

Class: Goldcrests Nursery 2 	Autumn 1			Autumn 2		
Topic Title	Welcome to Yorkshire All About Me			Welcome to Yorkshire My Family		
<b>Development Matters Statements</b>						
<b>PSED</b>	Increasing follow rules, understanding why they are important Remember rules without needing an adult to remind them Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Become increasing independent in meeting their own care needs. E.g. using the toilet, washing and drying hands thoroughly.			Develop their sense of responsibility and membership of a community		
<b>Communication and Language</b>	Pay attention to more than one thing at a time, which can be difficult Use talk to organise themselves and their play "Let's go on a bus...you sit there.....I'll be the driver."			Understand a question that has 2 parts, such as "Get your coat and wait at the door". Start a conversation with an adult or a friend and continue it for many turns.		
<b>Physical Development</b>	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Start taking part in some groups activities which they make up for themselves, or in teams Continue to develop their riding skills			Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Continue to develop their ball skills (hands) Skip, hop, stand on one leg and hold a pose for a game like musical statues (Xmas party games)		
<b>Literacy</b>	Understand that print has meaning and we read English text from left to right and from top to bottom Use some of their print and letter knowledge in their early writing Phase 1: Aspect 1 - Environmental			Understand that print can have different purposes and that the names of the different parts of a book. Use some of their print and letter knowledge in their early writing Phase 1: Aspect 2 - Instrumental sound		
<b>Mathematics</b>	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'. Fast recognition of up to 3 objects without having to count them individually (subitising) Say one number for each item in order 1, 2, 3, 4, 5			Talk about and identifies the patterns around them. For example stripes on clothes, design of rugs, wallpaper. Use informal language such as 'point', 'spotty', 'blobs'. Extend and create an ABAB pattern. Notice and correct an error in a repeating pattern.		
<b>Understanding the World</b>	Begin to make sense of their own life story Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.			Begin to make sense of their families history Talk about the differences between materials and changes they notice		
<b>Expressive Arts and Design</b>	Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, in order to develop their ideas about how to use them and what to make.			Develop their own ideas and then decide which materials to use to express them. Remember and sing entire songs (Christmas Play) Sing the pitch of a tone sung by another person		
<b>Language Focus through books</b>	Starting School When you were born Something Else Peepo Baby Loves Hugs and Kisses			Hug You Choose Where's my Mummy The Trouble with Mum  Christmas Stories		
<b>Vocabulary "Gems"</b>	<p>Topic General</p> <ul style="list-style-type: none"> <li>Mum</li> <li>Dad</li> <li>Friends</li> <li>Belong</li> <li>Home</li> <li>Bedroom</li> <li>Mother</li> <li>Father</li> <li>Sisters</li> <li>Grandma</li> <li>Granny</li> <li>Grandpa</li> <li>school</li> <li>teacher</li> <li>cloakroom</li> <li>toilets</li> <li>register</li> <li>classroom</li> <li>Monday</li> <li>Tuesday</li> <li>Wednesday</li> <li>Thursday</li> <li>Friday</li> </ul>	<p>Topic Specific</p> <ul style="list-style-type: none"> <li>Baby</li> <li>Cot</li> <li>Teddy</li> <li>Ball</li> <li>High chair</li> <li>Pushchair</li> </ul>	<p>ARE Vocabulary</p> <p>Can say the following sounds in words- P b m n t d k g f s y h</p> <p>Can use size vocabulary eg big, small. Position, on, off, in, out, up, down.</p> <p>Uses the past participle eg it's broken.</p> <p>Uses contracted negatives- isn't, doesn't, haven't.