



St. Simon and St. Jude Primary School

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests /Lines of Enquiry	Harvest, Diwali	Bonfire night, Remembrance Day, Christmas, Eid, Chinese Lunar New Year	Pancake day	Easter Mother's Day	Planting/Flowers Eid	Sports day
IEYPC UNITS	This is Me! 	To the Rescue! 	Once Upon a Time		Ocean Treasures	Animal Rescuers

Over-Read books



Communication and Language	<p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties for practitioners when they are</p>	<p>Sing a large repertoire of songs.</p> <p>Maintain attention in whole class and small group context for a short time.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use a wider range of vocabulary.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand simple questions about 'who, what where/'</p>	<p>Use a wider range of vocabulary.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p>
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	described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Rhymes and songs Set routines Maintain attention in whole class and small group context for a short time. Listen, respond and understand instructions. Can start a conversation with an adult or a friend and continue it for many turns.	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand simple questions about 'who, what where/'	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words.	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 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.	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.
	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound.			Use new vocabulary in different contexts Learn rhymes, poems, and songs.	
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	
JIGSAW UNITS	Being in my World I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands I am starting to understand children's rights, and this means we should all be allowed to learn and play. I am learning what being responsible means.	Celebrating Difference I can identify something I am good at and understand everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me. I can tell you how to be a kind friend know which words to use to stand up for myself when someone says or does something unkind.	Dreams and Goals - figures from the past I understand that if I persevere, I can tackle challenges. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I'm older. I can say how I feel when I achieve a goal and know what it means to feel proud.	Healthy Me I understand that I need to exercise to keep my body healthy. I understand how moving, and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if strangers approach me.	Relationships I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I know how to be a good friend.	Changing Me I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to Reception I can talk about my worries and/or the things I am looking forward to about being in Reception. I can share my memories of the best bits of this year in Nursery.
RE UNITS	Harvest Give pupils an understanding of why we say thank you to God at harvest time and talk about him being creator. I am special	Christmas Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth.	Special people Give pupils an opportunity to explore Christian values through their own actions and the actions of others.	Stories Jesus told Explore the stories that Jesus told and know that he told them to teach us about God.	Stories Jesus Heard Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.	Prayer Start children on their journey towards understanding what prayer is and the different ways people of faith talk to God.

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	Give pupils an understanding that they are unique and special. To know they are loved, valued and made by God.		Highlight the role of significant/special people in pupil's lives. Emphasise the ways in which Jesus was a special person.	Easter Story Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection.	Special places Begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship.	Friendship Explore the meaning of friendship, how we make friends and why friends are important. Know about Jesus making friends, how he made friends and who he chose.
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Be increasingly independent as they get dressed and undressed and their own care needs.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large muscle movements to wave flags and streamers, paint and make marks.	Choose the right resources to carry out their own plan, collaborate with others to manage large items. Match their developing physical skills to tasks and activities in the setting.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Start to take part in group activities that they make up their selves. Remember sequences and patterns of movement that are related to music and movement.	Use a comfortable grip with good control when holding pens and pencils.
	<p>Show preference for a dominant hand.</p> <p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Develop manipulation and control over tools, materials and their own bodies.</p> <p>Develop their small motor skills using one handed tools and equipment for example making snips in paper with scissors.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>					
Literacy	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Non Fiction: Scrapbooking		Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.		Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page: write 'm' for mummy. Write some or all of their name. Write some letters accurately. Non Fiction: Information text	
		Non Fiction: Labels	Non Fiction: Lists Recipe	Non Fiction: Instructions		Non Fiction: Letters and postcards

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		Understand the five key concepts about print:		Develop their phonological awareness, so that they can:		
		<ol style="list-style-type: none"> 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 		<ol style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother 		
Phonics	Phase 1	Phase 1	Phase 1	Phase 1/RWI	RWI	RWI
Mathematics	Getting to know you Number songs Sing songs with numbers ascending a descending. Use props, model counting on and back. Number order Counting everything, number order, consistency.	Just Like Me Match and sort Colour Compare the amounts Same/different Compare size, mass capacity Notice and recognise patterns <u>How many?</u> Subitising Counting objects 1-1 correspondence to 5. Correct number order Cardinality 2D shapes - number of sides Language of shape and size Notice pattern	Story of 1 Value of 1 Match me Represent me Subitise me Identify me Find my quantity What makes me? *Number blocks Repeat up to 5. 1-5 Number and place value.	Shape and size Using shapes appropriately, counting sides, corners, edges Shapes and the environment. Pattern, repeating pattern Language of size, length, height and weight.	Time and sequence (my day) Re-cap 1 - 5 What comes next? One more, one less Correspondence counting objects.	Positional language Capacity Recap all numbers 1 - 5 and beyond
	Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Make connections between the features of their family and other families. Notice differences between people Begin to make sense of their own life-story and family's history.	Seasonal changes Figures from the past Bonfire night Explore materials with different properties. Explore natural materials, indoors and outside. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties	Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Notice differences between people Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas.	Seasonal changes Life cycle of animals. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.

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				Develop play around favourite stories using props. Seasonal changes Life cycle of plant and planting seeds.		
	<p>Talk about what they see, using a wide vocabulary</p> <p>Continue to develop positive attitudes about the differences between people.</p>					
Expressive Arts and Design	<p>Exploring colour and painting</p> <p>Printing Explore colour and colour-mixing</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Role play - linked to IEYCP curriculum Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Transient Art Join different materials and explore different textures.</p> <p>Make simple models which express their ideas.</p> <p>Song/Music Listen with increased attention to sounds.</p>	<p>Junk modelling Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Colour mixing and pattern Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Role play Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>Collage Use drawing to represent ideas like movement or loud noises.</p>	<p>Observational representation Develop their own ideas and then decide which materials to use to express them.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p> <p>Song/Music Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
	<p>Remember and sing entire songs.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>					