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|  | Marvellous Me | Let’s Celebrate | Heroes | Brilliant Beasts | The Great Outdoors | Explorers |
| Possible Lines of Development | All About MeStarting NurseryNew beginningsThe season of AutumnFamilyFriendships | Looking at different Cultures/ traditionsChristmas Celebrations | Superhero’sPeople who help us roleplay areasLocal AreasOccupations | DinosaursDragons and KnightsMinibeastsFairy tales | PlantingMinibeastsBirdsGardening  | PiratesOceansAstronauts and SpaceLooking after our planetTravel |
| Special Events and wow experiences | Harvest festivalRecycle WeekWorld Mental Health Day | Nursery Rhyme WeekBonfire NightRemembrance DayDiwaliChristmas | Heros dress up day.Pancake DayChinese New YearValentines DayChildren’s Mental Health Week | Reptile visitEaster CelebrationsEid | Earth DayPridePlanting our own seedsAcorn Farm Visit | Nursery GraduationPirates dress up |
| Vehicle Text |  |  | Jack and the Flum Flum Tree by Julia Donaldson | Jack and the Beanstalk by |  | Polly the Parrot by |
| Core Texts | 25 Best Picture Books About Families of All Shapes & Sizes | Goldilocks and the Three Bears (Usborne Picture Books) : Susanna Davidson,  Mike Gordon, Carl Gordon: Amazon.co.uk: BooksThe Christmas Story: Experience the magic of the first Christmas:  Amazon.co.uk: DK: 9780241439951: BooksBest children's books about Christmas | TheSchoolRun |  |  |  |  |
| Parental Involvement | Settling in sessions  | Communication and Language Stay and PlayChristmas Performance | Number Stay and Play | Easter Parade  | Journey Stick home learning challengeWriting Stay and Play | Sports DayGraduation |
| **Personal Social and Emotional Development**Self RegulationIntentVocabularyImplementation | I can express when I feel happy, sad, tired or upset. I can find out about emotions through stories and discussions. Feelings, emotions, happy, sad, angry, tired, upset, scared.Books read focusing on feelings and emotions (see core texts).Key Worker group discussions on emotions – particularly relating to starting nursery and zones of regulation. Adults asking children to express how they’re feeling- adults modelling too. | I can sit nicely and keep my feet to myself. I can look after the toys and equipment at my setting.Sit, smart sitting, listening ears, careful, look after, tidy up.Children being supported and reminded to sit nicely on the carpet and keep their feet to themselves. Children having a regular tidy up time routine where they are supported and encouraged to tidy up. | I will talk about my feelings. I can wait my turn. I tidy up the resources that I have used. I am following the behaviour expectations of my nursery.Feel, feelings, wait, turn, patience, tidy, tidy up, behaviour, rules, listening. Adults supporting children to talk about their feelings. Children being told when it is tidy up time and told if an area needs to be tidies up, children reminded of the behaviour expectations and supported to follow them. | I know what ‘right’ choices are and I try my best to make the right choice. I can talk about my feelings and explore why I might be feeling this way.Right, good choice, bad choice, feelings, why. Adults prompting children to explain the choices they have made. Children talking about their feelings with adults at their setting and exploring together why they feel this way – discussions, stories etc. | I can calm myself down using a strategy that works for me. I am managing my feelings. I show control with my emotions. I can think about how others feel.Calm, breathe, quiet space, feel, friends.Adults modelling calming techniques, children being supported to manage their feelings and emotions and given tools to do this independently. | I am showing more control over my feelings and behaviours. I am showing more perseverance and resilience when facing a challenge. I can talk about the changes as I start school and how I feel.Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn, nervous, excited, change.Adults modelling calming techniques, children being supported to manage their feelings and emotions and given tools to do this independently. Discussions around starting school and transition between nursery and school. |
| **Personal Social and Emotional Development**Building RelationshipsIntentVocabularyImplementation | I can take turns with other children with support from the adults in my setting. I can separate from my parent/caregiver with adult support. Turn taking, sharing, friends, help, listening, later, worry, Children supported to separate from care giver – transition personalised settling in plan when necessary. Children supported to turn take in a guided group session. | I will play alongside other children in my setting and may need adult support to do this. I play simple turn taking games in adult guided groups. I am showing more interest in other children’s play. Play, nicely, share, turn take, adult, help, nicely, join in, friends.Adults modelling play and verbally supporting play, children playing turn