



## Seedlings Nursery & Pre-School Curriculum Mapping Overview

*'I am the vine and you are the branches' John 15:5*

*Love Perseverance Respect*

| Overarching Topic Title                                                                                                               | Getting to know you!                                                                                                                                                                          | Whatever the weather... let's celebrate!                                                                                                                                                                                          | Recipe for a story...                                                                                                                                                         | Ready steady grow...                                                                                                                                                                           | Awesome Animals...                                                                                                                                                          | Let's go...                                                                                                                                  |                                                                                                                                                                   |
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| 2025-2026                                                                                                                             | 4th Sept - 31st Oct                                                                                                                                                                           | 3rd Nov - 23rd Dec                                                                                                                                                                                                                | 5th Jan - 20th Feb                                                                                                                                                            | 23rd Feb - 10th April                                                                                                                                                                          | 13th April - 29th May                                                                                                                                                       | 1st June – 3rd July                                                                                                                          | 6th July - 21st Aug                                                                                                                                               |
| <b>Themes</b>                                                                                                                         | Settling in<br>Getting to know each other<br>All about me<br>Family and Friends<br>Likes and Dislikes<br>Where we live<br>Our Pets<br>People who help us<br>(Postman, Doctor, Nurse, Dentist) | Raindrops and Rainbows<br>Ice, Wind & Snow<br>Colour<br>Celebrations<br>Bonfire/Fireworks<br>Diwali<br>Hannukka<br>Christmas                                                                                                      | Nursery Rhymes!<br>Traditional tales<br>Fairy Tales<br>Knights & Castles<br>Prince and Princesses<br>Dragons & Unicorns<br>Chinese New Year.<br>Valentines<br>Making Pancakes | Plants<br>Growing: sunflowers, snapdragons, marigolds, nasturtiums, peas, carrots<br>Tomatoes, flowers<br>Lifecycles: frogs, butterfly, chicks.<br>Mini-Beasties<br>Growing ourselves          | ... on the farm<br>... at the zoo<br>...in the jungle<br>Dinosaurs: just awesome!<br><br><a href="#"> The Friendly Dinosaur   Fun Cartoon Poem for Kids   Kids Watching</a> | ...into space<br>...for a ride<br>...on a train<br>...cars & trucks and things that go.                                                      | ... Under the sea<br>... on holiday<br>...on a picnic                                                                                                             |
| <b>Seasons: ongoing</b><br><br><b>Weather: ongoing</b>                                                                                | <b>Autumn:</b><br>September/October<br>Autumn leaves<br>Colours of Autumn<br>Pumpkins<br>(Planting spring bulbs)                                                                              | <b>Autumn:</b> November<br>Rain & Wind<br><b>Winter:</b> December<br>Ice & Snow                                                                                                                                                   | <b>Winter:</b><br>January/February<br>Ice & Snow                                                                                                                              | <b>Spring:</b> March<br>Spring animals: lambs/chicks                                                                                                                                           | <b>Spring:</b> April/May                                                                                                                                                    | <b>Summer:</b><br>June/July<br>Sun safety<br>Water safety                                                                                    | <b>Summer:</b><br>July/August                                                                                                                                     |
