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|  | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Suggested Topics/Themes** | | **All About Me**  **All the colours of the rainbow.** | **Seasons and Weather** | **Keeping healthy** | **Nursery Rhymes** | **Minibeasts: How many legs does a spider have?** | **Dinosaurs** |
| **Educational Visits/ Cultural Capital** | | **Introduction to Forest School.** | **Breakfast with Santa and Christmas Grotto.**  **Seasonal nature walk to local park.**  **(Looking for signs of Winter).** | **Visit from a local Dentist.**  **A visit to a local library.** | **A trip to ‘Sutton Grange’ to perform learned Nursery Rhymes.**  **Walk to local Co-Op to buy ingredients for Turnip Soup. (The Enormous Turnip).** | **Visit from insect/bug man.**  **Seasonal nature walk to local park.**  **(Looking for signs of Spring).** | **Trip to ‘Imagine That.’**  **Nursery Graduation.** |
| **Enrichment/ Stay & Play Opportunities** | | **Stay and play: Pumpkin Patch and hot chocolate. Autumn crafts.** | **Stay and play: Christmas craft morning.** | **Stay and play: Winter themed activities.** | **Stay and play: Easter egg hunt and egg rolling competition.** | **Stay and play: Children’s art gallery.** | **Stay and play: Summer Festival Theme.** |
| **Festivals** | | **Harvest festival**  **Black History Month** | **Diwali**  **Halloween**  **Bonfire night**  **Remembrance Day**  **Christmas** | **Burns night**  **Chinese New Year**  **Valentine’s Day**  **Bird Watch**  **National Storytelling Week** | **Pancake Day**  **World Book Day**  **Mother’s Day**  **Easter**  **Ramadan**  **Eid Al-Fitr** | **Earth Day**  **St. George’s Day** | **Father’s Day** |
| **3 prime areas of learning and development** | **Personal, Social and Emotional Development** | Coram: Me and my relationships  Settling new starters and adjusting to new routines. | Coram: Valuing differences | Coram: Keeping myself safe  Settling new starters and adjusting to new routines. | Coram: Rights and Responsibilities | Coram: Being my best  Settling new starters and adjusting to new routines. | Coram: Growing and changing |
| **Physical Development** | -Accessing areas and resources safely.  -Gross motor activities (see mark making-writing policy).  -Fine motor activities (see mark making-writing policy).  -Language of movement: linked to characters in stories.  - FMS: moving like characters from stories.  -Listening skills in hall. | -Coughing and sneezing personal safety.  -Gross motor activities (see mark making-writing policy).  -Fine motor activities (see mark making-writing policy).  -Begin to learn formation of letters in name.  -Spatial awareness PE games.  -Dance activities in nativity performance.  -Gross motor skills outdoors. | -Food prep safety and hygiene.  -Personal care: toothbrushing, washing, sleeping etc.  -Gross motor activities (see mark making-writing policy).  -Fine motor activities (see mark making-writing policy).  -Name writing.  -Spatial awareness/coordination PE games.  -Gross motor skills outdoors. | -Increased independence with coat/shoe dressing.  -Gross motor activities (see mark making-writing policy).  -Fine motor activities (see mark making-writing policy).  -Name writing.  -Using apparatus in PE.  -FMS: jumping, landing, balancing. | -Practising increasing independence in dressing, using button/Velcro/zip activities.  -Gross motor activities (see mark making-writing policy).  -Fine motor activities (see mark making-writing policy).  -Name writing.  -FMS: throwing and catching. | -Sun safety.  -Road safety.  -Gross motor activities (see mark making-writing policy).  -Fine motor activities (see mark making-writing policy).  -Name writing.  -FMS: movements in games.  -Taking part in sports day. |
| **Communication and Language** | *Throughout the year children will:*   * **Listen**, attend and respond in a range of situations. * **Experience** language for thinking to express or elaborate ideas, e.g. opportunities to talk in small groups about models, construction, painting they have done, reflecting on and talking about events they have experienced and sharing their thoughts in a small group. * **Respond** to and answer questions about their activities and stories. * **Experience** a variety of simple questions linked to different contexts, e.g. stories, events, experiences, regularly throughout the year. * **Talk about**, and describe activities, actions, events or experiences in their lives both at home and school, including family events or celebrations, visits, favourite activities, etc. * **Talk about** and describe main story settings, events and principal characters in a range of contexts. * **Engage** in conversation with a variety of people in a range of contexts. * **Build** up and further develop vocabulary linked to daily activities, topics, actions, places, people and objects. * **Engage** in language used in role play or imaginative play. | | | | | |
