

Area of Learning	Aspect of Learning	Key skills, concepts, and concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Characteristics of effective learning
			Celebrating Our Community		Keeping Healthy		Being Brave		
			Me and My Community	Autumn/Winter Wonderland	Dangerous Dinosaurs	Sunshine and Sun-flowers	Creep, Wriggle and Crawl	On the Beach	
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none">• Listening• Attention	<ul style="list-style-type: none">• Responds to own• Listens to short stories and rhymes.• Pay attention to more than one thing at a time.• Starting to listen to adults around them and will respond to very simple requests, usually on their own terms.	<ul style="list-style-type: none">• Beginning to have favourite stories and rhymes.• Understands simple questions and instructions.• More likely to listen to and respond to a simple request or instruction. Starting to understand more of the 'FI specific' vocabulary. <p>Daily reinforcement of instruction when getting ready for home, lunch, tidying up etc. with the use of simple instructions.</p> <p>Daily sharing of favourite rhymes, songs and stories.</p>	<ul style="list-style-type: none">• Understands a question or instructions that has two parts. (eg, asked to get coat and sit on the carpet.)• Enjoys listening to longer stories.• Remembers much of what happens in stories.• Will respond to simple questions and attempt to answer by speaking, pointing, or gesturing. <p>Daily reinforcement of routine through instructions throughout the session.</p> <p>During our 'Dinosaur Day', children will engage in activities where they will be finding</p>	<ul style="list-style-type: none">• Understands who and where questions.• Identifies characters in favourite stories.• Can listen for a longer period but will need prompting to maintain focus. Will use characters in their play but not necessarily the features of the characters or the events from a story. <p>During our project time, children will be asked questions regarding who and where. 'Where does Errol live?' 'Who goes with the girl to the butterfly park?'</p>	<ul style="list-style-type: none">• Understands instructions using prepositions.• Follows a story using props and pictures.• Is starting to use some new vocabulary and join in with songs, stories, and rhymes. <p>Extending songs and rhymes to include the project. 'I'm a little ladybird', 'Here is the beehive'.</p> <p>Looking at the life cycle of a butterfly and placing the order correctly.</p>	<ul style="list-style-type: none">• Remembers familiar stories.• Can remember the main events in a story and will follow a single instruction with little support.	<p>Playing and Exploring:</p> <ul style="list-style-type: none">• Realise that their actions have an positive effect on the world, so they want to keep repeating them.• Make independent choices.• Respond to new experiences that you bring to their attention <p>Active Learning:</p> <ul style="list-style-type: none">• Participate in routines.• Keep on trying when things are difficult <p>Creating and thinking Critically:</p> <ul style="list-style-type: none">• Review their progress as they try to achieve a goal. Check how well they are doing• Know more, feel confident about coming up with their own ideas.

					clues and answering simple questions.				
			<ul style="list-style-type: none">• Share and appreciate stories and story telling• Daily story time- reread, revisit, and retell• Story of the week• Our favourite stories• Story words• Children’s Interests• Rhymes, songs, and poems• Daily song time• Weekly Music						
Speaking	<ul style="list-style-type: none">• Speaking• Vocabulary	<ul style="list-style-type: none">• Makes requests using two words.•Copies sounds.•Children are starting to communicate through words and gestures.	<ul style="list-style-type: none">• Joins in with songs and rhymes.• Starts to put short sentences together.• Children are starting to communicate through words and gestures. <p>Children learn Christmas songs for Christmas Concert.</p>	<ul style="list-style-type: none">• Expresses feelings, desires and needs.• Children are starting to engage in longer dialogues <p>Daily conversations about what they had for breakfast, favourite food, what they did at the weekend etc during key worker group.</p>	<ul style="list-style-type: none">• Asks questions and responds to questions using simple sentences.• Beginning to hold a conversation.• Children are starting to engage in longer dialogues. <p>Daily conversations about what they had for breakfast, favourite food, what they did at the weekend etc during key worker group.</p> <p>Through project discussion, children ask questions about what they would like to find out</p>	<ul style="list-style-type: none">• Uses longer sentences- 4-6 words.• Beginning to use a wider range of vocabulary.• Children are more confident when using fantasy language in play. <p>Through new projects, children exposed to new vocabulary and have opportunities through adult-led and child initiated activities to use vocabulary.</p>	<ul style="list-style-type: none">• Orally retells familiar them.• Debates when disagrees with an adult or friend using words.• Starts a conversation with an adult or friend and continues it for many turns. <p>Responds to a string of requests one after the other.</p>	<p>Playing and Exploring:</p> <ul style="list-style-type: none">• Respond to new experiences that you bring to their attention.• Bring their own interests and fascinations into early years settings. This helps them to develop their learning. <p>Active Learning:</p> <ul style="list-style-type: none">• Begin to predict sequences because they know routines. <p>Creating and thinking critically:</p> <ul style="list-style-type: none">• Solve real problems• Make more links between those ideas.	

