
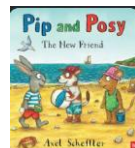


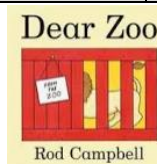
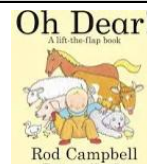
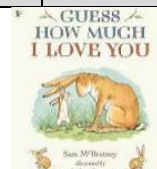

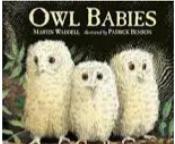
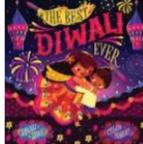
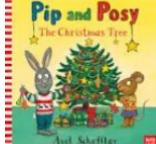


	PSED	C&L	PD	Literacy	Maths	UtW	EA&D	
Theme	Me in My World - All About Me!							
<b>Autumn 1</b>  <b>Starting points and spotlights met/ not met</b>	Begins to settle into Daisy Nursery. Separates from carer with encouragement. Begins to engage with others through gestures, gaze and talk. Knows their name. Like to do things for themselves. Show emotions and seek comfort from a trusted adult.	Listen and respond to a simple instruction. Anticipate next word or action in a song. Begin to put two words together, eg ‘More milk.’ Begins to ask questions. Repeats words and finds objects on request	Large body movements, such as waving, rolling, crawling and walking. Clap hands and stamp feet to music. Climbs over objects. Climbs stairs. Uses a spoon or fork.	Listen to simple stories and look at the pictures to begin to understand what is happening. Enjoys songs and rhymes.	Takes part in finger rhymes and number songs. Explore natural materials to notice similarities and differences, eg Autumnal objects – different sized leaves. Find their way around the environment.	Use their senses to explore the world around them. Notice and explore the different weathers and changing season – Autumn. Make sense of space and environment through small world trains and cars. Our family and who I live with at home. How some people celebrate Diwali.	Responds to familiar songs and rhymes. Build with a range of resources. Explore paint with hands. Use role play to recreate known experiences.	
<b>By the end of the term most children will know or have heard:</b>  <b>(knowledge)</b>	The routines of Daisy Nursery. Which adult to seek for comfort and help.	Know and say approximately 50 words.	How to move their bodies for different purposes.	The Nursery Rhymes: Twinkle Twinkle... Baa Baa Black Sheep ‘Hello Song’	The number songs: All the Leaves are Falling Down. Five Little Leaves So Bright Today.	The name of different weathers. Some people celebrate Diwali.	Begin to sing a few words.	
<b>Developed these skills:</b>	Solitary Play.	Know more words. Put two words together. Listen and respond.	Climb over objects. Core strength.	How to hold a book and turn the pages. <b>Preliterate mark making Pencil grip 1.</b>	Noticing and exploring all around. Matching.	Scooping and digging sand. Pouring, filling, emptying	How to build by placing or stacking. Begin to recreate experiences through role play. Painting	
<b>Know and use this vocabulary:</b>	Hello, Mummy, Daddy other family members. Key person names. Friend, share, take turns, kind, smile, wait.	Listen, quiet, loud. More, gone, go. Car, ball, drink, coat,	Arms, legs, climb, dance, move. Eat, nappy, toilet, potty. Up, down, in, out.	Story, pictures, song, rhyme, Nursery Rhymes.	Some number names 1-5 – counting for ordinality. Noticing words, eg big, little, small. Fat, thin.	Rain, sun, cloud, cold, rainbow. Hot, moon, light, colour	Play, house, tea set, kitchen, drink, cup, spoon.	
<b>Know these stories or have shared these books:</b>								

