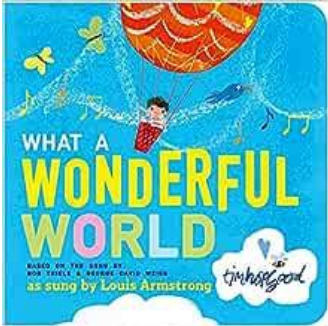


 Nursery	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHS White Rose NCETM Master the curriculum	I can recite some number names in sequence I can show interest in and join in with number rhymes	I can recite some number names past 5 I can have conversations about numbers I can say when two small groups have the same number I can sort objects using one simple criteria I can share play toys with a friend when asked	I can recite some number names in sequence I can show interest in and join in with number rhymes I can bring one or two objects to and adult when asked. I can extend a simple ABABAB pattern I can experiment with my own symbols, marks and numerals	I can create a simple ABABAB pattern. I can use number names to ten I am beginning to show small quantities accurately I can show understanding of simple comparisons - more I can give one more object when asked I can identify the shape of everyday objects	I can recite some number names in sequence I can show interest in and join in with number rhymes I can correct a simple pattern I can show understanding of simple comparisons - less I can take one object away when asked I can use informal language such as 'stripy' 'pointy' when sorting objects I know that the last number reached when counting objects is how many in total I have fast recognition of three objects I can compare quantities	I can say one number name for each item in order to five I can link numerals and amounts I can show finger numbers up to five I can describe a sequence of events in order I can use mathematical language to describe shapes I can identify numerals in the environment I can represent numbers using marks
ENGLISH Scribble Club Poetry Basket Bug Club Squiggle while you wiggle CLPE	Reading Text The Great Fairy Tale Disaster By David Conway 		Reading Text We're going to find the monster. By Malory Blackman & Dapo Adeola 		Reading Text What a wonderful world By Bob Thiele 	
	Comprehension: I can fill in missing words from well-known rhymes I can show a preference for a book or a song or a rhyme.	Comprehension: I can identify myself in a story and show enjoyment for stories about familiar people I can hold a book, turn the pages and indicate an understanding of pictures and print.	Comprehension: I am beginning to be aware of the way stories are structured. I show interest in illustrations and print in books and print in the environment.	Comprehension: I can describe main story settings, events and principal characters. I can make suggestions about what might happen next in a story	Comprehension: I can talk about events and characters in a book	Comprehension: I can describe main story settings, events and principal characters. I can tell a story to friends
	Word reading: I can join in with rhymes and stories	Word reading: I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs. I can notice and repeat sounds	Word reading: I can understand that print has meaning. I can hold a book the right way up and turn pages by myself	Word reading: I know that print can have different purposes I know the names of the different parts of a book	Word reading: I know that we read English text from left to right and from top to bottom I can identify signs and symbols in the environment and recall what they mean/ I can ascribe meaning to other marks, like on signage.	Word reading: I can spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
	Phase 1 -Aspect 1 General sound discrimination – environmental The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested may include	Phase 1- Aspect 2 General sound discrimination – instrumental sounds This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound	Phase 1 - Aspect 3 General sound discrimination – body percussion The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action	Phase 1 Aspect 4 Rhythm and rhyme This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo,	Phase 1 Aspect 6 – Voice sounds The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities may include Metal Mike, where children feed pictures of objects	Phase 1 - Aspect 7 – Oral blending and segmenting In this aspect, the main aim is to develop oral blending and segmenting skills. To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see

	going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.	makers, playing instruments alongside a story and making loud and quiet sounds.	rhymes, listening to music and developing a sounds vocabulary.	clapping out the syllables in words and odd one out. Aspect 5 – Alliteration The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.	into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice – /c-/u/-/p/ cup, with the children joining in.	whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds, they can hear in the word sock.
