

	Autumn		Spring		Summer	
	8 weeks	7 weeks	6 weeks	4.5 weeks	7 weeks	6 weeks
KEY TEXTS	Going to Nursery Calm Down Boris series Ten Little Fingers Baby Goes to Market	The Little Wonky Pumpkin Emergency The Nativity	The 3 Little Pigs Little Red Riding Hood The Three Billy Goats	Brown Bear, Brown Bear The Easter Story	Goldilocks and the Three Bears Jack and the Beanstalk The Enormous Turnip	Rumble in the Jungle Walking Through the Jungle Cake Going to School
PHONICS	Environmental sounds Instrumental sounds	Body percussion Rhythm and rhyme – spot and suggest rhymes, count, or clap syllables in a word	Review aspects 1 – 4 of phase 1 phonics	Alliteration – recognise words with the same initial sound Voice sounds	Review aspects 1 – 6 of phase 1 phonics Oral blending and segmenting	Introduce Set 1 RWI sounds
LITERACY	Understand print has meaning Understand we read English text from left to right and top to bottom Mark making circles and lines using various tools	Understand print can have different purposes Mark making circles, lines, humps, up and down, side to side and crossing over Give meaning and purpose to own marks	Create closed shapes with continuous lines and begin to use these shapes to represent objects	Understand the names of the different parts of a book and page sequencing Draw with increasing complexity and detail, such as representing a face with a circle and including details	Use some of their print and letter knowledge in their early writing Write some or all of their name	Write some letters accurately Write more letters of personal significance
MATHS	Subitising amounts up to 3 Show fingers to represent amounts up to 3 Experiment with their own symbols and marks as well as numerals	Talk about and explore 2D and 3D shapes Select shapes appropriately Combine shapes to make new ones	Subitising amounts up to 5 Show fingers to represent amounts up to 5 Compare quantities using 'more than' and 'fewer than'	Understand position through words alone Describe a familiar route Discuss route and locations using words like in front of and behind	Make comparisons between objects relating to size, length, weight and capacity Begin to describe a sequence of events Recognising numerals 1-5 Linking numerals to amounts.	Talk about and identify the patterns around them Extend and create ABAB patterns Notice and correct an error in repeating pattern Solve real world mathematical problems with numbers up to 5
UTW	Begin to make sense of their own life story and family's history Continue developing positive attitudes about the differences between people	Use all their senses in hands-on exploration of natural materials Talk about what they see, using a wide vocabulary Show interest in different occupations	Talk about differences between materials and changes they notice Explore collections of materials with similar and/or different properties Explore how things work	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	Understand the key features of the life cycle of a plant and an animal Plant seeds and care for growing plants	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
RE	Myself and Welcome	Birthday	Celebrating	Gathering	Growing and Good News	Friends and Our World

EAD	Take part in simple pretend play, using an object to represent something else even though they are not similar Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Listen with increased attention to sounds	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Use drawing to represent ideas like movement or loud noises Develop their own ideas and then decide which materials to use to express them	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Explore different materials freely, to develop their ideas about how to use them and what to make Join different materials and explore different textures	Explore colour and colourmixing Respond to what they have heard, expressing their thoughts and feelings Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs	Sing the pitch of a tune sung by another person ('pitch match'). Play instruments with increasing control to express their feelings and ideas	Remember and sing entire songs Create their own songs or improvise a song around one they know Respond to what they have heard, expressing their thoughts and feelings
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EYFS is a child-centered approach to learning whereby the children are active participants. This involves giving the children choices of learning activities with the teacher acting as the facilitator of learning. Therefore, the above plan is just a guide and may change depending on the interests of the children. Our RE curriculum is based on 'Come and See'. It will follow

the following themes through a play-based approach, stories, enrichment activities and parent events.

The prime areas of learning will be embedded throughout the year and will be linked to the developmental milestones of each individual child. These will be enhanced by carefully chosen texts and topics but will be best established through our enabling environment, adult-child interactions, and parent partnership.

PSE	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 the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. 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 toothbrushing.
CL	Enjoy listening to longer stories and can remember much of what happens. Begin to 'listen and do' at the same time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. 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'. Be able to say most sounds but some sounds may still be difficult: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. 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. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
PD	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. Skip, hop, stand on one leg and hold a pose for a game like musical statues. 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. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 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. Start to eat independently and learning how to use a knife and fork. 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.

Our curriculum will be enhanced through essential experiences that we believe are valuable to all children in early years. We understand that parents and caregivers are the first teachers of their children, and we aim to support them and involve them in their child's learning at Nursery.

Throughout the year, parents will be invited to weekly play and stay sessions where they will be able to take a book home for their child.

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PARENT EVENTS	TOOTH BRUSHING WORKSHOP WITH ORAL HEALTH PUMPKIN CARVING COMPETITION	FESTIVAL OF DIWALI LANTERN DISPLAY	MUSIC PERFORMANCE (AFTER BOLTON MUSIC SERVICE SESSIONS)	MOTHER'S DAY CELEBRATION TEDDY BEAR PICNIC	FESTIVAL OF EID	SPORTS DAY LEAVER'S PARTY
WOWS	TRADITIONAL PARTY WITH GAMES, FOOD AND MUSIC WALK TO CHURCH TO BAPTISE A DOLL	CHRISTMAS CRAFT DAY POST A LETTER TO SANTA CHRISTMAS PARTY	WALK AROUND LOCAL AREA CHINESE NEW YEAR PARTY	WORLD BOOK DAY BEAR HUNT IN THE WOODS EASTER EGG HUNT	REAL TADPOLES	VISIT A ZOO/ SAFARI PARK