

<u>Nursery</u>						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic:	Super Duper Me!	Why are leaves crispy?	Will you read me a story?	What's inside an egg?	How does your garden grow?	Why is Water Wonderful?
Texts / extracts / poems covered (Cycle 1)	We are Family (T4W Text) What I like about Me! Peace at Last Superhero Gran Only One You Kipper's Birthday	Leaf Thief (T4W) Hodge the Hedgehog Pumpkin Soup The Very Busy Spider Hello Winter We're Going on an Elf Chase	The Three Little Pigs (T4W Text) The Smartest Giant in Town Stanley's Stick Zog Aliens love Underpants Mr Wolf's Pancakes	The Very Hungry Caterpillar (T4W Text) Odd Egg Come on Daisy Mad about Minibeasts The Bumble Bear Matisse's Magic Trail	Olivers Vegetables (T4W Text) Yucky Worms Kitchen Disco Titch Sam plants a Sunflower	The Great Storm Whale (T4W Text) Once upon a Raindrop Sharing a Shell Billy and the Pirates Tiddler Gigantic
Topic:	My family and Me!	Is it shiny?	Will you read me a story?	Can we explore it?	How many colours in a Rainbow?	What lives in a jungle?
Texts / extracts / poems covered (Cycle 2)	Goldilocks and the Three Bears (T4W Text) Five Minutes Peace When we Grow up Pablo's Feelings Hello Autumn Leaf Man	How to Catch a Star (T4W Text) Whatever Next Beegu Moon One Snowy Night Grumpy Badger's Christmas	Three Billy Goats Gruff (T4W Text) The Tiger who came to Tea Little Red Riding Hood The Gruffalo The Magic Crayon Hairy McClarey	We're Going to find a Monster (T4W Text) Where the Wild things are Little Bear's Spring Grandads Island Naughty Bus There's a Tiger on the Train	How to Catch a Rainbow (T4W Text) How to grow a rainbow Rainbowsaurus Festival of Colours Red Rockets and Rainbow Jellies A Colour of his Own	I am a Tiger (T4W Text) Alan's Big Scary Teeth Poo in the Zoo There's a Tiger in the Garden The Animal Boogie Jungle Jamborie

By the end of each term most children should:	• Add some marks to their drawings which they give meaning to. For example, 'That says mammy.' • Develop an enjoyment in mark making and an • understanding of how to make marks using marking tools. • Explore drawing and writing on paper, on screen and on • different textures, such as in sand and on playdough and • through using touch screen technology. Begin to show a preference for a dominant hand.	• Distinguish between the different marks they make. • Develop their pencil hold, holding mark making tools closer to the point and in a tripod grip. • Enjoy drawing and writing on paper, on screen and on different textures, such as sand or in playdough and through using touch screen technology. • Show a preference for a dominant hand.	• 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 mammy. • Write their name with recognisable letters. • Develop their fine motor skills so that they hold mark making tools correctly.
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