

Nursery 23/24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Books	Nursery Rhymes Brown Bear Brown Bear Colour Monster	We're Going on a Bear Hunt Nativity	The Gingerbread Man	Handa's Surprise	The ugly duckling	The Naughty School Bus
PSED	Me Who am I? My emotions Calming techniques / rules (Stories around me, myself and I)	My Family Who lives in my house? Self-regulation Scenarios (Stories around families) Link to the bear in Bear Hunt - how does he feel? Leading on to friendship	Friends What is a friend ? How can I help my friends? How am I the same / different to my friends? Plan /do/reflect (Stories around situations i.e brave/kind etc)	Diversity How is my family different to others? How am I different to others? What am I good at? How can I make healthy choices? (Stories from around the world)	Community Who is in my community? Meeting different people and experiences (Stories from different cultures/ people who help us)	School readiness (Going to school stories)
Communication and Language	<ul style="list-style-type: none"> Talking about themselves Use of attachment aware language to support emotional regulation - linked to colour monster Exploring sounds in our environment - at home and nursery Exploring instruments and making sounds - singing rhymes Routines vocabulary e.g. snack time - language of sequence modelled by an adult Settling in - identification of need through ICAN assessment and baselines Key worker relationship - building interaction through play Opps to explore range of simple texts - encouraged to talk about what they can see Talking about stories - opportunities to explore familiar stories - previous core books and current core book in provision Helicopter stories - building up imagination - how to tell stories adults model Exploration of nursery rhymes through sensory experiences - developing vocab Introduction of T4W with core book - Brown Bear Brown Bear - repetitive and simple language tie courage participation and support recognition of rhythm and pattern in stories <p>Key vocab</p>	<ul style="list-style-type: none"> Talk around their families - adult model talking about their families Adults modelling emotions/self regulation/attachment language (continues all year long) Sounds in the environment - familiar places e.g. farm Exploring instruments with songs Exploring our bodies and the sounds they can make - linked to bear hunt - how can we make the sound of the squelchy mud? Elklan vocab introduced into adult supported activities Increased interaction with stories/increasing focus Joining in with songs and rhymes Pretend play - home corner focus linked to experiences and settling in Variety of books and stories to explore and talk about Talking about stories - opportunities to explore familiar stories - previous core books and current core book in provision Helicopter stories <p>Key vocab</p> <ul style="list-style-type: none"> Sound words e.g. swishy swashy, hunt, bear, big, scared (link to colour monster), family names, house 	<ul style="list-style-type: none"> Adult modelling cooperative play - helping with play scenarios by sport casting for children Exploring rhythm and rhyme through song and story Joining in with repeated refrains e.g. run, run as fast as you can... Exploration of animal sounds and names linked to the story Small world play linked to farm animals (consolidation from experiences of farm visiting Nursery) Bakery role play opportunities to explore new language - baking gingerbread men Talking about stories - opportunities to retell familiar stories - previous core books and current core book in provision Variety of books and stories to explore and talk about Helicopter stories <p>Key vocab</p> <p>Animal names (fox, cow etc), gingerbread, farm, bake, river</p>	<ul style="list-style-type: none"> Language around likes/dislikes/choices - Celebrations of children and their strengths - similarities and differences - group discussion - turn taking in conversation Prior understanding of fruit consolidated through the story - introduction of new vocab linked to new exotic fruits Tasting experiences encouraging discussion around likes and dislikes - encouraging articulation and reasoning 'because...' Conversation - encouraging to listen and respond Talking about stories - opportunities to retell familiar stories - previous core books and current core book in provision Variety of books and stories to explore and talk about Discussion around places - where we live - opps to explore to Africa and African culture linked to core book ELKLAN - new words for description e.g. soft, juicy etc - opportunities to explore this with snack Helicopter stories <p>Key