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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/Colours  AUT 2:  My Family  **(ART 5,6,7,8, 18,20,21, 3)** | Painting- Aut1  Drawing-Aut2  Music and movement- Action songs (phase 1)  Familiar songs  Expressing feelings  through music (ribbon dancing)  Copying simple rhythms with instruments  Nativity songs and performance  Role play- home corner, Santa’s workshop.  Additional- SEE NURSERY CURRICULUM DOC. | Think Equal  AUT 1: Me, Myself and I  Black History Month  AUT 2: Is there anyone like me?  Anti-bullying week Amazing Daisy Healthy Minds A: Mindful bodies- awareness of attention and breath  Healthy Minds A: Growing friendships with kindness  Healthy Minds A:Mindful bodies- awareness of attention and breath  Additional- SEE NURSERY CURRICULUM DOC. | BELIEVING: Which stories are special and why?  Diwali  Remembrance Day  Christmas (Births and birthdays, The Nativity)  Hannukah  Values- 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: Colours  Matching  Sorting  AUT 2:  Number 1  Number 2  Pattern  Additional – SEE MASTER THE CURRICULUM Planning |
| **Nursery**  **SPRING**  **ICT ARTICLE- 17** | SPR 1: Bears  **(ART24,27)**  SPR 2: Spring has Sprung  **(ART 29)** | Textiles- Spr 1  Printing – Spr 2  Music and movement  Bear Hunt dance  Chinese new year dragon dance  Singing songs  Making rhythms independently  Changing sounds  Write dance  Drawing Club  Dough Disco  Role 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 Wave  SPR 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 Wall  Additional- SEE NURSERY CURRICULUM DOC. | EXPRESSING: Which places are special and why?  Easter  Holi (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 3  Number 4  Number 5  SPR 2:  Number 6  Height and Weight  Mass  Capacity  Additional – 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 1  Collage – Sum 2  Music and Movement  Identifying songs and music  Parachute games  End 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 Myself  Mindful movement in the hall  SUM 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 life  TRANSITION  Additional- 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 language  More than/Fewer than  2D Shape  3D shape  SUM 2: Number Composition  What comes after  What comes before  Numbers to 5  Additional – 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- Aut1  Drawing-Aut2  Music Express- Amazing African Animals and Busy City  (beat and tempo)  Stories and sounds (structure)  Nativity songs and performance  Role play- home corner, African roundhouse, police/fire station, post office.  Additional- SEE RECEPTION CURRICULUM DOC. | Think Equal  AUT 1:  Marvellous Me same and different  Marvellous Me These Feelings: understanding feelings  These Feelings  The Weather Inside Me: understanding that feelings come and go  See Learning A: Exploring Kindness  See Learning A: Group Agreements  AUT 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 connections  Ahmed’s journey: connecting body and emotions  Faisal’s not himself: recognising boys and girls should express their emotions  Additional- SEE NURSERY CURRICULUM DOC. | BELIEVING: Which stories are special and why?  Diwali  Remembrance Day  Christmas (Births and birthdays, The Nativity)  Hannukah  Values- 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 hygiene  Fine 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 knowledge  Writing  ▪ 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 sort  Compare amounts  Comparing mass, size and capacity  Pattern- AB  Representing, comparing and compositions of 1,2,3 (identical and ono-identical objects)  Circles and triangles  Positional language  Representing numbers to 5  Addition and subtraction – Change within 5.   * One more * One less   Measurement – Time.   * My day |
| **Reception**  **SPRING**  **Growing (Fruit and Veg)**  ART24,29  **ICT ARTICLE 17** | SPR 1: Our World and Beyond (Space)  ART 3, 29, 13,24,27  SPR 2: Growing | Textiles- Spr 1  Printing – Spr 2  Music 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 environment  See 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 others  Nisha and the Tiger: Showing compassion and empathy for others  Francisco’s family: Unique familiesSee Learning D: Help now! Regulating the body  Zelda goes on holiday: Demonstrating compassionThe Monster in the Smoke: Speaking out when things are unfair  Additional- SEE NURSERY CURRICULUM DOC. | EXPRESSING: Which places are special and why?  Easter  Holi (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 knowledge  Writing:  ▪ 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 & 5  Compare Mass and capacity- Full and Empty, Hold most, least, heavier, lighter than.  Numbers- 6, 7 & 8,  Making pairs and combining 2 groups  Length & Height- longer, shorter, taller, breadth- narrower, wider.  Time- Sequencing  Comparing 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 past  ART 31, 13,24  SUM 2: Castles | Sculpture- Sum 1  Collage – Sum 2  Music 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, castle  Additional- SEE RECEPTION CURRICULUM DOC. | Think Equal  SUM 1:  Nothando’s Journey: Unpleasant emotions and calming strategies  Reha to the rescue: Demonstrating emotions in different ways  My Amazing Brain: Understanding the brain  A Tiny Seed: Environmental impact and making a difference  My Amazing Brain B  SUM 2:  Our Home: Demonstrating responsibility for the environment  Gokul’s Game: Being left out  My Dream In the Drawer: Setting a goal  Sydney the Seahorse  My Skin is Brown  Deji and Nnedi and the very large cushion: Practical peaceful conflict resolution  Recap on key learning  TRANSITION  Additional- 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 |