</p> <p>Using connecting language eg "and" "</p> <p>Uses the past tense in conversation" I climbed the hill".</p> <p>Uses pronouns – you, I, me, mine, she.</p> <p>Confidently uses plurals in conversation</p>	<p>Topic General</p> <ul style="list-style-type: none"> <li>Teacher</li> <li>Disaster</li> <li>Brilliant</li> <li>House</li> <li><b>Pets</b></li> <li>Gran</li> <li>Wild</li> <li>Parents</li> <li>Family</li> <li><b>Friends</b></li> <li><b>Home</b></li> <li>Clothes</li> <li>Job</li> <li><b>Lights</b></li> <li>Presents</li> <li>Letter</li> <li>list</li> </ul>	<p>Topic Specific</p> <p>This will be specific to the pupils and their family set up.</p> <p>Christmas: Santa</p> <p>Father Christmas</p> <p>Baby Jesus</p> <p>Mary</p> <p>Joseph</p> <p>Donkey</p> <p>Bethlehem</p> <p>Reindeer</p> <p>Rudolf</p> <p>Christmas Tree</p> <p>Baubles</p> <p>Tinsel</p> <p>Shepherds</p> <p>Kings</p> <p>Angels</p> <p>Manager</p> <p>Stable</p>	<p>ARE Vocabulary</p> <p>Can say the following sounds in words- P b m n t d k g f s y h</p> <p>Can use size vocabulary eg big, small. Position, on, off, in, out, up, down.</p> <p>Uses the past participle eg it's broken.</p> <p>Uses contracted negatives- isn't, doesn't, haven't.</p> <p>Using connecting language eg "and" "</p> <p>Uses the past tense in conversation" I climbed the hill".</p> <p>Uses pronouns – you, I, me, mine, she.</p> <p>Confidently uses plurals in conversation</p>
<b>Outcomes inc. Checkpoints</b>	I can follow the rules in school I can talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. I can put on my own coat and do up the zip I can use some letters in my early writing I can begin to describe a sequence of events using words such as 'first', 'then' linked to me growing up. I can recognise up to 3 objects without having to count them individually (subitising) I can say one number for each item in order 1, 2, 3, 4, 5 I know that there are different countries in the world and talk about the differences they have experienced or seen in photos linked to our topic finding out all about me. I can take part in simple pretend play, using an object to represent something else even though they are not similar. I can explore different materials freely, in order to develop their ideas about how to use them and what to make.			I know which class I belong to I can understand and follow a 2 step instruction e.g. Get your coat and wait at the door I can skip, hop, stand on one leg and hold a pose for a game like musical statues (Xmas party games) I can tell you the names of the different parts of a book (front cover, back cover, title, author, pictures, words and page) I can use some letters in my early writing I can identify patterns and describe them using language such as 'point', 'spotty', 'blobs'. I can create and/or extend an ABAB pattern. I can notice and correct an error in a repeating pattern I can tell you who is in my family I can remember and sing entire songs (Christmas Play) I can sing the pitch of a tone sung by another person		
<b>Previous</b> 	Some children attended Puffins and so will have covered:  Rhythm and Rhyme Weather			Some children attended Puffins and so will have covered:  Rhythm and Rhyme Weather Transport		
<b>Next</b> 	Many children will choose Tang Hall Reception and will cover:  Our School Community and Quirks in Wrens Portraits in Year 3			Many children will choose Tang Hall Reception and will cover:  Our School Community and Quirks in Wrens Bog Baby in Year 1 Portraits in Year 3		

Class: Goldcrests Nursery 2 	Spring 1			Spring 2		
Topic Title	Influencers Author Study			Influencers People Who Help Us		
Development Matters Statements						
<b>PSED</b>	Become more outgoing with unfamiliar people, in the safe context of their setting. Understand gradually how others might feel			Show more confidence in new social situations. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be spider-man in the game, and suggesting other ideas.		
