






	Autumn Term		Spring Term		Summer Term	
Theme	Autumn 1 Settling In!	Autumn 2 Let's Compare!	Spring 1 Hot and Cold!	Spring 2 Change!	Summer 1 Growth / People Who Help Us!	Summer 2 Under and Over!
<b>Other Possible Themes</b>	<p>Ourselves and our Families Positional Language (Rosie's Walk) Seasonal Changes (Autumn)</p> <p>Habit 1 – Be Kind (Kind Hands, Helping Hands)</p>	<p>Seasonal Changes (Autumn) Pushes and Pulls, Rolling (Forces) Changes in State (Raw and Cooked Food) Bonfire Night, Diwali, Remembrance Day, Hanukkah, Christmas Polar Animals / Jungle Animals</p> <p>Habit 1 – Be Kind (Sharing, Including Others)</p>	<p>Seasonal Changes (Winter) Lunar New Year Changes in State (Melting and Re-Hardening Food, Freezing) Shrove Tuesday Hibernation Bears</p> <p>Habit 2 – Be Brave</p>	<p>Lifecycles (Animals) Seasonal Changes (Spring) Growing Up (Me - Baby to Adult) Easter Holi Ramadan</p> <p>Habit 2 – Be Brave</p>	<p>Seasonal Changes (Summer) Rhyming Growing Things Feelings – Keeping Others Happy The Dentist / Looking After Our Teeth The Vet Fire Fighters Eid Father's Day</p> <p>Habit 3 – Be Safe (Sun Safety, Managing Risks)</p>	<p>Floating and Sinking, Boats Sea Creatures Water Safety Seaside Feelings Size, Weight, Length, Capacity Materials - Bridges and Houses</p> <p>Habit 3 – Be Safe (Road Safety, Water Safety)</p>
<b>Enrichment Activities</b>		<p>Pumpkin Rolling Autumn Walks Invite people in to share Diwali Celebration experiences Clay Divas Friendship Week Christmas 'Performance'</p>	<p>Making Pancakes Cooking / Baking Food Invite people in to share Chinese New Year experiences Clay Hedgehogs</p>	<p>Spring Walks Holi Celebrations Mothering Sunday Easter Easter Hunt Egg and Spoon Races Outdoor Sketching</p>	<p>Summer Walks Invite people in to talk about their jobs Eid Father's Day Invite artists / musicians into the setting</p>	<p>Ice Cream Parlour Transitions from Cubs to Foxes / Foxes to Reception</p>
<b>Communication and Language</b>  <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, daily rhyme time speech and language interventions, Talk for Writing and Tapestry Time.</p>	<p><b>Listening, Attention and Understanding</b> Children will begin to understand 'where' questions.</p> <p><b>Speaking</b> Children will be able to use and understand positional language.</p>	<p><b>Listening, Attention and Understanding</b> Children will begin to sit and listen to the teacher on the carpet.</p> <p><b>Speaking</b> Children will be able to talk in sentences.</p> <p>Children will be able to talk about familiar books.</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to answer 'what come's next?' questions.</p> <p><b>Speaking</b> Children will understand an instruction that has two parts.</p> <p>Children will use descriptive language.</p>	<p><b>Listening, Attention and Understanding</b> Children will begin to sit for longer on the carpet and join in with carpet time discussions.</p> <p><b>Speaking</b> Children will be able to express a point of view.</p> <p>Children will use and understand directional language e.g. up, down, round.</p>	<p><b>Listening, Attention and Understanding</b> Children will understand 'why' questions.</p> <p>Children will begin to listen for rhyming words.</p> <p><b>Speaking</b> Children will use conjunctions to extend sentences.</p>	<p><b>Listening, Attention and Understanding</b> Children will engage in conversations and listen and respond appropriately.</p> <p><b>Speaking</b> Children will use a wider range of vocabulary.</p> <p>Children will be able to re-tell and sequence a familiar story.</p>
<b>Personal, Social and Emotional Development</b>  <p>Children will be encouraged to select resources with help, follow instructions, use resources safely and manage risks independently. Visual reminders will remind children of the key roles. Fine motor activities will support children's ability to manage their own needs. Snack times will encourage children to make healthy choices.</p>	<p><b>Habit 1: Be Kind</b></p> <p><b>Self-Regulation</b> Children will begin to understand the rules and routines of the setting and know why they are important.</p> <p><b>Managing Self</b> Children will begin to be independent at managing their own needs.</p> <p><b>Building Relationships</b> Children will play positive and cooperate with others Children will be able to use 'kind hands' and 'helping hands' in the classroom.