Objectives are based on the Early Years Foundation Stage Curriculum and Birth to Five Matters Document Ranges 4 & 5

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Suggested Topics/Themes** | **Rainbow Me!** | **Whatever the Weather!** | **Space – Can I Fly to The Moon?** | **Heroes All Around Us** | **Bugs and Beyond** | **Stomp, Roar, Explore!** |
| **Educational Visits/ Cultural Capital/ Enrichment/ Stay & Play Opportunities**  | **Stay and play: Pumpkin Patch and hot chocolate. Autumn crafts.** | **Stay and play: Christmas craft morning.**  | **Stay and play: Come Bake With Me. (Making Chocolate Crispy Cakes).** | **Stay and play: Easter egg hunt and egg rolling competition.**  | **Stay and play: Teddy Bears’ Picnic.** | **Stay and play: Summer Festival Theme.** |
| **Introduction to Forest School.** | **Breakfast with Santa and Christmas Grotto.****A trip to ‘Sutton Grange’ to perform learned Nursery Rhymes.** | **Visits from local farm.****A visit to a local library.** **Egg incubator in class.**  | **Seasonal nature walk to local park.** **(Looking for signs of Spring).****Visits from local police/firefighters/nurse/etc.** | **Visit from insect/bug man.****Walk to local Co-Op to buy ingredients.** | **Nursery Graduation.** |
|  | **Settling in New Starters.**  | **Guest Reader. (Parent/Guardian/Grandparent to come in as a guest reader). (Weekly).**  | **‘Come Read with Me’. (PM weekly).**  | **‘Come Read with Me’. (PM weekly).** | **Super Hero Day! (Children come in dressed as their favourite/made up Super Hero).** | **Summer Beach Party Week. (Outdoor area to be given a Summer beach theme).**  |
| **Festivals** | Harvest festivalInternational Peace Day | Bonfire nightInternational Men’s DayChristmas | Three Kings Day Valentine’s DayBig Bird Watch | Pancake DayWorld Book DayMother’s DayEasterRamadan  | Earth DaySt. George’s Day | Father’s DayWorld Milk Day |
| **3 prime areas of learning and development** | **Personal, Social and Emotional Development** | Coram Nursery: Me and my relationshipsSettling new starters and adjusting to new routines. | Coram Nursery: Valuing differencesHealthy Bodies & Dental Health | Coram Nursery: Keeping myself safeSettling new starters and adjusting to new routines. | Coram Nursery: Rights and ResponsibilitiesHealthy Bodies & Dental Health | Coram Nursery: Being my bestSettling new starters and adjusting to new routines. | Coram Nursery: Growing and changingHealthy Bodies & Dental Health |
| **Daily opportunities for key learning:** Experience a range of familiar/unfamiliar experiences supported by adults. Access resources independently. Build relationships with others. Receive positive praise for behaviour and achievements. Look after and share resources. Situations that provide the opportunity to experience different moods, feelings and emotions. **Independent in self-help skills Focus Teaching:** Small world settings from stories where children can replay helping others and being a good friend. Learning Nursery Routines. Learning Nursery Expectations. | **Daily opportunities for key learning:** Engage in friendly play with friends Sharing and taking turns with resources Develop self confidence Participate in sharing own experiences To talk about own feelings and how others may Independent in self-help skills **Focus Teaching:** Games to encourage turn taking Community Links Small world play acting out and learning key phrases from stories | **Daily opportunities for key learning:** Engage in playing alongside and with peers in different contexts Participate in sharing ideas, resources and ideas Understand the rules of friendship Discuss strategies to resolve conflict Develop resilience Independent in self-help skills **Focus Teaching:** Stories linked to feelings Community Links Acting out and learning key phrases from stories |
| **Communication & Language** | **Daily opportunities for key learning:** Listen and respond in a variety of situations. To talk to and listen to visitors. Opportunities to think about objects using who? what? where? when? questions. Puppets or masks for children to use to retell stories and rhymes. **Focus Teaching:** Books that enhance specific speaking and listening skills. Power of ReadingRed Rose Phonics Phase 1 | **Daily opportunities for key learning:**To join in with story telling To use story language – use small world areas and props To place objects in different positions To answer questions about a character **Focus Teaching:** STAR approach to teaching new vocabularyPower of ReadingRed Rose Phonics | **Daily opportunities for key learning:**Engage in story telling Follow two-part instructions Develop key new vocabulary Engage in two-way conversations **Focus Teaching:** STAR approach to teaching new vocab Power of ReadingRed Rose Phonics |
| Physical Development | **Daily opportunities for key learning:** Play outdoors using climbing equipment in both the playground and when in Forest School. Manipulate malleable materials to achieve a planned effect. Use a range of different fastenings. **Focus Teaching:** PD Gross Motor planning Forest School sessions | **Daily opportunities for key learning:** Play outdoors being confident to move in a variety of ways Access daily dough disco activities – fine motor Access funky fingers / finger gym activities in provision **Focus Teaching:** PD Gross Motor planning Handwriting – gross motor formation with ribbons, large paper, water and paint brushesForest School sessions | **Daily opportunities for key learning:** Play outdoors, moving in a variety of ways, and using climbing and balancing equipment Access fine motor development activities Use a range of tools in different activities See correct letter formation being modelled **Focus Teaching:** PD Gross Motor planning & PE HandwritingForest School sessions |
