



# STOKENCHURCH PRIMARY SCHOOL & NURSERY

## AIMING HIGH ... FLYING HIGHER

Everything we do makes a difference to our children; empowering minds and shaping futures.



| Nursery   | Autumn Term  |   | Spring Term   |   | Summer Term   |  |
|---|--|---|---|---|---|--|
|   | T1   | T2  | T3  | T4  | T5  | T6   |
|   | READY,<br>RESPECTFUL, SAFE   | RESILIENT   | CURIOUS   | CONFIDENT   | INDEPENDENT   | SUCCESSFUL   |
| Topic   | <b>Marvellous Me</b>   |   | <b>Down in the Woods</b>  | <b>Everyday Superheroes</b>   | <b>The World Around Me</b>  | <b>On Our Way</b>  |
| Key Texts   | During the first half term children are exposed to high quality texts carefully chosen to support engagement and develop skills in listening and responding during the children's settling in period. <i>Texts will also be carefully chosen to link to the children's interests and this will vary depending on the cohort.</i> | The Lion Inside<br>The Rainbow Fish<br>The Selfish Crocodile                                      | The Tiger who came to tea.<br>The Gruffalo<br>Little Red Riding Hood                              | Emergency!<br>Charlie the Firefighter<br>Whatever Next  | Aliens love underpants<br>Rumble in the jungle<br>Spinderella   | Jaspers Beanstalk<br>The Train Ride<br>The hungry caterpillar  |
| Key Vocabulary  | Happy, sad, angry, hurt, sorry, kind words, kind hands, kind feet, share, listen, take turns, excited, nervous, calm, safe, respect, patient, thinking time, challenge, consequence, reward, celebrate   | Craggy, old, furious, quietest, leapt, proud, dazzling, coral reef, selfish, awakened, astonished | Milkman, grocer, café, tusks, knobbly, poisonous, forest, wolf, axe, cottage                      | Emergency, blazing, flooding, tunnelling, hovering, teamwork, volunteer, brave, astronaut, rocket, chimney, space | Spaceship, bleeps, blinks, lurks, Speedy, scrabble, squabbling, creeping, leaping, wading,  | Raked, sprayed, hoed, mowed, Journey, engine, gaggle, strutting, meadow, lighthouse Caterpillar, cocoon, chrysalis, days of the week |
| Linked Non-Fiction Texts                                | <i>Face your feelings.</i><br>Funny Bones!<br>Big Cats<br>Life on a coral reef.  |   | Lifesize Baby Animals<br>Look What I Found on the Farm<br>Great Hunters<br>All through the night. |   | Star Gazing<br>Great Hunters<br>Do you love Bugs?<br>Life Cycles  |  |
| Personal, Social and Emotional Development Focus (PSED) | Understanding how to play with others, learning how to follow rules and talking about themselves   | Exploring friendships, listening and responding   | Expressing their feelings and thinking about how others feel                                      | Exploring what it means to have responsibility at home and at school  | Understanding how to solve problems and make healthy choices  | Exploring how to become confident in new situations  |
| Communication & Language Focus (CL)                     | Enjoy listening to stories and talk about what they remember   | Understand questions and instructions   | Use wider vocabulary in longer sentences  | Start a conversation with others  | Explore rhymes and songs and re-tell familiar stories   | Use 'talk' to organise themselves and their ideas in play with others  |
| Physical Development Focus (PD)                         | Continue to develop their movement, balance and ball skills  | Use one-handed tools and equipment  | Work with others to manage larger items   | Use large-muscle movements to wave flags, streamers, paints and make marks.                                       | Choose appropriate resources for their own tasks  | Become increasingly independent in dressing and undressing   |
| Literacy Focus (L)                                      | Enjoy songs and rhymes<br>Share stories with adults<br>Show a preference for a dominant hand. (PD)<br>Use a comfortable grip with good control when holding pens and pencils. (PD)<br>Draw freely  | Join in with songs and rhymes<br>Respond to stories<br>Experiment with marks and symbols          | Sing songs and rhymes during play<br>Have favourite books<br>Give meaning to their marks          | Repeat words and phrases from familiar books<br>Write some letters accurately                                     | Ask questions and make comments about books<br>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. | Develop play around familiar stories<br>Write some or all of their name  |



