



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Ourselves	Colour and light	Weather	Mini beasts	Growth	Countries/ transport
Experiences	Visit from a nurse Visit from a dentist Walk around the local area looking at houses Trip to opticians Harvest festival	Visit to the green grocers Smoothie making Torches and den building Visit to Christmas tree lights festival Christmas performance walk to memorial (red)	Ice melting Visit to windmill Summer party in January Snow play Signs of spring walk	Bug hunting in the park Butterfly lifecycle experience Easter bonnet parade Egg drop from the tower (stem)	Visit to the garden centre Visit from a hen Tadpole experience Pond dipping Sunflower growth competition Allotment visit	Cooking Nigerian food Visit from Mike about school in India – fund raising picnic Malaysia day with Mrs Pointon Tramway museum trip
Parent Involvement	Come to harvest festival Books and breakfast event Tapestry updates Parent consultation	Dad’s (and others) get reading Christmas performance	Come to summer party Tapestry updates Parent consultation	Help teams at the egg drop Mother’s day afternoon tea	Breakfast and a book Tapestry updates Homework of measuring sunflower competition	Celebration assembly Sports day School report Traffic survey at home
Role Play Areas	House	Paint shop	Inside/outside	Garden	Garden	Travel agents
Key texts	Your are very special Marvellous me My marvellous mum My dad 5 minutes peace Elmer Dogger Peace at last	Owl babies The ripe red strawberry and the hungry bear A colour of his own Mouse paint I love you blue kangaroo Blue balloon	One stormy night The little raindrop The rainy day Mr Gumpy’s Motor Car Rosie’s Hat Stormy night One sunny day	The bad tempered lady bird, the very busy spider, The very hungry caterpillar, Monkey puzzle,, Superworm Easter story	Jasper’s seed The tiny seed Titch The enormous turnip Non-fiction book growing Let’s Grow	Handa’s Hen Handa’s surprise My Granny went to market Our world Chapati moon Duck in the truck Brilliant boats

	We're going on a bear hunt	Oliver's vegetables The colour of us Brown bear what do you see Christmas story				The train ride The journey home from Grandpa's
Rhymes (one per 2 week)	Head, shoulders, knees, toes Happy and you know it Miss Polly had a dolly Here we round the mulberry brush	Rainbow song Twinkl twinkle little star 5 little ducks 5 little men in a flying saucer	It's raining it's pouring I hear thunder Hey diddle diddle	Incy wincy spider There's a worm at the bottom of the garden Little Miss Muffet Hot cross buns	Dingle dangle scarecrow Mary Mary quite contrary I'm a little teapot	The wheels on the bus Row your boat che che kule kookaburra
CAL	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	Settling in activities Making friends Children talking about experiences that are familiar to them	Settling in activities Develop vocabulary Tell me a story - retelling stories Story language Word hunts	Using language well Ask's how and why questions... Retell a story with story language Ask questions to find out more and to check	Settling in activities Describe events in detail – time connectives Understand how to listen carefully and	Settling in activities Re-read some books so children learn the language necessary to talk about what is happening in each	Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the

	<p>What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>illustration and relate it to their own lives</p>	<p>world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p>PD</p>	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility</p>					
	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop fine</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, Climbing. Develop fine motor skills holding pencil correctly, using scissors etc</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence,</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time',</p>	<p>Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside and in a group</p>

	motor skills holding pencil correctly, using scissors etc		precision, and accuracy when engaging in activities that involve a ball.	having a good sleep routine, being a safe pedestrian.		
Literacy Reading	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print.</p> <p>Having a favourite story/rhyme.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities.</p> <p>Engage in extended conversations about</p>	<p>Retell stories related to events through acting/role play.</p> <p>Christmas letters/lists.</p> <p>Retelling stories using images / apps. Retell the story – Story Maps.</p> <p>Retelling of stories.</p> <p>Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to RWI.</p> <p>Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>Information leaflets about minibeast in the garden.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.</p> <p>Rhyming words.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Stories from other cultures and traditions</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead.</p> <p>Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>