						about in their learning. These are then answered as the project unfolds.		<ul style="list-style-type: none">• Children are more confident when using fantasy language in play. <p>Review of story of the week, re-telling story using props.</p> <p>Daily opportunities during key worker and whole group activities to share thoughts and ideas with group, raising their hand before being called on to speak.</p> <p>Daily routine of tidying away and getting ready for next event – milk and fruit, home time etc. children asked to tidy away then get their coats or wash hands etc.</p>	
			<ul style="list-style-type: none">• Story words linked to story of the week• Continuous provision words• Communication friendly spaces• Family Box						

Personal, Social and Emotional Development		PSHE (JIGSAW)	Being Me In My World	Celebrating Difference	World of Work	Healthy Me	Relationships	Changing Me	
	Self-regulation	<ul style="list-style-type: none"> Express their feelings in their own way. 	<ul style="list-style-type: none"> Knowing what is expected in school in very simple terms for example where we put our coat, we sit down when we eat, we listen to stories together. <p>Daily reference to visual timetable. Self-registration.</p>	<ul style="list-style-type: none"> Asserting themselves as an individual person with likes and dislikes. <p>Jigsaw: Celebrating Differences – looking at themselves and others and thinking about how we are the same/different.</p>	<ul style="list-style-type: none"> Finds what they want to play with and stays with the activity for longer periods of time. Starts to show a preference. <p>Through project, children given opportunities to be a palaeontologist, searching for dinosaur bones, eggs; drawing what they find; sharing their findings.</p>	<ul style="list-style-type: none"> More aware of the choices around them and the other children around them and starting to interact. <p>Through free flow, children shown choices around them. Encouraged to interact in positive play with those in that area.</p>	<ul style="list-style-type: none"> Starts to be more confident to play with others and notices when other children are happy and sad. <p>Weekly Jigsaw time where feelings are discussed. What makes us happy, sad? How do we know when someone is happy/sad?</p>	<ul style="list-style-type: none"> Starting to show responsibility for their own feelings and their own play. <p>Weekly Jigsaw time where we role play scenarios of play where we can change negative to positive outcome.</p>	Playing and Exploring: <ul style="list-style-type: none"> Realise that their actions have an effect on the world, so they want to keep repeating them. Make independent choices. Bring their own interests and fascinations into early years settings.
	Managing self	<ul style="list-style-type: none"> Work together Independence Confidence Safety Keeping Healthy 	<ul style="list-style-type: none"> Finding comfort in the familiar. Knowing what comforts, them and how to soothe themselves when necessary. <p>Jigsaw: Being Me. discussions about</p>	<ul style="list-style-type: none"> Aware that things don't always go their way and when they are upset an adult will help them. <p>Jigsaw time: talking about what to do when they need help, or they are upset. How can you help your friends?</p>	<ul style="list-style-type: none"> Start to comply with the boundaries of school knowing there are rules. <p>Daily reminders of Nursery rules and reinforcements of them. Discussions about how it is important to use kind hands, feet and words.</p>	<ul style="list-style-type: none"> Be more confident in the school setting being less upset or nervous with unfamiliar people or events. <p>January starters should be settled at this point, but for those that need extra support, key worker will intervene and work with child to encourage self-confidence.</p>	<ul style="list-style-type: none"> More aware of others around them and the need to take account of others around them. <p>Activities which encourage sharing to include going on a minibeast safari where they take turns with tools.</p>	<ul style="list-style-type: none"> Able to manage a task seeing it through from beginning to end. <p>Through project, children create a water-fall that will carry a small boat.</p>	Active Learning: <ul style="list-style-type: none"> Participate in routines Keep on trying when things are difficult. Begin to correct their mistakes Creating and thinking critically: <ul style="list-style-type: none"> Review their progress. Feel confident about coming up with ideas Make links between those ideas. Concentrate on achieving

