continue to develop ball skills*  Rolling (partner / circle games)
*  Kicking

▪ Begin to use large-muscle movements to*  Wave flags and streamers (top to bottom / anti-clockwise)
*  Paint and make marks (top to bottom / anti-clockwise)

**Fine Motor Skills**▪ Learn to use the toilet with help, and then independently.▪ Begin to show a preference for a dominant hand▪ Begin to learn to use a knife and fork▪ Begin to get dressed independently for outdoor play▪ Use some one-handed tools and equipment*  Across provision: □ Pouring / filling □ Stirring / mixing □ Rolling □ Painting / Drawing / mark making

▪ Begin to develop a comfortable grip when using pencils / pen* Model and encourage a tripod grip
 | **Phase 1 Phonics / Reading**▪ Begin to develop phonological awareness Join in with Phase 1 activities, aspects 1 to 6* Distinguish between different sounds:

□ Environmental Sounds □ Instrumental Sounds □ Body Percussion* Rhythm and rhyme: begin to develop awareness of words that sound the same
* Alliterative activities, begin to identify words starting with the same phoneme within names
* Explore and copy different voice sounds

▪ Begin to understand some of the five key concepts about print:*  Handle books carefully & correctly
*  Name some book parts … front cover, back cover, page, title
* Print has meaning

□ familiar logos □ environmental labels with photograph*  Understand print is read left to right .

▪ Enjoy sharing a book with an adult*  One to one

Fiction & Non- fiction*  Small group time

▪ Begin to read own name with visual support**Writing**▪ Add some marks to their drawings, which they give meaning to.For example: “That says mummy.▪ Make marks on picture to represent name▪ Begin to attempt to write name with some recognisable letters*  First letter of name

▪ To begin to understand that own marks represent meaning*  Point to marks
*  Talk about made marks

 Label marks | AUT 1: ColoursMatchingSortingAUT 2:Number 1Number 2 PatternAdditional – SEE MASTER THE CURRICULUM Planning  |
| **Nursery****SPRING****ICT ARTICLE- 17** | SPR 1: Bears**(ART24,27)**SPR 2: Spring has Sprung**(ART 29)** | Textiles- Spr 1Printing – Spr 2Music and movementBear Hunt danceChinese new year dragon danceSinging songsMaking rhythms independentlyChanging sounds Write danceDrawing ClubDough DiscoRole play- explorers, toy shop, Bear hunt/cave, farm.Additional- SEE NURSERY CURRICULUM DOC. | Think Equal SPR 1: The Colour Poem Mood Meter How we feel Bruised Apple Wally the WaveSPR 2: Healthy Minds B: I can notice things when I am quiet on the inside Healthy Minds B: Emotions on the inside on the outside Healthy Minds B: Working with emotions in a kind and friendly way I have a plan The WallAdditional- SEE NURSERY CURRICULUM DOC. | EXPRESSING: Which places are special and why?EasterHoli (Hindu festival)Values- Forgiveness, compassion and Love | **Gross Motor Skills** * Continue to develop movement of walking and running
* Continue to develop climbing skills
* Continue to develop balancing skills
* Learn to hop
* Begin to learn to skip
* Continue to develop riding skills
* Continue to develop ball skills
* Use large muscle movements
* Begin to remember some sequences and patterns of movement related to music and rhythm
* Begin to take part in some group team activities
* Begin to match developing physical skills to tasks and activities in setting
* Choose the right resource to carry out chosen plan
* Begin to collaborate with others to manage large items

**Fine Motor Skills** * Show preference a for a dominant hand
* Continue to learn to use a knife and fork
* Increase independence getting dressed and undressed
* Use a range of one-handed tools and equipment
* Continue to develop a comfortable grip with good control when holding pens and pencils.
 | **Phase 1 Phonics / Reading** * Continue to develop phonological awareness
* Join in with P1 activities, aspects 1 to 7
* Listen, remember & talk about different sounds:

□ Environmental □ Instrumental □ Body Percussion * Rhythm and rhyme: develop awareness of words that sound the same
* Tune into alliterative words, begin to identify / hear some initial phonemes in words
* Explore and begin to talk about different voice sounds
* Begin to participate in oral blending/segmenting activities
* Clap syllables in own name
* Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary
* Continue to develop an understand the five key concepts about print:
* Handle books carefully & correctly
* Name some book parts …. *title / blurb*
* Print has meaning – recognise some new logos
* Begin to understand what a word / letter is … *letter / word*
* Follow print left to right and begin to use 1:1 correspondence
* Know where to start reading … *first*
* Read own name without visual support

