








Nursery

| | Autumn | Spring | Summer |
|--|---|--|---|
| Learning Contexts | Our Colourful World | Traditional Tales/Animals | All Shapes and Sizes/ Transport |
| <p>Rationale (Why this/Why now?)</p>  | <p>The children start to explore the Nursery learning about different colours and patterns in the environment. Many of our children entering Nursery don't know colour names and some do not speak English at home. Focusing on a different colour each week helps to secure a firm knowledge of colour and pattern. We will explore mixing colours, sorting colours and read stories focused on colour. Within the topic of colour we will look at everyday objects, animals, foods, etc to support children to extend their vocabulary and knowledge of the world. The changing colours of Autumn and winter will be used to learn about seasonal changes. For our children who are in N2 we will expand our knowledge of colours to look at different shades or colours and colour mixing.</p> | <p>Our Nursery 2 children will listen to a range of traditional tales and act out the stories. This will help them to develop their confidence joining in with repeated parts of the story and using expression. This will link this to our 2-year-old and Nursery 1 children's stories about different animals by looking at the animal character in the Traditional Tales and learning new vocabulary around animal's body parts. This will also link to our Summer Term topic which develops an understanding of grow and change.</p> | <p>Building on the Autumn terms work on colour and pattern, the children will begin to name shapes and identify them in the environment. They will begin to compare shapes and sizes and begin to think about how they have grown and changed in Nursery. We will also look at other living things and how they grow and change in the summer in preparation for further work on life cycles in Reception and linked to our previous work on seasonal changes. Nursery 1 and 2-year-olds will explore this topic through a focus on transport. Using their voices to experiment with making transport sounds, expanding vocabulary and discussing the people who help us related to emergency vehicles.</p> |
| Enrichment | Autumn walk / stay and play | Caterpillars/ Stay and Play | Farm Visit/ Stay and Play |
| <p>Science (UW)</p>  | <p>Materials and Light</p> <p>Explore the feel of different materials.</p> <p>Identify natural materials and explore how they are used.</p> <p>Identify the main source of light as the sun, and other sources of light.</p> <p>Identify and describe a rainbow</p> <p>To talk about the difference between day and night.</p> <p>Talk about the things they have observed such as plants, animals, natural and found objects.</p> | <p>Animals/Living Things</p> <p>Name and describe animals.</p> <p>Sort animals</p> <p>Name and describe different types of plant.</p> <p>Identify how to care for animals and plants</p> | <p>Ourselves and the World</p> <p>Identify key features of self and each other</p> <p>Describe themselves, family and friends.</p> <p>Observe and compare hand, foot and fingerprints</p> <p>Identify key parts of the body.</p> <p>Shows care and concern for living things and the environment.</p> <p>Develop an understanding of growth, decay and change over time.</p> |