- Self-care and Keeping Healthy (See also PD)
- Manage own needs – Hygiene, dressing, healthy living

	Fine Motor	<ul style="list-style-type: none"> ●Movement of body parts ●Strength Pencil grip ●Lines and Patterns ●Drawing Communication 	<ul style="list-style-type: none"> ●Will use a range of tools and equipment. <p>Playdough area – using rollers, cutter etc.</p> <p>Cutting and sticking activities on the creative table</p>	<ul style="list-style-type: none"> ●Will use a range of tools and equipment with some control. <p>Printing leaves to make Leaf Man.</p> <p>Cutting skills – cut out clothes to dress the boy/girl.</p>	<ul style="list-style-type: none"> ●Starts to recognise the changes they can make using tools and equipment <p>Pegs on the dinosaur.</p> <p>Ripping and scrunching tissue paper to create dinosaur eggs.</p>	<ul style="list-style-type: none"> ●Show more fine motor control with tools. <p>Observational drawing of flower</p>	<ul style="list-style-type: none"> ●Show finer control with smaller tools whilst still needing some help with tricky things like buttons. <p>Threading activities – thread the butterfly wings.</p>	<ul style="list-style-type: none"> ●Be more in control of the tools being used for example can make some more controlled marks with crayons and pencils. <p>Drawing self portraits with more detailed features.</p>	<ul style="list-style-type: none"> ●Review their progress as they try to achieve a goal ●Make more links between those ideas ●Concentrate on achieving something that’s important to them
		<ul style="list-style-type: none"> ●Dough Disco ●Mr Tongue ●Fine Motor Table/Daily Enhanced ●Scissor skills ●Manipulation and control when using tools and equipment 							
		See PE Progression Grid/Curriculum Map for further details							

Literacy	Reading	Comprehension and Word Reading	<ul style="list-style-type: none"> • Comprehension • Understanding • Listen to • Talk about • Re-tell 	<p>In addition to systematic phonics (Phase I)</p> <ul style="list-style-type: none"> • Likes to read a book with an adult. <p>Daily stories chosen by children during key worker group.</p> <p>Opportunities to choose books in play to be read by adult.</p>	<p>In addition to systematic phonics (Phase I)</p> <ul style="list-style-type: none"> • Will talk about the pictures and what is happening. <p>Through daily and weekly stories, opportunities for discussion about story and questioning of events.</p>	<p>In addition to systematic phonics (Phase I):</p> <ul style="list-style-type: none"> • Knows where to find the story on the page. <p>Through story of the week, talking about different features of a story.</p>	<p>In addition to systematic phonics (Phase I):</p> <ul style="list-style-type: none"> • Can identify some signage in the classroom. <p>Reference to project titles around Nursery. Also talking about their work, which wall it would go up on and why there – mark making on the Writing wall etc.</p>	<p>In addition to systematic phonics (Phase I):</p> <ul style="list-style-type: none"> • Can talk about the characters in a story. <p>Through weekly stories, clues given through story sack about the characters and what the story is about.</p> <p>Through daily stories, references to the characters.</p>	<p>In addition to systematic phonics (Phase I):</p> <ul style="list-style-type: none"> • Can talk about the story events in simple terms. <p>Through weekly and daily stories, discussion about what they think would happen next. "Do you think the mouse will eat the Gruffalo's Child?"</p>	<p>Playing and Exploring:</p> <ul style="list-style-type: none"> • Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing • Make independent choices. • Bring their own interests and fascinations into early years settings. <p>Active Learning:</p>
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				<ul style="list-style-type: none">• Stories and Storytelling<ul style="list-style-type: none">• Story of the week• Our Favourite stories• Children’s interests• Fiction and non-fiction texts						<ul style="list-style-type: none">• Show goal-directed behaviour• Keep on trying when things are difficult. Creating and thinking critically: <ul style="list-style-type: none">• Check how well they are doing• Know more, so feel confident about coming up with their own ideas• Make more links between those ideas
				Story of the Week						
				Once There Were Giants Lost and Found The Rainbow Fish People Who Help Us	Leaf Man Hibernation Station Gruffalo’s Child Stick Man The Christmas Story	Dinosaur Roar Cave Baby Little Kids First Big Book of Dinosaurs Dear Dinosaur Tyrannosaurus Drip	Sun Errol’s Garden My Butterfly Bouquet I Can Grow a Sunflower Jump and Shout!	The Very Hungry Caterpillar The Snail Trail Aaargh Spider! Mad about Minibeasts My First Book of Garde Bugs Bug Hunt	Lucy and Tom at the Seaside Hey Duggee – A Day at the Beach Chu’s Day at the Beach At the Beach Who’s Hiding at the Seaside? Somebody Swallowed Stanley Come Away from the Water, Stanley	

