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|  |  Autumn (January intake) |  Spring (Easter intake) | Summer |
|  | **All about me/ Autumn**  | **Dark and light/ Celebrations/winter**  | **Space/spring**  | **Under the sea**  | **People that help us** | **Growth and change/summer**  |
|  Topic Questions  | How are we different? What are our interests? How are we the same? Can you tell a friend something about yourself?  | How do we celebrate? How do other cultures celebrate? Which animals do we see at night and day? What changes can you see in winter?Why do we celebrate Bonfire night?  | What is space? What do we see in space? How do we get there? Who travelled to space?  | What animals live under the sea?How do we travel on sea? What do we know about sea creatures?Can you tell me a fact about the sea?  | Who helps us? How do people help animals? How do we help people?How do we care for ourselves?  | How does a plant grow? How does a bug grow? How do we grow/transform? How can we keep healthy? What can we do as babies? What can we do now?  |
| **Parent/ Events** | **Tapestry photo sharing, hobbies and interests. Family photos.** **Forest activities/walks.**  | **Christmas performance****Christmas Crafts.**  | **Maths Workshop,****Junk box rockets.**  | **Maths's bag sent home each week/ Tapestry sharing.**  | **Dentist Visit?** **Phonics/ Reading workshop.** **Support with Phonic challenge at home.**  | **Reading books sent home to explore pictures/ sounds. Tapestry.** **Transition days/ picnic**  |
| Understanding the world.  | * To Talk about our hobbies and interests and our favourite things to do at home
* Our family, who lives with us?
* How we are the same and different.
* Features, parts of the body, faces, self-portraits.
* Using language to express our feelings and thoughts.
* To talk about our home experiences and share with peers.
* To build confidence and relationships with others.
* Changes in Autumn. The weather, leaves falling, colours we see.
* Leaf printing, exploring colour, marks, materials.
 | * Cave roleplay, dark tents,
* Torches, using correctly.
* Woodland animals, habitats, forests, grass, trees.
* Finding out new information, stories to support the topic.

(Smart rules)* Creating natural homes, Exploring different media.
* Colour mixing to create pictures, fireworks, night sky,
* Fireworks- Why do we celebrate bonfire night?
 | * Watching rockets, videos of space.
* Planet songs.
* Stories to support space topic/ fiction. Non-fiction.
* Building model rockets, using materials and
* History of space construction.
* Moving in different ways, slowly, floating, tiptoe, movements to represent. (Smart rules)
 | * Finding out new information, using internet, books. (Smart rules)
* Naming different sea creatures, describing them using new vocabulary.
* Thinking about what they eat and their habitats.
* Differences between land and sea.
* Small world, creating scenes.
* Artwork painting under water scenes, different creatures.
* Exploring shells, pebbles, etc.
 | * Find out about people who help us. Doctors, vets, police, firefighters, zookeepers, farms- helping animals.
* Research, books to support the topic, non-fiction, and fiction.
* Animals- farm/zoo
* Where they live? What is a Zoo?
* Who looks after animals? How?
* Making enclosures, construction.
* Art patterns, tigers, using materials to create animal art.
* Role play areas to act out roles of the people who help.
 | * Exploring seeds, planting, life cycles, what does a plant need?
* Observing plants/ taking photos, changes we see in spring and summer.
* Bugs, growth, and change.
* Finding new information, through videos, books, and songs.
* Animal babies.
* Healthy eating/ exercise.
* How to we grow, bodies.
* Transform, how have we changed, preparing ourselves for Reception. What can we do now?
* Painting flowers, using natural materials to create. Creating life cycles, Past/present – babies and now.