vocab</p> <p>Names of fruit, animal names from story, delicious (linked to snack-tasting fruits/new fruits), surprise (linked to colour monster),</p>	<ul style="list-style-type: none"> Exploring vocab 'community' Developing confidence in using T4W to explore story - demonstrating an understanding of sequence words e.g. first next then Children beginning to retell familiar stories using T4W Links to colour monster - emotions language around feelings (e.g. sad/upset) linked to core book Opportunities for children to ask questions exploring who, what, where and why - linked to colour monster e.g. why is he feeling sad? Exploring community - different people in their lives - recalling significant events Exploring vocab through mixing specific colours - grey Experiences to promote questioning from children - growing chicks/frogs Build on previous learning sequencing language around lifecycles Growth and change vocabulary extended through exploring growing Helicopter stories <p>Key vocab</p> <p>Ugly, duckling, swan, signet, grey, creak, crack, bigger, raggedy, lake, winter and farmer (consolidation vocab from past experiences), community (linked to PSED)</p>	<ul style="list-style-type: none"> Children beginning to retell stories independently using story language and T4W strategies Core book gives opportunity to talk, making links to experiences at home, wide range of opportunities for independent innovation/oral storytelling Comic element of story helps understanding of humour School readiness - children encouraged to talk about experiences of school - linking to past and future experiences Core book opps to use range of vocab taught and incorporate into story e.g. the bus went through the swishy swashy grass and squelchy beans etc Helicopter stories <p>Key vocab</p> <p>School, classroom, teacher, bus, passengers, driver, London(opps for other places), dirty, road, lonely (linked to colour monster), powerful</p>

	I, me, myself, snack, home time, snack time, group time, first next, after that etc			descriptive words e.g. sweet, sour, spiky etc		
Physical development Gross motor	<ul style="list-style-type: none"> Sensory experiences exploring food, damp sand, water, mud, paste, paint etc with their bodies Body awareness songs and rhymes Crawling/ walking/ running 	<ul style="list-style-type: none"> Wheeled toys - prams, water carriers Jumping Simple obstacle courses - developing balance 	<ul style="list-style-type: none"> Running, walking, crawling Obstacle courses different levels and uneven surfaces Riding bikes Obstacle courses, varying levels Developing balance off the floor e.g. bridges Exploring throwing, balls, beanbags etc 	<ul style="list-style-type: none"> Catching balls Throwing with accuracy e.g. at a target, through a hoop etc Using tools e.g. woodwork 	<ul style="list-style-type: none"> skipping / hopping climbing - developing knowledge of risk, creating own challenges 	<ul style="list-style-type: none"> Revise and revisit the fundamental movement skills they have already acquired e.g. rolling, crawling, walking, jumping, running, hopping, skipping, climbing Sports Day practice races
Fine motor	<ul style="list-style-type: none"> Snack area promotes use of thumb and finger to pick up small items Drinking from a cup 	<ul style="list-style-type: none"> Fisted Grip - Whisks, knives, potato peelers, paintbrushes, pencils, crayons, glue sticks, turkey basters, sharpeners Scissors - making snips in paper (whole hand squeeze scissors) <p>Inset jigsaws</p>	<ul style="list-style-type: none"> Pincer grip- Miniatures, pipettes, mark making tools, cotton wool buds, scissors, Tweezers, glue spreaders Scissors - cutting strips Large piece jigsaws 	<ul style="list-style-type: none"> Anti-clockwise movements - drill, brushes, mark making tools Scissors - cutting circles 	<ul style="list-style-type: none"> Scissors - cutting around a shape e.g. something they have drawn <p>Increasing control over small tools - use them to planned effect</p>	<ul style="list-style-type: none"> Confidently and competently uses mark making equipment to draw detailed pictures and form some letters <p>Scissors - cutting shapes using control and precision</p>
