




Subject **Autumn** **Spring** **Summer**

Special Events	Recycle Week Macmillan Coffee Morning National Poetry Day Diwali	Bonfire night Remembrance Day Road Safety Week Hanukkah Christingle Christmas	Chinese New Year NSPCC Numbers Day Dental nurse visit	Shrove Tuesday Martisor Mother's Day Easter bonnet parade Eid - varies	St Georges Day	Father's Day Summer Sing
Weeks (190 days)	5 + 4d <i>start 16.09.24</i>	6 + 4d	5 + 4d	6	4 + 3d	7 + 2d
Parental Engagement	Welcome meetings Class Dojo Reading workshop	Class Dojo	Class Dojo	Class Dojo Parents evening Oral hygiene workshop	Class Dojo Family Fridays New intake meetings	Annual report Class Dojo
Topic	What makes me, me?	What is around me?	How do minibeasts help us?	What can I see in the wild?	Why do I like stories?	What can I learn from Traditional tales?
<p>TEXTS</p> <p>Traditional Nursery rhyme focus across the year.</p> <p>Add Activities related to suggested dear time stories and songs with props in the nursery learning environment for children to immerse into during independent play</p> <p>Link cross curricular links where possible (EYFS statements)</p>	<ol style="list-style-type: none"> Settling Settling -4. What I like about me Head shoulders knees and toes song Miss Polly had a dolly song <p>Suggested songs and action rhymes</p> <ol style="list-style-type: none"> Here we go the mulberry bush If you are happy and you know it. Hokey Cokey Tommy thumb Open shut them (hand song) Humpty Dumpty the wheels on the bus go round 	<ol style="list-style-type: none"> Twinkle little star Twinkle little star Baa Baa black sheep Baa Baa black sheep 5 speckle fogs 5 little ducks 5 festival celebration <p>Suggested songs and Action rhymes</p> <ol style="list-style-type: none"> 5 Spacemen in a flying saucer 5 Aliens in a flying saucer Wind the bobbin up Oh, Mc Donald had a farm Row row your boat Hickory dicky dock 12345 once i caught a fish alive. 	<ol style="list-style-type: none"> The very hungry caterpillar The very hungry caterpillar The very hungry caterpillar aaaaarh spider aaaarh spider Snail Trail Jo Saxton (art link Artist Henri Matisse) <p>Suggested songs and Action rhymes:</p> <ol style="list-style-type: none"> Incy wincy spider Let me be a happy minibeast song 	<ol style="list-style-type: none"> Brown Bear Brown Bear what do you Dear Zoo – Rod Campbell Dear Zoo – Owl babies (Mother's Day) <p>Suggested songs and Action rhymes:</p> <ol style="list-style-type: none"> Five little monkeys Down in the jungle 10 little monkeys jumping on the bed 	<ol style="list-style-type: none"> Were going on a bear hunt Were going on a bear hunt Handa surprise Handa surprise Children's choice <p>Suggested songs and Action rhymes:</p> <ol style="list-style-type: none"> Phonic nursery rhymes Round and round the garden like a teddy bear 	<ol style="list-style-type: none"> Gingerbread man Gingerbread man Goldilocks and the three bear Goldilocks and the three bear The Gruffalo The Gruffalo Children's choice <p>Suggested songs and Action rhymes:</p> <ol style="list-style-type: none"> Phonic nursery rhymes Jack and Jill I'm a little tea pot



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	<p>Suggested Dear time stories</p> <ol style="list-style-type: none"> 1. It's my Birthday 2. Cake 3. My new baby 4. This is me 5. Only one you 6. Super Duper you 7. Funny Bones 8. All Kinds of Families 9. Diwali <p>Pre phonics skills Rhythm suggestion: Sounds Around Us Body Percussion activities Clapping pattern activities</p>	<p>Suggested Dear time stories</p> <ol style="list-style-type: none"> 1. How to catch a star 2. Man on the moon 3. Beegu 4. Aleins love underpants 5. Stickman (bonfire and Christmas) 6. Noisy Farm 7. Farmer Duck 8. Pig in the pond 9. A squash and a squeeze 10. Kippers Christmas 11. How to catch a rainbow 	<p>Suggested Dear time stories</p> <ol style="list-style-type: none"> 1. The crunching munching caterpillar 2. Mad about minibeast 3. Super worm 4. The very busy Spider 4. The happy bee 	<p>Suggested Dear time stories</p> <ol style="list-style-type: none"> 1. Night monkey, Day monkey 2. Monkey puzzle 3. We all went on a safari 4. The tiger who came to tea 5. Where's my teddy?6. Room on the broom. 7. Giraffes can't dance 8. I love Mummy 9. My Mum is Fantastic 	<p>Suggested Dear time stories</p> <ol style="list-style-type: none"> 1. Rainbow fish 2. Not now Bernard 3. Supertato 	<p>Suggested Dear time stories</p> <ol style="list-style-type: none"> 1. Elmar 2. Shark in the park 3 The colour monster
<p>Mark Making Outcome</p>	<p>Prewriting skills</p> <ul style="list-style-type: none"> -Uses large scale muscle movements to wave flags and streamers, paint, chalk and make marks. -Daily Dough Disco -Messy sensory play -Grasp and manipulation activities - eye hand coordination activities 	<p>Parent child self-register (child recognise name) every morning – Start in Autumn 2 when all children are settled in.</p> <p>-Introduce Mark Maker characters (Lionel, Ziggy, Archie and Swirlo).</p> <p>-Forming basic patterns (Mark Makers) and chooses a dominant hand for writing.</p> <p>-Begins to use correct pencil grip and uses one handed tools and equipment.</p>	<p>Parent child write name and self-register</p> <ul style="list-style-type: none"> -Can copy some letters e.g., letters from their name. -Uses a correct pencil grip. 			
	<p>-Sings a large repertoire of songs.</p>	<p>-Every Thursday parents to come in and share a</p>				



