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| Autumn 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| Topic Name | All About Me | | | | Exploring Autumn | | | |
| Enrichment Opportunities | Bring in family photos to share and discuss | | | | Forest School Session | | | |
| Literacy - Focus Texts | Little Rabbit Foo Foo, This is our house, Superhero Mum, Clever Daddy, The Colour Monster, Little Acorn, Night Monkey, Day Monkey, What’s in the Witch’s Kitchen, | | | | | | | |
| Key Vocabulary | Me, home, family, house, mummy, daddy, nanny, grandad, sister, brother, cousin, friend, kind, share, turn. | | | | Autumn, animals, fox, hedgehog, badger, squirrel, leaves, forest, tree, grass, weather, rain, colder, clouds. | | | |
| Mathematics | Number Songs – number songs to 5 and 10. | Number Songs – number songs to 5 and 10. | Colours – Recognising and naming colours in a variety of contexts. | Colours – Recognising and naming colours in a variety of contexts. | Matching – Exploring and matching objects which are the same. | Matching – Exploring and matching objects which are the same. | Sorting – Sorting objects via colour, shape etc. | Sorting – Sorting objects via colour, shape etc. |
| Communication and Language | Exploring and distinguishing environmental sounds from all around us. Exploring singing, music and toys that make sounds. Developing understanding of simple instructions. Developing listening and attention skills. | | | | | | | |
| Personal, Social and Emotional Development | Family life – who is in my family Who lives in my home Making new friends Taking turns and sharing Making independent choices. | | | | | | | |
| Understanding of the World | Discuss the similarities and differences between types of homes. Explore the school grounds, discussing what we see. Children to bring in family photos to discuss and share. Talk about who is in our family and who lives in our home. Discuss friendships – what makes a good friend? Exploring our bodies – can we name our body parts? | | | | Explore the forest school area and bug hotel. Discuss who lives here and the different habitats we might see e.g. nests. Exploring changes in the weather – what is the weather like now? What animals will we see in autumn? Exploring hibernation – what is it and which animals hibernate? | | | |

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| Expressive Arts and Design | Using junk modelling materials to create houses. Making a home using a variety of different materials. This is me – self and family portraits. | | | | Natural collage pictures. Exploring colour using the seasonal changes. Singing campfire songs. | | | |
| Physical Development | Exploring a range of fine motor movements including threading, pouring and cutting. Build skills around walking, running, jumping and climbing confidently. Use stairs independently. | | | | | | | |
| Important information / dates | | | | | Harvest Festival | World Mental Health Day (Hello Yellow) – | | Halloween |

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| Autumn 2 | Week 1 | Week 2 (Doctors) | Week 3 (Dentists) | Week 4 (Vets) | Week 5 (Police) | Week 6 | Week 7 |
| Topic Name | Diwali | People Who Help Us | | | | Christmas | |
| Enrichment Opportunities | A Diwali Party | Visit from a PCSO Visit from a Nurse | | | | Watching a Nativity | |
| Literacy Focus Text | Sparks in the Sky, Emergency!, The Selfish Crocodile, Flashing Fire Engines, Chicken Licken’s Christmas, The Nativity, Dear Zoo | | | | | | |
| Key Vocabulary | Religion, respect, celebrate, Diwali, light, bright, party, fireworks. | Jobs, help, doctor, nurse, vet, dentist, police officer, teeth, clean, healthy, medicine, emergency. | | | | Religion, respect, celebrate, Christmas, Jesus, Baby, Santa, Nativity. | |
| Mathematics | Comparing size – Learn that objects can be sorted and ordered according to their size. | Comparing mass – Learn that objects can be sorted and ordered according to their mass. | Comparing capacity– Learn that objects can be sorted and ordered according to their capacity. | Simple Patterns – Children to copy, continue and create their own patterns. | Simple Patterns – Children to copy, continue and create their own patterns. | Weight – Children to explore weight through heavy and light items. Use balance scales to compare. | Number 1 – Children identify representations of 1. They subitise or count to find out how many. |
| Communication and Language | Exploring and distinguishing instrumental sounds. Exploring focus for a chosen activity. Developing listening and attention skills. Learn to sing a variety of Christmas songs. | | | | | | |
| Personal, Social and Emotional Development | Sharing and turn taking. Discussing our feelings – happy, sad, angry, excited etc. Anti-Bullying Week – how to be a kind friend to others. Road Safety week – how to keep safe when we are crossing the road. How we keep safe and healthy including brushing our teeth and visiting the doctors. | | | | | | |
| Understanding of the World | What is Diwali and who celebrates it. | Discuss people in our community who help us – who are they and how do they help us. Discuss different occupations including people who work at night. | | | | What is Christmas and who celebrates it. | |

