



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics and themes	Ourselves	Festivals and Seasonal changes	Traditional Stories and Animals		Mini beasts and growing	Transport and Journeys
<p>Communication and Language</p> <p>Following Little Wandle Phonics Scheme, focusing on rhyme and phase 1 listening games.</p>	<p>Core Books:</p> <p><i>Super Duper You</i> by Sophy Henn (<i>Diversity/ Self-esteem</i>)</p> <p><i>Owl Babies</i> by Martin Waddell</p> <p><i>Family Love</i> by Sophie Beer (<i>Diversity and PSED</i>)</p> <p><i>We are Family</i> by Patricia Hegarty (<i>Diversity and PSED</i>)</p> <p><i>Me and You</i> by Anthony Browne (<i>PSED</i>)</p> <p>Leaf Man by Lois Ehlert (Autumn)</p> <p><i>Handa’s Surprise</i> by Eileen Browne (<i>Black History Month</i>)</p> <p><i>Two Grandads</i> BY Floella Benjamin (<i>Cultural Diversity</i>)</p> <p>Establish class routines. Say ‘Good Morning’, do Self-registration, Name friends and staff members</p> <p>Begin to learn a bank of nursery rhymes that they can sing from memory. Make Props and artwork for Nursery Rhyme Display.</p> <p>Daily action songs- ‘Hello Song’ ‘Tidy up song’ ‘Good bye song’</p> <p>Topic vocabulary that will be taught and scaffolded throughout the half term.</p>	<p>Core Books:</p> <p><i>Pumpkin Soup</i> by Helen Cooper (<i>Autumn/garden produce</i>)</p> <p><i>Funny bones</i> by Allan Ahlberg (leading on from ‘ourselves’ and Halloween)</p> <p><i>Billy’s Fire work Night</i> by Pamela Malcom</p> <p><i>Handa’s Noisy Night</i> by Eileen Browne (<i>Cultural Diversity</i>)</p> <p><i>Rama and Sita</i> by Malachy Doyle</p> <p><i>Lighting a Lamp</i> by Jonny Zucker.</p> <p><i>Night Before Hanukah</i> by Natasha Wing</p> <p><i>The Snow man</i> by Raymond Briggs</p> <p>Key Vocabulary:</p> <p>Festivals, Celebrations, Excited, fantastic, Halloween, Guy Fawkes Night, Diwali, light, Hanukah, Christmas, Dark Night, Skeletons, Bones, Family, upstairs, downstairs, cellar, street, Bang, Pop, Crash, Loud, Quiet, Sparkling,</p>	<p>Spring 1</p> <p>Core Books:</p> <p>Goldilocks and The Three Bears</p> <p>The Three Billy Goats Gruff</p> <p>The Gingerbread Man</p> <p>Little Red Riding Hood</p> <p>The Three Little Pigs</p> <p>Little red riding hood</p> <p>Mr Wolf’s Pancakes</p> <p>Spring 2:</p> <p>Core Books:</p> <p><i>The Three Little Pigs</i></p> <p><i>The Little Red Hen</i></p> <p><i>Chicken Licken</i></p> <p><i>Walking through the Jungle</i> Julie Lancome (Repeated language)</p> <p>Brown Bear Brown Bear by Bill Martin (repeated language)</p> <p>Farmyard Hullabaloo by Giles Andreae</p> <p>Key Vocabulary:</p> <p>Once upon a time, The three bears, Big, Medium, Small, tiny, Cottage, upset, Goldilocks, unkind, naughty, porridge, bowls, spoons, size, measure</p>	<p>Core Books:</p> <p>The Very Hungry Caterpillar</p> <p>The Very Busy Spider</p> <p>The Tiny seed</p> <p>The Enormous Turnip</p> <p>Titch</p> <p>Jaspar’s Beanstalk</p> <p>Billy’s sunflower</p> <p>The bad tempered ladybird</p> <p>The very Quiet cricket</p> <p>Key Vocabulary:</p> <p>Early one morning, egg, Caterpillar, hungry, big, bigger, full, cocoon, chrysalis, leaf, butterfly, stomach ache, transform, change.</p>	<p>Core Books:</p> <p>The Train Ride by June Crebbin</p> <p>Oi Get off our train by John Burningham</p> <p>Astro Girl by Ken Wilson Max</p> <p>The Naughty Bus by Jan Oake</p> <p>Rosie’s Holiday by Rachel Pank</p> <p>Starting School by Allan Ahlberg and Janet Ahlberg</p> <p>Key Vocabulary:</p> <p>Train, Carriage, Journey, Station, view, trees, Grandma, animals, Astrid, Space, Astronaut, stars, plants, zero gravity, floating, space-suit, space station</p> <p>Bus, route, bus stop, London, building, maps, pond, river, road, signs, gift, wet, dry, Holiday, sand, sea, shells, swimming costume, sun cream, travel, airport, car, vacation</p>	

