

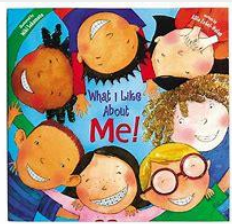
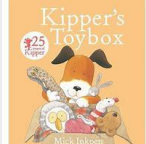

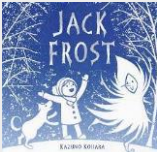

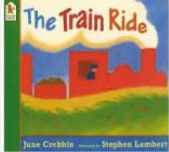
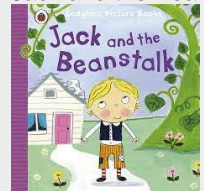
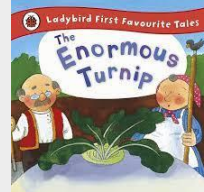
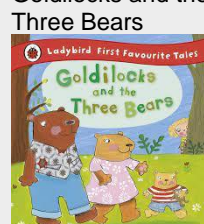

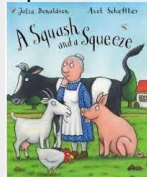
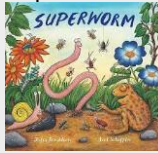
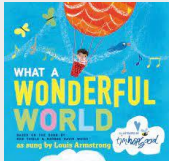

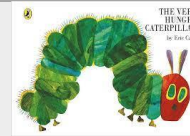
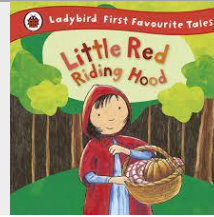
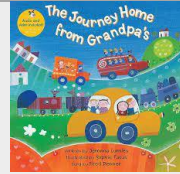


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	School Readiness Goals
Topic	All About Me <ul style="list-style-type: none"> ➤ My Family ➤ Houses ➤ Keeping Healthy 	Celebrations <ul style="list-style-type: none"> ➤ Toys ➤ The Nativity ➤ Celebrations (Christmas, Diwali, Hannukah) ➤ Seasonal Change 	People Who Help Us <ul style="list-style-type: none"> ➤ People who help us (police, doctors, teachers) ➤ Transport, travel and road safety 	Traditional Tales <ul style="list-style-type: none"> ➤ Garden and Growing ➤ Marvellous Materials ➤ Investigation ➤ Teddy Bears Picnic 	Animals <ul style="list-style-type: none"> ➤ Farm ➤ Life cycles ➤ Minibeasts 	Wonderful World <ul style="list-style-type: none"> ➤ Outer Space ➤ Forces ➤ Our Wonderful World ➤ Holidays 	
Celebrations and Festival	Harvest Festival (Oct 1 st) Halloween (Oct 31 th)	Diwali (Nov 12 th) Bonfire Night (Nov 5 th) Remembrance Day (Nov 11 th) Hanukah (Dec 7 th – Dec 15 th) Christmas (Dec 25 th) New Year	New Year (Jan 1 st) Chinese New Year (Feb 10 th) Valentine's Day (Feb 14 th) Pancake Day (Feb 13 th)	World Book Day (Mar 7 th) Mother's Day (March 10 th) Easter Sunday (Mar 31 st) Eid (9 th April-10 th April) <i>Dates may vary.</i>	Earth Day (Apr 22 nd) National Pet Month	Father's Day (June 16 th) Sports Day Leavers Ceremonies	
Core Text	The Three Little Pigs  Owl Babies  What I Like About Me 	Room on the Broom  Kipper's Toybox  The Elves and the Shoemaker  Jack Frost 	A Superhero Like you  Real Superheroes  The Train Ride  The Journey Home from Grandpa's	Jack and the Beanstalk  The Enormous Turnip  Goldilocks and the Three Bears  Little Red Riding Hood	The Little Red Hen  A squash and a squeeze  Superworm  The Very Hungry Caterpillar	What a wonderful world  Handa's Surprise  Sharing a Shell  Kipper's Beachball	

The First Christmas



Suggested Texts

- I Like Myself
- It's Okay to be Different
- We all Have Different Families
- I'm Starting Nursery
- The Paper Dolls
- No Matter What
- All about me
- My Body

- One snowy night
- The little Christmas Tree
- The Lost and Found
- Is it Christmas Yet?
- I'm a little Firework
- Fireworks Sense Poems
- Stickman
- Jolly Christmas Postman
- The Christmas Story
- Meg and Mog
- Winnie the Witch

