

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core school value	Respect	Friendship	Courage	Care	Determination	Pride
Topic	Getting to know you	Let's Explore	Things that move	Under the Sea	How does your garden grow?	Marvellous minibeasts
Communication and language	Enjoy listening to simple stories Develop vocabulary – descriptive language Start to say how they are feeling using words as well as actions	Listening to simple stories and understand what is happening with the help of pictures Start to develop conversation Develop vocabulary – words for time e.g. now, later	Enjoy listening to longer stories Develop vocabulary – function of an object e.g. knows a sponge is for washing Develop pretend play 'putting baby to sleep' or 'driving a car to the shops'	Enjoy listening to longer stories and remember much of what happens Understand simple questions about 'who', 'what' and 'where' Use a wider range of vocabulary	Sing a large repertoire of songs Understand 'why' questions Using sentences of four to five words Use talk to organise play e.g. "Let's go on a bus, you sit there" Use past tense	Know many rhymes, be able to talk about familiar books and be able to tell a long story Start a conversation with an adult or friend and continue it for many turns Use 'because' or 'and' in sentences Use future tense Answer simple 'why' questions
Physical development	Fine motor Explore and use different writing and mark making resources including pencils, crayons, felt tips, paint pens Personal Show a desire to be independent in feeding, dressing or undressing. Start to eat independently and learn how to use a knife and fork.	Fine motor Explore different materials and tools in the sand area e.g. brushes, shells Personal Practise putting on and taking off own coat and shoes	Fine motor Show preference for a dominant hand Personal Use large and small motor skills to do things independently e.g. manage buttons and zips	Fine motor Develop use of one-handed equipment e.g. scissors to make snips in paper Personal Make healthy choices about food, drink, activity and tooth brushing? Become increasingly independent in meeting own care needs e.g. using the toilet, washing and drying hands thoroughly	Fine motor Use a comfortable grip when holding pens and pencils Personal Developing the ability to put on and take off their own	Fine motor Threading onto shoelaces Personal Become increasingly independent in meeting own care needs e.g. when dressing and undressing
Personal, social, and emotional development	Manage transition from parents/carers to Nursery staff Play with increasing confidence on their own or with other children Express a range of emotions	Develop friendships with peers Notice and ask questions about differences, such as skin colour, types of hair, gender, SEN etc. Be increasingly able to talk about and manage emotions Increasingly follow rules, understanding why they are important	Begin to show effortful control – waiting for a turn and resisting the urge to grab what they want Play with one or more children, extending and elaborating play ideas Select and use activities to achieve a goal	Develop their sense of responsibility and membership of a community Do not always need an adult to remind them of a rule	Help to find solutions to conflicts and rivalries Develop appropriate ways of being assertive	Talk with others to solve conflicts Begin to understand how others might be feeling Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.
PSHE theme	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mathematics	Numerical 1 Understanding what 'one' means. Select one object from a larger group. Recognise the numeral 1 Represent 1 in different ways Subitise 1 Make comparisons between 1 and more than 1. To place one object on a 5 frame. 2D shape Circle – naming a circle when shown. Use a circle appropriately for pictures/models. To select a circle from a group of shapes. Begin to be aware that a circle has no corner and one side.	Numerical 2 Understand 2 is the number after 1 (1 more than) Understand what 2 means Select 2 from a larger group To chant to 2 To recognise numeral 2 To represent 2 in different ways To subitise 2 To compare 2 groups – which has fewer/more To know when one more or less is needed to make the desired total. Count 2 objects accurately. To place 2 objects on a 5 frame Sorting To sort into one of 2 groups – for instance colour Pattern To replicate an ABAB pattern. Be able to talk about an ABAB pattern. To finish an ABAB pattern. To talk a pattern through from start to finish	Numerical 3 Understand 3 is the number after 2 (1 more than) Understand what 3 means Select 3 from a larger group To chant to 3 To recognise numeral 3 To represent 3 in different ways To subitise 3 Count 3 objects accurately To know that 2 is one less than 3. Know the amount doesn't change if don't add or take anything away. To place 3 objects on a 5 frame 2D shape Triangle – naming a triangle when shown. Use a triangle appropriately for pictures/models. To select a triangle from a group of shapes. Begin to be aware that a triangle has 3 corners and 3 sides. Sorting To sort by a given criteria – triangle or circle? Length/height To order 3 things by height/length.	Numerical 4 Understand the concept of 4 See when there are 4 items (subitise) Count 4 objects See that 4 can represent actions as well as physical objects Recognise more and fewer than 4. To chant to 4 To compare amounts by applying a matching strategy. To match quantity to amount up to 4. Understand fingers represent objects in a rhyme. Understand that taking one away is the same as making one less. To compare amounts, knowing which is the same, which is more and which is fewer. To notice similarities and differences. To place 4 objects on a 5 frame 2D shape Name a square and an oblong Know what a corner is on a 2D shape Know what a side is on a 2D shape. To select an oblong and a square from a selection of shapes. To use shapes appropriately. Sorting To sort shapes according to whether they have corners or not. To notice similarities and differences between objects.	