| **4 specific areas of learning and development** | **Literacy** | **R**  -Listen attentively to stories at the appropriate interest level. ***Joins in with repeat refrains in trad tales****.*  -Recite simple rhymes. ***Takes part in daily rhyme of the day singing.***  -Holds a book correctly. ***Shares books with adults and peers.***  -Act out stories through role play activities, using simple props. ***Sensory Bear Hunt activities. Bear Hunt journey in school grounds. Textured Bear Hunt story maps. Retell through small world Room on Broom.***  **W**  -Gives meaning to marks they make. ***Draws pictures in adult led and independent activities****.*  -Fine motor activities (see mark making-writing policy). | **R**  -Recognises familiar text. ***Registers with own name card daily. Joins in with logo activity.***  -Differentiate between text and illustrations. ***Explores the illustrations in key texts.***  -Talk about settings and characters. ***Create own ‘Stick Man’. Use geo links to explore settings in Stick Man. Roleplay with nativity characters. Discuss the different weather events in ‘Weather Monster’.***  **W**  -Show awareness that writing communicates meaning. ***Write letter to Santa. Write Christmas Cards.***  -Fine motor activities (see mark making-writing policy). | **R**  -Sequence a simple story or event. ***Introduction to Helicopter stories. Physical sequence of Handa’s Hen.***  -Use gestures and actions to act out a story. ***Introduction to Helicopter stories.***  Act out stories through role play activities. ***Helicopter stories. Re-enacting Giant Jam Sandwich through roleplay and small world. Roleplay linked to Rosie’s Babies in home corner and garden.***  **W**  -Understand that thoughts can be written down. ***Observe teacher recording children’s Helicopter stories.***  -Gives meaning to marks they make. ***Independent mark making in roleplay areas.***  -Fine motor activities (see mark making-writing policy). | **R**  -Recall the main points in text in the correct sequence. ***Use T4W to retell The Enormous Turnip. Sequence The Enormous Turnip.***  -Talk about events, settings and characters. ***Use story props to retell text. Recreate the giant’s house. Explore the animal characters across the stories, creating them in a variety of ways, moving like them, making their noises.***  -Respond to questions about how and why something is happening. ***Class discussions around story.***  **W**  -Copies adults writing behaviours. ***Use a variety of writing tools across class, modelled by adults.***  -Fine motor activities (see mark making-writing policy). | **R**  -Predict storyline. ***Use our increasing knowledge of growing to predict J. Beanstalk.***  -Use picture clues to help read a simple text. ***Familiarity with H.Caterpillar to retell through illustrations. Familiarity with ‘star books’ in class to retell class favourites.***  -Hold a book correctly and turn pages from front to back and recognise front and back cover. ***Familiarity with ‘star books’ and with ‘home reading’ books and expectations.***  -Talk about the themes of simple texts. ***Link with ‘minibeasts and growing’ theme to enable children to develop understanding of life cycles and minibeasts.***  **W**  -Makes marks and drawings using increasing control. ***Keep caterpillar diary. Continued access of writing resources.***  -Fine motor activities (see mark making-writing policy). | **R**  -Say how they feel about stories and poems. ***Discussions around ‘star books’ stories and poems. Links to Colour Monster transition to school.***  -Say what a character might be thinking, saying or feeling. ***Fergus’ quest discussion. Colour Monster feelings discussion.***  -Use the structure of a simple story when re-enacting and re-telling. ***Rhythm and rhyme of The dinosaur that Pooped.***  **W**  -Know there is a sound/symbol relationship. ***Ability to recognise when forming letters or numbers as oppose to marks making.***  -Use some recognisable letters and own symbols. ***Writing own name.***  -Fine motor activities (see mark making-writing policy). |
| **Key Texts** | Owl Babies  Wow Said the Owl  The Colour Monster  We’re Going on a Bear Hunt  Room on the Broom | Weather Monster  Skip Through the Seasons  Alfie and Annie Rose Poems  Shark in the Park on a Windy Day  Stick Man  Jesus’ Christmas Party | Rosie’s Babies  See Inside Your Body  The Giant Jam Sandwich  Handa’s Hen  Blow Your Nose Big Bad Wolf | Ssssh!  A Squash and a Squeeze  The Enormous Turnip  Chicken Licken  The Town Mouse and the Country Mouse | Ten Seeds  Jasper’s Beanstalk  The Snail and the Whale  The King of Tiny Things  The Very Hungry Caterpillar | Tyrannosaurus Drip  Harry and his Bucketful of Dinosaurs  The dinosaur that Pooped…  The Colour Monster Goes to School  Paper Dolls |
