

<b>Nursery</b> Jan 25 4 box grids/ units to be taught. ATLP Progression grid	<b>Communication &amp; Language</b>	<b>Physical Development</b> PE Hub	<b>Personal, Social and Emotional</b>	<b>Literacy</b> Read, Write, Inc Key Texts:	<b>Maths</b> <i>Master the Curriculum</i> Units:	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<b>Autumn 1</b> <b>It's Great to be Me</b>	<b>Baseline Speaking</b> Uses language to share feelings, experiences and thoughts. Holds a conversation with another, although may jump from topic to topic. Uses simple sentence e.g. mummy gonna work. <b>Listening, Attention and Understanding</b> Listens with interest to the noises adults make when they read stories. Recognises and responds to familiar sounds. Shows interest in play sounds with sounds, songs and rhymes. Can shift to a different task if attention is fully obtained.	<b>Body Management (Unit 1)</b>  <b>Baseline Gross Motor</b> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Kick and catch a large ball Pedal a tricycle <b>Fine Motor</b> Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Able to accurately copy a circle, horizontal and vertical straight line from pre-writing shapes.	<b>Jigsaw Unit 1-Being Me in My World</b>  <b>Baseline Self-Regulation</b> Demonstrates sense of self as an individual-wants to do things independently, says No to an adult. <b>Managing self</b> Express preferences and decisions <b>Building Relationships</b> Seeks out others to share experiences	Elmer by David McKee Owl Babies by Martin Waddell This is Me by George Webster Super Duper You Sophy Henn (to do 3 or the 4 books)  <b>Baseline Comprehension</b> Has some favourite songs, stories and rhymes <b>Word Reading</b> Knows that forms of print provide information. <b>Writing</b> Making marks using fingers and hands in sensory materials and using mark making tools.	<b>Wk 1 Colours</b> <b>Wk 2 Colours</b> <b>Wk 3 Matching</b> <b>Wk 4 Matching</b> <b>Wk 5 Sorting</b> <b>Wk 6 Sorting</b>  <b>Baseline Number</b> Beginning to organise, categorise and sort groups of objects Uses some number names and number language during play. <b>Number Patterns</b> Recites some number names in context, sometimes skipping numbers Construct using shapes and inset puzzles	<b>History- Family &amp; Community</b> <b>Science-floating and sinking</b> <b>RE: Special Books</b>  <b>Baseline Past and Present</b> Enjoys looking at pictures of themselves and their family <b>People, Culture and Communities</b> Is curious about other people and shows a sense of immediate relations by naming. Notice differences between people-boy/girl <b>The Natural World</b> Explore natural materials indoors and outside through sensory exploration	<b>Art- Self Portraits</b>  <b>Baseline Creating with Materials</b> Experiments with making marks and sometimes give meaning to them <b>Being imaginative and Expressive</b> Creates and listens to sounds by banging, shaking tapping Start to engage in pretend play
<b>Autumn 2</b> <b>Nursery Rhymes</b>  <b>National Nursery Rhyme Week (one week)</b> <b>Christmas 2 weeks</b>	Identifies action words by pointing to the right picture, e.g. "who's jumping?" <b>By end of Autumn term Sp &amp; L</b> Uses talk to connect ideas, explain what is happening, retell simple event in correct order e.g. went down slide, hurt finger. <b>Listening, Attention and Understanding</b> Listens to others one to one or in small groups, when conversation interests them. Understands use of objects e.g. What do we use to cut things?"	<b>Manipulation and Coordination (Unit 1)</b>  <b>By end of Aut GM</b> Mounts stairs, steps or climbing equipment using alternative feet. Continue to develop movement through balancing, running, riding scooters, bikes <b>FM</b> Makes snips in paper with scissors although scissors may not be held correctly. Uses one handed tools and equipment.	<b>Jigsaw Unit 2-Celebrating Difference</b>  <b>By end of Aut S-R</b> Seeks comfort from familiar adult when needed <b>M S</b> Beginning to be aware of some rules and boundaries of the setting <b>BR</b> Interested in others play and starting to join in	Jack and Jill Twinkle Twinkle Pat a cake Humpty Dumpty <b>By end of Aut Comp</b> When looking at pictures from the story uses appropriate and contextual vocabulary some of which may be new to them. E.g. when looking at a pirate book, referring to pirates, treasure, cutglass <b>WR</b> Shows an awareness of rhyme and alliteration by selecting the odd word out. Looks at books independently. <b>Writing</b> Able to accurately copy a circle, horizontal and vertical straight line from pre-writing shapes.	