taking games. | I can come into my setting with minimal support from an adult. I can talk about my family. I am beginning to show friendly behaviours to my peers. Happy, proud, come in, family, family names, friends, friendly. Children praised for coming into their setting well, adults prompting children to discuss their families and who lives with them, thinking about our ‘heroes at home’– guided and independent tasks based around this, children encouraged to be friendly to the other children in their setting. | I am forming friendships with some children in my setting. I am becoming more confident in the social situations. Friends, special friend, best friend, confident, talking. Adults modelling social situations and back and forth conversation, children having time to play with who they want in the area of their choosing. | I help others who are upset. I am beginning to solve conflicts with others. I am showing more social confidence. Sad, help, upset, tissue, problem, solve, together, friends, turn taking, confident, outgoing, talking. Adults modelling supporting upset children for children to copy themselves e.g. giving hugs, giving tissues or a favourite teddy, children given methods to resolve conflicts such as using a sand timer when sharing a toy. | I can ask new adults questions. I find solutions to conflicts I have had. I can talk about what a friend is and name some of my friends when asked.Questions, why, where, what, when, solution, fix, turn take, adult help, friend, friend names.Children encouraged to ask questions to people, children encouraged to resolve conflict using the techniques learnt at school children discussing who they are going to school with next year. |
| **Personal Social and Emotional Development**ManagingSelfIntentVocabularyImplementation | I can take turns with other children with adult support. I can explore the classroom with adult support. I can use the toilet with adult support.Turn taking, children, friends, classroom, explore, areas, toilet, wipe, flush, wash hands. Adults supporting children to turn take, children encouraged to explore their setting and the available resources, children supported to use the toilet in their setting. | I will have a go at new things. I am washing my hands after using the toilet with some reminders to do so. Try, have a go, washing hands, soap, water, dry.Children encouraged to try new things in their setting and regular activities available for children to choose from, children encouraged verbally to use the toilet. | I am showing more independence and confidence in my setting and when exploring areas. I will use the visual timetable to know what is happening in my day.On my own, by myself, independently, confident, explore, have a go, try, timetable, next. Children encouraged to independently do things by the staff, children having access to the visual timetable that changed daily. | I can use the toilet independently. I can focus on my task for a longer period of time. I can talk about healthy food choices.Toilet, wipe, flush, wash hands, focus, attention, listen, healthy, treat food, fruit and vegetables. Children encouraged to use the toilet independently, children working in guided groups to complete activities, children learning about food choices and what a healthy food choice is. | I can manage when routines change. I can talk about why we need to wash our hands. I can play nicely with others and extend others play.Routine, happens next, change, wash hands, healthy, health, play, nice, friends, turn taking, sharing, joining in. Children learning about germs and then importance of washing our hands and bodies to keep safe and clean, children encouraged and supported to play nicely with other children. | I can talk about my achievements in a positive way. I am becoming more independent in looking after myself, ready to start school.Proud, pride, positive, happy, independent, on my own, by myself, school.Discussions about the year and the progress the children have made- linked to Nursery Graduation, children encouraged to be independence in their care and learning and linking this to discussions around school readiness. |
| **Literacy**Reading ComprehensionIntentVocabularyImplementation | Beginning to join in with familiar rhymes and stories. Joining in with some parts of key Nursery Rhymes. Learns new vocabulary from stories, rhymes, poems and non-fiction books.Have a favourite book and seeking it/them out to share with an adult or look at alone.Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, favourite.Reading on a 1.1 and small group basis,pointing to the words,talking about thepictures in books, retellstories, point out words.Sing new and familiar nursery rhymes daily using our rhyme of the week.Children having access to a variety of texts during continuous provision. | To understand that we should turn one page at a time in a book. To begin to understand that print has meaning. To talk about the pictures in a book with support.Texts, books, story, careful, print, words, says, pictures, happening.Reading together, exploring a wide range of books and discussing them together, Asking questions about books and modelling to the children how to talk about the pictures. | To enjoy singing a range of rhymes and songs. To enjoy listening to longer stories. To join in with some simple repeated refrains in well know stories/ rhymes.Rhymes, songs, listen, join in, actions, story, repeat.Daily songs and nursery rhymes, children having story time with increasingly longer stories being told, stories with repetition in them to be shared with the class more than once so children can learn the phrases used. | To begin to understand we read from left to right and top to bottom. To begin to name the parts of a book e.g., front cover, title, author.Story, words, direction, top, bottom, front, cover, title, author.Stories shared daily with the children, adults to model reading the story using their finger along the words they read. Adult to tell the children the parts of the book and book title and author when sharing the story with the class. | To enjoy listening to longer stories and remember much of what happens. To talk about a story, turning one page at a time. To answer simple questions about stories. Beginning to predict what might happen in a story.Story, discuss, talk, questions, predict, guess, happen next.Children having story time with increasingly longer stories being told, Adults asking children what happens in a story they have already read, or what they think might happen in a story, children having access to stories to read independently | To engage in extended conversations about stories. To know and say how the story might end. To tell a longer story. To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.Discuss, questions, why, end, guess, predict, tell, retell, words.Daily story time, adults prompting children to discuss the stories they have read, children making predictions about what might happen at the end of a story, a variety of books on offer in nursery. |
| **Literacy**Word ReadingIntentVocabularyImplementation | Hear different environmental sounds around me. Begin to recognise some environmental print such as supermarket logos.Hearing, listening, sound, recognise, logo.Support and modelling of listening to environmental sounds. Logos in the environment and in role play areas for children to discuss. | Discriminate between different instrument sounds. To sing and perform actions to a familiar nursery rhyme. Say the rhyming word at the end of a familiar rhymeInstruments, hear, listen, sing, perform, actions, nursery rhymes, rhyme, join in.Children listening to instruments as we as having access to using instruments too. Children learning new nursery rhymes and accompanying actions. Children being prompted to say the missing words in known nursery rhymes. | To begin to recognise my own name with support. Recognise rhythm in spoken words by clapping syllables.Name, rhythm, clapping, syllables.Children clapping out the syllables in their name as supported by the adults e.g. after dinner before going outside children clapping their name as the outdoor ‘password’. | To identify signs and symbols in the environment and recall what they mean. Spot or suggest rhymes.Meaning, sign, symbol, logo, rhyme, rhyming words.Adults to provide a variety of print around the nursery e.g. fire exit, logos, labels for items and areas. Children signing songs and rhymes, playing rhyming games verbally. | To begin recognising some words that start with the same initial sound. To begin to recognise some individual letter sounds with supportSound, letters, meaning.Children having access to text in the environment and in books. Letters and sounds around in the nursery for children to have access to and see/speak to adults about. | To recognise my own name independently. To begin to recognise some individual letter sounds with support. Recognise some words with the same initial sound e.g. m for mummy and milk. Orally blend a simple word.Name, letters, words, same.Children seeing their name written in a variety of places e.g. peg, bottle, hats, placemats, letters being in the environment, discussions with adults about words with similar sounds, adults supporting children to orally blend words. |
| **Literacy****Phonics**IntentVocabularyImplementation | **Phase 1**Hear environmental sounds (Aspect 1)Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, cars, trees.Support to listen out for and hear sounds in the environment such as outside and inside – wind, cars, talking. Listening to stories, poems and teachers modelling sounds. | **Phase 1:**Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2)Instrument, sound, listen, loud, quiet, different, samePlaying with instruments, listening to the different sounds that can be made using them, exploring loud and quiet sounds, discussing the sounds that have been made. | **Phase 1:**Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2)Hear Body percussion (Aspect 3)Listen, sound, rhythm, pattern, clap, slap, hit, and