Our Nursery Learning Journey

Our umbrella topics allow children to develop key knowledge, skills and vocabulary. All topics have well thought out key texts which ensure progression of story language, sequencing skills and understanding of the key elements of stories. Children have the freedom within these topics to explore themes and lines of enquiry that interest them in greater depth, of which Knowledge Organisers will highlight key vocabulary and knowledge that the children will learn. Our children are supported to learn through meaningful play, a language rich environment and engaging experiences and interactions with others, developing positive character traits. We are passionate about supporting individual children on their own learning journey, appreciating that children have their own unique needs. We therefore ensure that alongside a progressive curriculum, the environment and learning will be personalised for all children throughout the year. The children will develop a love of learning and the skills they need to be confident and curious learners, full of ambition for their own future.
The progression of learning is a combination of; Development Matters, key skills specific to our children's needs and our own school's vision for our children.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Umbrella Topic	Let's Settle	Party Time Magic	The Power of 3	The Magic Garden	The Great Change	We're going on a hunt
Possible Themes/ Line of enquiries.	Zoo animals Animals Colour, pattern	Birthdays Baking Farm	Size Traditional tales	Growing Easter	Healthy living Minibeast	Chosen by children- Pirates, aliens, dinosaurs
Celebrations	Harvest. Halloween,	Autumn, Christmas, Diwali	Valentines Chinese New Year Winter	Mother's Day Easter, Ramadan.	St Georges Day Spring	Father's Day Summer
Experiences	Walk around school	Farm visit Nativity Performance	Love Assembly	Science Week, planting	Butterflies	Seaside trip
Key texts and Rhymes	Brown Bear, Dear Zoo,	Gingerbread Man The Christmas Story	Three Billy Goats Three Bears Three Pigs	Jack and the Beanstalk	Hungry Caterpillar	We're Going on a Bear Hunt Link books to chosen theme.
	Incy Wincy Spider,	Twinkle Twinkle Humpty Dumpty Old Macdonald	Hickory Dickory Dock Wind the Bobbin	Heads Shoulders	Wheels on the Bus Miss Polly	1, 2, 3, 4, 5, Row your Boat
	Non- fiction books will be used alongside all key themes.					
Curriculum Goals						
SETTLE	I will make new friends. I will learn the daily routine		I will perform in a class assembly I will explore how characters feel in stories		I will perform in a class assembly I will explore how characters feel in stories	

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I feel happy and safe at school and I have made friends.	I will explore my class and learn about the different areas. I will learn how to use the resources in each area. I will perform in a class assembly I will learn about feelings- sad, happy.		I will explore new resources I will explore how I look after myself- clean, eat , sleep, brush teeth.		I will explore new resources Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	
	I can select and use resources appropriately. *I feel confident and safe in the setting.* *I can follow some expectations and boundaries.*		*I can play with my friends, extending play ideas.* *I can talk about my own feelings.* *I am aware of other's feelings.* *I am more confidence in new social situations.* I know that I need to eat, sleep and wash (including toothbrushing to be healthy)			
TALK I am a storyteller	I will learn to follow a story map of a nursery rhymes. and begin to join in with actions and some words. I will introduce vocabulary first, next and finally. I can show you where the front over of a story is, were the picture is and what is text. I will be exposed to who, what and were questions at story time.		I will use rhyme maps to join in with rhymes. I will follow instructions using first, next and finally. I will learn a key text using a story map and recall main events with increased independence. I can change the character in a story. I will be exposed to who, what and were questions at story time.		I can tell you what I liked about a story. I can talk about my favourite story. I can change the setting of a story. I can use picture books to share stories. I can recall known rhymes independently.	
	I can answer who, what and where questions. *I am building up a range of vocabulary.* *I enjoy stories and rhymes* *I join in with repeated words and phrases from stories* *Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'* *I can follow two part instructions.* *I can answer who, what and where questions.*		*I can speak in sentences.* *I can sing some nursery rhymes.* *Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'* *I can follow two part instructions.* *I can answer why questions.*		*I can recall experiences and key events in stories.* *I can engage in a conversation.* *I can express my opinions.* *Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'*	
	I can listen with increased attention to stories. *I can sing some nursery rhymes.*					
Vocabulary development is embedded within in all areas.	I learn and use new vocabulary					
LISTEN I listen carefully to others and sounds I hear.	Environmental sounds and discrimination.	• Body Percussion sound discrimination • Ryhthm and Rhyme	Ryhthm and Rhyme • Alliteration	• Voice sounds • Oral blending and segmenting	• Read Write Inc Nursery • Oral blending and segmenting	Read write inc Nursery program. Oral blending and segmenting

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<table>
<tr><td></td><td colspan="2">• Instrumental Sound Discrimination</td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td rowspan="6">MOVE

