

	Autumn Term		Spring Term		Summer Term	
Theme	Autumn 1 – All About Me	Autumn 2 – Bears	Spring 1 – On the Farm	Spring 2 – Come Outside!	Summer 1 – Let’s Go On An Adventure!	Summer 2 – Moving On Up!
Other Possible Themes	Settling in Getting to know about the children’s interests	Fireworks Autumn Christmas Bears	On the Farm Valentine’s Day	Spring Easter Growing Plants Mother’s Day	Transport Holidays and travel Under the sea ‘You Choose’ week	Father’s Day Transitions Dinosaurs Aliens
Enrichment Activities		Christmas celebration and activities with parents				Free-flow into Foxes
Communication and Language  Communication and Language is developed throughout the year through high quality interactions, core stories each week, ‘talking time’, and through singing rhymes and songs using actions.	<i>Listening, Attention and Understanding</i> Children will begin to listen to simple stories and understand what is happening, with the help of pictures and action Children will recognise and point to objects if asked about them <i>Speaking</i> Children will use single words during play and copy familiar expressions Children will use intonation, pitch and changing volume when ‘talking’	<i>Listening, Attention and Understanding</i> Children will begin to understand simple instructions Children will begin to focus on an activity of their choice Children will understand and act on longer sentences e.g. find your coat <i>Speaking</i> Children will start to put two words together Children will talk about things that are important to them	<i>Listening, Attention and Understanding</i> Children will begin to listen to other people’s talk with interest but can easily become distracted by other things Children will develop their pretend play <i>Speaking</i> Children will begin to talk about people and things that are not present Children will start to develop conversation, often jumping from topic to topic	<i>Listening, Attention and Understanding</i> Children will identify familiar objects and properties e.g. blue car, shiny apple <i>Speaking</i> Children will begin to use simple sentences Children will begin to ask questions Children will begin to use time language e.g. now and later	<i>Listening, Attention and Understanding</i> Children will listen to other people’s talk with interest but some may become distracted by other things <i>Speaking</i> Children will begin to use space language e.g. over there, here and prepositions e.g. in, on, under Children will begin to use function language e.g. a sponge is a for washing	<i>Listening, Attention and Understanding</i> Children enjoy listening to longer stories and can remember some of what happens <i>Speaking</i> Children may begin to use pronouns e.g. he, she, me, him, her Children may begin to use plurals e.g. cars
Personal, Social and Emotional Development  Throughout the year, children take part in circle times. Emotion cards are used to support children to recognise their own feelings. Stories and talking time are used to talk about a range of people/characters and their emotions and preferences. PSED is developed through small world play, role-play and the use of puppets in the whole class. Staff are encouraged to support children to become more independent throughout the year. Timers are used to support turn-taking. 7 habits- be kind, be brave, be safe	<i>Self-Regulation</i> Children will find ways to calm themselves, through being calmed and comforted by their key person Children will find ways of managing transitions, for example from their parent to their key person Children will begin to understand ‘yes’, ‘no’ and some boundaries <i>Managing Self</i> Some children will use the toilet with help Children will show some awareness of what a potty or toilet is used for Children will show a desire to help with dressing or undressing and hygiene routines <i>Building Relationships</i> Children play alongside others Children will build relationships with special people	<i>Self-Regulation</i> Children will establish their sense of self Children will begin to express preferences and decisions Children will feel strong enough to express a range of emotions Children will start to imitate different emotions Children will respond to a few appropriate boundaries with encouragement and support <i>Managing Self</i> Children will grow in independence, rejecting help (‘me do it’) Children will feed themselves competently with a spoon Children will communicate a need for the potty or the toilet	<i>Self-Regulation</i> Children will show understanding and cooperate with some boundaries and routines <i>Managing Self</i> All children will use the toilet with help or independently <i>Building Relationships</i> Children will be interested in other’s play and start to join in Children will begin to play with increasing confidence on their own and with other children, because they know their key person is nearby and available	<i>Self-Regulation</i> Children will safely emotions beyond their normal range through play and stories e.g. in the role play area <i>Managing Self</i> Children will feed themselves competently with a fork and spoon Children can usually manage washing and drying their hands <i>Building Relationships</i> Children may show concern and affection for people who are special to them	<i>Self-Regulation</i> Children will begin to express their own feelings e.g. sad, happy, cross, scared, worried <i>Managing Self</i> Children will help with clothing e.g. unzips zipper on jacket and takes off unbuttoned shirt <i>Building Relationships</i> Children will develop friendships with other children	<i>Self- Regulation</i> Children will begin to show ‘effortful control’, e.g. waiting for a turn and resisting a strong impulse to grab what they want or push their way to the front Children may show an awareness of how to manage their emotions Children will talk about their emotions e.g. I’m sad because.. <i>Managing Self</i> All children will use the toilet independently Children will be able to use a knife and fork Children will gain more bowel and bladder control and can attend to toileting needs most of the time themselves <i>Building Relationships</i>