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| <b>Maths Focus (M)</b><br><i>Linking with White Rose Maths Scheme</i>                   | Recite numbers past 5<br>Develop fast recognition of up to 3 objects<br>Show finger numbers  | Say one number for each item<br>Link numerals and amounts<br>Compare quantities  | Experiment with their own symbols and marks<br>Count in everyday contexts  | Talk about and explore 2d and 3d shapes, selecting and combining   | Make comparisons relating to size, length, weight and capacity   | Talk about patterns, create their own patterns<br>Describe a sequence of events   |
| <b>Understanding the World Focus</b><br>–<br><b>Science, History and Geography (UW)</b> | Use their senses in hands on explorations<br>Explore how things work.  | Talk about what they see, hear and feel<br>Explore collections of materials with similar and/or different properties.  | Understand the need to care for our environment<br>Talk about the differences between materials and changes they notice  | Explore how things work<br>Talk about what they see, using a wide vocabulary.<br>Plant seeds and care for growing plants.  | Know there are different countries and share their experiences of travel<br>Begin to understand the need to respect and care for the natural environment and all living things.<br>Talk about the differences between materials and changes they notice. | Make sense of their own life<br>Understand the key features of the life cycle of a plant and an animal.<br>Explore and talk about different forces they can feel.                                   |
| <b>Expressive Arts and Design Focus</b><br>– Art and DT (EAD)                           | Take part in pretend play<br>Experiment with their own marks and symbols<br>Give meaning to their marks<br>Create closed shapes with continuous lines<br>Explore colour  | Explore colours and materials<br>Draw faces and shapes   | Express their thoughts and feelings in different ways<br>Use drawing to represent their ideas<br>Draw with complexity and detail                                     | Sing familiar song<br>Explore colour mixing<br>Show different emotions in their drawings   | Explore different sounds with a range of instruments<br>Develop their own ideas and then decide which materials to use to express them.  | Express their feelings and ideas<br>Join different materials and explore different textures.  |
| <b>Expressive Arts and Design Focus Baking (EAD)</b>                                    | Every two weeks the children in Nursery bake a variety of sweet and savoury snacks to support them in developing their sensory and small motor skills: looking, tasting, smelling, touching, listening, spreading, cutting, slicing, chopping, mixing, rolling, peeling, pouring, cracking, scooping, stirring, mashing, measuring, beating, grating, sprinkling |  |  |  |  |   |
| <b>Nursery Rhymes, Poems and Songs (Oracy)</b>  | Wind the Bobbin Up<br>Two little dickie birds<br>The Wheels on the bus<br>Row Row your boat  | I'm a little teapot<br>Ring-a-ring-a-roses<br>If you're happy and you know it  | Busy Farmer Ben<br>The Goats Came Marching<br>Old McDonald had a farm<br>Polly Put the Kettle on   | Doctor Foster went to Gloucester<br>Miss Polly had a dolly<br>A sailor went to sea<br>I've got a body  | Twinkle Twinkle<br>The bear went over the mountain<br>Down in the Jungle<br>An elephant walks like this...   | The Big Ship Sails...<br>Down at the station<br>There were ten in the bed<br>We're driving in our car   |
| <b>Phonics (linking with Literacy)</b>  | Level 1<br>Environmental Sounds  | Level 1<br>Instrumental Sounds<br>Body Percussion  | Level 1<br>Body Percussion<br>Rhythm and Rhyme   | Level 1<br>Rhythm and Rhyme<br>Alliteration  | Level 1<br>Alliteration<br>Voice Sounds  | Level 1<br>Oral Blending and Segmenting<br><i>*Foundations for Phase 2 begin as part of transitioning into Reception</i>  |
| <b>Trips Experiences Baking</b>   | Baking - cheese sandwiches, vegetable soup, Elmer-Berry cakes, egg sandwiches, cheese and tomato pasta, fruit tasting<br>Making playdough<br>Stay and Sing - all about me  | Baking - sticky jam cakes, edible dinosaur eggs, banana smoothies, jaffa cake reindeers, Cross the river!<br>Visiting Reindeers<br>Stay and Sing - Christmas Songs | Teddy Bears Picnic<br>Quiet garden/pond<br>Baking - jam or marmalade sandwiches, gruffalo crumble, cakes and buns, cheese twists<br>Stay and Share - story and snack | Visiting Doctors, Fire Engine, Fire Fighters, PSCO<br>Baking - cheese and onion sandwiches, vegetable spaghetti, hero biscuits<br>Stay and Share - story and snack | Alien Invasion<br>Space Dome<br>Star Gazing<br>Rocket Launching<br>Baking - marshmallow pops, hot chocolate, rock buns, planet cakes, crumpets<br>Stay and Play  | Nurturing plants, Growing beanstalks<br>Care for caterpillars<br>Bus Ride<br>Baking - pizza, fruit salad, cheese and ham toasties, sticky swiss roll spiders, cinnamon snails<br>Stay and Celebrate |