

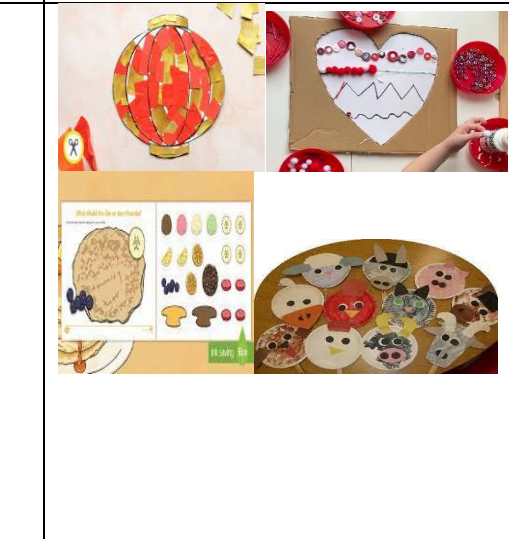





Year group: Nursery 2024-2025

Possible lines of enquiry

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	All about me Colours Autumn	Sparkle and Shine Christmas Winter	Amazing Animals Chinese New Year	Stories & Rhymes Adapted Helicopter Stories Easter Spring	Come outside Plants/ flowers Minibeasts	Being safe and Healthy People who help us Summer Transition
Possible Text	<ul style="list-style-type: none"> Little Hedgehog's Big Day Colour Monster Goes to School The Colour Monster Gently Bentley Ouch Hands Are Not for Hitting 	<ul style="list-style-type: none"> Goldilocks & the Three Bears The Three Little Pigs The Gingerbread Man Christmas Stories/Nativity Winter Stories 	<ul style="list-style-type: none"> The Night Monkey & The Day Monkey The Snail & The Whale The Gruffalo My Best Pet 	<ul style="list-style-type: none"> The Best Ever Easter Egg Hunt Going On a Bear Hunt Poems (The Poetry Basket) Nursery Rhymes 	<ul style="list-style-type: none"> The Tiny Seed What The Ladybird Heard Superworm Mad About Minibeasts Handa's Surprise Oliver's Vegetables Come Outside (Cbeebies) 	<ul style="list-style-type: none"> The Very Hungry Caterpillar Lighthouse Keeper's Lunch 999 Ted's First day with the Ambulance Service George The Sun Safe Superstar Sharing a Shell
Enrichment Opportunities/ 'WOW Moments'	<ul style="list-style-type: none"> Starting Nursery About Me Who's in my family Autumn Harvest 	<ul style="list-style-type: none"> Guy Fawkes/Bonfire Night Remembrance Day Children In Need Nativity Christmas 	<ul style="list-style-type: none"> Chinese New Year Shrove Tuesday Valentine's Day Farm Animals Wild Animals Sea Animals 	<ul style="list-style-type: none"> Mother's Day Easter Egg Hunt Spring Poems Nursery Rhymes Writing stories as a class Children acting to stories 	<ul style="list-style-type: none"> Planting Seeds Caterpillars/Butterflies Fruit Vegetables Forest School 	<ul style="list-style-type: none"> Father's Day Sport's Day Transition Holidays Summer Food Sun Safety Emergency Services
Creative Ideas						