	stories, learning new vocabulary.				
Literacy Writing Nursery	<p>Copies letters from own name by tracing over them Using large scale movements movements to wave flags and streamers, paint and make marks. Shows a preference for a dominant hand.</p> <p>Experiments with mark making both inside and outside,</p> <p>Makes marks in the sand, malleable materials, chalk, rice etc</p> <p>Modelled by an adult.</p>	<p>Begins to form some letters from own name correctly, starting in the correct place.</p> <p>Draws pictures and talks about their meaning. Uses circles and lines to mark make.</p> <p>Begins to write in areas of the nursery, i.e. makes lists in the shop, writes orders in the café. Modelled by adults. Facilitated through the availability of mark making materials and stimuli in all areas of the classroom.</p> <p>Experiments with chalk on the chalkboard, whiteboards, Large scale mark making Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Can write letters from name without tracing.</p> <p>Holds pens and pencil comfortably.</p> <p>Selects appropriate colours when drawing. Begins to draw a person with arms, legs, face, eyes, and mouth.</p> <p>Can trace over letters in the jolly phonics book with finger. Can form letters in the air and on a partners back, starting in the correct place.</p> <p>Can write letters of own significance.</p>		
Literacy Writing Reception	<p>Draws a picture from a story and can ascribe meaning to the picture in details. Writes own name independently. Beginning to write letters that have been learnt in phonics. Writes for a purpose within the setting. Uses initial sounds to label pictures.</p> <p>Writing stimulus: Create own name badge Draw family portrait and label Shopping list in role play</p>	<p>Write recognisable letters starting in the correct place, holding pencil in effective grip, showing good fine motor control. Writes from left to right. Writing labels, lists and captions Write high frequency words Can write first name and is beginning to write second name. Can write some cvc words that have been taught in phonics.</p> <p>Writing stimulus:</p>	<p>Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others. Uses finger spaces between words</p> <p>Writing stimulus: Create non-fiction book of plant Label seeds that have grown in garden Write thank you letter for the allotment visit Record height of sunflower in sunflower diary</p>		



	Receipts from paint shop in role play Christmas list Christmas cards- write names of class	Label a mini beast Write caption for a mini beast habitat Write a letter to Rosie to help her find her hat Draw and label using initial sound, the things you are afraid of Label picture of a bug Record weather changes	Label foods tasted and whether they were liked/disliked Write a list of fruits that you like (Handa's Surprise) Describe fruits and label a fruit basket			
Phonics and reading nursery	<p>Phase 1 Aspect 1 – General sound discrimination – environmental Aspect 2 – General sound discrimination – instrumental sounds</p> <p>Recognise own name</p> <p>Phase 2- letters S,A,T</p>	<p>Phase 1: Aspects – 2, 3, 4, 5 Aspect 2 – General sound discrimination – instrumental sounds Aspect 3 – General sound discrimination – body percussion Aspect 4 – Rhythm and rhyme Aspect 5 – Alliteration Teach: Front Cover, Back Cover. Difference between picture and text. Use Picture Clues: 'What can you see?' Encourage children to predict what's happens next. Begin to say a sentence. 'What next?' 'What do you think?' 'I see' 'I Say: You Say.</p> <p>Knows letters in own name</p> <p>Phase 2- S,A,T,P,I,N, MDG</p>	<p>Phase 1: Aspects 5-7 Aspect 5 – Alliteration Aspect 6 – Voice sounds Aspect 7 – Oral blending and segmenting Introduce Lilac Books (Reading Planet) Use Picture Clues: Can the children talk about the pictures? Can they remember the main points of the story?</p> <p>Can read and copy own name</p> <p>Phase 2- S,A,T,P,I,N, M,D,G O, C, K</p>			
Phonics Reception	Recap Phase 1 Phase 2	Phase 2	Phase 3	Phase 3	Phase 3	Phase 4
Mathematics Nursery	Numbers 0-3 recognition Notice numbers in the environment	Number recognition 0-6 Counting to 10	Number recognition 0-10 Orders numbers 1-5			