</p>	<p><b>Habit 1: Be Kind</b></p> <p><b>Self-Regulation</b> Children will be able to share and include others in their play.</p> <p><b>Managing Self</b> Children will begin to understand healthy choices about food and drink.</p> <p><b>Building Relationships</b> Children will respect and listen to other's opinions.</p>	<p><b>Habit 2: Be Brave</b></p> <p><b>Self-Regulation</b> Children will have a go at trying new activities.</p> <p><b>Managing Self</b> <i>Children will begin dress themselves e.g. taking their socks and shoes off and putting them on independently.</i></p> <p><b>Building Relationships</b> Children will talk with others to solve Conflicts.</p> <p>Children will be able to work in a team.</p>	<p><b>Habit 2: Be Brave</b></p> <p><b>Self-Regulation</b> Children will follow the rules and routines of the setting and know why they are important.</p> <p><b>Managing Self</b> Children will begin to initiate challenge and persevere.</p> <p><b>Building Relationships</b> Child will begin to turn-take without adult support.</p>	<p><b>Habit 3: Be Safe</b></p> <p><b>Self-Regulation</b> Children will talk about their feelings using words such as 'happy', 'sad', 'angry' and 'worried'.</p> <p><b>Managing Self</b> Children will have a good understanding of oral health and hygiene and know about brushing their teeth.</p> <p><b>Building Relationships</b> Children will gradually understand how others might be feeling.</p>	<p><b>Habit 3: Be Safe</b></p> <p><b>Self-Regulation</b> Children will begin to control their emotions.</p> <p><b>Managing Self</b> Children will be increasingly independent at managing their own needs.</p> <p><b>Building Relationships</b> Children will begin to communicate with new adults.</p>

<p><b>Physical Development</b></p>  <p>Children improve their gross and fine motor skills daily through fine motor activities including painting and mark-making, riding trikes and bikes, using cutlery, using playdough; starting with large movements and moving to smaller movements. Children then begin to select the most appropriate techniques as required.</p>	<p><b>Gross Motor</b> Children will start to develop an awareness of how to control their body parts in a safe way.</p> <p><b>Fine Motor</b> Children will begin to investigate different tools.</p>	<p><b>Gross Motor</b> Children will use large muscle movements e.g. waving flags, big marks on paper.</p> <p>Children will begin to hop and stand on one leg, holding a pose.</p> <p><b>Fine Motor</b> Children will gain control when using different tools.</p> <p><b>Get Set 4 PE</b> Fundamentals 1</p>	<p><b>Gross Motor</b> Children will increasingly be able to remember and use sequences and patterns of movement to music and rhythm.</p> <p><b>Fine Motor</b> Children will use a comfortable grip when using tools.</p> <p><b>Get Set 4 PE</b> Dance 1</p>	<p><b>Gross Motor</b> Children will continue to develop their ball skills- rolling, throwing to a target and begin to catch.</p> <p><b>Fine Motor</b> Children will start to show a preference for a dominant hand.</p> <p><b>Get Set 4 PE</b> Ball Skills 1</p>	<p><b>Gross Motor</b> Children will go up and down apparatus using alternative feet / go upstairs.</p> <p><b>Fine Motor</b> Children will use tools safely e.g. scissors.</p> <p><b>Get Set 4 PE</b> Gymnastics 1</p>	<p><b>Gross Motor</b> Children will start taking part in some group activities.</p> <p><b>Fine Motor</b> Children will gain independence dressing / undressing- zips and buttons.</p> <p><b>Get Set 4 PE</b> Games 1</p>
<p><b>Literacy</b></p>  <p>Children develop their reading and writing skills through modelled text which is displayed in the environment, story times, modelling how to look after books and handle them properly, and during carpet time sessions whilst sharing books and stories. Using Talk for Writing, children are encouraged to re-tell stories and innovate them. Staff will model the purpose of writing. Children will be encouraged to engage in mark-making activities in a variety of areas of the environment.</p>	<p><b>Comprehension</b> Children will be able to express likes and dislikes of familiar stories and rhymes.</p> <p><b>Word Reading</b> Children will know that print has meaning and has different purposes.