

Nursery Learning Plan											
	Theme	Areas  Within each unit of learning children are encouraged to develop their own fascinations, guide learning and enhance the curriculum that is planned.		Focus Texts	RE	PSED	C&L	PD	Maths – White Rose (Master the Curriculum)	Literacy	Phonics
Autumn 1	Marvellous Me!	<u>Understanding the World</u> - Learn about the life cycles on humans - Learn about how to take care of themselves - Learn about their senses - Identifying similarities between themselves and different families - Exploring nursery environment - Autumn – seasonal change - Name the key people in my life - Learn the days of the week  <u>Enriching the curriculum</u> - Visits from our special people  Science - Humans History – What makes me marvellous? Geography – Where am I?	<u>Expressive Arts and Design</u> - Free painting/drawing family/friends - Creating ourselves with different media – collage, loose parts - Autumn crafts  <u>Music</u> Sing nursery rhymes and action songs  Art – Drawing Computing - Digital Citizenship and Digital Literacy	<b>Leaf Man</b> – Louis Ehler <b>Pumpkin Soup</b> – Helen Cooper  <b>Our Special World – My family</b> – Liz Lennon <b>Big book of families</b> – Catherine & Laurence Anholt <b>The family book</b> – Todd Parr <b>All about families</b> - Usbourne	Why is the word ‘God’ so important to Christians?	<b>Me and My Relationships</b>  All about me What makes me special Me and my special people Who can help me? My feelings Healthy Eating	We prioritise communication and language skills throughout the EYFS  School using assessments such as NELI and WELCOM to support pupils.  School uses a traded speech and language	<u>Space</u>  Taught and practiced through continuous provision.  - Rules and boundaries - Avoiding obstacles - Co-ordinating space through play	<b>Starters – Number Songs</b> <b>Week 1 – Colours</b> – red, blue, yellow <b>Week 2 – Colours</b> – green, purple, mix of colours <b>Week 3 – Match</b> – buttons and colours, match towers, matching shoes <b>Week 4 – Match</b> – match number shapes, match shapes, pattern handprints – big and small <b>Week 5 – Sort</b> – colour, size, shape <b>Week 6 – What do you notice?</b> Guess the rule	Baseline Our favourite stories Ourselves. Family stories – create a picture (mark making) <b>Leaf Man</b> (autumn) create own leaf man <b>Pumpkin Soup</b> – make own pumpkin soup	Children have daily phonics lessons following the Read Write Inc Scheme.  Following an initial 6 weeks of sounds sessions, children will be grouped using the read Write Inc assessments.
Autumn 2	Celebrations	<u>Understanding the World</u> - Explore a range of materials - Shape and Join Materials - Combine and Mix ingredients - Change materials by heating and cooling – including cooking - Explore the geography of school and its grounds - Recognise maps and globes - Bonfire Night - Christmas - Diwali  <u>Enriching the curriculum</u> - Nativity  Science – Materials, including changing materials History – How do we celebrate? Geography – Where am I?	<u>Expressive Arts and Design</u> - Sculpture – construction (buildings, school) - Diwali Craft - Bonfire Art - Christmas Crafts  <u>Music</u> Sing nursery rhymes and action songs  Art – Sculpture DT – Construction Computing - Digital Citizenship and Digital Literacy	<b>The Three Little Pigs</b>  <b>Maisy’s nursery</b> – Lucy Cousins <b>Colour Monster School</b> – Anna Llenas	Why is Christmas special for Christians?	<b>Valuing Difference</b>  I’m special, you’re special Same and different Same and different families Same and different homes I am caring I am a friend	service to support children who need extra intervention.	<u>Space</u>  Taught and practiced through continuous provision.  - Rules and boundaries - Avoiding obstacles - Co-ordinating space through play	<b>Starters – Number Songs</b> <b>Week 7 – Number 1</b> – subitising, counting, numeral <b>Week 8 – Number 2</b> – Subitising dice pattern – subitising random pattern – subitising different sizes <b>Week 9 – Number 2</b> – counting, numeral <b>Week 10 – Pattern</b> – Extend AB colour patterns, extend AB outdoor patterns, AB movement patterns <b>Week 11 – Pattern</b> – Fix my pattern, extend ABC colour patterns, extend ABC outdoor patterns <b>Week 12 – Consolidation</b> – winter activity week	<b>The Three Little Pigs</b> – link to materials Nursery rhyme week Christmas Stories	We use a phonics tracker to quickly identify any gaps at the end of each half term. (This may be more regular in some cases where a pupil has been identified to the Early Reading Leader)
