



Subject	Autumn	Spring	Summer			
Special Events	Recycle Week Macmillan Coffee Morning Rainbow Dress Up Day Kindness Challenge Black History month Diwali	Diwali/Fireworks Remembrance Day Road Safety Week Hanukkah Child in Need 17.11.25 Christmas Bring a bottle Cut your carbon month Anti-bullying week	Chinese New Year 17.2.26 NSPCC Numbers Day UNICEF Day No Pens Day Healthy Eating week Safer Internet Day	Shrove Tuesday 17.2.26 Mother's Day 15.3.26 Easter Bring an Easter egg Eid – varies World Book Day British Science Week	St Georges Day Young Carers ASC Awareness Day VE Day Mental Health Week	Father's Day 21.6.26 Family Drop ins – 2 weeks in a row only Play Day – Sept Nursery Book Police Car/Fire Engine/Ice Cream Van
Weeks (190 days)	7 weeks + 3 days Sep – 24 th Oct	6 weeks + 4 days 4 th Nov – 19 th Dec	5 weeks + 4 days 6 th Jan – 13 th Feb	5 weeks 23 rd Feb – 27 th Mar	5 weeks + 4 days 13 th Apr – 22 nd May	7 weeks 1 st Jun – 17 th Jul
Parental Engagement	Class Dojo	Class Dojo	Class Dojo	Class Dojo Parents evening Oral hygiene workshop	Class Dojo Family Fridays New intake meetings	Annual report Class Dojo
Area of Learning	What makes me, me?	What is around me and my family?	Can I retell a simple story?	What do I notice about animals?	What is living and growing around me?	How do we help each other and who helps us?
CORE TEXTS	Themes: My face, my features, my body, feelings, colours. 1. Settling In (What I like about me) 2. Settling In (We are all different) 3. Brown Bear Brown Bear 4. White Rabbit's Colour Book 5. Dogs Colourful Day 6. How to Catch a	Themes: My family, celebrations, night and day. 1. Diwali/Fireworks 2. Whatever Next 3. Peace at Last 4. 5 Minutes Peace 5. Dear Santa 6. 5 Little Penguins 1. Twinkle little star 2. Hey, Diddle, Diddle 3. Round and Round the Garden	1. 3 little pigs 2. The Gingerbread Man 3. Goldilocks and the Three Bears (maths link) 4. Chinese New Year 5. The Gruffalo 6. We're Going on a Bear Hunt 1. Ring – a-ring- a roses 2. Mary, Mary Quite Contrary 3. Pat a Cake	1. Walking Through the Jungle 2. Mr. Wolf's Pancakes 3. I Love Animals 4. Owl Babies 5. Monkey puzzle 6. Easter Stories & Lifecycle – chicks. 1. Wheels on the Bus 2. A Sailor Went to Sea 3. Baa Baa Black	1. Jasper's beanstalk 2. The Very Hungry Caterpillar (lifecycle) 3. Mad About Minibeasts 4. Bugs galore 5. Aarrgh Spider! 1. Hickory Dickory Dock. 2. Humpty Dumpty 3. Incy Wincy Spider 4. Jack and Jill 5. Mary Mary	1. Rosie's Walk 2. Stories About Dad's & Grandads. Road Safety. 3. Dentist & Washing 4. . Doctor/Nurse 5. Police/Firefighters 6. Travel Stories - end of year pirate party. 1. Pat a Cake 2. 1,2, Buckle My Shoe 3. The Grand Old
Songs and Rhymes linked to Little Wandle Phonics and						