- Flashing Fire engines
- Peppa pig the fire engine
- Maisie goes to hospital
- A day in the life of a doctor/fire fighter
- Maisie, Charlie and the wobbly tooth
- How Things Work
- Naughty Bus
- The Blue Balloon
- The Wheels on the bus go round and round
- Magic Train Ride
- EMERGENCY
- Tip Tip Dig Dig

- Jaspers Beanstalk
- Hansel and Gretel
- The Gingerbread Man
- The Princess and the Pea
- The three little pigs
- Cinderella
- Three Billy Goats Gruff
- We're going a Bear Hunt

- The perfect present
- Oi Frog
- Farmer duck
- What the ladybird heard
- A year on the farm
- Spinderella
- Mad about Minibeasts

- Billy's Bucket
- At the Beach
- Peppa Pig Great Vacation
- Ben and Holly's Trip to the seaside
- What the Ladybird Heard at the seaside
- What the ladybird heard on holiday
- Maisie goes camping
- Magnet Max
- Meet the Planets
- Zoom to the moon
- Look inside space
- Out of this world
- Welcome to our world
- My World Your World

Communication and Language – Prime Area

Nursery Skills

I know how to listen to stories, and I can remember much of what happens.

I can respond to stories, songs and rhymes by joining in.

I can sing rhymes and look at picture books.

I can sing a large repertoire of songs with interest and engagement.

I can use longer sentences of four to six words.

I can sing a large repertoire of songs with interest and engagement.

I can talk about familiar books, and tell a long story.

I am developing my pronunciation but still may have problems saying:

- some sounds: r, j, th, ch, and sh
- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

I can continue a conversation for many turns.

I can use talk to organise myself and my play: "Let's go on a bus... you sit there... I'll be the driver."

I can answer questions and share opinions using the relevant vocabulary.

School Readiness End of Year Goals

I understand questions or instructions that have two parts, such as "Get your coat and wait at the door."

I am able to talk about rhymes and books and tell a story.

Nursery Knowledge

I know how to follow instructions.

I know how to listen attentively to stories, songs and rhymes.

I know how to use a wide range of vocabulary

I know how to answer questions or instructions that have two parts, such as: "Get your coat and wait at the door."

I know many rhymes

I know stories have a beginning, middle and an end.

I know how to use different vocabulary to develop my communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for

I know how to start a conversation with an adult or a friend.

I know how to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions.

I use longer sentences of 4 -6 words.

I use talk to organise my play and myself: "Let's go on a bus,

I know how to answer why questions, like: "why do you think the caterpillar got so fat?"

'ran', 'swimmed' for 'swam'.

you sit there, I will be the driver."

I can listen attentively and respond to what I hear.

Personal, Social and Emotional Development – Prime Area

Nursery Skills

I can select and use activities and resources, with help when needed.

I can wash my hands independently.

I can follow the routines and rules without an adult needing to remind me.

I am becoming more outgoing with unfamiliar people, in the safe context of my setting.

I can show confidence in new social situations such as group time and circle time.

I can extend and elaborate my play ideas.

I can ask for help when needed.

I can talk with others to solve conflicts.

I can put on my own coat, wellies and shoes.

I can pour my own drink at snack.

I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.

I can put on my own coat, wellies and shoes.

I can use a knife to cut my own snack.

I can independently brush my teeth, use the toilet and wash and dry my hands thoroughly.

I can independently get dressed and undressed, for example, putting on coats and doing up zips.

School Readiness End of Year Goals

I play with at least one or more children, extending and elaborating my ideas.

I follow rules and can understand why they are important.

I can talk about my feelings using words like: happy, sad, angry and worried.

I can share and take turns in a group.

I am independent when meeting my own care needs such as: brushing teeth, going to the toilet, feeding myself and washing my hands.

I know and understand the importance of healthy life choices such as exercise, eating healthy foods, personal hygiene, teeth brushing etc...

Nursery Knowledge

I know how to follow routines and rules in nursery.

I am developing my sense of responsibility and membership of a community.

I know why rules in nursery are important.

I know how to be a good friend.

I know how to find solutions to conflicts and rivalries.

I know how to play with one or more children.

I know the importance of oral health.