| <b>Suggested Core Texts:</b><br><b>Other high-quality texts are readily accessible in provision.</b><br><br><b>Little Wandle (LW)</b> | <b>Amazing (LW)</b><br><b>Hello Friend (LW)</b><br><b>Amazing Me</b><br>Going to a Nursery – C&L Anholt<br>This is me – George Webster<br><b>Family</b>                                       | <b>All Through the Night (LW)</b><br><b>Colour/Rainbows</b> Elmer, Elmer & Rose<br>The Colour Monster – Anna Lianas<br>The Rainbow Fish<br>The Mixed-Up chameleon<br>Somewhere over the Rainbow – MacMillan Bks<br><b>Weather</b> | <b>Lulu Loves the Library (LW)</b><br><b>Monster Clothes (LW)</b><br><b>Recipe for a story</b> Ella Burfoot<br>Who is it? Princess<br>Smartypants & Prince Cinders            | <b>Errol's Garden (LW)</b><br><b>Planting</b><br>How a seed grows – H Jordan stage 1<br>The Tiny Seed – Eric Carle<br>Jaspers Beanstalk – Nick Butterworth<br>Planting a Rainbow – Lois Ehlert | <b>Kindness (LW)</b><br><b>Would you rather..</b><br><b>...on the farm</b><br>Rosie's Walk – Pat Hutchins<br>Cows go Boo! On the farm – Usborne                             | <b>Car Car Truck Jeep (LW)</b><br><b>Let's go...into space</b><br>My alien & Me – S Prasad-Halls<br>Aliens love underpants – Claire Freedman | <b>Where's Lenny? (LW)</b><br><b>Under the Sea..</b><br>The Little Mermaid<br>Tickly Octopus<br>Commotion in the Ocean<br>What the ladybird heard at the sea-side |

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| <p><b>Foundations Love<br/>for reading texts</b></p> | <p>Great big book of families – Mary Hoffman</p> <p><b>Friends</b></p> <p>My best friend – Lauren Child</p> <p>A friend like Simon (Autism)</p> <p>The day the crayons made friends – Drew Daywalt</p> <p><b>Likes/Dislikes</b></p> <p>You Choose – Pippa Goodhart</p> <p><b>Pets</b></p> <p>Oi Dog</p> <p>The Wish Cat – Ra Scamell</p> <p>Hairy Maclairy Books – Lynley Dodd</p> | <p>A Wild Walk to School - Rebecca Cobb</p> <p>Elmer in the snow – David McKee</p> <p>Charlie Crow in the Snow (winter)</p> <p>How Mrs Monkey missed the ark – Judith Kerr</p> <p><b>Christmas Texts</b></p> <p>Jolly Christmas Postman – Ahlberg</p> <p>Dear Santa – Rod Campbell</p> <p>The Nativity Story – May Eliot</p> <p>Room for a little one – Martin Waddell</p> <p>Twinkle Twinkle Little Star – Kate Toms</p> <p>Santa’s Wish – S Langley-Swain</p> <p>Diwali</p> <p>Hanukka</p> <p>Books to be decided</p> <p>First Festivals – Diwali – Ladybird</p> <p>Light the Menorah – Jannie Ho</p> | <p>The Gruffalo Zog</p> <p>There’s no such thing as a dragon.</p> <p>When dragons came – Kefford &amp; Moore</p> <p>The Smartest Giant in town.</p> <p>Alice in Wonderland – Usborne</p> <p>Princess &amp; the Wizard – J Donaldson</p> <p>Sugarlump &amp; the Unicorn – J Donaldson</p> | <p>Sam plants a Sunflower – national trust</p> <p><b>Mini-Beasties</b></p> <p>The Hungry Caterpillar – Eric Carle</p> <p>DK First Facts – Bugs</p> <p>The very Greedy Bee – Steve Smallman</p> <p>What the ladybird heard next – J Donaldson</p> <p>Superworm</p> <p>The big Bad bug – Kate Read</p> <p>Mad about minibeasts! Giles Andreae</p> <p><b>Easter</b></p> <p>We’re Going on an egg hunt (Easter) – Martha Mumford</p> | <p>Down by the cool of the pool – Tony Mitton</p> <p>Baa! Moo! What will be do?</p> <p>The 3 little wolves and the big bad pig</p> <p><b>...at the zoo</b></p> <p>We’re going on a bear hunt</p> <p>Dear Zoo</p> <p>The Tiger who came to tea</p> <p>Monkey Puzzle</p> <p>Hullabaloo (at the zoo) G Volke</p> <p>Giraffe’s can’t dance G Andreae</p> <p>Rumble in the Jungle G Andreae</p> <p>Save the animals – Good to be green</p> <p>Deborah Chancellor</p> <p>Brown Bear What do you see? Eric Carle</p> <p>The Selfish Crocodile</p> <p>Why elephant has a trunk.</p> <p><b>Dinosaurs – just awesome!</b></p> <p>Dinosaur Roar</p> <p>The Littlest Dinosaur</p> <p>Harry &amp; his bucket full of dinosaurs</p> <p>Saturday Night at the dinosaur stomp</p> <p>There’s a dinosaur in your book - Tom Fletcher</p> | <p>Whatever next – Jill Murphy</p> <p>The Smeds &amp; the Smoos – J Donaldson</p> <p><b>Let's go... cars, trucks and things that go..</b></p> <p>The Wheels on the Bus</p> <p>Cars &amp; Trucks and things that go (Richard Scarry)</p> <p>Diggersaurs – Michael Whaite</p> <p>Mad about trucks and diggers – G Andreade</p> <p>When Titus took the train – Anne Cottringer</p> <p>The Train Ride – Creston</p> <p>Wheels at Work collection</p> <p>Rosie Revere Engineer</p> | <p>Sharing a Shell – J Donaldson</p> <p>Elf’s submarine</p> <p>Barry the fish with fingers –Sue Hendra</p> <p>Tiddler – J Donaldson</p> <p>Winnie under the sea.</p> <p>Winnie at the sea-side</p> <p>Fidgety Fish – R Galloway</p> <p>Smiley Shark - R Galloway</p> <p>The big Book of Blue - Yuval Zommer</p> <p>Ocean full of wonder -Anna Smithers</p> <p><b>...on holiday</b></p> <p>Summer is – Barbara Pinke</p> |
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| <b>Traditional Tales</b>                                     | Goldilocks & the 3 bears<br>The Ugly Duckling<br>Puss in Boots<br>Rapunzel                                                                                                                                                                      | Red Riding Hood<br>The Elves & the Shoemaker                                                                                                                                         | Snow White & the Seven Dwarfs<br>The Three Wishes<br>Sleeping Beauty<br>The Princess & the Pea                                                                                       | The Enormous Turnip<br>Jack and the Beanstalk<br>Chicken Licken                                                                          | The Three Little Pigs<br>Little Red Hen<br>3 Billy Goats Gruff                                                                                                                                                                                                                                  | The Gingerbread Man                                                                                                               | The Little Mermaid                                                                                         |