<b>Communication and Language</b>	Sing a large repertoire of songs Know many rhymes Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions			Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: r, j, th, ch and sh and multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'		
<b>Physical Development</b>	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to paint and make marks			Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Continue to develop their movement and balancing skills		
<b>Literacy</b>	Understand the importance of page sequencing in books. Develop their phonological awareness Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing Write some letters accurately Phase 1: Aspect 3 - Body Percussion and Aspect 4 - Rhythm and Rhyme			Understand the five key concepts about print. Develop their phonological awareness Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing Write some letters accurately Phase 1: Aspect 5 - Alliteration		
<b>Mathematics</b>	Show fingers up to 5 Link numerals and amounts up to 5 Explore position through words alone "The bag is under the table" with no pointing. Make comparisons between objects relating to size, length, weight and capacity			Select shapes appropriately: flat shapes for building, a triangular prism for a roof etc. Talk about and explore 2D and 3D shapes using informal and mathematical language (sides, corners, straight, flat, round) Combine shapes to make new ones – an arch, a bigger triangle etc.		
<b>Understanding the World</b>	Explore how things work – wind-up toys, pulleys, sets of cogs with pegs and boards. Explore and talk about different forces they can feel			Show an interest in different occupations		
<b>Expressive Arts and Design</b>	Create closed shapes with continuous lines and begin to use these shapes to represent objects Explore colour and colour mixing Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know.			Use drawings to represent movement or loud noises Show different emotions in their drawings and paintings, like happiness, sadness, fear etc,		
<b>Language Focus through books</b>	Nick Butterworth – Jasper' Beanstalk, Opposites Traditional Stories Each Peace Pear Plum You Choose Fairy Tales			Nurse Clementine, Ambulance and Air Ambulance, Police, Firefighters PC Ben, Officer George At the Hospital, Firefighter, Doctor, Police, Fireman Sam, Ness the Nurse		
<b>Vocabulary "Gems"</b>	<p>Topic General</p> <p><b>Monday</b> <b>Tuesday</b> <b>Wednesday</b> <b>Thursday</b> <b>Friday</b> Saturday Sunday Plant Bean opposites Fast/slow <b>Up/down</b> <b>Big/little</b> Quiet/loud First/last Hot/cold long/short hard/soft on/off day/night</p>	<p>Topic Specific</p> <p>Fairy Tale Beanstalk Once upon a time Happily ever after Billy Goats Turnip Peas Beans Gingerbread Bake Town Fields Farmer Fox Forest Woodcutter</p>	<p>ARE Vocabulary</p> <p>Can say the following sounds in words- P b m n t d k g f s y h Can use size vocabulary eg big, small. Position, on, off, in, out, up, down. Uses the past participle eg it's broken. Uses contracted negatives- isn't, doesn't, haven't. Using connecting language eg "and" " Uses the past tense in conversation" I climbed the hill". Uses pronouns – you, I, me, mine, she. Confidently uses plurals in conversation</p>	<p>Topic General</p> <p>Help Fire Fire drill rescue</p>	<p>Topic Specific</p> <p>Nurse Plasters Doctor Stethoscope Hospital Paramedic x-ray injection thermometer otoscope prescription bandage first aid kit firefighters <b>fire engine</b> hose Police Officer Crime</p>	<p>ARE Vocabulary</p> <p>Can say the following sounds in words- P b m n t d k g f s y h Can use size vocabulary eg big, small. Position, on, off, in, out, up, down. Uses the past participle eg it's broken. Uses contracted negatives- isn't, doesn't, haven't. Using connecting language eg "and" " Uses the past tense in conversation" I climbed the hill". Uses pronouns – you, I, me, mine, she. Confidently uses plurals in conversation</p>
<b>Outcomes inc. Checkpoints</b>	I can tell you how someone else might be feeling I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions I can go up steps and stairs, or climb up apparatus, using alternate feet. I can use large-muscle movements to paint and make marks I am developing my phonological awareness by filling in the missing words left out from a known story/rhyme I have learned new vocabulary from stories we have shared I can write some letters accurately I can show up to 5 fingers when asked I can link numerals and amounts up to 5 I can explore position through words alone "The bag is under the table" with no pointing. I can make comparisons between objects relating to size, length, weight and capacity I can explore and talk about different forces I can feel I can create closed shapes with continuous lines and begin to use these shapes to represent objects			I am developing my communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. I am developing my pronunciation but may have problems saying: r, j, th, ch and sh and multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' I can show understanding of the five key concepts about print. I am developing my phonological awareness through aspect 5 and alliteration I can engage in extended conversations about stories we have shared in class I can write some letters accurately I can select shapes appropriately: flat shapes for building, a triangular prism for a roof etc. I can talk about and explore 2D and 3D shapes using informal and mathematical language (sides, corners, straight, flat, round) I can combine shapes to make new ones – an arch, a bigger triangle etc. I can talk about 'people who help us' occupations I can use drawings to represent movement or loud noises e.g. ambulance siren, fast police car I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc. using my knowledge of 'people who help us'.		
