

Nursery Year Plan

	Autumn		Spring		Summer	
Topic	Song and rhyme		Once upon a time		Amazing animals	
Super start	Show and tell photos from home. Choose where to put photo on family tree.	Baking - currant buns	Making Gingerbread men.	Basket full of goodies for tuck on first day, left beside the new story as a present from Little Red riding hood.	Order hatching Caterpillars.	Come to nursery dressed in colours to represent your favourite weather e.g. blue for rain, yellow for sunshine, white for snow.
Fabulous finish	*Showtime* Invite children to come to nursery in smart clothes. Perform focus songs with instruments – film for Tapestry.	Nursery Christmas singsong	Visit from a petting zoo/ somebody with a tortoise or rabbit?	Teddy bears picnic.	Butterfly release.	Trip to the beach
Core text – talk for writing and topic	Twinkle twinkle little star Incy wincy spider Baa baa black sheep	Five little ducks 5 speckled frogs Humpty Dumpty The Grand Old Duke	The Gingerbread man The Tortoise and the Hare	Little Red Riding Hood Goldilocks and the three bears	The very hungry caterpillar Rainbow Fish	The Weather Monster Sharing a Shell
Communication and language	WellComm		WellComm		Nursery RWI	
Literacy	Understand that -print has meaning - We read from left to right and top to bottom - The names of different parts of a book	Understand that – Print can have different purposes – Page sequencing Write some of their name.	Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name.	Write some or all of their name. Engage in extended conversations about stories, learning new vocabulary.	Understand that print can have different purposes. Develop phonological awareness so they can:- spot and suggest rhymes. -count or clap syllables in words	Write some letters accurately. Recognise words with the same initial sound.

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Mathematics	<p>Recognise the colours red, blue, yellow, green, purple.</p> <p>Children identify coloured objects and say if an object is the correct colour or not.</p> <p>Recognise matching items.</p> <p>Sort by size</p> <p>Sort by colour</p> <p>Sorting – What do you notice?</p> <p>Sorting – Guess my rule</p>	<p>Number 1 – Subitising</p> <p>Number 1 – counting</p> <p>Number 1 – Numeral matching</p> <p>Number 2 – Subitising</p> <p>Number 2 – Subitising dice patterns</p> <p>Number 2 – Subitising different patterns</p> <p>Number 2 – Subitising different sizes and patterns</p> <p>Number 2 – Counting</p> <p>Number 2 – Link numeral and amounts</p> <p>Colour AB patterns</p> <p>Extend AB patterns – outdoor objects</p> <p>Extend AB patterns – Movement</p> <p>Fix my pattern (AB patterns)</p> <p>Extend ABC colour patterns</p> <p>Outdoor ABC patterns</p> <p>Consolidation – Sorting and matching</p> <p>Consolidation – Counting</p> <p>Consolidation – Pattern</p>	<p>Subitising 3 – Dice patterns</p> <p>Subitising 3 – Different patterns</p> <p>Subitising 3</p> <p>Counting 3</p> <p>Numeral 3</p> <p>Composition of 3</p> <p>Recognise triangles</p> <p>Counting 4</p> <p>Numeral 4</p> <p>Recognise squares and triangles</p> <p>Composition of 4</p> <p>Counting 5</p> <p>Numeral 5</p> <p>Recognise pentagons</p> <p>Composition of 5</p>	<p>Consolidation – Subitising</p> <p>Consolidation – Counting</p> <p>Consolidation – Numerals</p> <p>Counting 6</p> <p>Counting 6 – ten frame</p> <p>Tall and short</p> <p>Long or short</p> <p>Mass – introducing balance scales</p> <p>Mass- Lighter</p> <p>Mass- heavier or lighter</p> <p>Capacity – Full or empty</p> <p>Capacity – Nearly full or nearly empty</p> <p>Capacity – comparing containers</p> <p>Consolidation – Length</p> <p>Consolidation – Mass</p> <p>Consolidation – Capacity</p>	<p>Sequencing</p> <p>Position – On and under</p> <p>Position – In and out</p> <p>Position - In front and behind</p> <p>Comparing groups – More than</p> <p>Comparing groups – fewer than</p> <p>2D shapes – Circle</p> <p>2D shapes – Triangles</p> <p>2D shapes – Rectangles</p> <p>3D shapes - Cubes and cuboids</p> <p>3D shapes – Cylinders</p> <p>3D shapes Sphere</p> <p>Consolidation – Sequencing</p> <p>Consolidation – Position</p> <p>Consolidation – More and fewer</p>	<p>Composition of 3</p> <p>Composition of 4</p> <p>Number</p> <p>Composition</p> <p>What comes after?</p> <p>What comes before?</p> <p>Numbers to 5</p> <p>Consolidation – Shape patterns</p> <p>Consolidation – More or fewer</p> <p>Consolidation – What comes before or after?</p> <p>Consolidation – Composition</p>
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Physical Development	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Use comfortable grip with good control when holding pens and pencils.</p> <p>Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.</p>	<p>Continue to develop their movement balancing, riding and ball skills.</p> <p>Use a comfortable grip with good control when using pens and pencils.</p>	<p>Match developing physical skills to activities in the setting e.g. crawl, walk, run most suitable?</p> <p>Start taking part in group activities which they make up themselves.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Continue to develop their movement, balancing, riding and ball skills.</p>	<p>Use one handed tools and equipment.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>
Personal, Social and Emotional Development	<p>Select and use activities with help when needed.</p> <p>Play with one or more other children, extending and elaborating play.</p>	<p>Play with one or more other children, extending and elaborating play.</p> <p>Help to find solutions to conflict and rivalry.</p>	<p>Become more outgoing with unfamiliar people in the safe context of their setting.</p> <p>Play with one or more children, extending and elaborating play ideas.</p>	<p>Develop their sense of responsibility and members of a community.</p> <p>Help to find solutions to conflicts and rivalries.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about their feelings using words like happy, sad, angry or worried.</p>	<p>Begin to understand how others may be feeling.</p> <p>Develop appropriate ways of being assertive.</p> <p>Show more confidence in new situations.</p>
PSHE – Scarf	Me and My Relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my Best	Growing and Changing