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|  Topic Books/songs  | * **Bear Hunt**
* **Titch**
* **Funny Bones**
* **Starting school stories**
* **Brown Bear Brown Bear**
* **Rhymes, humpty dumpty,**
* **Family book**
* **Songs/ rhymes**
* **Build up knowledge and concentration on the carpet.**
 | * **Gruffalo**
* **Stickman**
* **Chinese New Year**
* **Zog**
* **The Blue Balloon- (Talk for writing.)**
* **Red Riding Hood**
* **Rabbit Foo Foo**
* **Fox and the Star.**
* **Chinese music, fire work songs. Happy Birthday.**
 | * **Whatever Next – Talk4writing**
* **Toys in Space**
* **Racing Rockets**
* **Fact books**
* **Flying saucer song**
 | * **Rainbow Fish**
* **Tiddler**
* **Hooray for Fish**
* **Sharing a Shell**
* **On a pirate Ship**
* **Fact books.** **12345 fish alive Turtle song.** Fact file. –
 | * **What the lady bird heard**
* **Dear Zoo – Talk4writing.**
* **Animal Firefighters**
* **Squash and a Squeeze**
* **Fact books/ people who help, Doctors, Vets, Police, Paramedic.**
* **Monkey Puzzle**
* **Supertato**
 | * **Tiny Seed**
* **Jack and the Beanstalk**
* **Hungry Caterpillar**
* **The Very Busy spider**
* **Fact books bodies/flowers/bugs.**
* **The Enormous Turnip**
* **Handa’s Surprise**
* **Kitchen Disco**
* **Caterpillar song.**
* **Bean song**
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| Key Vocabulary for Topic  | Family Weather Hobbies cold Different leaves Features, eyes, nose,mouth, hair. Autumn Same, likes, dislikes.  | Habitat, change, animal, woodland, forest, setting, celebrate, different, bright, colourful, planets, moon, stars, dark, light.  | Space, Planets, rockets, dark, light, astronaut.  | Fact, sea creature, sparkly, treasure, scales, fin, shiny, pirate, special  | Help, Care, enclosure, cage, Zoo, keeper, emergency. Pet, farmer | Growth, change, water, sun, petal, leaf, stem, roots, flower, Transform, hungry healthy, unhealthy, cycle. |
| Literacy/Talk for writing. Focus Stories. Writing New children… start from circles/ lines and build up later.  | A selection of stories each week. Repeating stories to start and build the interest of books. Focus on repeating stories. Children getting involved in actions and phrases. **Talk4Writing - Goldilocks and the** **Three Bears-**Building up knowledge of the story, bears, habitats, looking at size and learning new vocabulary through pictures and videos. **Etc.**Author, Illustrator, Title, blurb, setting, characters, prediction throughout each Topic story/ and during out reading in Literacy sessions. Circles and lines, exploring marks made. Distinguish between the marks made. What could it be? Encourage language to express ideas about their drawings. Initial letter recognition. Beginning to recognise their name cards. Making marks to represent, mum, dad, ourselves, and family members.Making marks to represent characters and Settings from the story Goldilocks and the Three Bears. Exploring different ways to make marks, using mud, water and brushes, chalk, making shapes in the air using ribbons.  | **Rabbit Foo Foo,** **The Blue Balloon- Talk for writing.** Hook – Woodland animals hidden around the class. Lost needs to find his home. Being kind to each other, helping each other. Initiate -Wishes, making wands, thinking of ideas. Use sticks, ribbonsReading the story, front cover, what we can see, Author, illustrator, front, back, model turning pages carefully, listening ears, Vocab -Balloons, party, music, dancing, making invitations for someone special. Home experiences, sharing photos, pictures, presents wrapped to open and explore, predictions. I – Making decorations, invitations, mark making, balloon papier MacheRead story- As above. Story maps/acing out parts of the story. Writing – Begin forming initial letter- using name card. Mark making to represent invitations, drawing our experiences, and talking about them.What will we see in the woods? Draw and make marks. Christmas cards. Outside- chalk, clipboards, sounds on blocks. Gross movements large circles etc. | **Whatever Next** Hook- boxes to sit in, thinking of places to go, turn taking, to think of where we might go. Rockets to find out about, Looking at the dark, what we see in the dark, animals we might see, recap topic. Vocab. Owls, bats, I- building