</p> <p><b>Writing</b> Children are encouraged to make marks on paper.</p> <p><b>Phonics Aspect 1:</b> General sound discrimination - listening to sounds around you</p>	<p><b>Comprehension</b> Children will begin to listen to, sequence and re-tell stories.</p> <p><b>Word Reading</b> Children begin to understand that print is read from left to right and top to bottom.</p> <p><b>Writing</b> Children are encouraged to make marks for a purpose.</p> <p><b>Phonics Aspect 2:</b> Instrument sounds</p>	<p><b>Comprehension</b> Children will explore the different purposes of writing e.g. invitations, recipes etc.</p> <p><b>Word Reading</b> Children begin to recognise the initial sound from their name.</p> <p><b>Writing</b> Children will begin to form familiar shapes in their mark making.</p> <p><b>Phonics Aspect 3:</b> Body Percussion. <b>Phonics Aspect 4:</b> Rhythm and Rhyme</p>	<p><b>Comprehension</b> Children will be encouraged to re-tell their own stories.</p> <p><b>Word Reading</b> Children begin to recognise their name.</p> <p><b>Writing</b> Children will begin to use some of their knowledge of print and early writing in their play.</p> <p><b>Phonics Aspect 5:</b> Alliteration</p>	<p><b>Comprehension</b> Children will spot and suggest rhymes.</p> <p><b>Word Reading</b> Children will begin to recognise words with the same initial sound.</p> <p><b>Writing</b> Children will begin to write the initial letter from their name.</p> <p><b>Phonics Aspect 6:</b> Voice Sounds</p>	<p><b>Comprehension</b> Children will be able to re-tell and sequence stories.</p> <p><b>Word Reading</b> Children will know the names of different parts of a book e.g. title, cover, author, page etc.</p> <p><b>Writing</b> Children will begin to write some / all of their name.</p> <p><b>Phonics Aspect 7:</b> Oral Blending and Segmenting</p>
<p><b>Possible Book Focus</b></p>	<p>Rosie's Walk (Pat Hutchins) The Scarecrow's Hat Guess How Much I Love You? No Matter What (Debi Gliori)</p>	<p>It's Pumpkin Time (Z. Hall) The Enormous Turnip / The Gigantic Turnip (Aleksei Tolstoy) Oliver's Fruit Salad / Oliver's Vegetables (Vivian French) Rumble in the Jungle (Giles Andrae) The Tiger who Came to Tea (Judith Kerr) Monkey Puzzle (Julia Donaldson) Slowly, Slowly said the Sloth (Eric Carle) Polar Bear, Polar Bear, What Do you Hear? (B. Martin) Don't Forget the Bacon (Pat Hutchins) Handa's Surprise Room on the Broom (Julia Donaldson) The Gruffalo/The Gruffalo's Child/Stickman (Julia Donaldson) Dear Santa (Rod Campbell)</p>	<p>Brown Bear, Brown Bear, What Do You See? (Eric Carle) We're Going on a Bear Hunt (Helen Oxenbury and Michael Rosen) Biscuit Bear (Mini Grey) The Cave (R. Hodgson) This is the Bear and the Picnic Lunch (Siobhan Hayes) A little Bit of Winter (P. Stewart) I'll always love you ( P.Ives) Clever Chopsticks (B. Ashley) Peace at Last (Jill Murphy)</p>	<p>The Gingerbread Man / The Runaway Chapatti Beware of the Crocodile (M. Jenkins) Solomon Crocodile (C. Raynor) The Very Hungry Caterpillar (Eric Carle) The Crunching Munching Caterpillar (S. Cain) Chicken Licken (Traditional) Lily gets Lost (J.Simmons) Hatch Little Eggs Ollie's Easter Eggs When will it be Spring? (C.Walters) Mole and the Baby Bird (M. Newman) Lamb says Boo (K.Sully)</p>	<p>Hairy Maclary from Donaldson's Dairy (Lynley Dodd) Hairy Maclary Rumpus at the Vets (Lynley Dodd) Fireman Small (W. Herbert Tee) Sam Plants a Sunflower (Axel Scheffler) The Tiny Seed (Eric Carle) Augustus and his Smile (C. Raynor) Jasper's Beanstalk (Nick Butterworth)</p>	<p>The Three Billy Goats Gruff (Traditional) The Three Little Pigs (Traditional) Bedtime for Monsters, Mr Big (Ed Vere) Don't Call me Sweet Aliens Love Underpants The Rainbow Fish (Markus Pfister) Smiley Shark (Halloway) Fidgety Fish (Halloway) Clumsy Crab (Halloway) Who Sank the Boat? (P. Allen)</p>

