



**St. John's
Cathedral School**

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	Catholic Social Teaching	Creation/ Prayer Saints and feasts <u>God Made Me (1)</u>	Advent <u>Our Wonderful world (7)</u>	Special Days <u>God made us all one family (6)</u>	Easter <u>Helping Others (4)</u>	Jesus Said <u>Keeping Safe (3)</u>	Other Faiths <u>When I grow up (5)</u>
	Possible Experiences	Tour of our school Settling – in All About Me	My Family	Christmas Baptism Weddings An invitation for a bear!	Mini-beasts/ Growth and Spring Farm visit Science week	Staying safe and Healthy bodies/Teeth Nursery School trip	People who help us Visitors Transition to school
	Possible Quality Texts	Owl babies Pink is for boys Only One You – Linda Kranz Peace at last	The Owl and the star – Murphy The Gruffalo's Child Dear Santa – Campbell That's not my Snowman – Watt	Elmer's special Day Whatever Next – Murphy We're going on a bear hunt - Michael Rosen This is the Bear	The Very Hungry Caterpillar. What the Ladybird Heard. The Teeny Weeny Tadpole.	Traditional Tales & storytelling (in particular puppet role-play) (Goldilocks and the Three Bears. Gingerbread Man and The Enormous Turnip)	Pumpkin Soup Busy People Range Emergency Harry and the dinosaurs go to school
	Possible Nursery Rhyme	Number Nursery Rhymes	Head, shoulders Knees and Toes If your Happy and you know it Here we go round the mulberry bush	Nursery rhymes and songs about animals.	Humpty Dumpty There was an old Lady who swallowed a fly. Old Macdonald had a farm	Hey Diddle Diddle Everybody do this Hickory, Dickory dock	Miss Polly Had a dolly London Bridge is falling down Wheels on the bus People who help us song

	Listening Skills	Listening games Aspect 1 Environmental sounds	Aspect 2- Instrumental Sounds	Aspect 3- Body percussion	Aspect 4- Rhythm and Rhyme	Aspect 5- Alliteration	Aspect 7- Oral Blending and segmenting
	Nursery Maths	Number Songs, Colours, Match	Sort, Compare amounts, Compare size, Mass and Capacity, Simple Patterns	1 Weight 2 3	Length and Height 4 5	I More 1 less Shapes My Day	Capacity Positional language.
Communication and Language.	Nursery Skills	To sing rhymes and look at picture books. To talk about the different characters and what they are doing. To talk about themselves and their families. Develop communication that can be understood by others.	To talk about celebrations at home. To listen to stories on celebrations such as birthdays, Special days, Christmas and to talk about them and why they are celebrated. To listen to, and follow simple instructions.	To begin to use a wide range of vocabulary in the correct context. To talk in short sentences that others can understand. To listen to, and follow simple instructions and respond to questions appropriately.	To listen to traditional stories and retain key vocabulary. To be able to talk about the setting, characters and the structure of the story. To be able to use connectives e.g. Once upon a time and then. To listen to, and follow simple instructions and respond to questions appropriately. To talk in short sentences that others can understand.	To listen to traditional stories and retain key vocabulary. To be able to answer questions and share opinions using the relevant vocabulary. To be able to talk about the setting, characters and the structure of the story. To be able to use connectives e.g. Once upon a time and then.	To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. To be able to answer questions and share opinions using the relevant vocabulary. To be able to talk about the setting, characters and the structure of the story with confidence.
	Nursery Knowledge	To know that stories have different characters which could be real and pretend. To know to sing words clearly so that they are audible.	To know that stories have a beginning, middle and an end. To be able to understand simple instructions.	To be able to differentiate and categorise objects based on their properties. To remember new words I am learning when talking to others.	To know that stories have a beginning, middle and an end. To be able to answer questions related to the story.	To know that stories have a beginning, middle and an end. To be able to answer questions related to the story.	To be able to independently sequence familiar rhymes and to be able to say what happens next in a story. To use the words they know appropriately to organise themselves and their play.

