

***Early years practise – ensure opportunities throughout allow sufficient time for children’s own interests**

Nursery Yearly Plan	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7.5 weeks)
Suggested topic theme	Getting to know you People who help us	Continuing with People who help us Celebrations	Colour	Monsters	Power and Energy Superheroes Forces	Water
Suggested Books	Maisy goes to school- Louise Cousins My first day at nursery- Becky Edwards Starting school- Janet and Allan Alhberg I am absolutely too small to go to school- Lauren Child Cleversticks-		Handa's surprise Maisys Rainbow dream Red rockets and rainbow jelly- Nick Sharratt Blue Kangaroo Blue Dog- Emily Gravett Green- Brown bear brown bear- Eric Carle The crafty chameleon The big red bus- William Benedict	The Gruffalo- Julia Donaldson Were the wild things are- Maurice Sendak Morris the Mankiest Monster Not now Bernard- David McKee	Whatever next- Jill Murphy Ladybird girl Bumblebee boy	If my dog went on holiday- Bernice Lum Mr Bear's Holiday- Debi Gliori The lighthouse keepers lunch
			Traditional tales Goldilocks & 3 bears- Lauren Child 3 little pigs- Stephen Tucker & Nick Sharratt Jack and the bean stalk- Richard Walker The Gingerbread man- Estelle Corke			

Suggested books for shared/ guided reading:	<p>Hug- Jez Alborough</p> <p>Monkey and me- Emily Gravett</p> <p>Dinosaur Roar- Paul & Henrietta Strickland</p>	<p>Crocodiles don't brush their teeth- Colin Fancy</p> <p>Dear Zoo- Rod Campbell</p> <p>Little Rabbit Foo Foo- Michael Rosen</p> <p>Washing line- Jez Alborough</p>	<p>Polar bear, polar bear- Eric Carle</p> <p>Brown bear, brown bear – Eric Calre</p> <p>The big red bus- William Benedict</p> <p>Not now Bernard- David McKee</p> <p>The Gruffalo- Julia Donaldson</p> <p>Dogs- Emily Gravett</p> <p>Not a box- Antoinette Portis</p> <p>My cat likes to hide in boxes- Eve Sutton</p>	<p><i>Who's in the loo- Jeanne Willis</i></p> <p><i>Penguin- Polly Dunbar</i></p> <p><i>On the road- Susan Stegall</i></p> <p><i>Some dogs do – Jez Alborough</i></p> <p><i>Rattle and rap- Susan Steggall</i></p> <p><i>Superduck- Jez Alborough</i></p> <p><i>Super Daisy- Bea Grey & Nick Sharrat</i></p> <p><i>Don't put your finger in the jelly Nelly Nick Sharrat</i></p>		
Phonics	<p>Phonics – Phase 1 Aspects 1-7</p> <p>Oral segmenting and blending skills, make own rhyming words, (more able continue a rhyming string) recognise rhyme and alliteration in words.</p>			<p>Sound of the week –objects table- alliteration skills</p> <p>For more able: Phonics Phase 2</p>		
Nursery Rhymes	<p>Nursery rhyme – 1 focus each week in response to child interests</p> <p>(See Appendix A)</p>					
Literacy	<p>Recognising own name (with visual cue)</p> <p>Pincer grip development see PD</p> <p>Mark making- Distinguishes between the different marks they make. .</p> <p>Using different medium to make marks, salt trays,</p>	<p>Recognising own name (with no visual cues)</p> <p>Mark making- Ascribes meaning to marks that they see in different places. Gives meaning to marks that they draw and paint.</p> <p>More able- Recognising own name and begin to trace some letters.</p> <p>More able to begin shared story sessions-</p>	<p>More able- Recognising own name and begin to trace some letters</p> <p>More able – to copy name using a model.</p> <p>Orientating text and turning pages correctly. Going to left hand page. Differentiating between words and pictures</p>		<p>Recognising own name and begin to copy some letters</p> <p>More able to write own name without model.</p>	

