

Curriculum A	Autumn 1		Autumn 2	
Topic	Am I a Superhero Too?		Pat a Cake!	
	Nursery	Reception	Nursery	Reception
Key texts	'Lulu's First Day' 'Real Superheroes' 'Oliver's Vegetables' 'That's Not My Name!' 'A Superhero Like You'		'Peace at Last' 'The Toys' Party' Oliver's Fruit Salad' 'Off to the Market' 'Autumn and Winter' 'The Christmas Story'	
Key rhymes	Head, Shoulders, Knees and Toes Miss Polly Had a Dolly Ring-a-ring-a-roses		Hickory, Dickory, Dock Twinkle Twinkle Little Star Pat a Cake	
Communication & Language	<ul style="list-style-type: none"> <li>Singing rhymes (Head, Shoulders Knees and Toes, Hokey Pokey)</li> <li>Beginning to be able to answer simple questions about a familiar book with visual prompts</li> <li>Developing their vocabulary (<b>head, shoulders, knees, toes, arms, fingers, thumbs, ambulance, fire engine, nurse, bandage, plaster, cut, hurt, hero, brave, kind</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to listen carefully and why listening is important</li> <li>Learning new vocabulary (<b>fingers, thumb, neck, wrist, ankle, recycle, sort, plastic, cans, glass, hero, brave, courageous, kind, bandage, plaster, wound, hurt, pain</b>)</li> <li>Developing social phrases</li> <li>Learning rhymes, poems and songs (I have a Body, Hokey Pokey, Head Shoulders, Knees and Toes, Pat A Cake...)</li> <li>Listening carefully to rhymes and songs, paying attention to how they sound</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to sing rhymes (5 Little Men in a Flying Saucer, Twinkle Twinkle Little Star)</li> <li>Developing their ability to talk about familiar stories using visual prompts</li> <li>Continuing to develop their vocabulary (<b>food, celebrate, fruit, vegetables, round, spiky, bumpy, hard, soft, autumn, season, fall, conkers, pine cone, brown, orange, red, cold, freezing, present/gift, Christmas tree, decorations</b>)</li> <li>Beginning to engage in non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>Following 2-part instructions</li> <li>Beginning to engage in story times</li> <li>Beginning to describe events in some detail</li> <li>listening to stories and talking about stories to build familiarity and understanding</li> <li>Continuing to learn new vocabulary (<b>season, change, autumn, conker, pinecone, leaves, rainy, sunny weather, cold, freezing, icy, slippery, frost, prickly, spiky, rough, smooth, round, squishy, fruit, vegetables, dairy, sweet, sour, bitter, salty, juicy</b>)</li> <li>Beginning to participate in small group and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> </ul>
Personal, Social and Emotional Development	Building relationships: Special relationships		Self-regulation: My feelings	
	<ul style="list-style-type: none"> <li>Find ways of managing transitions, for example from their parent to their key person.</li> <li>Select and use activities and resources, with help when needed</li> <li>What am I good at?</li> <li>Who is my family? Why is my family important?</li> </ul>	<ul style="list-style-type: none"> <li>Seeing themselves as a valuable individual</li> <li>Showing understanding that all families are special and valuable</li> <li>Understanding why sharing and cooperating with others is important &amp; developing strategies to do so</li> <li>Sharing the interests with others and understanding that we might like different things</li> </ul>	<ul style="list-style-type: none"> <li>Identifying simple feelings and emotions</li> <li>The conventions of courtesy and manners – please and thank you.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and talking about emotions; developing vocabulary of emotions to help express their feelings</li> <li>Developing different coping strategies to help self-regulate</li> <li>Reflecting on and celebrating achievements, setting high aspirations and goals.</li> </ul>
Physical Development	<u>Introduction to PE Unit 1</u>		<u>Introduction to PE Unit 2</u>	
	<ul style="list-style-type: none"> <li>Moving safely in a space with consideration of others</li> <li>Developing moving safely and stopping with control</li> <li>Using equipment safely</li> <li>Travelling in different ways</li> <li>Following, copying and leading a partner</li> </ul>	<ul style="list-style-type: none"> <li>Moving safely in a space</li> <li>Following instructions and stopping safely</li> <li>Developing control when using equipment</li> <li>Playing safely as a group</li> <li>Following a path and taking turns</li> <li>Working cooperatively with a partner</li> </ul>	<u>Fundamentals</u> <ul style="list-style-type: none"> <li>Developing balancing whilst stationary and on the move</li> <li>Developing running and stopping</li> <li>Developing changing direction</li> <li>Developing jumping and landing</li> <li>Becoming increasingly independent when getting dressed and undressed, for example, putting coats on and doing up zips.</li> <li>Using one-handed tools and equipment, for example, making snips in paper with scissors</li> </ul>	<u>Fundamentals</u> <ul style="list-style-type: none"> <li>Refining balancing</li> <li>Refining running and stopping</li> <li>Refining changing direction</li> <li>Refining jumping and landing</li> <li>Developing hopping</li> <li>Developing different ways of traveling using equipment</li> <li>Using core muscle strength to achieve a good posture when sitting at a table or on the floor.</li> <li>Continuing to develop small motor skills so that he/she can use a range of tools competently,</li> </ul>

