
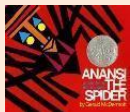














Nursery 2022-2023

Themes	Autumn 1 - Outside Inside 7 WEEKS	Autumn 2 - Knowing Yourself 7 WEEKS	Spring 1 – Telling a tale 6 WEEKS	Spring 2 – Sowing a seed 6 WEEKS	Summer 1 – Strength of mind 6 WEEKS	Summer 2 – Family and friends 6 WEEKS
End of term celebrations	Enrichment - Black History Month Dress up Day linked to class text 'Anansi the Spider''	Enrichment - Winter Show		Enrichment - Science exhibition		Enrichment - The Great Get Together - Teddy bear picnic in the playground
Communication and Language	<p>By the end of Nursery children at the expected level of development will:</p> <p><u>Listening, Attention and Understanding</u> Listen to others in one-to-one or small groups, when conversations interest them. Listen to familiar stories with increasing attention and recall. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Focus their attention – can still listen or do, but can change their own focus of attention. Be able to follow directions (if not intently focused).</p> <p><u>Speaking</u> Begin to use more complex sentences to link thoughts (e.g. using and, because). Be able to use language in recalling past experiences. Be able to retell a simple past event in the correct order (e.g. went down slide, hurt finger). Use talk to explain what is happening and anticipate what might happen next. Question why things happen and give explanations. Asks e.g. who, what, when, how. Begin to use a range of tenses (e.g. play, playing, will play, played). Continue to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture. Use intonation, rhythm and phrasing to make the meaning clear to others. Talk more extensively about things that are of particular importance to them. Build up vocabulary that reflects the breadth of their experiences. Use talk in pretending that objects stand for something else in play, e.g. This box is my castle</p> <p><u>Understanding</u> Understand the use of objects (e.g. Which one do we cut with?) Show an understanding of prepositions such as under, on top, behind by carrying out an action or selecting the correct picture. Respond to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box. Begin to understand why and how questions.</p>					

Writing	By the end of Nursery children at the expected level of development will: Make up stories, play scenarios, and drawings in response to experiences, such as outings. Sometimes give meaning to their drawings and paintings. Ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves. Include mark making and early writing in their play. Imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. Attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. Show interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words. Begin to make letter-type shapes to represent the initial sound of their name and other familiar words											
Nursery Texts	Owl Babies – Martin Waddell 	Anansi – Gerald McDermott  Literacy Tree	Meesha makes friends by Tom Percival 	Snowflakes by Cerrie Burnell 	The Gingerbread Man 	Handa's surprise by Eileen Browne 	Jack and the Beanstalk 	The Gigantic Turnip – Aleksei Tolstoy 	The Lion Inside by Rachel Bright 	Gigantosaurus by Jonny Duddle 	The Rainbow Fish by Marcus Pfister 	The grizzly bear who lost his grrrr by Rob Biddulph 
Handwriting	Pre-cursive patterns				Pre-cursive patterns				Pre-cursive patterns			
Phonics	<u>Phase 1 phonics</u> Aspect 1: Environmental sounds Aspect 2: Instrumental sounds Aspect 3: Body percussion				<u>Phase 1 phonics</u> Aspect 4: Rhythm and rhyme Aspect 5: Alliteration				<u>Phase 1 phonics</u> Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting			
Maths	By the end of Nursery children at the expected level of development will: <u>Comparison</u> Compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!											

Counting

Enjoy counting verbally as far as they can go. Point or touch (tag) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Use some number names and number language within play, and may show fascination with large numbers. Begin to recognise numerals 0 to 10.

Cardinality

Subitise one, two and three objects (without counting). Count up to five items, recognising that the last number said represents the total counted so far (cardinal principle). Link numerals with amounts up to 5 and maybe beyond. Explore using a range of their own marks and signs to which they ascribe mathematical meaning.