	<p>Ourselves, the same, different, unique, my family, friends, special, memory, Mum, Dad, sister, brother, baby, granny, grandpa, Uncle, Aunt, Cousins, Holiday, Nursery class, Gillespie School Good manners: Yes Please, No Thank you.</p> <p>Key Vocabulary: Linked to routines and starting school:</p> <ul style="list-style-type: none"> • Good morning, Good afternoon, Goodbye, how are you? <p>Introduction and initiating play:</p> <ul style="list-style-type: none"> • My name is, please can I play? Please can I join in? What games do you like to play? I like playing... • Discuss holidays/ special memories with their families put photos up on family tree display. <p>Making feelings clear and behaviour:</p> <ul style="list-style-type: none"> • Kind hands, Kind Feet, Kind words, Being Gentle, Taking care of our friends, Taking care of the class, taking turns, sharing, "Stop I don't like that". 	<p>bright, Candles, fire, safety, Menorah, Dreidel, Gifts, starts, shining, grateful, thanks, Jesus, Manger, Born, Bethlehem.</p>	<p>Bridge, billy goats, river, under, over, next to, above, on top, troll, trip-trap, field Three little pigs, House, bricks, straw, sticks, strong, weak, build, construct, blow, huff and puff, wolf, boiling water, cauldron, Grandma, red cloak, disguise, forest, basket, fruit, alone, Pancakes, gobble up, eggs, flour, water, sugar, pan Animals: Farm animals, Wild animals, bears, tiger, lion, snake, tiger, cat dog, colours, fur, scales, pets, domestic animals, vets, farmyard, haystacks, mini-beasts</p>	<p>Spider, making, web, busy, spinning, silk, fly, ant, horse, cow, Seeds, plants, planting, soil, grow, flowers, fruit, vegetables, flying, sprinkle, water, sunlight Ladybird, bad temper, aphids, black spots, red, wings, legs, insects, antennas, good manners, friends, Cricket, quiet, jump, hop, green, bouncing, leaping, stars, moon, sun, chirp, whiz, spin, rub wings together</p>	<p>School, uniform, Reception class, new friends, school bag, begin, goodbyes</p>
Physical Development	Movement to a range of cultural music.	Pumpkin finger Gym mini –hammers and golf-tees gross and fine motor skills.	Make house for the Three little pigs using various construction materials: wooden blocks, Lego and duplo.	Make a range of obstacle courses in the garden using loose parts	<p>Make a large scale train using loose parts in the garden</p> <p>Create a bus using range of materials making tickets for passengers</p>