	sand, messy play, white boards, chalks etc	focus on book skills, orientation of text, Describe characters and events. Listen to stories with increasing attention and recall.	Alliteration song- a focus sound of the week to support alliteration skills. Robot talk- children able to hear and say what the object is when adult segments the word.			
Mathematics	Compare quantities more/ less Select a small amount of objects from group when asked. Shapes in the environment – awareness of similarities of shapes in the environment	Action and number rhymes 1- 10 Counting out set amount from larger group of objects numbers 1-3 (more able 1- 6) Recognising numbers 0- 5 (more able 0-10) Conservation of number Numerals in the environment- Develop interest in ways to represent numbers.	Recognising and ordering numbers to 10 (More able to work on numbers to 20) Counting out set amount from larger group of objects numbers 1- 6 (more able 10 and beyond) Shape names circle, triangle, square, rectangle and naming objects in the environment using mathematical language. More able- match numeral and quantity correctly Understand and use language of more, less, same when talking about amounts. Able to partition amounts of up to 4 objects and know that the amount does not change. Begin to count objects and things that cannot be moved and actions and sounds. Understanding of routines and begin to anticipate some time based routines after register we do our books etc.	Number time- numbers 1- 5 Ways to record numbers. Match numeral and quantity correctly up to 6 (more able 10 and beyond) Captain 1, Captain 2 etc Introduce partitioning- separate a group of 3 or 4 in different ways beginning to recognise that the total is always the same. Compare amounts and say which has more, less or when they are the same.	Number time numbers 6- 10 Count actions or objects that cannot be moved- jumps, claps etc.	
Understanding the World	New routines, golden rules. Technology- Learn how to operate simple classroom equipment- CD player, white board using pen with programs on espresso, busy things etc The World- Comments and asks questions about		Technology- Mechanical toys remote control toy/ cars Beebots- program to move in a specific direction, through bridge etc. The World- Shows care and concern for living	Technology Laptops- paint program using mouse to change colour, make simple representations Microphones- record and play back		

	<p>aspects of their familiar world such as the place where they live or the natural world.</p> <p>People and Communities- Similarities and differences that connect them to, and distinguish them from others. Show interest in the lives of people who are familiar to them- who helps you at home, at school, in the community? Show an interest in different occupations and ways of life.</p>		<p>things and the environment.</p> <p>People and Communities- Things that make them unique, similarities and differences in relation to friends and family.</p>			
Expressive Arts and Design	<p>Role play- make believe by pretending based on familiar events eg. Home corner, making tea etc.</p> <p>Ascribe meaning to their images.</p> <p>Develop range of skills- painting, drawing, collage</p>		<p>Colour mixing- explore what happens when they mix different colours</p> <p>Colour of the week- Animals that are different colours.</p>	<p>Texture monsters- select different materials and describe.</p>	<p>Taking on role of a character- super hero with super powers- creating own characters.</p>	
Personal, Social and Emotional Development	<p>Settling in- new routines</p> <p>Making friends- how to resolve conflicts using adults to help negotiate/ compromise</p>		<p>Turn taking</p>	<p>Things that make us happy / scared.</p>		
Communication and Language	<p>Children to speak in full sentence.</p> <p>Developing vocabulary relevant to classroom- lunchtime, playground etc</p>					
Physical Development	<p>Pincer grip development- Snipping with scissors, tweezers, threading, mark making salt trays, easel, large paper on floor/ walls, painting etc.</p>	<p>Focus on mark making using permanent medium- pens, paints, chinks etc.</p>	<p>Pencil grip holding pencil between thumb and two fingers.</p>		<p>Captain Health</p>	
Suggestions for trips		<p>Barnsbury Wood – seasons workshop</p> <p>Upper Street fire station</p> <p>Visit by Community Police Officer.</p>		<p>Barnsbury Wood – seasons workshop</p>	<p>Barnardos Big Toddle</p>	<p>Barnsbury Wood – seasons workshop</p> <p>Science Museum-</p> <p>Barnard Park</p> <p>Clissold Park</p> <p>Somerset House- fountains</p> <p>Canal Boat ride</p> <p>London Aquarium</p>

