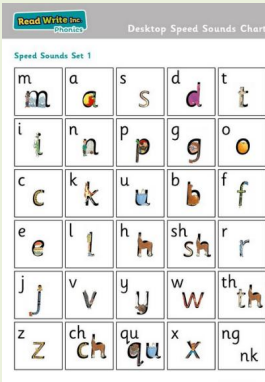


	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	All About Me	Journeys	Animals	Growing	Stories from around the world	Adventures
Core Texts	Weeks 1&2: The Colour Monster Weeks 3: I Love Me! Weeks 4 & 5: My Family and Me Weeks 7 & 8: Monkey Puzzle Additional texts: - The Colour Monster goes to school - Brown Bear, Brown Bear - Eric Carle - So much - Trish Cooke - Hair Love	Weeks 1 & 2: We're going on a bear hunt Weeks 3 & 4: The Gruffalo - Julia Donaldson Weeks 5 & 6: Lost and Found Week 7: The Storm Whale Week 8: The Storm Whale in Winter Additional texts: - Elmer in the Snow - David Mckee - Stick Man - We're Going on a Lion Hunt – David Axtell	Week 1 & 2: What the ladybird heard Weeks 3 & 4: Three Billy Goats Gruff Weeks 5 & 6: The Tiger Who Came to Tea Additional texts: - Happy new Year Spot – Eric Carle - Elmer - Don't hog the hedge - Farmyard Hullabaloo	Weeks 1 & 2: Sam Plants a Sunflower Seed Weeks 3 & 4: The Very Hungry Caterpillar by Eric Carle Week 5: The Little Red Hen Additional texts: - The enormous watermelon - Brenda Parks and Judith Smith - The Ravenous Beast - Niamh Sharkey The Little Mouse, the Red Ripe strawberry and the Big Hungry Bear - Don and Audrey Wood	Week 1: The Magic Drum Weeks 2: The Mother Goat and her Kids Week 3: Kito the fox and the lantern Week 4 & 5: The Lion and the Mouse Week 6: The Three Little Pigs	Weeks 1 & 2: Somebody swallowed Stanley Weeks 3 & 4: How deep is the sea Weeks 5 & 6: The Way Back Home Week 7: Ruby's Worry (transition) Additional texts: 10 reasons to love a turtle - The unexpected visitor
Vocabulary	Tier 1 happy, sad, scared, kind, cook, play, read, sleep, fat, mum, dad, brother, sister, aunt, uncle, cousin, grandma, grandpa Tier 2 happiness, sadness, fear, anger, loved, calm, confused, worried, nervous, brave, strong, smart, loving, beautiful, proud, powerful, strong, spots, wings, lost, curly, slither, croak, hiss, hairy, squawk, squabble, shriek, leap, cuddle	Tier 1 long, cold, big, over, under, through, run, look, mouse, fox, owl, snake, wood, house, teeth, knees, toes, eyes, tongue Tier 2 swish, splash, splosh, squelch, stumble, wavy, deep, dark, swirling, whirling, narrow, gloomy, tiptoe, stroll, terrible, roasted, silly, poisonous, scrambled, amazing, astounding, rumble, disappointment, discover, delight, lonely, retrieve, transport, navigate, rush, fierce, sneak, vast, wondered, pelting, rage, disbelief	Tier 1 left, right, cat, dog, hen, cow, horse, sheep, duck, goose, goat, bridge, sandwich, buns, biscuits, cake, milk, saucepans, cupboard, drank, ate Tier 2 crept, steal, whispered, plodded, trudged, cunning, stream, meadow, grumpy, gobble, plead, hungry, thirsty, furry, stripey,	Tier 1 plant, dig, cover, water, soil, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday Tier 2 wait, patient, bloom, wither, collect, share, damp, tiny, nibble	Tier 1 straw, sticks, bricks, built, ran, blow, big, bad, pig, wolf, story, magic, sing, sweet Tier 2 huff, puff, chimney, miserable, disappointed, cheer, selfish, rough, strength, promise	Tier 1 climb, lower, fix, stuck wonder Tier 2 straight, few, rough, vast, slimy, sharp, beady, wrinkly, ripped, scruffy, calm, swallow, splutter, gasp, soar, tug, steer, flicker, worry
Celebrations texts related to theme	Black History: - Grandma's Saturday soup - Mamas peppa soup - No hickory No Dickory No	Diwali stories: - Amma tell me about Diwali - Diwali the magical diyas - Lots of lights	Chinese New Year: - My first Chinese New Year - Karen Katz - Dragon Dance	Easter: We're going on an egg hunt – Laura Hughes Ramadan/Eid-al-Fitr:	International day: All are welcome	Eid-al-Adha: My first Eid-al-Adha