		To know that it is OK to talk to others about wants and needs.		To be able to understand simple instructions, questions and commands.	To be able to understand simple instructions, questions and commands.	To be able to use vocabulary learnt to have a conversation with others.	
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Personal, Social and Emotional Development.	Nursery Skills	<p>To separate from the main carer and learn to adapt to the preschool environment.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To wash hands after using the toilet</p>	<p>To learn about daily routines and classroom rules.</p> <p>To be aware of behavioural expectations in the preschool</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To show an awareness of the importance of oral health.</p>	<p>To learn how to share resources and play in a group.</p> <p>To learn to look after resources within the class.</p> <p>To listen to, and follow rules set.</p> <p>To take turns whilst playing and waiting patiently to have a go.</p>	<p>To show independence in accessing and exploring the environment.</p> <p>To independently put on coats and use the toilet.</p> <p>To listen to, and follow rules set.</p> <p>To learn to look after resources within the class.</p>	<p>To be able to initiate play with peers and keep play going by giving ideas.</p> <p>To become more outgoing with unfamiliar people.</p> <p>To show more confidence in new social situations.</p> <p>To begin to find solutions to conflicts.</p> <p>To show an awareness of how others may be feeling.</p>	<p>To gain enough confidence to talk to adults and peers.</p> <p>To begin to be assertive towards others where necessary.</p>
	Nursery Knowledge	<p>To know that they can approach adults in Nursery when needed.</p>	<p>To know how to adapt behaviour to suit classroom routines.</p> <p>To show confidence in asking adults for support.</p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies</p>	<p>To know how to manage their emotions in different situations.</p> <p>To know that there are boundaries set.</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.</p> <p>To know that we must respect our resources and put them back when we have finished with them.</p>	<p>To be aware of the different areas in the Nursery1 and how to explore them safely.</p> <p>To approach an adult if they need support.</p>	<p>To know that to play nicely it's important to share and take turns.</p> <p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.</p> <p>To know that it is OK to engage with others, even if in a different environment.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>	<p>To know how to talk politely and develop an understanding of what is appropriate.</p> <p>To know that it is OK to challenge others, but they must remember to always be kind.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>

				To know that when playing in a group they need to share and also know that they will get a turn.			
Physical Development	Nursery Skills	<p>To take care of toileting needs independently.</p> <p>To begin to show a preference for a dominant hand.</p> <p>To climb apparatus safely.</p> <p>To begin to show awareness of moving equipment safely with peers.</p>	<p>To independently put on their coats, with some support for the zipper and buttons.</p> <p>To copy dance moves and to move to different kinds of rhythms.</p> <p>To use mark making resources with increasing independence.</p>	<p>To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.</p> <p>To mark make in sensory trays and also copy different patterns.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>To hold jugs and containers confidently and pour from one container into another.</p> <p>To show awareness of healthy food choices and impact on our body.</p>	<p>To hold the pencil correctly using a tripod grip.</p> <p>To begin to form numbers and familiar letters, e.g. letters in their name.</p> <p>To look at books independently whilst turning pages one at a time.</p> <p>Using balancing apparatus.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p>	<p>To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly.</p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.</p> <p>To run skilfully and be able to negotiate space.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p>	<p>To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.</p> <p>To independently write their name.</p> <p>To confidently use scissors and other tools safely.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p>
	Nursery Knowledge	<p>To know about personal hygiene and the importance of being clean and tidy.</p> <p>To know that washing hands is important after using the toilet and before we eat.</p>	<p>To show confidence in dressing up and self-care activities.</p> <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p>	<p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.</p> <p>To know that they need to use tools with a dominant hand.</p>	<p>To know that the pencil needs to be held comfortably and with one hand to form letters and numbers.</p> <p>To know how to use one handed tools effectively.</p>	<p>To know the correct ways of forming letters.</p> <p>To know that snips should be made on the line and the pattern should be followed.</p> <p>To know how to feed paper/materials through</p>	<p>To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly.</p> <p>To successfully take part in group games with support from an adult.</p>

