



	Autumn Term		Spring Term		Summer Term	
Area of Learning	Autumn 1 Where am I? Marvellous Me Starting nursery	Autumn 2 What do we Celebrate? Festivals & seasonal change	Spring 1 Who lives on a farm? Farm animals	Spring 2 What animals do our families have as pets? Pets	Summer 1 What Can Grow? Growing & Minibeasts	Summer 2 How do we travel to the Seaside? Journeys & holidays
Prime Areas						
<p>Communication and Language</p> <p><u>Key Concepts and Skills</u> Following instructions Developing a full language base Speaking in sentences Making links in thoughts and learning Connecting ideas Clear pronunciation Discussion skills Conversing with others effectively Effective social skills Effective listening skills Asking and answering questions</p>	<ul style="list-style-type: none"> • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Understands use of objects (e.g. Which one do we cut with?) • Is able to follow directions (if not intently focused) • Able to use language in recalling past experiences • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Sing a large repertoire of songs. • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle • Use longer sentences of four to six words. 	<ul style="list-style-type: none"> • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', • Talks more extensively about things that are of particular importance to them 	<ul style="list-style-type: none"> • Pay attention to more than one thing at a time, which can be difficult. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Use a wider range of vocabulary. • Start a conversation with an adult or a friend and continue it for many turns. 	<ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • Uses talk to explain what is happening and anticipate what might happen next 	<ul style="list-style-type: none"> • Enjoys listening to longer stories and can remember what has happened • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. • Builds up vocabulary that reflects the breadth of their experiences • Beginning to use more complex sentences to link thoughts (e.g. using and, because)

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<p style="text-align: center;">Personal, Social and Emotional Development</p> <p><u>Key Concepts and Skills</u></p> <p>Independence Confidence Behaviour Relationships Self-care skills Co-operation Knowledge of self-identity Awareness of own and other's feelings and actions Understanding and conforming to rules, routines and procedures Participation in a range of different activities and opportunities</p>	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Enjoys playing alone, alongside and with others. 	<ul style="list-style-type: none"> • Remember rules without needing an adult to remind them • With adult support, can talk with others to solve conflicts. • Invites others to play and attempting to join others' play 	<ul style="list-style-type: none"> • Show more confidence in new social situations. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Enjoys a sense of belonging through being involved in daily tasks 	<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Talk with others to solve conflicts. 	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting • Being able to express their needs and ask adults for help 	<ul style="list-style-type: none"> • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations. • Notices and asks questions about differences observed • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants
<p style="text-align: center;">Physical Development</p> <p><u>Key Concepts and Skills</u></p> <p>Awareness of keeping safe Keeping healthy Demonstration of developing good large motor and fine motor skills</p>	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks using up, down and wave motions. • Revise and refine the fundamental movement skills of walking, jumping and running. • Can wash and can dry hands 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors • Be increasingly independent as they get dressed and undressed, for example, putting coats on. 	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks using circle and 'umbrella' motions. • Revise and refine the fundamental movement skills of skipping and climbing. 	<ul style="list-style-type: none"> • Show a preference for a dominant hand. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks using hook and spiral movements. • Be increasingly independent as they get 	<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Revise and refine the fundamental movement skills of rolling, crawling and hopping.

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	effectively and understands why this is important	<ul style="list-style-type: none"> • Can name and identify different parts of the body 	<ul style="list-style-type: none"> • Observes and can describe in words or actions the effects of physical activity on their bodies. 		dressed and undressed, for example doing up zips on coats.	<ul style="list-style-type: none"> • Stand and jump forward, landing safely. • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines.
Specific Areas						