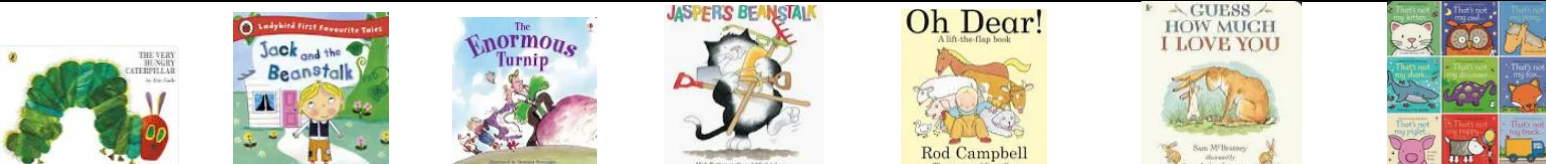
	PSED	C&L	PD	Literacy	Maths	UtW	EA&D			
Theme	Changes and Celebrations – Autumn, Diwali and Christmas!									
<b>Autumn 2</b>  <b>Spotlights</b>  <b>met/ not met</b>	Continue to settle within the Daisy environment. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Beginning to show an awareness of bladder and bowel movements.	Begin to understand longer sentences, eg, 'Find your coat'. Understand simple questions about 'who', 'what' and 'where' Listens and responds to different sounds in the environment. Begin to put 2 or 3 words together.	Walks and runs over different level surfaces – eg outside obstacles. Climbs stairs, with both feet on each step eg on slide. Holds tools with thumb and all fingers. Uses a spoon or fork. Holds a cup with two hands. Take off simple clothes, eg hat.	Say some of the words in songs and rhymes. Enjoy sharing books with an adult and responds to the pictures or the words. Have favourite books and looks at books independently. Repeat words and phrases from familiar stories. Enjoys making marks on paper, in sand, foam etc.	Begin to compare amounts and recognise when the same or different. Make simple constructions. Complete simple jigsaw and peg puzzles. Explore differences in weight and size. Explore toys from different viewpoints.	Use senses and talk about things they observe all around them – in the sky, weather, plants. Small world reconstruction, eg farm, doll's house. Their family and families of others. How some people celebrate, eg Bonfire Night, Children in Need, Christmas.	Join in with songs and rhymes. Move and dance to music. Explores sounds by tapping, banging etc. Explore building – stacking. Explore drawing and enclosing. Imitate everyday actions through role-play.			
<b>By the end of the term most children will know:</b>  <b>(knowledge)</b>	The routines of Daisy Nursery. Other children to play alongside. Which adults to seek for comfort and help.	How to stop and switch attention to listen.	How to travel safely along different heights and surfaces.	Heard the Nursery Rhymes: Incy Wincy Spider Head Shoulders Knees and Toes 5 Cheeky Monkeys Owl Babies story	When small quantities are the same or different. How to complete a peg puzzle.	How the weather has changed in the Autumn. How some people celebrate Bonfire Night and Christmas.	The Christmas Songs: Santa Got Stuck up the Chimney, Jingle Bells, Twinkle Twinkle...and know the actions to join in.			
<b>Developed these skills:</b>	Solitary play and begin to Play alongside peers – onlooker play	Responding to an instruction. Listening skills. Say 2 word phrases.	Climbing and balancing. Moving their body safely. Fine and gross motor.	<b>Preliterate mark making Pencil grip 1.</b>	Constructing Matching Comparing	Observing, touching, listening to explore. Placing and attaching tracks.	Saying and singing. Swaying and stamping. Building by stacking and placing horizontally.			
<b>Know and use this vocabulary:</b>	Now, next, wait, my turn, your turn. Friend, share.	I, me, mine, my	Arm, legs, feet, dance, move, climb. On, off	Owl babies story vocabulary: owl, mummy, come back, tree, ivy. Soft, hard, wet, dry, book, picture.	Some number names 1-5 – counting for ordinality. More, lots, same, less Heavy, light.	Farm animal names. Pumpkin, seeds, stripy, orange, peduncle. Autumn, cold, rain. Bonfire, fireworks, Diwali Christmas, tree, baubles, candy cane, lights. Mary Joseph, Jesus, donkey, camel, Nativity.	Play, house, kitchen, tea set, baking tray, scales, gingerbread man cutter. Tap, bang.			
<b>Know these stories or have shared these books:</b>										

[illegible]

Atherstone Nursery School

"Bright Start, bright Future"  
 "Chances to explore, discover and grow"



