



Theme	Autumn Term		Spring Term		Summer Term	
	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!
Other Possible Themes	Positional Language Habit 1 – Be Kind (Kind Hands, Helping Hands) Seasonal Changes (Autumn)	Pushes and Pulls (Forces) Changes in State (Raw and Cooked Food) Bonfire Night, Diwali, Remembrance Day, Hanukkah, Christmas Habit 1 – Be Kind (Sharing, Including Others) Polar Animals / Jungle Animals	Seasonal Changes (Winter) Lunar New Year Changes in State (Melting and Re-Hardening Food, Freezing) Habit 2 – Be Brave Shrove Tuesday Hibernation Bears	Lifecycles (Animals) Seasonal Changes (Spring) Growing Up (Me - Baby to Adult) Habit 2 – Be Brave Easter Holi Ramadan	Seasonal Changes (Summer) Rhyming Growing Things Habit 3 – Be Safe (Sun Safety, Managing Risks) Feelings – Keeping Others Happy The Dentist / Looking After Our Teeth The Vet Fire Fighters Eid Father’s Day	Floating and Sinking, Boats Sea Creatures Water Safety Seaside Feelings Size, Weight, Length, Capacity Habit 3 – Be Safe (Road Safety, Water Safety) Materials - Bridges and Houses
Enrichment Activities	Autumn Walks Pumpkin Rolling	Invite people in to share Diwali celebration experiences Clay Divas Friendship Week Christmas ‘Performance’	Making Pancakes Cooking / Baking Food Invite people in to share Chinese New Year experiences Clay Hedgehogs	Spring Walks Holi celebrations Mothering Sunday Easter Easter Hunt Egg and Spoon Races Outdoor Sketching	Summer walks People in to talk about their jobs Eid Father’s Day Invite an artist in to speak about types of art Invite musicians in to speak about their instruments	Ice cream parlour Transitions to Reception Mixing with Cubs
Communication and Language  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.	Listening, Attention and Understanding Children will begin to understand ‘where’ questions. Speaking Children will be able to use and understand positional language.	Listening, Attention and Understanding Children will begin to sit and listen to the teacher on the carpet. Speaking Children will be able to talk in sentences. Children will be able to talk about familiar books.	Listening, Attention and Understanding Children will be able to answer ‘what come’s next?’ questions. Speaking Children will understand an instruction that has two parts. Children will use descriptive language.	Listening, Attention and Understanding Children will begin to sit for longer on the carpet and join in with carpet time discussions. Speaking Children will be able to express a point of view. Children will use and understand directional language e.g. up, down, round.	Listening, Attention and Understanding Children will understand ‘why’ questions. Children will begin to listen for rhyming words. Speaking Children will use conjunctions to extend sentences.	Listening, Attention and Understanding Children will engage in conversations and listen and respond appropriately. Speaking Children will use a wider range of vocabulary. Children will be able to re-tell and sequence a familiar story.
Personal, Social and Emotional Development  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.	Habit 1: Be Kind Self-Regulation Children will begin to understand the rules and routines of the setting and know why they are important. Managing Self Children will begin to be independent at managing their own needs. Building Relationships Children will play positive and cooperate with others Children will be able to use ‘kind hands’ and ‘helping hands’ in the classroom.	Habit 1: Be Kind Self-Regulation Children will be able to share and include others in their play. Managing Self Children will begin to understand healthy choices about food and drink. Building Relationships Children will respect and listen to other’s opinions.	Habit 2: Be Brave Self-Regulation Children will have a go at trying new activities. Managing Self Children will begin dress themselves e.g. taking their socks and shoes off and putting them on independently. Building Relationships Children will talk with others to solve Conflicts. Children will be able to work in a team.	Habit 2: Be Brave Self-Regulation Children will follow the rules and routines of the setting and know why they are important. Managing Self Children will begin to initiate challenge and persevere. Building Relationships Child will begin to turn-take without adult support.	Habit 3: Be Safe Self-Regulation Children will talk about their feelings using words such as ‘happy’, ‘sad’, ‘angry’ and ‘worried’. Managing Self Children will have a good understanding of oral health and hygiene and know about brushing their teeth. Building Relationships Children will gradually understand how others might be feeling.	Habit 3: Be Safe Self-Regulation Children will begin to control their emotions. Managing Self Children will be increasingly independent at managing their own needs. Building Relationships Children will begin to communicate with new adults.