				safely and confidently, e.g. pencils for drawing and writing
	Phonics: Little Wandle Letters & Sounds Revised			
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Joining in with rhymes and songs</li> <li>Beginning to show awareness of rhythm</li> <li>Filling in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a...</li> <li>Enjoying rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> <li>Enjoying drawing freely</li> </ul>	<ul style="list-style-type: none"> <li>Recognising rhyming words and rhythm in words</li> <li>Consolidating hearing initial sounds in words</li> <li>Beginning to orally blend simple words</li> <li>Writing some or all of their name</li> </ul> <p><u>Writing ideas:</u></p> <ul style="list-style-type: none"> <li>Shopping lists for the trip to the North End Road Market</li> <li>Drawing and labelling members of your family</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the key concepts about print: <ul style="list-style-type: none"> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul> </li> <li>Developing phonological awareness to: <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>clap syllables in a word</li> </ul> </li> <li>Continuing to enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> <li>Continuing to draw freely</li> <li>Distinguishing between the different marks they make</li> </ul>	<ul style="list-style-type: none"> <li>Continuing a rhyming string</li> <li>Continuing to orally blend simple words</li> <li>Beginning to read individual letters</li> <li>Beginning to read simple words</li> <li>Beginning to recognise some exception words</li> <li>Consolidating writing names</li> <li>Beginning to write simple words</li> </ul> <p><u>Writing ideas:</u></p> <ul style="list-style-type: none"> <li>Shopping list</li> <li>Recipes</li> <li>Class information book on autumn/winter</li> </ul>
<b>Maths</b>	<p><u>White Rose Maths:</u></p> <ul style="list-style-type: none"> <li>Comparison – more than/fewer than/same</li> <li>Shape, space &amp; measure - Explore and build with shapes and objects</li> <li>Pattern – explore repeats</li> <li>Counting - hear and say number names</li> </ul>	<p><u>White Rose Maths/NCETM:</u></p> <ul style="list-style-type: none"> <li>Matching, sorting and comparing</li> <li>Talking about measure and patterns (compare mass, size, capacity; explore, continue and create simple repeating patterns)</li> <li>Composition of numbers up to 3</li> <li>Subitising numbers up to 3</li> <li>1 more/1 less up to 3</li> </ul>	<p><u>White Rose Maths</u></p> <ul style="list-style-type: none"> <li>Counting - begin to order number names</li> <li>Subitising - I see 1, 2, 3</li> <li>Pattern - join with repeats</li> <li>Shape, space &amp; measure - explore position and space</li> </ul>	<p><u>White Rose Maths/NCETM:</u></p> <ul style="list-style-type: none"> <li>Circles &amp; triangles (describing and comparing shapes)</li> <li>1, 2, 3, 4, 5 – composition of numbers up to 5</li> <li>1 more/1 less up to 5</li> <li>Subitising numbers up to 5</li> <li>Shapes with 4 sides comparing shapes, (composing &amp; decomposing shapes, recreating shape arrangements)</li> </ul>
	Special People		Christmas	
<b>Understanding the World/RE</b>	<ul style="list-style-type: none"> <li>Talking about what they see, using a wide vocabulary</li> <li>Using all their senses in hands-on exploration of different textures.</li> <li>Beginning to make sense of their own life-story and family's history.</li> <li>Showing interest in different occupations.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things</li> </ul>	<ul style="list-style-type: none"> <li>Talking about members of their immediate family and community.</li> <li>Naming and describing people who are familiar to them.</li> <li>Describing what they see, hear and feel whilst outside</li> </ul>	<ul style="list-style-type: none"> <li>Using all their senses in hands-on exploration of natural materials.</li> <li>Exploring collections of materials with similar and/or different properties.</li> <li>Continuing to talk about what they see, using a wide vocabulary</li> <li>Observing and commenting on seasonal changes on an autumn walk</li> <li>Continuing to develop positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to explore the natural world around them.</li> <li>Understanding some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>Continuing to describe what they see, hear and feel whilst outside</li> <li>Understanding that some places are special to members of their community.</li> <li>Recognising that people have different beliefs and celebrate special times in different ways.</li> </ul>
