

This theme supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This theme also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.

**Unit 1**

Induction and Baseline

**Unit 2 We are All Different**

Areas of Learning	Nursery		Reception	
	Learning Objectives (linked to development Bands)	Suggested Activities	Learning Objectives (linked to development Bands)	Suggested Activities
<b>Communication and Language</b>	<p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"</p> <p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Key Texts: We are All Different. We are All unique by Reme Bayar</p> <p>Sorting Words</p> <p>Take part in conversations</p> <p>Daily story time as well as sharing books throughout the session</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Text Focus: Meesha Makes Friends</p> <p>Listening focus</p> <p>Story mapping: Visualise</p> <p>Perform story to groups/classes</p> <p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>
<b>Personal, Social and Emotional Development</b>	<p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Select and use activities and resources, with help when needed.</p>	<p>Establish routines and rules</p> <p>Support in settling in and getting on with others</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others. Give children simple verbal and visual reminders. Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait. Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.</p>

				Learn more about each other: skills and talents. Talent to show their uniqueness.
<b>Physical Development</b> (Reception: See Jasmine PE for PE Planning Focusing on Gross Motor)	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Playdough faces Create paper plate faces Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.	Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes,  See PE Planning (Jasmine PE)	Explain some of the rules of lining up and queuing, such as not standing too close or touching others. Give children simple verbal and visual reminders. Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait. Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others. Create portraits using different media Theme Bike Lesson 1
<b>Literacy</b> (Reception: daily RWInc lessons)	Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing. Engage in extended conversations about stories, learning new vocabulary.	When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Text: Meesha Makes Friends RWInc Daily Handwriting Story time sessions daily Reading focus daily Create ‘We are All Different’ Class Book Name writing practise
<b>Mathematics</b>	<b>Maths No Problem (See Medium Term Planning)</b>			
<b>Understanding the World</b>	Begin to make sense of their own life-story and family’s history.	Talk about significant people in their lives. Use photographs.	Talk about members of their immediate family and community.	Look at different homes and describe. Describe own homes. Identify similarities and differences between homes. Create dream home.

<p><b>Expressive Arts and Design</b></p>	<p>Explore colour and colour mixing.</p>	<p>Handprints. Portraits.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore famous artists work focusing on portraits. Create portraits in the style of chosen artist using different media.  Kapow Music Lesson 1: Vocal Sounds. explore using our voices to make a variety of sounds.</p>
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<p><b>Unit 3 Our Bodies</b></p>				
<p><b>Areas of Learning</b></p>	<p><b>Nursery</b></p>		<p><b>Reception</b></p>	
	<p><b>Learning Objectives (linked to development Bands)</b></p>	<p><b>Suggested Activities</b></p>	<p><b>Learning Objectives (linked to development Bands)</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Communication and Language</b></p>	<p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Use a wider range of vocabulary. Use longer sentences of four to six words.</p>	<p>Suggested text: Funnybones Build a skeleton together. Explore a x-rays on lightbox. Talk about looking after our bodies when playing and what happens when we get hurt.</p>	<p>Learn new vocabulary. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use non-fiction texts to share knowledge and answer questions they may have.</p>	<p>Text Focus: Meesha Makes Friends Listening and Reading focus: Ask Questions New vocabulary Explore non-fiction texts linked to the theme of Bodies.</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Hygiene-Brushing teeth Talk to children about the importance of brushing their teeth. Consider how to support oral health. Talk to children about why it's important to wash their hands carefully and throughout the day,</p>	<p>Manage their own needs.  <ul style="list-style-type: none"> <li>• Personal hygiene</li> </ul>           Know and talk about the different factors that support their overall health and wellbeing:           <ul style="list-style-type: none"> <li>• sensible amounts of 'screen time'.</li> </ul> </p>	<p>Model practices that support good hygiene, such as insisting on washing hands before snack time. Create screen time pictures/posters</p>