<p>Physical Development</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>Gross Motor Children will start to develop an awareness of how to control their body parts in a safe way.</p> <p>Fine Motor Children will begin to investigate different tools.</p>	<p>Gross Motor 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>Fine Motor Children will gain control when using different tools.</p>	<p>Gross Motor Children will go up and down apparatus using alternative feet / go up stairs.</p> <p>Fine Motor Children will use a comfortable grip when using tools.</p>	<p>Gross Motor Children will start taking part in some group activities.</p> <p>Fine Motor Children will start to show a preference for a dominant hand.</p>	<p>Gross Motor Children will continue to develop their ball skills- rolling, throwing to a target and begin to catch.</p> <p>Fine Motor Children will use tools safely e.g. scissors.</p>	<p>Gross Motor Children will increasingly be able to remember and use sequences and patterns of movement to music and rhythm.</p> <p>Fine Motor Children will gain independence dressing / undressing- zips and buttons.</p>
<p>Literacy</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>Comprehension Children will be able to express likes and dislikes of familiar stories and rhymes.</p> <p>Word Reading Children will know that print has meaning and has different purposes.</p> <p>Writing Children are encouraged to make marks on paper.</p> <p>Phonics Aspect 1: General sound discrimination - listening to sounds around you</p>	<p>Comprehension Children will begin to listen to, sequence and re-tell stories.</p> <p>Word Reading Children begin to understand that print is read from left to right and top to bottom.</p> <p>Writing Children are encouraged to make marks for a purpose.</p> <p>Phonics Aspect 2: Instrument sounds</p>	<p>Comprehension Children will explore the different purposes of writing e.g. invitations, recipes etc.</p> <p>Word Reading Children begin to recognise the initial sound from their name.</p> <p>Writing Children will begin to form familiar shapes in their mark making.</p> <p>Phonics Aspect 3: Body Percussion. Phonics Aspect 4: Rhythm and Rhyme</p>	<p>Comprehension Children will be encouraged to re-tell their own stories.</p> <p>Word Reading Children begin to recognise their name.</p> <p>Writing Children will begin to use some of their knowledge of print and early writing in their play.</p> <p>Phonics Aspect 5: Alliteration</p>	<p>Comprehension Children will spot and suggest rhymes.</p> <p>Word Reading Children will begin to recognise words with the same initial sound.</p> <p>Writing Children will begin to write the initial letter from their name.</p> <p>Phonics Aspect 6: Voice Sounds</p>	<p>Comprehension Children will be able to re-tell and sequence stories.</p> <p>Word Reading Children will know the names of different parts of a book e.g. title, cover, author, page etc.</p> <p>Writing Children will begin to write some / all of their name.</p> <p>Phonics Aspect 7: Oral Blending and Segmenting</p>
<p>Possible Book Focus</p>	<p>Rosie's Walk (P. Hutchins) It's Pumpkin Time (Z. Hall) Tanka Tanka Skunk The Scarecrow's Hat Guess How Much I Love You? No Matter What (D. Giori)</p>	<p>The Enormous Turnip / The Gigantic Turnip (Aleksei Tolstoy) Oliver's Fruit Salad / Oliver's Vegetables (V. French) Rumble in the Jungle (G. Andrae) The Tiger who Came to Tea (J. Kerr) Monkey Puzzle (J. Donaldson) Slowly, Slowly said the Sloth (E. Carle) Don't Forget the Bacon (P. Hutchins) Handa's Surprise Room on the Broom The Gruffalo / The Gruffalo's Child (J. Donaldson) Dear Santa (R. Campbell)</p>	<p>Brown Bear, brown bear, What Do You See? (E. Carle) We're Going on a Bear Hunt (M. Rosen) Biscuit Bear (M. Grey) Polar Bear, Polar Bear, What Do you Hear? (B. Martin) The Cave (R. Hodgson) This is the Bear and the Picnic Lunch (S. Hayes) A little Bit of Winter (P. Stewart) I'll always love you (P. Ives) Clever Chopsticks (B. Ashley) Peace at Last (J. Murphy)</p>	<p>The Gingerbread Man / The Runaway Chapatti Beware of the Crocodile (M. Jenkins) Solomon Crocodile (C. Raynor) The Very Hungry Caterpillar (E. Carle) The Crunching Munching Caterpillar (S. Cain) Chicken Licken 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) Growing Frogs (A. Bartlett) Lamb says Boo (K. Sully)</p>	<p>Hairy Maclary from Donaldson's Dairy Hairy Maclary Rumpus at the Vets (L. Dodds) Fireman Small (W. Herbert Tee) (L. Dodd) Sam Plants a Sunflower (A. Scheffler) The Tiny Seed (E. Carle) Augustus and his Smile (C. Raynor) Jasper's Beanstalk (N. Butterworth)</p>	<p>The Three Billy Goats Gruff The Three Little Pigs Bedtime for Monsters, Mr Big (Ed Verre) Don't Call me Sweet Aliens love Underpants The Rainbow Fish (M. Pfister) Smiley Shark (Halloway) Fidgety Fish (Halloway) Clumsy Crab (Halloway) The Snail and the Whale (E. Carle) Who Sank the Boat? (P. Allen)</p>