I know ways of being assertive.

I know how to use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

I know how to express how I am feeling.

I know how to be independent with self-care skills such as feeding myself, dressing and undressing.

I know how to eat independently and how to use a knife and fork.

I know how to independently meet my own personal hygiene care needs.

I know how to make healthy choices about food, drink, activity and toothbrushing.

Physical Development – Prime Area

Nursery Skills

I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.

I can take part in some group activities.

I can use different movement styles to match situations, for example deciding whether to crawl, walk or run.

I can hold a pen comfortably and use it with good control.

I can use one handed tools safely and with good control.

I can independently carry out self-care routines such as getting dressed and undressed, putting on my own coat and doing up zips.

I can use one handed tools and equipment safely and effectively to complete a task.

School Readiness End of Year Goals

I can skip, hop, stand on one leg and hold a pose for a game like musical statues.

			I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.		I can hold a pen comfortably and use it with good control.	I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. I can independently carry out self-care routines such as getting dressed and undressed, putting on my own coat and doing up zips.	I can use a comfortable grip with good control when using pens and pencils. I can get dressed and undressed independently, for example putting my own coat and shoes on and doing up zips.
Nursery Knowledge	I know how to go up steps and stairs, or climb up apparatus, using alternate feet. I know how to Skip, hop, stand on one leg and hold a pose for a game like musical statues. I know how to use gross motor movements to wave flags and streamers, paint and make marks.	I know how to move to music and rhythm and can increasingly use and remember sequences and patterns.	I know how to choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole I dug with a trowel.	I know my dominant hand and can use it with good control. I know how to use one-handed tools and equipment safely, for example, making snips in paper with scissors.	I know how to hold a pen using a comfortable grip.	I know why it is important to use tools and equipment safely.	

Literacy – Specific Area

Nursery Skills	I can mark make through gross motor movements I can sit and listen to a short story. I can recognise familiar logos and labels within the environment.	I can mark make and identify my marks I am beginning to explore initial sounds in familiar words. I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	I can engage in extended conversations about stories, learning new vocabulary. I can talk about and retell a range of familiar stories. I can attempt to write familiar letters, e.g. letters in my name by using my name card to help me.	I can engage in extended conversations about stories, learning new vocabulary. I can write some or all of my name. 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.	I can use emergent writing in my play. I can engage in extended conversations about stories, learning new vocabulary.	I can write some letters accurately. I can make predictions about a story using the relevant vocabulary. I can mark make for a purpose and can talk about the marks.	<u>School Readiness End of Year Goals</u> I can spot and suggest rhymes. I can count or clap syllables in a word. I can recognise words with the same initial sound, such as money and mother. I can engage in extended
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<p>Nursery Knowledge</p>	<p>I know print has a purpose</p> <p>I know that books are read from left to right and top to bottom in English.</p> <p>I know how to turn the pages of a book, one by one.</p>	<p>I can talk about and retell a range of familiar stories.</p> <p>I know that stories have a sequence; beginning, middle and end.</p> <p>I can identify familiar letters, e.g. letters in my name.</p> <p>I know that letters are used to make up words.</p> <p>I know and can talk about different parts of a book, e.g. front cover/ back cover/ spine/ pages</p>	<p>I know a variety of stories, rhymes, poems and fiction text.</p> <p>I know how to look after books by handling them carefully.</p> <p>I know how to use fine motor skills and I am developing my control when using tools to mark make.</p>	<p>I know how to sequence and retell stories in a variety of different ways.</p> <p>I know how to use fine motor skills and I am developing my control when using tools to mark make.</p>	<p>I know how to write some letters accurately.</p> <p>I know how to talk about different parts of a story.</p>	<p>I know how to write some or all of my name.</p>	<p>conversations about stories, learning new vocabulary.</p> <p>I can use print and letter knowledge in my early writing e.g. writing a pretend shopping list that starts at the top of the page.</p>
<p>Nursery – Little Wandle Phonics</p>	<p>Phase 1 Phonological Awareness:</p> <p>Aspect 1 Environmental sounds</p> <p>Aspect 2 Instrumental sounds</p>	<p>Progression of sounds: s a t p i n</p> <p>I can hear the same initial sound for words and names of objects.</p> <p>I know how to blend CVC words using oral blending and objects.</p> <p>I can find my name using my picture.</p> <p>Phase 1 Phonological Awareness:</p> <p>Aspect 1 Environmental sounds</p> <p>Aspect 2 Instrumental sounds</p> <p>Aspect 3 Body Percussion</p>	<p>Progression of sounds: m d g o c k e</p> <p>I can identify initial sounds of words and names of objects</p> <p>I can distinguish different sounds.</p> <p>I know how to blend a wider range of CVC words using oral blending.</p> <p>I can recognise the initial sound in my name.</p> <p>Phase 1 Phonological Awareness:</p> <p>Revise Aspects 1-3</p> <p>Aspect 6 Voice Sounds</p> <p>Aspect 7</p>	<p>Progression of sounds: u r h b f l j</p> <p>I can identify initial sounds of words and names of objects</p> <p>I can articulate sounds correctly – including playing with voice sounds</p> <p>I know how to blend a wider range of words using oral blending.</p> <p>I can recognise the capital letter that my name starts with.</p> <p>Phase 1 Phonological Awareness:</p> <p>Revise Aspects 1-3,6</p> <p>Continue to Teach Aspects 6-7</p>	<p>Progression of sounds: v w y z qu ch</p> <p>I can identify initial sounds of words and objects</p> <p>I know how to blend a wider range of words using oral blending.</p> <p>I can match my name to my picture.</p> <p>Phase 1 Phonological Awareness:</p> <p>Revise Aspects 6-7 Aspect 4</p> <p>Rhythm and Rhyme</p> <p>Aspect 5 Alliteration</p>	<p>Progression of sounds: ck x sh th ng nk</p> <p>I can identify the final sounds of words and objects</p> <p>I know how to blend a wide range of words using oral blending.</p> <p>Phase 1 Phonological Awareness:</p> <p>Revise Aspects 4-7</p>	

