

Year Group Nursery 1		Term 1	Term 2	Spring Term	Summer Term
Question/Theme		Who am I?	Where do pigs live?	How do you make a bridge?	What can you find in the woods?
Provocation <i>(Trip, speaker, stimulus etc)</i>		Home visits / settling in sessions	Introduction to Talk 4 Writing and Tales Toolkit	Visit to Wild Place	Gruffalo foot prints in the classroom Hot seat Gruffalo
Conclusion <i>(Audience, critique, exit point etc)</i>		Tapestry launch Create own portrait books to share with the other Nursery Class	Stay & Play, Video of storytelling	Bug Hunt Children make their own bridge	Little Red Riding Hood Crime Scene Make Gruffalo Crumble / Picnic
Communication and Language Literacy	Genre of T4W	Modern classic	Defeating The Monster/ Traditional Tale	Defeating the Monster/Traditional tale	Journey
	Text	Dear Zoo	3 Little pigs	The Billy Goats Gruff	Little Red Riding Hood
	Focus Text	The Enormous Turnip	Christmas story	Mad about Minibeasts	Gruffalo Non-fiction - recipes
Phonics focus		Phase 1 Environmental and instrumental sounds/ Body percussion and rhythm and rhyme	Phase 1 Alliteration/Voice Sounds	Phase 1 Oral Blending and segmenting	Phase 1 Review Phase 2 Where appropriate SATPIN
Physical Development		Moves freely and with pleasure and confidence in a range of ways such as slithering, walking, running, jumping, skipping, sliding, hopping/ Gains more bowel and bladder control can attend to toileting needs most of the time themselves/ can usually manage to wash own hands/Dresses	Understands that equipment and tools have to be used safely/Walks down stairs two feet to one step carrying a small object/Runs skilfully and negotiates space successfully adjusting speed or direction to avoid obstacles/ Uses one handed tools and equipment e.g. makes snips in paper with	Draws Lines and circles using gross motor movements/Can catch a large ball/Hold pencil between thumb and two fingers no longer using whole hand grasp	Hold pencil near point between first two fingers and thumb and uses it with good control/can copy some letters e.g. form own name/Experiments with different ways of moving/ dry and Clean during the day

	with help/Mounts stairs or steps with alternate feet/ tell adult when hungry or tired	child scissors/Can stand momentarily on one foot/ observes the effect of activity on body		
Personal, Social & Emotional	Welcomes and values praise for what they have done/ Demonstrates friendly behaviour and initiating conversations and forming good relationships with peers and familiar adults.	Can select and use activities and resources with help/Shows confidence in asking adults for help/begins to accept the needs of others/Take turns/Share resources sometimes with support /Initiates play, offering cues to peers to join in/can usually tolerate delay when needs are not immediately met and can understand wishes may not always be met.	Keeps play going by responding to what others are saying or doing/can usually adapt behaviour to different events, social situations and changes of routine/Is more outgoing to unfamiliar people and more confident in new social situations/Aware of own feelings and knows that some action and words can hurt others' feelings/Enjoys the responsibility of carrying out small tasks	Can play in a group. Extending and elaborating play ideas, e.g. building up role play activity with other children/Confident to talk to other children when playing and will communicate freely about own home and community
Maths Number Focus	Uses number names and number language spontaneously/Uses some number names accurately in play/Recites numbers in order to 10	Shows an interest in number problems/ Count reliable 5 objects/Beginning to represent numbers with finger or marks on paper/Shows curiosity about numbers offering comments or asking questions/Shows an interest in representing numbers	Recognises some numerals of personal significance/Counts objects to 10 and begins to count beyond 10/Counts out a given number from a larger group/Shows some interest in numerals in the environment/Sometimes matches numeral to quantity correctly compares two groups of objects saying when they have the same number	Realises that not only numbers can be counted/Knows that numbers identify how many objects are in a set/Shows curiosity about numbers and asks questions/ Separates a group of three or four objects in different ways beginning to recognise the total is the same
Maths Space, Shape And Measure Focus	Show an interest in shape and space	Shows an awareness of similarities of shape in the environment/Shows an interest in shape through a sustained construction activity/uses shape appropriately in tasks	Beginning to talk about shapes of everyday objects/begin to use mathematical names for 2D shapes and use mathematical terms to describe them	Uses positional language
Supporting/Seasonal Texts	So Much	Stanley's Stick	On Sudden Hill	Gruffalo's child
Parental Engagement	Induction activities and feedback/family work along/school place sign up	Forest Schools Family session	Spring Songs Concert	Graduation Event
		Den building Nativity	Easter Event	Family Physical Fun Day Making gruffalo crumble
Tapestry available for parents/carers and children to share				