Literacy	<ul style="list-style-type: none"> Exploring books and stories around familiar scenarios/family - supporting PSED attachment aware approach Adults encouraging children to explore books alongside key worker approach to help build relationships Use of books to support settling in process Love for reading - books in all areas of environment indoors and out Introduction of Nursery Rhymes to encourage participation and support early phonics skills and listening and attention skills Environmental sounds (see phonics) - exploring indoors and out-tuning into sounds Early exploration of mark making Books to support wider knowledge around time of year - autumn Introduction of first core book Brown Bear - repeated text to encourage participation and begin to identify rhythm in a story Reading area reflects current focus - Nursery rhymes available and props to support for consolidation Use of musical instruments for songs and stories supporting early phonics development (see phonics instrumental sounds) 	<ul style="list-style-type: none"> Continuing to explore books around themselves/families Bear hunt - T4W - exploring different settings and scenarios - links to phonics environmental sounds/voice sounds Use of instruments to represent aspects of a story - encouraging children to build vocab of description Children encouraged to join in with T4W actions and action rhymes Use of outdoors to stimulate interest and deep understanding of story Sensory stimulus to immerse children e.g. squelchy mud (sensory stories) Use of logos and familiar places through small world - add aspects of setting to retell story Songs and rhymes sung throughout the day to encourage participation support rhyme and rhythm Use of music and movement to support story - stomping like a bear Opportunities to explore non fiction about bears - adult model how to use non fiction texts Mark making to music and sound - how words can be portrayed as movement - what would 'swashy' look like with our paintbrush or pen? 	<ul style="list-style-type: none"> Core book - Gingerbread man Opportunities for exploring repeated refrains 'run run' Exploring character - animals from story Instructions to follow - making a gingerbread man - different formats of literature - use of recipes books - understanding print carries meaning Exploring non fiction around animals - linked to farm visit - questioning - developing knowledge of how to find information or ask questions around interests Develop own visit reflection book - allow children to consolidate and reflect on experiences Use of small world to retell story - creating farms Exploring rhyme - can/man etc Alliteration - things beginning with G Cross the river game - linked to the fox snapping up the gingerbread man Writing lists - ingredients - going shopping Bakery role play - opportunities to consolidate story - explore familiar experiences - writing lists, labelling, writing numbers etc Mark making in ginger Red rose phonics scheme to support implantation of phonics across provision 	<ul style="list-style-type: none"> Core book Handa's surprise - exploration of different settings - non fiction - maps/atlas etc to discuss countries Sequencing - order of the story - T4W actions confidently to retell story - beginning to use story maps Knowledge of different animals - supported through books and small world play Opportunities for direct comparisons between themselves and different children across the world Exploring pattern Fruit - planting fruit seeds - following instructions- first, next, after that linked to T4W language Fruit shop role play - lists - making marks to represent writing - using some letter like shapes/anticlockwise movements linked to their names Exploring familiar print - fruits and vegetables familiar foods Phonics games - alliterative fruit - Handa only wants fruit with same initial sound e.g. pineapple, pear, plum etc Creating a zoo - labelling different elements/mapping it out where each enclosure could go using initial sounds Direct link to growing - support UTW - planting - can we grow any of the fruit in Handa's 	<ul style="list-style-type: none"> T4W retelling the story using story maps Changing the story - The Very Ugly could turn into.... Exploration of non-fiction through lifecycles - ducks/swans Rhyming books about ducks - duck in the truck to support phonics Opportunity to hatch ducks - sequencing the process e.g. first they lay the egg, next etc - encouraging children to label using initial sounds (supported by adults and alphabet strips) Continuation/consolidation around growth and change over time - exploring their past experiences of planting - comparisons between plants/animals/human development Children explore and share books independently throughout provision Represent their experiences through drawing and writing - linked to hatching ducks/experiencing ducks outside of NS (consolidation to their experiences of the farm) Non-fiction different types of birds Duck in the truck - link story supporting rhyme Representational drawings of ducks/chicks/birds Use of name cards to label their work Exploring making anticlockwise movements - link to water? Making swirls - supporting letter formation 	<ul style="list-style-type: none"> Retelling the story using small world Exploring sound through play Non fiction texts around vehicles - exploring manuals etc Change elements of story with own ideas Using/creating story maps (linked to being creative) Use of bus to play game around segmenting and blending e.g. cross the bridge with bus T4W actions supported by story map - children use with more confidence in play Mechanics role play - opps to writer labels and make marks for a purpose Bus station role play - making tickets, name badges opps for writing Exploration of text - how shape of text represent the action or sound - link to being creative Make our own stories about vehicles - create story boards - opps to label and write simple words Red rose phonics scheme to support implantation of phonics across provision

	<ul style="list-style-type: none"> Use of props and adults modelling stories to develop story language - build up to helicopter stories Red rose phonics scheme to support implantation of phonics across provision 	<ul style="list-style-type: none"> Adult encourage children to talk about their marks - tell me about your picture/painting/writing Red rose phonics scheme to support implantation of phonics across provision 		<ul style="list-style-type: none"> story - opportunities to discuss climate hot and cold weather Changing the story - which fruit would you like to put in Handa's basket at the end? Alliteration, fruits with same initial sound Fruit shop making marks - writing lists Red rose phonics scheme to support implantation of phonics across provision Red rose phonics scheme to support implantation of phonics across provision 		
Outdoor books/ songs	Leaf Man Autumn 5 shiny conkers	The Gruffalo Gruffalo's child Charlotte's Web 5 little pumpkins Leaf Hunt	Winter Stickman 5 little snow flakes	Jaspers beanstalk Jim and the beanstalk Jack and the beanstalk 5 little seeds	10 Little Tadpoles The Hungry Caterpillar	10 Little Sunflowers
Books in provision	Social stories Books about babies All about me books - senses/family	Bear books We're going on a lion hunt Christmas books	Other versions of the story e.g. gingerbread boy	Handa's hen - linked to chickens	The wiggly tadpole 10 little tadpoles The crunching munching caterpillar Jack and the beanstalk (consolidation for 5 term children) Jim and the beanstalk	People who help us stories
Non Fiction books	Seasonal books - autumn Information books on woodland animals All about me books - senses/family	Bear non fiction Maps Places - linked to settings in bear hunt? Houses/homes	Animal books Baking/cooking books Recipes	Fruit books Facts about animals. Recipes Zoo maps Globe Facts Africa Facts about nocturnal animals	Animal lifecycles e.g. frogs, chick, duck Facts about spring Human life cycle Facts about growing Recipes i.e vegetable soup From sunflower to seed Information books on emergency services	Going to school Vehicles Bus books Bus timetables/schedules
Songs	Core Nursery Rhymes Twinkle twinkle, Baa baa black sheep, humpty dumpty, incey wincey spider Songs about animals Autumn songs	Animal songs Bear songs Christmas/winter songs	5 little ducks 5 little frogs 1,2,3,4,5 once I caught a fish. Old McDonald	Spring songs Growing songs	I had a little frog There's a tiny caterpillar on a leaf	Summer songs red song
Phonics	Aspect 1 - exploring environmental sound and 2 - instrumental sounds Keeping a steady beat using tap sticks	Exploring descriptive language (too big, small etc) Aspect 2 and 3 - instrumental sounds and body percussion Animal listening games	Aspect 4 and 5 Rhythm and rhyme and alliteration	Aspect 5 and 6 Alliteration and voice sounds	Aspect 6 and 7 Voice sounds and segmenting and blending	Phase 2 Satpin
Maths	Counting to 10 Rote counting Simple shape circle /square Size/capacity - Measuring Spatial Reasoning through CP	Rote counting in a stable order One to one correspondence Simple shape - square, rectangle, triangle, star Pattern - animal print Position, direction, movement and distance	Recognising numbers to 3- counting, cardinality, comparison Subatising numbers to 3 Number blocks and village 1,2,3 Shape and their properties Weight - Measuring	Recognising numbers to 3 and beyond counting, cardinality, comparison Number blocks and village 4,5 Height - Measuring Subatising numbers to 5 Shape -orientation Money	Recognising numbers to 5 counting, cardinality, comparison Consolidating Number blocks and village 1,2,3,4,5 Simple oral addition Composition Length - Measuring Patterns and symmetry	Recognising numbers to 5. cardinality Simple oral addition Composition