<p>PSSED (PSHE)</p> <p>Making Relationships Sense of Self</p> <p>Understanding Emotions</p>	<ul style="list-style-type: none"> Settling into school routine. Separating from parents/ carers. Playing alongside others. Thinking about our own feelings. Seeks out others to share experiences. Seeks comfort when upset. 	<ul style="list-style-type: none"> Beginning to share. Beginning to think about others feelings. Confident to try new activities- expressing preferences. Understands consequences to their behaviours. Forming friendships. Talk about own interests. Beginning to welcome praise for what they have done. Seeks companionship with adults and other children, sharing experiences and play ideas. Becoming more aware of the similarities and differences between themselves and others. 	<ul style="list-style-type: none"> Know the difference between good and choices with consequences. Keeps play going by what others are saying and doing. Becoming more outgoing towards unfamiliar adults around school. Showing confidence when asking adults for help. Uses their experiences of adult behaviours to guide their social relationship and interactions. Looks to a supportive adult for help in resolving conflict with peers. Is sensitive to others messages of appreciation or criticism. 	<ul style="list-style-type: none"> Initiating conversations with others. Practices skills of assertion, negotiation and compromise. Being able to express their needs and ask adults for help. Express a wide range of feelings in their interaction with others. Understand expatiations may vary depending on different events, social situations and changes in routines and adapt their behaviour accordingly. 	<ul style="list-style-type: none"> Listening to what others have to say and respond appropriately. Showing confidence to speak to others about what they like and don't like. Enjoys playing alone, alongside others and with others, inviting others to play and attempting to join in others' play. Talks about how others might be feeling and responds to these feelings. Is able to recognise the impact of their choices and behaviours. 	<ul style="list-style-type: none"> Begins to take steps to resolve conflicts and negotiate problems. Describing self in positive terms and talk about what they are good at. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations.
<p>Communication and Language</p> <p>Listening and Attention</p> <p>Understanding</p> <p>Speaking</p>	<ul style="list-style-type: none"> Listens to others in one-to-one and small groups when conversations interest them. Builds up vocabulary that reflects the breadth of their experiences. 	<ul style="list-style-type: none"> Is able to follow directions. Understand the use of objects. Begin to use a range of tenses. Builds up vocabulary that reflects the breadth of their experiences. Use talk in pretending. 	<ul style="list-style-type: none"> Listens to familiar stories with increasing attention and recall. Beginning to focus their attention. Can retell a simple past event in the correct order. (History) Use talk to explain what is happening and anticipate what might happen next. Builds up vocabulary that reflects the breadth of their experiences. 	<ul style="list-style-type: none"> Join in with repeated refrains in rhymes and stories. Shows understanding of prepositions by carrying out an action or selecting a picture. Able to use language in recalling past experiences (History) Talks more extensively about the things that are important to them. Builds up vocabulary that reflects the breadth of their experiences. 	<ul style="list-style-type: none"> Can focus attention. Responds to instructions with more elements. Beginning to use 'and' and 'because' to connect sentences together. Question why things happen. Ask who, what, where and how questions. Builds up vocabulary that reflects the breadth of their experiences. 	<ul style="list-style-type: none"> Beginning to understand why and how questions and answer them appropriately. Builds up vocabulary that reflects the breadth of their experiences.
<p>Physical Development (PE)</p> <p>Moving and Handling</p> <p>Health and Self-care</p>	<ul style="list-style-type: none"> Climbs stairs and steps. Maintain balance when moving. Can begin to tell adults when hungry, full up or tired or when they want t rest, sleep or play. Can name and identify different parts of the body. Mirror the playful actions of another child or adult. 	<ul style="list-style-type: none"> Walks down steps when holding an object. Creating lines and circles when mark making. Gains more bladder and bowel control. Can attend to toileting needs more of the time themselves. Dresses with help. 	<ul style="list-style-type: none"> Runs with good special awareness. Changing speed and direction when needed. Working towards the daily patterns of eating, toileting and sleep routines and understands why this is important. 	<ul style="list-style-type: none"> Balance on one foot when shown. Throw and catch a large ball. Manipulates a range of tools and equipment. Observes and can describe in words or actions the effects of physical activity on their bodies. Can name and identify different parts of the body. Willing to try new textures and tastes. Express preferences. Importance of healthy eating. (Science) 	<ul style="list-style-type: none"> Use tools and equipment safely and understand why they need to do this. Shows independence when dressing themselves. 	<ul style="list-style-type: none"> Use tools and equipment safely and understand why they need to do this. Shows independence when dressing themselves. Manipulates a range of tools and equipment. To take part in Sports Day events with increasing control. Moving in new ways. Showing control in movement.