	Writing	<ul style="list-style-type: none"> Emergent writing Composition Vocab 	<ul style="list-style-type: none"> Mark making and drawing with a range of tools and equipment. <p>Opportunities to mark make on different surfaces and tools and also different angles – easel, table, floor and clipboard.</p>	<ul style="list-style-type: none"> Can say what their marks mean. <p>Children given opportunities to write names on presents from Santa's Grotto.</p> <p>Children asked to choose an Arctic animal to draw.</p>	<ul style="list-style-type: none"> Shows consideration when mark making. Starts to take their time changing their tool as the marks progress. <p>Through writing table activities, children encouraged to follow lines – zigzags and circles to show control.</p>	<ul style="list-style-type: none"> Can copy with increasing control. <p>Children practise making large and small shapes under adult-led activities and free choice. (Tuff spot as well as writing area – shaving foam, paint etc) Can they copy simple letter shapes?</p>	<ul style="list-style-type: none"> Starting to make shapes that are recognisable as pre letter shapes. Can start to write name as a shape. <p>Children practise making shapes relatable to letters as we introduce the RWI letter formation rhymes.</p>	<ul style="list-style-type: none"> Will write their name and identify their name. <p>Opportunities to write own name, collecting their name tag if needed to assist.</p> <p>Continuing with RWI, children given opportunities in their play and key worker groups to practise writing their name.</p>	
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See English and Phonics Progression Grid/Curriculum Map for further details

Mathematics		White Rose Scheme of Learning:													
			The Counting Principles	Getting to know you	Number songs	Number order	Just like me	How many?	The story of 1, 2, 3, 4, 5	Identify 5	Shape and size	Language of space and size, distance and time sequence	Re-cap 1 – 5	The story of 6, 7, 8, 9 and 10	Playing and Exploring: <ul style="list-style-type: none">Plan and think ahead about how they will explore or play with objects.Make independent choices.
		Number	<ul style="list-style-type: none">Rote countingRecognitionCountingObjects SenseOrdinal numbers	<ul style="list-style-type: none">The one-to one principleThe stable order principleThe cardinal principleThe abstraction principleThe order irrelevance principle	<ul style="list-style-type: none">Points in sequence to several objects. <p>Counting children in key worker group.</p>	<ul style="list-style-type: none">Starts to use some number names and starts to ascribe names to objects in a rhythmical way. <p>Counting boys and girls in group during key worker time.</p>	<ul style="list-style-type: none">Can identify 1 and 2 objects when asked <p>During milk and fruit time, helper chosen and asked to pick up 2 milks at a time to give out. Instructions for all children to take one banana, orange etc.</p> <p>During moving time, children identify dots on the die.</p>	<ul style="list-style-type: none">Subitize and count to 3. <p>During moving time, using big red die, children asked to subitize to at least 3.</p>	<ul style="list-style-type: none">Count to 5 starting to understand cardinal principle. <p>Daily Dough Disco – counting 5 fingers.</p>	<ul style="list-style-type: none">Uses number in play. Can identify numerals to 5. <p>Matching number of shells/sea creatures to numeral.</p>	Active Learning: <ul style="list-style-type: none">Begin to correct their mistakes themselvesKeep on trying when things are difficult				