Spring 1	Keeping Safe – The Real Superheros	<u>Understanding the World</u> - Seasonal changes – Winter - Chinese New Year - Identify electrical devices - Use battery powered devices - Explore Light sources - Shine light through different materials - Healthy food fruit salad kebabs – cutting chopping, slicing - - Name people in our local community who can help us - Visits from people in our local community who keep us safe  Science – Electricity and Light History – What is Chinese New Year? Geography – What are maps?	<u>Expressive Arts and Design</u> - Winter Art – colour mixing - Cutting skills – snowflakes - Josephs; coat colour patterns - Chinese New Year crafts  <u>Music</u> Sing nursery rhymes and action songs  Art – Painting DT – Food Computing - Computer Science and Digital Literacy	<b>Little Red Riding Hood</b>  <b>We’re going to the doctors</b> – Campbell <b>Visiting the dentist</b> – Jo Brundle <b>Hospital</b> – Jess Stockham	Which places are special and why?	<b>Keeping Safe</b>  Keeping Myself Safe What’s safe to go into my body (including medicines) Safe indoors and outdoors\Listening to my feelings Keeping safe online People who help to keep me safe		<u>Balance</u>  Taught and practiced through continuous provision.  - Co-ordinating balance - Climbing safely - Developing balance with control	<b>Starters – Number Songs</b> <b>Week 1 – Number 3</b> – subitising <b>Week 2 – Number 3</b> – 3 little pigs, 1:1 counting, triangles <b>Week 3 – Number 4</b> – 1:1 counting, numeral, square/rectangles <b>Week 4 – Number 4</b> – composition <b>Week 5 – Number 5</b> – 1:1 counting, numeral, pentagon <b>Week 6 – Number 5</b> - composition	<b>Little Red Riding Hood</b> – story sequencing Retelling the story using puppets Chinese New Year story	We use this data to teach extra phonics and catch up on top of daily class teaching.  Additional phonics

Spring 2	Growing and Lifecycles	<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>- Feel forces</li> <li>- Explore how things work</li> <li>- Explore how objects/materials are affected by forces</li> <li>- Listen to sounds</li> <li>- Make sounds</li> <li>- Easter traditions around the world</li> </ul> <p>- Grow Plants</p> <p>- What do we see in Spring</p> <p>- What does a plant need to grow?</p> <p>- Plants in our local environment</p> <p>Science – Forces and Sound</p> <p>History – How did we travel a long time ago?</p> <p>Geography – Where is our local park?</p>	<p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>- Drawing, printing, collage</li> <li>- Big Art flowers</li> <li>- Van Gogh - Sunflowers</li> <li>- Spring flowers – junk modelling, printing, painting, drawing</li> <li>- Easter Crafts</li> </ul> <p><b><u>Music</u></b></p> <p>Sing nursery rhymes and action songs</p> <p>Art – Collage</p> <p>DT – Construction</p> <p>Computing - Computer Science and Digital Literacy</p>	<p><b>Jasper’s Beanstalk</b></p> <p><b>The Small, small seed</b></p> <p><b>Talk about growing –</b></p> <p>Robbie Harris</p> <p><b>Rosie plants a radish –</b></p> <p>Kate Petty</p> <p><b>My Bean Diary –</b> Rhonda Jenkins</p> <p><b>How does my garden grow –</b> Kate Burns</p>	Why is Easter special for Christians?	<p><b>Growing and Changing</b></p> <p>Seasons</p> <p>Life Stages - plants, animals, humans</p> <p>Life Stages: Human</p> <p>Life stages – who will I Be?</p> <p>Where do babies come from?</p> <p>Getting bigger</p> <p>Me and my body – girls and boys</p>		<p><b><u>Balance</u></b></p> <p>Taught and practiced through continuous provision.</p> <ul style="list-style-type: none"> <li>- Co-ordinating balance</li> <li>- Climbing safely</li> <li>- Developing balance with control</li> </ul>	<p><b>Week 7 – Consolidate 1-5</b></p> <p><b>Week 8 – Number 6 –</b> introduce 10 frames</p> <p><b>Week 9 – Height and Length –</b> tall and short, long and short, tall/long and short</p> <p><b>Week 10 – Mass –</b> relate to books – 3 little pigs, goldilocks</p> <p><b>Week 11 – Capacity –</b> exploring capacity outdoors and inside</p> <p><b>Week 12 - Consolidation</b></p>	<p><b>The small, small seed –</b> story sequencing</p> <p><b>Jasper’s Beanstalk story</b></p> <p>Sequencing/matching</p> <p>What will you find at the top of the Beanstalk?</p> <p>Writing cards – mother’s day/easter</p>	<p>sessions talk place throughout the day.</p> <p>Handwriting is linked to our learning in phonics to allow children to write words using the graphemes they have been taught.</p>
