|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Nursery** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Focus** | My senses and Me    Do you know how special you are? Do you know some of the amazing things our body can do? Do you know what we use to see/smell/hear/taste/  Touch? What are your favourite things to do using your sense? | Nursery Rhymes    Do you know some nursery rhymes? Can you sing all the words? Do you have a favourite nursery rhyme? | Bears, Bears everywhere  Image result for bears  Why are bears different colours? Why do they live in different places? How do bees make honey?  Is it right to steal someone's food and go into a house uninvited? | Down on the farm    What animals live on a farm?  What are baby farm animals called? What noises do animals make?  Do you have a favourite farm animal? | Once Upon a time    Can you talk about the books that you have read? Do you have a favourite and why? Can you role play scenes from familiar story books? | All Creatures Great and Small    Are all aniamls the same? Where do different animals live? What are different places like aorund the world? What animal would make a good pet? |
| **Key**  **Vocabulary** | See, sight eyes  Smell, nose  Taste, tongue  Hear, hearing, ears, listen  Touch, skin | Sing,  nursery rhymes,  rhymes, count,  music, listen | Bear, cub, fur, camouflage look, right, wrong, mix | Pig/piglet, cow/calf, chicken/chick, sheep/lamb, dog/puppy, cat/kitten | Understand ‘why’ questions.  Know rhymes, talk about familiar books, and be able to tell a long story. | Express a point of view and debate when they disagree.  Start a conversation with an adult or a friend and continue it for many turns. |
| **Key Texts** | Colour Monster- feelings  The very quiet cricket -hearing  Duck! Rabbit! - sight  The Hug – touch  Hungry caterpillar – taste  The smelly bear – smell | Incey wincey spider  Three blind mice  Twinkle Twinkle  Hickory Dickory Dock  Wheels on the bus | Goldilocks and the three bears  We’re going on a Bear hunt  Brown bear, Brown bear what do you see?  Boogie Bear – David Walliams  Where’s my teddy | What the ladybird heard  Rosie’s walk  Snore by Michael Rosen  Non-fiction farm book  Farmer Duck  We’re going on an egg hunt (link to Easter) | The Three Little Pigs  Little Red Riding Hood  The Gingerbread man | Dear Zoo  We’re Going on a Lion Hunt  Brown bear , Brown bear What do you see? |
| **PSHE**  **SMSC** | Jigsaw – Being me in my world | Jigsaw - Celebrating differences | Jigsaw - Dreams and Goals | Jigsaw- Healthy Me | Jigsaw - Relationships | Jigsaw - Changing Me |
| **CLL and phonics** | Wellcomm  Letters and sounds –Phase 1: Aspect 1 to Aspect 6 | Wellcomm  Letters and sounds –Phase 1: Aspect 1 to Aspect 6 | Wellcomm  Letters and sounds –Phase 1: Aspect 1 to Aspect 6 | Wellcomm  Letters and sounds –Phase 1: Aspect 1 to Aspect 7 | Wellcomm  Letters and sounds –Phase 1: Aspect 1 to Aspect 6  (N1 children)  Nursery RWI  set 1 sounds  (pre-school children -N2) | Wellcomm  Letters and sounds –Phase 1: Aspect 1 to Aspect 6  (N1 children)  Nursery RWI  set 1 sounds  (pre-school children -N2) |
| **Visit/**  **visitor** | Exploring the school grounds. |  | Teddy bears picnic | Live clips from a working farm in Devon. |  | Summer fun day with parents in school |
| **Wow moment** | Senses fun day | Basket of Nursery rhyme characters/ objects delivered by Humpty Dumpty | Footprints left by the 3 bears when they came into our nursery at the weekend | Digging over and gardening day | Making gingerbread men | Goldfish fish for the Nursery. |
| **Themed learning** | Colour monster: making colour monsters  (Wk 1)  The very quiet cricket: Phase 1 listening games (wk 2)  Duck! Rabbit!  Make a magnifying glass, scavenger hunt  (wk 3)  The Hug: Make rubbings of different materials  (wk 4)  Smelly bear  What you can you smell; guess the food/objects smell.  (wk 5)  The very hungry caterpillar: Food tasting  (wk 6)  We are all different:  Painting of faces and features.  (wk7) | Diwali and fireworks night: Make milk Barfi sweets  (wk 1)  Incey Wincey spider; make minibeast and spiders (wk 2)  Three blind mice: number to 5 (wk 3)  Twinkle Twinkle little star: Making names out of stars (wk 4)  Hickory, dickory dock: 2D shape mice and clocks (wk 5)  The wheels on the bus: role play getting on the bus, making tickets and counting passenger  (wk 6)  Christmas celebrations: making decorations and cards (wk 7) | Goldilocks and the Three bear: Size and ordering  (wk 1)  Goldilocks and the Three bears: Teddy bears' picnic  (wk 2)  We’re going on a bear hunt: Welly walk  (wk 3)  Brown bear, Brown bear what do you see?  Colour mixing  (wk 4)  Boogie Bear: freezing and melting. Hot and cold places.  (wk 5)  Where’s my teddy? Size and ordering.  (wk 6) | What the Ladybird heard: make a lady bird; how many spots?  (wk1)  Rosie walk: Map making  (wk 2)  Snore: Hibernation and where animals sleep  (wk 3)  Non-fiction book: farm animal baby names  (wk 4)  Farmer duck: planting and growing.  (wk 5)  We’re going on an egg hunt: Easter activities.  (wk 6) | The Three Little pigs  (wk 1 and 2)  Little Red Riding Hood  (wk 3 and 4)  The Gingerbread man  (wk 5 and 6) | Dear Zoo  Model writing to the zoo  Debate which would be the best animal for a pet  (wk 1 and 2)  We’re Going on a Lion Hunt    Africa- find it on a map and talk about the animals that live there.  Tinga Tinga art to inspire music and art  (wk 3 and 4)  Brown bear, Brown bear what do you see?  Animals and there young  Moving to a new year group preparation.  (wk 5 and 6) |
| **Maths** | Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Recite numbers past 5.  Say one number for each item in order: 1,2,3,4,5.  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. | Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  Show ‘finger numbers’ up to 5.  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Understand position through words alone – for example, “The bag is under the table,” – with no pointing.  Describe a familiar route.  Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | Experiment with their own symbols and marks as well as numerals.  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language: ‘more than’, ‘fewer than’.  Make comparisons between objects relating to size, length, weight and capacity. | Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Say one number for each item in order: 1,2,3,4,5.  Understand position through words alone – for example, “The bag is under the table,” – with no pointing.  Solve real world mathematical problems with numbers up to 5.  Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.  Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. | **Number:**  Fast recognition of up to 3 objects, without having to count them.  Compare quantities using language: ‘more than’, ‘fewer than.’  Solve real world mathematical problems with numbers up to 5.  Showing the right number of objects to match the numeral, up to 5.  **Measure:**  Make comparisons between objects relating to weight and capacity.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’  **Position and Direction:**  Describe a familiar route using spatial words.  Discuss routes and locations, using words like ‘in front of’ and ‘behind’.  Understand and use positional language through words alone. | **Measure:**  Make comparisons between objects relating to size, length, weight and capacity.  **Pattern:**  Notice and correct an error in a repeating pattern.  Extend and create ABAB patterns – stick, leaf, stick, leaf.  Talk about and identify the patterns around them.  **Number:**  Showing the right number of objects to match the numeral up to 5.  Begin to show ‘finger numbers’ up to 5.  Compare quantities using language: ‘more than’, ‘fewer than.’  Solve real world mathematical problems with numbers up to 5.  Experiment with their own symbols and marks as well as numerals. |
| **Hall time** | Write dance  Gross motor activities such as ball skills, apparatus, scarves and ribbons | Write dance  Gross motor activities such as ball skills, apparatus, scarves and ribbons | Write dance  Gross motor activities such as ball skills, apparatus, scarves and ribbons | Write dance  Gross motor activities such as ball skills, apparatus, scarves and ribbons | Write dance  Gross motor activities such as ball skills, apparatus, scarves and ribbons | Write dance  Gross motor activities such as ball skills, apparatus, scarves and ribbons |