| <b>Nursery Rhymes</b><br><br><b>Little Wandle Rhyme Time</b> | I'm A Little Teapot<br>Old Mother Hubbard<br>Pussy Cat, Pussy Cat<br><b>Humpty dumpty</b><br><b>Wind the bobbin Up</b><br><b>Pat a cake</b><br><b>Miss Molly had a dolly</b>                                                                    | Little Boy Blue<br><b>Baa Baa Black Sheep</b><br><b>Twinkle Twinkle Little Star</b>                                                                                                  | Polly put the kettle on<br>There was an old woman who lived in a shoe<br>Three Blind Mice<br><b>The Grand Old Duke of York</b><br><b>Ring-a Ring-a roses</b><br><b>Jack and Jill</b> | Little Miss Muffet<br>Hot Cross Buns<br><b>Mary Mary Quite Contrary</b><br><b>Round and Round the Garden</b><br><b>Incy wincy spider</b> | This little piggy went to market<br>Goosey Goosey Gander<br>Little Bo Peep<br>Mary had a little lamb<br><b>Hickory Dickory Dock</b><br><b>Hey Diddle Diddle</b>                                                                                                                                 | <b>Down at the station</b><br><b>One two Buckle my shoe</b><br><b>The Wheels on the bus go round &amp; round</b>                  | <b>1,2,3,4,5 Once I Caught A Fish Alive</b><br><b>A sailor went to Sea</b><br><b>Row Row Row your boat</b> |
| <b>Songs</b>                                                 | Heads Shoulders<br>Knees and Toes<br>If you're Happy and you know it clap your hands<br>I have a pet<br>BINGO was his name-<br>O<br>Do your ears hang low<br>5 little Monkey's jumping on the bed<br>10 in the bed<br>Big Red Combine Harvester | I can sing a Rainbow<br>It's raining, it's pouring<br>Rain Rain Go Away<br>The Sun has got his hat on<br>S.A.N.T.A<br>Father Christmas, he got stuck<br>Rudolf the red nose reindeer | Do you know the muffin man?<br>Humpty Dumpty<br>Pat-Cake, Pat-Cake                                                                                                                   | There's a hole in my Bucket<br>Teddy Bear, Teddy Bear                                                                                    | The Bear Went Over the Mountain<br>5 little speckled frogs<br>There's a tiny caterpillar on a leaf<br>Old MacDonald had a farm<br>5 little ducks went swimming<br>Nellie the elephant<br>The animals went in two by two<br>Alice the Camel<br>We went to the animal fair<br>(PANTS Pantosaurus) | We're going on a trip in our favourite rocket ship<br>Zoom, Zoom, Zoom, were going to the moon<br>5 little men in a flying saucer | Teddy Bear's Picnic<br>We all live in a yellow submarine                                                   |

### Prime Areas of Learning

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| <b>Personal, Social and Emotional.</b><br><b>Self-Regulation</b><br><b>Managing Self</b><br><b>Building Relationships</b><br><br><b>School Vision and values:</b><br><b>Love</b><br><b>Perserance</b><br><b>Respect</b> | Getting to know Seedlings nursery staff & their ley worker<br><br>Getting to know other children new to Seedlings.<br>Sharing & giving at Harvest<br><br>Recognising special relationships like family and friends<br><br>Knowing who are trusted people who help us – key worker, doctor, nurse, police, vet<br>Can express their likes and dislikes<br><br>Cooperation/helping the adults with nappy changing or changing clothes<br><br>Becoming more independent when toileting.<br>Washing hands with help and then more independently<br><br>A walk a day to build stamina and support wellbeing<br><br>Eating healthy: a rainbow of food<br>Recognising when to sleep or rest<br><br>Learning to share and take turns with others<br>Showing kindness to others (Kind hands)                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Self-Regulation-</b><br><br>Listening and Following Instructions:<br>Simon says; listening to a story; pass the whisper; obstacle races; blindfold walk; treasure hunt.<br><br>Recognising similarities and differences between each other<br><br><br><br>My Feelings:<br>Identifying my feelings; feeling jars; coping strategies; describing feelings; facial expressions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Building Relationships:</b><br><br>What makes a good friend?; teamwork; celebrating friendships.<br><br><b>Managing self:</b><br>Taking on Challenges<br>Why do we have rules?<br>building towers;<br>team den building team races (sports day)<br>Being a safe pedestrian<br>NSPCC PANTS<br>Transition to Reception |
|                                                                                                                                                                                                                         | Age 2-3 years <ul style="list-style-type: none"><li>Find ways to calm themselves, through being calmed and comforted by their key person.</li><li>Find ways of managing transitions, for example from their parent to their key person.</li><li>Feel strong enough to express a range of emotions.</li><li>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li><li>Be increasingly able to talk about and manage their emotions.</li><li>Safely explore emotions beyond their normal range through play and stories.</li><li>Learn to use the toilet with help, and then independently.</li><li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li><li>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</li><li>Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</li><li>Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</li></ul> | Age 3-4 years <ul style="list-style-type: none"><li>Develop their sense of responsibility and membership of a community.