

	Autumn 'Ourselves'		Spring 'Our Community'		Summer 'Our World'	
Themes	Ourselves Harvest Autumn Colour	My family Toys Shape and Pattern Christmas	Winter Traditional Tales: The Gingerbread Man	Baby animals Spring Easter/Eggs	Minibeasts Seeds and Plants	Australia Summer
Key Texts	Red rockets and Rainbow Jelly  Tap the Magic Tree 	My mum and dad make me laugh  My presents/ Dear Santa 	A thing called snow  The Gingerbread man 	Dora's Eggs  Dora's Chicks 	The very hungry caterpillar 	The very hungry caterpillar's Australian Friends  That's not my koala 
Author Collection	Jill Murphy		Nick Sharratt		Nick Butterworth	
Events/Experiences/Visits /Visitors	Exploring the nursery grounds Harvest	Children In Need Remembrance Day Anti Bullying Week	Shrove Tuesday Safer Internet Day	Mother's Day World Book Day Comic Relief	Caring for plants in nursery garden	Father's Day Sun Awareness Week Jungle Jo
Rhymes	The Wheels on the Bus Hot Cross Buns 5 Currant Buns Heads, Shoulders, Knees and Toes Miss Polly had a dolly Incy Wincy Spider	Hickory Dickory Dock Rain, Rain go away 5 Little men Old Mac Donald had a Farm Baa Baa Black Sheep Twinkle, Twinkle Little Star	Wind the Bobbin up 5 Little Ducks 1,2,3,4,5 Once I caught a fish alive Cobbler, Cobbler 5 Little Monkeys jumping on the bed We're going to the zoo	The Grand Old Duke of York If you're happy and you know it Sleeping Bunnies The animals went in 2 by 2 A sailor went to sea The big ship sails Hokey Cokey	Round and Round the garden Here is a beehive The Mulberry Bush Tommy Thumb Humpty Dumpty This Little Piggy went to Market Hickety Pickety	Pussy cat, Pussycat Row, Row, Row your boat Ring a Ring o' Roses Ride a Cock Horse Pat-a-cake Two Little Dickie Birds Little Bo-Peep
Values	Introduce 4 school values/rules	We are kind and caring	Being the best I can be	Respecting myself and others	Keeping myself and others safe	Revisit all 4 key values
British Values	Rule of law and democracy	Tolerance	Individual Liberty	Respect	Rule of Law	Revisit all British Values

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Listening , Attention and understanding					
	<p>Begin to listen to stories and nursery rhymes. Begin to listen to instructions given. Listen during adult guided activities. Focus on an activity of their own choice for a short period of time. Begin to show attention to the adults in the setting. Recognise and point to objects that are spoken to them. Understand 1 key word instructions e.g. stop, drink. Point to objects upon request. Begin to join in with adult guided activities with support from an adult. Follow one key word instructions.</p>	<p>Listen to simple stories. Listen to other people speaking to them. Focusing more attention on stories being told to them. Give attention to others who are speaking to them Show an understanding of text being read to them using the pictures. Understand simple concepts such as 'big/small'. Respond to adults and children that are trying to converse with them.</p>	<p>Listen to others speaking and continue the conversation following on from what has been said. Pay attention when listening to longer stories. Switch attention between listening to others and completing a task. Recall what happens in a story they have read. Understand a three key word sentence. Answer 'who, what, where' questions. Follow a three key word sentence or instruction. Talk and respond to other children during play.</p>	<p>Enjoy listening to longer stories. Pay more attention to what is happening in the stories being read. Focus more attention on a chosen activity. Sit and listen during quieter or adult led activities when appropriate. Begin to understand one step instructions and questions. Respond during conversations and reasoning using the word 'because'.</p>	<p>Listen more carefully. Know why they should listen. Know they sometimes have to wait their turn when speaking. Understand prepositional language e.g. on, under. Ask why things are happening. Respond to simple questions.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments, or actions. Maintain attention in whole class and small group contexts for a short time. Follow 1 step instructions Understand 'why' questions. Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'sit on the carpet quietly'</p>
	Speaking					
<p>Link words together when speaking. Develop more speech sounds and pronunciation of sounds. Use words to begin to communicate their needs.</p>	<p>Use words to communicate what they want and make themselves understood. Ask what' questions. Use the terms 'me, him, her'.</p>	<p>Answer 'who, what, where' questions. Recite a Nursery Rhyme from memory. Begin to speak in simple sentences. Begin to link sentences with 'and'.</p>	<p>Recite or retell a past event in their life to someone else. Ask 'where' and 'who' questions.</p>	<p>Use a wider range of vocabulary in their play. Sing some songs independently.</p>	<p>Use simple sentences. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play.</p>	

