

## Nursery Year Group Plan

	Autumn Term		Spring Term		Summer Term	
	Getting To Know You	Long, Long Ago	Once Upon A Time	The Great Outdoors	Wild World	On The Move
	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Visits / events	Baseline Assessments Harvest festival (Oct 2nd) Diwali (24 <sup>th</sup> Oct)	Halloween (31 <sup>st</sup> Oct) Bonfire Night (5 <sup>th</sup> Nov) Christmas Production Christmas crafts	Chinese New year (22 <sup>nd</sup> Jan) Valentine's Day (14 <sup>th</sup> Feb)	Pancake Day (21 <sup>st</sup> Feb) World Book Day (2 <sup>nd</sup> March) Mother's Day (March 19 <sup>th</sup> ) Easter (9 <sup>th</sup> April)	Trip: Farm Visit (18 <sup>th</sup> April) Eid (21 <sup>st</sup> April) Bank Holiday (1 <sup>st</sup> May)	Father's Day (18 <sup>th</sup> June) Training Day – (30 <sup>th</sup> June) Transition Sports Day Enterprise Fair Teddy Bear's Picnic
English	<p><b>Nursery rhymes:</b> Twinkle Twinkle Humpty Dumpty Old Mcdonald Baa baa black sheep</p> <p><b>Books:</b> You Choose Rainbow Fish Little Red Hen</p> <p><b>Poem:</b> This is the way we Wash our Face</p>	<p><b>Books:</b> Winnie the Witch</p> <p>Stomp, Chomp Here Come The Dinosaurs</p> <p>Portside Pirates/ That's Not My Pirate</p> <p>The Nativity Story/Stickman</p> <p><b>Poem:</b> Dingle Dangle Scarecrow</p>	<p><b>Books:</b> Goldilocks and the Three Bears</p> <p>The Gingerbread Man</p> <p>The 3 Little Pigs</p> <p><b>Poem:</b> When Goldilocks went to the House of the Bears</p>	<p><b>Books:</b> The Hungry Caterpillar</p> <p>The Runaway Pea</p> <p>Jack and the Beanstalk</p> <p><b>Poem:</b> Mr Happy I Am</p>	<p><b>Books:</b> We're Going On A Bear hunt</p> <p>Giraffes Don't Dance</p> <p>Commotion In The Ocean</p> <p><b>Poem:</b> Open Shut Them</p>	<p><b>Books:</b> Car, Car, Truck, Jeep</p> <p>The Magic Train Ride/ The Train Ride</p> <p>Zoom Rocket Zoom</p> <p><b>Poem:</b> Wiggly Woo</p>
Maths	Baseline: counting, sorting, basic shapes.  Colours Matching Sorting	Sorting Numbers 1 and 2 Subitising Pattern	Numbers 3, 4 and 5 Subitising	Number 6 Height & Length Mass Capacity	More/fewer One more One Less 2D & 3D shapes	Number composition Night & Day Positional language
Physical development	<p><b>Gross motor</b> Balancing, riding and ball skills.</p> <p><b>Fine motor</b> Using large muscle movements, large shoulder and arm movements – (large chalk boards, ribbons and flags, large scale</p>	<p><b>Gross motor</b> Balancing, riding and ball skills. Vocabulary for movement. (gallop, slither, lead, follow.)</p> <p><b>Fine motor</b> Finger strengthening activities (tweezers,</p>	<p><b>Gross motor</b> Balancing, riding and ball skills. Outdoor loose parts play and creating with a purpose in mind. (tyres, large planks, wooden crates etc.) Encouraging different ways of moving, crawling, walking, running etc.</p>	<p><b>Gross motor</b> Balancing, riding and ball skills. Team games - Create clear and sensible rules as a group. Learn to collaborate with others when managing large items.</p>	<p><b>Gross motor</b> Balancing, riding and ball skills. Move in time to music.</p> <p><b>Fine motor</b> Pencil control activities, encouraging children to hold pencil correctly and with good control.</p>	<p><b>Gross motor</b> Balancing, riding and ball skills. Parachute games</p> <p><b>Fine motor</b> Pencil control activities, encouraging children to hold pencil correctly and with good control.</p>

