
 The Big Question	Autumn Term		Spring Term		Summer Term	
	Who am I?	How do we celebrate?	Changes in seasons	Where do these animals come from?	Looking after plants and animals	Visiting new places (zoo/ farm) Getting ready to move to new schools
Themes	Celebrating me and being thankful.	Shine a light	Winter wonderland	New Life and new beginnings	Growing and caring	Journeys
	Harvest festival Diwali	Road safety Remembrance day Christmas Nativity story Children in need	Chinese new year Valentine's day Pancake day	St David's Day St Patrick's Day Mother's Day Holi Easter	Planting seeds Taking care of ourselves and animals Habitats for animals and bugs People who help us Father's Day assembly Visit to the zoo or farm	Mud Day Beach Day Ice Cream Van Africa week School council Graduation Transition visits Leaver's Garden Party
	Going on a bear hunt Peace at last Whatever next The Gruffalo	Owl Babies- Feelings and family Stickman-Family	Mr Wolf's Pancakes The Runaway Pancake Gingerbread Man	I love mom Owl babies	Oliver's Vegetables Dear Zoo My dad is fantastic Monkey puzzle	Whatever next Handa's surprise All aboard the Bo Bo road

<p><b>Focus texts</b> (subject to change)</p>	<p>Gruffalo's child My mom and dad make me laugh Farmer duck</p>	<p>The Large Family-Family and feelings SPLASH Anna Hibiscus The Swirling hijab My Two Grannies</p>	<p>3 Billy Goats Gruff Red Riding Hood</p> <p>Books about feelings: I'm not sacred Don't call me sweet</p>		<p>The enormous turnip</p>	
<p> Core text</p>	<p> The tiger who came to tea</p> <p> Chapatti moon</p>	<p> Stickman</p> <p> The Nativity</p>	<p> Goldilocks and three bears</p> <p> Three little pigs</p>	<p> Jaspers Beanstalk</p> <p> Jack and the giant beanstalk</p>	<p> Handas surprise</p> <p> The Very Hungry Caterpillar</p>	<p> The snail and the whale</p> <p> Sharing a shell</p>

<p><b>Communication and Language</b></p>	<p>Starting to use talk familiar adults and peers creating sentences in their play. Following instructions.</p>	<p>Able to talk to their familiar adult and friends. Communicate their interests and experiences</p>	<p>Listen and respond to questions and have a conversation.</p>	<p>Listen to others conversations with interest.  Respond appropriately when questioned.</p>	<p>Usually responds to the feelings and wishes of others</p>	<p>*Seeks out others to share experiences *Can mostly take turns and share resources, independently</p>
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	Answering simple questions (What and who) Able to say their name.					
<p><b>Nursery goals</b></p> <p><i>Speaking</i>          Explain, describe and retell using recently introduced vocabulary.          Use a sentence of 4-6 words.          Use connectives to link words and sentences e.g. and, because, or.</p> <p><i>Listening, attention and understanding</i>          Listen attentively to stories, songs and rhymes and respond by joining in          Start a conversation and take it in turns to speak.</p>						
<b>Personal, social and Emotional Development</b>	Responds to an adult by pointing and using single words.	Begin to have friends and demonstrate friendly behaviour. Learning to be patient and wait our turn.	To build friendships, play share, listen and respond.	Feelings of love and worry- talk about how I'm feeling.	Building relationships- recognise others feelings and talk to others to solve conflict.	*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.
<p><b>Nursery goals</b></p> <p><i>Self-regulation</i>          Starting to identify feelings and follow rules.          Building relationships          Form positive relationship with adults and peers through cooperation.</p> <p><i>Managing self</i>          Handling new social experiences</p>						

<b>Physical Development</b>	Uses fundamental skills such as run, jump, hop. Uses equipment for pouring and filling/ filling and emptying. Spoon/spades of different sizes, jugs, buckets	Uses one handed tools and equipment- Scissors, glue spreader. Begin to be independent and managing self-putting on coat/ hat/gloves.	*Begin to hold and use a pencil with good control.  *Use our bodies for large muscle movements.	*Develop more pen control to write my name or recognisable letters.	*Begin to hold my pen correctly between thumb and two fingers. *Copy letters for my name and other letters in words.	*Beginning to write own name, and will usually start and finish in the right place, forming recognisable letters for own name.
	<b>Nursery goals</b> I can use the toilet independently and am usually dry throughout the day. I can balance (bikes, scooters) I can skip, hop and stand on one leg. I can use large scale muscle movements I can use one handed tools confidently I can use a comfortable grip with good control when using pencils.					