Nursery


| | | | |
|---|---|--|--|
| <p>Understanding the World</p>  <p>History/Geography</p> | <p>Comments and asks questions about the familiar world, homes, local area and Nursery.</p> <p>Beginning to make friends.</p> <p>Imitates real life in play.</p> <p>Show an interest in the lives of people familiar to them.</p> | <p>Shows an interest in different occupations and the people who help us.</p> <p>Engage with small world play with different environments and animal habitats.</p> | <p>Knows some of the things that make them unique and talk about similarities and differences.</p> <p>Remember and talk about significant events in their life.</p> <p>Shows an interest in different occupations and the people who help us.</p> |
| <p>Expressive Arts and Design</p>  <p>Art/DT</p> | <p>Milk Bottle Elmer</p> <p>Colour mixing</p> <p>Autumn material collages</p> <p>Is beginning to use representation to communicate (e.g. drawing a line and saying- that's me)</p> <p>Experiments with colours and marks</p> <p>Explores how colours can be changed</p> <p>Describe the texture of different materials</p> <p>Use lines to enclose spaces</p> <p>Focus artists- Mondrian and Hockney</p> | <p>Story Character Puppets and Collages</p> <p>Exploring patterns (repeated and animal print)</p> <p>Is beginning to use representation to communicate (e.g. drawing a line and saying- that's me)</p> <p>Experiments with colours and marks</p> <p>Explores how colours can be changed</p> <p>Describe the texture of different materials</p> <p>Use lines to enclose spaces</p> <p>Explores what happens when they mix colours</p> <p>Experiments to create different textures</p> <p>Focus artists- Morris and Rousseau</p> | <p>Shape Printing</p> <p>3D shape model making</p> <p>Finger painting</p> <p>Use lines to enclose spaces</p> <p>Explores what happens when they mix colours</p> <p>Experiments to create different textures</p> <p>Constructs with a purpose in mind, using a variety of resources</p> <p>Manipulates materials to achieve a planned effect</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Focus artists- Matisse and Kandinsky</p> |
| <p>PE</p>  | <p>Move with Zip Active- Zoom to the Moon</p> <p>Agility- jumping, hopping & tiptoeing with control</p> <p>Agility- bounding, leaping & changing direction confidently</p> <p>Balance- static balance</p> <p>Balance- core stability</p> <p>Coordination & Control- picking up, aiming and throwing an object accurately</p> <p>Coordination & control- controlling an object with feet</p> | <p>Move with Zip Active- Farmyard Fun</p> <p>Agility- travelling at different speeds</p> <p>Agility- jumping, stepping, leaping, crawling</p> <p>Balance- core stability, static balance</p> <p>Balance- core stability, balance on one leg, static balance</p> <p>Coordination & control- controlling an object with hands/feet</p> <p>Coordination & Control- rolling an object</p> | <p>Move with Zip Active- Time to Travel</p> <p>Agility- travelling in different directions</p> <p>Agility- spinning, tiptoeing, sitting, turning</p> <p>Balance- core stability & dynamic balance</p> <p>Balance- core stability</p> <p>Coordination & control- throwing and catching</p> <p>Coordination & Control- patting and tapping an object with control</p> |

Nursery

| | | | | | | |
|---|---|--|---|---|---|---|
| <p>PSHE/PSED</p>  | <p>Self-regulation: My feelings</p> <p>In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p> | <p>Building relationships: Special relationships</p> <p>In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p> | <p>Managing self: Taking on challenges</p> <p>In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</p> | <p>Self-regulation: Listening and following instructions</p> <p>In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p> | <p>Building relationships: My family and friends</p> <p>In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</p> | <p>Managing self: My wellbeing</p> <p>In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</p> |
| <p>RE</p>  | <p>Exploring Harvest fruits and Vegetables Making Diva lamps and Rangoli patterns Christmas crafts and activities Stories: Rama and Sita, Nativity</p> | <p>Making pancakes Easter crafts Chinese New Year crafts Let's Celebrate Holi (Cbeebies clip) Stories: Animal Race (Chinese New Year)</p> | <p>Eid crafts Moon and Crescent lanterns Stories: Noah's Ark, Muhammad and the cat, creation stories from a range of religions and cultures</p> | | | |



Nursery

| | | | | | | |
|---|--|--|--|--|--|---|
| <p>Music</p>  A collection of colorful musical notes and a blue treble clef. The notes are in yellow, orange, and green, and are scattered around the clef. There are also several small black dots scattered around the notes. | <p>Moving and Clapping</p> <p>Move to the Music: Stopping and Starting</p> | <p>Recalling patterns, Actions and Rhythms</p> <p>Follow the Leader: Copy Me</p> | <p>Pitch-Matching</p> <p>Singing Skills 1: Find your Voice</p> | <p>Rhymes, Songs and Stories</p> <p>Telling Stories Through Music</p> | <p>Playing and Responding</p> <p>Noticing Patterns and Describing the Music</p> | <p>Singing, Listening and Playing Together</p> <p>Exploring Musical Worlds</p> |
|---|--|--|--|--|--|---|