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<p>Communication, Language</p>	<p>-Is developing his/her communication but may still make mistakes with irregular tenses and plurals e.g., 'runned' for ran.</p> <p>-Is developing his/ her pronunciation but may still have problems saying some sounds and multisyllabic words such as pterodactyl. Hippopotamus etc.</p>	<p>storybook with their child 15min session Uses a wider range of vocabulary.</p> <p>-Uses longer sentences of four to six words.</p> <p>-Uses talk to organise himself/herself and his/her play e.g., "Let's go on a bus... you sit there... I'll be the driver".</p>	<p>-Understands a question or an instruction that has two parts such as 'go and get your coat and wait at the door'.</p> <p>-Understands why questions such as 'why did the caterpillar get so fat?'</p> <p>-Can start a conversation with an adult or a friend and continue it for many turns.</p>
<p>Literacy</p>	<p>Engages in extended conversations about stories, learning new vocabulary.</p> <p>Cover traditional Nursery Rhyme in DEAR time</p> <p>Foundation for Reading – Little Wandle</p> <p>Pre-Phonics skills</p> <ul style="list-style-type: none"> -Environmental sounds -Instrumental sounds -Body percussion -Rhythm and rhyme in speech and song 	<p>Understands that print has meaning, can name the different parts of a book, that print can have different purposes, page sequencing.</p> <p>-Understands that we read English text from left to right and top to bottom.</p> <p>- Is developing his/her phonological awareness so they can spot and suggest rhymes, count and clap syllables in a word.</p> <p>Cover traditional Nursery Rhyme in DEAR time – begin to hear and find rhymes in poems and stories. Begin to match rhyme in pictures.</p> <div style="margin-top: 10px;"> <p>_____ Spring 1</p> <p>satpinm</p> <hr/> <p>_____ Spring 2</p> <p>dgocke</p> <hr/> <p>_____ Summer 1</p> <p>urhbfl</p> <hr/> <p>_____ Summer 2</p> <p>jvwyzquch</p> <hr/> <p>_____ Reception</p> <p>ckxshthngnk</p> <hr/> </div>	<p>Uses some of his/her print and letter knowledge in his/her early writing e.g., writing a pretend shopping list.</p> <p>-Writes some/all their name</p> <p>-Writes some letters accurately.</p> <p>-Recognise words with the same initial sound e.g., mummy and mother.</p> <p>Is beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then... (<i>also Maths</i>)</p> <p>Cover traditional Nursery Rhyme in DEAR time – begin to hear and find rhymes in poems and stories. Begin to identify rhyme in games, stories, and poetry.</p> <p>Begin to hear alliteration and initial sounds e.g. in their name and in nouns.</p> <p>Phase 1 and begin Phase 2 Phonics.</p>



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<p>Maths</p>	<p>Colours- Red, Blue, Yellow, Green and Purple Match buttons and colours Matching towers, shoes, number shapes and shapes. – big and small Sort by colour, size and shape</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Subitising- dice pattern Subitising- random pattern Subitising –different sizes</p> <p>Say one number for each item in order 1,2,3.</p> <p>Experiment with own symbols/marks include some numerals.</p> <p>Show finger numbers up to 5.</p> <p>Talks about and joins in with simple patterns e.g. on materials, in stories and in movement activities. Begin to use informal language like 'pointy', 'spotty', 'blobs' etc when looking for pattern.</p> <p>Talk about and explore 2D shapes (e.g. circles, rectangles, triangles) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round.' Some awareness of similarities and difference between objects.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') to between 3 or 5.</p> <p>Experiment with own symbols/marks include some numerals.</p> <p>Fast recognition of up to 5 objects (subitising).</p> <p>Recite numbers past 5.</p> <p>Talk about and explore 2D and 3D shapes. Attempt to create arches and enclosures when building selecting shapes appropriate to purpose.</p> <p>Make comparisons between 3 objects in relation to size, weight, and length.</p> <p>Capacity</p> <p>Understands position, e.g. "The bag is under the table," - with picture cues. Respond to language of position and direction.</p> <p>Begin to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf. Use informal language like 'pointy', 'spotty', 'blobs' etc when looking for pattern.</p> <p>Compare 2 objects relating to size and length.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') to 5 and beyond.</p> <p>Say one number for each item in order: 1,2,3,4,5</p> <p>What comes before e.g. what comes before 4? What comes after e.g. what comes after 5?</p> <p>More than and fewer than</p> <p>Experiment with and link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5 e.g. number stories 3 bees and one more bee make?</p> <p>Make comparisons between 3 objects in relation to size, weight, capacity, and length.</p> <p>Extend, create, notice, and correct an error in simple linear pattern of two or three objects. Create own spatial patterns showing some organisation or regularity.</p> <p>Understand position through words alone, e.g. "The bag is under the table." Use language of position and direction.</p> <p>Talk about and combine 2 & 3D shapes to make new ones (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'. Partition and combine shapes to make new ones.</p>



