

Osbalwick Primary Academy - Nursery (Year A)

	Cycle One Autumn Term		Cycle Two Spring Term		Cycle Three Summer Term	
Theme	Marvellous Me!	People who Help Us	Stomp, Chomp & Roar!	Woodland Tales	Ready, Steady ... Grow	At the Seaside
	<p align="center"><i>Themes may be adapted to respond to children's interests and/or needs.</i></p> <p align="center"><i>The children in our EYFS unit have high quality continuous provision that enables them to learn new knowledge and skills everyday. The topics are a guide to the experiences the children may have and a way to ignite the learning but this is dependent on the developmental stage the children are at. Provision is enhanced and adapted to meet the needs of all of our children in Nursery and Reception to ensure they meet their developmental milestones enabling them to be able to do, learn and know more. The Knowledge and Skills Progression Documents provide further guidance on what the children will learn, know and be able to do by the end of Nursery to ensure they are ready to begin school.</i></p>					
(Hook/celebration) Potential Visits/Visitors	Show and tell - baby/ toddler & family photos Stay and play with families	Guess who? (Staff members) Thank you celebration for the school staff that help them (MSAs/ cleaning team etc)	A bucket of dinosaurs - hunt for the escaped dinosaurs Make your own dinosaur/ dinosaur world	Investigate Goldilocks scene set up in class Make Gingerbread Biscuits	Planting a range of seeds/ flowers/ vegetables Observe minibeast life cycle	Set up a class fish tank End of year beach day celebration with Reception
Communication and Language	<ul style="list-style-type: none"> -Use a wider range of vocabulary. -Learn and join in singing with a large repertoire of songs. -Know some rhymes, be able to talk about familiar books. -Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. -Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. -Use longer sentences of four words (or more). -Start a conversation with an adult or a friend. -Begin using talk to plan their play during planning time. 		<ul style="list-style-type: none"> -Use a wider range of vocabulary. -Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". -Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" -Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Continue to further develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. -Continue to develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' -Use longer sentences of six words (or more). -Be able to express a point of view and to debate when they disagree 		<ul style="list-style-type: none"> -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Start a conversation with an adult or a friend and continue it for many turns. -Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." -Use longer sentences of four to six words. -Develop their communication but may continue to have problems with irregular tenses and plurals -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Use a wider range of vocabulary. -Understand a question or instruction that has two parts. -Understand 'why' questions. -Enjoy listening to longer stories and can remember much of what happens. 	

		<ul style="list-style-type: none"> with an adult or a friend, using words as well as actions. -Start a conversation with an adult or a friend and continue it for many turns. -Use talk to organise themselves and their play during planning time. 	<ul style="list-style-type: none"> -Pay attention to more than one thing at a time, which can be difficult.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> -Develop their sense of responsibility and membership of a community. -Become more outgoing with unfamiliar people, in the safe context of their setting. -Begin to develop confidence in new social situations. -Play with one or more other children. -Increasingly follow rules. -Work with adults to solve conflicts with others. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' -Developing independence in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<ul style="list-style-type: none"> -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. -Show more confidence in new social situations. -Play with one or more other children, extending and elaborating play ideas. -Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. -Increasingly follow rules, understanding why they are important. -Remember rules without needing an adult to remind them. -Develop appropriate ways of being assertive. -Talk with others to solve conflicts. -Understand gradually how others might be feeling. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. -Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. -Make healthy choices about food, drink, activity and tooth brushing. 	<ul style="list-style-type: none"> -Be increasingly independent in meeting their own care needs -Make healthy choices about food, drink, activity and toothbrushing. -Understand gradually how others might be feeling. -Develop appropriate ways of being assertive. -Talk with others to solve conflicts. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Increasingly follow rules, understanding why they are important. -Remember rules without needing an adult to remind them. -Play with one or more other children, extending and elaborating play ideas. -Play with other children and begin to develop games together. -Confident to share ideas in a small group.
Physical Development	<ul style="list-style-type: none"> -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Go up steps and stairs or climb up apparatus, using alternate feet. -Use large-muscle movements to wave flags and streamers, paint and make marks. -Start taking part in some group activities. -Make movements which are related to music and rhythm. -Collaborate with others to manage large items, such as moving a long plank, carrying large hollow blocks. -Use one-handed tools and equipment, for example, making snips on paper with scissors. - Holds and uses pens, pencils and other mark making tools. Often still swaps hands and can still use a fist grip. -Develop independence as they get dressed and undressed, for example, putting coats on and pulling up zips after an adult has 	<ul style="list-style-type: none"> -Skip, hop, stand on one leg and hold a pose for a game like musical statues. -Continue to use large-muscle movements to wave flags and streamers, paint and make marks. -Start taking part in some group activities which they make up for themselves, or in teams. -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. -Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. -Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel (discuss resources during planning time for children's games). -With increasing knowledge of safety, collaborate with others to 	<ul style="list-style-type: none"> -Be increasingly independent as they get dressed and undressed. -Show a preference for a dominant hand. -Use a comfortable grip with good control when holding pens and pencils. (Preferably a trigrip) -Use one-handed tools and equipment, for example, making snips on paper with scissors. -Collaborate with others to manage large items. -Continue to develop their movement, balancing, climbing, riding and ball skills.

