

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 – fairy cakes	Arrive at nursery to find a nest with different eggs in, next to our new story. What could they be?	Use crates to make our own bridges.	Arrive to find lion paw prints making a trail to our new story.	Arrival of caterpillars to support our minibeast theme.
Fabulous finish	*Showtime* Invite children to come to nursery in smart clothes. Perform focus songs with instruments – film for Tapestry.	Nursery Christmas singsong	Come to school dressed as your favourite princess/ Prince/traditional tale character.	Making fruit salad with apples and other fruits.	Create our own farmyard with sheep to shear and cows to milk.	Visit from Newquay aquarium.
Core text – talk for writing and topic	Twinkle Twinkle Incy Wincy Spider Row Row your boat	Pat-a-cake The Wheels on the Bus Hickory Dickory Dock	The Ugly Duckling  Cinderella	The Billy Goats Gruff  Snow White	Dear Zoo  Come on, Daisy	What the ladybird heard.  Tiddler
Personal, Social and Emotional Development	Select and use activities with help when needed.  Play with one or more other children, extending and elaborating play.	Play with one or more other children, extending and elaborating play.  Help to find solutions to conflict and rivalry.	Become more outgoing with unfamiliar people in the safe context of their setting.  Play with one or more children, extending and elaborating play ideas.	Develop their sense of responsibility and members of a community.  Help to find solutions to conflicts and rivalries.	Increasingly follow rules, understanding why they are important.  Talk about their feelings using words like happy, sad, angry or worried.	Begin to understand how others may be feeling.  Develop appropriate ways of being assertive.  Show more confidence in new situations.
Communication and language	Sing a large repertoire of songs.	Enjoy listening to longer stories and can remember what happened.	Know many rhymes and be able to talk about familiar books.	Develop their communication but may still struggle with	Use longer sentences of 4-6 words.	Use talk to organise

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	Use a wider range of vocabulary.	Understand 2 part questions/instructions.	Use a wider range of vocabulary.	irregular tenses and plurals.  Understand 'why' questions.	Sing a large repertoire of songs.	themselves and their play.  Be able to express a viewpoint and debate when they disagree with an adult or friend, using words as well as actions.
Communication and language / Speech and Language	WellComm  <u>Listening and attention:</u> Environmental Sounds Instrumental Sounds Body percussion		WellComm  <u>Phonological awareness:</u> Rhythm and rhyme Alliteration Voice Sounds Oral segmenting and blending		Nursery RWI	
Physical Development : Gross Motor	Continue to develop their movement, balancing, riding and ball skills.  Use large-muscle movements to wave flags and streamers, paint and make marks.	Use comfortable grip with good control when holding pens and pencils.  Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.	Continue to develop their movement balancing, riding and ball skills.  Use a comfortable grip with good control when using pens and pencils.	Match developing physical skills to activities in the setting e.g. crawl, walk, run most suitable?  Start taking part in group activities which they make up themselves.	Use a comfortable grip with good control when holding pens and pencils.  Show a preference for a dominant hand.  Continue to develop their movement, balancing, riding and ball skills.	Use one handed tools and equipment.  Make healthy choices about food, drink, activity and toothbrushing.

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Fine motor	I can show control in holding and using jugs to pour, hammers, books and mark-making tools.	Use comfortable grip with good control when holding pens and pencils.	Use a comfortable grip with good control when using pens and pencils.	<b>I can give meanings to my marks.</b>	Use a comfortable grip with good control when holding pens and pencils.  Show a preference for a dominant hand.	Use one handed tools and equipment.
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.
Mathematics	Recognise the colours red, blue, yellow, green, purple. Children identify coloured objects and say if an object is the correct colour or not. Recognise matching items. Sort by size Sort by colour Sorting – What do you notice? Sorting – Guess my rule	Number 1 – Subitising Number 1 – counting Number 1 – Numeral matching Number 2 – Subitising dice patterns Number 2 – Subitising different patterns Number 2 – Subitising different sizes and patterns Number 2 – Counting Number 2 – Link numeral and amounts	Subitising 3 – Dice patterns Subitising 3 – Different patterns Subitising 3 Counting 3 Numeral 3 Composition of 3 Recognise triangles Counting 4 Numeral 4 Recognise squares and triangles Composition of 4	Consolidation – Subitising Consolidation – Counting Consolidation – Numerals Counting 6 Counting 6 – ten frame Tall and short Long or short Mass – introducing balance scales Mass- Lighter	Sequencing Position – On and under Position – In and out Position - In front and behind Comparing groups – More than Comparing groups – fewer than 2D shapes – Circle 2D shapes – Triangles	Composition of 3 Composition of 4 Number Composition What comes after? What comes before? Numbers to 5 Consolidation – Shape patterns Consolidation – More or fewer

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		<p>Colour AB patterns            Extend AB patterns – outdoor objects            Extend AB patterns – Movement            Fix my pattern (AB patterns)            Extend ABC colour patterns            Outdoor ABC patterns            Consolidation – Sorting and matching            Consolidation – Counting            Consolidation – Pattern</p>	<p>Counting 5            Numeral 5            Recognise pentagons            Composition of 5</p>	<p>Mass- heavier or lighter            Capacity – Full or empty            Capacity – Nearly full or nearly empty            Capacity – comparing containers            Consolidation – Length            Consolidation – Mass            Consolidation – Capacity</p>	<p>2D shapes – Rectangles            3D shapes - Cubes and cuboids            3D shapes – Cylinders            3D shapes Sphere            Consolidation – Sequencing            Consolidation – Position            Consolidation – More and fewer</p>	<p>Consolidation – What comes before or after?            Consolidation – Composition</p>
<p>Maths song focus</p>	<p>1,2,3,4,5 once I caught a fish alive            1 potato, 2 potato            5 speckled frogs            5 sausages            5 Little Ducks            5 Currant buns</p>	<p>1 finger 1 thumb            1,2 buckle my shoe            2 little dicky birds            Head shoulders knees and toes            Zoom,Zoom,Zoom</p>	<p>Three blind mice            Three little kittens            5 snowmen            4 teddy bears            5 fingers            Alice the camel</p>	<p>Sing a song of six pence            I'm a little bean            5 cheeky monkeys            When Goldilocks went to the bears.</p>	<p>5 Little men in a flying saucer            Humpty Dumpty            One elephant went out to play            Ring a ring oh roses            London Bridge</p>	<p>One big hippo            Sleeping bunnies            5 Little monkeys            5 Little apples</p>
<p>PSHE – Scarf</p>	<p>Me and My Relationships</p>	<p>Valuing difference</p>	<p>Keeping myself safe</p>	<p>Rights and responsibilities</p>	<p>Being my Best</p>	<p>Growing and Changing</p>
<p>Understanding of the World.</p>	<p>Take part in simple pretend play using objects to represent something else.             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.             Join different materials and explore textures.</p>	<p>Show an interest in different occupations.             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.             Explore how things work</p>	<p>Begin to understand the need to respect and care for living things.             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</p>