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	painting)	playdough, Duplo, pipettes, hole punchers)	Safety when handling tools, and moving equipment  <b>Fine motor</b> Pencil control activities	<b>Fine motor</b> Pencil control activities, encouraging children to hold pencil correctly and with good control.	Name writing	Name writing Lists
<b>Communication</b>	Daily shared book reading  Learning new vocabulary that is explored through a variety of texts. Language rich environment	Daily shared book reading  Extend vocabulary exploring unfamiliar words and concepts  Children encouraged to talk about what is happening and give their own ideas	Daily shared book reading  Explore a variety of traditional tales  Sequence events and describe characters	Daily shared book reading  Correct pronunciations modelled to them by teachers and staff members, e.g. 'swimmed/swam'  Variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories.	Daily shared book reading  Begin to learn to 'work together' to solve a problem, clarify a concept and extend a narrative  Begin to learn to talk with a partner before sharing ideas during group times	Daily shared book reading  Explore 'I wonder' questions to encourage and promote thinking and challenges  Use longer sentences to explain their thinking and organise themselves in their play
<b>PSHE</b>	SCARF – Me And My Relationships  <ul style="list-style-type: none"> <li>All about me</li> </ul> Establish routines and boundaries within the nursery environment.	SCARF – Valuing Difference  <ul style="list-style-type: none"> <li>Same and different</li> <li>Different families and homes</li> <li>Kindness and caring</li> </ul> Develop confidence in new social situations e.g. Nativity, school photos, Christmas crafts	SCARF – Keeping Myself Safe  <ul style="list-style-type: none"> <li>Keeping my body safe</li> <li>People who help me stay safe</li> </ul> Begin to understand our own feelings and how others might be feeling – - Feelings faces - Worry monster	SCARF – Rights and Responsibilities  <ul style="list-style-type: none"> <li>Looking after myself and my friends</li> <li>Caring for my environment</li> </ul> Talk about solving conflicts, being kind to others, sharing and turn taking.	SCARF – Being My Best  <ul style="list-style-type: none"> <li>Bouncing back (growth mind set)</li> <li>Exercise and sleep</li> </ul> Begin to talk about feelings and explore different situations from different points of view.	SCARF Growing and Changing  <ul style="list-style-type: none"> <li>Changes</li> </ul> Transition into Reception – developing confidence in new setting and talking about any worries/concerns
<b>Understanding The World</b>  <b>(Science, RE, History, Geography)</b>	Connections between features of their families & others families  Seasons - Autumn – explore range of natural materials and talk about changes in outdoor area	Growing up – changes between now and when they were a baby  Floating & Sinking – link to pirate ships Family celebrations – Diwali & Christmas	Seasons - Winter – signs of change in season Melting & freezing  Family Celebrations – Chinese New Year	Seasons – Spring  Planting - Seeds and vegetables and learn how to care for them.  Lifecycles – caterpillar lifecycle, farm animals and babies  Family celebrations –	Seasons – Spring/Summer  Planting - Look after plants in garden and watch their growth – learn new vocabulary about changes/plant parts  Different countries – jungle/safari animals, under the sea animals	Space – plants, astronauts  Forces and magnets – cars/trains/transport

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				Easter	Family Celebrations - Eid	
<b>Expressive Arts &amp; Design</b>  <b>(Art, DT, music, ICT)</b>	<p>Explore different collage materials/loose parts</p> <p>Role play experiences - access to lots of flexible and open-ended resources to enhance imaginative play</p> <p>Daily singing and rhyme time.</p> <p>Busy Things</p>	<p>Colour mixing – powder paints</p> <p>Nativity – remembering and performing songs</p> <p>Instruments – exploring, playing and comparing sounds</p>	<p>Construction – build with a purpose in mind</p> <p>Ipads - take photos of models to put into provision/construction book</p> <p>Learn new songs and move to music rhythmically.</p>	<p>Drawing and model-making skills.</p> <p>Meanings to models and drawings – share ideas and talk about creations.</p>	<p>Junk modelling – join different materials and explore different textures.</p> <p>Develop ‘singing voice’ using a range of pitches</p> <p>Begin to create own songs and rhymes.</p>	<p>Play, share and perform a wide variety of music and songs</p> <p>Explore musical instruments to express feelings and to tap and clap out different rhythms and pulses to music</p>
<b>Children’s interests</b>	Please note the above activities are suggestions and may differ according to the children’s needs and interests.					