	started it.		manage large items, such as moving a long plank safely, carrying large hollow blocks. -Continue to develop increasing control when using one-handed tools and equipment, for example, making snips on paper with scissors. -Use a comfortable grip with good control when holding pens and pencils. -Show a preference for a dominant hand. -Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.			
Literacy	-Engage in conversations about stories, learning new vocabulary. -Begin to use new vocabulary within context whilst playing or talking. -Developing speaking and listening skills and becoming attuned to sounds. -Children to learn the names of the different parts of a book -Children to give meaning to the marks they make. -Children to experiment with mark making. For example copying print in the environment.		-Understand the five key concepts about print: o print has meaning o print can have different purposes o we read English text from left to right and from top to bottom o the names of the different parts of a book o page sequencing -Develop their phonological awareness, so that they can: o spot and suggest rhymes o count or clap syllables in a word o recognise words with the same initial sound, such as money and mother -Children to begin to hear initial sounds in words. -Children to begin to orally blend CVC words. -Engage in extended conversations about stories, learning new vocabulary. -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. -Begin to write some or all of their name. -Write some letters accurately.		-Be able to orally blend CVC words -Be able to orally segment some sounds from words (E.g. hearing initial sounds in words) -Write some letters accurately. -Be able to write some or all of their name. -Be able to read and recognise their own name -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. -Engage in extended conversations about stories, learning new vocabulary. -Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound -Understand the five key concepts about print: print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing	
Literacy (Key Texts)	Harry & the dinosaurs go to school The colour monster goes to school Spot goes to school Maisy goes to nursery I am absolutely too small for school-Charlie and Lola	Owl Babies Rama & Sita - The Story of Diwali The Jolly Postman Non-fiction books (People Who Help Us) The Nativity Story	Harry & the bucketful of dinosaurs (& other stories - at the museum/go wild) First dinosaur Encyclopaedia Maisy's Chinese New Year	The 3 Little Pigs Little Red Riding Hood The Gingerbread Man The 3 Billy Goats Gruff Goldilocks and The Three Bears The Easter Story	Jack & the Beanstalk Planting a Rainbow Elmer & the rainbow (& other stories) A seed in need The very hungry caterpillar Not Now Bernard! The Two Monsters	Commotion in the ocean Where is Little Fish? The rainbow fish Shark in the Park Non Fiction books about fish Tiddler

Maths	Please see our Maths Overview					
Understanding the World	<ul style="list-style-type: none"> -Talk about what they see. -Talk about members of their immediate family. -Explore how things work. -Begin to understand the need to respect and care for the natural environment and all living things. -Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> - Name and describe people who are familiar to them. -Show interest in different occupations. -Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> -Talk about what they see, using a wide vocabulary. -Understand the need to respect and care for the natural environment and all living things. -Explore and talk about different forces they can feel. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> -Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> -Plant seeds and care for growing plants. -Understand the key features of the life cycle of a plant and an animal. -Talk about what they see, using a wide vocabulary. -Continue developing positive attitudes about the differences between people. -Explore and talk about different forces they can feel. 	<ul style="list-style-type: none"> -Understand the key features of the life cycle of a plant and an animal. -Talk about the differences between materials and changes they notice.
Expressive Arts & Design	<ul style="list-style-type: none"> -Take part in simple pretend play, using an object to represent something else even though they are not similar. -Begin to explore different materials freely, to develop their ideas about how to use them and what to make. -Join different materials and explore different textures. -Begin to draw shapes and start to articulate what it represents. (e.g. is a circle for a sweet/money) -Explore colour and colour mixing. -Listen with increased attention to sounds. -Remember and sing entire songs. -Create their own songs or improvise a song around one they know. -Explore the sounds made by instruments and experiment with different ways of using them. 		<ul style="list-style-type: none"> -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. -Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. -Explore different materials freely, to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Create closed shapes with continuous lines and begin to use these shapes to represent objects. -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. -Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. -Begin to discuss creating other colours through colour mixing. -Respond to what they have heard, expressing their thoughts and feelings. -Sing the pitch of a tone sung by another person ('pitch match'). -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -Play instruments with increasing control to express their feelings and ideas. 		<ul style="list-style-type: none"> -Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. -Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures -Explore colour and colour mixing. -Sing the pitch of a tone sung by another person ('pitch match'). -Play instruments with increasing control to express their feelings and ideas. 	