</li><li>Increasingly follow rules, understanding why they are important.</li><li>Do not always need an adult to remind them of a rule.</li><li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li><li>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.</li><li>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li><li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li><li>Show more confidence in new social situations.</li><li>Play with one or more other children, extending and elaborating play ideas.</li><li>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li><li>Develop appropriate ways of being assertive.</li><li>Talk with others to solve conflicts.</li><li>Begin to understand how others might be feeling.</li></ul> |                                                                                                                                                                                                                                                                                                                         |

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|                                                                      | <ul style="list-style-type: none"><li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li><li>• Develop friendships with other children.</li><li>•</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                              |
| <b>Communication and Language</b><br><b>Listening &amp; Speaking</b> | Age 2-3 years<br>Listening: <ul style="list-style-type: none"><li>• Listen to other people’s talk with interest but can easily be distracted by other things.</li><li>• Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.</li><li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li><li>• Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. Understand and responds to a simple instruction like ‘make teddy jump’ or ‘find your coat’.</li><li>• Understand simple questions about ‘who’, ‘what’ and ‘where’</li></ul> Speaking: <ul style="list-style-type: none"><li>• Joins in songs and rhymes with some words</li><li>• Use intonation, pitch and changing volume when ‘talking’.</li><li>• Start to say how they are feeling, using words as well as actions.</li><li>• Start to develop conversation, often jumping from topic to topic.</li><li>• Begin to recall simple events</li><li>• Talks about things that are important to them.</li><li>• Use the speech sounds p, b, m, w.</li><li>• Are usually still learning to pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as ‘banana’ and ‘computer’</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                    | Age 3-4 years<br>Listening: <ul style="list-style-type: none"><li>• Enjoy listening to longer stories and can remember much of what happens</li><li>• Use a wider range of vocabulary.</li><li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li><li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li></ul> Speaking: <ul style="list-style-type: none"><li>• Sing a large repertoire of songs.</li><li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li><li>• Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li><li>• May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</li><li>• Use longer sentences of four to six words.</li><li>• 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.</li><li>• Can start a conversation with an adult or a friend and continue it for many turns.</li><li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li><li>• Introduce a story line and narrative into their play</li><li>• Ask ‘who, what, when why and how’ questions.</li><li>• Uses talk to explain what is happening and what might happen next.</li><li>• Retell a story, once developed familiarity with text including repetition</li></ul> |                                              |
| <b>Physical Development</b><br><b>Fine Motor &amp; Gross Motor</b>   | <b>Fine motor:</b><br>2-3 years <ul style="list-style-type: none"><li>• Build independently with a range of appropriate resources.</li><li>• Develop manipulation and control.</li><li>• Explore different materials and tools.</li></ul> 3-4 years <ul style="list-style-type: none"><li>• Hold mark making tools with a firm grip with all fingers and thumb.</li></ul> <b>Gross Motor:</b><br>2-3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Fine motor:</b><br>2-3 years <ul style="list-style-type: none"><li>• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li><li>• Start to eat independently and learning how to use a knife and fork.</li></ul> 3-4 years <ul style="list-style-type: none"><li>• Pull zips up and down when fastened at the bottom.</li></ul> | <b>Fine motor:</b><br>2-3 years <ul style="list-style-type: none"><li>• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li></ul> 3-4 years <ul style="list-style-type: none"><li>• Show a preference for a dominant hand.</li><li>• Begin to hold smaller tools with a firm grip including,</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Consolidation and further practice of skills |