| **Phonics** | Phase 1  *Aspect 1 -Env. Sounds.*  *Aspect 2 – Instrumental sounds.*  *Aspect 6 – Voice Sounds.* | Phase 1  *Aspect 3 – Body percussion.*  *Aspect 4 – Rhythm and rhyme.* | Phase 1  *Aspect 1 -Env. Sounds.*  *Aspect 2 – Instrumental sounds.*  *Aspect 3 – Body percussion.* | Phase 1  *Aspect 5 – Alliteration.*  *Aspect 6 – Voice sounds.*  *Aspect 7 – Oral blending and segmenting.* | Phase 1  *Aspect 4 – Rhythm and Rhyme.*  *Aspect 7 – Oral blending and segmenting.* | Phase 1  *Aspect 5 – Alliteration.*  *Aspect 7 – Oral blending and segmenting.*  *Some initial ph2 (SATPIN).* |
| **Mathematics** | -Rote count from 1 to 10.  -Rote count on from a given number between 1 and 10. ***Songs, games, stories, chants.***  -Recognise numerals 1-5. ***C.prov, counting caterpillar, stories, IWB games, teacher-led activities.***  -Order numerals 1-5. ***C.prov, puzzles/jigsaws, teacher-led activities, outdoor prov.***  -Understand that counting is to find out how many.  -Count items, sounds and actions.  ***Songs, games, stories, cont. prov.***  -Use one to one correspondence when counting. ***Daily class counting, indoor and outdoor prov.***  -Understand the last number said is the number in the set. ***Teacher-led activities.***  -Use everyday language to talk about 2d shape.  -Name common 2d shapes.  -Know that shapes can appear in different ways and be different sizes.  ***Shape hunt, shape exploration input, guess the shape game.***  - Build and make models with 3d shapes ***Junk modelling.*** | -Rote count back from 5 to 1.  -Know what number comes before, and what number comes after, up to 5. ***Songs, games, stories, chants.***  -Use the word zero to represent none. ***Teacher led.***  -Understand more, less, fewer.  -Compare two sets of different items saying which set is more, less, fewer. ***Comparison with natural objects and counting toys, e.g. counting bears.***  -Partition a set of objects in different ways using the terminology part/part-whole.  -Make a group of up to 5 and then up to 10 objects. ***Teacher-led activities with counting toys. Cont. prov.***  -Understand that we need to pay for goods.  -Talk about things they want to spend their money on.  -Talk about different ways we can pay for things.  -Recognise that there are different coins. ***Carpet time activities, link to story, practical exploration of different coins/notes/bank cards, apply in shop roleplay.*** | -Understand and use the conservation of number. ***Number of week focus, Numberblocks.***  -Match numerals to sets of objects. ***Teacher-led activities and cont.prov.***  -Understand and use ordinal numbers. ***Link to story, games and races.***  -Represent amounts in their own ways. ***Modelled representation of amounts by adults.***  -Represent their thinking in their own ways. ***Discussion with adults.***  -Understand and use positional language in everyday situations. ***Introduce with ‘Where Bear’, continue within cont.prov indoor and out***  -Understand and use ordinal numbers when describing positions. ***Link to story, games and races.***  -Understand and use the language of movement/direction. ***Beebots.***  -Recognise patterns made of objects, numbers and shapes. ***Physical and IWB activities.*** | -Rote count back from 10 to 1. ***Chant, link to ‘blast off’.***  -Understand and use the conservation of number. ***Number of week focus, Numberblocks.***  -Understand the concept of addition by practically combining sets of objects.  -Understand the concept of subtraction by practically removing one amount from within another. ***Teacher-led tasks using variety of counting objects indoor and out.***  -Sort 2d shapes according to their own criteria. ***Shape matching games, dino game.***  -Create patterns and pictures with 2d shapes. ***IWB and physical activities.***  -Understand the measurement of weight (heavy/light).  -Compare two objects if different weights.  -Understand and use the language of comparison (heavier/lighter). ***Use variety of objects, model language and introduce into cont. prov.*** | -Beginning to subitise quantities within 5. ***Dice, Numberblocks, Numicon activities.***  -Relate subtraction to addition in practical situations. ***Revisit using practical activities.***  -Identify one more than a given number within 10. ***Songs, games, stories, teacher-led activities.***  -Talk about significant times of the day. ***Class chat and images. Daily timetable.***  -Use the language of comparison when talking about time (e.g. faster/slower). ***Games of ‘how long to…’. Explore what a minute feels like.***  - Begin to understand and use language (e.g. before, after, yesterday, today). ***Done daily through calendar activity.***  -Sequence a familiar event and describe the sequence. ***Sequence daily routine and stories.