



Nursery

EYFS is a child-centered approach to learning whereby the children are active participants. This involves giving the children choices of learning activities with the teacher acting as the facilitator of learning. Therefore, this plan is just a guide and may change depending on the interests of the children.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	All about Me My Family Autumn,	Let's Celebrate: Autumn, Diwali, Christmas, Bonfire night, Spooky season: what do you celebrate? Winter	Winter cold ice Animals in the cold	People Who Help us Spring Easter	Handa's Surprise Plants Growing	Seaside Zoo animals Summer
KEY TEXTS	Goldilocks and the Three Bears The Gingerbread Man All About Me Peace at Last The Colour Monster Christopher Pumpkin	The Three Little Pigs The Nativity Winter Kevin the Carrot books The Rainbow Fish We're Going on a Leaf Hunt On the Farm	Aliens Wear Underpants Look Up! Stars and Space Going on a Bear Hunt Jack Frost The Three Billy Goats Gruff	Easter Story People Who Help Us Elmer Rhyming stories	People Who Help Us Mad About Mini Beasts Life Cycles The Ugly Duckling Handa's Surprise Jaspers Beanstalk Which Food Will You Choose?	What the Ladybird heard at the Seaside. On the Beach Commotion in the Ocean Who's at the Zoo? Sam Plants a Sunflower
Nursery Rhymes	If you happy and you now it. Sing a Rainbow. When Goldilocks went to the House of the Bears.	Wind The Bobbin up Old Mc Donald had a Farm. Baa Baa Black sheep. When Santa got stuck up the Chimney.	Hickory Dickory Dock Ring a Roses 5 little Snowmen Standing Row	The Farmer plants a seed Humpty Dumpty 5 Currant Buns	Fuzzy little caterpillar Incy wincy spider 5 Little Speckle Frogs	1,2,3,4,5 once I caught a fish alive 5 little Monkeys Row, row your boat.
PHONICS	General sound discrimination Environmental sounds Instruments and sounds	Body Percussion Rhythm and rhyme	Alliteration I spy my names	Fred talk Voice Sounds	RWI	RWI
LITERACY	Understand we read English text from left to right and from top to bottom Understand print has meaning Making marks using various tools	print can have different purposes Mark making circles, lines, up and down, side to side using different tools. Give meaning and purpose to own marks.	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Understand the names of the different parts of a book and page sequencing Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Write some or all of their name. Use some of their print and letter knowledge in their early writing.	Write some letters accurately Write more letters of personal significant
MATHS	Using gestures/ language big, small, heavy, light, tall, small Talk about numbers	Recite some numbers in sequence Talk about patterns	Subitise to 3 Start to say numbers in the correct order. Introduce shapes	Explore numbers up to 5 Talk about and explore shapes	Size, weight Repeated patterns Familiar routes	Positional language Using and identifying shapes through play
RE	Myself Welcome	Hanukkah Birthday	Celebrating Gathering	Growing	Islam Good News	Friends Our World

UTW	<p>Begin to make sense of their own life story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Show interest in different occupation.</p>	<p>Talk about differences between materials and changes they notice.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Explore how things work</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Plant seeds and care for growing plants.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
EAD	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Listen with increased attention to the sound.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make Join different materials and explore different textures</p>	<p>Explore colour and colourmixing Respond to what they have heard, expressing their thoughts and feelings Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>	<p>Sing the pitch of a tune sung by another person ('pitch match'). Play instruments with increasing control to express their feelings and ideas.</p>	<p>Remember and sing entire songs Create their own songs or improvise a song around one they know Respond to what they have heard, expressing their thoughts and feelings</p>