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<p style="text-align: center;">Literacy <u>Key Concepts and Skills</u></p> <p>Handling books correctly Listening to and enjoying books and stories Understanding the concepts of a story Effective listening skills Using narrative in play Awareness of orientation Effective pencil grip and control Good fine motor skills Writing for a purpose skills Understanding that print has meaning Awareness of rhyme and alliteration Demonstrate a love of books and stories Knowledge of independent book use Knowledge of written English</p>	<ul style="list-style-type: none"> Identify environmental sounds in quiet and busy environments Listen and select the right musical instrument played in a choice of 3 different sounding instruments e.g. bells, drum and maraca. Uses gross motor marks such as straight lines and circles to draw basic images. Handles books and touch screen technology carefully and the correct way up with growing competence 	<ul style="list-style-type: none"> Listen and select the right musical instrument played in a choice of 3 similar sounding instruments e.g. bells, triangle and chime bar. Continue a body percussion pattern of up to 2 actions. Can copy a pattern of up to three marks using lines, circles and arches e.g. o - o - 	<ul style="list-style-type: none"> Can complete a rhyme when the last word is omitted. Selects a rhyming word for another picture/ object. Identifies the 'odd one out' of rhyming words. Writes familiar words e.g. their name with some support of a card or adult. Makes up stories, play scenarios, and drawings in response to experiences, such as outings 	<ul style="list-style-type: none"> Hears and says the initial sound in words that sound different. Groups objects/ pictures that start with the same sound. Includes mark making and early writing in their play Understands that print has meaning 	<ul style="list-style-type: none"> Orally blends two then three syllable words e.g. ta-ble, co-ffee then bu-tter-fly. Orally blends words with a long vowel which begin with different initial sounds e.g. ai, ar, or, oo (food, park, rain) Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Understands and names the different parts of a book 	<ul style="list-style-type: none"> Blend words containing three letters (CVC) with adult repeat sounds separately for child to blend. Write some or all of their name. Listens to stories and asks for clarification if they do not understand a word. Begin to understand prepositions Understands the concept of beginning, middle and end of a story
<p>Mathematics <u>Key Concepts and Skills</u> Demonstration of skills in:</p> <p>Reciting Counting with 1:1 correspondence Sorting-colour, shape, patterns Sorting Matching Sequencing Positioning Pattern making Recognising numbers</p>	<ul style="list-style-type: none"> Sing nursery rhymes that go forwards to 10 e.g. 1, 2, 3, 4, 5 once I caught a fish alive, modelling cardinality principle Using 'more' and 'less' to compare quantities and describe amounts e.g. "the shark is still 	<ul style="list-style-type: none"> Learn numeral 3 and 4 using 1:1 correspondence and ordering Subatising up to 3 objects in objects and in nature 2D shapes of circle, square and triangle 	<ul style="list-style-type: none"> Subatising up to 3 objects and saying what the next number is Learn numeral 5 and 6 using 1:1 correspondence and ordering Orally counting on by one more up to 6 	<ul style="list-style-type: none"> Orally counting on by one more up to 6 and add one more using objects 2D shapes of circle, square and triangle Take one away using objects and counting to 	<ul style="list-style-type: none"> Seeing groups of up to 5 and subatising them Adding more means that we have to count again and that we have more altogether 	<ul style="list-style-type: none"> Learn numeral 9 and 10 using 1:1 correspondence and ordering Knows that a quantity of objects remains the same however objects are arranged

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<p>Comparison-size, weight, colour Measuring Representation Playing and understanding mathematical games Understanding simple addition and subtraction problems through games, rhymes and songs. Subitising</p>	<p>hungry, what can we do?" "give him more!"</p> <ul style="list-style-type: none"> Learn numeral 1 and 2 using 1:1 correspondence and ordering 	<ul style="list-style-type: none"> Finding things that are the same with differing factors e.g. different colours but still a circle 	<p>and add one more using objects</p> <ul style="list-style-type: none"> 	<p>find how many are left if needed</p>	<ul style="list-style-type: none"> 2D shapes of circle, square, triangle, rectangle 	<ul style="list-style-type: none"> Order 3 obvious items by length or height Develop special vocabulary to describe position and direction
<p>Understanding the World <i>Key Concepts and Skills</i> Similarities and Differences The past and present Awareness of different parts and people of the world The immediate and wider environment Different homes and celebrations Experimentation Using senses in the body Investigative and exploration skills Curiosity of objects, events and people Knowledge of the natural world and the digital world Care and Concern Observational skills</p>	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Talk about the differences between materials and changes they notice. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	<ul style="list-style-type: none"> Explore and talk about different forces they can feel Talk about members of their immediate family and community including health workers. 	<ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties Name and describe people who are familiar to them. Knows how to operate simple equipment, e.g. can navigate touch-capable technology with support 	<ul style="list-style-type: none"> Show interest in different occupations. Plant seeds and care for growing plants. Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary Begin to understand the need to respect and care for the natural world and all living things. Understand the key features of the life cycle of a plant 	<ul style="list-style-type: none"> Comments on fictional characters in stories. Knows that information can be retrieved from digital devices and the internet Begin to understand what we use a map or globe for. Demonstrate awareness that there are other countries in the world that we live.
<p>Expressive Arts and Design <i>Key Concepts and Skills</i> Exploration, experimentation and investigative skills Questioning- Cause and effect, improvements to be made Knowledge of techniques used Problem solving skills</p>	<ul style="list-style-type: none"> Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Listen with increased attention to sounds. 	<ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Draw with increasing complexity and detail, such as representing a face with a circle 	<ul style="list-style-type: none"> Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and select one for a purpose. Sing the pitch of a tone sung by 	<ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas. Engages in imaginative play based on own ideas or first-hand or peer experiences. 	<ul style="list-style-type: none"> Develop and use their own ideas to decide which materials to use to express themselves. Begins to use thin brushes to add detail to their painting Creates their own songs or

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<p>Experiences of using materials and making models Representation skills Confidence in expression Using tools safely Responding to music Demonstrating rhythm and response to music Demonstration of imaginative and role playing skills Enjoyment of singing, music making and dancing Exploration of colour and texture Create and adapt models with construction kits Participating in ring games Joining materials together</p>		<p>and including details</p> <ul style="list-style-type: none"> • Remember and sing entire songs, using melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<p>another person ('pitch match').</p>	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. 		<p>improvises a song around one they know.</p> <ul style="list-style-type: none"> • Uses their experiences of learnt stories to develop storylines in their imaginative play.
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