Composition

Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. Begin to use their understanding of numbers to solve practical problems in play and meaningful activities. Begin to recognise that each counting number is one more than the one before. Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.

Spatial Awareness

Respond to and use language of position and direction. Predict, move and rotate objects to fit the space or create the shape they would like.

Shape

Choose items based on their shape which are appropriate for their purpose. Respond to both informal language and common shape names. Show awareness of shape similarities and differences between objects. Enjoy partitioning and combining shapes to make new shapes with 2D and 3D shapes. Attempt to create arches and enclosures when building, using trial and improvement to select blocks.

Pattern

Create their own spatial patterns showing some organisation or regularity. Explore and add to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC). Join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.

Measure

In meaningful contexts, find the longer or shorter, heavier or lighter and more/less full of two items. Recall a sequence of events in everyday life and stories.

**Expressive
Arts and
Design**



By the end of Nursery children at the expected level of development will:

Creating with Materials:


Explore and learn how sounds and movements can be changed. Continue to explore moving in a range of ways, e.g. mirroring, creating own movement patterns. Enjoy joining in with moving, dancing and ring games. Sing familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. Tap out simple repeated rhythms. Develop an understanding of how to create and use sounds intentionally. Continue to explore colour and how colours can be changed. Develop an understanding of using lines to enclose a space, and begin 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. Use tools for a purpose.

Being Imaginative and Expressive:

Use movement and sounds to express experiences, expertise, ideas and feelings. Experiment and create movement in response to music, stories and ideas. Sing to themselves and make up simple songs. Create sounds, movements, drawings to accompany stories. Notice what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. Engage in imaginative play based on their own ideas or first-hand or peer experiences. Use available resources to create props or create imaginary ones to support play. Play alongside other children who are engaged in the same theme.

Sense of belonging	‘Meesha makes friends’	‘The Gingerbread man’	‘Jack and the Beanstalk’	‘The Lion Inside’	‘The Rainbow Fish’
<p>Printing - handprints as leaves onto a tree. Group project representation of our Nursery.</p>  <p>‘Owl Babies’</p>	<p>Drawing friendship cards.</p> <p>Taking photos of our friends at school.</p> <p>Making friendship bracelets.</p> <p>Junk modelling - making a new friend.</p> <p>Colouring and threading pasta to</p>	<p>Cooking salt dough gingerbread men.</p> <p>Make role play masks of the characters in the story to use for storytelling.</p> <p>Junk modelling a house for the gingerbread man.</p> <p>‘Handa’s surprise’</p> <p>Creating fruit using</p>	<p>3D Junk modelling - giant beanstalk.</p> <p>Drawing a large scale picture of the giant.</p> <p>Collage plants and flowers.</p> <p>Pastel drawings, printing - Life cycles, beans and other plants.</p>	<p>Paper plate lions and mice.</p> <p>Drawing different safari animals.</p> <p>Handprint different safari animals.</p> 	<p>Stamping scales onto the Rainbow fish with celery.</p> <p>Collaging a rainbow fish using sliding mechanisms.</p> <p>Beginning to mix colours - zip lock bags containing two different ready mix colours -colours to express moods</p>