		including before they eat and after they've used the toilet.		
<b>Physical Development (Reception: See Jasmine PE for PE Planning Focusing on Gross Motor)</b>	Develop a range of movement skills and hold a pose. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers.	Large movements using different parts of the body.	See PE Planning (Jasmine PE)	Theme Bike Lesson 2
<b>Literacy (Reception: daily RWInc lessons)</b>	Understand the names of different parts of a book. Understand the five key concepts about print: <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• the names of the different parts of a book.</li> </ul>	Explore non-fiction books about our bodies. Create a large floor book or large pieces of paper that can be made into a book.	Spell words by identifying the sounds and then writing the sound with letter/s.-Identify the missing sound in words.	Identify missing sounds in CVC words. Label parts of a body.
<b>Mathematics</b>	<b>Maths No Problem (See Medium Term Planning)</b>			
<b>Understanding the World</b>	Show interest in different occupations.-Learn about different roles and occupations and what they involve.	Explore the jobs of first aiders.	Name and describe people who are familiar to them.	Invite the school nurse into class. Encourage children to ask questions related to their work.
<b>Expressive Arts and Design</b>	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.- Listens with increasing attention to sounds and rhythm.	Body percussion.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Kapow Lesson 2: Body Sounds. Explore how to use our bodies to make sounds. Explore different sounds and think about tempo

<b>Unit 3 Our Senses</b>				
<b>Areas of Learning</b>	<b>Nursery</b>		<b>Reception</b>	
	<b>Learning Objectives (linked to development Bands)</b>	<b>Suggested Activities</b>	<b>Learning Objectives (linked to development Bands)</b>	<b>Suggested Activities</b>
<b>Communication and Language</b>	Can use different types of words to describe. Use a wider range of vocabulary. Use longer sentences of four to six words.	Feely bag to explore a range of objects focusing on touch- texture, smell, sound.	Learn new vocabulary. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with	Text Focus: Meesha Makes Friends Listening and Reading focus: Inference New vocabulary

			the text, some as exact repetition and some in their own words. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences.	Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Exploring different foods such as cereals focusing on senses.
<b>Personal, Social and Emotional Development</b>	Be increasingly independent in meeting their own care needs.	Hand washing	Express their feelings and consider the feelings of others.	Identify and modify their own feelings.
<b>Physical Development (Reception: See Jasmine PE for PE Planning Focusing on Gross Motor)</b>	Continue to develop their movement, balancing-Develop movement and balance skills.	Sensory footpath Walking on different surfaces	See PE Planning (Jasmine PE)	Theme Bike Lesson 3
<b>Literacy (Reception: daily RWInc lessons)</b>	Ascribe meaning to the marks they make.	Outdoors listening time. Mark sounds they hear.	Identify and blend letter sounds to write short words.	Label parts of the face – five senses Explain what each part does.
<b>Mathematics</b>	<b>Maths No Problem (See Medium Term Planning)</b>			
<b>Understanding the World</b>	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Explore and describe a range of materials. Make collections of natural materials to investigate and talk about. Suggestions: • contrasting pieces of bark • different types of leaves and seeds • different types of rocks • different shells and pebbles from the beach Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app. Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: “I wonder if...?” Plan and introduce new vocabulary,	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Senses walk. Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.

		encouraging children to use it to discuss their findings and ideas.		
<b>Expressive Arts and Design</b>	Explore different materials freely, to develop their ideas about how to use them and what to make.	Create different texture pictures. Sort materials into different texture criteria.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. <u>ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Explore the work of artists who use texture as a technique in their work. Create own textured paintings.  Kapow Lesson 3: Exploring Tempo Explore beat through body movement Express feelings and emotions through movement to music

<b>Unit 4 My Emotions</b>				
<b>Areas of Learning</b>	<b>Nursery</b>		<b>Reception</b>	
	<b>Learning Objectives (linked to development Bands)</b>	<b>Suggested Activities</b>	<b>Learning Objectives (linked to development Bands)</b>	<b>Suggested Activities</b>
<b>Communication and Language</b>	Sing a large repertoire of songs.- Learn and sing songs with new vocabulary.	Learn ‘If you’re happy and you know it’ song. Explore feelings of happiness and being sad.	Articulate their ideas and thoughts in well-formed sentences.-Use descriptive vocabulary to articulate ideas and thoughts.	Exploring different emotions and describing how these emotions might look, feel and how some emotions can change.
<b>Personal, Social and Emotional Development</b>	Understand gradually how others might be feeling.-Understand how others are feeling by using visual cues.	Explore images /photographs and discuss how certain clues tell us how someone might be feeling. Explore different facial features and how these help us to identify emotions.	Identify and moderate their own feelings socially and emotionally.  Express their feelings and consider ways to regulate their emotions.	Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Encourage them to think about their own feelings and those of others by giving explicit examples