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<p>Physical Development</p>	<p>-Goes up steps and stairs, or climbs apparatus, using alternate feet.</p> <p>-Is continuing to develop movements; balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>-Uses large-scale muscle movements to wave flags and streamers, paint and make marks.</p> <p>I can:</p> <p>-Take my coat off</p>	<p>Use one handed tools and equipment, e.g., making snips in paper with scissors.</p> <p>-Show a preference for a dominant hand.</p> <p>-Is increasingly independent as he/she gets dressed and undressed, e.g., putting his/her coat on and doing up zips.</p> <p>I can:</p> <p>-Begin to put my coat on independently.</p> <p>-Use a dominant hand for mark making.</p>	<p>Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>-Uses a comfortable grip with good control when holding pens and pencils.</p> <p>-Chooses the right resources to carry out his/her own plan, e.g., choosing a spade to enlarge a small hole he/she dug with a trowel.</p>
<p>Understanding the World to include Science</p> <p>History</p> <p>Geography</p>	<p>Science Aut 1: Forces – pushes, pulls – play dough, toys, when we construct (on going all year with focus vocabulary each term).</p> <p>Materials – squashing, squeezing, stretching, bending, sorting etc.. construct (on going all year with focus vocabulary each term).</p> <p>Aut 2: Light to explore how things work. Electricity to explores how things work</p> <p>-Is beginning to make sense of his/her own life story and his/her family’s history.</p> <p>-Uses all his/her senses in hands-on exploration of natural materials.</p>	<p>Science Spring 1: Humans – Name body and face parts. Begin to explore 5 senses.</p> <p>Science Spring 2: Animals and their habitats– Name a range common animal and their young. Use play farms and play zoos to sort the different types. Role play vet to learn pet animals and animal care.</p> <p>Is continuing to develop positive attitudes about the differences between people.</p> <p>-Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos.</p> <p>-Understands the key features of the life cycle of a plant and an animal. And plants seeds and cares for growing plants.</p>	<p>Science: Sea animals and their habitats – sort and name by looking at similarities and differences. Floating and sinking (Forces) Plants – growing, naming a few simple flowers, growing food.</p> <p>Shows interest in different occupations.</p> <p>-Talks about what he/she sees, using a wide range of vocabulary. Recall a sequence of events in everyday life and in stories.</p> <p>-Is beginning to understand the need to respect and care for the natural environment and all living things.</p> <p>Describe a familiar route and discuss routes and locations, using words like 'in front of' and 'behind.' (also maths)</p>
<p>Personal Social and Emotional Development</p>	<p>Becomes more outgoing with unfamiliar people, in the safe context of his/her setting.</p> <p>--Increasingly follows rules, understanding why they</p>	<p>As left column plus...</p>	<p>As left column plus...</p>



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To include PSED and RE	<p>are important.</p> <ul style="list-style-type: none"> -Plays with one or more other children. -Can make healthy choices about food and drink. -Is beginning to understand how others may be feeling. -Talks with others to solve conflicts. -Is increasingly independent in meeting own care needs, e.g., using the toilet, washing, and drying his/her hands. -Selects activities and resources, with help when needed. 	<p>Plays with one or more other children, extending and elaborating play ideas.</p> <ul style="list-style-type: none"> -Can make healthy choices about food, drink, activity and toothbrushing. <p>Is increasingly independent in meeting his/her own care needs, e.g., toothbrushing, toilet, washing hands.</p>	<p>Sun safety</p> <p>Shows more confidence in social situations.</p>
Expressive Arts and Design	<ul style="list-style-type: none"> -Takes part in simple pretend play, using an object to represent something else even though they are not similar. -Can remember and sing entire songs. -Explores colours and colour mixing. <p>Selects shapes appropriately; flat surfaces for building, see <i>maths</i>, and begins to make enclosures.</p>	<ul style="list-style-type: none"> -Listens with increased attention to sounds. <p>Plays instruments with increasing control to express feelings and ideas.</p> <p>Create closed shapes with continuous lines and is beginning to use these shapes to represent objects.</p> <p>Combines shapes to make new ones; an arch, a bigger triangle etc" (<i>also maths</i>)</p>	<p>Begin to develop complex stories using small world equipment e.g., animals, dolls, and doll houses etc.</p> <p>Explores different materials freely, to develop ideas about how to use them and what to make.</p> <p>Drawing, painting and making collage and 3D representations with increasing complexity and detail, such as representing a face with circle and including details or building a model 'house' from blocks.</p>