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>Exploring paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>Expressing ideas and feelings through making marks, and</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to develop an understanding of using lines to enclose a space, and beginning to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>Enjoying joining in with moving, dancing and ring games</li> </ul>	<ul style="list-style-type: none"> <li>Creating closed shapes with continuous lines and beginning to use these shapes to represent objects.</li> <li>Showing different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Singing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>Making music in a range of ways, e.g. playing with sounds creatively, playing along to the beat of the song they are singing or music they are listening to</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> </ul>

	<p>sometimes giving a meaning to the marks they make.</p> <ul style="list-style-type: none"> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>• Remember and sing entire songs</li> </ul>	<ul style="list-style-type: none"> <li>• Tapping out simple repeated rhythms</li> <li>• Using tools for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring different materials freely, to develop their ideas about how to use them and what to make</li> <li>• Exploring colour and colour mixing.</li> <li>• Playing instruments with increasing control to express their feelings and ideas.</li> <li>• Beginning to remember and sing entire songs.</li> </ul>	
<b>Role Play Ideas</b>	<ul style="list-style-type: none"> <li>• Doctor's surgery</li> </ul>		<ul style="list-style-type: none"> <li>• Shop/market</li> </ul>	
<b>Trips &amp; visitors ideas</b>	<ul style="list-style-type: none"> <li>• People who help us - visits from a doctor/nurse/chef, fire fighter etc.</li> <li>• Visit to the local medical centre</li> </ul>		<ul style="list-style-type: none"> <li>• Autumn walk</li> <li>• Trip to North End Road Market</li> <li>• Parents to read Christmas/Diwali stories in their mother tongue</li> </ul>	

Curriculum A	Spring 1		Spring 2	
Topic	Telling Tales		What a Wonderful World!	
	Nursery	Reception	Nursery	Reception
<b>Key texts</b>	<p>The Three Little Pigs Goldilocks and the Three Bears Jack and the Beanstalk</p>		<p>Dear Earth Tidy Bothered By Bugs Sam Plants a Sunflower Spring inf. books</p>	
<b>Key rhymes</b>	<p>The Grand Old Duke of York Humpty Dumpty Jack and Jill</p>		<p>Incy Wincy Spider Round and Round the Garden Baa, Baa, Black Sheep</p>	
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>• Beginning to understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"</li> <li>• Using longer sentences of four to six words.</li> <li>• Continuing to develop their vocabulary (<b>brick, wood, sticks, straw, blow, huff, puff, grow, plant, scary, bad, evil, horrible, strong, scary, nasty, rude, mean</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to engage in story times</li> <li>• Retelling familiar stories</li> <li>• Describing events in some detail</li> <li>• Learning new vocabulary and use it through the day (<b>brick, wood, sticks, straw, blow, huff, puff, grow, plant, scary, bad, evil, horrible, strong, scary, nasty, rude, mean</b>)</li> <li>• Beginning to ask questions to find out more and to check they understand what has been said to them</li> <li>• Continuing to engage in non-fiction books</li> <li>• Using past &amp; future tenses correctly when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidating answering 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Understanding a question or instruction that has two parts, such as: "Get your coat and wait at the door"</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Listening to longer stories and can remember much of what happens.</li> <li>• Continuing to develop their vocabulary (<b>forest, grass, mud, snowstorm, cave, dark, cold, deep, squirrel, fox, prickles, claws, buzz, fly, wings, legs, spotty, stripy</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Articulating their ideas and thoughts in well-formed sentences</li> <li>• Continuing to learn new vocabulary and using it through the day (<b>forest, woodland, long, wavy, oozy, sticky, fur, tail, paws, beak, claws, wings, spotty, stripy, antennae, hairy, insects, )</b></li> <li>• Continuing to learn poems</li> <li>• Retelling the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li> <li>• Connecting one idea or action to another using a range of connectives.</li> <li>• Continuing to participate in small group and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> </ul>
<b>Personal, Social and Emotional Development</b>	Building relationships: My family and friends		Self-regulation: Listening and following instructions	
	<ul style="list-style-type: none"> <li>• Choosing who you would like to play with and how to play well together.</li> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• Making independent choices and recognise the choices you</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming aware of different beliefs and how different people celebrate their special times</li> <li>• How to play with others and ways to resolve conflict e.g. sharing, taking turns.</li> <li>• Knowing the characteristics of a good friend</li> <li>• Knowing how to be a good team player</li> </ul>	<ul style="list-style-type: none"> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> </ul>	<ul style="list-style-type: none"> <li>• Being confident to try new activities and showing independence, resilience and perseverance in the face of challenge.</li> <li>• Giving focused attention to what the teacher says, responding appropriately even when engaged in activity and showing an ability to follow instructions involving several ideas or actions.</li> <li>• Showing sensitivity to their own and to others' needs</li> </ul>