				of how others might feel in particular scenarios. Identify strategies to help us calm down, manage anger, etc.
<b>Physical Development (Reception: See Jasmine PE for PE Planning Focusing on Gross Motor)</b>	Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Use a range of tools such as tweezers, pegs and scissors. Cut, peg names/photos on different emotions cards.	See PE Planning (Jasmine PE)	Theme Bike Lesson 3
<b>Literacy (Reception: daily RWInc lessons)</b>	Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word Join in with rhythmic and musical activity.	Learn nursery rhymes. Sing them in different voices to reflect emotions. Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: "Twinkle, twinkle yellow car" Making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon." Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —."	Identify initial sounds and then blend and segment words when writing.	Play 'I Spy' games using initial letter sounds and picture cards. Draw and write simple sentences about how they are feeling.
<b>Mathematics</b>	<b>Maths No Problem (See Medium Term Planning)</b>			
<b>Understanding the World</b>	Explore collections of materials with similar and/or different properties.- Explores natural materials to represent different emotions.	Create faces and emotions using natural materials.	Understand that some places are special to members of their community.	Explore religious buildings and identify similarities and differences between them. Discuss how places of worship make people feel: quiet places to be calm, at peace, reflective, thankful, etc.
<b>Expressive Arts and Design</b>	Draw with increasing complexity and detail, such as representing a	Draw faces depicting different emotions.	<b>Communication and language</b>	Kapow Lesson 4: Instrumental Sounds

	<p>face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings. Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p><u>ELG: Listening, attention and understanding:</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p>	<p>Identify sounds in the environment and differentiate between them. Use musical vocabulary when describing environmental sounds.</p>
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Unit 5 Families and Special People				
Areas of Learning	Nursery		Reception	
	Learning Objectives (linked to development Bands)	Suggested Activities	Learning Objectives (linked to development Bands)	Suggested Activities
Communication and Language	Understand 'why' questions and answer them using sentences.	Explore special people in the children's lives and why they are important. Identify why these people might be special.	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes and songs and create their own versions.	Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme." In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next. Encourage children to have fun with rhyme, even if their suggestions don't make complete sense. Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping



				children to join in with the correct number of 'claps'.
<b>Personal, Social and Emotional Development</b>	Develop their sense of responsibility and membership of a community.	Working as a team to keep the nursery unit tidy. Roles and responsibilities within the unit.	Identify and moderate their own feelings socially and emotionally.- Take turns as part of a small group.	Board games, Special People bingo game, sharing resources in a unit, working as a team to complete a given task.
<b>Physical Development (Reception: See Jasmine PE for PE Planning Focusing on Gross Motor)</b>	Use one-handed tools and equipment. Show a preference for a dominant hand.	Use natural materials to create a photo frame for their special person or use the materials to create an artist portrait of their special person.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  See PE Planning (Jasmine PE)	Make a gift for a special person in their lives. Write a message.  Theme Bike Lesson 3
<b>Literacy</b> (Reception: daily RWInc lessons)	Develop their phonological awareness, so that they can: • count or clap syllables in a word	Clap syllables in their names and that of their special people.	Use phonic knowledge to spell words and write simple sentences.	Describe the special people in their lives.
<b>Mathematics</b>	<b>Maths No Problem (See Medium Term Planning)</b>			
<b>Understanding the World</b>	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions.	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.
<b>Expressive Arts and Design</b>	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').	Learn songs related to special people or families. Perform songs to families.	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. <u>ELG: Being imaginative and expressive:</u> Sing a range of well-known nursery rhymes and songs.	Kapow Lesson 5: Music and Movement Performance Perform action songs to a small audience.

			ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	
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Unit				
Areas of Learning	Nursery		Reception	
	Learning Objectives (linked to development Bands)	Suggested Activities	Learning Objectives (linked to development Bands)	Suggested Activities
Communication and Language				
Personal, Social and Emotional Development				
Physical Development (Reception: See Jasmine PE for PE Planning Focusing on Gross Motor)				
Literacy				
Mathematics	Maths No Problem (See Medium Term Planning)			
Understanding the World				
Expressive Arts and Design				