**Writing** * Begin to use some print / letter knowledge in writing
* Symbols – lines / circles
* Recognisable letters ascribe meaning
* Left to right directionality / point to directionality
* Top to bottom directionality
* Begin to engage in purposeful mark marking
* Attempt to write name, using name card, with some recognisable letters, some correctly formed
 | SPR 1: Number 3Number 4Number 5SPR 2:Number 6Height and WeightMassCapacityAdditional – SEE MASTER THE CURRICULUM Planning  |
| **Nursery****SUMMER****ICT ARTICLE 17** | SUM 1: Journeys and Transport**(ART 13)** SUM 2: Summer in the Garden **(ART 29)** | Sculpture- Sum 1Collage – Sum 2Music and MovementIdentifying songs and musicParachute gamesEnd of year performance Role play- Transport role play- bus, station, Minibeast garden.Additional- SEE NURSERY CURRICULUM DOC. | Think Equal SUM 1: The Tale of Baby Beetroot Lara the Yellow Ladybird My Voice Healthy Minds C: What else can we do when we are upset? Healthy Minds C: Forgiving MyselfMindful movement in the hallSUM 2: Kitchi’s Moccasins Helping Hands Diego’s Great Idea Head, Heart and Hands My Amazing Brain Healthy Minds D: Forgiving Others Healthy Minds D: Gratitude for People or things in my lifeTRANSITIONAdditional- SEE NURSERY CURRICULUM DOC. | LIVING: Where do we belong?Values- Faith, Hope and Love | **Gross Motor Skills** * Begin to refine movement of walking and running
* Begin to refine climbing skills
* Begin to refine balancing skills
* Learn to skip
* Continue to develop riding skills
* Continue to develop ball skills
* Use large muscle movements
* Remember some sequences and patterns of movement related to music and rhythm
* Take part in some group team activities
* Match developing physical skills to tasks and activities in setting
* Choose the right resource to carry out chosen plan
* Collaborate with others to manage large items

**Fine Motor Skills** * Use one-handed tools and equipment.
* Eat independently using a knife and fork
* Be increasingly independent getting dressed and undressed
* Use a comfortable grip with good control when holding pens and pencils.
 | **Phase 1 Phonics / Reading** * Develop phonological awareness
* Join in with P1 activities, aspects 1 to 7
* Listen, remember & talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion
* Talk about rhyming words and begin to create rhyming strings
* Hear and say initial sounds in words
* Explore and talk about different voice sounds, enunciating some phoneme correctly
* Participate in oral blending/segmenting activities
* Clap syllables in words
* Engage in extended conversations about stories and non-fiction texts, learning & using new vocabulary
* Use the five key concepts about print:
* Identify a word in a sentence and understand it carries meaning
* Identify a letter in a word
* Name parts of book and show awareness of page number … *page number*
* Continue to develop understanding of word / letter
* Follow print, know it is read from top to bottom & use 1:1 correspondence
* Read own name in a variety of fonts/context

**Writing** * Use knowledge of print / letter knowledge in writing

 * Recognisable letters

Ascribe meaning* Left to right / top to bottom directionality
* Top to bottom directionality
* Begin to match some letters to phonemes e.g. m for mummy
* Engage in purposeful early writing

Write name, from memory, with correct letter formation | SUM 1: Sequencing Positional languageMore than/Fewer than2D Shape3D shapeSUM 2: Number CompositionWhat comes afterWhat comes beforeNumbers to 5Additional – SEE MASTER THE CURRICULUM Planning  |