<p><b>Mathematics</b></p>  <p>Children will take part in weekly sessions linked to one focused area of maths. Children will use mathematical vocabulary in their daily language linked to time, shape, space, measure, number and numerical patterns</p>	<p><b>Number</b> Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Count sets of objects with 1 and 2 items.</p> <p><b>Numerical Patterns</b> Show 'finger numbers' up to 3 – explore counting forwards and backwards.</p> <p><b>Shape, Space and Measure</b> Describe a familiar route. Discuss routes and locations, <i>using words like 'in front of' and 'behind' (linked to Rosie's Walk).</i></p>	<p><b>Number</b> Say one number for each item in order.</p> <p><b>Numerical Patterns</b> Compare quantities using 'more than' and 'fewer than.'</p> <p><b>Shape, Space and Measure</b> Notice and correct an error in a repeating pattern. Extend and create ABAB patterns.</p> <p>Talk about and identify patterns around them E.g. <i>stripes on clothes, designs on rugs and wallpaper - use informal language like 'pointy,' 'spotty,' 'blobs' - leaf, stick, leaf.</i></p>	<p><b>Number</b> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p><b>Numerical Patterns</b> Show 'finger numbers' up to 5.</p> <p><b>Shape, Space and Measure</b> Understand position through word - 'in', 'on', 'under', 'up', 'down', 'besides' and 'between' (link to <i>We're Going On a Bear Hunt</i>)</p>	<p><b>Number</b> Recite numbers past 5.</p> <p><b>Shape, Space and Measure</b> Talk about and explore 2D and 3D shapes e.g. <i>circles, rectangles, triangles and cuboids using informal and mathematical language - 'sides', 'corners,' 'straight,' 'flat' and 'round.'</i></p> <p>Select shapes appropriately - flat surfaces for building, a triangular prism for a roof.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle.</p>	<p><b>Number</b> Experiment with their own symbols and marks as well as numerals.</p> <p>Link numerals and amounts e.g. showing the right number of objects to match the numeral, up to 5.</p> <p><b>Numerical Patterns</b> Solve real world mathematical problems with numbers up to 5.</p>	<p><b>Number</b> Discuss accuracy using '<i>exactly.</i>'</p> <p><b>Shape, Space and Measure</b> Make comparisons between objects relating to</p> <ul style="list-style-type: none"> <li>• size,</li> <li>• length</li> <li>• weight</li> <li>• capacity</li> </ul> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first,' 'then,' 'after,' and 'before.'</p>
<p><b>Understanding the World</b></p>  <p>Children will take part in woodland explorer sessions every week. They will also have regular topic sessions / circle times linked to each theme. Children will discuss holidays and places they have been throughout the year. Children will discuss the daily weather and appropriate clothing throughout the seasons. Children will celebrate birthdays throughout the year and discuss what a birthday is and how it is celebrated. Children will celebrate life events as they arise, eg. Birth of siblings, family weddings.</p>	<p>Children will explore the new school environment and learn new vocabulary to talk about features.</p> <p>Children will learn and pronounce each other's names.</p> <p>Children will be aware of family members and their relationship to them.</p> <p>Children will recognise similarities and differences between people and places and develop a positive attitude and respect for difference.</p> <p>Children will explore natural materials, learning about their properties. Children will be aware of Autumn.</p> <p>Children will share information about themselves and their families with the class, how they spend time together and who is in their family.</p> <p>Use positional language – in front of, behind, next to, under, above – when describing features in a small world setting and discussing routes.</p>	<p>Children will be aware of celebrations – Bonfire Night, Diwali and Christmas.</p> <p>Children will explore similarities and differences between natural materials and use new vocabulary.</p> <p>Children will understand the need to respect and care for the natural world (plant bulbs).</p> <p>Children will learn about seasons and changes – Autumn. They will collect natural items, discuss using senses and explore using magnifiers.</p> <p>Children will explore pushes, pulls, rolling (forces) – magnets and pulling linked to The Gigantic Turnip, pumpkin rolling.</p> <p>Children will experience changes in state of food (raw and cooked vegetables).</p> <p>Children will explore light shining through objects.</p> <p>Children will discuss hot/cold places and the animals that live there.</p>	<p>Children will learn that people around the world have different religions and celebrations (Lunar New Year).