***  -Know the names of some of the days of the week. ***Done daily through calendar activity.*** | -Recognise numerals 1-10. ***C.prov, counting caterpillar, stories, IWB games, teacher-led activities.***  -Order numerals 1-10.  -Match numerals to sets of objects. ***C.prov, puzzles/jigsaws, teacher-led activities, outdoor prov.***  -Compare two objects of different length.  -Compare two objects of different width.  Compare two objects of different height.  -Understand and use language of comparison (e.g. taller/shorter).  -Order three objects of different length/width/height.  ***Link with story, use of physical objects, teacher-led and cont.prov. Compare between children.***  -Understand the measurement of volume/capacity (empty/full).  -Compare two of the same container holding different amounts.  -Understand and use language of comparison (e.g. more/less).  -Order three of the same container holding different amounts. ***Water tray, drinks, teacher-led and c.prov.*** |
| **Understanding the world** |  | | | | | |
| ***Cultures & Beliefs*** | *Throughout the year children will:*   * Take part in show and tells of their favourite/interesting to them things. * Share ‘magic moments’ of family times/times of significance. * Discuss their work/creations/activities amongst the class. * Make choices around activities through Continuous Provision indoor and outdoor. * Make their own food choices through rolling snack and other shared food times. * Engage in whole class discussions and smaller group (key worker group) discussions. * Celebrate and engage with a variety of cultural and religious events and celebrations, both local and global, e.g. through events listed in the ‘festivals’ section of this document, as well as any events made known to us through children’s families and communities, as well as more stand alone events in that years calendar. * Explore the lives of children and people similar and different to them through stories, text, video clips and visits (e.g. Christmas around the world, People Who Help Us theme, Diwali celebrations). * Join in with whole school events and community celebrations including Christmas production, Sports Day. * Class votes to decide on whole class activities/decisions. * Opportunities to recognise value of others’ input and learn where compromise is useful and necessary. | | | | | |
| ***Historical Development*** | -Describe: features of people at different times, making comparisons. ***Changing me mini-topic. Exploring how they have changed since being babies. Bring in baby pictures, play with baby roleplay.***  -Research: find out about people and objects, use different sources to find the answers. ***Explore photos, baby toys and clothes and equipment, watch video clips, look in books.***  -Chronology: order simple experiences in relation to themselves. ***Sequence life cycle from baby to child.***  *Ongoing throughout year:*  -Exploring a variety of objects, including old and new, in curiosity bags.  -Daily calendar activity singing days of week song and discussing today, tomorrow and yesterday. | -Describe: features of people at different times, making comparisons.  -Research: find out about people and objects, use different sources to find the answers. ***Explore Remembrance Day and it’s meaning. Explore photographs and videos of soldiers in uniform, music associated with the war, photographs of ‘normal people’ from early 20thC. Explore the significance and symbol of the poppy.***  *Ongoing throughout year:*  -Exploring a variety of objects, including old and new, in curiosity bags.  -Daily calendar activity singing days of week song and discussing today, tomorrow and yesterday. | *Ongoing throughout year:*  -Exploring a variety of objects, including old and new, in curiosity bags.  -Daily calendar activity singing days of week song and discussing today, tomorrow and yesterday. | -Research: find out about people and objects, use different sources to find the answers. ***During nursery rhyme topic, children will find out about adults’ favourite rhymes and games from their childhood. Staff will share theirs, parents and grandparents asked to share theirs – come in and show us or email links/pictures/videos. Children will play ‘old fashioned’ games and sing the songs.***  -Chronology: order simple experiences in relation to themselves. ***Sequencing of class story.***  *Ongoing throughout year:*  -Exploring a variety of objects, including old and new, in curiosity bags.  -Daily calendar activity singing days of week song and discussing today, tomorrow and yesterday. | -Chronology: order simple experiences in relation to themselves. ***Sequencing of caterpillar life cycle (science link).***  -Chronology: order simple experiences in relation to themselves. ***Sequencing of daily events (maths link).