	make effect how you feel as well as others			
<b>Physical Development</b>	<p style="text-align: center;"><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Copying and creating shapes with your body</li> <li>• Developing balancing and taking weight on different body parts</li> <li>• Developing jumping and landing safely</li> <li>• Developing rocking and rolling.</li> <li>• Being increasingly independent when getting dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Continuing to use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>	<p style="text-align: center;"><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Creating short sequences using shapes, balancing and travelling actions</li> <li>• Developing balancing and safely using apparatus</li> <li>• Developing jumping and landing safely from a height</li> <li>• Exploring travelling around, over and through apparatus</li> <li>• Developing their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> </ul>	<p style="text-align: center;"><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Exploring different body parts and how they move</li> <li>• To remember and repeat different actions</li> <li>• Exploring moving in different directions and at different levels</li> <li>• Creating movements and beginning to perform simple dance patterns</li> <li>• Moving with control and co-ordination, linking, copying and repeating actions.</li> <li>• Showing increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</li> <li>• Manipulating a range of tools and equipment in one hand, tools including paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> </ul>	<p style="text-align: center;"><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Copying, repeating and exploring actions in response to a theme.</li> <li>• Exploring and remembering actions considering level, shape &amp; direction</li> <li>• Exploring movement using a prop with good control and co-ordination</li> <li>• Expressing ideas through movement</li> <li>• Developing the foundations of a handwriting style which is accurate and efficient</li> </ul>
Phonics: Little Wandle Letters & Sounds Revised				
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Consolidating the key concepts about print: <ul style="list-style-type: none"> <li>➢ we read English text from left to right and from top to bottom</li> <li>➢ the names of the different parts of a book</li> <li>➢ page sequencing</li> </ul> </li> <li>• Repeating and using actions, words or phrases from familiar stories</li> <li>• Engaging in extended conversations about stories, learning new vocabulary.</li> <li>• Imitating adults' writing by making continuous lines of shapes and symbols from left to right</li> </ul>	<ul style="list-style-type: none"> <li>• Using vocabulary and forming of speech that are increasingly influenced by their experiences of reading</li> <li>• Describing main story settings, events and principal characters in increasing detail</li> <li>• Re-enacting stories they have heard in their play</li> <li>• Continuing to read individual letters and digraphs/trigraphs by saying the sounds for them and blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Continuing to learn common exception words</li> <li>• Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>• re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>• Beginning to form lower-case letters correctly</li> <li>• Consolidating sounding out and writing words using familiar sounds/ <ul style="list-style-type: none"> <li>• Beginning to write short phrases with words with known sound letter correspondence</li> </ul> </li> </ul> <p style="text-align: center;"><u>Writing ideas:</u></p>	<ul style="list-style-type: none"> <li>• Understanding the key concepts about print: <ul style="list-style-type: none"> <li>➢ print has meaning</li> <li>➢ print can have different purposes</li> </ul> </li> <li>• Recognising words with the same initial sound, such as money and mother</li> <li>• Continuing to engage in extended conversations about stories, learning new vocabulary.</li> <li>• Continuing to imitate adults' writing by making continuous lines of shapes and symbols from left to right</li> <li>• Writing some of their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to use vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>• Continuing to describe main story settings, events and principal characters in increasing detail</li> <li>• Continuing to re-enact stories they have heard in their play</li> <li>• Continuing to read individual letters and digraphs/trigraphs by saying the sounds for them and blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Continuing to learn common exception words</li> <li>• Continuing to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words/re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>• Continuing to form lower-case letters correctly</li> <li>• Continuing to write short phrases with words with known sound letter correspondence</li> </ul> <p style="text-align: center;"><u>Writing ideas:</u></p> <ul style="list-style-type: none"> <li>• Writing class information book on woodland animals/mini-beasts</li> <li>• Writing instructions for the Bear to find his way to the cave</li> </ul>