	Malleable play ideas for children to explore different textures. E.g. sand, Playdough, Paint and Cornflower, cloud dough etc.	Messy play: range of materials, explore feeling and texture	Create dens in the garden to represent homes/ get away from the Big Bad wolf	Gardening and planting seeds/ digging in digging patch	
Personal Social and Emotional	<p>Focus on settling and independence. Get to know friends' and adults' names. Become familiar with routines and expectations within the setting.</p> <p>Creating class rules together. Establishing good listening rules: Good looking at the speaker, Listening, not calling out, taking turns to speak and listen to each other.</p> <p>Creating large scale 'Colour Monster' and discussing different feelings and emotions. E.g. Happy, Sad, Excited, Confused, frustrated, scared, worried, sick etc. Being kind and sensitive to other people's needs.</p>	<p>Making Pumpkin soup together taking turns chopping veg, and the mixing up ingredients. Then eating soup together collectively.</p> <p>Circle-time games to get to know each. Share information about special people in their lives. Children share their like and dislikes.</p> <p>Introduce My Happy Mind Stories and Props</p>	<p>Discuss feeling how do the characters from the traditional stories feel e.g. the three bears when goldilocks went into their home.</p> <p>What could she have done better? How could she apologise?</p> <p>Circle-time to discuss feelings and talk through children's ideas. What they feel they are good at? What they would like to improve?</p>	<p>Taking care of the natural world and each other Parachute games in the garden</p> <p>Playing group games and taking turns with each other</p>	<p>Taking turns to create and use the large-scale transport. Work Collaboratively to extend ideas.</p> <p>Role-play area- To represent beach and holiday children create their own props to use.</p>
Literacy Following Little Wandle Phonics Scheme, focusing on rhyme and Phase 1 listening games. Beginning Phase 2 before Half Term.	<p>Explore mark making creating Self-portraits and writing their names</p> <p>Making Handa's Surprise booklet My favourite Animal is...</p> <p>Creating class rhyme book. Begin the rhyme of the week to send home to families.</p>	<p>Create posters for Halloween</p> <p>Draw Pumpkins from our vegetable patch</p> <p>Write Diwali/ Christmas/ Hanukah Cards to family</p>	<p>Make own booklets to sequence traditional stories</p> <p>Re-telling stories using props and puppets</p>	<p>Making hungry caterpillar booklets drawing favourite fruit and thinking about the sequence of the story.</p>	<p>Making postcards for friends and family</p> <p>Creating drawings and Representations of different and transport</p> <p>Transition booklets for Reception</p>

<p>Maths</p>	<p>Using natural resources on a ten frame e.g. conkers to support one: one correspondence</p> <p>Regular daily reinforcement of cardinality. E.g.: Asking children in tidy up teams to check how many of something there are (up to 5), counting the fruit in the bowl, counting the bikes outside, and counting the children in the line.</p> <p>Discussing children's age and birthdays. Introduce Birthday Display</p> <p>Develop language related to time through the use of: -the days of the week song, - daily use of the class calendar to record the day, date and month - Daily use of the visual timetable to order and sequence events happening throughout the day.</p>	<p>Daily games to develop subitising skills on the dice.</p> <p>Noticing patterns in the environment E.g. stipes, spots, blobs.</p>	<p>Fast recognition of up to 3 objects</p> <p>Reciting Numbers Past 5</p> <p>Show fingers to represent numbers during Rhyme time.</p> <p>Compare quantities e.g. more than, fewer than.</p>	<p>Discus positional language and use words such as in front of, next to, behind.</p> <p>Describe a sequence of events real or fictional using: first, then, next...</p>	<p>Talk about 2D and 3D shapes using transport e.g. making representation on bus/ train using shapes</p> <p>Talk about 3D shapes, flat sides, pointy sides, round etc.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (Cardinal Principal)</p>
<p>EAD</p>	<p>Hand and foot print painting to create class rule display.</p> <p>Self portraits</p> <p>Movement and expression to range of cultural music</p> <p>Opportunities to role play key texts and use a range of cultural dress and props when retelling stories and creating their own imaginative narratives.</p>	<p>Make nature paintings using autumn leaves and conkers</p> <p>Making firework paintings using forks and paint</p> <p>Making henna patterns on hands Diwali lamp pictures/ crafts</p>	<p>Making and creating houses using junk modelling</p> <p>Creating stick puppets to represent characters from the story e.g. Goldilocks</p> <p>Using a range of collage materials to create own models and crafts</p>	<p>Observational drawings of fresh flowers and fruit</p> <p>Painting with vegetables and fruit explore the different textures</p> <p>Making up dances and expressing themselves through a range of music</p>	<p>Painting on large cardboard boxes to represent vehicles.</p> <p>Creating bus routes/ train routes to imaginary places</p> <p>Performing songs and shows in theatre area.</p> <p>Perform End of year song/ dance to their families</p>

	Learning 'Hello to all the children of the world' song. Saying hello in different languages.				
UW	Exploring different family units and relationships through key texts.	Exploring seasonal changes in nature and representing them through art and photography	Exploring different materials E.g. bricks, stones, sticks, and straw. How do they feel? What are they used for?	Growing and planting herbs, vegetables and plants. Observing the plants grow and taking care of them.	Making Bug hotels in the EYFS garden Exploring nature during weekly sessions at Forest school