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| | How is Diwali celebrated. | Discuss family life – what jobs to people in your home have. How different people can help us to keep safe and healthy. | | | | | How is Christmas celebrated. |
| Expressive Arts and Design | Creating decorations for Diwali. | Create different uniforms for the people who help us. Role play – different places to work e.g. a hospital / dentist / police station. | | | | | Creating Christmas crafts e.g. cards, calendars and decorations. Learn to sing a variety of Christmas songs. |
| Physical Development | Explore a range of fine motor movements including threading, pouring and cutting. Develop ball skills including throwing, catching and kicking. | | | | | | |
| Important information / dates | Diwali Bonfire Night – 5/11 | Remembrance Day – 11/11 Nursery Rhyme Week Inter Faith Week Anti-Bullying Week | Road Safety Week | | | | Christmas – 25/12 |

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| Spring 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Topic Name | Nursery Rhymes | | | | | |
| Enrichment Opportunities | Chinese Food Tasting | | | | | |
| Literacy | Humpty Dumpty, Little Bo Peep, Incy Wincy Spider, Hickory Dickory Dock, Twinkle Twinkle Little Star | | | | | |
| Key Vocabulary | Song, rhyme, past, present, map, character, stars, sheep. | | | | | |
| Mathematics | Number 2 – Children identify representations of 2. They subitise or count to find out how many and use number bonds to 2. | Number 3 – Children identify representations of 3. They subitise or count to find out how many and use number bonds to 3. | Number 4 – Children identify representations of 4. They subitise or count to find out how many and use number bonds to 4. | Number 5 – Children identify representations of 5. They subitise or count to find out how many and use number bonds to 5. | Length and Height – Children to use language to describe and compare length and height. | More – Children to be introduced to the concept of more. They understand that a group can be made bigger by adding more. |
| Communication and Language | Exploring and distinguishing sounds using body percussion. Develop skills in listening to other people's talk with interest Develop language to start to say how we are feeling, using words as well as actions. | | | | | |
| Personal, Social and Emotional Development | Develop confidence to try new things Taking turns Sharing Developing independence in school | | | | | |
| Understanding of the World | Building a wall for humpty dumpty, how can we make it strong and safe? What would we need to make the wall – explore and compare different materials e.g. hard and soft / heavy and light. Exploring the different animals that we would see on a farm. Which jobs need to be done on the farm to help the animals e.g. collecting eggs / milking the cows / sheering the sheep. What is a spider and where does it live? Explore different spiders – comparing size and patterns etc. Using maps to help find the sheep that little bo peep has lost. Exploring different directional language. Exploring stars in the sky – what are they and where do they come from. What does the night sky look like? Comparing day and night | | | | | |
| Expressive Arts and Design | Singing nursery rhymes and using musical instruments. Children to create their own humpty dumpty characters by decorating eggs. Children to use paper plates to create their own farm animal mask. Children to create their own spider web by threading. | | | | | |

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| | Can we draw a map for little bo peep to help her find her sheep? Using star stickers to create pictures of the night sky. | | | | | |
| Physical Development | Develop fine motor skills by using one handed tools and equipment such as scissors. (sheering the sheep for Old McDonald and Little bo Peep) (Threading a spider web) Develop skills in skipping, hopping and balancing in order to take part in games such as musical statues. | | | | | |
| Important information / dates | | | | | Lunar New Year | Valentines Day |

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| Spring 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
| Topic Name | Transport | | | | |
| Enrichment Opportunities | Visit from a fire engine | | | | |
| Literacy Focus Text | Amazing Aeroplanes, Tremendous Tractors, Digger to the rescue, You can't take an Elephant on the bus, Ten on the bus | | | | |
| Key Vocabulary | Car, aeroplane, train, boat, ambulance, police car, fire engine, vehicles, transport, emergency, travel, water, land, hot air balloon, helicopter, lorry, rocket, ride, driver, pilot, captain. | | | | |
| Mathematics | More – Children to be introduced to the concept of more. They understand that a group can be made bigger by adding more. | Less – Children to be introduced to the concept of less. They understand that a group can be made smaller by taking away. | 2D Shapes – Children to be introduced to 2D shapes. Can they name and compare using simple language. | My Day – Children to talk about day and night and order key events from their daily routines. | My Day – Children to talk about day and night and order key events from their daily routines. |
| Communication and Language | Exploring and distinguishing rhythm and rhyme. Alliteration Start to develop conversation with adults and peers. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. | | | | |
| Personal, Social and Emotional Development | Sharing and turn taking Being kind to others Who helps to keep us safe | | | | |
| Understanding of the World | Conduct a car park survey to see the different coloured cars at school. What different transport is there – naming them and comparing How would we use each method of transport? How do we travel to school? Who uses the different modes of transport? How do planes fly Exploring wheels and how they roll Draw simple road maps Explore floating and sinking | | | | |

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| Expressive Arts and Design | Use junk modelling to create different vehicles Wheel painting Making paper aeroplanes Using instruments and body sounds to make vehicle noises | | | | |
| Physical Development | Begin to develop a preference for a dominant hand by using a range of mark making tools. Use and remember a sequence of movements in time to music. | | | | |
| Important information / dates | Valentines Day | | Mothers Day | | |