	Numerical Patter	<ul style="list-style-type: none"> • Shape and Space • Measurement • Distance • Weight • Volume • Capacity 		<ul style="list-style-type: none"> • Can build using different equipment of different sizes and shapes. • Counts rhythmically and can count in songs and rhymes. <p>Daily songs with counting either forwards or backwards. 1,2,3,4,5, once I caught a fish alive; 5 little currant buns etc.</p>	<ul style="list-style-type: none"> • Starts to use number comparison language • Can talk about their models and what they used to build their models identifying different bricks and colours, for example. <p>Daily milk and fruit group – which is the longest list/the biggest number etc?</p>	<ul style="list-style-type: none"> • Enjoys counting as far as they can and uses numbers in their play. • Can sort using simple criteria <p>Sorting different dinosaurs into groups.</p>	<ul style="list-style-type: none"> • Can say what number comes next when counting and singing number songs. • Starts to identify simple patterns. <p>Counting seeds into pots for planting.</p>	<ul style="list-style-type: none"> • Can use more than to identify different groups. • Can make simple comparisons <p>Daily comparisons of milk and water lists.</p> <p>Sunflowers – leaves/petals – identifying which sunflower has more than the other.</p>	<ul style="list-style-type: none"> • Can identify when two groups have the same number • Starts to use simple shape names <p>Shape hunts around Nursery. Identifying regular shapes in our environment.</p>	<p>Creating and thinking critically:</p> <ul style="list-style-type: none"> • Review their progress • Check how well they are doing. • Solve real problems • Concentrate on achieving something 	
See Maths Progression Grid/Curriculum Map for further details											

Understanding of the World	Past and present	<ul style="list-style-type: none"> • Communication • Observe • Describe 	<ul style="list-style-type: none"> • Children start to be curious about the people around them. They show interest in characters in stories and people in school. <p>Sharing Family Trees – who is in my family? What does my family look like?</p> <p>Who helps us in Nursery/school?</p>	<ul style="list-style-type: none"> • Children start to be curious about the people around them. They show interest in characters in stories and people in school. 	<ul style="list-style-type: none"> • Children show an interest in the people in their family and can tell us some simple facts about their family. They recognise some families have similar features. 	<ul style="list-style-type: none"> • Children show an interest in the people in their family and can tell us some simple facts about their family. They recognise some families have similar features. 	<ul style="list-style-type: none"> • Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms. <p>Think about how a caterpillar changes to a butterfly over time. Think about how other things change over time.</p>	<ul style="list-style-type: none"> • Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms. <p>Sharing photographs of themselves as babies and now. How are they similar or different? How have they changed?</p>
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See History Progression Grid/Curriculum Map for further details

People, Culture and Communities

- Cultures and Beliefs
- Communication
- Respect

- Children are interested in very simple similarities and differences between people and places.

Who is in our family?
Comparing how we are similar and different.

- Children are interested in very simple similarities and differences between people and places.

Celebrating Christmas – what do you do to celebrate? Do you celebrate Christmas? Discussions about what Christmas looks like for them and how it is similar or different.

- Children start to know there are other countries in the world.

Through project, children learn that dinosaurs were found in lots of countries around the world, some of which they may already know.

- Children start to know there are other countries in the world.

Through project, discuss places they have been to – their names, if they travelled on a plane or a boat to get there, did they speak a different language there? What places have you visited where it is hot? Did you go on a plane to get there? Can we find them on the globe?

- Children recognise simple features like tree, river, beach and also places that might be significant to people like church, temple etc.

Through project, look at different creatures found in different places, such as rivers, trees and beaches.

- Children recognise simple features like tree, river, beach and also places that might be significant to people like church, temple etc.