stomp.In guided groups – clapping, copying different sounds using the body like stomping, tapping, hitting legs gently and prompting children to discuss the sounds they’ve made. | **Phase 1:**Revise Aspects 1-3. Hear voice sounds (Aspect 6).Oral blending and segmenting (Aspect 7)Speech, voice, sound, vocal, loud, quiet, same, different.Discussing the difference in vocal sounds we can make, listening to adults model different vocal sounds and repeating these, listening to oral segmenting and bleeding being modelled. | **Phase 1:**Revise Aspects 6-7.Hears rhythm and rhyme (Aspect 4). Hears alliteration (Aspect 5)Rhyme, rhythm, listen, sound, same, similar.Listening to stories and rhymes with alliteration and rhyme in, children playing rhyme games, children finishing off words in a known rhyme or suggesting words that can rhyme. | **Phase 1/2:**Revise Aspects 4 – 7.Possible introduction to Phase 2 if children are ready for the first set of sounds.Sound, listen, grapheme, phoneme, letter.Emphasis on orally segmenting and blending and rhyme. Children introduced to the first Phase 2 sounds – s,a,t,p if ready. |
| **Mathematics**Number and Numerical PatternsIntentVocabularyImplementation | To recognise, name and match colours. To begin to show an interest in counting aloud verbally to 5. To be able to ‘give 1’ when asked.Count, number, one, colour, colour names, number songs.Adults providing colour matching activities and modelling naming colours, adults to model counting out during various activities and daily routines, adults to ask children for one of something and support children who are still learning to do this. | To be able to verbally count to 5 with developing accuracy. To develop an understanding of ‘2’ e.g. giving 2 items or noticing 2 in the environment.Count, number, one, two, number songs.Adults to model counting out during various activities and daily routines, adults to ask children for two of something and support children who are still learning to do this. | To begin to be able to verbally count to 10 with developing accuracy. To develop an understanding of ‘3’ e.g. giving 3 items or noticing 3 in the environment. To begin to compare quantities that are significantly more than and less/ fewer than visually without counting them.Count, number, one, two, three, number songs, more, less.Adults to model counting out during various activities and daily routines, adults to ask children for three of something and support children who are still learning to do this, activities based on more than and fewer than. | To verbally count to 10 with developing accuracy. To develop an understanding of ‘4’ e.g. giving 4 items or noticing 4 in the environment. To compare quantities that are significantly more and less visually without counting them.Count, number, one, two, three, four, number songs, more, less.Adults to model counting out during various activities and daily routines, adults to ask children for four of something and support children who are still learning to do this, activities based on more than and fewer than. | To accurately count to 10. To develop an understanding of ‘5’ e.g. giving 5 items or noticing 5 in the environment. To play simple dice and track games developing Subitising skills.Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting.Adults to model counting out during various activities and daily routines, adults to ask children for five of something and support children who are still learning to do this, dice and track guided activities and within the nursery provision. | To begin to understand that 5 can be shown in different ways, To begin to subitise to 5. To count to 10 and beyond.Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting, number bonds, different.Children showing 5 on their fingers in different ways e.g. how many fingers are up and how many are down, children Subitising using dice, numicon or dot cards, children counting to 10 and beyond during games, in adult guided groups or independently in play. |
| **Mathematics**Shape | To be able to play with shapes and begin to make pictures with these. To build a simple jigsaw.Shape, shape names, together, new shape, pictures and images, jigsaw, missing, turn, tessellate.Children to have access to shapes to play with and build pictures with, children to have access to puzzles to complete. | To begin to describe the height and size of something using the terms ‘tall’ or ‘short’ and ‘big’ or ‘small’.Compare, big, small, tall, short, different.Adults modelling the use of vocabulary, children completing activities based on height and size comparison. | To use positional language ‘in’, ‘out’, ‘on’. To find shapes in the environment. To use 3D shapes to build models.In, out, on, shape, shape names, 3d shape, shape names, build, model, flat surface, smooth surface, curved surface.Adults modelling the use of positional language. 