



<b>AUTUMN TERM</b>				<b>TERMLY THEMES</b>				<b>This is me, Transport around the world, Autumn and Christmas</b>			
<b>Religious Education:</b> Myself - God Knows and Loves Each One of Us    Welcome – Baptism / A Welcome to God’s Family      Birthday – Looking Forward to Jesus’ Birthday											
<b>Communication &amp; Language</b>				<b>Physical Development</b>				<b>Personal, Social &amp; Emotional Development</b>			
Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.				Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.				Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.			
<p><b>Communicating</b> Children learn to introduce themselves by name and learn one another’s names. They take part in singing songs to learn phonics, and sing and recite nursery rhymes. They take turns, make sense of their world and negotiate through role-play in the role play area.</p> <p><b>Speaking and listening</b> – They listen and take turns. They participate in the Nursery Rhyme Nativity and share story books.</p>				<p>Children learn to dress and undress independently including putting on their hats, scarves and coats.</p> <p>They develop gross motor skills through the participation in Outdoor Activities and Climbing Apparatus, riding scooters and trikes independently and safely.</p> <p>They develop fine motor skills by cutting and sticking, using puzzles, pegboards, play dough, using construction kits, sand and water play and cooking activities.</p>				<p>Pupils participate in circle-time, role-play and singing.</p> <p>Children learn to introduce themselves by name and learn one another’s names. They learn to address their teachers by name.</p> <p>They learn school expectations and understand the core values of the nursery: Children learn to care, share, help and work together to be a good friend. They listen to each other and learn together.</p>			
<b>Literacy</b>			<b>Mathematics</b>			<b>Understanding the World</b>			<b>Expressive Arts &amp; Design</b>		
development involves encouraging children to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.			involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.			involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.			involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.		
Pupils learn to recognise their name. They experience a range of books including story books, familiar books and characters, non-fiction, nursery rhymes. They recognise repeating patterns in big books and begin to recognise a few letters and sounds. They make marks and begin to form some recognisable letters using sand, paint and white board pens.			Pupils recognise numbers between 0 and 10 and use number names to identify digits. They count and sequence numbers to 10 and beyond. They learn number songs and rhymes, name 2D Shapes and make repeating patterns. They will begin to learn the days of the week and months of the Year.			<p><b>My Self &amp; My Family</b>- Children will learn about and share stories of who is in their family.</p> <p><b>Seasons-Autumn</b> – children talk about and observe changes in the environment such as leaves changing colour,</p> <p><b>My Friends</b> – children recognise who is a friend and why. They name their friends and talk about what they can do with their friends.</p> <p><b>Transport around the world</b> – Children will learn about different means of transport by using them to travel around different countries and explore different cultures whilst comparing them to their everyday lives.</p> <p><b>Christmas</b> – learn about what happened at Christmas (the nativity). Pupils will use Information &amp; Technology to explore different programmes.</p>			<p>Children take part in a range of activities to develop creativity linked with their topics. They use paint, printing and collage to create pictures of <b>themselves, their families and friends.</b></p> <p>They use percussion instruments to make sounds and follow simple patterns. They sing songs, role play and act out familiar stories read in class.</p> <p><b>Autumn</b> collection – gather leaves, twigs etc and recreate a woodland scene with tress and animals.</p> <p><b>Transport around the world</b> – Children will recreate different vehicles from around the world with junk modelling materials.</p> <p><b>Christmas</b> - Take part in the class nativity. Learn simple songs and rhymes.</p>		