	<p>Looking at photographs of friends and family - sketching pictures of our family using different mediums (chalk, pens, pencils, crayons, pastels, charcoal).</p> <p>Group project collaging mummy owl.</p> <p>Collaging a woodland scene using natural materials.</p> <p>Finger painting - Using white paint to print pictures of our own owl babies.</p> <p>'Anansi the Spider'</p> <p>Stamping and printing to make different</p>	<p>make friendship necklaces.</p> <p>'Snowflakes'</p> <p>Making paper snowflakes.</p> <p>3D snowmen, hats and mittens.</p> <p>Making snow dough and using it to make snowballs, snowmen etc.</p> <p>Drawing pictures of winter and animals that live in cold climates.</p> <p>Diwali</p> <p>Firework pictures, Divas</p> <p>Spotlight on traditional Rangoli patterns</p>	<p>modelling clay/plasticine/play dough.</p> <p>Weaving a paper basket.</p> <p>Learning about animal prints and collaging the different animals from the story.</p> <p>Provide a wide range of props for play which encourage imagination - fruit and veg stall.</p> <p>Junk modelling shakers using recycled bottles.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p>	<p>Taking photos of Spring - minibeasts and the natural world.</p> <p>'The Gigantic Turnip'</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating story character masks for retelling the story.</p> <p>Using paper mache to create a gigantic turnip.</p> <p>Film making - teaching the children how to use the props they have made to retell the story and record it.</p> <p>Mother's Day</p>	<p>Making paper plate clocks, using push pins to make the hands of the clocks move.</p> <p>Eid ul-Fitr</p> <p>Making cards for Eid</p> <p>'Giganotosaurus'</p> <p>Paper mache volcano - children plan and design how to paint the volcano.</p> <p>Painting and drawing pictures of different dinosaurs.</p> <p>Provide children with a range of materials for children to construct with, including a range of natural materials.</p> <p>Father's Day</p> <p>Father's day cards.</p>	<p>'The Grizzly bear who lost his GRRRR'</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Exploring different patterns and textures - bears fur.</p> <p>Printing and collaging using woodland leaves and materials.</p>
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	<p>patterns.</p> <p>Making a group collage of Anansi the spider.</p> <p>Lollipop spider webs - using fine motor skills to thread the spider webs onto the lollipop sticks.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing (Kenyan music).</p>	 <p>Christmas</p> <p>Christmas decorations, Christmas cards, Christmas songs/poems</p> <p>Perform songs with others and move in time with music - Winter Production</p> <p>Hanukkah</p> <p>Menorah craft Cards</p>		<p>Mother's day cards.</p> <p>Mother's day crafts</p> <p>Easter</p> <p>Easter cards.</p> <p>Easter baskets and crafts.</p>	Fathers's day crafts	
Understanding the World	<p>By the end of Nursery children at the expected level of development will:</p> <p><u>People and Communities:</u></p> <p>Show interest in the lives of people who are familiar to them. Enjoy joining in with family customs and routines. Remember and talk about significant events in their own experience. Recognise and describe special times or events for family or friends. Show interest in different occupations and ways of life indoors and outdoors. Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family.</p>					

The World:

Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Talk about why things happen and how things work. Develop an understanding of growth, decay and changes over time. Show care and concern for living things and the environment. Begin to understand the effect their behaviour can have on the environment.

Technology:

Know how to operate simple equipment, e.g. turn on CD player, use a remote control, can navigate touch-capable technology with support. Show an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Know that information can be retrieved from digital devices and the internet. Play with a range of materials to learn cause and effect, for example, make a string puppet using dowels and string to suspend the puppet.

Learning about woodlands and animals that live there.

Learning about nocturnal animals.

Exploring different animals and creatures that fly.

Observe changes in the sky at different times of the day.

Link changes in the sky to other

Looking at photographs of their friends as babies and talking about the differences that happened as we grew.

Identifying countries that our friends and families come from.

Describe their friends and family using photographs to help them.

Describe the sounds they hear.

Identify what is making each sound.

Ask questions about the sounds they hear and what is making them.

Talk about the shadows that they see inside and outdoors.

Identify the light source and the object

Exploring different minibeasts and their natural habitat.

Learning about life cycles and changes over time.

Touch and smell the plants, when appropriate.

Talk about the plants they find.

Name the plants they find.

Exploring oobleck (cornflour and water), gellibaff, shaving foam, foam burst shower gel etc.

Shaping and joining materials using equipment e.g. scissors, hole punch, including when using wood e.g. a hammer and nail.

Provide children with a wide range of materials

Learning about the ocean and animals that live there.

Learning about different bodies of water.

Talking about the differences between animals that live in the sea, ponds, rivers.

Learning about objects that sink and float.