***  *Ongoing throughout year:*  -Exploring a variety of objects, including old and new, in curiosity bags.  -Daily calendar activity singing days of week song and discussing today, tomorrow and yesterday. | - Describe: features of people at different times, making comparisons.  -Research: find out about people and objects, use different sources to find the answers. ***Dinosaur topic – when did dinosaurs live and how do we know, research in variety of ways. When did palaeontologists begin to find dinosaur bones, who is a famous palaeontologist?***  *Ongoing throughout year:*  -Exploring a variety of objects, including old and new, in curiosity bags.  -Daily calendar activity singing days of week song and discussing today, tomorrow and yesterday. |
| ***Working Scientifically*** | -Describe: talk about what they notice/observe. ***Using different coloured waters, transfer water, using pipettes, to other containers and observe how the colours change.***  -Explain: talk about how things happen/why things work. ***Explore and name parts of the face and body and what they are used for.***  -Record: draw pictures. ***Draw own face.***  -Explain: talk about how things happen/why things work. ***Discuss the way bodies move, fast slow etc. Understand hearts beat when faster when we move and other changes in the body after exercise.***  *Ongoing throughout year:*  -Outdoor provision and Forest school, exploring weather and seasons.  -Daily weather chart.  -Variety of malleable materials to investigate in provision.  -Variety of equipment to explore with in provision. | -Questioning: shows an interest in and is curious.  -Research: Use books and websites to find things out.  -Compare and classify: notice and talk about similarities and differences. ***UK weather – explore what different types of weather there are. Carry out weather investigations -freezing, melting, wind (materials/kite), wetting materials and measuring rainfall.***  -Explore/observe: look closely at.  -Describe: talk about what they notice/observe. ***Explore the season of Autumn, noticing the leaves falling of trees, exploring conkers, pine cones, pumpkins, fallen leaves. Noticing the change in weather.***  *Ongoing throughout year:*  -Outdoor provision and Forest school, exploring weather and seasons.  -Daily weather chart.  -Variety of malleable materials to investigate in provision.  -Variety of equipment to explore with in provision. | -Explore/observe: look closely at.  -Record: take photographs, make marks.  -Equipment and measures: Use binoculars to observe.  -Compare and classify: identify individuals. ***Birdwatch. Learn about British birds we may see in our area. What do they look like/sound like? What do they eat? Where do they live? How can we help them? Make bird food. Take part in birdwatch survey.***  -Describe: talk about what they notice/observe.  -Test: Make suggestion and work with others. ***Food preparation exploration and food tasting. Explore how ingredients change when mixed together. Explore taste, texture, smell of variety of foods.***  *Ongoing throughout year:*  -Outdoor provision and Forest school, exploring weather and seasons.  -Daily weather chart.  -Variety of malleable materials to investigate in provision.  -Variety of equipment to explore with in provision. | -Explain: talk about how things happen/why things work.  -Test: Make suggestion and work with others. ***Explore magnets – what different materials are magnets attracted to or not. Can we find out why?***  -Explore/observe: look closely at.  -Describe: talk about what they notice/observe. ***Spring focus. Observe the changes outdoors now spring is arriving. Plant growth, warmer weather, minibeasts arriving, images associated with Spring – lambs, chicks, Easter etc.***  *Ongoing throughout year:*  -Outdoor provision and Forest school, exploring weather and seasons.  -Daily weather chart.  -Variety of malleable materials to investigate in provision.  -Variety of equipment to explore with in provision. | -Explore/observe: look closely at.  -Record: take photographs, make marks.  -Equipment and measures: Use binoculars to observe.  -Research: Use books and websites to find things out. ***Butterfly lifecycles. Caterpillars in class, observe as they grow and develop into butterflies. Growing plants – plant beans/plants and watch their growth.***  -Compare/sort/group.  -Test: Make suggestions, work with others. ***Investigate common minibeasts found locally. Find out about them. Minibeast hunts in school grounds.***  *Ongoing throughout year:*  -Outdoor provision and Forest school, exploring weather and seasons.  -Daily weather chart.  -Variety of malleable materials to investigate in provision.  -Variety of equipment to explore with in provision. | -Research: Use books and websites to find things out, talk to visitors. ***Find out about dinosaurs – where they lived, what they ate, what they looked like.