<p>Literacy</p> <p>Reading</p> <p>Writing</p> <p>Including Phonics</p>	<ul style="list-style-type: none"> Shows an interest in illustrations in books. Sometimes gives meaning to their drawings and paintings. Includes mark making and early writing in their play. 	<ul style="list-style-type: none"> Listens to and joins in with stories and poems. Tells own stories (Helicopter stories) Show an awareness of rhyme and alliteration. Recognises rhythm in spoken word, songs and rhymes. Sometimes gives meaning to their drawings and paintings. Ascribes meaning to signs and symbols and words they see in different places. Includes mark making and early writing in their play. 	<ul style="list-style-type: none"> Listens to and joins in with stories and poems. Joins in with repeated refrains. Begins to be aware of the way stories are structured. Talks about events and characters in stories. Knows that print carries meaning. Claps/ taps the syllables in words. Makes up stories, play scenarios and drawing in response to experiences. Sometimes gives meaning to their drawings and paintings. Includes mark making and early writing in their play. Attempts to write their own name. 	<ul style="list-style-type: none"> Shows an interest in words in print and digital books and words in the environment. Handles books and touch screen technology with increasing control. (ICT) Begins to navigate Apps and websites on digital media. (ICT) Ascribes meaning to their drawings. Includes mark making and early writing in their play. Imitates adults writing. Attempts to write their own name, others names and words. 	<ul style="list-style-type: none"> Recognises familiar words and signs such as own name, advertising logos and words in the environment. Knows English is read from left to right, top to bottom. Knows that information can be relayed in different ways. Imitates adults writing. Shows interest in letters on a keyboard. (ICT) Begins to make letter-type shapes to represent the initial sound of words. 	<ul style="list-style-type: none"> Look at and enjoys print and digital books independently. Hears and says the initial sounds in words. Begins to make letter-type shapes to represent the initial sound of words.
<p>Mathematics</p> <p>Comparison</p> <p>Counting</p> <p>Cardinality</p> <p>Composition</p> <p>Spatial Awareness</p> <p>Shape</p> <p>Pattern</p> <p>Measures</p>	<ul style="list-style-type: none"> Use number names and number language within play. Playing and building with a range of shapes 	<ul style="list-style-type: none"> May enjoy counting verbally as far as they can go. Predicts, moves and rotates objects to fit the space or create the shapes they would like (puzzles). Choose items based on their shape that are appropriate. 	<ul style="list-style-type: none"> Points or touches each item, saying one number for each item. Subitises one, two and three objects. Counts up to 5 items, recognising the last number said is the total amount. Through play and exploration, beginning to learn that numbers are made up of smaller numbers. Responds to informal language and common shape names. Attempts to build arches and enclosures when building. Select appropriate blocks when building. 	<ul style="list-style-type: none"> Compares two small groups of objects up to five. Noticing when they have got the same amount. Begins to recognise numerals 0 to 10. Links numerals with amounts up to 5. Solving practical problems in play. Responds to and uses language of position and direction. Joins in with simple patterns in sound, objects, games, stories, movements. Predicting what might come next. 	<ul style="list-style-type: none"> Links numerals with amounts beyond 5. Explore using a range of their own marks and signs which they ascribe to mathematical meaning. Recognise that each counting number is one more than the one before. Separates three or four objects in different ways, recognising the total is still the same. Shows an awareness of shape similarities and differences between objects. Creates their own spatial patterns showing some organisation or regularity. 	<ul style="list-style-type: none"> Enjoys partitioning shapes to make new shapes. Beginning to create simple repeating patterns using a range of objects. Confidently counting with one to one correspondence and matching a numeral to quantity.

<p>Understanding the World</p> <p>People and Communities</p> <p>The World</p> <p>Technology</p>	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. (Family photos) Knows some of the things that make them unique. Knows how to operate simple equipment. (ICT) Understanding how rainbows are made and when we see rainbows. (Science) Looking at changes in the Autumn. (Science) Thinking about what we can see around our school. (Geography) 	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. (Christmas) Remembers and talks about significant events in their own experience. (History) Knows some of the things that make them unique. Comments and asks questions about their world. (Geography) Developing understanding of growth and decay. (Geography) (Forest School) Shows an interest in tech toys. (ICT) Freezing and melting. (Science) Textures 	<ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. (History) Talk about why things happen and how things work. Shows care and concern for living things and the environment. (Geography) (Forest School) Shows skill in making tech toys work. (ICT) Chinese New Year activities-different cultures. (RE) (Geography) Stories from different parts of the world. (Geography) 	<ul style="list-style-type: none"> Shows interest in different occupations. Knows that information can be retrieved from digital devices. (ICT) Egg life cycles. (Science) Growing and changing. (Science) Animals that come from eggs. (Science) How Easter is celebrated. (RE) 	<ul style="list-style-type: none"> Knows some of the things that make them unique. Can talk about some of the similarities and difference in relation to others. Plays with a range of materials to being to understand cause and effect. Textures Types of water sources. (Science) How do we use water? Why is water important? Beaches. (Geography) Holidays. (Geography) (History) 	<ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. (History) Begin to understand the effect their behaviour can have on the environment. Exploring shadows. How shadows are made. Growing sunflowers. (Science) What a plant needs to grow. (Science)
<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> Enjoys joining in with a range of movement, dance and ring games. Sings familiar songs. Explores colour and how colours can be changed. 	<ul style="list-style-type: none"> Explores how sounds and movements can be changed. Uses various construction materials. Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i> 	<ul style="list-style-type: none"> Develops an understanding of how to create and use sounds intentionally. Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations 	<ul style="list-style-type: none"> Taps out simple repeated rhythms. Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i> Creates rhythmic sounds and movements 	<ul style="list-style-type: none"> Uses lines to enclose space. 	<ul style="list-style-type: none"> Enjoys and responds to playing with colour in a variety of ways, for example combining colours. Uses 3D and 2D structures to explore materials and/or to express ideas
<p>BSL</p>	<p>Hello Goodbye Toilet Help Please Thank you</p>	<p>Christmas Tree Snow Melt Ice</p>	<p>Dragon Fire Castle New Year Animals from the Chinese New Year Story</p>	<p>Food Eat Breakfast Lunch Dinner Food signs Easter Egg Chick Hatch</p>	<p>Water Wet Dry Beach Sand</p>	<p>Shadow Light Dark Jump Run Sun Flowers Plant</p>