<b>Previous</b> 	Some children attended Puffins and so will have covered:  Mick Inkpen and Lucy Cousins			Some children attended Puffins and so will have covered:  Transport		
<b>Next</b> 	Many children will choose Tang Hall Reception and will cover:  Jill Murphy and Sue Hendra in Wrens			Many children will choose Tang Hall Reception and will cover:  Mary Seacole and Florence Nightingale in Year 1 Kings and Queens I Year 2		

Class: Goldcrests Nursery 2 	Summer 1			Summer 2		
Topic Title	Treasures Mini Beasts			Treasures Little and Big Animals		
Development Matters Statements						
<b>PSED</b>	Select and use activities and resources, with help when needed Play with one or more other children, extending and elaborating play ideas Talk with others to solve conflict Make healthy choices about food, drink, activity and tooth brushing			Select and use activities and resources, with help when needed Play with one or more other children, extending and elaborating play ideas Develop appropriate ways to be assertive		
<b>Communication and Language</b>	Enjoy listening to stories and can remember much of what happens Understand 'why' questions			Use a wider range of vocabulary To be able to talk about familiar books, and be able to tell a long story		
<b>Physical Development</b>	Match their developing physical skills to tasks and activities in the setting Show a preference for hand dominance Continue to develop their ball skills (feet)			Match their developing physical skills to tasks and activities in the setting Use one handed tools and equipment e.g. making snips in paper with scissors Use a comfortable grip with good control when holding pens and pencils		
<b>Literacy</b>	Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing. Phase 1: Aspect 6 – Voice Sounds			Develop their phonological awareness Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing Write some or all of their name Phase 1: Aspect 7 – Oral Blending and Segmenting		
<b>Mathematics</b>	Recite numbers past 5 Know that the last number reached when counting a small set of objects tells you how many are there in total (cardinal principle) Compare quantities using language: more than, fewer than			Experiment with their own symbols and marks as well as numerals Solve real world mathematical problems with numbers up to 5 Describe a familiar route Discuss routes and locations using words like 'in front of' and 'behind'		
<b>Understanding the World</b>	Use all their senses in hands-on exploration of natural materials Explore collections of materials with similar and/or different properties Understand the key features of the life cycle of an animal			Begin to understand the need for respect and care for the natural environment and all living things Plant seeds and care for growing plants Talk about what they see, using a wide vocabulary		
<b>Expressive Arts and Design</b>	Join different materials and explore different textures Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings Play instruments with increasing control to express their feelings and ideas.			Begin to develop complex stories using small world equipment like animal sets Make imaginative and complex 'small worlds' with blocks and construction kits, such as a zoo Draw with increasing complexity and detail, such as representing a face with a circle and including details (animal faces)		
<b>Language Focus through books</b>	Very Hungry Caterpillar Mad about mini beasts Lookout ladybird The Bad tempered ladybird If only..... Superworm			Brown Bear, Brown Bear Going on a Bear Hunt Lonely Giraffe Giraffes Can't Dance		