***  - Compare/classify: ***explore land, water and flying dinosaurs.***  -Describe: talk about what they notice/observe.  -Questioning: shows an interest in and is curious. ***Explore the different types of dinosaur, compare and contrast, observe their movements, sounds. Explore fossils.***  -Explore/observe: look closely at.  -Describe: talk about what they notice/observe. ***Summer focus, notice changes in weather and our interactions with outdoors.***  *Ongoing throughout year:*  -Outdoor provision and Forest school, exploring weather and seasons.  -Daily weather chart.  -Variety of malleable materials to investigate in provision.  -Variety of equipment to explore with in provision. |
| ***Geographical Development*** | -Communication: talk about the features of different places.  -Mapping: recognise and talk about the features in familiar places.  -Fieldwork: Look closely at similarities and differences between different places.  -Enquiry: Comment and ask questions about familiar places/other places.  -Use of Technology: Use technology and IT equipment to make observations or find information about different places. ***My school mini-theme. See knowledge organiser.***  -Communication: talk about the features of different places. ***Going on ‘A Bear Hunt Journey’, exploring different environments as explored in the story.***  *Ongoing throughout year:*  -daily activities in outdoor provision.  -at least weekly visits to Forest School.  -Magic Moments chats about visits children have made with families.  -Daily weather chart.  -Seasonal change discussions.  -Images of school and local area in construction area. | -Communication: talk about the features of different places.  -Fieldwork: Look closely at similarities and differences between different places.  -Enquiry: Comment and ask questions about familiar places/other places. ***Christmas trip to theatre/farm.***  -Mapping: recognise and talk about the features in familiar places.  -Enquiry: Comment and ask questions about other places.  ***Weather exploration – explore weather in UK, compare to weather in a hot and cold country. Explore weather maps and watch weather broadcast. Roleplay being weather presenters.***  *Ongoing throughout year:*  -daily activities in outdoor provision.  -at least weekly visits to Forest School.  -Magic Moments chats about visits children have made with families.  -Daily weather chart.  -Seasonal change discussions.  -Images of school and local area in construction area. | -Mapping: recognise and talk about the features in familiar places. ***Using Beebots on maps (link to maths).***  *Ongoing throughout year:*  -daily activities in outdoor provision.  -at least weekly visits to Forest School.  -Magic Moments chats about visits children have made with families.  -Daily weather chart.  -Seasonal change discussions.  -Images of school and local area in construction area. | -Communication: talk about the features of different places.  -Mapping: recognise and talk about the features in familiar places.  -Fieldwork: Look closely at similarities and differences between different places.  -Enquiry: Comment and ask questions about familiar places/other places.  -Use of Technology: Use technology and IT equipment to make observations or find information about different places. ***Nursery rhyme theme – explore town-based nursery rhymes and countryside based. Look at images comparing the different places. Discuss and compare.***  *Ongoing throughout year:*  -daily activities in outdoor provision.  -at least weekly visits to Forest School.  -Magic Moments chats about visits children have made with families.  -Daily weather chart.  -Seasonal change discussions.  -Images of school and local area in construction area. | -Fieldwork: Look closely at similarities and differences between different places.  -Enquiry: Comment and ask questions about familiar places/other places. ***Explore, name and describe local habitats of minibeasts.***  *Ongoing throughout year:*  -daily activities in outdoor provision.  -at least weekly visits to Forest School.  -Magic Moments chats about visits children have made with families.  -Daily weather chart.  -Seasonal change discussions.  -Images of school and local area in construction area. | -Fieldwork: Look closely at similarities and differences between different places.  -Enquiry: Comment and ask questions about familiar places/other places. ***Trip to explore local park and journey there. Teddy Bears Picnic in park with parents joining us.***  -Communication: talk about the features of different places.  -Use of Technology: Use technology and IT equipment to make observations or find information about different places. ***Dinosaur theme – investigate what volcanoes are and how they behave.***  *Ongoing throughout year:*  -daily activities in outdoor provision.  -at least weekly visits to Forest School.  -Magic Moments chats about visits children have made with families.  -Daily weather chart.  -Seasonal change discussions.  -Images of school and local area in construction area. |