</p> <p>Children will learn about seasons and changes – Winter. They will collect natural items, discuss using senses and explore using magnifiers.</p> <p>Children will be aware of changes in state when cooking.</p> <p>Children will be aware of forces (stretching linked to cooking).</p> <p>Children will compare environments, e.g. river, mud, grass, cave.</p>	<p>Children will be aware of seasonal changes – Spring. They will collect natural items, discuss using senses and explore using magnifiers.</p> <p>Children will be aware of different celebrations (Easter).</p> <p>Children will know that lives of animals follow a life cycle – caterpillars / butterflies.</p> <p>Children will be aware that we grow and change each year (past and present) and discuss how they have changed since babies – photos in – and that we learn to do new things that we couldn't do before.</p>	<p>Children will be aware of seasonal changes – Summer. They will collect natural items, discuss using senses and explore using magnifiers.</p> <p>Children will be aware of different celebrations – Ramadan.</p> <p>Children will show an interest in occupations carried about by people they know, i.e. parents, teachers.</p> <p>Children will understand the role and responsibilities of their parents.</p> <p>Children will plant seeds and care for growing plants - life cycle of a plant – explore factual books.</p> <p>Children will begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Children will be aware of different celebrations - Father's Day.</p> <p>Children will explore changes in state – freezing / melting (ice cubes), discussing the physical change and making observations.</p> <p>Children will explore countries around the world and celebrate differences.</p> <p>Children will explore objects that float and sink – creating own boats.</p> <p>Children will talk about what they see using a wide vocabulary.</p>
<p><b>Expressive Arts and Design</b></p> 	<p><b>Music:</b> Children will listen with increasing attention to sounds.</p> <p><b>Art and Design:</b> Children will create self-portraits – exploring colour and choosing colour for a purpose.</p>	<p><b>Music:</b> Children will explore the sounds of different instruments.</p> <p>Children will learn and sing songs.</p> <p><b>Art and Design:</b></p>	<p><b>Music:</b> Children will mark make to music – discussing how music makes them feel.</p> <p>Children will explore music from different cultures and create a performance.</p>	<p><b>Music:</b> Children will explore pitch when singing – high / low and begin to use a 'singing' voice and 'pitch match' when singing.</p> <p>Children will sing a large repertoire of songs.</p>	<p><b>Music:</b> Children will explore musical instruments.</p> <p>Children will explore pulse when listening to music.</p> <p><b>Art and Design:</b></p>	<p><b>Music:</b> Children will explore music from the past and present.</p> <p>Children will play instruments with increasing control to express their feelings and ideas.</p> <p><b>Art and Design:</b></p>

Children will take part in weekly rainbow challenges that encourage them to be creative in range of different ways.	<b>Role Play:</b> Children will take part in simple pretend play using objects to represent something else.	Children will explore different materials freely developing their own creative ideas.  Children will join different materials.  <b>Role Play:</b> Children will retell a story using props.	<b>Art and Design:</b> Children will draw using different media – charcoal, chalk, oil pastel.  Children will create closed shapes with continuous lines and begin to use these shapes to represent objects.  Children will create with different textures (Bear Hunt settings).	<b>Art and Design:</b> Children will draw with increasing complexity – represent face with a circle and include detail.  Children will create observational sketches of objects (daffodils).  <b>Role Play:</b> Children will retell a well-known story using props (Gingerbread Man).	Children will explore different types of art and an artist’s work and create own representations.  Children will show different emotions in their drawings – happiness, sadness, fear.	Children will explore colour and colour mixing.  <b>Role Play:</b> Children will retell familiar stories using props (The Three Billy Goat’s Gruff).
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