<b>Literacy</b>	Say their name when asked by an adult. Joining in singing simple nursery rhymes such as head, shoulders, knees and toes.	Begin talking about stories and recall simple events	Remember and sing all of a song or a rhyme.  Begin to show interest in letters of their name and familiar others e.g M for mum	Begin to hear rhyming words in stories and rhymes.	Know many rhymes and be able to talk about books and stories. Know that print is read left to right and carries meaning.	*Understand the five key concepts about print: - the names of the different parts of a book - page sequencing
	<b>Nursery goals</b> I can write some letters with good formation e.g the letters from my name.					

	<p>I can orally segment single sound CVC words e.g c-a-t</p> <p>I can say the initial sounds in most words.</p> <p>I can write my own name.</p>
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<b>Mathematics</b>	Saying number words in sequence.	Recite numbers 1 to 5 Begin to understand the language of size- big, small, tall, short.	Saying numbers in sequence. Recognise changes in a group of 3 objects. Compare amounts- using new words lots, more or some	Completing puzzles and number games- turn taking.	*Subitising small collections of items – Dinosaurs, animals, fruit etc.	Subitising: recognising small quantities without needing to count them, becoming familiar with numbers up to five.
	<p><b>Nursery goals</b></p> <p>I can count, order and use numbers to 5.</p> <p>I can subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>I can compare quantities using the vocabulary of greater, less, more, fewer and the same.</p>					

<b>Understanding the world</b>	<b>Seasonal Change</b>					
	In pretend play, imitates everyday actions and events from own family and cultural background e.g. making and drinking tea. Can recognise photos of family, friends and other special people and say who they are.	*Remember to talk about and share own experiences- family customs	*Handles objects with care, notices fine details.  *Plant seeds and care for growing plants.	*Explore the natural world- can talk about some things they have seen or found.	*Begin to understand features of a life cycle in plants and animals.	*Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

	<p>Nursery goals</p> <p>I can talk about some of my own and my family's history (grandparents, parents, etc)</p> <p>I can talk about the key features of life cycles using key vocabulary.</p> <p>I can talk about the world around us observing animals and plants.</p>					
Expressive Arts and design	Explore tools and their uses Explore colour and colour mixing	Give meaning to marks they draw and write	*Explores colour and how colours can be changed	Explore different materials- manipulate, play, create and change to develop their own ideas	Be imaginative and creative in block play and construction.	*Can use tools for media appropriately *Makes up rhythms
	<p>Nursery goals</p> <p>I can a range of materials, joining and colour mixing purposefully and freely.</p> <p>I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm.</p> <p>I can start to develop my own stories linked to what I know through role and small world play.</p>					
Letters and Sounds	Environmental Sounds	Instrumental sounds	Body percussion	Rhythm and Rhyme	Alliteration	Oral blending and segmenting
	Notice sounds around them. Start to identify and name sounds. Listen to environmental sounds.	Explore instrumental sounds. Build awareness of how to use instruments, naming them. Use instruments to recreate a sound from given instruction.	Explore the sounds their bodies can make e.g clap,tap,stomps. Join in and copy actions of familiar songs. Join in and copy body percussion patterns and sequence	Join in with songs and rhymes. Recognise familiar rhythm and rhymes. Join in and copy breaking words into syllables with a beat.	Explore initial sounds of words. Select objects with a given initial sound from a choice of two. Match to objects with the same initial sounds.	Identify the initial sounds of words. Build awareness that words can be broken up into sounds. Blend and say a simple CVC word after hearing it broken down into individual sounds.

					Play with alliteration	
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