

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Loose themes/ topics..	<i>(We will not be limited to these themes and children's ever growing interests and fascinations will also be planned for throughout the year.)</i>	Animals	Celebrations	All About Me	Growing / On the Farm	Minibeasts	Holidays/ Transport
Celebrations/ Calendar events		Harvest Baby Goes to Market	Diwali Let's Celebrate Diwali Bonfire Night Remembrance day Christmas Nativity Story Stick Man	Chinese New Year The Great Race Safer internet day	Pancake Day The Enormous Pancake World Book Day Mother's Day Guess How much I love You Easter		Eid Father's Day My Daddy is a Grizzly Bear
Possibilities and experiences		<ul style="list-style-type: none"> • Animal Man • Pet (fish / stick insect/ snail etc) 	<ul style="list-style-type: none"> • Diwali Celebration day • Nativity • Cooking 	<ul style="list-style-type: none"> • Nurse Visit • Dentist Visit • Chinese New Year Celebration day 	<ul style="list-style-type: none"> • Growing seeds 	<ul style="list-style-type: none"> • Caterpillars 	<ul style="list-style-type: none"> • Beach Day at HT • Police Visit • Firemen Visit
Literacy	<i>We will learn to tell these stories and Grandma Fantastic will help us to explore the vocab within them...</i>	Dear Zool	The Gingerbread Man	We're going on a bear hunt!	The Enormous Turnip	The Very Hungry Caterpillar	The Train Ride
	<i>Key books We will be familiar with these stories and books:</i>	<ul style="list-style-type: none"> • Where's Spot? • Hug! • Brown Bear, Brown Bear • Giraffes Can't Dance • Wind 	<ul style="list-style-type: none"> • The Gruffalo's Child • Each Peach Pear Plum • Stickman 	<ul style="list-style-type: none"> • Rosie's Walk • Would you rather • Peepo • I want my Potty • So Much • Boogie Bear • Who are You? • Lulu's Sleep Over 	<ul style="list-style-type: none"> • The Three Billy Goats Gruff • Jasper's Beanstalk • Jack and the Beanstalk • The Three Little Pigs 	<ul style="list-style-type: none"> • Little Red Riding Hood • The Crunching Munching Caterpillar 	<ul style="list-style-type: none"> • Shark in the Park • Sandcastles (Kipper) • Busy People Books • The Cat in the Hat • Down by the Station

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KEY BOOKS

NI&N2

Just NI

Just N2

				<ul style="list-style-type: none"> • Eat up Gemma • We're Going to find a Monster 	<ul style="list-style-type: none"> • Love Makes a Family • Making Friends 		
	<p>Key rhymes and songs</p> <p>(These are the minimum that we will teach the children other songs and rhymes can be added to cater to child interest)</p>	<ul style="list-style-type: none"> • Incey Wincey Spider • Twinkle Twinkle • Wind the Bobbin up • I'm a little teapot 	<ul style="list-style-type: none"> • Jack and Jill • Old Macdonald • Humpty Dumpty • Hickory Dickory Dock • Nativity Songs 	<ul style="list-style-type: none"> • Head Shoulders Knees and Toes • Round and Round the Garden • If you're happy and you know it • Two little Dicky Birds • Dinosaur Roar (book) 	<ul style="list-style-type: none"> • Baa Baa Black sheep • Little Bo Peep • Dingle Dangle Scarecrow • Hot Cross Buns • Chick Chick Chicken 	<ul style="list-style-type: none"> • Wiggly Woo • I'm Bringing home my baby bumble bee. • Caterpillar (Music Express) • Three Blind Mice • Treasury of Rhymes (Puffin and Oxford books) 	<ul style="list-style-type: none"> • The Wheels on the Bus • Row Row Row your Boat • 1,2,3,4,5 once I caught a fish alive • The Grand Old Duke of York • Treasury of Rhymes (Puffin and Oxford books)
	Phonics	Bug Club Phonics Phase 1 (Pre-Reception) Unit A "A Wet Walk"	Bug Club Phonics Phase 1 (Pre-Reception) Unit B "All Sorts of Art"	Bug Club Phonics Phase 1 (Pre-Reception) Unit C "Nature Shapes"	Bug Club Phonics Phase 1 (Pre-Reception) Unit D "The Missing Button"	Bug Club Phonics Phase 1 (Pre-Reception) Unit E "From Seed to Sandwich" Higher focus on oral blending and segmenting	Bug Club Phonics Phase 1 (Pre-Reception) Unit E "A Day at the Beach" Higher focus on oral blending and segmenting
PSED/ Circle times	<p>Circle times will occur weekly and a class puppet will be used in each session.</p> <p>Dogum and Lola the Listening Leopard will also be used.</p>	<p>Introduce rules of class</p> <p>NI: Know the rules</p> <p>N2: Discuss thoughts, ideas and draw on own experiences using key vocab</p> <p>Feelings: Happy and Sad</p>	<p>Feelings: Worried, Tired, scared</p> <p>Little Big Feelings Book – Sometimes I am worried/ angry I Don't Want to go to Bed</p> <p>NI: Know the emotions and use the words</p>	<p>Introduce Dogum and Lola the Listening Leopard</p> <p>Likes and dislikes</p> <p>You Choose</p> <p>Staying healthy including oral hygiene</p>	<p>Introduce School Learning behaviours</p> <p>NI: Know the Learning Behaviours</p> <p>N2: Discuss thoughts, ideas and draw on own experiences using key vocab</p>	<p>Feeling Hungry</p> <p>NI: Know the emotions and use the words</p> <p>N2: Recognise in self/ discuss thoughts, ideas and draw on own experiences using key vocab</p>	<p>Helping each other</p> <p>Little Big Feelings Book – I Like to be Helpful</p> <p>NI: Know how we can help</p> <p>N2: Discuss thoughts, ideas and draw on own experiences</p>

