



Term	1a	1b	2a	2b	3a	3b
Theme	Colours/Elmer	Space/Christmas	Animals	Vehicles	Growth	Under the Sea
Personal, Social, Emotional Development	Building relationships. Getting to know the different feelings the children may experience. Understanding the need for rules and behavioural boundaries.	Continue to building relationships and develop understanding of rules and expectations. Develop sharing skills and communication between pupils during continuous provision.	Building relationships. Continue to develop sharing skills. Introduce how actions affect others. Development of how to form good relationships with peers.	Continue to develop sharing skills and how some actions can affect others. Encourage children to think about their abilities and to describe themselves positively.	Building relationships. Continue to develop sharing and communication skills. Develop tolerance to delay when needs are not immediately met and understand why this may occur.	Continue to develop sharing skills. Introduce preferences, likes and dislikes and develop - not everyone likes the same things etc. Develop feelings about moving to new class. Encourage children to describe their abilities positively (what they can do now they couldn't before starting Nursery).
Physical Development	Developing control with one handed tools equipment - jugs for pouring, mark making equipment. Identify and develop pencil grip.	Developing control with one handed tools equipment - mark making equipment e.g. pencils, crayons etc. continuation of development of pencil grip from term 1a.	Focus development of pencil grip (between thumb and fingers). To develop hygiene procedures and the importance of being hygienic before and after	To continue to develop hygiene procedures and the importance of being hygienic before and after touching food. Focus development of pencil grip (between thumb and fingers).	Focus development of pencil grip (between thumb and fingers). Also any preference for dominant hand when mark making.	Introduce and develop moving in a variety of ways - can you move like different sea creatures? Development of pencil grip (between thumb and fingers). Also preference for

			touching food.		Developing control with one handed tools equipment - watering cans, mark making equipment.	dominant hand when mark making.
Developing strength and gross motor skills throughout the outdoor area.						
Communication and Language	Developing understanding of simple concepts e.g. big/little. To understand different questions and respond appropriately to them (who, what, where, why etc).	Developing understanding of use of different objects. To identify songs and rhymes the children enjoy and encourage joining in with these and new ones. To develop an interest in print in the environment. Developing listening skills.	Continue to develop listening skills. Develop understanding and appropriate response to questions. To introduce using talk to sequence and clarify events.	Develop using talk to sequence and clarify events. Development of using 'and' and 'because' to create longer sentences when speaking. Model telling an event from the past in the correct order and encourage children to share a past event they can remember - day trip with family? Where did you go? How did you get there?	Develop rhyme based on children's favourite Nursery rhyme - identify rhyming words. Develop questioning - children to ask a variety of questions e.g. who? What? Why? Introduce intonation, rhythm and phrasing when speaking - model and develop through role play activities.	Develop questioning and explanations. To ask e.g. <i>who, what, when, how</i> - children given ingredients to create an ice-cream - explain how you can make one using them. Develop using talk to connect ideas, explaining what happened (what it was like) after predicting what it might be like.

Literacy	Identifying current level of mark making skill and developing it using different media.	To introduce stories with repeating phrases and develop children's confidence to join in with repeated refrains. To continue to develop mark making using a range of media.	To develop mark making skills and encouraging the children to ascribe meaning to the marks they make. Introduce story structure and sequencing.	Develop story sequencing and mark making skills. Look for letters in the environment and identify their sound (car registration plates), Practise writing own names,	Develop mark making skills - focus on forming recognisable letters. Continue to practise name. Introduce children to the term 'label' - label a diagram of a flowering plant - which label matches with the ___part of the plant? Focus on modelling and encouraging children to look at books independently.	Continue to practise name and forming recognisable letters. Develop listening to stories with increasing attention and recall - Mrs Armitage and the big wave - anticipate events - What has happened? What do you think will happen next? Re-introduce and develop story sequencing.
Phonics	Letters and Sounds Phase 1 and 2 (single letter sounds).					
Mathematics	Assessing current knowledge of counting 1-5/10 and developing this. Developing understanding of counting. Exploring patterns.	Reinforce counting skills developed term 1a. Introduce and develop concept of numerals represent a quantity / define how many is in a group.	Reinforcement and practise of counting skills. Development of numerals representing quantities and patterns. Introduce children	Development of numerals representing quantities and patterns. Show an interest in writing numerals and numerals within the environment - car registration plates. Introduce vocabulary	Development of counting and numeral writing. Introduce vocabulary related to time - days of week, months of year.	Introduce comparing two groups of objects (sea creatures) and identifying whether there are more or less and identifying when

			to language of quantities and develop this. Introduce 2D shapes.	associated with time - old and new.		they have the same number. Development of counting and numeral writing.
Understanding the World	Familiarising and exploring the Nursery/school environment. Practical activities developing observational skills. Develop discussion about what changes they have seen occurring.	Develop discussion about how 'things' work from term 1a. Introduce children to different occupations including astronauts. Introduce children to Earth and different planets. Introduce and develop technological skills - pressing and turning parts to make different effects e.g. movement, sound, new pictures etc.	Development of small world play - animals/vets. Introduce simple computer programs and model how to complete them e.g. Espresso placing animals in correct habitats in the 'zoo'.	Develop continuing a simple program use e.g. Simple City 'garage'. Develop discussion about what changes they have seen occurring. Joining in with customs and routines - home /community - Mother's day card and present. Also Easter egg hunt.	Introduce children to a digital camera and how to operate it - children take photos of things that grow in the outdoor environment. Showing care for living things and the environment and growth and changes over time - planting seeds.	Develop commenting and asking questions about familiar world - under the sea. What lives there? What do you think it's like under the sea? Etc. Develop describing special times or events for family or friends - going to the beach.
Expressive Arts and Design	Naming colours and exploring how to change them (colour mixing). Introducing role play area and developing 'pretending' using resources.	Introduce different textures to children and develop descriptive language of how these feel to them e.g. rough, smooth etc. Develop moving to music - imitation, following adults	To continue to experiment with colour, making marks and texture. Introduce children to using line to enclose space to create simple	Develop 3D modelling - combine with colour mixing and adding texture. Continue to develop moving to music. Introduce children to rhythms and encourage children to 'copy me' and tap	Develop rhythms - 'copy me' using musical instruments in indoor and outdoor environments, Re-introduce using line to enclose space	Re-introduce texture and how to describe them - collage sea creatures using different textured material e.g. sand paper,

	<p>Exploring how to make different sounds using instruments and within the environment.</p>	<p>model.</p>	<p>representations of objects - e.g. draw their pet/favourite animal. Introduce 'junk modelling' and other materials and introduce constructing for a purpose - building an aquarium.</p>	<p>out rhythms in music (following adult lead).</p>	<p>to create representations of objects - parts of a plant e.g. flower, leaf etc.</p>	<p>tissue paper, cotton wool etc. Develop use of tools - their purpose and handling them safely e.g. use of paint rollers for making a sea scenery. Introduce and develop use of different construction materials - make a 'Rock pool' using for example pebbles, water, sand etc.</p>
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