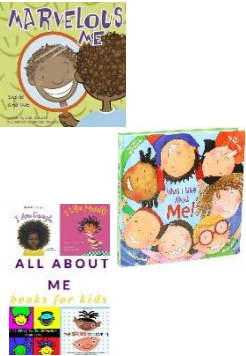







Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE:	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Topic	All about me. (ourselves, our body)	Celebrations around the World	Houses and Homes	Taking care of the environment.	Pirates and Princesses	Animals
Core Text						
Literacy	<ul style="list-style-type: none"> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom -the names of the different parts of a book - page sequencing Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name. 	<ul style="list-style-type: none"> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom -the names of the different parts of a book - page sequencing Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name. 	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Write some or all of their name. Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Write some or all of their name. Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. 	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.

<p>Mathematics</p>	<ul style="list-style-type: none"> • 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. • 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. • Solve real world mathematical problems with numbers up to 5. 	<ul style="list-style-type: none"> • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Describe a familiar route. • Compare quantities using language: 'more than', 'fewer than' • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • Talk about and explore 2D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Combine shapes to make new ones - an arch, a bigger triangle etc. • Understand position through words alone • Discuss routes and locations, using words like 'in front of' and 'behind'. 	<ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals. • Compare quantities using language: 'more than', 'fewer than' • Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Talk about and identify the patterns around them. • Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. 	<ul style="list-style-type: none"> • Talk about and explore 2D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Combine shapes to make new ones - an arch, a bigger triangle etc. • Understand position through words alone • Discuss routes and locations, using words like 'in front of' and 'behind'. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' • Make comparisons between objects relating to size, length, weight and capacity. 	<ul style="list-style-type: none"> • Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Talk about and identify the patterns around them. • Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Make comparisons between objects relating to size, length, weight and capacity.
<p>Communication and Language</p>	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. 	<ul style="list-style-type: none"> • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Sing a large repertoire of songs. • Use longer sentences of four to six words. 	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Start a conversation with an adult or a friend and continue it for many turns. 	<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Enjoy listening to longer stories and can remember much of what happens • Use a wider range of vocabulary. 	<ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Sing a large repertoire of songs. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 	<ul style="list-style-type: none"> • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. 	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. 	<ul style="list-style-type: none"> • Use longer sentences of four to six words. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. 	<ul style="list-style-type: none"> • Pay attention to more than one thing at a time, which can be difficult. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
<p>Physical Development</p>	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Use large-muscle movements to wave flags and streamers, paint and make marks. 	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Make healthy choices about food, drink, activity and tooth brushing. 	<ul style="list-style-type: none"> • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Go up steps and stairs, or climb up apparatus, using alternate feet. 	<ul style="list-style-type: none"> • Start eating independently and learning how to use a knife and fork. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Show a preference for a dominant hand. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are

			<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 			related to music and rhythm.
Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Explore collections of materials with similar and/or different properties. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Show interest in different occupations. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Plant seeds and care for growing plants. 	<ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Use all their senses in hands on exploration of natural materials. 	<ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Talk about what they see, using a wide vocabulary. • Explore and talk about different forces they can feel.
PSE	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in 	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Increasingly follow rules, understanding why they are important. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Remember rules without needing an adult to remind them. 	<ul style="list-style-type: none"> • Talk with others to solve conflicts. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop appropriate ways of being assertive. • Remember rules without needing an 	<ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Play with one or more other children, extending and elaborating play ideas. • Select and use activities and resources, with help when needed. This 	<ul style="list-style-type: none"> • Talk with others to solve conflicts. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Play with one or more other children, extending and elaborating play ideas. • Develop appropriate ways of being assertive. 	<ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Show more confidence in new social situations • Play with one or more other children, extending and elaborating play ideas.

	<p>the safe context of their setting.</p> <ul style="list-style-type: none"> Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. 		<p>adult to remind them.</p>	<p>helps them to achieve a goal they have chosen, or one which is suggested to them.</p>		
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. 	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Explore colour and colour mixing. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<ul style="list-style-type: none"> Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. 	<ul style="list-style-type: none"> Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Take part in simple pretend play, using an object to represent something else even though they are not similar Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. 	<ul style="list-style-type: none"> Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour mixing. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.