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NI&N2

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		<p>Little Big Feelings Books – When I am Sad/ When I am Happy</p> <p>NI: Know the emotions and use the words</p> <p>N2: Recognise in self/ discuss thoughts, ideas and draw on own experiences using key vocab</p>	<p>N2: Recognise in self/ discuss thoughts, ideas and draw on own experiences using key vocab</p>	<p>Masie, Charlie and the Wobbly Tooth</p> <p>NI: Know how to stay healthy</p> <p>N2: Discuss thoughts, ideas and draw on own experiences</p>	<p>Sharing I Can Share!</p> <p>NI: Know some key ways to share</p> <p>N2: Discuss thoughts, ideas and draw on own experiences</p>	<p>Explore Differences / similarities in different ourselves</p> <p>You can!</p> <p>NI: Know differences</p> <p>N2: Discuss thoughts, ideas and draw on own experiences</p>	<p>People who help us</p> <p>Busy People Books</p> <p>NI: Know some people who help us</p> <p>N2: Discuss thoughts, ideas and draw on own experiences</p>
PE		<p>Yoga</p> <p>Riding trikes</p> <p>Coats</p>	<p>Yoga</p> <p>Moving in different ways</p>	<p>Yoga</p> <p>Playground Games</p>	<p>Yoga</p> <p>Throwing and catching</p>	<p>Yoga</p> <p>Learn a caterpillar dance</p>	<p>Yoga</p> <p>Building Dens</p>
Fine Motor/ Handwriting	Write dance Pre letter writing shapes	<p>Funky Fingers</p> <p>Write Dance</p> <p>Pre letter set 1</p>	<p>Funky Fingers</p> <p>Write Dance</p> <p>Pre letter set 1</p>	<p>Funky Fingers</p> <p>Write Dance</p> <p>Pre letter set 2</p>	<p>Funky Fingers</p> <p>Write Dance</p> <p>Pre letter set 2</p>	<p>Funky Fingers</p> <p>Write Dance</p> <p>Pre letter set 3</p>	<p>Funky Fingers</p> <p>Write Dance</p> <p>Pre letter set 3</p>
Maths	White Rose Units:	<p>Getting to know you</p> <p>Just like me</p>	<p>Just like me</p>	<p>Just like me</p> <p>It's me 1,2,3</p>	<p>It's me 1,2,3</p> <p>It's me 1,2,3</p>	<p>It's me 1,2,3</p> <p>Light and Dark</p>	<p>It's me 1,2,3</p> <p>Light and Dark</p>
UTW	<p>We are Scientists</p> <p>(Use of a story to intro each idea)</p>	<p>Dear Zoo</p> <p>Zoo Animals</p> <p>NI: Name the animals</p> <p>N2: Talk about the features of some zoo animals/ differences & similarities</p>	<p>The Gingerbread Man</p> <p>Cooking biscuits – changes</p> <p>NI: Know which ingredients we mix to make biscuits</p> <p>N2: Will discuss changes using vocabulary provided</p>	<p>We're Going on a Bear Hunt</p> <p>How we stay healthy.</p> <p>NI: Know some ways we can stay healthy</p> <p>N2: Discuss thoughts, ideas and draw on own experiences</p>	<p>The Enormous Turnip</p> <p>Learn the names of different Farm animals</p> <p>NI: Name the animals</p> <p>N2: Talk about the features of some farm animals/</p>	<p>The Very Hungry Caterpillar</p> <p>Minibeast Hunt!</p> <p>NI: Name the minibeasts</p> <p>N2: Talk about the features of some minibeasts/ differences & similarities</p> <p>Talk about the features of</p>	<p>The Train Ride</p> <p>Naming materials – Junk modelling</p> <p>NI: Know names of some materials</p> <p>N2: Discuss thoughts, ideas and draw on own experiences</p>