	Notices number of personal significance Counting to 5 Counting claps, counting objects Number rhymes and song- 5 little ducks, 5 current buns, 5 little men 2d shapes Patten		Counting hops, skips, objects, snack Orders numbers 1-3 Knowing more/less 5 little monkeys jumping on the bed, 10 green bottles 3 d shape Weight Time		Begin number forming Counting to 15 and beyond Matching numeral to quantity Knowing which quantity has more/less Sharing objects between 2 people 2d and 3d shape Capacity Length	
Mathematics Reception We follow the White Rose scheme of work for maths planning	Number and Place Value Numbers to 5 Subitising Comparing groups within 5 Comparing quantities of identical objects / non identical objects Addition and Subtraction Change within 5 One more / one less Number and Place Value Numbers 4, 5, ,6,7,8 Subitising Early doubling Time-First / then / now Spatial thinking and shape 2D / 3D Shape		Number and Place Value Numbers 6, 7, 8 Making Pairs / Combining different groups Numbers 9, 10 Building 9 and 10 Early doubling Subitising Shape 2D / 3D Shape Numbers 7, 8, 9, 10 Halving Doubling Sharing		To 20 and Beyond Building numbers beyond 10 10-15 Counting patterns beyond 10 Patterns Making more complex pattern Find my pattern Number Numbers 16, 17, 18, 19, 20 Halving, doubling, sharing Subitising Measure Length,, Weight, capacity	
Art and Design	Self portraits Family tree with help from photographs Play dough people, different skin tone Pablo Picasso playdough Loose parts faces Collage	Colour printing, repeating pattern Firework art Safety posters Jam tarts Make a poppy wreath for cenotaph Stencils Rubbings	Bubble blowing Make a pin wheel Ice painting outside, Pipette art Splatter paint Jackson Pollack pictures Mix powder paint in puddles	Design a snail shell String spider's web Repeating pattern hungry caterpillar Colour mixing Observational drawings of the caterpillars Finger painting	Design and paint a plant pot Natural printing in play dough Collage with natural objects Leaf rubbing, bark rubbing Andy Goldsworthy	Painting with wheels Design and create a car Making flags Tie dying material Create jewellery from pasta and paint- Africa Junk modelling vehicles Large scale painting on big rolls of paper

	<p>Printing- with vegetables/blocks etc Map making Autumn exploring</p>	<p>Vegetable printing Colour mixing Paint blowing Christmas crafts</p>	<p>Create a kite Sunset art Create a storm picture using crayon and paint</p>	<p>Clay sculptures of spiders Bottle top bugs Carboard spider printing</p>	<p>Sketching of flowers Painting flowers, colour mixing Pipe cleaner flowers Easter crafts</p>	
<p>Knowledge and Understanding of the World</p>	<p>Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events.</p>					
	<p>Explore our local area</p> <p>Learn how to look after ourselves with a visit from a dentist/nurse</p> <p>What happens in a home- role play.</p> <p>Where do I live? What types of homes are there in the world.</p> <p>What is my family like? How is my family different to others? What is my family tree?</p> <p>Books to help:</p> <p>Atlas Maisy goes to the dentist</p>	<p>Make green soup Make jam tarts Learn about nocturnal animals Learn about leaves and their cycle of growth and decay Floating and sinking</p> <p>Books to help:</p> <p>Nocturnal animals Light by Sheree Boyd The colour of us by Karen Katz</p>	<p>Make a bird feeder Explore snow, melting and freezing Create an ice sculpture Find out how a wind mill works</p> <p>Books to help:</p> <p>Why do leaves fall from trees? Maisy's wonderful weather book Non-fiction book about wind</p>	<p>Design a bug hotel Create a habitat for a bug Pond dipping Bug hunting on Pastor John's garden Worm house- loo at the different types of soil How does a spider eat a fly? Watch caterpillars change into butterflies</p> <p>Books to help:</p> <p>Do you like bugs? God's amazing bugs My busy, green garden</p>	<p>Growing vegetables in mini green house Growing flowers and measuring Walk in the park to see the signs of growth Visit to a garden centre</p> <p>Books to help:</p> <p>Let's grow, instruction book Planting a rainbow How a seed grows, Helene Jordan</p>	<p>Boats that float Floating and sinking Paper aeroplanes, gravity Ramps and cars, friction Design own vehicle Tasting food from other cultures Visitors to talk about their country/culture Look at clothing/photographs from another culture</p> <p>Books to help:</p> <p>Non-fiction books of other cultures</p>



	Why do we brush our teeth Usbourne Homes around the world non-fiction.					
RSE	A healthy, happy me How to stay healthy, diet, Oral Health Exercise, sleep,		Families and people who care What makes a family, who is in my family, how is my family different to other families, families in the Bible. Special people in my life who can help me		Emotional wellbeing What makes me happy? What things can I do to help me feel happy when I am sad? What special people help me when I am sad? How to talk about big feelings.	
R.E		Christmas events and celebrations		Who is Jesus and what did he do?		Why is the Bible special to Christians?