

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English – class texts and reading focus	Owl babies Where's Spot Rosie's Walk Each peach pear plum	Little Red hen Mrs Wishy Washy, The Gingerbread Man	Dear Zoo Where the wild things are My cat likes to hide in boxes Mrs Wishy Washy's farm	Jack and the beanstalk Jasper's beanstalk Titch A Squash and a Squeeze	The very hungry caterpillar The very busy spider The ladybird that never said a word Norman the slug with the silly shell The snail and the whale	The Train Ride, Mr Gumpy's Motor Car Mr Gumpy's boat We all go travelling by Lost and found
English – Writing	Physical development Mark making introduce mat man sequence Small groups initially	Mat man Self portraits Drawing club (text vocab related) Mark making in provision inside and outside	Mat man (add letter shapes) Self-portraits with name Drawing club (text vocab related)	Mat man (add letter shapes) Self-portraits with name Drawing club (text vocab related)	Mat man (add letter shapes) Self-portraits with name Self-register/sign in/write name Drawing club (text vocab related)	How do I get there? (Air, land and sea transport) (Transport and the beach) Do I have wings or wheels?
Maths (White rose Nursery units)	Sequences of the routine of the day Days of the week 5 frames for self-register More than, fewer than, same Explore and build shapes and objects	Pattern ~ explore repeats Counting ~ Hear and say number names Begin to order numbers Subitising ~ I see 1 2 3	Join in with repeats Explore position and space Subitising ~ show me 1 2 3 Counting ~ Move and label 1 2 3 Explore position and routes Explore own patterns	Counting ~ take and give 1 2 3 Match talk push and pull Subitising talk about dots Compare and sort collections Making patterns together	Subitising ~make games and actions Counting ~ show me 5 My own patterns Counting ~ stop at 1 2 3 4 5 Match sort and compare	Reception units ~ It's me 1 2 3 Alive in 5 Talk about measure and patterns

<p>Science (UTW)</p>	<p>Bird feeders for the Owl babies Light and dark day night Shine a torch through different materials and see which ones let the light through. What is similar about these materials/items?</p> <p>Routines and systems around sand and water play</p>	<p>Talk about what they see, using a wide vocabulary. Explore what materials are magnetic. What is similar about these materials/items?</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Explore collections of materials with similar and/or different properties. Categories /animals into farm zoo etc.</p> <p>Show interest in different occupations.</p>	<p>What do plant's need? Have you watered the plants today? Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Where does it live? How do I start?</p> <p>Habitats lifecycles What is a habitat and who lives in different habitats? How are animals different in each of those habitats? How does nature change Are buildings getting bigger? (Size, materials, purpose, technology, windows, places...) What changes with the seasons (clothes, environment, plants, animals...)?</p>	<p>Paddling pool with different enhancements (sand, creatures) Ice-creams and kinetic sand for a beach day in school Draw around your shadow at different times in the day. How does your shadow change? Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p>
<p>History/Geography (UTW)</p>	<p>Where do I live? What makes me feel safe/where am I? Where is my school? Where is Nursery? Walk around premises go on a Spot the dog hunt.</p>	<p>Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author.</p> <p>Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Draws on experiences from different sources to help with demonstrating an understanding that different people perform different roles.</p>	<p>How does your garden grow? Garden centre to buy seeds/plants Seed planting Maps of gardens How you have grown, baby to now</p>	<p>My history before now and next Animals and their young</p> <p>Based on first hand experiences, is able to respond appropriately in discussions about the immediate environment and recent explorations.</p>	<p>Can I go on air, land or sea? Who lives in the sea? Sorting old and new cars trains planes etc Maps of Jersey hard copies and digital</p>

PSHE (PSED) (Scarf units)	Marvellous me I'm special People who are special to me	Me and my friends Friends and family Including everyone	People who help me Safety indoors and outdoors What's safe to go in my body	Looking after myself Looking after others Looking after my environment	I can do it I can keep trying What does my body need?	Growing and changing in nature When I was a baby Boys girls and families
Art (EAD)	Mark making collage areas and easel Learning how to use resources/continuous provision		Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.		Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	
DT (EAD)	Construction areas and resources inside and out Develop an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Uses tools for a purpose		How can you keep me (containment concept, open and closed)? Related to Dear Zoo/Where the wild things are/My cat likes to hide in boxes Demonstrates creativity and imagination, constructs with a purpose in mind using a variety of resources to create models, props and simple stories. Creations are used in independent play.		Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	
Music (EAD)	Linked to phase 1 letters and sounds Environmental sounds	Linked to phase 1 letters and sounds Instrumental sounds Winter theme for parent performance at end of term	Linked to phase 1 letters and sounds Body percussion	Linked to phase 1 letters and sounds Rhythm and rhyme	Topic related songs minibeasts and rhymes Create their own songs or improvise a song around one they know.	Transport songs Wheels on the bus Down at the station Make up songs Perform songs to each other (Oracy)
Computing (UTW)	Seeks to acquire basic skills in turning on and operating some digital equipment Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car		Plays with water to investigate "low technology" such as washing and cleaning Uses pipes, funnels and other tools to carry/ transport water from one place to another Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support		Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Knows that information can be retrieved from digital devices and the internet	

PE (Physical)	Physical gross motor Apparatus large loose parts and bikes	Jersey sport lead Awareness of space and speed	Using simple apparatus beanbags and balls	Climbing jumping and rolling using small benches and A frames	As previous but build in more rules and groupings	As previous but build in more rules and groupings
RE (UTW)	Why is the word of God so important? Theme: Harvest Book: The Little red hen Song: Cauliflowers fluffy Experience: Making bread/harvest basket for elderly in our community		Where do I belong? Theme: Being special. Book: Cuddle Song: I have a body, a very busy body Experience: Community exploring, Millenium park/ Springfield stadium.		Which stories are special? Theme: Favourite stories/Bible stories Book: Gods very colourful creation Song: My God is so big Experience: Art display reflecting the ocean/ sea life	
French	n/a	n/a	n/a	n/a	n/a	n/a
Trips/Enrichment	Post office letters to Santa Park Shopping for veg Library Christmas/Winter performance Cooking pumpkin soup Making bread Baking mince pies/cookies Gingerbread Men		Woods Park Story trails Library Lunar new year Baking Carrot cakes Cooking pancakes Fruit smoothies JSPCA either trip or visitor		Trip to the woods Bug collecting and snail slime trails Caterpillar to butterfly house Sponsored walk Sports day Summer fair End of year tea party Petit Train from St Helier to Aubin followed by a Beach trip	