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Just N2

					<p>differences & similarities</p> <p>Growing seeds <i>NI: Know that a seed grows</i> <i>N2: Will discuss changes using vocabulary provided</i></p>	<p>minibeasts/ differences & similarities</p>	
	<p><i>We are Historians</i></p>	<p>Talking about my day. (Using Visual timetable)</p>	<p>Talking about my day (Using Visual timetable)</p>	<p>Babies – Humans growing. <i>Eat Up Gemma</i> <i>NI: Know that we grow from babies into grownups over time</i> <i>N2: Will discuss changes using time related vocabulary</i></p>	<p>How plants grow over time. <i>Jasper's Beanstalk</i> <i>NI: Know that plants grow over time</i> <i>N2: Will discuss changes using time related vocabulary</i></p>	<p>How caterpillars change over time. <i>NI: Know that caterpillars change into butterflies over time</i> <i>N2: Will discuss changes using time related vocabulary</i></p>	<p>People who help us <i>Busy People Books</i> <i>NI: Know how to stay healthy</i> <i>N2: Discuss thoughts, ideas and draw on own experiences</i></p>

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	<p>We are Geographers</p> <p>(Use of a story to intro each idea)</p>	<p>Where do I live? Where is my school? Discussions incidentally as part of visual timetable discussions</p>	<p>Learn some features of the countryside The Gingerbread Man NI: Name some features N2: Talk about the features/ differences & similarities between settings</p>	<p>Learn some features of Towns Funny Bones NI: Name some features N2: Talk about the features/ differences & similarities between settings</p>	<p>On the Farm The Enormous Turnip NI: Name some features N2: Talk about the features/ differences & similarities between settings</p>	<p>My school environment – Go for a walk around the school NI: Name some features N2: Talk about the features/ differences & similarities between settings</p>	<p>Look at the features of a Seaside Lucy and Tom at the Seaside NI: Name features N2: Talk about the features/ differences & similarities between settings Look at some features in India The Road to Mumbai NI: Name features N2: Talk about the features/ differences & similarities between settings</p>
	<p>We are members of the community</p> <p>(Use of a story to intro each idea)</p>	<p>How can we look after animals? Dear Zoo NI: Know some ways N2: Discuss thoughts, ideas and draw on own experiences</p> <p>RE Story: Noah's Ark NI: Know the story N2: discuss the story</p>	<p>RE Story: Rama and Sita Let's Celebrate Diwali Know the story / discuss the story Celebrate Diwali with a celebration day</p> <p>RE Story: The Christmas Story - Nativity</p>	<p>Chinese New Year Peppa's Chinese New Year NI: Know some ways Chinese New Year is celebrated N2: Discuss thoughts, ideas and draw on own experiences</p> <p>RE Story: The Creation Story "In the Beginning"</p>	<p>How can we look after plants? Jasper's Beanstalk NI: Know some ways N2: Discuss thoughts, ideas and draw on own experiences</p> <p>RE Story: The Easter Story</p>	<p>How can we look after caterpillars? NI: Know some ways N2: Discuss thoughts, ideas and draw on own experiences</p> <p>RE Story: Jesus Feeds the 5000</p>	<p>N2: Recycling Boxitects Discussions as part of junk modelling</p> <p>RE Story: The Most Exciting Eid NI: Know the story N2: discuss the story</p> <p>RE Story: Jesus Helps the Sick</p>

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KEY BOOKS

NI&N2

Just NI

Just N2

			NI: Know the story N2: discuss the story Celebrate Christmas	NI: Know the story N2: discuss the story	NI: Know the story N2: discuss the story	NI: Know the story N2: discuss the story	NI: Know the story N2: discuss the story
EA&D	<i>We are Artists/ Chefs:</i>	Painting Brown Bear Brown Bear What do you see? NI: Naming colours N2: Naming and discussing mixing	Making Christmas Biscuits Christmas Cards	Self portraits NI: face N2: Include body Junk model my house	Making Easter Biscuits Easter Cards	Make a Caterpillar / Butterfly collage (whole class)	Making Biscuits for a Teddy Bear's Picnic Junk modelling vehicles Father's day cards
	<i>We are performers:</i>	Singing	Nativity	Singing	Singing	Instruments beats and percussion.	Instruments beats and percussion.

As well as these adult led activities, the continuous and enhanced provision will be planned in order for children to independently (with play partner support) access a range of activities which will further embed all skills, knowledge and vocabulary that we wish the children to acquire.

Please see continuous provision overview document.