	I can randomly scribble on the page, sometimes with both hands. I can begin to balance when sitting. I can make connections between my actions and the marks being made.	I can control the marks on the page. I can use a range of tools to make marks and show an interest in my own marks and others marks.	I can make connections between my actions and the marks being made. I ascribe meaning to my marks	I can distinguish between the different marks I make. I can tell an adult what my marks mean I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can copy shapes, letter and pictures	I can identify sounds from my own name in other words. I can write some or all of my name.	I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. I can write some letters accurately
SCIENCE	Autumn walk around grounds All about me Observe parts of the body Looking at the world around me	Winter walk around grounds Traditional tales I can make careful observations. I can identify different liquids. Looking at the world around me	Winter walk around grounds Seasons Ask how and why questions. To Show curiosity and question why things happen Observe and describe what they see using everyday language	Spring walk around grounds Animals Recognise simple similarities and differences. Make predictions. Notice patterns I can make observations.	Spring walk around grounds People who help us I can ask questions about why firefighters need to stay fit and healthy. I can make basic predictions.	Summer walk around grounds Under the sea Ask how and why questions. Make basic predictions. Observe closely. Draw animals with detail
HISTORY/ GEOGRAPHY	I am interested in photographs of myself and familiar people and objects I am curious about people and show interest in stories about myself and my family I can talk about what I was like when I was a baby	I show interest in different occupations (E.g.: fire fighters/nurse/police officers) I enjoy celebrating my birthday and that of others. I can make observations about my immediate environment I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g., making and drinking tea.	I can begin to make sense of my own life-story and family's history. I can identify where things belong in my environment E.g.: where my bottle/coat/painting goes	I can talk about environments in stories I can talk about places I have visited (e.g.: the park/ASDA) I can follow positional language instructions I am beginning to notice changes in my environment	I can see my new friends have similarities and differences that connect them to, and distinguish them from, others I can talk about places in and around school	I can use simple positional language I am beginning to talk about and describe changes in my environment
COMPUTING Barefoot	Toys operated by lifting, pressing or pulling movements, such as a push and pop-up toy, Digital camera, Battery-operated torches and a den Eco wind-up torches, Toy mobile phones, Resources that encourage children to explore cause and effect, such as pulleys or whisks, CD player or other equipment for playing music Remote control vehicles, Toy toolkits, for example, builder's or doctor's kits Boards with various locks, bolts and chain locks Role-play cash register, Wind-up toys, such as bath toys, hopping toys or chattering teeth, Traditional jack-in-the-box Humming top toys, Lift-the-flap books, Pipes, funnels and tools to carry water or sand from one place to another, Pull-back friction cars Sand and water mill toys, Equipment for 'low technologies', such as washing and drying (for example, scrubbing brushes, pegs and washing lines) Touchscreen tablets with apps matched to the curriculum, Interactive whiteboard, Battery-operated role-play toys, such as a drill or mixer, Electronic keyboard Walkie-talkies Calculators, Device with apps for drawing, Recording devices, such as recording buttons or pegs, Headphones, Books which involve the use of technology (both stories and non-fiction)Desktop computer, Gears and cogs puzzle toys Light boxes, Touch light buttons, Access to photocopier, Guided use of the internet so children can find out about things that interest themProgrammable toys Coding direction cards Programmable toy mats eBooks, Metal detectors, Video recording devices Visualisers and microscopes					
DESIGN AND TECHNOLOGY	Building bridges Making porridge		Designing traps Making monsters		Making transport with moving wheels Food from around the world	
	Ongoing: Building towers, Junk modelling, Large outdoor construction, Construction area, Funky Fingers, Cooking activities					
ART	I can explore different materials freely, in order to develop my ideas about how to use them and what to make. I can use various construction materials I can manipulate play dough (roll, knead)	I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) I can recognise and name colours.	I can join different materials and explore different textures. I can draw identifiable pictures I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control	I can talk about what I am creating I can begin to use representation to communicate, e.g., drawing a line and saying, 'That's me.' Portrait skills – drawing themselves.	I can draw a person with identifiable features I can develop my own ideas and then decide which materials to use to express them. Portrait skills – drawing themselves.	I have been exposed to a different range of artists I can show interest and describe the texture of things Portrait skills – drawing themselves.