I can control how I move my body.</td><td colspan="2">Daily wake up and shake up.
I will use balancing resources.
I will run, negotiating space.
I will explore different ways to move- crawl, run, walk, jog</td><td colspan="2">Daily wake up and shake up.
I will explore climbing over/ under and around.
I will practise jumping and rolling
I will explore balancing on one foot.</td><td colspan="2">Daily wake up and shake up.
I will practise hopping and skipping.
I will practise throwing</td></tr>
<tr><td colspan="6">I can use climbing equipment to travel over and under.
I can climb steps using alternative feet.
I can run, jump, crawl and roll with confidence.
I can hold a pose on one foot.
• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</td></tr>
<tr><td colspan="6">Palmer grip- pronate grip- splayed four finger grip-static tripod/quadropod grip- dynamic tripod rip</td></tr>
<tr><td>I will explore fitting puzzle pieces.
I will mark make using large movements.
I can wash my hands.
I will manipulate sand with my hands.
I will explore pouring.</td><td>I will mark make with large tools.
I will mark make in different media- sand/ foam.
I can turn pages in a book.</td><td>Daily scrimble/ dough disco.
I will mark make with small tools.
I will use scoops in the sand.
I will explore mixing and whisking.
I will use a spatula</td><td>I will cut out big shapes out.
I work with digging tools to plant.</td><td>Daily scrimble/ dough disco
I will explore using a knife and fork.</td><td>I use a dominant hand through one handed scrimble and using small tools to mark make in different media.
I will explore using a knife and fork.
I will explore letter formation.</td></tr>
<tr><td colspan="6">• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
• Start to eat independently and learning how to use a knife and fork
• Use a comfortable grip with good control when holding pens and pencils.
• Use one-handed tools and equipment, for example, making snips in paper with scissors.
• Begin to form some letters.</td></tr>
<tr><td rowspan="2">COUNT</td><td>Number 1
Explore shapes through.
Sorting different objects.
Rote counting to 5
One finger songs/ one finger one thumb story map</td><td>Number 2
Circle
1:1 counting
Subitising 1 and 2</td><td>Number 3
Triangle
Sorting objects by size.
Subitise 1,2 and 3.</td><td>Number 4
Square
Exploring repeating patterns.</td><td>Number 5
Rectangle</td><td>Completing and correcting repeating patterns.

Positional language</td></tr>
<tr><td colspan="2">I can recite numbers to 5.</td><td colspan="2">I know that a number represents a set.</td><td colspan="2">I can represent numbers to 5.</td></tr>
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	I can show you 1 and 2 objects. • *Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.* *I can sort objects by shape, colour and size.*		*I can subitise to 3.* *I can count objects to 5 using 1:1 correspondence* • *Talk about and explore 2D (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.* *I can sort objects by shape, colour and size.* *Extend and create ABAB patterns – stick, leaf, stick, leaf.*		*I can compare two groups of objects.* • *Talk about and explore 2D (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.* • *Extend and create ABAB patterns – stick, leaf, stick, leaf.* • *Notice and correct an error in a repeating pattern.* • *Understand position through words alone – for example, "The bag is under the table," – with no pointing.*	
EXPLORE I can talk about the world around me.	**Past and Present** I will learn the daily routine. I will understand time language- now, next, later.	I will share news using vocabulary of the past- yesterday/ at the weekend. I will explore birthdays- that makes me one year older.	I will be exposed to language of days of the week each day and help my teacher change our days board. I will learn and use vocabulary first, next and finally.	I will plant a seed and observe the changes over time. I will look at settings from the past- Jack and the Beanstalk I will look at features of a castle- tower/ bridge/ turret	I will listen to the story of St George and talk about when this happened- a long time ago. I will learn and use vocabulary first, next and finally.	I will talk about moving in Reception and the changes that will happen.
	People and communities I will learn my teachers name and my class mates names. I will go on a walk around the school. I will celebrate harvest.	I will celebrate Christmas, Diwali, Guy Fawkes and Halloween.	I will celebrate Chinese New Year and Valentines. I will learn how people celebrate.	I will learn how people celebrate Easter. I will celebrate Easter	I will celebrate Eid and St Georges Day. I will learn that I live in Newcastle, which is in England.	I will learn that I live in Newcastle, which is in the country England. I will share who lives in my house and we will talk about different families
	The Natural World	I will explore changes to materials- gingerbread man in the water	I will explore the different materials that the three little pigs used.	I will plant a seed and care for it.	I will learn about the lifecycle of a caterpillars.	I will explore push and pull.

