

Area of Learning	Autumn 1 – All About Me	Autumn 2 – Terrific Tales	Spring 1 - Amazing World	Spring 2 – Come Outside	Summer 1- Incredible Creatures	Summer 2 – Fun in Summer
Possible Themes/Interests/Lines of Enquiry	Ourselves / All about me Families Children's interests Nursery rhymes	Autumn Bonfire Night Diwali Christmas Goldilocks and the three bears Three little pigs	Winter Arctic Animals - Penguins Chinese New Year People who help us – doctors, dentist, Postal worker, school workers, fire service, police service Being healthy and staying safe	Spring Easter People who we love Planting/Growing Farm animals Jack and the beanstalk	Life cycles –Caterpillar/plants Zoo animals The very hungry caterpillar Dear Zoo Handa's surprise Healthy eating People who we love	Summer We're going on a Bear hunt Bears / toys Transport The Train Ride Moving on / Transition
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. Express their interests	Understand and respond to questions Engage in story times. Express their needs and wants	Express their ideas and thoughts. Engage in non-fiction books. Listen to and talk about stories and books.	Describe events and experiences in some detail Start and attend in a conversation	Listen to and talk about stories. Engage in non-fiction books.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
	Learn new vocabulary Use new vocabulary through the day		Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.		Use new vocabulary in different contexts	
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their own feelings Show confidence in new situations Show curiosity about the world around them		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Manage to take turns and share with others		Think about the perspectives of others. Manage their own needs.	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the nursery year.					
Physical Development	Able to control their movements and use equipment with support for confidence Clap and Stamp to music Begin to use large muscle movements with control Explores different materials and tools using their senses Helps with dressing – e.g., puts arms through coat Identifies when wet or soiled Tries new foods, drinks, and textures with encouragement Learn to use the toilet with help, and then independently		Able to control their movements when kicking, rolling, jumping, walking, running – with precision and aim Able to control their movements and balance when riding a trike, sit on push toy. Use large muscle movements – to wave flags and streamers Explores creating movements to music and into spaces Explore different materials and tools Show a desire to be independent		Able to control their movements when balancing, riding (scooters and balance bikes) and ball skills. Go up steps, stairs and climbing equipment Use and remembers sequences and patterns of movement – e.g. when dancing Choosing the correct resources to carry out own ideas Collaborate and manage with others moving objects – appropriately and safely Explore different materials and tools safely. Independent in dressing and undressing – putting on coats and doing up zips Increasingly independent in their own care e.g. brushing teeth, using the toilet, washing and drying hands / Reliably dry during the day by age 4 years Making healthy choices about food, drink, activity and toothbrushing	
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, and sport Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.					
Literacy	Retell a rhyme/story/song through play Begin to understand the 5 key concepts of print Beginning to recognise their own name.		Retell a rhyme/story/song through play Understand the 5 key concepts of print Orally segment and blend simple words Recognises their own name and letters of their name.		Form some letters and write their name correctly. Understand and talk about the 5 key concepts of print Read individual letters by saying the sounds for them. Link sounds to letters when writing Orally segment and blend simple words	
	Phonics See early reading policy	Phase 1	Phase 1	Phase 2 – masd / Oral segmenting and blending	Phase 2 – masd / Oral blending and segmenting	Phase 2 if applicable
Mathematics Using Number and Patterns and white rose maths	Matching. Sorting & Comparing Numbers 1, 2, 3 Shape	Numbers 4, 5, 0 Size Length and weight	Numbers 5, 6, 7 Capacity Time of day Shape	Numbers 7, 8, 9, 10 Sharing Problem solving Shape	Have a deep understanding of numbers to 5 including the composition of the numbers Solve problems including number/shape/measure in a range of contexts with numbers up to 5 Count a set of objects (up to 5) using 1:1 correspondence Find how many when provided with a group of objects (up to 5)	
Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw on information from a simple map.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.					
Expressive Arts and Design	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					