Through project, children will have a 'beach day' where they will experience activities specific for the beach. We will also look at the difference between a river, sea and pond and identify them in different ways.

See RE Progression Grid/Curriculum Map for further details

	The Natural World	<ul style="list-style-type: none"> Geographical Development Communication Use of Technology 	<ul style="list-style-type: none"> Children start to explore the environment around them. <p>Finding out about Nursery and our school – going for a walk around our environment.</p>	<ul style="list-style-type: none"> Children start to explore the environment around them. <p>Autumn walk – looking at the changes around them.</p>	<ul style="list-style-type: none"> Children start to notice when things have changed with support from an adult. <p>Changing seasons – winter to spring.</p>	<ul style="list-style-type: none"> Children start to notice when things have changed with support from an adult. <p>Planting seeds and watching them grow and change.</p>	<ul style="list-style-type: none"> Children start to understand they can influence their environment and make changes to the space around them. <p>Creating a woodland walk. Building a campfire in the woods.</p>	<ul style="list-style-type: none"> Children start to understand they can influence their environment and make changes to the space around them. <p>Build a 'waterfall' Create a beach setting outside.</p>
	<p>Impact and effect of the seasons and weather See Geography Progression Grid/Curriculum Map for further details See Science Progression Grid/Curriculum Map for further details</p>							
	Technology	<ul style="list-style-type: none"> Generic skills and knowledge Audio Online Safety 	<ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. 	<ul style="list-style-type: none"> Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 	<ul style="list-style-type: none"> Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. <p>Opportunities to take photos using iPad.</p>	<ul style="list-style-type: none"> Knows how to operate simple equipment. <p>Code-a-pillar</p>	<ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. <p>Remote control cars</p>	<ul style="list-style-type: none"> Knows that information can be retrieved from computers
	<p>Class discussions on internet safety Generic – Use of Interactive whiteboard –Purple Mash and talking buttons See Computing Progression Grid/Curriculum Map for further details</p>							

Expressive Art and Design	Creating with Materials	<ul style="list-style-type: none"> • Art Observation • Physical Skill • Art processes 	<ul style="list-style-type: none"> • Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper. <p>Daily opportunities to mark make using paints, pencils, crayons and chalk.</p>	<ul style="list-style-type: none"> • Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper. 	<ul style="list-style-type: none"> • Experimentation of marks and mark making using colour, texture and senses. 	<ul style="list-style-type: none"> • Experimentation of marks and mark making using colour, texture and senses. 	<ul style="list-style-type: none"> • More deliberate use of materials and colour with more deliberate exploration of colour and changes. <p>Colour mixing 2 or 3 colours and using them within their work.</p>	<ul style="list-style-type: none"> • More deliberate use of materials and colour with more deliberate exploration of colour and changes. <p>Colour mixing – making shades of blue for the sea; remembering and mixing correct colour to make brown etc.</p>
		See Art Progression Grid/Curriculum Map for further details						
	Being Imaginative and Expressive	See Design and Technology Progression Grid/Curriculum Map for further details						
<ul style="list-style-type: none"> • Being Imaginative • Experiment 		<ul style="list-style-type: none"> • Sings and makes sounds rhythmically. Enjoys making sounds with musical instruments and moving to music. <p>Daily singing of songs at the end of each session.</p>	<ul style="list-style-type: none"> • Sings and makes sounds rhythmically. Enjoys making sounds with musical instruments and moving to music. <p>Use of musical instruments in phonic based games; identifying sounds and playing instruments.</p>	<ul style="list-style-type: none"> • Imaginatively plays with small world and in the role play developing ideas and scenarios. Likes listening to music and responds to songs and music. 	<ul style="list-style-type: none"> • Imaginatively plays with small world and in the role play developing ideas and scenarios. Likes listening to music and responds to songs and music. 	<ul style="list-style-type: none"> • Shows a preference for types and methods of expression and shows more control when expressing themselves. 	<ul style="list-style-type: none"> • Shows a preference for types and methods of expression and shows more control when expressing themselves. 	
See Music Progression Grid/Curriculum Map for further details								