

Hooks for learning	Key Texts	Key Vocabulary	Trips / visitors	Additional Learning
Twigs, leaves – where did they come from? Frozen peas – can we help them escape? Pea invasion – how can we stop it? Mini me Superheroes – what are you good at? Minibeasts world – what can we discover?	Owl Babies  Supertato  Super Daisy  10 Little Superheroes  Superworm	<b>Tier 1:</b> come back, superpower, safe, waiting, owl-let, small, big, biggest, sad  <b>Teir 2:</b> return, Little, large, gigantic, taller, tallest, special skill, worried  <b>Tier 3:</b> Protected, invasion, revenge, catastrophe	Fire engine	Diwali Autumn Black History Month

Communication and Lang.		Personal, Social and Emotional Development				Physical Development	
Listening, Att & understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Jigsaw	Gross Motor Skills	Fine Motor Skills
<b>Components:</b> Daily story  Listening and attention games  Listening walk / environmental sounds  <b>End Point:</b> I can listen to a simple story with the help of pictures 1:1 or in small groups  I can follow simple directions (if not intently focussed on an activity of own choosing)	<b>Components:</b> Conversation during learn and explore time  Nursery Rhymes  Wow word wall to introduce new language  <b>End Point:</b> I am beginning to explain how I feel through words / gestures / actions  I can communicate using simple sentences but may jump from topic to topic	<b>Components:</b> Discuss and set rules and routines for class  Circle time getting to know you games  Support children during Learn & Explore time when issues arise Model use of language / feelings  Model / role play classroom scenarios – someone with a toy you want,	<b>Components:</b> Visuals to support the rules – walking feet, kind hands etc (Use children’s pictures)  Support children to wash hands after toilet and before eating  Support to explore all areas of environment and model how to play with various resources  Support children in their independence,	<b>Components:</b> ‘If you’re happy and you know it’  Display emotions faces for children to refer to (Zones)  Adults model how to play with resources alongside others  Support children to negotiate conflict during child initiated play  <b>End Point:</b> I can engage with others (adults	<b>Components:</b>  <b>End Point:</b> Understand how it feels to belong and that people are similar / different  Understand how feeling happy and sad can be expressed  Work together and consider the feelings of others  Understand how to be kind	<b>Components:</b> Play follow the leader, move around the space  Introduce rules of garden and the importance  Explore using large movements with streamers, ribbons, kites etc  <b>End Point:</b> I can run and stop safely  I am beginning to climb with increasing confidence	<b>Components:</b> Playdough model use of tools / fingers to roll, squeeze, pinch etc  Large paper and a variety of mark making tools Pens / pencils / chalks / Paints / printing  Support children making snips using scissors  <b>End Point:</b> I am developing my manipulation and control when exploring tools / equipment.  I am starting to use one handed tools (scissors, mark making)

<p>I can focus for a while although can be easily distracted</p> <p>I can understand and use prepositions</p>	<p>I can use talk to express myself to familiar adults and peers</p>	<p>seeing a friend upset / lonely etc</p> <p><b>End Point:</b> I am beginning to find ways to calm myself and or be calmed by an adult</p> <p>I am beginning to feel settled / confident in Nursery</p> <p>I am beginning to have a sense of who I am</p> <p>I am starting to follow rules and boundaries</p>	<p>coat peg, registration, drying wrack, water bottles etc</p> <p><b>End Point:</b> I can manage toileting with increasing independence</p> <p>I can explore different areas of Nursery / Garden</p> <p>I am displaying growing independence and confidence in my abilities</p>	<p>and peers) using gesture, gaze, talk)</p> <p>I am beginning to play and join in with other children</p>	<p>Begin to learn that children have rights</p> <p>Be responsible</p>		<p>I can make marks on paper (perhaps using palmer grasp)</p>
---------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------	--	---------------------------------------------------------------

Literacy			Mathematics		Understanding of the World			Expressive Art & Design	
Comprehension	Word Reading	Writing	Number & Number Patterns	Shape, Space & Measure	People, Culture & Communities	The Natural World	Past & Present	Creating with Materials	Being Imaginative & Expressive
<p><b>Component s:</b> Whole class and key group story sessions – highlight any key vocab for word wall</p> <p>General books in all areas</p> <p>Children show and tell favourite stories from home</p> <p><b>End Point:</b> I enjoy listening to stories with an adult</p> <p>I am learning to handle a book with care</p> <p>I can turn the pages</p>	<p><b>Component s:</b> Finding own name card / coat peg</p> <p><b>End Point:</b> I am beginning to recognise the shape of my name</p>	<p><b>Component s:</b> Using a variety of mark making equipment inside and outside Pencils / chalks / water / finger painting / paints / sand</p> <p>Large paper on floor / easel</p> <p>Draw our family</p> <p><b>End Point:</b> I am becoming familiar with the letters of my name</p>	<p><b>Component s:</b> Sort objects by colour</p> <p>Match objects that go together</p> <p>Find the odd one out</p> <p>Numicon matching to number</p> <p>Number songs</p> <p><b>End Point:</b> I am beginning to sort and match according to colour / amount</p>	<p><b>Component s:</b> Towers of differing heights – find ones that are the same</p> <p>Sort by size</p> <p>Numicon matching shapes</p> <p><b>End Point:</b> I am beginning to make comparisons / sort / match / amount / size</p>	<p><b>Components:</b> Talking about colours of our skin / hair / eyes</p> <p>Diversity in the home corner and classroom</p> <p>Variety of cultures represented in the room – talk about similar and different</p> <p><b>End Point:</b> I notice differences and similarities between people</p> <p>I show curiosity towards other people and people in stories</p>	<p><b>Components:</b> Explore a range of natural materials inside and outside</p> <p>Explore the garden – what do you see?</p> <p>Notice the changing seasons / weather - <b>take photos for our class</b></p> <p><b>End Point:</b> I can use my senses to explore my environment</p> <p>I can explore materials</p>	<p><b>Components:</b> Look at baby photos / family – talk about how we change</p> <p>Familiar labels in home corner</p> <p>Familiar utensils in the home corner</p> <p>Support and extend role play and language in the home corner</p> <p>Support talk about significant events in the child's own life</p> <p><b>End Point:</b></p>	<p><b>Components :</b> Self-Portraits – Paint or other tools</p> <p>Model and support ways to use a variety of construction toys – wooden blocks / popoids / duplo</p> <p>Small world dolls house to support All About Me</p> <p><b>End Point:</b> I can make intentional marks</p> <p>I can use small world and construction toys</p>	<p><b>Components:</b> Introduce / consolidate Nursery rhymes</p> <p>Explore musical Instruments and Sounds they make</p> <p>Home corner – include A variety of books / Packaging from a Range of cultures</p> <p>Action songs – Hokey Cokey / Head shoulders Knees and toes</p> <p><b>End Point:</b> I am becoming familiar With a range of songs And rhymes</p> <p>I can join in with Action songs</p> <p>I can engage in pretend Play</p>