

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	People Who Help Us	Journeys	Growing (Jack and the Beanstalk / The Enormous Turnip)	Pirates	Under the Sea
WOW Moments / Lines of enquiry / Experiences / Interests These mini topics within the themes may change or be replaced depending on child interest or fascination.	All about me My family Houses and homes Toys I play with Autumn Harvest Bread Making Birthdays Favourite Songs Gardening ready for the Autumn Forest School	Nurse / Police / Dentist visit Fire station visit Halloween Guy Fawkes / Bonfire Night Forest School	Winter Different types of weather, animals in winter Where in the world? (Comparing our weather to other countries Arctic and the North Pole) Forest School	Spring walk - signs of spring. Minibeasts Planting seeds / vegetables Weather experiments Nature Scavenger Hunt	Singing songs and sea shanties Pirate Day Forest School	Summer Under the Sea Forest School
Links to wider aspects of school life	Dot Day Harvest Hello Yellow National Poetry Day World Food Day	Guy Fawkes / Bonfire Night Road Safety Week Remembrance Day Black History Month TSP Celebration of Kindness Week - Children in Need Anti-Bullying Week World Nursery Rhyme Week Christmas Diwali	National Storytelling Week Dental Health Month Safer Internet Day Chinese New Year Valentine's Day LENT Mother's Day Easter Egg Hunt Easter	National Science Week World Book Day International Women's Day Comic Relief	Earth Day RSE Week	World Environment Day Heathy Eating Week Day Father's Day Sport's Day Summer Fun Day End of Year Celebration
Communication and Language Full breakdown of 3 – 4 year old's objectives Communication and	On-going throughout the year through all activities: (Daily Early listening activities (Pre Phonics) story time, daily singing of Nursery Rhymes, Reading Area, weekly Picture News, snack time): - Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Use a wider range of vocabulary.					

Language (pg 31 - 33) Literacy (pg 79-80) can be found here.	- Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. - Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” Engage in extended conversations about stories, learning new vocabulary.
Literacy – Reading Daily Early Listening Activities – Pre- Phonics Daily Story time Reading Area Full breakdown of 3- and 4-year old’s objectives Literacy (pg79-80) can be found here.	On-going throughout the year through all activities: (Daily Early listening activities (Pre-Phonics) story time, daily singing of Nursery Rhymes, Reading Area, weekly Picture News, snack time): - Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. - Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. - Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. -Use longer sentences of four to six words. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” -Engage in extended conversations about stories, learning new vocabulary.
Literacy – Writing Adult Input Sessions Mark Making Area Full breakdown of 3 and 4 year old’s objectives Literacy (pg79-80) can be found here.	- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy - Write some or all of their name - Write some letters accurately

Mathematics Full breakdown of 3 and 4 year old's objectives Mathematics (pg 88-92) can be found here .	- Number songs Sing songs with numbers ascending and descending. - Use props/finger numbers, model counting on and back. - Counting everything, cardinal principle - Number order consistency link numerals to amounts	- Match and sort - Compare amounts. Same/different/more than/fewer than - Compare size, mass capacity. - Notice and recognise patterns. - Fast recognition of numbers to 3 - Correct number order. - 2d shapes number of sides, language of shape and size - Shapes in the environment. - Notice pattern. - Cardinality.	- Value of 1, - Match me - Represent me - Subitise me - Identify me - Find my quantity - What makes me? Repeat for all numbers to 3 Fast recognition of numbers to 3 1-5 Number and Place Value - Familiar route	- Identify 5 - Introduce 5 square, fast recall of quantity, match, find, count, recognise represent. - More or less quantity One more /less to 5 - First next and then Over time - Solve real world mathematical problems to 5	- Using shapes appropriately, counting sides, corners edges. - Combine shapes to make new ones - 3d shapes number of sides, language of shape and size - talk about pattern: stripes on clothes, designs on wallpaper. Pattern, repeating pattern, - Language of size, height, length weight	- Language of space and size, distance, time sequence - Recap 1-5 What comes next? Counting beyond 5-10, - 1-1 correspondence counting objects. - Recognise, identify, name 678910
	On-going throughout the year through continuous provision activities: - Experiment with their own symbols and marks as well as numerals - Understand position through words alone – The dog is under the table - Sequence of events First, then, after, before. Every day we morning, afternoon - Refer to forthcoming events in terms of number of days/sleeps - Refer to days of the week day before / day after tomorrow yesterday					
RE – Full breakdown of 3 & 4 year olds objectives Understanding of the World (pg 104-107) can be found here .	The Super Cool story of Jesus – Jesus Did and Jesus loved; to show us how his father loved The feeding of the 5000 The Creation Story Religion: Christianity Key Question: What makes people special? Key vocabulary: Special God, love, father and unique	The Christmas Story Religion: Christianity, Hinduism - Diwali Key question: What is Christmas? Experience: -Christmas WOW service at St Peter's Church	Chinese New Year Jesus Baptism Religion: Christianity Key Question: How do people celebrate? Experience: Visiting church – baptismal font and role play a baptism	Easter Story Religion: Christianity Key Question: What is Easter? Experience: Easter Bonnet parade / Hot cross Buns – Easter WOW service at St Peter's Church	The wise and foolish builders Noah's Ark The Good Samaritan Religion: Christianity, Key Question: What can we learn from stories?	Boy in the Temple Religion: Christianity, Key Question: What makes places special? Experience: Visit to St Peter's / Holy Trinity Church