<b>Wk 7 Number 1</b> <b>Wk 8 Number 2 Subitising</b> <b>Wk 9 Number 2</b> <b>Wk 10 Pattern</b> <b>Wk 11 Pattern</b> <b>Wk 12 Consolidation- winter activities</b>  <b>By end of Aut Num</b> Uses language of quantities eg more or a lot. Fewer than Compares two groups of objects saying when the number is the same <b>Num P</b> Select shapes appropriately for tasks using language 'big', 'little', 'small, long, short' Recites number names in sequence to 3 eg 1,2,3 go!	<b>History- Events and Settings</b> <b>Science- Change (Autumn)</b> <b>RE: Special Books</b>  <b>By end of Aut Past and Present</b> Recognises special times for themselves such as their birthday, Christmas etc <b>People, Culture and Communities</b> Beginning to have their own friends and calls other children by their names <b>The Natural World</b> Notices and makes comments on the features of their environment	<b>Art- Autumn Craft- Nature wreaths (Kapow) (Christmas)</b>  <b>By end of Aut Creating with Materials</b> Beginning to be interested in and describe the texture of things using senses <b>Being imaginative and Expressive</b> Joins in with dancing and ring games Joins in and enjoys a range of nursery rhymes and songs

<p><b>Spring 1</b> <b>Under the Sea</b></p>	<p><b>By end of Spring term</b></p> <p><b>Speaking</b></p> <p>Uses a variety of tenses including, past and present, not always accurately.</p> <p><b>Listening, Attention and Understanding</b></p> <p>Able to follow instructions (if not intently focussed on own choice of activity)</p> <p>Focussing attention- still listen or do, but can shift own attention.</p>	<p><b>Dance (Unit 1)</b></p>	<p><b>Jigsaw Unit 3- Dreams and Goals</b></p>	<p>Commotion in the Ocean Rainbow Fish Barry the fish with fingers</p>	<p><b>Number 3- Subitising</b> Number 3 Number 4 Number 4 : Composition Number 5 Number 5: Composition</p>	<p><b>Science/Geography- Winter</b> <b>RE: Special Places</b></p>	<p><b>DT- Making and</b> decorating a sea creature</p>
<p><b>Spring 2</b> <b>In the garden</b></p>	<p>Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</p>	<p><b>Gymnastics (Unit 1)</b></p> <p><b>By end of Spr</b> <b>GM</b> Can stand momentarily on one foot when shown. Draws lines and circles using gross motor movements. Becoming independent in dressing themselves <b>FM</b> Makes snips in paper with scissors although scissors may not be held correctly. Uses a wider range of one-handed tools and equipment with increasing control.</p>	<p><b>Jigsaw Unit 4- Healthy Me</b></p> <p><b>By end of Spr</b> <b>S-R</b> Growing ability to distract themselves when they are upset-eg by engaging in a new play activity <b>M S</b> Enjoys responsibility of carrying out small tasks <b>B R</b> Keeps play going by responding to what others are saying</p>	<p>Miffy in the Garden by Dick Bruna Yucky Worms Vivian French &amp; Jessica Ahlberg Mad About Minibeasts! Giles Andreae &amp; David Wojtowycz</p> <p><b>By end of Spr</b> <b>Comp</b> Enjoys listening to longer stories and can remember much of what happens <b>WR</b> Handles books the correct way up and turns pages. Shows interest in illustrations and print in books and in the environment. Identifies the odd word out when given rhyming words.</p> <p><b>W</b> Ascribes meaning to marks that they see in different places.</p>	<p><b>Consolidation</b> Number 6 Height &amp; Length Mass Capacity Consolidation</p> <p><b>By end of Spr</b> <b>Num</b> Show finger numbers to 5 <b>Num P</b> Recites numbers to 5 Combine shapes to make bigger ones Talk about patterns they see around them- e.g. spotty, blobs</p>	<p><b>Science- In my garden</b> <b>RE/History- Easter</b> <b>RE: Special Places</b></p> <p><b>By end Spr</b> <b>Past and Present</b> Talk about current and past events in their own lives <b>People, Culture and Communities</b> In pretend play imitates everyday actions and events from their own family and cultural background. <b>The Natural World</b> Talk about the things they see in the natural world using a wide vocabulary. Shows care and concern for living things and the environment- planting seeds and caring for them to grow.</p>	<p><b>DT Easter hanging</b> decoration</p> <p><b>Science &amp; Geog Farm and Spring</b></p> <p><b>By end of Spr</b> <b>Creating with Materials</b> Recognises that a change occurs when colours are mixed <b>Being imaginative and Expressive</b> Explores and learns how sounds can be changed using voice and musical instruments</p>