<b>Vocabulary "Gems"</b>	<b>Topic General</b> Leaf Flower Wings <b>Night</b> <b>Day</b> Moon <b>sun</b> <b>long</b> <b>Monday</b> <b>Tuesday</b> <b>Wednesday</b> <b>Thursday</b> <b>Friday</b> <b>Saturday</b> <b>Sunday</b> Weekend	<b>Topic Specific</b> Caterpillar Bumble bee dragon fly grasshopper ladybird <b>spider</b> fireflies wasp stag beetle mantis worm toad snails cocoon egg	<b>ARE Vocabulary</b> Can say the following sounds in words- P b m n t d k g f s y h Can use size vocabulary eg big, small. Position, on, off, in, out, up, down. Uses the past participle eg it's broken. Uses contracted negatives- isn't, doesn't, haven't. Using connecting language eg "and" Uses the past tense in conversation" I climbed the hill". Uses pronouns – you, I, me, mine, she. Confidently uses plurals in conversation	<b>Topic General</b> Over Under Through Around Environment <b>animal</b> feather brown red yellow blue green purple white black gold	<b>Topic Specific</b> Living things <b>Elephant</b> Jungle <b>snake</b> <b>lion</b> <b>giraffe</b> <b>monkey</b> chimps cricket alligator leopard <b>mouse</b> gazelle bear <b>bird</b> <b>duck</b> horse frog cat dog <b>sheep</b> goldfish	<b>ARE Vocabulary</b> Can say the following sounds in words- P b m n t d k g f s y h Can use size vocabulary eg big, small. Position, on, off, in, out, up, down. Uses the past participle eg it's broken. Uses contracted negatives- isn't, doesn't, haven't. Using connecting language eg "and" Uses the past tense in conversation" I climbed the hill". Uses pronouns – you, I, me, mine, she. Confidently uses plurals in conversation
<b>Outcomes inc. Checkpoints</b>	<b>I can play alongside others.</b> <b>I am fully toilet trained.</b> <b>I can answer simple 'why' questions</b> when talking about books we have shared in class.  I can use sentences of up to four when in the AOP and when talking about books we have shared I can play with one or more other children, extending and elaborating play ideas using the mini-beasts resources. I enjoy listening to stories and can remember much of what happens from our class texts I can show understanding the five key concepts about print I have quick recognition of up to 3 objects without having to count them individually (subitising) I can recite numbers past 5 I know that the last number reached when counting a small set of objects tells you how many are there in total (cardinal principle) I can compare quantities using language: more than, fewer than I can show understanding of the key features of the life cycle of a caterpillar I can create closed shapes with continuous lines and begin to use these shapes to represent objects			<b>I can use sentences of four to six words</b> when in the AOP and when talking about books we have shared <b>I can use sentences joined up with words like because, or, and</b> when in the AOP and when talking about books we have shared <b>I can use the future and past tense.</b> when in the AOP and when talking about books we have shared <b>I can answer simple 'why' questions</b> when talking about books we have shared in class.  I can retell the story Brown Bear, Brown Bear. I can use one-handed tools to create a fish puppet. I can orally blend and segment using my phase one phonic knowledge. I can link numerals and amounts to 5 using animal objects as counters. I can compare objects relating to size and length e.g. giraffe and cricket, bear and frog. I can talk about how to respect and care for some small and large animals. I can build a small world for the animals using the construction kits offered to me. I can create a story in the small world using the animals related to Going on a Bear Hunt.		
<b>Previous</b> 	Some children attended Puffins and so will have covered: <ul style="list-style-type: none"> <li>Sea Creatures</li> <li>Land Animals inc. Jungle and Farm animals</li> </ul>			Some children attended Puffins and so will have covered: <ul style="list-style-type: none"> <li>Sea Creatures</li> <li>Land Animals inc. Jungle and Farm animals</li> </ul>		
<b>Next</b> 	Many children will choose Tang Hall Reception and will cover: <ul style="list-style-type: none"> <li>Quirks in Reception</li> <li>Bog Baby in Year 1</li> </ul>			Many children will choose Tang Hall Reception and will cover: <ul style="list-style-type: none"> <li>Dinosaurs in Year 1</li> </ul>		