3D Shapes available in provision for children to build with – adults modelling this and modelling the use of curves shapes Vs flat shapes. | To use the terms ‘long’ and ‘short’ when describing height and size. To understand and follow the instructions ‘forwards’ and ‘backwards’.Long, short, describe, compare, height, size, forwards, backwards.Adults modelling the use of language, modelling forwards and backwards and playing games involving the skill. | To begin to understand what a pattern is and follow a 2 part simple pattern. To begin to describe and name some simple shapes – circle, square, triangle.Pattern, repeat, colour names, follow, copy, name, describe, shape, shape names, circle, square, triangle.Adults explaining what a pattern is and the rules of a repeating pattern, patterns in provision and activities, shapes for children to play with and use. | To describe weight using ‘heavy, light. To copy or create a 2 part pattern. To understand and use a range of prepositional language.Heavy, light, weight, heavier, lighter, pattern, colour, repeat, up, down, under, on top, near, next to, acrossChildren taking part in weight exploration tasks, children completing pattern tasks in guided activities, adults modelling prepositional language and supporting children to use these terms too. |
| EAD | ExplorePiet Mondrian and Wassily Kandinsky | Explore Georgia O’Keeffe’s Autumn LeavesUse Autumnal resources to collage.Observational drawingsDesign our Diwali lamp.Use salt dough to create a Diwali lamp.Explore Vincent Van Gough Starry Night – recreate painting on a large scaleCreate Christmas decorationsChristmas Cards with a variety of materials | Introduce a different outdoor roleplay area linking to children’s interestsOpportunities to create objects/props to be used in roleplay.Small world and roleplay opportunities linked to superheroesUse wax paper to create Chinese Lanterns.A range of superhero creating activities- printing, | Explore Anthony Gormley clay.Explore clay and create our own beast.Build castles and forts using a variety of media.Use recycled materials to build, join and combine materials.Mothers Day Cards – Observational Drawings. | Explore Georgia O’Keeffe’s FlowersObservational drawingsCreating animal homes using a variety of materials. | Explore Gustav Klimt looking at the shapes and patterns within Art.Recreate shapes and patterns within art. |
| **Expressive Art and Design**Creating with Materials | Recognises colours and chooses them for a purpose. Uses thick paint brushes. Uses playdough to roll, cut, ball, sausage. Builds towers with large construction equipment.Colour, colour names, paint brush, paint, thick, paper, create, make, ideas, landscape, portrait, dough, roll, squeeze, shape, ball, cut, tower, build, upChildren painting and colouring pictures using crayons and pencils, children having access to paint and thick paintbrushes to use, children having a malleable area with dough and tools to use, children having larger constructions equipment available. | Uses a glue stick to join materials together. Creates an independent craft using available materials e.g. An independent Christmas Card.Glue, glue stick, join, lid, wind up, craft, glitter, design, ideas.Children having glue sticks modelled to them by the adults in the setting, glue sticks available for children to use at all times, children being shown ideas e.g. for a Christmas card and then given the free choice to make the card. | Becoming more confident when drawing e.g. potato people, Names what they have drawn and draws from memory, Adding more to their pictures and creations e.g. pom-poms, glitter.Drawing, pencils, paper, colouring pencils and pens, what, where, why, pom-poms, glitter, feathers, pasta, sequins.Children have free access to paper and pencils to draw with, adults modelling drawing while at the drawing table, adults talking to children about their artwork and process, adults ‘stocking up’ the creative area with a range of resources for children to freely access. | Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes, Continue to develop their drawing skill.Scissors, careful, snip, print, paint, colour, clear, sponge, shapes, shape names, drawing, pencils, copy, ideas.Children having access to spring loaded scissors. Children having scissor based activities to develop their scissor skills, adults modelling scissor safety, adults guiding children to print clearly and name the tools and then these to be available in the provision for children to use themselves. | Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function, children experimenting and mixing colours together, Children may create with a friend.Construction, build, ideas, paint, print, why, what, colour, mixing, new, create, collaborate, friend, together.Children having a range of construction kits available – starting large in Autumn and getting smaller by Summer. Children having access to printing materials and tools. | Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with, Children building for a purpose using a range of construction equipment. Children using a range of ‘sticking’ tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick.Scissors, cutting, safe, independently, creating, making, ideas, construct, build, stick, glue, sellotape, making tape, PVA glue, spreader.Children having scissor skill based tasks and access to the scissors at all times, children having a range of glue types to explore, children building for a range of purposes and supported to do this using a range of materials – not just one ‘kit’. |