<p><b>Summer 1</b> <b>People Who Help Us</b></p>	<p><b>By end of summer term</b></p> <p><b>Speaking</b></p> <p>Uses vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play e.g. "This box is my castle"</p> <p>Use sentences of four to six words.</p> <p>Answer simple why questions?</p> <p><b>Listening, Attention and</b></p>	<p>Speed Agility Travel (Unit 1)</p>	<p>Jigsaw Unit 5- Relationships</p>	<p>Range of non-fiction books- Use as appropriate-          Busy People: Astronaut          Busy People: Builder          Busy People: Construction Worker          Busy People: Doctor          Busy People: Firefighter          Busy People: Librarian          Busy People: Police officer          Busy People: Teacher          Busy People: Vet</p> <p>Going to the Dentist - First Experiences by Anne Civardi</p>	<p>Sequencing          Positional Language          More than/fewer than          Shape – 2D Revisit pattern from Autumn          Shape – 3D Revisit pattern from Autumn          Consolidation: More than/fewer one more and one less</p>	<p>Science- Reuse and recycling          RE: Special Times</p>	<p>Music- percussion instruments (Sirens)</p>
<p><b>Summer 2</b> <b>At the farm</b></p>	<p><b>Understanding</b></p> <p>Listen with interest and recall when being read to during small groups.</p> <p>Join in with repeated refrains.</p> <p>Is able to follow directions.</p>	<p>Cooperate and Solve Problems (Unit 1)</p> <p><b>By end of Sum GM</b></p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Has an awareness of their own spatial awareness.</p> <p>Be increasingly independently in meeting their own care needs eg using the toilet, washing and drying their hands.</p> <p><b>FM</b></p> <p>Shows a preference for a dominant hand.</p> <p>Able to accurately copy a cross, circle, horizontal and vertical straight lines and square from pre-writing shapes</p>	<p>Jigsaw Unit 6- Changing Me</p> <p><b>By end of Sum S-R</b></p> <p>Communicate how they are feeling, demonstrating this by selecting a simple pictorial emotion.</p> <p><b>M S</b></p> <p>Is outgoing towards unfamiliar people and confident in new social situations.</p> <p>Selects and use resources and activities with support.</p> <p>Increasingly follows rules and expectations without reminding.</p> <p><b>B R</b></p> <p>Plays in a group and can initiate play with others.</p>	<p>Farmer Duck by Martin Waddell          Little Red Hen          What the Ladybird Heard</p> <p><b>By end of Sum Comp</b></p> <p>Listen with interest and recall when being read to during small groups.</p> <p><b>WR</b></p> <p>Recognises own name and other familiar signs such as logos.</p> <p>Group words with the same initial sounds</p> <p>Recognise rhyming words</p> <p>Count or clap syllables in a word</p> <p><b>W</b></p> <p>Shows a preference for a dominant hand.</p> <p>Able to copy a cross, circle, horizontal and vertical straight lines and square from pre-writing shapes accurately.</p> <p>Write some or all of their name. Write some letters accurately</p>	<p>Number composition 1 – 5          Revision          What comes after?          What comes before?          Numbers to 5          Consolidation / Activity weeks          SUMMER x2</p> <p><b>By end Sum Num</b></p> <p>Link numerals and amounts.</p> <p>Show the correct number of objects to match a given number up to 5.</p> <p>Counting 1:1 correspondence up to 5.</p> <p>Beginning to subitise to 3</p> <p><b>Num P</b></p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Compare two groups using language 'more' and 'fewer'.</p> <p>Compare objects by size/shape.</p> <p>Use and understand positional language 'in-front, behind, on, under and in'.</p> <p>Extend and create an ABAB pattern.</p>	<p>Science- Farm provision map          RE: Special Times</p> <p><b>By end Sum Past and Present</b></p> <p>Talk about the members of their family or people who are important to them.</p> <p><b>People, Culture and Communities</b></p> <p>Talks about their own likes and dislikes. Shows interests in different occupations.</p> <p><b>The Natural World</b></p> <p>Shows care and concern for living things and the environment- planting seeds and caring for them to grow.</p> <p>Understand the key features of a life cycle</p>	<p>Art/D&amp;T Suncatcher</p> <p><b>By end Sum Creating with Materials</b></p> <p>Experiments with a variety of resources and materials.</p> <p><b>Being imaginative and Expressive</b></p> <p>Remember and sing their favourite nursery rhyme or song</p> <p>Moves rhythmically to music</p> <p>Develops stories using small world equipment</p>
<p>Welcomm (Over the year)</p>	<p>Children to use the vocabulary listed in each 4 box grid during teacher supported activities, in their play and in subsequent lessons to show an understanding of the curriculum coverage in this area.</p> <p>Children to be encouraged to talk about what they've found out and to be supported to explaining these ideas in a clear way, using connectives.</p> <p>Children to be encouraged to describe what they have discovered in their investigations/experiences in detail.</p> <p>Children to be encouraged to talk through their problem solving to explain why.</p> <p>Children to be provided with the key texts listed, other supporting fiction texts and a range of non fiction linked to the theme.</p>						

RE- To be reviewed