

2018-19

<u>Term/ class</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><u>Nursery Reception</u> (<u>Topic/</u> key areas to cover) (Looking after fish/ class pet)</p>	<p><u>All about me</u> Ourselves & Settling into our surroundings/ rules/ 5Cs/ getting comfortable</p>	<p><u>Festivals/ shimmer and shine</u> Birthdays & growing older/ Eid/ Divali/ Christmas/ Harakah/ bonfire night/ Are we all the same?/ differences</p>	<p><u>Traditional tales</u> Reading a range of stories/ exploring the meaning/ dressing up/ role play/ building confidence</p>	<p><u>Settings/ animals</u> Dinosaurs/ Jungle/ Zoo/ Farm/ Antarctica/ space/ fantasy/ paradise/ beaches/ what lives here? How can we describe these settings?</p>	<p><u>Plants/ changes</u> Environment/ seasons/ changes from baby to now/ family/ growing plants/ trees/ animals (baby & adult)/ chicks, hatching eggs/</p>	<p><u>Carnival time</u> Types of music/ dance/ art costumes/ headpieces/ role play <u>Transition to Reception</u></p>
<p><u>Reception</u> (<u>Topic/</u> key areas to cover)</p>	<p><u>Rules / All about me</u> Body parts/ likes, dislikes/senses/ family & friends/ job aspirations when older/ class rules/ 5 Cs/ speaking/ strengths & weaknesses/ behaviours/ pets</p>	<p><u>Looking after ourselves/ Around the world</u> Hygiene/ washing hands/ showering/ brushing teeth/ eating lunches (school dinners)/ Asking for help/ Exercise/ road safety/ healthy eating/ Are we all the same? / differences/ Why is this important?</p>	<p><u>Superheroes/ Transport</u> Looking after the environment/ people who help us/ different types of transport/ teamwork/ playing co-operatively/ feelings/ sensitivity/ turn taking/ building different types of transport/ Past & present</p>	<p><u>Scientific enquiry/habitats</u> Changes/ melting & freezing/ floating & sinking/ magnetism/ materials/ properties/ scientific experiments/ light & dark/ Electricity/ habitats/ what animals live where?</p>	<p><u>Growing/habitats</u> Life cycles of animals/ plants & trees/ humans / growing plants/ different habitats & animals that live there/ minibests/ megabeasts/ (growing butterflies)/ planting seeds</p>	<p><u>Can we build it?/ Hot & Cold</u> Looking at different countries/ comparing settings/ hot & cold countries/ maps/ creating maps/ building habitats/ boats/ cars/ junk modelling <u>Transition to Year 1</u></p>
<p><u>Trips</u></p>	<p>Local area trip (Plaistow park)</p>	<p>Nature reserve/ NHS person in/ Oral health/</p>	<p>Pizza express & Transport museum Road safety chat</p>	<p>Science museum</p>	<p>Gruffalo trail (Nursery- Discovery centre)</p>	<p>Beach/ Cable cars (Nursery carnival) <u>Transition into reception</u></p>

Characteristics of Learning	Prime Areas	Specific Areas
<p>Playing and exploring - engagement</p> <ul style="list-style-type: none"> • Finding out and exploring • Playing with what they know • Being willing to 'have a go' <p>Active learning - motivation</p> <ul style="list-style-type: none"> • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do <p>Creating and thinking critically - thinking</p> <ul style="list-style-type: none"> • Having their own ideas • Making links • Choosing ways to do things 	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Making relationships • Self-confidence and self-awareness • Managing feelings and behaviour <p>Physical Development</p> <ul style="list-style-type: none"> • Moving and handling • Health and self-care <p>Communication and Language</p> <ul style="list-style-type: none"> • Listening and attention • Understanding • Speaking 	<p>Literacy</p> <ul style="list-style-type: none"> • Reading • Writing <p>Mathematics</p> <ul style="list-style-type: none"> • Numbers • Shape, space and measure <p>Understanding of the world</p> <ul style="list-style-type: none"> • People and communities • The world • Technology <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Exploring and using media and materials • Being imaginative