Personal and Social Development	Self-regulation					
	Recognise and express when they feel happy, sad, tired or upset. Find out about emotions through stories and discussions.	Sit nicely and keep their feet to themselves. Look after the toys and equipment in nursery	Talk about their feelings. Wait their turn. Tidy up the resources that they have used. Follow the behaviour expectations of nursery.	Know what 'right' choices are and try their best to make the right choice. Talk about their feelings and explore why they might be feeling this way.	Calm themselves down using a strategy that works for them. Manage their feelings. Show control with their emotions. Can think about how others feel.	Show more control over their feelings and behaviours. Show more perseverance and resilience when facing a challenge. Can talk about the changes as they start school and how they feel.
	Managing Self					
	Take turns with other children with adult support. Explore the classroom with adult support. Use the toilet with adult support.	Have a go at new things. Wash their hands after using the toilet with some reminders to do so.	Show more independence and confidence in their setting and when exploring areas. Use the visual timetable to know what is happening in their day.	Use the toilet independently. Focus on a task for a longer period of time. Talk about healthy food choices.	Manage when routines change. Talk about why they need to wash their hands. Play nicely with others and extend others play.	Talk about their achievements in a positive way. Become more independent in looking after themselves, ready to start school.
	Building Relationships					
	Take turns with other children with support from the adults in setting. Separate from parent/caregiver with adult support.	Play alongside other children in the setting with adult support. Play simple turn taking games in adult guided groups. Show more interest in other children's play.	Come into nursery with minimal support from an adult. Talk about their family. Begin to show friendly behaviours to their peers.	Form friendships with some children in the setting. Become more confident in the social situations.	Help others who are upset. Begin to solve conflicts with others. Show more social confidence.	Ask new adults questions. Find solutions to conflicts they have had. Talk about what a friend is and name some of their friends when asked.

Physical Development	Gross Motor (PE following Get Set 4 PE)					
	<p>Walk and crawl confidently. Climb using two feet at a time. Know how to scoop and pour e.g. sand, mud. Run around the setting with some control and direction. Clap and stamp to music.</p>	<p>Begin to move slowly on a balance bike. Begin to use a climbing frame with support from an adult.</p>	<p>Put on their own coat (needing support to do their coat up still) Put on their own shoes. Go up and down stairs / steps with control and balance.</p>	<p>Kick a large ball with some control. Throw a ball with some control. Begin to balance on one leg. Dance with control using different parts of their body. Use the available equipment to create an obstacle course to navigate.</p>	<p>Use a balance bike more confidently. Run with more confidence and skill. Independently use a climbing frame or similar resource Begin to show good posture when sitting on the carpet.</p>	<p>Make up own movements with their body. Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Able to climb safely.</p>
	Fine Motor					
	<p>Use a palm grip when using mark making tools. Use spring loaded scissors to make snips into paper with adult support. Sit in a balanced position. Can pretend to write. Can make controlled marks using tools or their finger in sand, glitter etc.</p>	<p>Explore a range of fine motor activities and implements Make controlled marks e.g. dots, circles, scribbles. Copy shapes and patterns with developing accuracy.</p>	<p>Begin to use a four finger grip to use mark making tools. Use construction equipment correctly to build Develop more independence when using spring loaded scissors. Make smaller controlled lines.</p>	<p>Make more controlled marks when drawing and mark making, Manipulate dough through rolling, squeezing, balling and patting. Hold a pencil or tool with a preferred hand.</p>	<p>Draw and paint clearer shapes and pictures when drawing and painting. Show some threading skills Use a two finger and a thumb grip when appropriate.</p>	<p>Can use the basis of a three finger pencil grip. Use a pencil or writing tool more confidently to write some letters (e.g. the letters in my name).</p>

Reading					
<p>Begin to join in with familiar rhymes and stories. Sing some parts of certain nursery rhymes. Hear 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.</p>	<p>Understand that we should turn one page at a time in a book. Begin to understand that print has meaning. Talk about the pictures in a book with support.</p>	<p>Enjoy singing a range of rhymes and songs. Enjoy listening to longer stories. Join in with some simple repeated refrains in well know stories/ rhymes.</p>	<p>Begin to understand we read from left to right and top to bottom. Begin to name the parts of a book e.g., front cover, title, author.</p>	<p>Enjoy listening to longer stories and remember much of what happens. Talk about a story, turning one page at a time. Answer simple questions about stories. Begin to predict what might happen in a story.</p>	<p>Engage in extended conversations about stories. Know and say how the story might end. Tell a longer story. Listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.</p>
Writing					
<p>Develop an interest in making marks. Begin to distinguish between marks and pictures/drawings.</p>	<p>Draw marks that are not always distinguishable. Follows large pattern templates available.</p>	<p>Add some marks to drawings. Add marks that to them symbolises their name.</p>	<p>Begin to give meaning to the marks they make.</p>	<p>Understand that a written word conveys meaning. Name writes with the first letter of their name to 'sign' their mark making.</p>	<p>Gives meanings to the marks made. Can pretend to write in a range of contexts. Become more confident with name writing – I can write some or all of my name.</p>