		<ul style="list-style-type: none"> <li>• Writing missing poster of a dragon/naughty princess</li> <li>• Writing sorry letter to the knight</li> </ul>		<ul style="list-style-type: none"> <li>• Writing and reading clues about woodland animals/mini-beasts for friends to guess</li> </ul>
<b>Maths</b>	<p><u>White Rose Maths:</u></p> <ul style="list-style-type: none"> <li>• Subitising – Show me 1,2 3</li> <li>• Counting – Move and label 1,2 3</li> <li>• Shape, space &amp; measure - explore position and routes</li> <li>• Pattern - explore patterns</li> </ul>	<p><u>White Rose Maths/NCETM:</u></p> <ul style="list-style-type: none"> <li>• Alive in 5 (subitising numbers 0-5, 1 more/1 less; composition of numbers up to 5)</li> <li>• Mass &amp; capacity (comparing mass; finding balance; exploring &amp; comparing capacity)</li> <li>• Growing 6, 7 &amp; 8 (representing the numbers; composition of the numbers; finding 1 more/1 less; doubling up to 8; making pairs -odd and even)</li> <li>• Time (ordering and sequencing events; talking about time)</li> </ul>	<p><u>White Rose Maths:</u></p> <ul style="list-style-type: none"> <li>• Counting – take and give 1, 2, 3</li> <li>• Shape, space &amp; measure – match, talk, push and pull</li> <li>• Subitising –talk about dots</li> <li>• Pattern – lead on own repeats</li> </ul>	<p><u>White Rose Maths/NCETM:</u></p> <ul style="list-style-type: none"> <li>• Building 9 &amp; 10 (Representing &amp; composition of 9 &amp; 10; number bonds to 10, 1 more/1 less to 10; conceptual subitising numbers up to 10; doubles to 10; odd and even numbers up to 10)</li> <li>• Length &amp; height (Exploring &amp; comparing length and height)</li> <li>• Consolidating 2D shapes</li> <li>• Introducing 3D shapes (shapes in the environment; using shapes for tasks)</li> <li>• Repeating patterns (recognising &amp; continuing simple repeating patterns)</li> </ul>
<b>Understanding the World (RE)</b>	Celebrations		Easter	
	<ul style="list-style-type: none"> <li>• Planting seeds and caring for growing plants.</li> <li>• Beginning to understand the need to respect and care for the natural environment and all living things.</li> <li>• Understanding the key features of the life cycle of a plant</li> <li>• Continuing to talk about what they see, using a wide vocabulary</li> <li>• Continuing to develop positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Comparing and contrasting characters from stories, including figures from the past.</li> <li>• Understanding that some places are special to members of their community.</li> <li>• Recognising that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to explore collections of materials with similar and/or different properties.</li> <li>• Continuing to talk about what they see, using a wide vocabulary.</li> <li>• Continuing to use all their senses in hands-on exploration of natural materials.</li> <li>• Talking about the differences between materials and changes they notice.</li> <li>• Continuing to observe and comment on seasonal changes on a spring walk</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Continuing to describe what they see, hear and feel whilst outside</li> </ul>
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>• Exploring materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Developing their own ideas and then deciding which materials to use to express them.</li> <li>• Taking part in simple pretend play, using an object to represent something else even though they are not similar.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating representations of both imaginary and real-life ideas, events, people and objects</li> <li>• Developing storylines in their pretend play</li> <li>• Developing their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to develop their own ideas and then deciding which materials to use to express them.</li> <li>• Joining different materials and explore different textures.</li> <li>• Drawing with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Continuing to play instruments with increasing control to express their feelings and ideas.</li> <li>• Remembering and singing entire songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to develop their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>• Inventing, adapting and recounting narratives and stories with peers and their teacher</li> <li>• Continuing to explore, use and refine a variety of artistic effects to express their ideas and feelings</li> </ul>
<b>Role Play Ideas</b>	Construction site		Woodland	
<b>Trips &amp; visitors ideas</b>	<ul style="list-style-type: none"> <li>• Fulham Palace</li> </ul>		<ul style="list-style-type: none"> <li>• Ecology Centre/Fulham Palace Fields</li> </ul>	

Curriculum A	Summer 1		Summer 2	
Topic	Drip Drop...		Our World, Our Stories...	