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Maths schemes	Rainbow 1. Heads Shoulders Knees and Toes 2. If You're Happy and You Know It. 3. Humpty Dumpty 4. Incy Wincy Spider 5. Wind the Bobbin Up 6. Miss Molly Had a Dolly	4. Hickory, Dickory Dock 5. One, Two Buckle My Shoe 6. The Grand Old Duke of York	4. If You're Happy and You Know It 5. Down at the Station 6. Row Row Row Your Boat	Sheep 4. 1,2,3,4, 5... 5. Down at the Station 6. Hey Diddle Diddle	6. Ring a Ring a Roses	Duke of York 4. Miss Molly Had a Dolly 5. The Wheels on the Bus 6. Row Row Row Your Boat
Mark Making	Prewriting skills -Uses large scale muscle movements to wave flags and streamers, paint, chalk and make marks. -Dough Disco -Messy sensory play -Grasp and manipulation activities e.g. scissors, tweezers, pegs - eye hand coordination activities - tracing, joining dotted lines - introduce the line family e.g. Lionel lines, Ziggy zig zag, Swirlo circles and Archie arches.		Child self-register (child recognise name) every morning. -Develop Mark Maker characters (Lionel, Ziggy, Archie and Swirlo). -Forming basic patterns (Mark Makers) and chooses a dominant hand for writing. -Begins to use correct pencil grip and uses one handed tools and equipment. - Name formation	Child write name and self-register -Can copy some letters e.g., letters from their name. -Uses a correct pencil grip. - Writing name and attempt other letters and numerals		
Communication, Language	-Sings a large repertoire of songs. -Is developing his/her communication but may still make mistakes with irregular tenses and plurals e.g., 'runned' for ran. -Is developing his/ her pronunciation but may still have problems saying some sounds and multisyllabic words such as pterodactyl. Hippopotamus etc. -Introduce STEM sentences to move from single		-Uses a wider range of vocabulary. -Uses longer sentences of four to six words. -Uses talk to organise himself/herself and his/her play e.g., "Let's go on a bus... you sit there... I'll be the driver".	-Understands a question or an instruction that has two parts such as 'go and get your coat and wait at the door'. -Understands why questions such as 'why did the caterpillar get so fat?' -Can start a conversation with an adult or a friend and continue it for many turns.		



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Literacy	<p>words</p> <p>Engages in extended conversations about stories, learning new vocabulary.</p> <p>Little Wandle Phonics Scheme</p> <p>Autumn 1 & 2: Listening, Rhymes, Syllables</p> <p>Recognising Name</p> <p>Autumn 2: Phonics “What’s in the Box” s a t p i n m</p> <p>Match objects to the sound of the letter of the week.</p>	<p>Understands that print has meaning, can name the different parts of a book, that print can have different purposes, page sequencing.</p> <p>-Understands that we read English text from left to right and top to bottom.</p> <p>- Continue developing phonological awareness so they can spot and suggest rhymes, count and clap syllables in a word.</p> <p>Begin to write first name.</p> <p>Spring 1 d g o c k e</p> <p>Spring 2 u r h b f</p>	<p>Uses some letter/print knowledge in early writing e.g., writing a pretend shopping list.</p> <p>-Writes some/all their name</p> <p>-Writes some letters accurately.</p> <p>-Alliteration - Recognise words with the same initial sound e.g., mummy and mother.</p> <p>Is beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (<i>also Maths</i>)</p> <p>Summer 1 l j v w y z qu ch</p> <p>Summer 2 ck x sh th ng nk</p>
Maths	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Say one number for each item in order 1,2,3.</p> <p>Experiment with own symbols/marks include some numerals.</p> <p>Show finger numbers up to 5.</p> <p>Talk about and explore 2D shapes (e.g. circles, rectangles, triangles) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round.' Some awareness of similarities and difference between objects. Matching, sorting and</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') to between 3 or 5.</p> <p>Experiment with own symbols/marks include some numerals.</p> <p>Fast recognition of up to 5 objects (subitising).</p> <p>Recite numbers past 5.</p> <p>Talk about and explore 2D and 3D shapes. Attempt to create arches and enclosures when building selecting shapes appropriate to purpose.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') to 5 and beyond.</p> <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Experiment with and link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5 e.g. number stories 3 bees and one more bee make?</p>