		<p>To know that books in English should be read from left to right and one page at a time.</p> <p>To use alternate feet when climbing apparatus.</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.</p>	<p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p>	<p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.</p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.</p> <p>To know what making right food choices looks like.</p> <p>To show independence in self help skills such as toileting and dressing.</p>	<p>To be able to follow a simple sequence of movements to music and rhythm.</p>	<p>hand when cutting around objects.</p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.</p>	<p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p>
Literacy	Nursery Skills	<p>To be able to mark make and identify their marks.</p> <p>To recognise familiar logos and labels within the environment.</p>	<p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p> <p>To begin to explore initial sounds in familiar words.</p>	<p>To begin to attempt writing familiar letters, e.g. letters in their name.</p> <p>Adults will consistently model correct formation.</p> <p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p>	<p>To be able to mark make and give meaning to their marks.</p> <p>To identify the pictures linked to sounds we can hear.</p> <p>To begin to form some letters correctly, e.g. letters in their name.</p>	<p>To identify the pictures linked to sound.</p> <p>Children will begin to identify some sounds during oral blending games.</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary.</p>	<p>Lots of games focusing on oral blending.</p> <p>Children are able to identify initial sounds and blend familiar CVC words.</p> <p>Make predictions about a story using the relevant vocabulary with independence.</p> <p>To mark make for a purpose and be able to talk about the marks.</p>

	Nursery Knowledge	<p>To know that text can be used as a form of identification.</p> <p>To know that text has a meaning.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To learn a range of Nursery Rhymes.</p>	<p>To know that letters are used to make up words.</p> <p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To learn that stories have a sequence; beginning, middle and end.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To begin to acknowledge initial sounds and their relevance in the environment</p>	<p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To join in with repetition within stories and rhymes.</p> <p>To be able to talk about different parts of the story.</p>	<p>To be able to talk about their marks with confidence.</p> <p>To talk about the sounds they have identified.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>To know that blending sounds makes words.</p> <p>To identify the pictures with corresponding.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>To identify CVC words orally.</p> <p>To be able to segment sounds in CVC words.</p> <p>To know that letters make sounds.</p> <p>To join in with repetition within stories.</p> <p>To engage in extended conversations about stories.</p>
	Listening Skills	Tuning into sounds (auditory discrimination).		Listening to and remembering sounds (auditory memory and sequencing).		Talking about sounds (developing vocabulary and language comprehension).	
Maths	Areas of learning covered.	<p>Number rhymes.</p> <p>Matching, colours, Sorting, comparing amounts and counting numbers to 5.</p> <p>Compare size, 2D Shapes.</p> <p>Simple patterns.</p>		<p>Size – weight</p> <p>Counting and reciting numbers to 10.</p> <p>Representing numbers 1, 2, 3.</p> <p>Subitising</p> <p>Representing numbers 4, 5</p> <p>Length, height</p> <p>Positional Language.</p>		<p>One more/less.</p> <p>2D and 3D shapes.</p> <p>Sequences.</p> <p>Size.</p> <p>Length.</p> <p>Weight and Capacity.</p> <p>Review of previously taught concepts.</p> <p>Positional Language.</p>	
	Nursery Skills	To be able to correspond amounts, compare and match colours, compare and sort.	To show an understanding of 1:1 counting to 5.	To recite up to 10. To count out a group of up to 5 objects.	To identify, describe and compare groups of objects.	To count out a group of up to 10 objects. One more/less using a number line.	To count, order and recognise numbers to 5 in and out of sequence. To name and describe 2D shapes.

		<p>To talk about and explore patterns in the environment</p> <p>Talk about and explore 2D shapes using some relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners</p> <p>To talk about what happened today, yesterday and tomorrow.</p>	<p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners</p> <p>To continue a simple pattern</p>	<p>To develop fast recognition of numbers.</p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making.</p>	<p>To compare and order objects according to their weight, length and height</p> <p>Knowing that the last number you count represents the total number of objects</p> <p>To develop fast recognition of numbers.</p> <p>To count up to 10.</p> <p>To show an awareness of positional language such as under/behind/ next to/over/ on top of.</p> <p>To independently create and talk about own patterns using a range of objects and resources.</p>	<p>Practical problem solving with numbers up to 5.</p> <p>To select and use shapes appropriately in play, combining them to make models and enclosures.</p> <p>To develop fast recognition of numbers.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To begin to make sensible comparisons between objects relating to size, length, weight and capacity.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p>	<p>Extension: To name some common 3D shapes and properties.</p> <p>To compare and order objects according to their size and distance.</p> <p>To develop fast recognition of numbers.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p>
	Nursery Knowledge	<p>Singing a range of number songs.</p> <p>To say number names to 5 in order.</p> <p>To know that time can be measured using days.</p> <p>To know that the last number said represents the total number of objects</p>	<p>To say number names to 10 in order.</p> <p>To know that a group of objects can also be represented by a number</p> <p>Singing a range of number songs.</p> <p>To know that the last number said</p>	<p>To create and repeat simple patterns.</p> <p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To say number names to 10 in order.</p>	<p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To use the language of more and less to compare amounts.</p> <p>To know that numbers can be ordered.</p>	<p>To subitise to 6.</p> <p>To remember the order in which things happen.</p> <p>To know that fewer than means taking an amount away from a group.</p> <p>To know that some shapes more appropriate than others when building.</p>	<p>To subitise to 6.</p> <p>To learn vocabulary linked to describing size and distance.</p> <p>To be able to say number names forwards and backwards to 10.</p> <p>To remember the order in which things happen.</p>