Summer 1	On the Farm	<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>- Parts of a plant</li> <li>- Lifecycle of a plant</li> <li>- How to care for livings things</li> <li>- Positional language using Rosie’s walk</li> </ul> <p>- Names of animals on the farm</p> <p>- Understand what happens on a. Farm</p> <p>- Visit from a farm and his tractor</p> <p>Science – Plants</p> <p>History – Which animals lived a long, long time ago?</p> <p>Geography – What is a globe?</p>	<p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>- Animals for farms</li> <li>- Tractor wheel printing</li> <li>- Scarecrow making</li> </ul> <p><b><u>Music</u></b></p> <p>Sing nursery rhymes and action songs</p> <p>Art – Drawing</p> <p>DT – Construction</p> <p>Computing -Information Technology and Digital Literacy</p>	<p><b>Rosie’s Walk –</b> Pat Hutchins</p> <p><b>On the farm –</b> Axel Shliefer</p> <p><b>Noisy farm –</b> Rod Campbell</p> <p><b>Spend a day on the farm –</b> Jane Yorke</p> <p><b>Down on the farm –</b> Merrily Kutner</p> <p><b>We went to a farm one day –</b> Jane Chapman</p>	Being special: Where do we belong?	<p><b>Rights and Respect</b></p> <p>Looking after my special people</p> <p>Looking after my friends</p> <p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p> <p>Looking after money</p>		<p><b><u>Travel</u></b></p> <p>Taught and practiced through continuous provision.</p> <ul style="list-style-type: none"> <li>- Travelling in different ways</li> <li>- Transitional travel</li> <li>- Developing physical sequences</li> </ul>	<p><b>Week 1 – More than/fewer than</b></p> <p><b>Week 2 – One more</b></p> <p><b>Week 3 – One less</b></p> <p><b>Week 4 – Shape –</b> 2D, revisit pattern from Autumn</p> <p><b>Week 5 – Shape -</b> 2D, revisit pattern from Autumn</p> <p><b>Week 6 - Consolidation</b></p>	<p><b>A squash and a squeeze –</b> rhyming</p> <p><b>On the farm –</b> mark marking farm</p> <p><b>Rosie’s walk –</b> imitation of story</p>	
Summer 2	Minibeasts	<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>- Learn about the life cycles of animals</li> <li>- Compare adult animals to their babies</li> <li>- Observe how baby animals change over time</li> <li>- Signs of summer</li> <li>- Packing a suitcase for summer</li> <li>- Simple maps</li> </ul> <p>- Minibeast habitat</p> <p>- Life Cycle of a Caterpillar</p> <p>- Real life butterflies</p> <p>- Minibeast bug visit</p> <p>- Minibeast Hunt – forest school</p> <p>Science – Animals, excluding humans</p> <p>Geography – Are there different countries in the world?</p>	<p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>- Minibeast habitats</li> <li>- Playdough minibeasts</li> <li>- Father’s Day cards</li> <li>- Hungry caterpillar art – printing, lead caterpillars, butterfly art (colour mixing)</li> <li>- Design an ugly bug</li> </ul> <p><b><u>Music</u></b></p> <p>Sing nursery rhymes and action songs</p> <p>Art – Painting</p> <p>DT – Food</p> <p>Computing -Information Technology and Digital Literacy</p>	<p><b>The Very Hungry Caterpillar –</b> Eric Carle</p> <p><b>Mad about minibeasts –</b> Giles Andreae</p> <p><b>The Very Ugly Bug –</b> Liz Pichon</p>	Which stories are special and why?	<p><b>Being my Best</b></p> <p>Transition activities in preparation for N2/Reception</p>		<p><b><u>Travel</u></b></p> <p>Taught and practiced through continuous provision.</p> <ul style="list-style-type: none"> <li>- Travelling in different ways</li> <li>- Transitional travel</li> <li>- Developing physical sequences</li> </ul>	<p><b>Week 7 – Number composition –</b> 1-5 revision</p> <p><b>Week 8 – Night and Day –</b> order events int eh day, order events in their day at nursery, what happens day/night</p> <p><b>Week 9 – Positional language</b></p> <p><b>Week 10 – Positional language</b></p> <p><b>Week 11 – Consolidation activity – summer</b></p> <p><b>Week 12 – Consolidation activity week</b></p>	<p><b>The Very Hungry Caterpillar –</b> sequencing/retell story</p> <p><b>Ugly Bug –</b> describe and create character</p> <p><b>Letter for my new teacher –</b> mark making and pictures</p>	