Mathematics	<p>Recognise, name and match colours. Begin to show an interest in counting aloud verbally to 5. Be able to 'give 1' when asked. Play with shapes and begin to make pictures with these. Can build a simple jigsaw.</p>	<p>Verbally count to 5 with developing accuracy. Has a developing understanding of '2' e.g. giving 2 items or noticing 2 in the environment. Begin to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'.</p>	<p>Begin to be able to verbally count to 10 with developing accuracy. Has a developing understanding of '3' e.g. giving 3 items or noticing 3 in the environment. Begin to compare quantities that are significantly more than and less/ fewer than visually without counting them. Use positional language 'in', 'out', 'on'. Can find shapes in the environment. Use 3D shapes to build models.</p>	<p>Verbally count to 10 with developing accuracy. Has a developing understanding of '4' e.g. giving 4 items or noticing 4 in the environment. Compare quantities that are significantly more and less visually without counting them. Use the terms 'long' and 'short' when describing height and size. Understand and follow the instructions 'forwards' and 'backwards'</p>	<p>Accurately count to 10. Is developing an understanding of '5' e.g. giving 5 items or noticing 5 in the environment. Can play simple dice and track games developing subitising skills. Is beginning to understand what a pattern is and follow a 2 part simple pattern. Is beginning to describe and name some simple shapes – circle, square, triangle.</p>	<p>Is beginning to understand that 5 can be shown in different ways, Begin to subitise to 5. To count to 10 and beyond. Describe weight using 'heavy, light'. Can copy or create a 2 part pattern. Can understand and use a range of prepositional language.</p>
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Understanding the World	Past and Present					
	<p>Uses words 'now' and 'next'. Talks about their family, who they live with and any pets.</p>	<p>Talk about their past life experiences e.g. birthdays, Christmas. Children using the words 'then' 'now' 'next' 'before'.</p>	<p>Understand the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos</p>	<p>Comment on their own past experiences e.g. Easter. Show curiosity about objects from the past.</p>	<p>Confidently talking about who they are and who they live with Ask questions to family members about when they were young.</p>	<p>Begin to understand how to sequence two events. Sequence family members e.g. baby, mum, grandma.</p>
	People, culture and communities					
	<p>Talk about their families. Talk about who is special to them and why. Name their family members.</p>	<p>Talk about how we look after our friends and families. Talk about their homes and what they have inside their homes. Talk about the celebration of Christmas.</p>	<p>Recognise familiar signs and shops in their local environment. Talk about the transport used in their community. Talk about the similarities and differences between celebrations they know and celebrations in other countries e.g. Chinese New Year.</p>	<p>Speak positively about differences between people and ways of life. Show an interest in people with a range of occupations.</p>	<p>Develop an idea of 'belonging'. Begin to understand what the 'wider world' is and how we all play a part and get along with one another.</p>	<p>Use the correct vocabulary to name different features of their community. Know there are other countries than England and that they look different to ours.</p>

The Natural World					
<p>Show respect and care for their environment. Talk about their home environment and school environment. Explore their world and environment through their senses.</p>	<p>Explore the changing weather and seasons Continue to explore using their senses. Name parts of the body. Show more of an interest in the world.</p>	<p>Understand how and why we respect and care for animals. Explore a range of materials and natural objects.</p>	<p>Explore the changing weather and seasons (Spring), Learn about new life and plants based around Spring time</p>	<p>Grow plants from seeds and care for them, Explore how these plants grow and change over time.</p>	<p>Explore the changing weather and seasons (Summer), Notice changes such as ice melting in the sun and offering a reason why.</p>

Expressive Arts and Design	Creating with materials					
	<p>Recognise colours and choose them for a purpose. Use thick paint brushes. Use playdough to roll, cut, ball, sausage. Build towers with large construction equipment.</p>	<p>Use a glue stick to join materials together. Create an independent craft using available materials e.g. An independent Christmas Card.</p>	<p>Become more confident when drawing e.g. potato people, Name what they have drawn and draw from memory, Add more to their pictures and creations e.g. pom-poms, glitter.</p>	<p>Use spring loaded scissors to snip Use printing materials in the paint such as sponges and shapes, Continues to develop their drawing skill.</p>	<p>Build using smaller construction kits correctly Use a range of painting and printing materials to explore form and function Experiment and mix colours together Create with a friend.</p>	<p>Cut with more confidence Independently create and make using the ideas they have seen and come up with Build for a purpose using a range of construction equipment Use a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick.</p>
	Being Imaginative					
<p>Dance to music. Explore moving to music in different ways Show an interest in the small world and roleplay areas, roleplaying their first-hand experiences.</p>	<p>Develop storylines in their play Use familiar props in their play. Sing familiar songs and nursery rhymes they have learnt or are learning.</p>	<p>Include their experiences in their roleplay Talk about music (their favourite songs or songs they do not like) Know and sing along to more nursery rhymes Listen to songs from different cultures.</p>	<p>Explore a range of musical instruments and learning to hold a beat Use vocals and instruments to make music either together or separately Link real life and stories into the small world Use props in their play.</p>	<p>Join in with the actions to songs, Engage in roleplay in and out of the home-corner becoming more immersed in their play.</p>	<p>Make up stories verbally while playing Act out stories with the small world or in their play Perform songs either vocally or with an instrument</p>	

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between staff and parents/carers.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

Learning through play: At Hetts Lane Infant and Nursery School , we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play’. Play is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

We ensure that all children learn and develop well and are kept healthy and safe.