Numerical 5 Understand the concept of 5. See when there are 5 items (subitise). Count 5 objects accurately. See that 5 can represent actions as well as physical objects. Recognise more and fewer than 5 To chant to 5 To compare amounts by applying a matching strategy. To match quantity to amount up to 5. Understand fingers represent objects in a rhyme. Understand that taking one away is the same as making one less. To compare amounts, knowing which is the same, which is more and which is fewer. To represent numbers 0-5 on a 5 frame. Measures Days of the week. Sequencing pictures and events Spotting mistakes in sequencing of pictures/events. Capacity To identify and say when a container is full and empty. To fill a container so that it is full. To empty a container so that it is empty. To order 3 containers for capacity. To know which container has more/less	Numerals 1-5 Recap and application of numerals 1-5 To understand how to make a given number by adding or taking away 1 object. To know that a given number can be made by adding different amounts together. Positional Language To respond correctly to the positional language – in, on, under, in front, behind, next to. To begin to use some positional language. 2D shape Recap 2D shape, teaching to be based on the needs of the cohort. Weight To compare 2 items for weight saying which one is heavy and which one is light

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Core school value	Respect	Friendship	Courage	Care	Determination	Pride	
Topic	Getting to know you	Let's Explore	Things that move	Under the sea	How does your garden grow?	Marvellous minibeasts	
Understanding the word Science	Can identify what you need to wear for each season and why – pack a suitcase for the weather. Chn collect natural objects relating to Autumn and describe what they see.	Sequence family members by size and name (baby, child, adult) and explain who they are - use family photos	Explores and talks about forces (push and pulls) Use directional vocabulary to describe movement. Name a variety of vehicles and simple parts.	Know that some animals live under the sea and some don't. Sort animals by where they live. Explore which creatures live under the sea.	Plant a bean in a clear container to observe the changes. Children say what plants need to survive and grow. Children to care for their bean plant. Understands the difference between plants and animals. Children to compare the differences and similarities. Sort and classify plant and animal.	Observe the life cycle of a caterpillar/butterfly through a real butterfly garden net. Release into nature when ready. Other basic growth cycles.	
Understanding the word History	History Family photos sorted by old and young. Organised by age.	Learn a variety of nursery rhymes. When were they written and by whom? Do my parents/grandparents know this rhyme?		Explore fossils and shells. Know that animals used to live in the shells.	Discuss the changes that occur to a seed. Order by time.	Discuss the changes in the life cycle of a butterfly. Order by time.	
				Read different versions of the traditional tales - Old and newer versions.			
Understanding the word Geography	Knows that different countries have different homes. They can spot simple differences. Are introduced to a world map so they know that Leicester is not the only place to live.	. Talk about where we live. Families from other cultures. Pictures from around the world Talk about what they see in their own environment (school/home) using a wide vocabulary.	Knows the world is a big place. Know that we can travel to different places in the world. Explore a variety of vehicles and know how the vehicle travels (road, sea, air)	Explore map of the world and know that there is land and sea/oceans. Knows that there are creatures that live in the seas/oceans and can name some.	Knows that our food comes from plants. Know that different plants grow in different places.	Follow/use a map for an outdoor minibeast hunt. Discuss where minibeasts live.	
Understanding the word RE	Know and understand that beliefs matter to people		Know and understand that people believe and live differently		Explore features of special places		
				Explore features of celebrations, festivals and special times. Know some stories from different religious and cultural backgrounds. Have an understanding of right and wrong and how to treat others/show respect.			
Understanding the world Computing			Know how to operate simple equipment, talking tins, class computer, and iPads. Use cameras and iPads to take photographs				
Expressive art and design Music	Celebration music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	Christmas Learning and performing traditional Christmas songs.	Exploring sound Using voice and body percussion to make sounds. Experimenting with tempo and dynamic when playing instruments. Identifying sounds in the environment.	Music and movement Create simple actions to songs. Moving to the beat. Expressing feelings and emotions through movement to music.	Musical stories Exploring that music and instruments can be used to convey moods or represent characters.	Big band Learning about the four different groups of musical instruments. Following a beat using an untuned instrument. Performing a practised song to a small audience.	
Expressive art and design Art	Art Portraits using natural objects collected from outdoors. Look at basic features of a face and object placement. Drawing basic figures with features.	Art Printing with autumn leaves. DT Use glue sticks to join materials.	DT Begin to develop skills to enhance their creations e.g. snipping, folding when making a vehicle	Art Observe picture fish. Used premade paints to paint a fish. Children to add features using craft/collage materials DT Use 3D shapes to make models of sea creatures (fish, octopus)	Art Use thick and thin brushes, pens and pencils.	DT Begin to develop skills to enhance their creations e.g. snipping, folding when making a beanstalk	