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| Summer 1 | Week 1 | Week 2 (Nigeria) | Week 3 (Syria) | Week 4 (Romania and Poland) | Week 5 (China) | Week 6 (India) |
| Topic Name | Eid al-Fitr | All Around the World | | | | |
| Enrichment Opportunities | | Food Tasting from Around the World Parents to share traditional stories from each country | | | | |
| Literacy Focus Text | Handa’s Surprise, Limas Red Hot Chilli Pepper, On Foot, The Tiger who came to tea, Around the World we go, There’s an Ouch in my Pouch!, The runaway iceburg | | | | | |
| Key Vocabulary | Religion, Respect, Celebration, Eid al- Fitr | Country, animals, culture, festivals, celebrations, similarities, differences, world, map, England, India, Poland, Romania, Syria, Nigeria, hot, cold. | | | | |
| Mathematics | Capacity – Children to build on their understanding of full and empty. | Positional Language – Children to be given opportunities to develop their language of position using key vocabulary. | Subitising – Children to develop their skills in subitising with numbers to 5. | Number bonds to 5 – Children to develop their knowledge of number bonds to 5. | Number bonds to 5 – Children to develop their knowledge of number bonds to 5. | 1 more – Children to deepen their knowledge of more by identifying 1 more than a given amount. |
| Communication and Language | Exploring and distinguishing voice sounds. Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as ‘banana’ and ‘computer’ Listen to simple stories and understand what is happening, with the help of the pictures.. | | | | | |
| Personal, Social and Emotional Development | Caring for the world around us – how can we look after our world. | | | | | |
| Understanding of the World | What is Eid al-Fitr and who celebrates it. | Where is each country – finding on a map. Looking at a ‘Day in the life’ of someone who lives in another country. Comparing animals in each country – similarities / differences. Children in Nursery to share their experiences of life in their culture. | | | | |

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| | | Compare all of the countries to our life in England. Learning language from each country. | | | | |
| Expressive Arts and Design | Children to create their own Ramadan moon and star decoration. | Exploring art from around the world. Painting flags from around the world | | | | |
| Physical Development | Use a comfortable grip with good control when making marks with pens and pencils. Go up steps and other climbing apparatus confidently, using alternate feet to climb. | | | | | |
| Important information / dates | Eid al-Fitr 9/04 | | | | | |

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| Summer 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Topic Name | Ready, Steady Grow! | | | | Summer | | |
| Enrichment Opportunities | Grow cress | | | | Splash Day | | |
| Literacy Focus Text | The Very Hungry Caterpillar, Jaspers Beanstalk, There Was an Old Lady Who Swallowed a Fly, Oliver’s Vegetables, Oliver’s Bucket, Pirate Pete and his Smelly Feet, The rainbow fish, Somebody Swallowed Stanley. | | | | | | |
| Key Vocabulary | Grow, soil, plant, water, sun, garden, gardening, sunflower | | | | Holiday, sea, seashell, towel, arm bands, fish, warm, lifeguard, island, boat, ship, sail, sink, float, sand, rock pool, aeroplane. | | |
| Mathematics | 3D Shapes – Children to be introduced to 3D shapes. Can they name and compare using simple language. | 3D Shapes – Children to be introduced to 3D shapes. Can they name and compare using simple language. | 1 less – Children to deepen their knowledge of less by identifying 1 less than a given amount. | Recap Less – include 1 less and bigger groups. | Recap – Capacity | Recap – Number bonds within 3 including subtraction facts. | Recap – Number bonds within 4 including subtraction facts. |
| Communication and Language | Oral blending and segmenting. Develop skills in Identifying familiar objects. Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. Understand simple questions about ‘who’, ‘what’ and ‘where’. | | | | | | |
| Personal, Social and Emotional Development | Transition into school life. Managing change. Preparing for school. | | | | | | |
| Understanding of the World | Exploring plants – how do plants grow / what do they need? Where does our food come from? Introduce farming for a variety of different foods. Mini-Beasts – explore their habitats. Comparisons of different mini-beasts. Where do insects live? Why do we plant flowers in a garden? Exploring the outside in forest school by looking at the changes in the seasons and weather. | | | | Which holidays have you been on before? Children to share pictures of a trip they have been on. Exploring the oceans – who lives in the ocean / a rock pool. Looking after our beaches – including the impact of littering. Important people that help to look after our planet and their roles e.g. coast guard / lifeguards. Keeping safe at the beach and in the sun. Exploring ice cream stations and ice. Exploring magnets – pirate treasure | | |

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| | Planting seeds and watching them grow. | | | | | | |
| Expressive Arts and Design | Exploring colour to make floral art. Natural picture collages – compare to those made in autumn. | | | | Create pirate hats Creating pirate treasure Singing sea songs Sand art | | |
| Physical Development | Use a comfortable grip with good control when making marks with pens and pencils. Continue to develop large motor movements including balancing, riding bikes and climbing. | | | | | | |
| Important information / dates | | Father’s Day | | | | | |