

Our curriculum encourages children to be...	Readers for life	Aspirational	PRIDE	Responsible Citizens
<p>Autumn term 1</p> <p>Everyone is Welcome</p> <p>Key dates: Harvest Festival Diwali</p> <p>WOW Moment Baking Autumn walk</p>	<p>Topics:</p> <p>1 & 2 - Welcome to FSO 3 & 4 - Marvellous Me 5 & 6 - What makes us a family/Friendships 7 - Autumn 8 - Diwali</p>		<p>Books:</p> <p>Superheroes love starting nursery by Katie Button Elmer by David McKee What makes me a Me by Ben Faulks Who's in my family by Robbie Harris My mum and dad make me laugh by Nick Sharratt Peppa Pig Diwali by Neville Astley Autumn by Ailie Busby</p>	
Our curriculum encourages children to be...	Readers for life	Aspirational	PRIDE	Responsible Citizens
<p>Autumn term 2</p> <p>Let's Celebrate</p> <p>Key dates: Bonfire Night Remembrance Day Anti bullying week Children In Need</p> <p>WOW Moment People who help us visitors Christmas Performance</p>	<p>Topics:</p> <p>1 - Firefighters/Bonfire Night 2 - Armed Services/Remembrance Day 3 & 4 - People Who Help Us 5 - Christmas 6 - Hanukkah 7 - Christmas</p>		<p>Books:</p> <p>Poppy Day - Eliza Berison Where's Mrs Doctor Maisy, Charley and the Wobbly Tooth - Lucy Cusins Why should I brush my teeth? - Katie Daynes Light the Candles - Joan Holub Stick Man - Julia Donaldson Winter - Ailie Busby</p>	

Autumn Term Goals

Communication and Language	Personal, Social and Emotional development	Physical development	Story focus		
<p>To listen to longer stories and remember much of what happens</p> <p>To use talk to organise themselves and their play</p>	<p>To become more outgoing with unfamiliar people (in a safe context)</p> <p>To independently select and use activities and resources</p> <p>To follow rules and understand why they are important</p>	<p>To start to eat independently and begin to use a knife and fork or spoon</p> <p>To continue to develop their movement, balancing, riding and ball skills</p> <p>To skip, hop, stand on one leg and hold a pose for a game</p>	<table border="1"> <tr> <td>Autumn 1 Starting Nursery & Making Friends</td> </tr> <tr> <td>Autumn 2 Being Kind & Understanding Feelings</td> </tr> </table>	Autumn 1 Starting Nursery & Making Friends	Autumn 2 Being Kind & Understanding Feelings
Autumn 1 Starting Nursery & Making Friends					
Autumn 2 Being Kind & Understanding Feelings					
Literacy	Mathematics	Understanding the World	Expressive Arts and Design		
<p>To talk about print in the environment</p> <p>To join in with familiar stories using words and actions</p> <p>To recognise their name</p> <p>To ascribe meanings to the marks they make (words)</p>	<p>To sing number songs</p> <p>To recite numbers to 5</p> <p>To compare quantities saying ~more than, less than"</p> <p>To understand and use positional language</p> <p>To talk about patterns around then using informal language</p> <p>To describe a familiar route</p>	<p>To begin to make sense of their own life story and family history</p> <p>To use all their senses in hands on exploration of natural materials</p> <p>To explore collections of materials with similar and different properties</p> <p>To talk about the differences between materials and changes they notice</p> <p>To show an interest in different occupations</p>	<p>To join different materials and explore different textures</p> <p>To explore different material freely in order to develop their ideas about how to use them and what to make</p> <p>To begin to develop complex stories using small world equipment</p> <p>To show different emotions in their drawings or paintings</p> <p>To remember and sing entire songs</p>		

Our curriculum encourages children to...	Readers for life	Aspirational	PRIDE	Responsible Citizens
<p>Spring term 1 Around the World</p> <p>Key dates: Chinese New Year Shrove Tuesday</p> <p>Wow Moment Winter Walk Chinese Food tasting</p>	<p>Themes:</p> <p>1 & 2 - Cold 3 & 4 - Hot - Handa's Surprise 5 & 6 - Lunar New Year</p>		<p>Books: Dot in the Snow - Corrinne Averiss/Fiona Woodcock Lost and Found - Oliver Jeffers Handa's Surprise Busy Chinese New Year</p>	

Spring Term Goals

Our curriculum encourages children to...	Readers for life	Aspirational	PRIDE	Responsible Citizens
<p>Spring term 2 Minibeasts</p> <p>Key dates: World Book Day Mother's Day St Patrick's Day</p> <p>WOW Moment Trip Butterfly House</p>	<p>Themes:</p> <p>1 & 2 - On the Farm 3 & 4 - Minibeasts 5 & 6 - Easter/Eid</p>		<p>Books: Spiderella by Julia Donaldson The Very Hungry Caterpillar by Eric Carle What the Ladybird Heard by Julia Donaldson On the Farm by Axel Scheffler Rosie's Walk by Pat Hutchins</p>	

