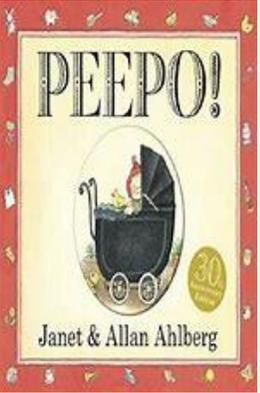
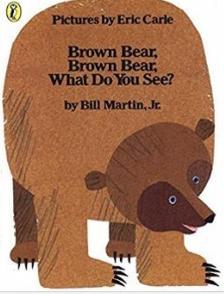
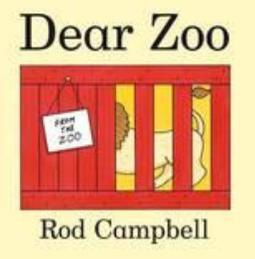
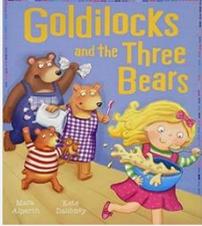
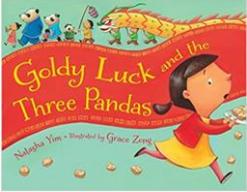
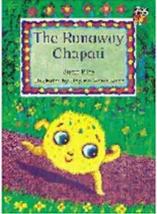
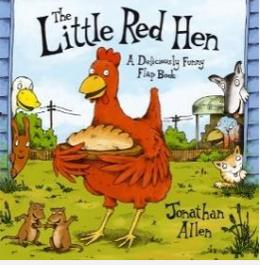
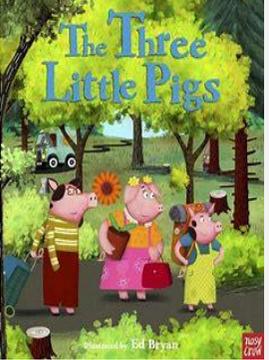
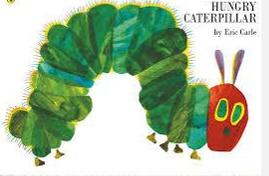
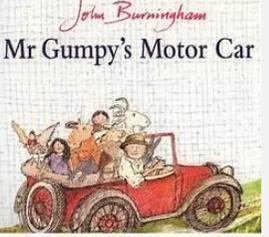
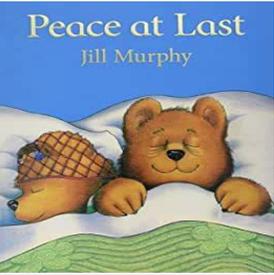
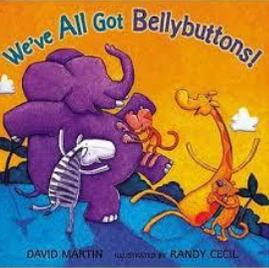
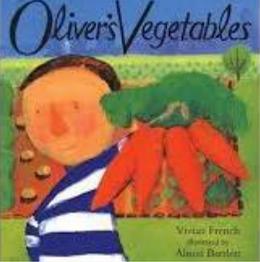
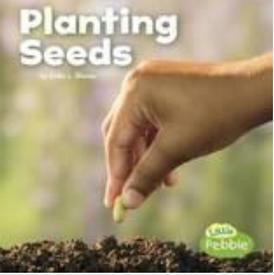
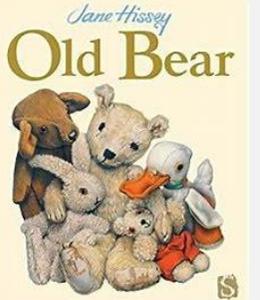
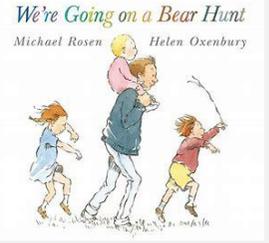


Nursery 2021-2022	Autumn 1 All about me	Autumn 2 All about animals	Spring 1 Can you cook it?	Spring 2 Can you grow it?	Summer 1 Can you build it?	Summer 2 Journeys
Core Texts	 	 	  		 	 
Additional Texts	<p>Traditional tales</p> 	<p>Traditional tales</p> 	<p>Traditional tales</p> 	<p>Traditional tales</p> 	<p>Traditional tales</p> 	<p>Traditional tales</p> 
Areas of Learning						

C & L	Beginning to understand simple sentences and phrases such as 'go get coat'.	Links actions and words to communicate immediate needs and wants. Linking four/five words together and starting to refer to things in the past.	Listens to stories, songs and rhymes and asks for favourites.  Able to tell their own short story or anecdote	Listens to others and stories in small group. Asks simple questions related to the story. Can answer simple questions about themselves.	Can describe how they carried out an activity or made a model	Is able to retell simple stories, occasionally exploring language and vocabulary from books with adults.  Understands simple 'who, 'what' and 'where' questions  Understands 'how' and 'why' questions
PSED	Cooperate with familiar boundaries and routines. Listens and responds to talk when playing alongside an adult or familiar peers.	Demonstrates a range of emotions and starting to manage these with adult support.	Will willingly approach others to play	Can play in a group with friends suggesting ideas.	Is able to adapt behaviour to changes in a familiar routine	Selects and uses their own resources, asks for help.
PD	Holds and manipulates tools and equipment using a fist or pincer grip.	Climbs using hands and feet and able to use equipment that requires pulling and pushing	Increasingly uses pincer grip	Able to use resources that require twisting, turning and rotating	Able to manipulate resources such as small world, simple puzzle pieces, page turning with growing control.	Able to use one handed tools and equipment with control
Literacy	Can recognise and match picture labels and silhouettes to objects in the environment, in books, pictures or when playing using digital devices.	Listens attentively, showing pleasure, to a familiar story published or created in the provision.  Mark makes in different media	Uses pincer grip in play to hold small objects.  Mark making shows variation in shape and form	Knows how to handle books. Plays with rhyming words, alliteration and hears and says some letter sounds.	Knows how to handle books. Plays with rhyming words, alliteration and hears and says some letter sounds	Links sounds to letters when segmenting and blending CVC words.  Demonstrates emotional