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|                                                                                  | <ul style="list-style-type: none"> <li>Clap and stamp to music.</li> <li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>Enjoy kicking, throwing and catching balls.</li> </ul> <p>3-4 years</p> <ul style="list-style-type: none"> <li>.Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.</li> </ul> | <ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul> <p><b>Gross Motor:</b><br/>2-3 years</p> <ul style="list-style-type: none"> <li>Walk, run, jump and climb – use the stairs independently.</li> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> </ul> <p>3-4 years</p> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Decide which movement is appropriate for different activities. For example, walk a plank, crawl under a table.</li> <li>Use large muscle movements to make marks.</li> <li>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.</li> </ul> | <p>toothbrush, hairbrush and scissors etc.</p> <ul style="list-style-type: none"> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul> <p><b>Gross Motor:</b><br/>2-3 years</p> <ul style="list-style-type: none"> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> </ul> <p>3-4 years</p> <ul style="list-style-type: none"> <li>Manipulate a range of thick tools and equipment in one hand- thick paintbrushes, thick pencils and pens etc</li> <li>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul> |                               |
|                                                                                  | <p>Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical sessions and disciplines, including: Jabadeo, dance, gymnastics and ABC fundamentals (Agility, Balance, coordination).</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently including: pencils, paintbrushes, scissors and cutlery.</p>                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                               |
|                                                                                  | Specific Areas of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                               |
| <p><b>Literacy:</b><br/>Little Wandle Letters and Sounds<br/>Phase 1 phonics</p> | <p>Autumn 1: Introduce rhyme time (see above)<br/>Autumn 2: s a t p i n m<br/>Can you do the actions?<br/>Can you touch your h-ea-d, l-e-g ?<br/>Name play game<br/>What's that noise? (pets/people)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Spring 1: d g o c k e<br/>Spring 2: u r h b f l<br/>(Revisit previous sounds for new starters)<br/>Can you do the actions?<br/>Can you touch your h-ea-d, l-e-g ?<br/>Name play game<br/>What's that noise? (bird and insect noises)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Summer 1: j v w y z qu ch<br/>Summer 2: ck x sh th ng nk<br/>(Revisit previous sounds for new starters)<br/>Can you do the actions?<br/>Can you touch your h-ea-d, l-e-g ?<br/>Name play game<br/>What's that noise; (farm/zoo animal sounds)<br/>What's that noise: (Vehicles)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Revisit phase 1 sounds</p> |

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| <b>Literacy: Comprehension &amp; Reading:</b><br>Little Wandle Foundations Love for Reading | 2-3 years <ul style="list-style-type: none"> <li>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>Can recognise the first letter of their name, a number or a familiar logo</li> <li>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li> <li>Repeat words and phrases from familiar stories.</li> </ul> 3-4 years <ul style="list-style-type: none"> <li>Can listen and join in with stories and rhymes in small groups.</li> <li>Can handle books carefully and the correct way up.</li> </ul> |                                                                                                                          | 2-3 years <ul style="list-style-type: none"> <li>Ask questions about the book. Makes comments and shares their own ideas.</li> </ul> 3-4 years <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, including new vocabulary.</li> <li>Understand 5 concepts of print.</li> <li>Looks and enjoys prints and digital books independently.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2-3 years <ul style="list-style-type: none"> <li>Develop play around favourite stories using props.</li> </ul> 3-4 years <ul style="list-style-type: none"> <li>Join in with repeated refrains and rhymes in stories.</li> <li>Begin to tell their own stories.</li> <li>Develop phonological awareness so they can spot letters/sounds.</li> <li>Clap syllables in a word.</li> </ul> |                                                                                                  | Revisit favourite stories, rhymes and songs           |
|                                                                                             | <b>Literacy Writing:</b><br>2-3 years/3-4 years <ul style="list-style-type: none"> <li>Enjoys drawing and mark making</li> <li>Gives meaning to their marks and in different textures such as sand, playdough.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                          | 2-3 years <ul style="list-style-type: none"> <li>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> </ul> 3-4 years <ul style="list-style-type: none"> <li>Use print and letter knowledge in early writing e.g writing a pretend shopping list, an invite using initial sounds such as .m. for mummy.</li> </ul>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2-3 years <ul style="list-style-type: none"> <li>Make marks on their picture to stand for their name.</li> </ul> 3-4 years <ul style="list-style-type: none"> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>                                                                                                                                  |                                                                                                  | Consolidate and practice writing skills               |