Encouraging scientific

<p>observations e.g. changes in temperature and brightness. Identify Africa on a map of the world.</p> <p>Identify Kenya on a map of Africa.</p> <p>Understand that Africa is a continent.</p> <p>Identify weather patterns in Africa compared to London.</p> <p>Ask questions about different animals and the habitats they live in.</p> <p>Describe habitats.</p> <p>Talk about how animals are cared for when they live outside their natural habitat.</p> <p>Move like different animals.</p>	<p>Talk about how their friends and family are the same and different.</p> <p>Talking about the seasons and changes between Autumn and Winter.</p> <p>Compare their hand, foot and fingerprints with their friends.</p> <p>Talk about the people who look after them, both within their family and the wider community e.g. teachers, doctors, dentists etc.</p> <p>Ask a dentist, nurse, meal supervisor/school cook, road crossing supervisor etc. questions.</p>	<p>that is making the shadow.</p> <p>Identify that see-through objects make pale shadows and non-see-through objects make dark shadows.</p> <p>Measure shadows using their feet or other nonstandard units.</p> <p>Draw around shadows throughout the day to record how they change over time.</p> <p>Talk about changes they feel when the clouds cover and uncover the Sun.</p> <p>Talk about the changes to the shadows when the</p>	<p>Find the same plant in different places.</p> <p>Observing, naming and talking about minibeads.</p> <p>Identify similarities and differences between the plants and animals they find in the surrounding natural environment and a contrasting one they visit.</p> <p><u>Encouraging scientific enquiry</u></p> <p>Using a magnifying glass or a tablet with an app to observe the natural objects in a collection closely.</p> <p>Classification - Name and describe plants and animals they find</p>	<p>to choose from when making models.</p> <p>Support children to name the material they have used.</p> <p>Supporting children with talking about why they have chosen a particular material, naming at least one property.</p> <p><u>Encouraging scientific enquiry</u></p> <p>Encouraging children to engage in different multi sensory experiences.</p> <p>Encourage children to talk about the materials they explore, using their senses.</p>	<p><u>enquiry</u></p> <p>Classification - Find and identify natural objects to include in the collection.</p> <p>Which natural objects are from plants, animals or neither?</p> <p>Classification - Sort objects according to whether they float or sink.</p> <p>Sort objects/materials according to whether their shape can be changed</p>
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	<p><u>Encouraging scientific enquiry</u></p> <p>Sort animals according to where they live.</p> <p>Research using secondary sources.</p> <p>Learn how animals from a different habitat are cared for.</p> <p>Learn about animals in a different habitat.</p> <p>Looking at different animals and their young. Talking about the similarities and differences between them.</p>	<p><u>Encouraging scientific enquiry</u></p> <p>Classification - Sort images of people according to their characteristics.</p> <p>Researching using secondary sources.</p> <p>Find out information from visitors (dentist, nurse etc.)</p> <p>Pattern seeking</p> <p>Are taller children faster? Are taller children stronger?</p> <p>Me now, me then. Children compare photographs of them as a baby to how they look now.</p>	<p>clouds cover and uncover the Sun.</p> <p>Ask questions about the shadows and rainbows that they see.</p> <p><u>Encouraging scientific enquiry</u></p> <p>Comparative testing - Compare the shape of shadows made by different objects.</p> <p>Classification - Which objects/materials make dark shadows?</p> <p>Observing over time - How do the Sun and shade change during the day?</p> <p>How does a toy's shadow change during the day?</p> <p>Researching using</p>	<p>in the school grounds.</p> <p>Pattern seeking - Look for minibeasts in different areas of the school grounds.</p> <p>Look for plants in different areas of the school grounds.</p>	<p>Encourage children to join materials together to make something.</p> <p>Classification - Sort materials using simple properties. Observing changes over time.</p>	
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			secondary sources Find out about shadows. Find out about rainbows			
Understanding the world - ongoing opportunities throughout the year	<p>Talk about how they feel in different types of weather/seasons.</p> <p>Talk about the clothes they wear in different seasons and why.</p> <p>Talk about the weather throughout the year.</p> <p>Find shelter or make shelters to keep themselves dry in the rain or shade themselves when it is sunny.</p> <p>Talk about how the ground changes when it rains.</p> <p>Measure the size of puddles using their feet after it rains.</p> <p>Talk about how puddles change over time after it rains.</p> <p>Talk about the animals and plants that they find in different seasons.</p> <p>Children ask questions about the weather and seasonal changes.</p> <p>Exploring and learning how to use different technology and technological toys. The children will have access to Bee bots, touch screen computers, cameras, sound buttons and torches.</p> <p><u>Encouraging scientific enquiry</u></p> <p>Classification - Which clothes are suitable for each season?</p> <p>Observing over time - How does a puddle change over time? How does a snowman change as it melts? How does the natural world change with the seasons?</p> <p>Researching using secondary sources - Find out about how animals behave in different seasons. Find out about the weather and seasons.</p> <p>Talk about the natural materials they explore, using their senses.</p> <p>Talk about the materials they are using when making pictures.</p> <p>Choose from a range of materials, including natural materials, when making models and identify a key property that was required.</p> <p>Reuse materials and talk about what can be recycled to care for the natural world.</p> <p>List the properties the material has.</p>					