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	I will learn facts about my class animal. I will name and talk about house pets. I will name and talk about zoo animals. I will explore different materials/ media through touch and talk about how it feels. I can name vegetables.	I can use the vocabulary- raining, sunny and snowing to describe the weather. I can say whether it is hot or cold outside.	I will explore winter on a winter walk. I will investigate ice. I will name and talk about farm animals	I will explore Spring I can use the vocabulary- raining, sunny, snowing and cloudy to describe the weather.	I will observe the changes I see to a caterpillar. I will name different body parts.	I will explore a form of transport- ship/ rocket (aliens/pirates) I will explore skeletons/bones (dinosaurs) I will talk about the features of a beach/seaside I will name some sea creatures
	I can use my senses to explore. *I can name zoo animals.* *I can talk about what I see.* *I can explore collections of materials with similar and/or different properties.* • *Continue to develop positive attitudes about the differences between people.*		*I can talk about how things work.* • *Understand the key features of the life cycle of an animal* • *Begin to make sense of their own life-story and family's history* • *Show interest in different occupations.* • *Begin to understand the need to respect and care for the natural environment and all living things.* • *Talk about the differences between materials and changes they notice.* • *Continue to develop positive attitudes about the differences between people.* • *Know that there are places beyond their immediate community e.g. West Denton, Newcastle, England.*		*I can talk about differences.* • *Plant seeds and care for growing plants.* • *Understand the key features of the life cycle of a plant and an animal.* • *Explore and talk about different forces they can feel.* • *Continue to develop positive attitudes about the differences between people.* *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.*	
	ICT I explore how to use and work resources. I will explore colour using the light table **(ICT)**		I explore how to use and work resources. I can use a torch. I can mark make on the IWB. I can use the whiteboard to complete simple programs with support of an adult.		I explore how to use and work resources. I can use the whiteboard to complete simple programs with support of an adult	
MAKE	Explore and be introduced to a wide range of resources, medium and techniques.	I will learn Christmas songs I will perform in an assembly. I will explore printing.	Making houses for the 3 Little Pigs/ Bridges for the troll.	I will explore pattern through printing.	I will explore butterfly printing. I will explore playing instrument to a beat-I will show an awareness	I will explore making junk model through combining resources/ attaching boxes

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<tr><td rowspan="3">I can make representations and people and objects.
I can make music.</td><td>I will learn Harvest songs.
I will paint a self-portrait.
I will explore printing with lego and sponges</td><td>I will explore using instruments</td><td>I will learn the names of some instruments- drum, maracas.
I will make a dragons head and take part in a dragon dance.
I will make a card for someone I love.</td><td>I will make an Easter card.

I will learn how to add media to a box- introduction to junk modelling.

I will paint/ draw spring flowers</td><td>of what a beat is by copying an adult.
I will explore adding more features to my drawings- making a person/animal with a head, body, arms and legs.</td><td>together- I will make a form of transport</td></tr>
<tr><td>Role play-
Home Corner
Halloween party</td><td>Role Play –
Christmas house</td><td>Role play-
Shop
Bear cottage</td><td>Role play-</td><td>Role Play –
Castle</td><td>Role Play-
Train station</td></tr>
<tr><td colspan="2">I can name colours.
I can copy what adults do in role play
I can join in with songs
I can draw lines and shapes and give meaning to them.
I can name colours</td><td colspan="2">I can engage in small world play, creating stories.
I can use a paint brush to create a picture.
I engage in role play alongside others.
I can use glue and a spatula/ glue stick to combine media
I can explore paint mixing
I can draw a face – eyes, nose, mouth
I can explore music making with instruments.
I can move to music.</td><td colspan="2">I can sing some known songs
I can draw a face – eyes, nose, mouth
I can explore music making with instruments.
I can copy actions.</td></tr>
<tr><td>Character
Community Spirit
Stickability
Mirror Image</td><td colspan="6">Each term there will be a whole school character trait focus that is decided based on the needs of the children. Links to Character traits and British Values will be made within daily learning.

Characteristics of Effective Learning
• playing and exploring - children investigate and experience things, and 'have a go',
• active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements,
• creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</td></tr>
<tr><td>British Values</td><td>Rule of law
We all know that we have rules at school that we must follow.
We know who to talk to if we do not feel safe.
We know right from wrong.
We recognise that we are accountable for our actions.</td><td>Mutual Tolerance
Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.
Mutual tolerance of those with different faiths and beliefs and for those without faith.</td><td>Mutual respect
We are all unique.
We respect differences between different people and their beliefs in our community, in this country and all around the world.</td><td>Individual liberty
We all have the right to have our own views.
We are all respected as individuals.
We feel safe to have a go at new activities.
We understand and celebrate the fact that everyone is different.</td><td>Democracy
We all have the right to be listened to.
We respect everyone and we value their different ideas and opinions.
We have the opportunity to play with who we want to play with.</td><td></td></tr>
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	We must work together as a team when it is necessary. Class rules	Done through celebrations	All cultures are learned respected, and celebrated.		We listen with intrigue and value and respect the opinions of others.	