	Nursery	Reception	Nursery	Reception
Key texts	This is How We Keep Healthy Commotion in the Ocean The Water Hole		The Hundred Decker Bus The Penguin Who Wanted to Find Out We're Going on A Lion Hunt Walking Through the Jungle Where Are You From?	
Key Rhymes	A Sailor Went to Sea 1,2,3,4,5 Once I Caught a Fish Alive Row, Row, Row Your Boat		Down at the Station The Wheels On the Bus 5 Little Monkeys	
Communication & Language	<ul style="list-style-type: none"> <li>Continuing to listen to longer stories and being able remember much of what happens.</li> <li>Singing a large repertoire of songs. ( I am A Pirate, When I was One...'</li> <li>Knowing many rhymes, being able to talk about familiar books, and being able to tell a long story.</li> <li>Continuing to develop their vocabulary (<b>pirate, sword, fight, treasure, golden, shiny, dig, treasure hunt, adventure</b>)</li> <li>Participating in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>Continuing to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li> <li>Holding conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>Continuing to learn new vocabulary and using it through the day (<b>ship, crow's nest, deck, scrub, rigging, climb, treasure, shiny, sparkly, dig up, treasure map, adventure, eye-patch, peg leg, crossbones</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to sing a large repertoire of songs (The Big Ship Sails...,</li> <li>Knowing many rhymes, being able to talk about familiar books, and being able to tell a long story. (The Wheels on the Bus, Row Row Your Boat, This is the Way We Cross the Road)</li> <li>Using talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>Continuing to develop their vocabulary (<b>travel, aeroplane, fly, take off, land, wheels, wings, airport, luggage</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to connect one idea or action to another using a range of connectives.</li> <li>Continuing to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>Continuing to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li> <li>Continuing to learn new vocabulary and using it through the day (<b>map, travel, journey, sail, take off, passenger, driver, pilot, engine, wings, luggage, suitcase, cockpit, cabin crew</b>)</li> </ul>
Personal, Social and Emotional Development	Managing self: Taking on challenges		Managing self: My wellbeing	
	<ul style="list-style-type: none"> <li>To use kind words and actions</li> <li>Increasingly follow rules, understanding why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Learning to communicate with one another when working in a group</li> <li>Showing an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> </ul> <p>To understand that our actions can affect others The importance of recycling and not</p>	<ul style="list-style-type: none"> <li>Being increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Making healthy choices about food, drink, activity and toothbrushing.</li> </ul>	<ul style="list-style-type: none"> <li>Managing their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices, toothbrushing and having a good sleep routine</li> <li>Knowing and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, etc.</li> </ul>

		wasting (save our oceans - reduce plastic waste)		
<b>Physical Development</b>	<p style="text-align: center;"><u>Games</u></p> <ul style="list-style-type: none"> <li>Developing throwing and learning how to keep score</li> <li>Playing games showing understanding of different roles within it</li> <li>Using a comfortable grip with good control when holding pens and pencils</li> </ul>	<p style="text-align: center;"><u>Games</u></p> <ul style="list-style-type: none"> <li>Aiming when throwing and practise keeping a score</li> <li>Continuing to follow instructions and move safely when playing tagging games</li> <li>Learning to play against a partner</li> <li>Continuing to develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<p style="text-align: center;"><u>Ball Skills</u></p> <ul style="list-style-type: none"> <li>Beginning to roll a ball to a target</li> <li>Beginning to throw a ball to a target using an underarm throw</li> <li>Beginning to bounce a ball once and catch it</li> <li>Refining the use of a comfortable grip with good control when holding pens and pencils</li> </ul>	<p style="text-align: center;"><u>Ball Skills</u></p> <ul style="list-style-type: none"> <li>Rolling and tracking a ball</li> <li>Refining accuracy when throwing an object to a target</li> <li>Developing dribbling with hands</li> <li>Throwing and catching a ball with a partner</li> <li>Continuing to develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
	Phonics: Little Wandle Letters & Sounds Revised			