whole a class rocket,Roleplay- acting out going to the moon, groups and whole class. Drawing what we think will go on the moon adding to whole class book.Story maps/acting out parts of the story.Name writing – copying letters. Exploring chalk/dark paper. New ways to mark make. Representing space through shape drawing, circles. Talk about our pictures.Outside- chalk, clipboards.Sounds on blocks to begin recognising letters. Gross movements, large circles. | **Rainbow Fish** Hook- Treasure chest, where did I come from? What could be inside? Vocab- Special, shiny, treasure. Treasure hunts, Knowledge of fish, sea, sharing, how do we share. Parts of a fish, what do they eat? I – modelling drawing fish, parts of a fish, fact files, Roleplay- pirates, Predicting the story- story maps, acting out parts of the story. A letter to a pirate**.** Story telling – Write and scribe/acting out to the class. Name writing- copying letters independently to label work. Drawing something special, frames. Talking about what is special to us. Fact files- pictures and scribing knowledge. (talk) Begin to explore sounds learnt s, a t , p, initial sounds.Outside- chalk, clipboards, sounds on blocks. Tickets to the sea life centre.  | **Dear Zoo** Hook- Animal deliveries, describing animals, size, look.Virtual tours, of Zoo’s, Build up knowledge of animals through stories/ facts/ internet. I- letter to the Zoo, children using ideas, why do we send it back? Story maps pictures and words. Acting out- whole class video. Role play masks outside, acting out with enclosures. Story telling – Write and scribe/acting out to the class. Independent name writing. Thinking about the initial sounds we can hear to label. E.g.Writing letters to the Zoo. Pictures, words to learn and use within the challenge. Drawing people who help us. Outside- chalk, clipboards, sounds on blocks. To begin segmenting and letter recall.Gross movements large circles, etc.  | **The Very Hungry Caterpillar**Hook-bug videos, photos.CaterpillarsFruit tasting, days of the week’s songs. Floor book, adding ideas, class fact files, discussions, fruit,taste, touch, smell recordingideas.Healthy eating- sorting food.Story map- introducing phrases. Whole class actions and words. Changing the story. What could we have instead?Story telling – Write and scribe/acting out to the class. Name writing independently- focus on letter formation. Initial sounds to label plants, bugs. HA- CVC words, use phonic knowledge to segment and blend. Phonic sessions- writing sounds. Air writing**.** Drawing life cycles and talking about the stages.Telling stories- writing sounds words, acting out the stories. |
| Key Person Feelings and Values Embedded throughout with a focus each half term. | * Settling children, and exploring ways to manage feelings.
* Focus questions linked to the topic. What do we like to do? Pictures of interests.
* Happy/sad faces.
* Class rules
* **Trust/kindness values- Thinking about trusted adults, how to keep safe.**
* **Building relationships with others.**

Twice a week in Key person groups.Daily for the first few weeks to embed carpet sitting.  | * **Kindness/Forgiveness** - Being Kind to each other, School rules, Carpet rules, taking photos for wall.
* Happy and sad faces,
* Expressing feelings.
* Exploring new feelings
* What is forgiveness?
* Question time- link to topic and values.
 | * Introducing New feelings, happy, sad, excited, cross. Look at photos, share experiences. Why?
* **Respect** Value
* Expressing feelings.
* Exploring new feelings
* What is Respect?
* Question time- link to topic and values.
 | * Feelings – Encourage full sentences, why are we happy? What makes us sad.
* **Safety**

**How do we keep safe at school?*** **Recap trust.**

**Happy, sad, cross, excited.**  | * Extend feelings- What makes us excited?
* How do we help others? How do we help others that are sad?
* **Resilience** – Value.
* **How can we be resilient?**
* **Team challenges.**
* **Problem solving.**
 | * Using feelings learnt to discuss, happy, sad, excited, cross, scared, worried.
* What might we be worried about?
* How are we feeling leaving nursery?
* How do we feel about reception?
* **Aspiration** – Value.
* **Question time**. What do we want to get better at? Etc.