| <b>Mathematics: White Rose Nursery Linked to development matters</b>                        | Comparing – More than, fewer than, same (WR1)<br>Explore and build shapes and objects (WR2)<br>Explore repeated patterns (WR3)<br>Hear and say number names (WR4)                                                                                                                                                                                                                                                                                                                                                                                                                           | Begin to order number names (WR5)<br>I See 123 (WR6)<br>Join in with repeats (WR7)<br>Exploring position and space (WR8) | Show me 123 (WR9)<br>Move and label 123 (WR10)<br>Explore position and routes (WR11)<br>Explore own first patterns (WR12)                                                                                                                                                                                                                                                             | Take and give 123 (WR13)<br>Match, talk push and pull (WR14)<br>Talk about dots (WR15)<br>Compare and sort collections (WR16)                                                                                                                                                                                                                                                                                                            | Lead on own repeats (WR17)<br>Start to puzzle (WR18)<br>Making patterns together (WR19)<br>Make games and actions (WR20)                                                                                                                                                                                                                                                               | Show me 5 (WR21)<br>My own patterns (WR22)<br>Stop at 12345 (WR23)<br>Match, sort compare (WR24) | Revisit & consolidate<br>Counting<br>Pattern<br>Shape |
|                                                                                             | 2-3 years <ul style="list-style-type: none"> <li>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> <li>React to changes of amount in a group of up to three items.</li> <li>Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>Climb and squeezing selves into different types of spaces.</li> </ul>                                                                                                                                                                                                                           |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                       | 3-4 years <ul style="list-style-type: none"> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                  |                                                       |

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|                                                                                     | <ul style="list-style-type: none"> <li>• Build with a range of resources.</li> <li>• Complete inset puzzles.</li> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>• Notice patterns and arrange things in patterns.</li> </ul> |                                                                                         |  | <ul style="list-style-type: none"> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul> |                                                     |                                                                                                                                           |                                                                                                                      |
| <b>Knowledge &amp; Understanding of the World: Past and Present</b>                 | Pictures of themselves and family & friends.<br>How have they changed?<br>Take a photo of first day – create a time box of photos                                                                                                                                                                            |                                                                                         |  | I know Jesus lived a long time ago and that Bible stories happened a long time ago                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | I know dinosaurs lived a long time ago in the past? | Spot the difference: Looking at different objects/pictures of technology, cars etc- Which are from the past? What/ how have they changed? | Open photo time box from term 1.<br>How has everyone changed?<br>What is the same?<br>What is different?             |
|                                                                                     | 3-4 years <ul style="list-style-type: none"> <li>• Make sense of their own life story and family's history.</li> <li>• Show interest in different occupations</li> </ul>                                                                                                                                     |                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                     |                                                                                                                                           |                                                                                                                      |
| <b>Knowledge &amp; Understanding of the World: People, culture and Communities:</b> | Family & Friends<br>Likes & Dislikes                                                                                                                                                                                                                                                                         | Different celebrations<br>Comparing how we celebrate Christmas<br>Visit St James Church |  | China                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                     | My home/house<br>Maps- Where do I live?<br>Retell my journey to Seedlings Nursery<br>Travel to other countries<br>Visit to the Pece       | Maps- Find places/beaches the children have been to on holiday- how are these countries the same/ different to ours? |