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|  | **Understanding the World (see med term plans and Reception Curriculum Doc)** | **EAD (Expressive Arts and Design- See med term plans) ) ART 13, 29, 31** | **PSED (see Heartsmart/whole school PSHE doc)****ARTICLE 12, 7,8,, 15)** | **RE (ARTICLES 14,31)** | **Physical Development (ARTICLES 31, 24)** | **Literacy (Reading and Writing) (ARTICLE 13,17)** | **Maths- (Using White-Rose Reception Guidance)** |
| **Reception****AUTUMN****ICT ARTICLE 17** | AUT 1:Traditional Tales from Around the World (ART 29/30)AUT 2: When I grow Up…….(ART 5,6,7,8,9,10, 24,27, 28,29)  | Painting- Aut1Drawing-Aut2Music Express- Amazing African Animals and Busy City(beat and tempo)Stories and sounds (structure)Nativity songs and performanceRole play- home corner, African roundhouse, police/fire station, post office.Additional- SEE RECEPTION CURRICULUM DOC. | Think Equal AUT 1: Marvellous Me same and differentMarvellous Me These Feelings: understanding feelings These FeelingsThe Weather Inside Me: understanding that feelings come and go See Learning A: Exploring Kindness See Learning A: Group AgreementsAUT 2:Ted the Tiger Tamer: linking emotions to feelings in the body The Secret Adventures of Anonymouse: acts of kindness Curly the Chameleon: using mood meter to understand emotions See Learning B: Practising Kindness See Learning B: Kindness as inner quality See Learning B: Recognising kindness and exploring connectionsAhmed’s journey: connecting body and emotionsFaisal’s not himself: recognising boys and girls should express their emotionsAdditional- SEE NURSERY CURRICULUM DOC. | BELIEVING: Which stories are special and why?DiwaliRemembrance DayChristmas (Births and birthdays, The Nativity)HannukahValues- Thankfulness, Respect and Love | Gross Motor Skills **▪** Revise and refine the fundamental movement skills they have already acquired: *- rolling - crawling - walking - jumping - running - hopping - skipping – climbing * 🡪 Engage in and develop confidence in actions▪ Begin to develop overall body-strength, balance, co-ordination and agility🡪Use above actions, within obstacle courses … balance, obstacle, spatial, prepositions  🡪 Set own physical challenge … challenge, goal ▪ Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor … straight, upright, flat ▪ Begin to combine different movements with ease and fluency  🡪See above obstacle course  🡪Change movements / directions quickly▪ Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group  🡪Understand rules and reasons ▪ Further develop and refine a range of ball skills including: *throwing, catching, kicking *🡪Use different sizes / types of balls – in pairs▪ Further develop the skills they need to manage the school day successfully: □ lining up and queuing □ mealtimes □ personal hygieneFine Motor Skills ▪ Use a comfortable grip with good control when holding pens and pencils 🡪 Consolidate tripod grip▪ Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons  | **Reading:** Comprehension / Word Reading ▪ Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.  🡪Recall key events … event  🡪Talk about main characters… character, beginning, middle, end ▪ Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ▪ Understand the **five key concepts** about print, with a focus on  🡪Left to right  🡪1-1 correspondence … word, letter, first / last▪ Continue to develop P1 phonological awareness, focusing on  🡪Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting … blending, segmenting▪ Read individual letters by saying the sounds for them  🡪Secure P2 phonics … phoneme, grapheme, alphabet ▪ Blend sounds into words, so that they can read short words made up of known GPCs  🡪P2 □ VC words □ CVC words ▪ Begin to read a few common exception words matched to the school’s phonic programme  I, go, to, the, no, into … tricky words▪ Begin to read simple phrases / sentences 🡪Apply P2 GPC ▪ Read pink B guided reading books aligned to phonic knowledgeWriting▪ Write name correctly  🡪Use correct letter formation ▪ Use some of their print and letter knowledge in their early writing ▪ Begin to form lower-case letters correctly ▪ Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs … spell  🡪Use □ initial sounds □ VC □ CVC words  🡪Write labels ▪ Begin to write lists & captions, focusing on …label, caption, space  🡪Oral rehearsal / vocabulary 🡪Begin to reread what they have written | Match and sortCompare amountsComparing mass, size and capacityPattern- ABRepresenting, comparing and compositions of 1,2,3 (identical and ono-identical objects)Circles and trianglesPositional languageRepresenting numbers to 5Addition and subtraction – Change within 5.* One more
* One less