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| Phonics Letters and sounds.  | **Aspect 1.** Listening walks- Walking through the forest/ outside area, exploring new places, what sounds can we hear. Exploring sounds, making a special stick to tap on trees, fences. Loud and quiet sounds.Bear Lost in the jungle, find the bears, sounds changing. Go to sleep Mr Bear, listening skills. Enlivening stories- Rhymes with actions and sounds. Humpty Dumpty, crash, bump, crash, gallop gallop. boohoo.  | **Aspect 1**Sound stories, Lydia Loo, owls, ghosts, boohoo, woo. Making sounds we hear around us. Mrs Browning how has box. Sounds from the forest, crunch leaves, sticks tapping, stones tapping, rustling etc. Using natural found objects to make shakers.familiar songs as a class. Explore different sounds learnt. Record ideas of sounds on paper. Thinking about recent sounds. Why is it you favourite? Christmas songs and instruments- playing to the beat.  | **Aspect 2/3**Instrumental sounds- Exploring sounds they make, loud, quiet, high, low Combing music and sound. Including instruments with stories. What sound could we use to go with our story? **Peace at last** noises around us**.** Body percussion- Exploring sounds with our body, Noisy Neighbour, every day sounds and instruments. Tapping out syllables in names.Introducing initial sound in names- sending off the carpet.  |  **Aspect 3/4**Recapping Body Percussion- Using actions and sounds, introduce Beat baby- Moving to the beat, following instructions. Rhyme- rhymes, stories. Rhyming soup and Bingo games. Creating our own funny rhymes with names. Rhythm- back to instruments- introducing movement to the beat, slow, fast, loud, quiet. How can we move? marching, stomping, running etc. Sept children- Begin to look at the initial sound we see on the rhyming words. | **Aspect 5/6**Alliteration – Children names. Making funny names. Alien names- Ping, pang, po. Naming our Zoo animals, Ellie Elephant, Pig, pop, Bertha goes to the zoo game- small world, groups of animals with the same sound. Tony train busy day- focus on initial sound- oh no a laughing lion, a brown bear, use children’s ideas. What could we see on our trip? Model sound cards to link with our pictures we see. Use familiar sounds, s, a t, p to prepare for summer term. Musical corners, dance and stop go to the correct sound.Sound bags,  | **Aspect -5-7**Voice sounds- My turn your turn.Mirrors mouth movements, stretch, bouncy. Incorporate sounds s, a, t, p (3termCh)Oral blending- warm up, include in physical sessions, up, sit, hop.Prepare children going into reception- 2 new sounds each week phase 2. Satpin, gock, o, ck, e, u, r h, bSmall groups throughout the week.Children staying on in nursery. Recap rhyme, alliteration sessions, voice sounds, embed, listening skills, listening games, go to sleep Mr Bear. Focus on initial sounds of their names,  |
| Maths  | * One. two objects, give me one, give me two. Exploring number through pictures, songs and objects. Using fingers to represent number.
* Number songs – 1-5
* Looking at numbers to 5 and pictures, counting forwards and backwards.
* Objects 1-5
* Recite numbers to 5 and beyond.
* Recognise numerals that are personal to them
* Big, small, medium, recognising size, bowls, chairs and bears.
* Sorting objects/ colour and shape and counting groups of objects.
 | * Embedding numbers to 5 from last half term. Using methods learnt.
* 2D shapes, looking at basic shapes.
* Shape hunt. Finding shapes in the environment. Number, 5 circles etc.
* Shape pictures.

Comparing shapes, we see. * Exploring shape through construction.
* Counting forwards and backwards like rockets, recite some numbers in order.
* Counting objects beyond 5. How many sides/ corners.,
* Sets of objects/last number said.
* Recite numbers to 5 and beyond. .
 | * Working with numbers to 10.
* Matching number quantity.
* Finding new ways to represent number.
* Counting forwards and backwards to 10.
* Measure- distance, how far?
* Exploring measure tapes, rulers,
* Counting actions/ measuring steps.
 | * Number to 10. Ordering numbers,
* finding different ways to represent number, numicon, objects, fingers.
* Comparing groups.
* Sharing out objects in different ways. Do we still have the same amount? More/less.
* Counting out from a larger amount. 1.1 counting- finding the total.
* Recording number, tally marks, pictures.
 | * Shape recap – Using language to describe shape, sides, corners.
* Measure – capacity, full, empty, half,
* Recognising numerals in the environment.
* Using number knowledge to 10 how many? Counting actions/ objects.
* Size- taller, shorter, link with animals- tall giraffe, big, elephant, etc.
* pattern/ stripes, spots, model pattern.
 | * Time/routine. – Vocabulary, morning, afternoon, evening, day, night. What do we do at school/home?
* Where do we see time? Clocks, alarm, train station, watches.
* What is the time Mr Wolf?
* One more than a number.
* Ordering to 10 and beyond. What is next?
* Matching number/quantity beyond 10. Teen numbers, numicon.
* Recording number.
* Height, length,
 |