|                                                                                     | 2-3 years <ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> </ul>                                                                                                                                                                      |                                                                                         |  | 3-4 years <ul style="list-style-type: none"> <li>• Continue to develop positive attitudes about the differences between people.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                     |                                                                                                                                           |                                                                                                                      |

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|                                                                                                  | <ul style="list-style-type: none"> <li>Notice differences between people.</li> </ul>                                                                                                                                                                         |                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognises and explores special times and events for them and others, understanding that people have difference beliefs and celebrate special times in different ways. (See Special days/festivals above)</li> </ul> |                                                                                                                                                                                                                                                                                       |                                                        |                                                                                                        |
| <b>World Faith stories linked to topic or RE</b>                                                 | Bible Story:<br>Feeding of 5000 (sharing)<br>The Good Samaritan (caring/kindness/friendship)                                                                                                                                                                 | Bible stories:<br>Noah's Ark<br>The Nativity<br>Story of Rama and Sita<br>Story of Hanukkah                                        | Bible stories:<br>Epiphany – The 3 wise men<br>Chinese New Year Story<br>David & Goliath                                                                                                                                                                                                                                                                                    | Bible stories:<br>The Creation Story<br>Palm Sunday/Easter Story<br>Story of Passover                                                                                                                                                                                                                                                                                                                                                                                             | Bible stories:<br>The Lost Sheep<br>Daniel in the Lion's Den<br>Noah's Ark - revisit                                                                                                                                                                                                  | Bible stories:<br>Journey's<br>Moses escape from Egypt | Bible Stories:<br>Jonah and the Whale<br>Jesus walks on water/calms the storm                          |
| <b>Knowledge and Understanding of the World:</b><br><br><b>The Natural World: Sustainability</b> | Recognises body parts and can begin to explore their senses.<br>Harvest- How are foods grown? Where does our food come from?<br>Pumpkins<br><br>How and why should humans look after the world?                                                              | Planting Spring Bulbs<br>Climate change<br>Sun v ice<br>Materials: Floating and sinking.<br>Changing materials: Melting & Freezing | Planting trees and Sunflowers<br>Life Cycles- How have they grown since being a baby?<br>Tadpole to frog<br>Caterpillar to butterfly<br>Chick to Chicken/Hen<br>Recognises and names part of a flower/tree<br>How we look after the environment and living/growing things?<br>(Great Crested newts @GHW!)<br>Walk to the woodland area.<br>Map of the walk or woodland area |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Save the animals – Good to be green (Recycling)<br>Different animal groups- where do they live? How do they survive?<br><br>Maps- Where do the different animals originate from around the world?<br><br>Recognises and names body parts of animals. How are they the same/different? |                                                        | Caring for sea animals<br><br>Not leaving rubbish on the beach<br><br>Materials- Floating and sinking. |
|                                                                                                  | 2-3 years <ul style="list-style-type: none"> <li>Explore materials with different properties.</li> <li>Explore natural materials, indoors and outside.</li> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> </ul> |                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                             | 3-4 years <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Explore how things work.</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> </ul>                               |                                                                                                                                                                                                                                                                                       |                                                        |                                                                                                        |