Measurement – Time.* My day
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| **Reception** **SPRING****Growing (Fruit and Veg)**ART24,29**ICT ARTICLE 17** | SPR 1: Our World and Beyond (Space)ART 3, 29, 13,24,27SPR 2: Growing | Textiles- Spr 1Printing – Spr 2Music Express-Beyond the Stars and Our Growing World (pitch and rhythm)Role play-Toy shop/museum, garden centre, Jack and the Beanstalk Additional- SEE RECEPTION CURRICULUM DOC | Think Equal SPR 1: Faisal’s not himself: recognising boys and girls should express their emotions Biyu the Brave Pea: Understanding empathy Thabo and the Trees: Taking responsibility for environmentSee Learning C: Exploring sensations See Learning C: Help now! Regulating the body Passing Clouds: Strategies to help manage feelings SPR 2: Yoshi is different: Showing empathy towards othersNisha and the Tiger: Showing compassion and empathy for othersFrancisco’s family: Unique familiesSee Learning D: Help now! Regulating the bodyZelda goes on holiday: Demonstrating compassionThe Monster in the Smoke: Speaking out when things are unfairAdditional- SEE NURSERY CURRICULUM DOC. | EXPRESSING: Which places are special and why?EasterHoli (Hindu festival)Values- Forgiveness, compassion and Love | Gross Motor Skills ▪ Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing ▪ Begin to progress towards a more fluent style of moving, with developing control and grace ▪ Develop overall body-strength, balance, co-ordination and agility. ▪ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ▪ Combine different movements with ease and fluency ▪ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ▪ Further develop and refine a range of ball skills including: passing, batting and aiming Fine Motor Skills ▪ Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons ▪ Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: - Effective pencil grip - Correct letter formation (see Writing) | **Reading:** Comprehension / Word Reading ▪ Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play… fiction, non-fiction🡪Retell story in small world / role play (in correct sequence) …beginning, middle, end🡪Take on role of character using some story language  🡪Talk about likes and dislikes of texts, rhymes and poems  🡪Choose a book and begin to explain why …because ▪ Begin to anticipate - where appropriate - some key events in stories …predict / prediction▪ Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment▪ Continue to develop P1 phonological awareness, focusing on  🡪Oral blending and segmenting ▪ Say the sound for: 🡪Each letter of the alphabet  🡪Double letters □ ss □ ll □ zz □ ck □ ff  🡪Consonant digraphs □ sh □ ch □ th, □ ng …digraph▪ Begin to read words consistent with their phonic knowledge  🡪Mid P3 □ CVC words ▪ Read some common exception words matched to the school’s phonic programme  he, she, me, be, we, was (plus see Autumn words)▪ Read simple phrases / sentences  🡪Apply P2-3, i.e. sets 1-7 + consonant digraphs ▪ Read red guided reading books aligned to phonic knowledgeWriting: ▪ Form most lower-case and capital letter correctly ▪ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words ▪ Write captions/phrases and begin to write simple sentences using known GPCs …sentence, full stop, capital letter 🡪 Include word spacing  🡪Orally rehearse caption of sentence before writing ▪ Re-read what they have written to make sure it makes sense ▪ Begin to write a variety of □ fiction and non-fiction sentences / captions | Introducing zero,Comparing numbers to 5 Composition of 4 & 5Compare Mass and capacity- Full and Empty, Hold most, least, heavier, lighter than.Numbers- 6, 7 & 8,Making pairs and combining 2 groupsLength & Height- longer, shorter, taller, breadth- narrower, wider.Time- SequencingComparing 9 and 10, number bonds to 10.3D shape and pattern- ABB, AAB, AABB, AABBB. |
| **Reception****SUMMER****ICT ARTICLE 17** | SUM 1: Toys/ Life in the pastART 31, 13,24SUM 2: Castles  | Sculpture- Sum 1Collage – Sum 2Music Express- Let’s Go Green and Who Shall I Be Today?(playing instruments to a beat)Class assembly Castles song- Let’s Build a Castle Role play- Space station/rocket, castleAdditional- SEE RECEPTION CURRICULUM DOC. | Think Equal SUM 1: Nothando’s Journey: Unpleasant emotions and calming strategiesReha to the rescue: Demonstrating emotions in different waysMy Amazing Brain: Understanding the brain A Tiny Seed: Environmental impact and making a differenceMy Amazing Brain BSUM 2: Our Home: Demonstrating responsibility for the environmentGokul’s Game: Being left outMy Dream In the Drawer: Setting a goal Sydney the SeahorseMy Skin is Brown Deji and Nnedi and the very large cushion: Practical peaceful conflict resolutionRecap on key learningTRANSITIONAdditional- SEE NURSERY CURRICULUM DOC. | LIVING: What is special about our world?Values- Faith, Hope and Love | Gross Motor Skills ▪ Negotiate space and obstacles safely, with consideration for themselves and others ▪ Demonstrate strength, balance and coordination when playing ▪ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills ▪ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases ▪ Use a range of small tools, including scissors, paint brushes and cutlery ▪ Begin to show accuracy and care when drawing.**Martin Harvey formal handwriting lessons.** | Reading: Comprehension / Word Reading ▪ Continue to develop P1 phonological awareness  🡪Oral blending and segmenting ▪ Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary …sequence ▪ Anticipate-where appropriate-key events in stories. ▪ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  🡪Begin to notice some relationships between one text and another  Begin to comment on perceived links with own life experience or other experiences, e.g. films, books ▪ Say the sound for each letter of the alphabet and for at least 10 digraphs  🡪Secure P3…trigraph ▪ Read words consistent with their phonic knowledge by sound-blending ▪ Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (approximately yellow book band – instructional level)… you, they, all, are, my, her (plus see Autumn/Spring words) Writing▪ Write recognisable letters (lower case and capital) most of which are formed correctly ▪ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs  🡪 CVC words ▪ Write simple phrases and sentences that can be read by others  Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter ▪ Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as:  2-3 part story (e.g. using story map/planner) 🡪Instructions  🡪Fact cards (e.g. using a ‘spidergram’ to collate information) | Geometry – Exploring patterns.* Making simple patterns
* Exploring more complex patterns

Addition and subtraction – Counting on and back.* Adding by counting on
* Taking away by counting back

Number and place value –Numbers to 20.* Counting to 20

Multiplication and Division – Numerical patterns.* Doubling
* Halving and sharing
* Odds and evens

Measurement – Measure |