		Building Relationships Children will engage with others through gestures, gaze and talk				Children will be more confident at turn-taking
Physical Development  Children improve their gross and fine motor skills daily inside and outside. There are a range of large and small balls, beanbags, hoops, bats and scoops for children to access. In the garden area, there is a slide, climbing frame/climbing wall, stepping stone and bike area to promote gross motor skills.	Gross Motor Skills Children will begin to balance blocks and build a small tower Children will move to music Children will begin to kick and throw large balls Children will sit on a push-along wheeled toy Fine Motor Skills Children will hold a pen or crayon using a whole hand (palmar) and makes random marks with different strokes Children will begin to develop fine motor control through the use of simple peg puzzles	Gross Motor Skills Children will begin to climb confidently and begin to pull themselves up Fine Motor Skills Children will make connections between the different marks they make	Gross Motor Skills Children will attempt to catch balls Children will use a scooter Fine Motor Skills Children will show control in holding and using jugs to pour, hammers, books and mark-making tools Children will begin to thread objects	Gross Motor Skills Children begin to run safely on whole foot Fine Motor Skills Children may begin to show a preference for a dominant hand Children can turn pages in a book, sometimes more than one at a time	Gross Motor Skills Children mount steps, stairs or climbing equipment using alternate feet Fine Motor Skills Children imitates drawing simple shapes such as circles and lines	Gross Motor Skills Children will kick, throw and catch balls with increasing control Children move freely, with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, running, walking, jumping, skipping, sliding and hopping Children will ride a tricycle with pedals Fine Motor Skills Children will develop manipulation or control
Literacy  Children will develop their Literacy skills through a range of story, song and rhyme times. In the classroom, there are enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of the children.	-Children will engage in song and rhyme times – using props and instruments. -Children will choose the songs and rhymes they would like to join in with, using picture cards or by speaking. -Children will enjoy exploring songs and rhymes which reflect a range of cultures and languages, -Children will be encouraged to share books outside on a picnic rug or in small tents. -Children will explore favourite books through linked activities. E.g. going outside to splash through puddles and squelch through mud for ‘We’re Going on a Bear Hunt.’ -Children will begin to point out print in the environment and talking about what it means. (signs, shop names and door numbers) -Children will be encouraged to start mark-making (large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour, large brushes with paint or water, dragging streamers through puddles). -Once large-muscle co-ordination is developing well, children can develop small-muscle coordination (playground chalk, smaller brushes, pencils and felt pens).					
Possible Book Focus	Dear Zoo The Very Hungry Caterpillar	We’re Going On A Bear Hunt Goldilocks and the Three Bears	The Three Little Pigs	Jasper’s Beanstalk	Rainbow Fish Barry the Fish with Fingers	Elmer and the Lost Teddy Stop that Dinosaur Alien’s Love Underpants
Mathematics  Children will engage in a range of mathematical activities in their play. They will hear a range of mathematical vocabulary during the day and will be encouraged to join in with play-based activities linked to colours, shapes, numbers and sizes.	-Children will play freely with a wide range of interestingly shaped objects (vegetables, wooden pegs, spoons, pans, corks, cones, balls, pots and pans, boxes and objects to put in them) -Children will take part in activities including - stacking cups: hiding one, building them into a tower, nesting them and lining them up -Children will take part in finger rhymes which involve hiding and returning, like ‘Two little dicky birds’. -Children will begin to notice changes in amounts (by adding more bricks to a tower, or eating things up). -Children will use the counting sequence (count fingers and toes, stairs, toys, food items, sounds and actions). -Children will start to match counting words with objects. (e.g. move a piece of apple to one side once they have counted it.) -Children will begin to use spatial language like ‘on top of’, ‘up’, ‘down’ and ‘through’ when children play. -Children will use blocks and boxes to play freely with and build with. -Children will attempt to complete puzzles and jigsaws at different levels of difficulty. -Children will begin to use the language of size and weight. -Children will be provided with different sized objects to play freely with. (e.g. dolls’ and adult chairs, tiny and big bears, shoes, cups and bowls, blocks and containers.) -Children will be provided with patterned material (gingham, polka dots, stripes etc.). – and small objects to arrange in patterns.					

Understanding the World  Children will have daily opportunities to explore the outside area and observe the natural world.	-Children will explore textures, sounds, smells and tastes with fingers, feet and whole body (wet and dry sand, water, paint and playdough). -Children will experience different weather (rain, snow, wind). -Children will explore seasons (daffodils, blossom, autumn leaves). -Children will explore nature - walking through tall grass - splashing in puddles - seeing the spring daffodils and blossom - looking for worms and minibeasts. -Children will take part in planting seeds/bulbs and looking after plants. -Children will learn about caring for animals – caterpillars/butterflies, learning about pets. -Children will explore differences between people (providing resources which include positive images of people who are disabled, books and play materials that reflect the diversity of life in modern Britain, materials which confront gender stereotypes).
Expressive Arts and Design  Children will have access to a range of creative activities in the classroom.	-Children will play musical and singing games. -Children will listen to a range of different types of singing, sounds and music from diverse cultures – live and pre-recorded. -Children will sing action songs from different cultures/languages. -Children will play and perform music with different: - dynamics (loud/quiet) - tempo (fast/slow) - pitch (high/low) - rhythms (pattern of sound). -Children will use songs to go with routines. -Children will explore ‘found objects’ (e.g. tapping a bottle onto the table or running a twig along a fence). -Children will explore different ways of playing instruments. -Children will explore objects and materials with patterns, colours, tones and textures. -Children make marks in a range of ways (e.g. fingers in cornflour, sticks in mud - hands and feet in paint on different surfaces - tablets or computers). -Children will start to say colour names. -Children will develop their pretend play (home corner, role play, small world). -Children will begin to make models using junk. -Children will explore materials (blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures). -Children will learn to use appropriate tools and joining methods for the materials offered (glue, tape etc). -Children will explore materials - finding out what they are/what they can do, and how they want to use them.