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| Expressive Art & Design:<br>Creativity & Art Design & Construction | <p>Mark making with wax crayons (rubbing and patterns; mark making with felt tips (patterns- circles, zig zags etc); mark making with chalk; observational pencil drawings; observational self-portraits (using pencils and mirrors); observational self-portraits with colour.</p> <p>Harvest Wreaths.<br/>Baking Bread<br/>Pumpkin soup<br/>Junk Modelling</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Finger painting; outdoor painting; painting with natural objects; painting with different tools; colour mixing; collages.</p> <p>Making rainbow fruit salad<br/>Making a hedgehog hibernation box.<br/>Make rainmakers</p> <p>Snowflakes<br/>Christmas Cards<br/>Christmas Decorations</p> | Paper weaving<br>Junk modelling | <p>Cutting skills on different materials; threading materials; explore joining techniques for paper and card- brace, slot, tape, fold, flange, tie, stick; fold, cut and curl paper to make colourful caterpillars/worms/sea animals etc; observational drawing and colouring skills of flowers; tissue paper scrunching/collaging Building a bug hotel Junk modelling Mothering Sunday Cards.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Construct an ark/shelter/den for the animals | <p>Construct ramps for cars/trains to see how fast they go.<br/>Junk modelling</p> | <p>Explore materials and determine whether they float or sink; design, Build a boat that floats.<br/>Junk modelling</p> |
|                                                                    | <p>2-3 years</p> <ul style="list-style-type: none"> <li>• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Express ideas and feelings through making marks and sometimes give a meaning to the marks they make.</li> <li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> <li>• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul> |                                                                                                                                                                                                                                                                                               |                                 | <p>3-4 years</p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> </ul> |                                              |                                                                                    |                                                                                                                         |

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|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                               |                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Explore colour and colour-mixing.</li> <li>Show different emotions in their drawings – happiness, sadness, fear etc</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                        |                                                                                                                                  |                                                                      |
| <b>Expressive Art &amp; Design:<br/>Music &amp; Dance</b> | Exploring Sound:<br>Vocal sounds;<br>body sounds;<br>Jabadeo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Exploring sounds:<br>Weather sounds<br>Use different instruments<br>to create weather sounds.<br>Diwali music; Hannukah<br>music; Christmas music;<br>Jabadeo | Musical Stories.<br>Moving to music;<br>using instruments to<br>represent<br>characters;<br>storytelling with<br>actions.<br>Chinese Dragon<br>Dance<br>Jabadeo | Exploring sounds in<br>the environment and<br>nature sounds<br>Jabadeo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Exploring the<br>sounds of different<br>animals.<br>Recognising if they<br>are farm or zoo?<br>Jabadeo | Exploring the<br>sounds of<br>different types of<br>vehicles;<br>exploring and<br>mimicking the<br>sounds of a train;<br>Jabadeo | Exploring different<br>sounds that water<br>can make.<br><br>Jabadeo |
|                                                           | 2-3 Years <ul style="list-style-type: none"> <li>Show attention to sounds and music.</li> <li>Respond emotionally and physically to music when it changes.</li> <li>Move and dance to music.</li> <li>Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.</li> <li>Explore their voices and enjoy making sounds.</li> <li>Join in with songs and rhymes, making some sounds.</li> <li>Make rhythmical and repetitive sounds.</li> <li>Explore a range of sound-makers and instruments and play them in different ways.</li> <li>Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.</li> </ul> |                                                                                                                                                               |                                                                                                                                                                 | 3-4 years <ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person (‘pitch match’).</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul> |                                                                                                        |                                                                                                                                  |                                                                      |