



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible themes</b>	<b>Magical Me</b> All about me/my family and community/Starting School/Autumn/People who help us in our community	<b>Festivals and Celebrations</b> Autumn/Harvest/ Diwali/ Christmas around the world	<b>Ticket to Ride</b> Journeys, transport, Polar regions	<b>Once upon a time.....fairytales</b> Houses and Homes, Dragons, fairy stories.	<b>Down at the bottom of the garden→Our wonderful world</b> Mini-beasts, life cycles, planting, jungles, the equator	<b>Our wonderful world→Exploring the prehistoric world</b> Explorers-David Attenborough, Prehistoric world, Fossils
<b>Celebrations/ Experiences</b>	Class rules and routines. Halloween.	Diawli, Bonfire night, Remembrance day, children in Need, Advent, Christmas, Nativity.	Valentines day, Pancake day (13.2.24), Chinese new year (10.2.24)	World book day (7.3.24), Mother's day (10.3.24), Easter, Spring		Father's day (16.6.24), Sports day, Transition
<b>Possible Texts</b>	Odd Dog out, Perfectly Norman, The squirrel's busy year, Squabbling Squirrels, The Gruffalo, Oi Frog, Oi Dog, Oi Aardvark, Monkey Puzzle.	Tidy, Babushka, Diwali, Stick Man, Room on the Broom, Gingerbread Man.	A dot in the Snow, Lost and found, The Way Back Home, 100 Decker Bus, You Can't Take an Elephant on the Bus, Cops and Robbers, Mr Gumpy's Outing, Motor Miles.	Dragon Post, The Princess and the Wizard, The Odd Egg.	The Big Book of Bugs, Bug Hotel, The Bee Book, There's an orangutan in my bedroom, This moose belongs to me, Doug the Bug, Spinderella, Tiger in the Garden.	Harry and his Bucketful of Dinosaurs, Billy's Bucket, Dinosaur that Pooped a Planet, Tyrannosaurus Drip.
<b>Reading</b>	<b>We follow the Dfe recommended Read Write Inc. phonics programme (RWInc) to teach the children to read. This is taught daily.</b>					
	Nursery rhymes. Stories and rhymes with activities to support deepening of comprehension. To recognise my picture is of me. To recognise and identify images of others and match them. To identify a sound and match it to a picture to represent it. To develop understanding of a story through supported role play.		Nursery rhymes. Stories and rhymes with activities to support deepening of comprehension. Teaching 'pure sounds', FRED talk games for oral blending, Set 1 pictures. To enjoy and recall favourite stories. To identify them by their front cover or illustrations. To sequence events in a story.		Set 1 sounds – Sound a day. Blending once children can read single set 1 sounds speedily. Engage in extended conversations about stories, learning vocabulary. Develop understanding of syllables. To blend and segment some CV, VC, CVC words. To develop knowledge of a story through role play.	
	I Had a Little Turtle		Frere Jaques		A Sailor Went to Sea Sea Sea	



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	<p>3 Blind Mice          5 Little Ducks          Wind the Bobbin Up          5 Currant Buns          1,2,3,4,5          Rain Rain go Away          It's Raining its Pouring          The Grand Old Duke of York          Pat-a-cake          This Old Man          I'm A Little Teapot          The Grand Old Duke Of York          Ring O' Roses          Hickory Dickory Dock          10 Green Bottles          Hot Cross Buns</p>	<p>Jack and Jill          Doctor Foster          Rock-a-bye Baby          Five Little Monkeys Jumping On The Bed          Twinkle Twinkle          If You're Happy And You Know It          Head, Shoulders, Knees And Toes          Old Macdonald          Incey Wincey Spider          Baa Baa Black Sheep          Row, Row, Row Your Boat          The Wheels On The Bus          The Hokey Cokey          Dingle Dangle Scarecrow          Little Bo Peep          Round and Round the Garden</p>	<p>Mary had a Little Lamb          Miss Polly had a Dolly          Humpty Dumpty          Six a Song of Sixpence          When I was 1          The Farmer's in his Den          How Much is that Doggy in the Window          Polly Put the Kettle on          BINGO          5 Little Speckled Frogs          Little Miss Muffet          1,2 Buckle My Shoe          Peter Piper</p>
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**Writing** We follow the Dfe recommended Read Write Inc. phonics programme (RWInc) to teach the children to read. This is taught daily.

