

Curriculum A	Autumn 1		Autumn 2	
Topic	Incredible Me!		Light & Dark	
	Nursery	Reception	Nursery	Reception
Key texts	'Jake's First Day at Nursery School' 'The Same but Different' 'The Toy's Party' 'Oliver's Fruit Salad'	'What Makes Me a Me?' 'Super Dupper You' 'The Toy's Party' 'Oliver's Fruit Salad'	'Whatever Next' 'Peace at Last' 'Aliens Love Underpants' 'Leaf Thief' Inf. books on autumn	'Whatever Next' 'Look Up!' 'Roaring Rockets' 'Super Spud and the Stinky Space Rescue' 'Autumn' Inf. books on space and autumn
Communication & Language	<ul style="list-style-type: none"> <li>Singing rhymes</li> <li>Beginning to be able to answer simple questions about a familiar book with visual prompts</li> <li>Developing their vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to listen carefully and why listening is important</li> <li>Learning new vocabulary</li> <li>Developing social phrases</li> <li>Learning rhymes, poems and songs</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</li> <li>Developing their ability to talk about familiar stories using visual prompts</li> <li>Continuing to develop their vocabulary</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</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>What makes me special?</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> <li>Talking about similarities and differences among ourselves</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>Movement</u> <ul style="list-style-type: none"> <li>Developing spatial awareness</li> <li>Developing gross motor skills (moving around using different parts of the body)</li> </ul>	<u>Movement</u> <ul style="list-style-type: none"> <li>Showing a preference for a dominant hand</li> <li>Developing fine motor skills through threading, using spray bottles, using malleable materials</li> <li>Continuing to develop spatial awareness and learning how to move around in a safe manner</li> <li>Revising and refining the fundamental movement skills: rolling, crawling, walking, jumping, running, skipping</li> </ul>	<u>Movement</u> <ul style="list-style-type: none"> <li>Continuing to use large muscle movements to wave scarves, streamers, paint and make marks</li> <li>Skipping, hopping, standing on one leg and hold a pose for a game like musical statues</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>Movement</u> <ul style="list-style-type: none"> <li>Continuing to refine the fundamental movement skills he/she have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</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, safely and confidently, e.g. pencils for drawing and writing</li> </ul>
Literacy	Phonics: Little Wandle Letters & Sounds Revised			
	<ul style="list-style-type: none"> <li>Joining in with rhymes and songs</li> <li>Beginning to show awareness of rhythm</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> </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> </ul> </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> </ul>

	<ul style="list-style-type: none"> <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>• Beginning to orally blend simple words</li> <li>• Writing some or all of their name</li> </ul>	<ul style="list-style-type: none"> <li>➢ the names of the different parts of a book</li> <li>➢ page sequencing</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>• Beginning to recognise some exception words</li> <li>• Consolidating writing names</li> <li>• Beginning to write simple words</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Describing objects according to their properties (size, colour)</li> <li>• Sorting and matching objects according to their properties</li> <li>• Reciting numbers up to 3</li> <li>• Showing 'finger numbers' up to 3</li> <li>• Using number words, like one two or three and sometimes responds accurately when asked to give one, two or three things</li> </ul>	<p><u>White Rose Maths:</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>	<ul style="list-style-type: none"> <li>• Reciting numbers up to 5</li> <li>• Showing 'finger numbers' up to 5.</li> <li>• Saying one number for each item in order: 1,2,3.</li> <li>• Knowing that the last number reached when counting a small set of objects tells you how many there are in total</li> <li>• In everyday situations, takes or gives two or three objects from a group</li> <li>• Beginning to notice numerals (number symbols)</li> <li>• Talking about and exploring basic 2D shapes (circles &amp; triangles)</li> </ul>	<p><u>White Rose Maths:</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>
	<b>Special People</b>		<b>Christmas</b>	
<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>• Developing positive attitudes about the differences between people.</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 sometimes giving a meaning to the marks they make.</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</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> <li>• Tapping out simple repeated rhythms</li> <li>• Using tools for a purpose</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> <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>	<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>

	<ul style="list-style-type: none"> <li>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>Rocket</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>Trip to North End Road Market</li> </ul>		<ul style="list-style-type: none"> <li>Autumn walk</li> <li>Parents to read Christmas/Diwali stories in their mother tongue</li> </ul>

Curriculum A	Spring 1		Spring 2	
Topic	Once upon a Time...		In the Deep Dark Woods...	
	Nursery	Reception	Nursery	Reception
<b>Key texts</b>	'I am a Pretty Princess' 'There's a Dragon in Your Book'	'The Princess and the Dragon' 'The Knight and the Dragon' 'In the Castle' Inf. books on castles	'We're Going On a Bear Hunt' 'Goldilocks and the Three Bears' 'The Gruffalo' Inf. books on minibeasts	'We're Going On a Bear Hunt' 'After the Storm' 'Tidy' Inf. books on woodland animals/mini-beasts
<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</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</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</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</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 make effect how you feel as well as others</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>
	<u>Movement/Gymnastics</u> <ul style="list-style-type: none"> <li>Going up steps and stairs, or climbing up apparatus, using alternate feet.</li> <li>Continuing to skip, hop stand on 1 leg and hold a pose for a game like musical statues</li> </ul>	<u>Ball skills</u> <ul style="list-style-type: none"> <li>Developing and refining a range of ball skills including: throwing, catching, passing and kicking.</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,</li> </ul>	<u>Ball skills</u> <ul style="list-style-type: none"> <li>Developing their ball skills. (rolling, throwing &amp; catching)</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> </ul>	<u>Ball skills</u> <ul style="list-style-type: none"> <li>Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Showing increasing control over an object in patting, batting, and aiming</li> </ul>