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Beginning to be aware of the way stories are structured, and to tell own stories</li> <li>Talking about events and principal characters in stories and suggests how the story might end</li> <li>Using 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.</li> <li>Writing some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>Re-enacting and reinventing stories they have heard in their play</li> <li>Consolidating reading some letter groups that each represent one sound and say sounds for them.</li> <li>Consolidating reading familiar common exception words and continuing to learn to read new common exception words</li> <li>Continuing to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Continuing to form lower-case and begin to form capital letters correctly</li> <li>Enjoying creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words</li> <li>Beginning to write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> </ul> <p style="text-align: center;"><u>Writing ideas:</u></p> <ul style="list-style-type: none"> <li>Drawing maps and writing instructions to find treasure</li> <li>Making a missing poster for Pirate Frank</li> <li>Drawing and labelling picture of a pirate</li> </ul>	<ul style="list-style-type: none"> <li>Recognising familiar words and signs such as own name, advertising logos and screen icons</li> <li>Looking at and enjoying print and digital books independently</li> <li>Continuing to 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.</li> <li>Consolidating writing some or all of their name.</li> <li>Continuing to write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to re-enact and reinvent stories they have heard in their play</li> <li>Engaging with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> <li>Continuing to enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words</li> <li>Consolidating writing short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Writing recognisable letters, most of which are correctly formed</li> </ul> <p style="text-align: center;"><u>Writing ideas:</u></p> <ul style="list-style-type: none"> <li>Creating class information book about African animals</li> <li>Drawing simple maps of the local area and writing instructions on how to get to Normand Park.</li> <li>Creating suitcases for the new teacher with sentences describing children</li> </ul>
	<p style="text-align: center;"><u>White Rose Maths:</u></p> <ul style="list-style-type: none"> <li>Shape, space &amp; measure – start to puzzle</li> </ul>	<p style="text-align: center;"><u>White Rose Maths/NCETM:</u></p>	<p style="text-align: center;"><u>White Rose Maths:</u></p> <ul style="list-style-type: none"> <li>Pattern – my own pattern</li> <li>Counting- stop at 1, 2, 3, 4, 5</li> </ul>	<p style="text-align: center;"><u>White Rose Maths/NCETM:</u></p> <ul style="list-style-type: none"> <li>Visualise, build and map (Identifying &amp; creating repeating patterns; replicating scenes and</li> </ul>

<b>Maths</b>	<ul style="list-style-type: none"> <li>• Pattern – make patterns together</li> <li>• Subitising – make games and actions</li> <li>• Counting – show</li> </ul>	<ul style="list-style-type: none"> <li>• Counting to 20 and beyond (recognising patterns when building numbers up to 20; beginning to count beyond 20)</li> <li>• How many now? (adding and taking away in a meaningful &amp; practical context)</li> <li>• Manipulate, compose and decompose (manipulating, composing &amp; decomposing shapes; recreating shape arrangements)</li> <li>• Sharing &amp; grouping (sharing and grouping objects, finding odd and even numbers, consolidating doubling)</li> </ul>	Comparison – match, sort, compare	constructions; visualising from different positions; describing position; giving instructions to build) <ul style="list-style-type: none"> <li>• Make connections (Patterns and relationships)</li> </ul>
<b>Understanding the World/RE</b>	Story time		Special Places	
	<ul style="list-style-type: none"> <li>• Exploring and talking about different forces they can feel.</li> <li>• Continuing to talk about what they see, using a wide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the key features of the life cycle of a plant and an animal.</li> <li>• Continuing to talk about what they see, using a wide vocabulary.</li> <li>• Knowing that there are different countries in the world and talking about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some environments that are different from the one in which they live.</li> <li>• Drawing information from a simple map.</li> <li>• Recognising some similarities and differences between life in this country and life in other countries</li> </ul>
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>• Beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Making imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Singing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to invent, adapt and recount narratives and stories with peers and their teacher</li> <li>• Watching and talking about dance and performance art, expressing their feelings and responses</li> <li>• Creating collaboratively, sharing ideas, resources and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Creating their own songs or improvise a song around one they know.</li> <li>• Creating their own songs or improvise a song around one they know</li> <li>• Continuing to create collaboratively, share ideas, resources and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</li> <li>• Continuing to sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• Continuing to create representations of both imaginary and real-life ideas, events, people and objects</li> </ul>
<b>Role Play Ideas</b>	Healthy cafe		Aeroplane/Airport	
<b>Trips &amp; visitors ideas</b>	Princess Diana's Playground		Bishop's Park	