| ***Technology*** | -Online Safety.  -Variety of toys in provision including wind up, pull back, electronic.  -Use of interactive whiteboard for games, research, video clips, songs.  -Exploration of digimaps. | -Online Safety.  -Variety of toys in provision including wind up, pull back, electronic.  -Use of interactive whiteboard for games, research, video clips, songs.  -Use Mini Mash to create Christmas pictures. | -Online Safety.  -Variety of toys in provision including wind up, pull back, electronic.  -Use of interactive whiteboard for games, research, video clips, songs.  -Beebot exploration. | -Online Safety.  -Variety of toys in provision including wind up, pull back, electronic.  -Use of interactive whiteboard for games, research, video clips, songs.  -Use iPads to take photographs and record. | -Online Safety.  -Variety of toys in provision including wind up, pull back, electronic.  -Use of interactive whiteboard for games, research, video clips, songs.  -Explore wider activities on Mini Mash. | -Online Safety.  -Variety of toys in provision including wind up, pull back, electronic.  -Use of interactive whiteboard for games, research, video clips, songs.  -Explore phonics and maths games on iPads. |
| **Expressive Arts and Design** | -Painting and printing ***adults model painting with variety of brush sizes and types, mixing colours. Model printing with variety of tools/objects. Use variety of paint textures. Use images/objects to paint and paint on.***  -Construction (Kits) ***adults work with children to create models, using diagrams and images as guides. Use variety of constructions kits.***  -Music outdoors ***use of music wall/area, use natural objects to make music, sing outdoors, create wind chimes, record outdoor music journeys.***  *Ongoing throughout year:*  -Roleplay areas  -Small world  -Dress up box  -Construction area  -Creative area inc. open ended resources.  -Malleable resources.  -Sand, water, playdough areas.  -Open-ended resources in garden.  -Daily rhyme of the day & class songs. | -Collage ***adults model using a variety of paper/patterns/fabrics/animal prints/art resources/natural resources. Model cutting and using different methods of sticking. Use skills to create Christmas cards.***  -Using tools and equipment ***Model using range of tools in creative area, create dens indoor and out with variety of resources, explore real tools e.g. screwdrivers.***  -Movement and dance ***learn dances to music and song whilst taking part in Christmas production.***  *Ongoing throughout year:*  -Roleplay areas  -Small world  -Dress up box  -Construction area  -Creative area inc. open ended resources.  -Malleable resources.  -Sand, water, playdough areas.  -Open-ended resources in garden.  -Daily rhyme of the day & class songs. | -Sculpture ***adult model creating sculptures using playdough, plasticine, clay, foam, slime, salt dough. Use images/objects as inspiration. Model using variety of associated tools. Add to sculptures using variety of open-ended resources and materials.***  -Food preparation ***Make sandwiches, no bake cake/biscuit mixes, make icing, make Krispy cakes. Use associated tools and cooking equipment with adults.***  *Ongoing throughout year:*  -Roleplay areas  -Small world  -Dress up box  -Construction area  -Creative area inc. open ended resources.  -Malleable resources.  -Sand, water, playdough areas.  -Open-ended resources in garden.  -Daily rhyme of the day & class songs. | -Drawing ***adult model variety of writing tools available in class and some more unusual writing tools, model drawing each other and observational drawings, introduce some simple drawing skills, e.g. how to draw a face/person.***  -Singing ***Learn specific songs to perform for peers and parents.***  *Ongoing throughout year:*  -Roleplay areas  -Small world  -Dress up box  -Construction area  -Creative area inc. open ended resources.  -Malleable resources.  -Sand, water, playdough areas.  -Open-ended resources in garden.  -Daily rhyme of the day & class songs. | -Making music ***Explore instruments, record children’s instrumental performances. Explore instrumental activities on Mini Mash. Use fabrics to model movements to music. Create ‘shows’ to perform for each other. Explore cultural music.***  -Construction (junk) ***Model using junk modelling to create a variety of structures, utilising variety of materials to stick parts together. Use images as guide.***  *Ongoing throughout year:*  -Roleplay areas  -Small world  -Dress up box  -Construction area  -Creative area inc. open ended resources.  -Malleable resources.  -Sand, water, playdough areas.  -Open-ended resources in garden.  -Daily rhyme of the day & class songs. | -Design, making and evaluating ***Introduce children to drawing a design before they create it in area of their interest/choice. Model drawing their creation before/after it is made, discuss how it is made. Encourage children to share their creations in class groups and discuss their creations. Encourage children to work together to make their creations.***  *Ongoing throughout year:*  -Roleplay areas  -Small world  -Dress up box  -Construction area  -Creative area inc. open ended resources.  -Malleable resources.  -Sand, water, playdough areas.  -Open-ended resources in garden.  -Daily rhyme of the day & class songs. |
| **Key Vocabulary** | | Red, yellow, green, blue, pink, brown, black, white, purple, rainbow, mixing, painting, colouring, daytime, night-time, potions. Happy, sad, angry, worried, calm, confused, sharing, talking, comfort. Classroom, playground, garden, lunch hall, field, woodland, corridor, office, school. Teacher, friends, games, toys, learning, singing, listening, joining in, lunchtimes, tables, chairs, carpet, home-time. Baby, toddler, child, grow, change, mummy, daddy, brother, sister, pram, cot, nappies, high-chair, bottle, talking, walking, playing. Head, nose, ears, eyes, mouth, hair, arms, legs, feet, hands, walk, run, jump, skip, fast, slow, heart, hot, tired. | Sunny, cloudy, rain, wind, fog, ice, snow, hot, cold, clouds, sky, chilly, breezy, gusty, stormy, coat, hat, thunder, lightning. Leaves, trees, crisp, crunch, brown, red, yellow, falling, pumpkins, pinecones, acorns, chilly, change. Different, same, choice, likes, dislikes, clothes, places, homes, countries. Spring, Summer, Autumn, Winter, celebrations, festivals, symbols. Jesus, nativity, God, Bethlehem, stable, shepherd, snow, cold, fireplace, Father Christmas, presents, family. Bonfire, fireworks, toffee apples, crackle, boom, whizz, fizz, bang, whoosh, marshmallows, gloves. | Food, eating, exercise, sleeping, washing, brushing teeth, getting dressed, being happy. Healthy, unhealthy, vegetables, fruit, sugar, sweets, water, energy, cook, bake, chop, slice, grate, spread, fridge, oven. Rules, signs, listen, follow instructions, hot, deep, icy, scissors, sharp, kitchen, oven, road, adults we know. Heart, lungs, brain, stomach, blood. Birds, species, fly, feather, nest, beak, wings, song, seeds, eggs, robin, blackbird, pigeon, blue tit, great tit, sparrow, magpie. China, calendar, emperor, princess, race, dragons, lanterns, year of the Ox, tradition, culture. | Green, warmer, sunshine, rain, grow, flowers, leaves, buds, shoots, farm, baby animals, daffodils, bulbs, planting. Together, apart, attract, force, strong, weak, connect. Square, rectangle, oblong, triangle, circle, edges, corners, curve, sides, pointy, length. Nursery rhymes, mum, dad, grandma, grandad, nana, uncle, aunty, old, new, different, changed, pictures, words. Town, countryside, building, tall, pavements, roads, shops, busy, fields, trees, farms, animals, quiet, wildlife. Jesus, cross, chocolate eggs, hot cross buns, lambs, chicks, new life. | Spider, caterpillar, butterfly, beetle, fly, snail, worm, creep, crawl, buzz, web, scuttle, drop, hang, flap, legs, wings, antennae. Egg, caterpillar, chrysalis, cocoon, hatch, emerge, butterfly, lay, leaf, small, growing. Garden, park, tree, bush, leaves, soil, ground, logs, dark, damp, pond, wet., dry. Seed, bulb, soil, air, space, sun, water, rain, dig, bury, plant, bud, sprout, bean, growing, taller, flower, leaves. Tambourine, bells, triangle, maraca, shakers, rain makers, castanets, drums, guitar, keyboard, play, listen, strings, bang, shake. Today, yesterday, morning, afternoon, night-time, breakfast, tea-time, minute, seconds, fast, slow, Monday, Tuesday…. | Old, extinct, prehistoric, fossils, excavate, palaeontologist, bones, carnivore, herbivore, stomp, charge, roar. Sun, rays, UV rays, strong, hot, warm, sun burn, sun lotion, heat stroke, cover, thirsty, hydrate, shade. Long, short, longer, shorter, in-between, longest, shortest, full, empty, half full, nearly full, nearly empty, fill. Boom, lava, rumble, explosion, flow, mountain, dangerous, smoke, cone, erupt. Compete, take part, race, run, jump, cheer, finish line, ready steady go, team. Growing up, new friends, new teacher, memories, excited, worried, classroom, goodbye. |
| **Role Play** | | Home corner  Ice cream stall | Home corner  Christmas shop  Weather reporters | Home corner  Café | Home corner  Shop | Home corner  Minibeast lab | Home corner  Dinosaur lab  Dinosaur museum |
| **Teacher notes/future ideas** | |  |  | Birdwatch – Maddie’s Do You Know – birds nest episode.  Independent toileting videos: eric.org.uk |  | Explore snails  Caterpillar Shoes animation  ‘The visitors’ natural art book and activities |  |