	PSED	C&L	PD	Literacy	Maths	UtW	EA&D
Theme	<b>Me in My World - All About Me and Planting in the Garden!</b>						
<b>Summer 1</b> Starting points and spotlights met/ not met <b>Our returners:</b> existing children returning to Daisy Nursery.	Beginning to learn that actions have consequences. Develop friendships with other children. Respond to the feelings of others, and may notice is someone upset. Attempts self-care, and may show signs of toilet training.	Use some descriptive language. Use language associated with: time – now, later space – over there function – a sponge washes.	Obstacle courses and opportunities to travel in different ways. Upper body skill workouts, sweeping, painting etc. Growing independence dress or undress.	Enjoys listening to stories read by others. Looks at books independently. Enjoy drawing freely. Pencil grip 1 or 2. Add some marks to their drawings, which they give meaning to. For example: “That is mummy.” Make marks on their picture to stand for their name.	Join in with number songs and listen to number stories. Notice patterns and arrange things in patterns. Play with shapes, noticing when they are the same and different. Make constructions. Subitise 1, 2 and 3 in everything all around us.	<i>Use senses to explore the world around.</i> <i>Notice the changes in the garden – planting, growing and caring for plants.</i> <i>Explore their environment through small worlds, cars, trains etc.</i> Explore technology by pressing and dragging – IWB.	<i>Explore a range of sound makers and instruments and play them in different ways.</i> <i>Build independently with a range of appropriate resources and collage materials.</i> <i>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</i> <i>Explore colour with paint.</i> Use resources in pretend play. Use language to keep play going.
<i>By the end of the term most children will know:</i> (knowledge) <b>our returners</b>	Actions have consequences. That others have and show different emotions.	More words, particularly adjectives.	How to travel in, around, under and over safely.	The Nursery Rhymes: ‘Hello Song’ ‘Five Little Speckled Frogs’. The story ‘Jack and the Beanstalk’.	How to make arrangements with shapes and patterns. Number names.	The names of some flowers and vegetables growing in the garden. How to care for them.	How to play an instrument to make a sound.
<b>Developed these skills:</b> <b>our returners</b>	Play alongside peers – onlooker play. Begin to parallel play.	Saying phrases with 2 or more words.	Travelling and moving safely and with increasing control. Crossing the midway point. Spatial awareness.	Mark making with vertical, horizontal and circle patterns. <b>Pencil grip 1 or 2.</b> <b>Mark making for meaning</b>	Subitise 1 and 2. Patterns Sorting Joining	Sowing seeds.	Drawing, enclosing shapes. Colour exploration Joining
<b>Know and use this vocabulary:</b>	Feelings – happy, sad, angry.	Now, next, later,	In, out, move. Jump, roll.	Story vocabulary... Beanstalk, axe, harp, giant. The end.	Tall, taller, long, short. Pattern, wavy, curly, straight.	Beans, carrots, sunflowers, seeds, flower, soil, water, dig, grow, beanstalk, press	Collage, colours, layer. Mix, join, sound, instrument.
<b>Our new starters will...</b>	Begin to separate with encouragement and begin to know Daisy routines.	Begin to listen to an instruction and put two words together.	Make large body movements and clap and wave.	Listen to and enjoy songs and begin to listen to a short story.	Take part in finger rhymes and notice the environment around them.	Use senses to explore the world around them and make sense of place through small world play.	Respond to familiar rhymes and explore paint, construction and role-play.
<b>Know these stories or have shared these books:</b>							

[illegible]

## Additional Key Information

Woven throughout our curriculum are:

**Characteristics of Effective Teaching and Learning:** Playing and Exploring, Active Learning, Creating and thinking critically.  
**British Fundamental Values:** democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths & beliefs

Pencil grip 1,2,3,4



grip 1



grip 2



grip 3



grip 4

### Progression of play:

#### Unoccupied Play (3m -2yrs)

Movements that children make, often with no clear purpose.

#### Solitary Play (3m -2yrs)

Children start to play on their own. Children not seem to notice other children nearby.

#### Onlooker Play (2.5 yrs)

Children watch others play. The child who is looking may ask questions, but does not join in the play.

#### Parallel Play (2.5 – 3.5 yrs)

Children begin to play side by side, but without any interaction. They are paying attention to each other.

#### Associative Play (3-4 yrs)

Children start asking questions of each other. They have similar goals, but no set rules.

#### Social Play (4-6 yrs)

Children begin to share ideas and toys, and follow established rules.

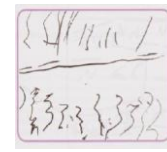
### Progression of Writing patterns:



#### Preliterate mark making

(No intentional meaning)

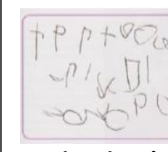
Random and spontaneous in vertical, horizontal and circular motions.  
2 yrs



#### Mark making for meaning

(More varied shapes. Begin to say what they have written.)

Initiate a vertical line and horizontal line.  
2.5 yrs



#### Directional mark making

(Shapes that may be written across the page.)



#### Symbolic mark making

(Attempting letter like shapes, but not linking to sounds.)








#### Emergent writing






(Symbols they know the sounds they make. Mostly from name.)

**\*To support the development of pencil grip and writing patterns, we plan sequentially across the year:**  
**Flipper Flappers,**  
**Write Dance,**  
**Dough Disco.**

### Progression of Scissor/Cutting Skills:

<b>2 Years</b> Approximate age	Cutting dough/ cooked pasta	
<b>2.5 Years</b> Approximate age	Cutting snips on paper	
<b>3 Years</b> Approximate age	Cutting a straight line	
<b>3.5 Years</b> Approximate age	Cutting a curve line or circle	
<b>4 + Years</b> Approximate age	Cutting a square	

### Progression of Scissors:

Plastic Playdough Scissor	
Loop Scissor	
Spring Back Scissor	
4 Holed Scissor	
Non-spring Scissor	
Patterned Scissor	