

Nursery Term Plan 2020-2021

Term		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cornerstones Topic		Why do you love me so much?	Why do leaves go crispy?	Where does snow go?	Are eggs alive?	Can we explore it?	Will you tell me a story?
Thinking Artistically 	EAD Exploring & using media and materials Being imaginative	Creates sounds by banging, Shaking, tapping or blowing. Beginning to make believe by pretending. Sings a few familiar rhymes.	Creates movement to music. Realises tools can be used for a purpose. Experiments with colours.	Notices what adults do, imitating what they have observed. Initiates movement in response to music.	Engages in role-play based on own first hand experiences. Uses various construction materials.	Joins construction pieces. Explores colour and how colour can be changed.	Using a range of media. Sings to self and makes up simple songs or rhymes.
	Literacy Reading Writing	Has some favourite stories, and rhymes.	Listens to and joins in with stories. Sometimes gives meanings to marks they draw and paint.	Shows an awareness of alliteration. Ascribes meanings to marks that they see in different places.	Looks at books independently. Gives meanings to marks. Links sounds to letters.	Can copy some letters from their name. Recognises familiar words and signs. Enjoys an increasing range of books.	Uses some clearly identifiable letters to write own name. Describes main story setting, events and characters.
Thinking Academically 	C&L Listening & Attention	Listens to others one to one or in small groups.	Listens to others in whole class discussions.	Listen to a story with increasing attention and recall.	Able to follow directions.	Responds to instructions.	Begins to understand why and how questions.
	Mathematics Numbers Shape, Space & Measure	Number: Uses some number names accurately in play. SSM: Shows awareness of shapes in the environment.	Number: Recognises some numerals of personal significance. SSM: Shows awareness of similarities of shapes in the environment.	Number: Uses some number names and number language spontaneously. SSM: Beginning to talk about shapes of everyday objects.	Number: Recites numbers to 10. Sometimes matches numeral to quantity. SSM: Uses shapes appropriately for tasks.	Number: Knows that numbers identify how many objects in a set. Compare two groups of objects using vocabulary more. SSM: Uses positional language.	Number: Beginning to be able to carefully count objects and identify some numerals to match. SSM: Beginning to use mathematical name for 2D shapes.
Thinking Globally 	UTW Technology The world People & Communities	Learns that they have similarities and differences to others. Recognises and describes special times or events.	Seeks to acquire basic skills in turning on and operating equipment. Notices features of the Environment.	Can talk about things they have Observed e.g. changes of state. Shows an interest in the lives of people who are familiar to them.	Comments and asks questions about aspects of their familiar world. Shows care and concern for living things in the environment.	Talks about why things happen. Recognises and describes special times or events for family and friends.	Knows that information can be retrieved from computers. Completes a simple programme on a computer.
	C&L Understanding	Develops an understanding of simple concepts.	Beginning to understand sentences that are more complex.	Learning new words rapidly. Understands use of objects.	Questions why things happen.	Shows understanding of positions.	Can retell a simple past events in the correct order.
Thinking Healthily 	PD Moving & Handling Health & Self-care	Shows control in holding and using jugs to pour, books and mark making tools. Beginning to use three fingers to hold writing tools. Can attend to toileting needs themselves.	Can tell adults when hungry or tired. Uses one handed tools and equipment. Begins to have more control over writing implements including paintbrushes.	Can usually manage washing and drying hands. Uses one handed tools and equipment independently. Moves in a range of ways.	Understands that equipment and tools have to be used safely. Negotiates space successfully, adjusting speed or direction to avoid obstacles.	Begin to develop correct pencil Grip. Observes the effects of activity on their body. Can throw and catch a large ball.	To use space safely, recognise directions and travel with control in a variety of ways. Holds pencil between thumb and two fingers.
	PSED Making relationships Self-confidence & Self awareness Managing feelings & behaviour	Begin to be aware of others feelings. Aware of class rules and boundaries.	Can select and use activities and resources with help. Demonstrates friendly behaviour towards adults and peers. Shows confidence in asking adults for help.	Beginning to accept the needs of others. Can take turns and share resources with support. Interested in others play.	Aware of own feelings and knows that some actions and words can hurt others. Initiates play, offering cues to peers to join them.	Listens to others ideas. Enjoys carrying out small tasks. Begins to except the needs of others and can take turns.	Confident to speak about own wants opinions and interests. Able to cope with changes of routine. Shows sensitivity to others feelings.
Thinking Inclusively 	C&L Speaking	Responds to simple instructions.	Uses gestures and some talk.	Beginning to use more complex sentences to link thoughts. Uses talk to connect ideas.	Can re-tell a simple past events in the correct order.	Builds up vocabulary that reflects breadth of their experiences.	Can join in with rhymes and rhythms.