|  | Children dancing to music, Children exploring moving to music in different ways, Children showing an interest in the small world and roleplay areas, children roleplaying their first-hand experiences.Dance, music, move, arms, legs, high, low, small world, roleplay, act out, playListening to music and songs together, learning new nursery rhymes, adults modelling dancing to music, small world area set up for children based on their interests and more resources available for children to create their own small world, roleplay area and dressing up clothes or materials. | Children developing storylines in their play, children using familiar props in their play, children singing to familiar songs and nursery rhymes they have learnt or are learning.Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shoutingRoleplay area and clothes for children to try on, props for children to use, adults modelling roleplaying and joining in as well as singing song and nursery rhymes with the children daily | Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like), children knowing and singing along to more nursery rhymes, children listening to songs from different cultures.Roleplay, talk, music, feel, like, dislike, sing, join in, nursery rhymes, culture, around the world, same, different, instruments.Adults supporting children to roleplay if needed, adults setting up roleplay areas with props following children’s interests, children working in guided sessions to listen to different music from around the world and compare it. | Children exploring a range of musical instruments and learning to hold a beat, children using vocals and instruments to make music either together or separately, children linking real life and stories into the small world, children using props in their play.Instruments, music, listen, play, bang, hit, play, sing, story, join in, play, dress up.Children exploring a range of musical instruments together with an adults and then having them in the class. Children having access to small world and roleplay materials. | Children joining in with the actions to songs, children engaging in roleplay in and out of the home-corner and becoming more immersed in their play.Actions, songs, words, join in, singing, roleplay, friends, props, home, local area, holiday, weekend, family.Daily singing of a range of songs and learnt rhymes where children join in and follow the actions too, children having access to a roleplay and small world resources / area to play in. | Children making up stories verbally while playing, children acting out stories with the small world or in their play, children performing songs either vocally or with an instrument,Stories, small world, imagination, imaginary, ideas, songs, games, sing, instrument.Children encouraged to sing and perform to one another or in front of a small group, children encouraged to act out stories and roleplay and having the available resources to do this, children listening to a range of stories to base their roleplaying on. |
| **Understanding the World**Past and Present;People, Culture and Communities andThe Natural World | Teddy Bears Picnic- looking at bears that we have had since we were a baby.Compare baby pictures and discuss how we have grown.Look at items we have used in the pastCreate family pictures, naming and describing their own family.Harvest festival – look at the changes in the weather.Explore materials to build dens. | Look at the Nativity story.Visitor in to discuss Christmas in the past.Explore Diwali through key texts – (Dipa’s Diwali, Best Diwali ever)Compare Christmas traditionsStanley Park Visit – Looking at signs of AutumnDeciduous and evergreen trees | Role play a police crime scene. Encourage children to discuss what might have happened in the past.Invite visitors into class to look at local heros and their roles within the community.Explore ice and snow – changes in matterExplore light/dark and shadows to make Chinese Lanterns | Dinosaurs – Looking at similarities and differences between things in the past.Explore Eid through key texts (Not Now Noor, The Most Exciting Eid)Holi FestivalVisit St Lukes Church and understand how the church is special to some members of the communityReptile visit - begin to categorise reptiles.Create volcanos and discuss how they eruptLook at shadows made by items to create large beasts. | Understand the Butterfly life cycle, talking about what they have observed.Plant seeds, commenting on the changes.Begin to categorise minibeasts and common garden birds. | Contrasting country study – Kenya. Look at photographs and compare.Create maps including messy and Lego mapsRead maps to locate a prizeExplore stories and non-fiction books linked to Kenya.Learn the name of the five oceans and ocean creatures. |