| **4 specific areas of learning and development** | **Literacy** | **Daily opportunities for key learning:** Experience a range of print. Engage in rhyming and rhythmic activities. Listen to and join in with stories, rhymes, songs and poems. A range of mark making opportunities in all areas of provision. A range of provocations as a stimulus for writing. **Focus Teaching:** Power of ReadingStory sacks and props for retelling stories. A range of writing experiences where children are writing for a purpose. Name writing opportunities. | **Daily opportunities for key learning:** Shared stories Writing opportunities in all areas of provision Writing for a purpose-labels, names, recipes, notes, plans, messages, safety notices, information texts, posters Talk about and explore new vocabulary through stories and non-fiction books/texts **Focus Teaching:** Engage in exciting hooks to introduce a book To act out / retell stories using props To use a wide variety of mark making tools Power of Reading | **Daily opportunities for key learning:** Engage in Shared Reading with a range of texts including non-fiction Writing for a purpose-labels, names, recipes, notes, plans, messages, safety notices, information texts, posters Talk about and explore new vocabulary through stories and non-fiction books/texts Roleplay **Focus Teaching:** Power of ReadingExperience a variety of stories to enable children to be immersed in story language, contexts, events, characters, profiles/feelings etc. Exciting provocations to represent writing/ mark making |
| **Key Texts** | Owl BabiesWow Said the OwlThe Colour MonsterWe’re Going on a Bear HuntRoom on the Broom | Weather MonsterSkip Through the SeasonsAlfie and Annie Rose PoemsShark in the Park on a Windy DayStick ManJesus’ Christmas Party | Rosie’s BabiesSee Inside Your BodyThe Giant Jam SandwichHanda’s HenBlow Your Nose Big Bad Wolf | Ssssh!A Squash and a SqueezeThe Enormous TurnipChicken LickenThe Town Mouse and the Country Mouse | Ten SeedsJasper’s BeanstalkThe Snail and the WhaleThe King of Tiny ThingsThe Very Hungry Caterpillar | Tyrannosaurus DripHarry and his Bucketful of DinosaursThe dinosaur that Pooped…The Colour Monster Goes to SchoolPaper 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** | **Daily opportunities for key learning:** Explore number names through rote counting, songs, rhymes and stories Number symbols in the environment. **Focus Teaching in N:** Counting and comparing groups of objects Find totals Find one more, one less Number problems **Focus Teaching in NP:**Visual Timetables. Explore shape in the environment and the shape of everyday objects. Explore different objects by size and weight. | **Daily opportunities for key learning:** Reciting numbers to 10 – forwards and backwards Join in with number songsCount a range of objects – 1 to 1 correspondence Access maths books in provision – number rhymes, counting, shape To show numbers using fingers To begin to record numbers To make pictures using shapes To recognise numbers and shapes in the indoor and outdoor environment **Focus Teaching in N:** Daily reciting numbers forwards and backwards Counting actions / sounds Subsidising activities**Focus Teaching in NP:**Make pictures with 2D shapes Make models with 3D shapes Talk about shapes in the environment | **Daily opportunities for key learning:** Working with numbers up to 10 (not definitive) Ordering numeralsCounting on and back Match numeral to quantity Access books with numbers and counting Calculating –more & less **Focus Teaching in N:** Counting and comparing groups of objects Find totals Find one more, one less Number problems **Focus Teaching in NP** Name and describe 2d shapes. Make patterns Compare and order lengths, heights, weights |
| **Understanding the world** | **Daily opportunities for key learning:** Share and talk about the things which are special to them. Use of Ipads and Interactive white board as part of provisionAccess to engaging home corners **Focus Teaching:** Take part in circle time activities Visitors in to talk about special times To explore seasonal changes | **Daily opportunities for key learning**: Share own experiences / special times Engage in circle time activities To talk about / ask questions about the things they can see Access Forest school activitiesTo operate ICT equipment **Focus Teaching**: Key experiences in celebrations, festivals, national events To explore seasonal changes Visitors into school e.g. farm animals ICT equipment to program - Beebots | **Daily opportunities for key learning:** Engage in talking with partners/peers Respond to targeted questions about family and friends Talk about what they see and findUse ICT to support focus activities, and explore Technology equipment e.g. cogs, lights **Focus Teaching:** Key experiences in celebrations, festivals, national events Explore change and growthInvestigate similarities and differences Using cause and effect equipment that encourages problem solving |
| **Expressive Arts and Design** | **Daily opportunities for key learning:** Singing, music and movement Draw and paint Explore colour and texture through mixing Create colour and texture through mixing Access to a range of construction materials Practise with tools: scissors, spreaders, cutters, hole punch, clay tools Access to creative and imaginative areas**Focus Teaching**:Daily Nursery rhyme singing with instruments Access to painting easel and mark making areas with a variety of materials Access to imaginative role play and small world | **Daily opportunities for key learning:** Singing songs related to topic / story / seasons To listen to and respond to music – indoors and outdoors Access to drawing and painting indoors and outdoors Talk about textures – baking activities / food tasting / sensory tubs To access a variety of construction materials Access to engaging Role play areas **Focus Teaching:**Painting challenges linked to topic / story Construction challenges linked to topic / story Use Props to retell a story – small world / role play area | **Daily opportunities for key learning:** Singing, music and movement Draw and paint Explore colour and texture through mixing Create colour and texture through mixing Access to a range of construction materials Practise with tools: scissors, spreaders, cutters, hole punch, clay tools Access to creative and imaginative areas **Focus Teaching:**Representational drawings using timelines Explore work of a famous artist Design and construct with a purpose Acting out a narrative or story with peers |
| **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. |
| **British Values**  | Tolerance of different faiths and beliefs Democracy Mutual Respect Individual Liberty Rule of Law | Tolerance of different faiths and beliefs Democracy Mutual Respect Individual Liberty Rule of Law | Tolerance of different faiths and beliefs Democracy Mutual Respect Individual Liberty Rule of Law |
| **Teacher notes/future ideas** |  |  |  |