	- To begin to make sense of their own life story and family history	- Nursery Nativity performance (acting and singing) - Continue developing positive attitudes about differences between people. - Understand there are different countries in the world and talk about the differences they have experienced or seen	- Continue developing positive attitudes about differences between people. - Understand there are different countries in the world and talk about the differences they have experienced or seen	- Continue developing positive attitudes about differences between people.	- Continue developing positive attitudes about differences between people.	- Continue developing positive attitudes about differences between people.
Children will also visit St Peter's Church on a Wednesday every month for a worship on Wednesday (WOW). Godly Play - Caroline Collins comes to school each month to tell the children a Bible story. The children in Nursery also begin to develop an understanding the school value of 'Serve' through the character of 'Buddy' - Buddy makes good choices.						
Personal, Social and Emotional Development Full breakdown of Personal, Social and Emotional Development Nursery objectives (Pg8-14) can be found here .	On-going throughout the year through all activities: - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling.					
Jigsaw Personal, Social and Emotional Development	Jigsaw Being Me in My world - Self-identity - Understanding feelings - Being in a classroom - Being gentle - Rights and responsibilities	Jigsaw Celebrating Differences - Identifying talents - Being special - Families - Where we live - Making friends - Standing up for yourself	Jigsaw Dreams and Goals - Challenges - Perseverance - Goal-setting - Overcoming obstacles - Seeking help - Jobs	Jigsaw Healthy Me - Exercising bodies - Physical activity - Healthy food - Sleep - Keeping clean - Safety	Jigsaw Relationships - Family life - Friendships - Breaking friendships - Falling out - Dealing with bullying - Being a good friend	Jigsaw Changing me - Bodies - Respecting my body - Growing up - Growth and change - Fun and fears - Celebrations

			- Achieving goals			
Understanding the World Full breakdown of 3 & 4 year olds Understanding of the World Nursery objectives (pg 104-107) can be found here.	On-going throughout the year through continuous provision activities (Outdoor Provision, Forest School, Water Play, Sand Play, Funky Fingers, Smartboard, Cooking): - Talk about what they see, using a wide vocabulary. - Explore how things work. (Wind up toys, pulleys, cogs, Moti-Lab pegs and boards, IPad, beebots, remote control cars, smartboard games) - Explore and talk about different forces they can feel. (Water play, Moti-Lab, magnetics, materials they can bend / not bend) - Talk about the differences between materials and changes they notice.(Baking and Cooking activities)					
	All about Me - Begin to make sense of their own life-story and family's history. - Continue developing positive attitudes about the differences between people. Toys - Explore how things work -Talk about differences between materials and changes they notice Autumn -Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Begin to understand the need to respect and care for the natural environment and all living things. Harvest	People Who Help Us - Show interest in different occupations. - Continue developing positive attitudes about the differences between people. Halloween / Bonfire Night / Christmas - Talk about the differences between materials and changes they notice. (Light & Dark) - Begin to make sense of their own life-story and family's history. (Memories & family traditions) TSP Celebration of Kindness Week - Children in Need Anti Bullying Week - Continue developing positive attitudes about the differences between people. Diwali - Know that there are different countries in the world and talk about the differences	Journeys - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Winter - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about the differences between materials and changes they notice. (Freezing / Melting)	Growing / Spring - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things.	Pirates - Explore and talk about different forces they can feel. (Floating & sinking, making boats) RSE Week - Continue developing positive attitudes about the differences between people.	Under The Sea - Explore the different forces they can feel - Explore how different materials (Float and Sink) -Talk about differences between materials and changes they notice (Floating & Sinking) Summer - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things. - Talk about the differences between materials and changes they notice. (Melting)

	- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	they have experienced or seen in photos.				End of Year Celebration - Begin to make sense of their own life-story and family's history.
Expressive Arts and Design Full breakdown of 3 & 4 year olds Expressive Arts and Design Nursery objectives (pg. 119 -122) can be found here .	On-going throughout the year through activities (Small World, Role Play – Home Corner & Themed Role Play, Construction Area linked to themes, WOW Moments, Lines of enquiry, Experiences and Interests): - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.					
	On-going throughout the year through all activities (Creative Table, Painting Area, Outdoor Provision, Mark Making): - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Explore colour and colour mixing. - Show different emotions in their drawings – happiness, sadness, fear, etc.					
	On-going throughout the year through activities and continuous provision: - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.					
Music GetSet4Music	Around the World	Nursery Rhymes	All About Me	Everyday Life	Walking in the jungle	Traditional Tales

Physical Development Gross Motor Skills Full breakdown of 3 & 4 year olds Physical Development Nursery objectives (pg. 66 -67) can be found here. Focused Skills in PE lesson and then transferred to continuous provision.	Gross motors skills to be continually developed through the year by the following activities: <i>Climbing on the pirate ship and trees, going up and down the ladders and climbing wall on the climbing frame, riding bikes and scooters, wheeled items to push, balance and ride on, prams and wheelbarrows to push and pull, balancing on balance beam, stepping stones, crates and logs, carrying heavy items, crates, logs and tyres, washing toys, using a variety of equipment such as different sized balls, skipping ropes and stilts, den building materials including tarpaulin, large pieces of material, ropes and clips, using tools and equipment like spades, towels, sweeping brushes rakes, jugs, buckets, bowls, Forest School, mark making on the playground, large paper and shower curtains.</i> - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.					
	Introduction to PE Unit 1 Large Equipment	Fundamentals Unit 1	Gymnastics Unit 1 Large Equipment	Dance Unit 1	Games Unit 1 Large Equipment	Ball Skills Unit 1 Sports Day
	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game. - Use large-muscle movements to wave flags, streamers, scarves and parachute. - Start taking part in some group activities, which they make up for themselves, or in teams. - Increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.					
Physical Development Fine Motor Skills Full breakdown of 3 & 4 year old's Physical Development Nursery objectives (pg. 66 -67) can be found here.	Fine motors skills to be continually developed through the year by the following activities (Funky Fingers, Mark Marking, Playdough, Painting, Creative Table, Outdoor Provision, Forest School, Construction Area, Cooking): <i>Threading, cutting using scissors – sniping the paper then moving forward when cutting, weaving, playdough and dough disco, twisting nuts and bolts, screwing jars and containers, lacing items (pasta, beads, cheerios', shapes) , peg boards, pin boards and hammers, balancing items on top of one another e.g. marbles on golf tees, rainbow pebbles, using tools and equipment e.g. pipettes, spoons, tweezers, tearing paper up, clips, pegs of various sizes, clasps, zips, buttons, building with small Lego and small construction, linking objects together such as paper clips and plastics links, hama beads and boards, sorting small bits and pieces using tweezers or pincer fingers, eating independently with knife and fork, opening packets, milk cartons and water bottles, mark making in sand, glitter, oats, salt, drawing and letter formation on the floor, tables and walls using writing tools (pencils, pens, chalks, crayons, paintbrushes).</i> - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.					