		To show an awareness and name some 2D shapes in the environment.	represents the total number of objects To show an awareness and name some 2D shapes in the environment.	To know that each object should only be counted once. Singing a range of number songs.	To be able to demonstrate through games and role play an understanding of positional language. Singing a range of number songs.	To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".	To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".
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Nursery Science History Geography Activities are flexible and will depend on children's interests.	Discussion about families and their similarities and differences Family- same and different- Develop understanding of the past using photographs – look how I've changed etc. Materials and their properties Make observations of winter animals. Properties of materials – ice/ sand. Christmas- changes linked to toys Look at different celebrations e.g. Christmas, Diwali	Look at special places (linked to holidays) we have been with our families Map of our school Describe other environments Make observations of animals Understand need to care for the environment	Talk about forces they can feel Grow and care for plants from seeds- understanding of life cycles Know some similarities and differences between the world around them	Compare the local environment and the seaside Look at life in the past e.g. grandparents holidays- photos, books, etc. Looking after our bodies- explain the concepts of growth, change	Explorers- develop understanding of characters from the past Fossils Digging for evidence Living things- plants and animals (bones, fossils, etc.) Explore collections of materials and use senses
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Expressive Arts and Design.	Nursery Skills	Listening to and joining in with Nursery rhymes and using musical instruments to tap out a rhythm. To learn about different art and music. Uses various construction materials.	Sing familiar Nursery Rhymes. To use different colours and materials to make Patterns. To make cards and decorations for friends and family using a range of media. To make patterns with paint and different objects, exploring what happens when you mix colours. Join construction pieces together to build and balance.	To use scissors effectively. To begin to act out different scenarios using props to enhance imaginative play. Sing familiar songs or make up your own songs. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	To learn about different textures and talk about them. Feely bag activities with different objects for children to feel and describe. To engage in role play by making stick puppets of different story characters. Sing familiar Nursery Rhymes.	To use puppets and props to act out different traditional stories. To make masks for role play. Sing familiar songs in the correct tone and change the melody if appropriate. Uses available resources to create props to support role-play.	Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. To listen to music and create movements to the different beats. To construct with bricks and blocks to make an enclosure. Explore different materials freely, using them with a purpose.
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				To play instruments with increasing control.	Realises tools can be used for a purpose. To create closed shapes with continuous lines which represent objects that can be spoken about or identified.	To use available props to develop stories and make imaginative play more purposeful. To show different emotions in pictures clearly. To draw with increasing control, representing features and detail clearly.	
Nursery Knowledge	To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. To know that certain art types belong to different cultures. E.g. Africa. For children to be able to construct with a purpose and safely.	To know how different colours and materials can be used to create things. To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world.	To know how colours can be mixed to make a new colour. To use their imagination to create different works of art. For children to be able to construct with a purpose and safely. To play instruments to express feelings and ideas.	To know about the different materials and what can be created with them. To use their knowledge of stories in acting them out with friends. Sing songs clearly using correct words that have been learned. To know how to create recognisable representations of objects.	To know how to use props appropriately for particular stories. To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. For children to be able to construct with a purpose and safely. To know how to use available props to develop stories and make imaginative play more purposeful.	To know that body movements can be changed depending on the rhythm to achieve a desired effect. To know that different construction toys can be used to make new things that can be used in pretend play. To show confidence in the choice of media when creating a model or picture.	