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 festival  International Peace Day | Bonfire night  International Men’s Day  Christmas | Three Kings Day  Valentine’s Day  Big Bird Watch | Pancake Day  World Book Day  Mother’s Day  Easter  Ramadan | Earth Day  St. George’s Day | Father’s Day  World Milk Day |
| **3 prime areas of learning and development** | **Personal, Social and Emotional Development** | Coram Nursery: Me and my relationships  Settling new starters and adjusting to new routines. | Coram Nursery: Valuing differences  Healthy Bodies & Dental Health | Coram Nursery: Keeping myself safe  Settling new starters and adjusting to new routines. | Coram Nursery: Rights and Responsibilities  Healthy Bodies & Dental Health | Coram Nursery: Being my best  Settling new starters and adjusting to new routines. | Coram Nursery: Growing and changing  Healthy 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 Reading  Red 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 vocabulary  Power of Reading  Red 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 Reading  Red 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 brushes  Forest 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  Handwriting  Forest 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 Reading  Story 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 Reading  Experience 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 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** | **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 songs  Count 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 numerals  Counting 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 provision  Access 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 activities  To 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 find  Use 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 growth  Investigate 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** | |  | |  | |  | |