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	<p>pairing.</p> <p>Understand some position, e.g. "The bag is under the table," - with concrete examples. Move and rotate objects to fit a space e.g. in tray puzzles.</p> <p>Compare 2 objects relating to size and length.</p> <p>Talks about and joins in with simple patterns e.g. on materials, in stories and in movement activities. Begin to use informal language like 'pointy', 'spotty', 'blobs' etc when looking for pattern.</p>	<p>Make comparisons between 3 objects in relation to size, weight, and length.</p> <p>Understands position, e.g. "The bag is under the table," - with picture cues. Respond to language of position and direction.</p> <p>Begin to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf. Use informal language like 'pointy', 'spotty', 'blobs' etc when looking for pattern.</p>	<p>Make comparisons between 3 objects in relation to size, weight, capacity, and length. Extend, create, notice, and correct an error in simple linear pattern of two or three objects. Create own spatial patterns showing some organisation or regularity.</p> <p>Understand position through words alone, e.g. "The bag is under the table." Use language of position and direction.</p> <p>Talk about and combine 2 & 3D shapes to make new ones (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'. Partition and combine shapes to make new ones.</p>
Physical Development	<p>-Goes up steps and stairs, or climbs apparatus, using alternate feet.</p> <p>-Is continuing to develop movements; balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>-Uses large-scale muscle movements to wave flags and streamers, paint and make marks.</p> <p>I can:</p> <p>-Take my coat off and hang my things on my peg.</p>	<p>Use one handed tools and equipment, e.g., making snips in paper with scissors.</p> <p>-Show a preference for a dominant hand.</p> <p>-Is increasingly independent as he/she gets dressed and undressed, e.g., putting his/her coat on and doing up zips.</p> <p>I can:</p> <p>-Begin to put my coat on independently.</p> <p>-Use a dominant hand for mark making.</p>	<p>Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>-Uses a comfortable grip with good control when holding pens and pencils.</p> <p>-Chooses the right resources to carry out his/her own plan, e.g., choosing a spade to enlarge a small hole he/she dug with a trowel.</p>
Understanding the World to include Science	<p>-Science Aut 1 :.Forces – pushes, pulls – play dough, toys, when we construct (on going all year with focus vocabulary each term).</p>	<p>Science Spring 1: Humans – Name body and face parts. Begin to explore 5 senses.</p> <p>Science Spring 2: Animals and their habitats– Name</p>	<p>- Science: Sea animals and their habitats – sort and name by looking at similarities and differences.</p> <p>Floating and sinking (Forces)</p>



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<p>History Geography</p>	<p>Talk about what we experience out of school. Materials – squashing, squeezing, stretching, bending, sorting etc.. construct (on going all year with focus vocabulary each term).</p> <p>Aut 2: Light to explore how things work. Electricity to explores how things work</p> <p>-Is beginning to make sense of his/her own life story and his/her family’s history.</p> <p>-Uses all his/her senses in hands-on exploration of natural materials.</p>	<p>a range common animal and their young. Use play farms and play zoos to sort the different types. Role play vet to learn pet animals and animal care.</p> <p>Is continuing to develop positive attitudes about the differences between people.</p> <p>-Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos.</p> <p>-Understands the key features of the life cycle of a plant and an animal. And plants seeds and cares for growing plants.</p>	<p>Plants – growing, naming a few simple flowers, growing food.</p> <p>Shows interest in different occupations.</p> <p>-Talks about what he/she sees, using a wide range of vocabulary. Recall a sequence of events in everyday life and in stories.</p> <p>-Is beginning to understand the need to respect and care for the natural environment and all living things.</p> <p>Describe a familiar route and discuss routes and locations, using words like 'in front of' and 'behind.' (<i>also maths</i>)</p>
<p>Personal Social and Emotional Development To include PSED and RE</p>	<p>-Becomes more outgoing with unfamiliar people, in the safe context of his/her setting.</p> <p>--Increasingly follows rules, understanding why they are important.</p> <p>-Plays with one or more other children.</p> <p>-Can make healthy choices about food and drink.</p> <p>-begins to understand how others may be feeling.</p> <p>-Talks with others to solve conflicts.</p> <p>-Is increasingly independent in meeting own care needs, e.g., using the toilet, washing, and drying his/her hands.</p> <p>-Selects activities and resources, with help when needed.</p>	<p>As left column plus...</p> <p>Plays with one or more other children, extending and elaborating play ideas.</p> <p>-Can make healthy choices about food, drink, and exercise.</p>	<p>As left column plus...</p> <p>Sun safety</p> <p>Road Safety</p> <p>Is increasingly independent in meeting his/her own care needs, e.g., toothbrushing, toilet, washing hands.</p> <p>Shows more confidence in social situations.</p>
<p>Expressive Arts and Design</p>	<p>-Takes part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>-Listens with increased attention to sounds.</p> <p>Plays instruments with increasing control to express feelings and ideas.</p>	<p>Begin to develop complex stories using small world equipment e.g., animals, dolls, and doll houses etc.</p>



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	<p>-Can remember and sing entire songs.</p> <p>-Explores colours and colour mixing.</p> <p>Selects shapes appropriately; flat surfaces for building, see <i>maths</i>, and begins to make enclosures.</p>	<p>Create closed shapes with continuous lines and is beginning to use these shapes to represent objects.</p> <p>Combines shapes to make new ones; an arch, a bigger triangle etc" (<i>also maths</i>)</p>	<p>Explores different materials freely, to develop ideas about how to use them and what to make.</p> <p>Drawing, painting and making collage and 3D representations with increasing complexity and detail, such as representing a face with circle and including details or building a model 'house' from ks.</p>