		Sequencing the story	Sequencing the story	Sequencing the story	Sequencing the story	Sequencing the story

Maths story books	<i>Brown Bear</i> The Blue Balloon Peace at Last <i>Counting up songs - Autumn</i> 3 speckled frogs 3 Little ducks	Dear Zoo Alfie's Feet Henry's Map Dream Snow 10 Little Elves 5 Christmas Buns song	Catch a star Walters wonderful web Bear in a Square Biscuit Bear <i>Who sank the boat</i> <i>Counting up songs - Spring</i> 5 current buns song	The Big blue train <i>Squash and a squeeze</i> Aliens Love Underpants 10 Little Super heroes Titch 5 little men in a flying saucer song	What the Lady Bird Heard The Great Pet shop sale Grandpa's Quilt 5 Little fire fighters song 5 Little police men song <i>Counting up songs - Summer</i>	The Bad tempered Lady Bird What time is it Mr Wolf 10 Little bugs 10 green bottles song 10 fat sausages song
Knowledge and understanding of the World	Autumn Leaves falling Pumpkins Decay Harvest Rain/ wet/windy	Winter Changes in weather/ cold Frost Snow Ice Hibernation		Spring Changes to weather/ warmer Planting and growing Seedlings Tadpoles Life cycles		Summer Changes in weather /heat/ hot
Forest school	Independence dressing routine Introduction to the Forest School Principles Knives Hammers Potato peelers - whittling Autumn Hunt	Screw drivers Saws Drills Forest people Wood cookies - Christmas Pumpkins	Den building A trap for the bear Bird feeders Stick Man Make a spiders web Winter Hunt Wormery Brussel sprouts	Signs for the Allotment Prepping the planting beds Sowing the seeds Spring Hunt Making nests	Make their own Caterpillar Make their own creature Butter fly feeders Flower bombs Hapa Zome	Making a car Making a bus Summer Hunt Strawberries Blueberries
EAD	<ul style="list-style-type: none"> Exploring favourite rhymes - making choices - choosing rhyme from rhyme bag Listening for changes in familiar music - recognises and remembers when music is going to get louder, quieter or stop Exploring mark making to music - adult model how it makes them feel or describes the type of music Stop start games using tap sticks Exploring environmental sounds linked to Phase 1 Aspect 1 phonics e.g find your animal family game, Old McDonald song Exploring instruments - playing along to familiar songs, hidden instruments- finding the pair - beginning to name instruments Beginning to move along to music/dancing and ring games Action rhymes - responding to music or movement Listening and attention games - stop and go whilst singing nursery rhymes or playing musical instruments 	<ul style="list-style-type: none"> Listening for changes in familiar music - recognises and remembers when music is going to get louder, quieter or stop Talk about music - happy, scary etc Exploring instruments - playing along to familiar songs keeping a steady beat e.g. clapping/tapping Animal listening games - talking about the sounds they can hear - making links to names of animals Explore wide range of music across curriculum/environment - all genres - adult model discussion around instruments, sound, dynamics etc Use of music to paint to - music linked to bears - can we move like a bear Exploring Bear Hunt story using variety of media to represent setting Printing - animal print exploration - discussion around shape of prints - linked to clay Instruments to represent elements of the story Mixed media - combining natural materials with 	<ul style="list-style-type: none"> Moving to music - immerse children in variety of music - linked to colour monster/PSED/seasons/ginge rbread man music - opportunities to move along/respond independently Music to paint to Exploring musical instruments and talking about the type of sounds they make Sensory experiences around ginger - powder, fresh ginger, other uses for ginger - exploring all senses Explore and name familiar instruments Linked to baking - exploring transformative effect Exploring different tools to join and create - playdough gingerbread men - adding detail using loose parts Singing rhymes about animals - exploring small world farm linked to being imaginative using voices to represent animals Use of T4W to deepen knowledge of story - children joining in with actions Problem solving creating bridges from junk modelling - adult discussing different resources to use to connect the pieces together - making 	<ul style="list-style-type: none"> Exploring rhythm and tempo and high and low Matching to pictures - children identify and label familiar instruments Describing sounds/music Steady beat consistently - exploring drums/beaters - link to African Drummer visit Singing songs independently - children exploring songs through play - familiar rhymes Dances