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Collaborating with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> <li>• Being 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>	paintbrushes, scissors, knives, forks and spoons	<ul style="list-style-type: none"> <li>• Manipulating a range of tools and equipment in one hand, tools including paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> </ul>	<ul style="list-style-type: none"> <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>	<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>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Enjoying counting verbally as far as they can go</li> <li>• Pointing or touching each item, saying one number for each item, using the stable order of 1,2,3,4,5.</li> <li>• Beginning to understand that things might happen now or at another time, in routines               <ul style="list-style-type: none"> <li>• Beginning to understand some talk about immediate past and future</li> </ul> </li> </ul>	<p style="text-align: center;"><u>White Rose Maths:</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>	<ul style="list-style-type: none"> <li>• Linking numerals with amounts up to 5 and maybe beyond</li> <li>• Using some number names and number language within play</li> <li>• Making comparisons between objects relating to size, length, weight</li> <li>• Talking about and exploring 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul>	<p style="text-align: center;"><u>White Rose Maths:</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>

	<ul style="list-style-type: none"> <li>• Beginning to anticipate times of the day such as mealtimes or home time</li> <li>• Beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>• Choosing puzzle pieces and trying to fit them in</li> <li>• Making simple constructions</li> </ul>		<ul style="list-style-type: none"> <li>• Selecting shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>• Recognising that two objects have the same shape</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>	Castle		Woodland/The Three Bears' house	
<b>Trips &amp; visitors ideas</b>	<ul style="list-style-type: none"> <li>• Kensington Palace/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	Ahoy Adventure!		What a Wonderful World!	
	Nursery	Reception	Nursery	Reception
Key texts	'Go, Go, Pirate Boat' 'The Night Pirates' 'Pirates Love Underpants'	'The Wicked Pirates' 'On a Pirate Ship' 'The Treasure of Pirate Frank' 'Pirate Pete'	'We All Go Travelling By' 'My World, Your World' 'Around the World We Go'	'The Boy Who Sailed the World' 'Martha Maps It Out' Inf. books, e.g. atlases
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.</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</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> </ul>	<ul style="list-style-type: none"> <li>Continuing to sing a large repertoire of songs.</li> <li>Knowing many rhymes, being able to talk about familiar books, and being able to tell a long story.</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</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> </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 wasting (save our oceans - reduce plastic waste)</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>
Physical Development	<u>Dance</u> <ul style="list-style-type: none"> <li>Increasingly being able to use and remember sequences and patterns of movements which</li> </ul>	<u>Dance</u> <ul style="list-style-type: none"> <li>Progressing towards a more fluent style of moving, with developing control and grace.</li> </ul>	<u>Gymnastics</u> <ul style="list-style-type: none"> <li>Continuing to develop their movement, balancing, riding (scooters, trikes and bikes)</li> </ul>	<u>Gymnastics</u> <ul style="list-style-type: none"> <li>Travelling with confidence and skill around, under, over and through balancing and climbing equipment</li> </ul>

	<p>are related to music and rhythm.</p> <ul style="list-style-type: none"> <li>Using a comfortable grip with good control when holding pens and pencils</li> </ul>	<ul style="list-style-type: none"> <li>Combining different movements with ease and fluency.</li> <li>Continuing to develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>Moving in different ways showing good coordination, balance and agility</li> </ul>	<ul style="list-style-type: none"> <li>Jumping off an object and landing appropriately</li> <li>Choosing to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as, shuffling, walking, sliding.</li> <li>Confidently and safely using a range of large and small apparatus indoors and outside, alone and in a group/develop overall body strength, balance, co-ordination and agility</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>	<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>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Experimenting with their own symbols and marks as well as numerals.</li> <li>Solving real world mathematical problems with numbers up to 5</li> <li>Beginning to recognise numerals 0 to 10</li> <li>Subitising one, two and three objects (without counting)</li> <li>Responding to and using language of position and direction</li> </ul>	<p><u>White Rose Maths:</u></p> <ul style="list-style-type: none"> <li>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>	<ul style="list-style-type: none"> <li>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</li> <li>Beginning to use understanding of number to solve practical problems in play and meaningful activities</li> <li>Continuing to explore using a range of their own marks and signs to which they ascribe mathematical meanings</li> <li>Beginning to recognise that each counting number is one more than the one before</li> <li>Linking numerals with amounts up to 5 and maybe beyond</li> </ul>	<p><u>White Rose Maths:</u></p> <ul style="list-style-type: none"> <li>Visualise, build and map (Identifying &amp; creating repeating patterns; replicating scenes and constructions; visualising from different positions; describing position; giving instructions to build)</li> <li>Make connections (Patterns and relationships)</li> </ul>

			<ul style="list-style-type: none"> <li>• Responding to and using language of position and direction</li> <li>• Exploring and adding to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</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>	Pirate ship		Aeroplane/Airport	
<b>Trips &amp; visitors ideas</b>	Princess Diana's Playground		Bishop's Park	