Maths – Specific Area

Maths – Specific Area							School Readiness End of Year Goals
Nursery Skills	<p>I can subitise up to 3</p> <p>I can to recite numbers past 5</p> <p>I can say one number for each item in order: 1,2,3,4,5.</p> <p>I can explore 2D and 3D shapes in my play and I am beginning to use informal language to describe them such as 'straight', 'flat' and 'round'.</p>	<p>I can show 'finger numbers' up to 5.</p> <p>I can match numerals and amounts up to 5</p> <p>I can count out a group of up to 5 objects.</p> <p>I can count using one to one correspondence.</p> <p>I can use informal language to describe sizes and lengths such as, 'bigger, smaller, taller, shorter.'</p>	<p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can compare quantities using language: 'more than', 'fewer than'.</p> <p>I can talk about 2D and 3D shapes during my play and can use informal and mathematical language such as : 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>I can understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>I can describe a familiar route.</p> <p>I can discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>I can combine shapes to make new ones - an arch, a bigger triangle etc.</p>	<p>I can make comparisons between objects relating to weight and capacity.</p> <p>I can describe a sequence of events, using words such as 'first', 'then...'</p>	<p>I can talk about and identify patterns around me. For example: stripes on clothes, designs on rugs and wallpaper. I can use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>I can subitise up to 3</p> <p>I can to recite numbers past 5</p> <p>I can say one number for each item in order: 1,2,3,4,5.</p>	<p>I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can make comparisons to objects relating to size, length, weight and capacity.</p>
Nursery Knowledge	<p>I know how to sing a range of number songs</p> <p>I can say number names to 5 in order</p> <p>I have an awareness of some 2D shapes and their names</p>	<p>I know how to compare objects relating to size and length.</p> <p>I know that the last number reached when counting a small set of objects tells me how many there are in total.</p>	<p>I know how to experiment with my own symbols and marks.</p> <p>I know the names of 2D and 3D shapes (circle, triangle, square, rectangle, sphere, cube, cuboid, pyramid)</p>	<p>I know and understand words such as 'under, in, on, in between, behind and in front'</p> <p>I know how to select shapes appropriately for building: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>I know and understand words such as 'heavy, light, full, empty, half full, half empty, nearly' to describe weight and capacity.</p> <p>I know how to link numerals to amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>I know how to create ABAB patterns– stick, leaf, stick, leaf.</p> <p>I know how to notice and correct an error in a repeating pattern.</p>	<p>I can make comparisons to objects relating to size, length, weight and capacity.</p>
Areas of Learning Covered	<p>Counting groups of objects, pointing out the last number.</p> <p>Subitising</p> <p>Counting in sequence (forwards, backwards, using actions and through songs and games).</p>	<p>Size</p> <p>Length</p> <p>Counting</p> <p>Subitising</p> <p>Sequencing</p>	<p>2D shapes</p> <p>3D shapes</p> <p>Sharing quantities</p> <p>Subitising</p> <p>Counting</p>	<p>Routes</p> <p>Position</p> <p>2D Shapes</p> <p>3D Shapes</p> <p>Patterns</p>	<p>Sequencing</p> <p>Counting</p> <p>Numerals</p> <p>Subitising</p> <p>Weight</p> <p>Capacity</p>	<p>Subitising</p> <p>Counting</p> <p>Patterns</p> <p>Colours</p> <p>Shapes</p>	