	<p>Grasps a mark making implement and creates a forwards, backwards or circular movement. Uses hand and arm actions to rotate and turn</p>	<p>using hands or mark-making tools.</p>	<p>Engages in mark making in their play</p> <p>Recognises and writes some letters from their own name.</p>	<p>Recognises and writes some letters from their own name.</p>	<p>Ascribes meaning to the 'other' marks they make</p>	<p>engagement with the content. Will retell stories and poems in their play using vocabulary acquired from their reading experiences.</p> <p>Independently chooses to write for different purposes, initially articulating their thoughts through the spoken word.</p>
<p>Numeracy</p>	<p>Organises a set of natural or everyday objects in a group</p> <p>Uses number names in play and imitates adult actions, rote counting or saying counting words randomly alongside their physical actions.</p>	<p>Shows 'spontaneous' interest in numbers in the environment, books, rhymes and in songs.</p> <p>Can count alongside actions in games, rhymes and songs. Explores mathematical resources in the provision in every day exploration.</p> <p>Fills and empties containers with growing purpose using sand, water or other play materials</p>	<p>Begins to recite numbers in order, with some inconsistencies. Attempts to count beyond 4 objects and explores number in play with growing purpose.</p> <p>In play uses some language to compare quantities and talk about position such as 'on/in/under'.</p> <p>Joins in with number songs which count on – one more or count down – one less.</p>	<p>Begins to recite numbers in order, with some inconsistencies. Attempts to count beyond 4 objects and explores number in play with growing purpose.</p> <p>Recognises the pattern of everyday familiar routines, begins to notice that there is an order and sequence to familiar events</p>	<p>Recites numbers accurately to 5 demonstrating 'some' accuracy of numbers to 10. Counts small groups of manipulatives correctly, using 1:1 correspondence, whilst playing a variety of number games.</p>	<p>Understands the relationship between a group of objects and the corresponding number. Counts reliably and creates groups of numbers up to at least 5 and is able to place numerals to at least 5 in order.</p> <p>Identifies groups of objects that have more or less than and the same. In child-led play, is able to make groups of objects of the same quantity and begins to find the</p>

						totals by combining groups.
UTW	<p>Can identify significant people in their lives and talk about this in response to stimuli. Responds to photographs or digital media showing shared events/familiar people or places.</p> <p>Can remember and share recent events they have been part of. Uses technologies to share experiences with others for example discussing learning journal events.</p>	<p>Able to share things they know about the places which are familiar to them e.g parks, shops.</p> <p>Shows care and concern for living things and the environment</p> <p>Can talk about festivals and celebrations that are marked within their own culture.</p> <p>Responds to photographs or digital media showing shared events/familiar people or places.</p>	<p>Is able to talk about events in their personal history and present lives, using relevant vocabulary for example when discussing experiences/interests.</p> <p>Talks about and responds to events/experiences and interests in their lives, building on relevant vocabulary.</p>	<p>Shows care and concern for living things and the environment.</p> <p>Based on first hand experiences, is able to respond appropriately in discussions about the immediate environment and recent explorations.</p>	<p>Draws on experiences from different sources to help with demonstrating an understanding that different people perform different roles in the immediate and wider community e.g. police, doctors, nurses and dentists.</p>	<p>Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines. Beginning to develop an awareness of some of the differences between these.</p> <p>Explore some similarities and begin to recognise some differences in religious beliefs and cultural communities.</p> <p>Drawing on practical experiences, books and personal observations, knows that living things live, grow and die.</p>
EAD	<p>Explores sounds, songs/ simple rhymes and movement.</p>	<p>In play, beginning to express their own ideas, likes and dislikes. Plays</p>	<p>Representations and responses show understanding that different music and</p>	<p>Representations and responses show understanding that different media,</p>	<p>Demonstrates creativity and imagination, constructs with a</p>	<p>Regularly uses simple tools and techniques competently and</p>

	<p>Beginning to make believe by pretending.</p>	<p>alongside other children, showing an interest in those who are exploring new ideas.</p>	<p>movements will support the expression of their own ideas. Creates or builds new 'worlds', stories or scenarios.</p>	<p>music and materials will support the expression of their own ideas</p>	<p>purpose in mind using a variety of resources to create models, props and simple stories. Creations are used in independent play.</p>	<p>appropriately to create something new to express their creativity.</p> <p>Engages cooperatively as part of a group to develop and act out a simple storyline and perform songs/dances and rhymes.</p>
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