	<p>Test models are fit for purpose and that the materials are suitable.</p> <p>Compare and describe how materials change over time and in different conditions.</p> <p>Making junk models with a range of materials, including natural materials they have gathered from the environment Opportunities to compare how materials change</p> <p>Talk about what happened when they poured sand/water through wheels and down gutters and how they changed this.</p> <p>Compare how objects fall with or without parachutes.</p> <p>Explore and talk about how they changed how different balls bounced.</p> <p>Make different aeroplanes and compare how far they fly by marking where they land.</p> <p>Describe how sand or water moves down pipes or gutters, or marbles travel down a marble run, and how they changed this.</p> <p>Notice and talk about the objects in the playground that are moved by the wind.</p> <p>Explore and talk about what they observe when turning bottles filled with different liquids and a marble upside down.</p> <p>Ask questions about forces, such as "What happens if I ..."</p>					
Cooking	<p>Owl eye shortbread cookies</p> <p>Carrot muffins</p> <p>Bread numbers</p> <p>Cheese and herb scones</p> <p>Chocolate brownies</p>	<p>Pumpkin soup</p> <p>Celebration sweets for Diwali</p> <p>Christmas cookies</p> <p>Bread letters</p> <p>Blueberry muffins</p>	<p>Gingerbread men</p> <p>Gingerbread muffins</p> <p>Fruit skewers</p> <p>Fruit scones</p> <p>Easter nests</p> <p>Egg and cress sandwiches</p>	<p>Rainbow bean salad</p> <p>Veggie pitta bread pizza</p> <p>Turnip soup</p> <p>Vegetable cous cous</p> <p>Pancakes - shrove tuesday</p> <p>Minibeast cookies</p>	<p>Dinosaur footprint cookies</p> <p>Banana muffins</p>	<p>Rainbow jam tarts</p> <p>Rainbow cookies</p> <p>Fruit smoothies</p> <p>Fruit flapjacks</p>
Gardening	November/December – Sow coriander (windowsill)		Feb - Sow cress (windowsill) Harvest = 1 – 2 weeks		May – Plant sunflowers	

	Harvest = 3 weeks		April - Planting flowers and beans in class.			
Trips	Out of school enrichment - Graveney River t.b.c	Out of school enrichment - Streatham Library	In school enrichment - EYFS theatre show - Traditional Tale (Rainbow Theatre)	Out of school enrichment - Unigate Woods	Out of school enrichment - The Rookery	Out of school enrichment Horniman Museum - Aquarium