Introducing basic 2D shapes.
Colours/matching

Understanding the World – Specific Area

Nursery Skills	I can talk about who is in my family and who I live with.	I can operate simple equipment such as technological toys, remote controls or CD players	I can talk about different occupations such as what a police officer, doctor, nurse, teacher, dentist or a firefighter does.	I can explore collections of materials with similar and/or different properties.	I know how to plant seeds and care for growing plants.	I can explore and talk about different forces I can feel, such as pushing different objects down in water.
	I can identify similarities and differences between myself and my peers	I can talk about significant events in my life	I can talk about occupations within my family.	I can talk about the differences between materials and changes I notice.	I can talk about how to care for a plant e.g (a plant needs water, sunlight)	I can talk about different countries in the world and the differences I have experienced or seen in photos.
	I can create a self-portrait.					

School Readiness End of Year Goals

I understand the need to respect and care for the natural environment and all living things.

I know that there are different countries in the world. I can talk about the differences that I have either experienced, read about or seen in photos or media.

Nursery Knowledge	I know how to talk about what I see, using a wide vocabulary.	I know how to explore how things work.	I am interested in different occupations.	I know how to plant seeds and care for growing plants.	I know and understand the need to respect and care for the natural environment and all living things.	I am developing positive attitudes about the differences between people.
	I know my own life story and family history. I can talk about who is in my family.	I know how to use all of my senses in hands-on exploration of natural materials.	I know my own life story and family history.	I know and understand the key features of the life cycle of a plant.	I know and understand the key features of the life cycle of an animal.	I know that there are different countries in the world

Scientific Investigation	Seasons Exploring Autumnal materials Exploring colour	Potion making – combining colours and materials Baking – combining materials/ingredients	Ice and melting	Baking Materials Planting/life cycles	Planting/life cycles Caterpillar/butterflies	Magnets and forces Sinking and floating
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Expressive Arts and Design – Specific Area

Nursery Skills	I can use an object to represent something else in my play, even though they are not similar.	I know how to explore Colour and colour mixing. I can talk about the changes.	I know how to join different materials and I can explore different textures.	I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.	I know how to draw with increasing complexity and detail, such as representing a face with a circle and including details.	I can show different emotions in my drawings and paintings, like happiness and sadness.
	I know how to explore different materials freely. I can develop my	I know how to play instruments. I can play instruments to express my feelings and ideas.		I know how to explore Colour and colour mixing. I can talk about		

School Readiness End of Year Goals

I can explore different materials freely, in order to develop my ideas about how to use them and the

	ideas about how to use them and what to make.			the colours that have changed to make new ones.	I can use drawing to represent ideas like movement or loud noises.	I can play instruments with increasing control.	different creations I can make.
				I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.		I can play instruments to express my feelings and ideas.	I know and can sing a few nursery rhymes and/or songs.
Nursery Knowledge	I know how to take part in simple pretend play.	I know how to develop stories using small world equipment like animal sets, dolls and dolls houses etc.	I know how to develop my own ideas. I can decide which materials to use to express them.	I can remember and sing entire songs. I can join in with actions to songs.	I know how to create my own songs. I can improvise a song around one I already know.	I know how to show good listening. I can listen with increased attention to sounds.	
	I know how to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	I can remember and sing entire songs.	I know how to show good listening. I can listen with increased attention to sounds.			I know how to express my thoughts and feelings when responding to sounds I have heard.	