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| **Understanding the World Past and Present**IntentVocabularyImplementation | Children using words ‘now’ and ‘next’. Children talking about their family, who they live with and any pets.Now, next, family, family members names, mum, dad, brother, sister, dog, cat, rabbit, pets,Children playing discussion games where they take it in turns to talk about their family e.g. roll a ball and then whoever has the ball says who is in their house, adults promoting children to talk about their home and home life. | Children talking about their past life experiences e.g. birthdays, Christmas. Children using the words ‘then’ ‘now’ ‘next’ ‘before’.Past, before, events, now, then, before, next.Adults modelling these terms correctly and rephrasing children’s words so they are too using them correctly. Adults discussing with children their past experiences when celebrating them in nursery (e.g. Christmas time). | Children understanding the terms ‘old’ and ‘new’ and recognising old and new objects e.g. cars, shops, photosNew, old, past, present, now, different, same, rusty, black and white, modern.Children going on a local walk and looking at old a new – houses, shops, cars, statues or memorials. Children looking at photos and objects or books from the past. | Children commenting on their own past experiences e.g. Easter. Children showing curiosity about objects from the past.Past, happens, events, experiences, Easter, egg hunt, same, different, old, new.Children discussing how they have celebrated Easter in the past. Children looking at photos and objects or books from the past. | Children confidently talking about who they are and who they live with, Children asking questions to family members about when they were young.Family, live with, family tree, old, new, past, questions, happened.Children discussing with adults during activities who they live with and who the adults are to them. Children exploring a family tree. Children having the opportunity to ak parents and grandparents about their lives in the past. | Children beginning to understand how to sequence two events. Children sequencing family members e.g. baby, mum, grandma.Sequence, first, last, then, before, family, names, family tree.Children being taught how to ‘sequence’ using two familiar events – either in the present day or from across the year. Children continuing with their work around families and family trees. |
| **Understanding the World****The Natural world**IntentVocabularyImplementation | Children showing respect and care for their environment. Children talking about their home environment and school environment. Children exploring their world and environment through their senses.Respect care, look after, home, school, nursery, touch, see, feel, smell, hear, taste.Adults modelling respect and care and encouraging children to do this too, Adults talking to children about their home environment and school environment, adults setting up activities for children to explore. | Children exploring the changing weather and seasons, Children continuing to explore using their senses. Children naming parts of the body. Children showing more of an interest in the world.Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, body part names, explore.Stories, discussions and activities based on the weather and seasons, adults setting up activities for children to explore, books on the body, discussions on the world, adults basing activities on children’s interests. | Children understanding how and why we respect and care for animals. Children exploring a range of materials and natural objects.Respect, care, look after, materials, man-made, natural, nature.Adults teaching children about nature, the world and animals and how and why we care for them, Adults setting up activities to explore materials and their functions. | Children exploring the changing weather and seasons (Spring), Children learning about new life and plants based around Spring timeWeather, sunny, raining, snowing, ice, autumn, winter, summer, spring, Stories, discussions and activities based on the weather and seasons, adults setting up activities for children to explore, spring based stories, activities, looking at lambs, chicks, tadpoles, | Children growing plants from seeds and caring for them, Children exploring how these plants grow and change over time.Seeds, soil, water, care, look after, grow,Adults supporting children to plant their own seeds and grow them, Children re-visiting their plants to see how they have grown. | Children exploring the changing weather and seasons (Summer), Children noticing changes such as ice melting in the sun and offering a reason why. Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, changes, whyStories, discussions and activities based on the weather and seasons, Adults setting up activities where ‘changes’ and ‘processes’ are involves such as ice melting or colour changing experiments. |