

Cavendish Nursery Year Group Plan

	Autumn Term		Spring Term		Summer Term	
Topics	Nice to Meet You	Our Special Times	Grrr!	Growing and Changing	Happily Ever After	On the Move
Visits, celebrations and festivals	Baseline Assessments Harvest festival	Halloween Bonfire Night Diwali Christmas Production	Lunar New year	World Book Day Mother's Day Easter	Eid Farm visit	Father's Day Transition day Sports Day Enterprise Fair
English – Supporting texts	Books: Nursery rhymes (3 weeks) The Colour Monster (2 weeks) Owl Babies (2 weeks) Poem: This is the way we Wash our Face Poem: Head Shoulders, Knees and Toes	Books: Pumpkin Soup/Winnie the Witch (2 weeks) Binny's Diwali and Kippers Birthday (2 weeks) Christmas story/Stickman – 3 weeks Poem: Dingle Dangle Scarecrow	Books: We're Going on a Bear Hunt – 2 Weeks Portside Pirates – 2 Weeks Harry and the Bucketful of Dinosaurs – 2 Weeks Poem: Open, Shut Them	Books: Jack and the Beanstalk – 2 weeks The Hungry Caterpillar – 2 weeks Over in the Meadow (Barefoot books) – 1 week Poem: Wiggly Woo	Books: The Gingerbread Man – 1 week The Three Little Pigs – 2 weeks Goldilocks and the Three Bears – 2 weeks Poem: When Goldilocks went to the House of the Bears	Books: How to Catch a Star – 2 weeks Magic train ride and The Train Ride – 2 Weeks Hundred Decker Bus – 2 weeks Ruby's Worry – 1 week Poem: Mr Happy I Am
Key Vocabulary	Colour Monster: Happy Sad Angry Scared Calm Loved Owl Babies: Night Branch Silent Cosy Brave Peckish Crept	Pumpkin Soup: Slice Stir Tip Squabble Winnie the Witch: Outside Inside Tripped Somersault Furious Miserable Kippers Birthday: Currants Stir	We're going on a bear hunt: Over Under Through Deep Narrow Portside Pirates: Portside Starboard Wreck Hoard Harry and the bucketful of dinosaurs: Attic	Jack and the beanstalk: Poor Stranger Snoozing Supper Snatched The Hungry Caterpillar: Cocoon Nibbled Salami Pickle Over in the Meadow: Smooth Spikey Furry	The Gingerbread Man: Weigh/measure Mix/stir Rolled Grazing Scampered The Three Little Pigs: Heavy Creeping Roared Growled Squeaked Goldilocks and the three bears: Big	How to catch a star: Sunrise Lasso Floating Shore Jetty Magic train ride: Fast Slow Whistle Destination The Hundred Decker Bus: Huge Noisy City

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		Flat Peacefully Stick Man: Fetch Floating Deserted Lonely Weary	Junk Dinosaur names	Shiny Scaley Slippery Hairy	Middle-sized Tiny Hard Soft Cosy	Countryside Tall Floated
Purpose	To begin experimenting with rhyme and language early. To begin understanding the emotions related to transition To support discussions around different families. To support the development of the Prime areas as children start school.	To promote discussion about different personal celebrations To expose children to the celebrations / traditions of others To create tolerance and respect To support an understanding of the world we live in with a particular focus on people and communities	To engage the children in a story with repeated language with opportunities for experimenting with intonation, rhythm, rhyme and their own early story telling skills To develop an awareness of things that happened in the past	To develop an understanding of the world around us with a particular scientific focus on plants and animals To engage the children in a story with repeated language with opportunities for experimenting with intonation, rhythm, rhyme and their own early story telling skills	To give opportunities for children to develop their knowledge of story structures; problems, resolutions, conflict etc To allow children to engage and experiment with repeated phrases and language to support their own story telling To develop an understanding of the world around us with a particular scientific focus on materials and enquiry	To support the understanding of changes in their lives and the feelings associated with this (transition) To consolidate skills linked to managing feelings and behaviours associated with transition To support the children's interests To create STEM opportunities / skills
English – Phonics (Word Reading)	Phonics: Environmental & Instrumental Sounds	Phonics: Rhythm and rhyme, Body Percussion	Phonics: Rhythm and Rhyme, Alliteration, Hearing Initial Sounds	Phonics: Alliteration, Hearing Initial Sounds Oral Segmenting and Blending	Phonics: Initial sounds Oral Segmenting and Blending	Phonics: Initial sounds Oral Segmenting and Blending
English - Comprehension	Explore a wide range of examples of print with different functions: e.g. signs, menus and logos. Explore a variety of stories, rhymes, poems and fiction text. Explore different parts of a book, for example, the cover, the author and the page number. Learn how to look after books by handling them carefully. Learn how to turn the pages of a book, one by one. Explore the meaning of text (capital letters, sentences, words, letters, full stops, spaces) Explore how we read books in English print (left to right).					
English - Writing	Finger gym activities and exercises to strengthen finger	Finger gym activities and exercises to strengthen finger muscles (playdough,	Finger gym activities and exercises to strengthen finger muscles (playdough,	Finger gym activities and exercises to strengthen finger muscles (playdough,	Finger gym activities and exercises to strengthen finger muscles (playdough,	Finger gym activities and exercises to strengthen finger muscles (playdough,