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Communication and Language	<p>Sing a large repertoire of songs.</p> <p>Use a wider range of vocabulary.</p>	<p>Enjoy listening to longer stories and can remember what happened.</p> <p>Understand 2 part questions/instructions.</p>	<p>Know many rhymes and be able to talk about familiar books.</p> <p>Use a wider range of vocabulary.</p>	<p>Develop their communication but may still struggle with irregular tenses and plurals.</p> <p>Understand 'why' questions.</p>	<p>Use longer sentences of 4-6 words.</p> <p>Sing a large repertoire of songs.</p>	<p>Use talk to organise themselves and their play.</p> <p>Be able to express a viewpoint and debate when they disagree with an adult or friend, using words as well as actions.</p>
Understanding of the World.	<p>Take part in simple pretend play using objects to represent something else.</p> <p>Explore different materials freely to develop ideas about how to use them and what to make.</p>	<p>Make imaginative 'small worlds' with blocks and constructions.</p> <p>Join different materials and explore textures.</p>	<p>Show an interest in different occupations.</p> <p>Talk about what they see, using a wide range of vocabulary.</p>	<p>Begin to make sense of their own life stories and family history.</p> <p>Explore how things work</p>	<p>Begin to understand the need to respect and care for living things.</p> <p>Plant seeds and care for growing plants.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen.</p> <p>Explore and talk about the forces they feel.</p>
Expressive Arts and Design	<p>I can explore collections of materials with similar or different properties.</p> <p>I can take part in simple pretend play using objects to</p>	<p>I can take part in simple pretend play using objects to represent something else.</p> <p>Use all senses in hands on exploration of natural materials.</p>	<p>Draw with increasing complexity and detail e.g. representing a face with a circle and including details.</p> <p>Begin to develop complex stories using</p>	<p>Explore colour and colour mixing.</p> <p>Create closed shapes with continuous lines and begin to use these marks to represent objects.</p>	<p>Sing the pitch of a tune sung by another person.</p> <p>Listen with increased attention to sounds.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs or improvise</p>

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	represent something else.		small world equipment.			a song around one they know.
RE	What makes people special?	What is Christmas?	Celebrations	What is Easter?	Story time	Special places