	Artist study – Jackson Pollock (collaborative work)	Portrait skills – drawing themselves. Christmas cards and calendars	Portrait skills – drawing themselves. Artist Study – Yuken Teruya	Artist Study – Arcimboldo	Artist Study – Georgia O’Keefe	Artist Study – Yayoi Kusama, Piet Mondrian, Kandinsky, Rashid Johnson, Bridget Riley – Shape - focus
	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Children to produce a piece of artwork each half term to be displayed for ‘Celebration wall’ for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>					
PSHE	- I can separate from my main carer with support. - I can distract myself when I am upset - I know about oral hygiene	Independence: selecting and putting back own belongings - I can express my own feelings. - I am aware of mu own feelings and am beginning to understand that some actions and words can hurt other’s feelings - I can demonstrate friendly behavior and form good relationships with adults and peers	Class rules: Behavioural expectations in the class/boundaries set. Class rules - I can separate from my main carer with support. - I can distract myself when I am upset - I can use an adult as a secure base - I can begin to accept the needs of others and can take turns and share resources - I can show confidence in asking adults for help	Healthy eating: Fruit kebabs/making a fruit smoothie. - I am beginning to understand about foods that are healthy and unhealthy. - I can express my own preferences and interests - I can respond to a few appropriate boundaries	Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies) - I can separate from my main carer with support. - I can distract myself when I am upset - I can use an adult as a secure base - I am confident to talk to other children hen playing - I can usually tolerate delay when my needs are not immediately met - I can seek out others to share experiences - I welcome value and praise for what I have done	Transition into F2 School readiness - I enjoy the responsibility of carrying out small tasks. - I can select and use activities and resources independently - I can follow rules and understand why they are important - I understand that my wishes my not always be met - I am confident and outgoing with familiar people in the safe context of my setting
RELIGIOUS EDUCATION	RE Respect: I enjoy joining in with family customs and routines Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the Milwards family Diwali	RE Respect: I can remember and talk about significant events in my own experience What times are special and why? Which stories are special and why? Christmas •	RE Respect: In pretend play I can imitate everyday actions and events from my own family and cultural background What times are special and why? Chinese New Year •	RE Respect: I can recognise similarities and differences. What times are special and why? Which stories are special and why? Easter What places are special and why? Church at Easter	Respect: I know that I have similarities and differences that connect me to and distinguish me from others. What is special about our world? Awe and wonder: growth and change of animals	Respect: I can develop my sense of responsibility and membership of a community. What is special about our world? Summer Solstice •
PHYSICAL EDUCATION	Multi Skills – balancing and travelling X3 Dance X2 Core Strength/ Gymnastics X1	Multi Skills – throwing and catching X3 Dance X2 Core Strength/ Gymnastics X1	Muti Skills – kicking and controlling X3 Dance X2 Core Strength/ Gymnastics X1	Games which include prior skills learnt X3 Dance X2 Core Strength/ Gymnastics X1	Athletics – Sports day prep X5 Core Strength/ Gymnastics X1	Recap of fundamental skills from the whole year. Recap, review, practise and retain. Play games! Core Strength/ Gymnastics X1

MUSIC Charanga	Charanga Songs: Unit- Me - Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive - This Old Man - Five Little Ducks - Name Song - Things for Fingers Develop storylines in their pretend play.	Nativity Charanga Songs: Unit- Me - Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive - This Old Man - Five Little Ducks - Name Song - Things for Fingers Sing in a group or on their own, increasingly matching the pitch and following the melody.	Charanga Songs: Unit- My Stories - I'm A Little Teapot - The Grand Old Duke of York - Ring O' Roses - Hickory Dickory Dock - Not Too Difficult - The ABC Song Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Charanga Songs: Unit- My Stories - I'm A Little Teapot - The Grand Old Duke of York - Ring O' Roses - Hickory Dickory Dock - Not Too Difficult - The ABC Song Create collaboratively sharing ideas, resources, and skills.	Charanga Songs: Unit- My World - Old Macdonald - Incy Wincey Spider - Baa Baa Black Sheep - Row, Row, Row Your Boat - The Wheels on The Bus - The Hokey Cokey Listen attentively, move to, and talk about music, expressing their feelings and responses.	Charanga Songs: Unit- My World - Old Macdonald - Incy Wincey Spider - Baa Baa Black Sheep - Row, Row, Row Your Boat - The Wheels on The Bus - The Hokey Cokey Listen attentively, move to, and talk about music, expressing their feelings and responses.
	Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.					
GLOBAL LEARNING LINKS	Learning where I come from Stories from other cultures	Dinosaurs – extinction Stories from other cultures	Introduce basic diversity and that we are all different. Stories from other cultures	Learning where I come from Stories from other cultures	Dinosaurs – extinction Stories from other cultures	Introduce basic diversity and that we are all different. Stories from other cultures
LIFE SKILLS	Making a sandwich, using cutlery, tidying up, personal hygiene, putting on coat and shoes, getting dressed, road safety, caring for animals, basic first aid, firework safety, internet safety Decision-making, creative thinking, interpersonal relationship skills, self- awareness building skills, empathy, and coping with stress and emotions.					
VISITS / TRIPS	Secret Readers Messy Play Day Dress up as your favourite character. Road safety event Walk around our Local Area	Nursery Rhyme Week/ Dress Up Nativity Performance Christmas Jumper/Dinner Day Elf Pantomime	Ice Experiments Valentine's day Internet Safety Day Pancake day Library	Barefoot Sensory Walk Growing flowers (sunflowers, daisies) Vegetable Patch Cress monsters World Book Day Nature Reserve Library	Tiger Tea Party Chicks Butterflies National Story Telling day. Chicks Butterflies Sports day Paradise Park Library	Transition Pizza Express Library End of year fun Day