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	muscles (playdough, tweezers, painting, pegs, duplo etc.) Exploring range of mark making equipment (pencils, chalk, paint, felt tips, water)	tweezers, painting, pegs, duplo etc.) Opportunities for writing: Potions Invites Diwali cards Mendhi patterns Christmas cards	tweezers, painting, pegs, duplo etc.) Opportunities for writing: Story maps Bear hunt maps Dinosaur prints Pictures of dinosaurs	tweezers, painting, pegs, duplo etc.) Opportunities for writing: Caterpillar lifecycle drawings Mothers Day Cards Letters to the giant Role play	tweezers, painting, pegs, duplo etc.) Opportunities for writing: Story maps Pictures of 3 bears Letters to Goldilocks 3 little pigs houses Shopping lists	tweezers, painting, pegs, duplo etc.) Opportunities for writing: Name writing Transport signs Train tickets Opps to use new RWI sounds Helicopter Stories
Maths – Numbers and Numerical Patterns	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 What Comes Before What Comes After Numbers to 5 Consolidation
Personal, Social and Emotional Development	Establish routines and boundaries within the nursery environment. Give children appropriate tasks to carry out to develop a sense of responsibility and membership of the community: - Self-registration on arrival to nursery. - Hanging own coat and bag up - Pouring own drinks at snack.	Reflect on the rules and routines we have been learning to follow. Develop confidence in new social situations e.g. Nativity, school photos, Christmas crafts Becoming increasingly independent putting own coat on and off, using the toilet	Older children to help settle the new children into the environment and be good role models for routines and boundaries within environment. Begin to understand our own feelings and how others might be feeling – - Feelings faces - Worry monster	Reflect on the rules and routines we have been learning to follow. Talk about solving conflicts, being kind to others, sharing and turn taking. Importance of healthy eating and brushing teeth – link to ‘The Hungry Caterpillar’	Older children to help settle the new children into the environment and be good role models for routines and boundaries within environment. Begin to talk about feelings and explore different situations from different points of view. Talk together about how others might be feeling.	Reflect on the rules and routines we have been learning to follow. Transition into Reception – developing confidence in new setting and talking about any worries/concerns
Communication & Language	Daily shared book reading Develop listening and attention during story & group time. Learning new vocabulary that is	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 The children will engage in a variety of story retelling activities to help children	Daily shared book reading Correct pronunciations modelled to them by teachers and staff members, e.g. ‘swimmed/swam’ The children will engage in a variety of story	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

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	explored through a variety of texts. Language rich environment	Language rich environment	retell, invent and tell their own rhymes, songs and stories: -Small world-based play -Story sacks -Role play/Dressing up	retelling activities to help children retell, invent and tell their own rhymes, songs and stories: -Small world-based play -Story sacks -Role play/Dressing up		organise themselves in their play
Physical Development (Gross and fine motor)	Balancing, riding and ball skills. Using large muscle movements, large shoulder and arm movements – large chalk boards, ribbons and flags, large scale painting	Balancing, riding and ball skills. Team and group games Introduce vocabulary for movement. For example, gallop, slither, lead, follow. Introduce music and rhythm. Finger strengthening activities	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. Learn about safety when handling tools, and moving equipment and materials. Create clear and sensible rules as a group. Learn to collaborate with others when managing large items.	Balancing, riding and ball skills. Pencil control activities, encouraging children to hold pencil correctly and with good control. Plenty of opportunities for writing – indoors and outdoors	Balancing, riding and ball skills. Pencil control activities, encouraging children to hold pencil correctly and with good control. Plenty of opportunities for writing - indoor and outdoor	Balancing, riding and ball skills. Pencil control activities, encouraging children to hold pencil correctly and with good control. Plenty of opportunities for writing - indoor and outdoor
Understanding the World (Science, RE, History, Geography)	Connections between features of their families & others families Seasons - Autumn – explore range of natural materials and talk about changes in outdoor area	Family celebrations – Diwali & Christmas - children to learn about different ways people celebrate and create own traditions within our class.	Seasons - Winter – melting & freezing, signs of winter, explore range of natural materials and talk about changes in the outdoor area, learn new vocabulary Growing up – children look at pictures of themselves/peers as babies and talk about changes between then and now Geography: map making	Seasons – Spring - explore growth and decay over time linked to plants in the garden. Plant seeds and vegetables and learn how to care for them. Lifecycles – caterpillar lifecycle, farm animals and babies Celebrations – Easter – different ways people celebrate	Seasons – Spring/Summer Look after plants in garden and watch their growth – learn new vocabulary about changes/plant parts	Space – learn about different planets in the solar system. Explore the occupation of an astronaut. Forces and magnets – cars/trains/transport
Expressive Arts & Design	Explore different collage materials/loose parts e.g. blocks,	Variety of role play experiences - access to lots of flexible and open-	Variety of role play experiences - access to lots of flexible and open-ended	Variety of role play experiences - access to lots of flexible and open-	Variety of role play experiences - access to lots of flexible and open-	Variety of role play experiences - access to lots of flexible and open-ended

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(Art, DT, Music, ICT)	playdough, buttons, wood, gems, feathers, pom poms, bottle tops, junk modelling boxes, different textured fabrics Variety of role play experiences - access to lots of flexible and open-ended resources to enhance imaginative play Daily singing and rhyme time.	ended resources to enhance imaginative play Explore colour mixing and talk about the differences between colours – powder paints Remember entire songs and perform these during our Christmas nativity performance Explore and use a variety of percussion instruments through phonics and provision	resources to enhance imaginative play Explore different materials freely. Begin to plan to build with a purpose in mind Use ipads to take photos of models to put into provision/construction book Learn a variety of songs and move to the music/songs	ended resources to enhance imaginative play Develop drawing and model-making skills. Begin to give meanings to their drawings and models. Share ideas and talk together about these meanings	ended resources to enhance imaginative play Develop 'singing voice' using a range of pitches Begin to create own songs and rhymes.	resources to enhance imaginative play Play, share and perform a wide variety of music and songs Explore musical instruments to express feelings and to tap and clap out different rhythms and pulses to music
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