<p>Mathematics</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>Number 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>Numerical Patterns Show 'finger numbers' up to 3 – explore counting forwards and backwards.</p> <p>Shape, Space and Measure Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' (linked to Rosie's Walk).</p>	<p>Number Say one number for each item in order.</p> <p>Numerical Patterns Compare quantities using 'more than' and 'fewer than.'</p> <p>Shape, Space and Measure 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>Number 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>Numerical Patterns Show 'finger numbers' up to 5.</p> <p>Shape, Space and Measure 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>Number Recite numbers past 5.</p> <p>Shape, Space and Measure 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>Number 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>Numerical Patterns Solve real world mathematical problems with numbers up to 5.</p>	<p>Number Discuss accuracy using 'exactly.'</p> <p>Shape, Space and Measure Make comparisons between objects relating to</p> <ul style="list-style-type: none"> • size, • length • weight • capacity <p>Begin to describe a sequence of events, real or fictional, using words such as 'first,' 'then,' 'after,' and 'before.'</p>
<p>Understanding the World</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.</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 recognise similarities and differences between people and places and develop a positive attitude and respect for difference.</p> <p>Children will learn about seasons and changes – Autumn and collect items and explore using magnifiers.</p> <p>Children will explore natural materials, learning about their properties.</p> <p>Children will share information about themselves and their families with the class.</p>	<p>Children will be aware of celebrations – Bonfire Night, Diwali, 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 explore pushes and pulls (forces) – magnets and pulling linked to The Gigantic Turnip.</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 learn that people around the world have different religions and celebrations (Lunar New Year).</p> <p>Children will be aware of seasonal changes (Winter).</p> <p>Children will be aware of changes in state when cooking.</p> <p>Children will explore shadows (Lunar New Year puppets).</p> <p>Children will be aware of forces (stretching linked to cooking).</p> <p>Children will discuss hot/cold places and the animals that live there.</p>	<p>Children will be aware of seasonal changes (Spring).</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 of change over time (past and present) and how they have changed since babies – photos in.</p>	<p>Children will be aware of seasonal changes (Summer).</p> <p>Children will be aware of different celebrations – Ramadan.</p> <p>Children will show an interest in different occupations.</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 some toys from the past.</p> <p>Children will explore changes in state – freezing / melting (ice cubes).</p> <p>Children will explore countries around the world and celebrate differences.</p> <p>Children will explore what happens to food over time – e.g. apple core (decay).</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>Expressive Arts and Design</p>  <p>Children will take part in weekly rainbow challenges that encourage them to be creative in range of different ways.</p>	<p>Music: Children will listen with increasing attention to sounds.</p> <p>Art and Design: Children will create self-portraits – exploring colour and choosing colour for a purpose.</p> <p>Role Play: Children will take part in simple pretend play using objects to represent something else.</p>	<p>Music: Children will explore the sounds of different instruments.</p> <p>Children will learn and sing songs.</p> <p>Art and Design: Children will explore different materials freely developing their own creative ideas.</p> <p>Children will join different materials.</p> <p>Role Play: Children will retell a story using props.</p>	<p>Music: 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>Art and Design: Children will draw using different media – charcoal, chalk, oil pastel.</p> <p>Children will create closed shapes with continuous lines and begin to use these shapes to represent</p>	<p>Music: 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>Art and Design: Children will draw with increasing complexity – represent face with a circle and include detail.</p> <p>Children will create observational sketches of objects (daffodils).</p>	<p>Music: Children will explore musical instruments.</p> <p>Children will explore pulse when listening to music.</p> <p>Art and Design: Children will explore different types of art and an artist's work and create own representations.</p> <p>Children will show different emotions in their drawings – happiness, sadness, fear.</p>	<p>Music: Children will explore music from the past and present.</p> <p>Children will explore instruments from different cultures including electrical instruments and apps on tablets.</p> <p>Art and Design: Children will explore colour and colour mixing.</p> <p>Role Play: Children will retell familiar stories using props (The Three Billy Goat's Gruff).</p>

objects.

Children will create with different textures (Bear Hunt settings).

Role Play:

Children will retell a well-known story using props (Gingerbread Man).