from around the world - African dancing - watch videos- visit? Printing using fruit Exploring senses - using different tools to explore fruits African music - explore painting/mark making/moving to it African instruments - explore sounds - talk about the sounds they make 'voice sounds' Selecting colours for a purpose - fruit Weaving/creating baskets- link to fine motor control and use of joining techniques Begin to combine media when creating - animals - 	<ul style="list-style-type: none"> Exploring instruments to create specific sounds high/low etc Clap or tap along to a beat modelled by an adult Repeated rhythms Observational imagery - spring/summer growth outdoors - linked to the caterpillar lifecycle and growth Feathers - exploring use of feathers to paint or create with - link to non-fiction type of birds and their different feathers Nests - use of natural materials to create - children selecting particular joining techniques to be successful Representation of ducks - link to living egg ducks - focus on more detail use of smaller brushes/fine pens Mixing colours for a purpose - using colour charts/stimulus images - matching colours Exploring emotions through the story - exploration of expression in paint and mark making 	<ul style="list-style-type: none"> This music sounds like...discussing music and make links to experiences different senses Planning and creating using a range of media appropriate for purpose - making vehicles - naughty school bus Large scale modelling - make a bus that can be used in role play - large scale construction/large junk Link to joining in outdoor tool shed - making buses adding wheels Exploration of vehicles - print/pattern tyres Making specific colours using powder paints Painting with food items linked to story - creating textured paint - recreate story using different media - large scale hands on sensory map Artists linked to vehicles - exploring bus art - comparing modern historical vehicles Use of small world and T4W to recreate the story - clear storyline in play

	<ul style="list-style-type: none"> Adults modelling use of glue to connect materials 	<p>paints/glue to explore texture</p> <ul style="list-style-type: none"> Using bodies to make sounds - body percussion - plodding like the bear, patting our knees to create rain etc 	<p>appropriate choices for purpose</p> <ul style="list-style-type: none"> 	<p>appropriate use of different materials to create pattern and texture - sensory exploration of textures</p> <ul style="list-style-type: none"> Use of clay to create shapes purposefully - different shaped fruit Using fruit to create imprints explore pattern Creating drums using materials 		<ul style="list-style-type: none"> Using music/instruments to retell the story Songs around transport
Role Play area/ Home corner	Home corner	Santa's present making workshop	Bakery	Fruit shop	Pet shop? Vets	Bus station School
Parental Involvement	Stay and play- Attachment Aware - PSED	Phonics - share parents phonics implementation - phonics through play - link to Nursery rhyme week ec 13.11.23	Maths Number week - NSPCC	World Book day 7 th march Easter - Bunny Hop /hunt		Getting ready for school Graduation
Wider Community	Settling in - parents supporting	Parent in to talk about Eid Santa to visit Fire brigade fire safety - fireworks Retirement/care home - sing carols or do crafts	Farm in	Bunny hop Visit fruit shop Dentist - healthy eating African Drummers	Growing frogs Chicks Vet Police	School visits Go on a bus Go on a Train Tractor Police in?
Celebrations	Harvest Fire safety/ firework safety	Halloween Bonfire Eid Christmas	Chinese New Year World book day Sports relief	Pancake day Mother's day St Patricks day St Georges day Easter	May day-may pole dancing and country dancing	Father's day Sports day Graduation Eid
Experiences	Making sandwiches and eating Toast	Making chapattis Pumpkin/ vegetable soup	Shape crackers Pizza Baking gingerbread men	Pancakes Mother's Day biscuits Chocolate nests	Make buns Fruit Kebabs	Father's Day
Dates to note	6 th Sept National read a book day Wed 13 th Sept positive thinking day 29 th Sept Worlds biggest coffee morning (linked to MacMillan - open day for parents?) Tue 10 th Oct World mental health day 4 th Oct-10 th Oct World space week 6 th oct World smile day	Thurs 2 nd Nov - national outdoor classroom day 5 th Nov Bonfire night 11 th Nov remembrance day 13 th Nov World Kindness Day Wc 13 th Nov World Nursery Rhyme week Wc 13 th Road safety week 17 th Nov Friendship Friday Sunday 3 rd international day of people with disabilities 7 th dec Xmas jumper day 21 st Dec National Robin Day	TBC	EID - al -fitr 9 th april	EID UL ADA 16-20 th June	