<p>To use tools to make intentional marks.          To use a comfortable grip with good control when making marks.          To explore and manipulate a range of tools to make marks.          Show a preference for a dominant hand.</p>	<p>To give meaning to the marks that have been made.          To make marks for a purpose. To select appropriate tools to achieve a desired outcome.</p>	<p>To use print for a purpose e.g. writing a shopping list, letter or card etc.          Draw and make marks with increasing accuracy, making symbols and shapes to represent objects.</p>	<p>Draw with increasing accuracy.          To write and recall letters from their name or a familiar word known to them.</p>	<p>To form and write some letters accurately.          To copy letters from own name.          To draw with increased accuracy with higher levels of detail.</p>	<p>To form and write some letters accurately.          To write letters from own name.          To draw with increased accuracy with higher levels of detail.</p>
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<b>Maths</b>	<p>Colours          Matching          Sorting</p>	<p>Number 1          Number 2          Pattern</p>	<p>Number 3          Nuber 4          Number 5</p>	<p>Numbers 1-5          Number 6          Height and length          Mass          Capacity</p>	<p>Sequencing          Positional language          More than          Ferwer than          2D shapes          3D shapes</p>	<p>Number composition          What comes after?          What comes before?          Numbers to 5</p>
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<p><b>Physical Development</b></p>	<p>Use one leg to balance and move from one to the other. Climb up equipment independently. Take part in group activities and games, following another's lead. Use a comfortable grip with good control when holding: pens, pencils, paintbrushes, chalk etc.</p>	<p>Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its length and width. Work as a part of a group to follow instruction and activities. Use scissors to cut up paper.</p>	<p>Engage successfully with future physical education sessions and other physical disciplines. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Combine different movements with ease and fluency. Manipulate a range of doughs and clay to form a range of shapes. Use hands, tools and objects to adapt.</p>	<p>Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Progress towards a more fluent style of moving, with developing control and grace. Using knives, forks and spoons to eat independently. Control food and malleable objects with a fork and to cut it with a knife.</p>	<p>Works and plays cooperatively and take turns with others. Negotiates space and obstacles safely, with consideration for themselves and others. Demonstrates strength, balance and coordination when playing. To form and write some letters accurately. To copy letters from own name. To draw with increased accuracy with higher levels of detail.</p>	<p>Continue movement development control. Follow and remember patterns of movement and how to match these to control objects. To form and write some letters accurately. To write letters from own name. To draw with increased accuracy with higher levels of detail.</p>
<p><b>Personal Social Emotional Development (PSHE)</b></p>	<p><b>Me &amp; my relationships</b> Marvellous me! I'm special People who are special to me</p>	<p><b>Valuing differences</b> Me and my friends Friends and family Including everyone</p>	<p><b>Keeping safe</b> People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body</p>	<p><b>Rights and respect</b> Looking after myself Looking after others Looking after my environment</p>	<p><b>Being my best</b> What does my body need? I can keep trying I can do it!</p>	<p><b>Growing and changing</b> Growing and changing in nature When I was a baby Girls, boys and families</p>
<p><b>Music</b></p>	<p>Exploring voices- joining in with some rhymes or making sounds to match the</p>	<p>Nativity performance- joining in with the songs through movement or known</p>	<p>Exploring how musical instruments make sounds and how we can make</p>	<p>Sing in a group or on their own, recalling favourite songs. Experiment with the loudness of my voice.</p>	<p>Listen attentively and show how music makes me feel through movement.</p>	<p>Making my own music using my voice and with instruments.</p>



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	pitch/rhythm. Identify the sounds I can hear.	words and copying actions.	sounds using our bodies.			
<b>Understanding the World</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>
	<b>History</b> Name and describe people who are familiar to them. Talk about what happened yesterday, at the weekend or in the holidays.	<b>History</b> Talk about things that have already happened in relation to own events. Create their own narrative around historical events.	<b>History</b> Make connections between the features of their family and other families. To understand and follow a familiar routine.	<b>History</b> Talk about homes and the features they have. To explore growth and change.	<b>History</b> Recount an event orally or pictorially.	<b>History</b> Comment on images of familiar situations in the past. Talk about what is the same and what is different.
	<b>Geography</b> Talk about features of their immediate environment.	<b>Geography</b> Explore and experience different types of weather and their experiences.	<b>Geography</b> Explore some changes in the natural world around them. Recognise some environments are different to the one where they live.	<b>Geography</b> Understand directional and positional language.	<b>Geography</b> Recognise some environments are different to the one in which they live.	<b>Geography</b> Understand simple features on a map.