Communication and Language	Personal, Social and Emotional development	Physical development	Story focus		
<p>To understand a question or instruction that has 2 parts</p> <p>To start a conversation with an adult or friend and continue for many turns</p> <p>To use a wider range of vocabulary</p>	<p>To play with other children, extending and elaborating play ideas</p> <p>To develop their sense of responsibility and membership of a community</p> <p>To talk about their feelings using correct vocabulary</p> <p>To take turns and share fairly</p>	<p>To be increasingly independent in meeting their own care needs</p> <p>To match their developing physical skills to tasks and activities in the setting</p> <p>To start taking part in some group activities which they make up themselves or in teams</p> <p>To show a preference for a dominant hand</p> <p>To use a comfortable grip with good control when holding pens and pencils</p>	<table border="1"> <tr> <td>Spring 1 Stories with Repeated Verses</td> </tr> <tr> <td>Spring 2 Rhyming</td> </tr> </table>	Spring 1 Stories with Repeated Verses	Spring 2 Rhyming
Spring 1 Stories with Repeated Verses					
Spring 2 Rhyming					
Literacy	Mathematics	Understanding the World	Expressive Arts and Design		
<p>To hold a book correctly, turning the pages and following the text with their finger</p> <p>To spot and suggest rhymes</p> <p>To use their knowledge of letters and print to develop their early writing skills</p>	<p>To show 'finger numbers' to 5</p> <p>To count 5 objects accurately and match amounts to the correct numeral</p> <p>To name, describe and explore 2D shapes</p> <p>To extend and create a repeating pattern (ABAB)</p>	<p>To talk about an event from their past</p> <p>To begin to understand the need to respect and care for the environment and living things</p> <p>To plant seeds and care for growing plants</p> <p>To understand the key features of a life cycle of plants</p> <p>To continue to develop positive attitudes about the differences between people</p>	<p>To develop their own ideas and then decide which materials to use to express them</p> <p>To take part in simple pretend play using an object to represent something else</p> <p>To draw with increasing complexity and detail</p> <p>To explore colour and colour mixing</p> <p>To play instruments with increasing control to express their feelings and ideas</p>		

Our curriculum encourages children to...	Readers for life	Aspirational	PRIDE	Responsible Citizens
<p>Summer term 1</p> <p>Our Wonderful World</p> <p>Key dates: Eid & Ramadan St George's Day Earth Day</p> <p>WOW Moment Planting/gardening Fruit tasting</p>	<p>Themes: 1 & 2 - Weather and Seasons 3 - Growing - Fruit and Vegetables 4 - Growing - Sunflowers 5 - Growing - Jack and the Beanstalk 6 - Trees</p>		<p>Books: The Story of Easter by Fiona Boon Sam plants a sunflower by Kate Petty & Axel Scheffler Jack and the beanstalk My first book about how things Grow by Felicity Brooks Oliver's Fruit Salad by Vivian French Oliver's Vegetables by Vivian French Which food will you Choose? By Claire Potter</p>	
Our curriculum encourages children to...	Readers for life	Aspirational	PRIDE	Responsible Citizens
<p>Summer term 2</p> <p>Sea Adventures</p> <p>Key dates: Father's Day Sports Day Transition</p> <p>WOW Moment Picnic in the park</p>	<p>Themes: 1 & 2 - Sea Animals 3 & 4 - Pirates 5 - Transition/feelings and emotions 6 & 7 - Seaside</p>		<p>Books: Pirates Love Underpants by Chris Freedman and Ben Cort Ten Little Pirates by Mike Brownlow The Rainbow Fish by Marcus Pfister Tiddler by Julia Donaldson Amazing Machines: Brilliant Boats Look, there's a submarine by Esther Aarts Going to Big School by Laura Sieveking You can't take an elephant on holiday by David Tazzyman & Patricia Cleveland-Pack Who's at the Seaside by Julia Donaldson</p>	

Summer Term Goals

Communication and Language	Personal, Social and Emotional development	Physical development	Story focus		
<p>To understand why questions To express a point of view and debate using words and actions To say multisyllabic words</p>	<p>To begin to understand how others might be feeling To support a friend when they are upset To use talk with to solve conflicts To show more confidence in new social situations</p>	<p>To be increasingly independent at getting themselves dressed and undressed To make healthy choices and food drink and activity and tooth brushing To collaborate with others to manage large items To use one handed tools and equipment To choose their own resources to carry out their own plan</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="1637 461 2011 572"> <p>Sumer 1 Real Life Experiences</p> </td> </tr> <tr> <td data-bbox="1637 572 2011 686"> <p>Summer 2 Being Imaginative</p> </td> </tr> </table>	<p>Sumer 1 Real Life Experiences</p>	<p>Summer 2 Being Imaginative</p>
<p>Sumer 1 Real Life Experiences</p>					
<p>Summer 2 Being Imaginative</p>					
Literacy	Mathematics	Understanding the World	Expressive Arts and Design		
<p>To name the different parts of a book (front cover, title, beginning, end, words, pictures) To engage in conversations about familiar stories and discuss new vocabulary To orally blend CVC words To say a sentence about a character/ picture/ object To hear and write the initial sounds of some familiar words To write their name</p>	<p>To recite numbers to 10 To subitise up to 3 To solve practical mathematical problems with up to 5 objects To talk about, explore and use 3D shapes To make comparisons between height, length, weight and capacity To notice and correct errors in patterns To describe a sequence of events in order using the correct vocabulary</p>	<p>To talk about how they have changed from being a baby to now To understand the key features of a life cycle of animals To explore how things work To explore and talk about different forces they feel To know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>To make imaginative and complex small worlds with blocks and construction kits To create their own songs or improvise a song around one that they know To respond to what they have heard expressing their thoughts and feelings</p>		

--	--	--	--