<b>SPRING TERM</b>				<b>TERMLY THEMES</b>	<b>People who help us, Winter and Growing</b>		
<b>Religious Education:</b>				Celebrating – People Celebrate in Church		Gathering - Parish Family Gathers to Celebrate Eucharist	
				Growing - Looking Forward to Easter			
<b>Communication &amp; Language</b>		<b>Physical Development</b>		<b>Personal, Social &amp; Emotional Development</b>			
development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.		involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.		involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.			
<p><b>Communicating</b> Children learn to introduce themselves by name and learn one another's names.. They take part in singing songs to learn phonics, and sing and recite nursery rhymes. They take turns, make sense of their world and negotiate through role-play in the role play area.</p> <p><b>Speaking and listening</b> – They listen and take turns. They participate in the Nursery Rhyme Nativity and share story books.</p>		<p>Children learn to dress and undress independently including putting on their hats, scarves and coats.</p> <p>They develop gross motor skills through the participation in Outdoor Activities and Climbing Apparatus, riding scooters and trikes independently and safely.</p> <p>They develop fine motor skills by cutting and sticking, using puzzles, pegboards, play dough, using construction kits, sand and water play and cooking activities.</p>		<p>Pupils participate in circle-time, role-play and singing. Children learn to introduce themselves by name and learn one another's names. They learn to address their teachers by name. They learn school expectations and understand the core values of the nursery: Children learn to care, share, help and work together to be a good friend. They listen to each other and learn together.</p>			
<b>Literacy</b>		<b>Mathematics</b>		<b>Understanding the world</b>		<b>Expressive Arts &amp; Design</b>	
development involves encouraging children to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.		involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.		involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.		involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.	
Pupils begin to read and write their name. They experience a range of books including story books, familiar books and characters, non-fiction, nursery rhymes. They recognise repeating patterns in big books and begin to recognise a few letters and sounds. They make marks and begin to form some recognisable letters using sand, paint and white board pens.		Pupils will continue to consolidate their learning. They will recognise numbers between 0 and 10 and use number names to identify digits. They count and sequence numbers to 10 and beyond. They learn number songs and rhymes, name 2D Shapes and make repeating patterns. They continue to learn the days of the week.		<p><b>Seasons- Winter/ Spring</b> – children talk about and observe changes in the environment such as bulbs sprouting and growing into flowers.</p> <p><b>People who help us</b> – children will learn about different people who help us and all about their occupations – Doctors, Dentist, Postman, Hairdresser.</p> <p><b>Growing</b> - They will learn about the changes humans go through as they grow by looking at pictures of themselves as babies/toddlers and discussing how they have changed. Children will learn about plants and have opportunities to plant seeds and take care of them.</p>		<p>Children take part in a range of activities to develop creativity linked with their topics. They use paint, printing and collage to create pictures of <b>people who help us and plants and vegetables</b>.</p> <p>They use percussion instruments to make sounds and follow simple patterns. They sing songs, role play and act out familiar stories read in class.</p> <p><b>Winter/Spring</b>– children will explore winter through different materials including ice and snow.</p> <p><b>Growing</b> – children will use mud and natural materials to make models and pictures.</p>	

<b>SUMMER TERM</b>				<b>TERMLY THEMES</b>		<b>Farm Animals/ Pets, Summer and Mini beasts</b>	
<b>Religious Education:</b> Good News - Passing on the Good News of Jesus Friends - Friends of Jesus Our World - God's Wonderful World							
<b>Communication &amp; language</b>		<b>Physical development</b>			<b>Personal, social &amp; emotional development</b>		
development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.		involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.			involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.		
<p><b>Communicating</b> Children learn to introduce themselves by name and learn one another's names.. They take part in singing songs to learn phonics, and sing and recite nursery rhymes. They take turns, make sense of their world and negotiate through role-play in the role play area.</p> <p><b>Speaking and listening</b> – They listen and take turns. They participate in the Nursery Rhyme Nativity and share story books.</p>		<p>Children learn to dress and undress independently including putting on their hats, scarves and coats.</p> <p>They develop gross motor skills through the participation in Outdoor Activities and Climbing Apparatus, riding scooters and trikes independently and safely.</p> <p>They develop fine motor skills by cutting and sticking, using puzzles, pegboards, play dough, using construction kits, sand and water play and cooking activities.</p>			<p>Pupils participate in circle-time, role-play and singing. Children learn to introduce themselves by name and learn one another's names. They learn to address their teachers by name. They learn school expectations and understand the core values of the nursery: Children learn to care, share, help and work together to be a good friend. They listen to each other and learn together.</p>		
<b>Literacy</b>		<b>Mathematics</b>		<b>Understanding the world</b>		<b>Expressive Arts &amp; Design</b>	
development involves encouraging children to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Children will be given access to a wide range of reading materials (books, poems, and other written materials		involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.		involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.		involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.	
Pupils continue to read and write their name and extend the number of simple CVC words. They experience a range of books including story books, familiar books and characters, non-fiction, nursery rhymes. They recognise repeating patterns in big books and begin to recognise a few letters and sounds. They make marks and begin to form some recognisable letters and CVC words using sand, paint, white board pens and pencils.		Pupils will continue to consolidate their learning. They will recognise numbers between 0 and 10 and use number names to identify digits. They count and sequence numbers to 10 and beyond. They learn number songs and rhymes, name 2D Shapes and make repeating patterns. They continue to learn the days of the week.		<p><b>Seasons-Summer</b> – children talk about and observe changes in the environment.</p> <p><b>Farm Animals / Pets</b> – children will learn all about Farm animals and different types of pets. They will learn how to take care of them by becoming farmers and vets.</p> <p><b>Natural Environment</b> – Investigate the wildlife in our garden and our pond.</p> <p><b>Mini-beasts</b> – Go on a mini-beast hunt. Investigate snails, ladybirds, bees, worms etc. How do they move? Basic characteristics, legs, shells, wings. Where do they live?</p>		<p>Children take part in a range of activities to develop creativity linked with their topics. They use paint, printing, collage and junk modelling to create pictures of <b>Farm animals, pets and mini beasts</b>.</p> <p>They use percussion instruments to make sounds and follow simple patterns. They sing songs, role play and act out familiar stories read in class.</p> <p><b>Summer</b>– children will explore Summer through different materials including water and sand.</p>	