	dock Halloween: • Itsy Bitsy Pumkin • Pete the cat trick or pete	Christmas Stories: • The Australian 12 days of Christmas • The dinosaur that poop Christmas - Tom Fletcher and Dougie Poynter	Pancake Day: • Pancakes, pancakes - Eric Carle • Mr Wolfs Pancakes - Jan Fearnley	• R is for Ramadan - Greg Paprocki		
Communication and Language/ Reading	• Talk about themselves (their feelings, the things they enjoy and the things they are good at • Talk about their families and other people who are special to them • Talk about their daily routine at school and home • Learn the days of the week • Talk about the books they have read and relate them to their own experiences • Join with familiar words when a story is read to them • Sing familiar songs and rhymes	• Talk about their feelings and interests and listen to the feelings and interests of others. • Talk about two parts of the story and order them (first and then) • Join in with familiar words and phrases when a story is read to them • Add detail when describing events (first and then) • Use ‘because’ when explaining why something has happened • Sing familiar songs and rhymes	• Join in with familiar words and phrases when a story is read to them • Retell long stories in order (first, next and then) • Add detail when describing events (first, next and then) • Use ‘because’ when explaining why something has happened • Say when they agree or disagree with another person’s opinion and use ‘because’ to explain why • Hold a conversation and continue it for many turns • Create new songs based on familiar songs and rhymes			
Phonics	Phonics Bug Phase 1 : • Aspect 1: Environmental sounds • Aspect 2: Instrumental sounds • Aspect 3: Body percussion Additional phonics links: • Rhyme of the week • Song & rhyme time • Music/sound exploration	Phonics Phase 1: • Aspect 1: Environmental sounds • Aspect 2: Instrumental sounds • Aspect 3: Body percussion • Aspect 4: Rhythm and rhyme • Aspect 5: Alliteration • Aspect 6: Voice sounds Additional phonics links: • Rhyme of the week • Song & rhyme time • Music/sound exploration	Daily RWI lessons New sound daily • Sound • Words with initial sound • Speed sounds • Letter formation • Letter writing practise Additional phonics links: • Rhyme of the week • Song & rhyme time • Music/sound exploration 			
Physical development: • Gross Motor Skills • Fine Motor Skills • Mark Making/ Writing	Gross motor skills • Climbing • Balancing • Large scale drawing/painting – upright and on the ground • Moving in different ways while standing in one place/moving in a straight line (running, hopping, jumping, star jumps) • Throwing, rolling large balls • Weekly PE lesson with specialist coach Fine motor skills • Cooking (play dough, pancakes, dumplings) – pouring and mixing skills • Play dough – rolling, pressing, cutting with scissors (fine	Gross motor skills • Climbing • Balancing • Large scale drawing/painting – upright and on the ground • Moving in different ways while standing in one place/moving in a given direction • Moving in different ways along the floor (crawling, slithering, rolling) • Throwing, rolling, catching large balls • Using tricycles and scooters • Weekly PE lesson with specialist coach	Gross motor skills • Climbing • Balancing • Large scale drawing/painting – upright and on the ground • Moving in different ways while standing in one place/moving and changing direction • Moving in different ways on equipment – lower level (crawling, slithering, rolling) • Throwing, rolling, catching kicking small balls • Using balance bikes • Weekly PE lesson with specialist coach			

	- motor skills area) - Cutting and painting activities (creative area) Mark making/Writing - Writing my name - Labelling family drawings - Labelling character/story drawings - Writing an ingredient list - Drawing my construction		Fine motor skills - Cooking (stir fry, fruit salad, cress sandwiches) – chopping, grating, spreading skills - Play dough – rolling, pressing, cutting with scissors (fine motor skills area) - Cutting and painting activities (creative area) Mark making/Writing - Labelling character/story drawings - Writing a shopping list - Drawing my construction		Fine motor skills - Cooking (food from around the world) – chopping, grating, spreading, whisking, mixing skills - Play dough – rolling, pressing, cutting with scissors (fine motor skills area) - Cutting and painting activities (creative area) Mark making/Writing - Labelling character/story drawings - Writing a letter - Drawing my construction - Writing my name	
Personal, Social and Emotional Development	- Separating from parents and developing relationships with Nursery staff. - Understanding the daily routine in Nursery and learning how to use the different areas indoors and outdoors. - Developing relationships with peers – playing alongside and with peers, playing name games. - Learning to share, take turns and resolve conflicts - Learning to listen to others and join in with circle times. - Developing class rules of respect and kindness - Recognising and talking about feelings and strategies to calm down. - Developing the confidence to join in with familiar stories and songs		Learn about important skills such as: - Team work (What the Ladybird Heard) - Bravery (The Three Billy Goats Gruff) - Kindness (The Tiger Who Came to Tea) - Hard work and patience (Sam Plants a Sunflower Seed and The Little Red Hen) Introduce ‘experts’ for all areas: - Support other children using the area - Monitor resources to see they are organised Continue developing the skills from the previous term: - Developing relationships with others - Identifying and managing feelings - Cooperating with others - Being an active and independent learner		Learn about the importance of: - Listening to safe adults (The Mother Goat and her Kids) - Sharing (The Magic Drum) - Being a good friends (Kito the Fox and The Lion and the Mouse) - Taking responsibility for our local environment (classroom, school, home and local area) - Transition to Reception Continue developing the skills from the previous terms: - Developing relationships with others - Identifying and managing feelings - Cooperating with others - Being an active and independent learner	
Maths	MTC focus: - Colours - Matching - Sorting Counting and Cardinality Begin to say number words in sequence, may be at string level where words are continuous undifferentiated Will use some counting words randomly Develop one-to-one correspondence e.g. when setting up the home corner. Use five frame for counting objects Comparison Describe the groups using mathematical language e.g. ‘few’ and ‘lots’ Subitising	MTC focus: - Number 1 - Number 2 subitising - Number 2 - Pattern Counting and Cardinality Consistently use the number words in the same order (stable order principle) Comparison Children develop understanding of ‘fair’ and ‘unfair’ with numbers. Children can share fairly through practical activities such as putting food on plates or sharing toys equally; Teddy Bear’s Picnic Children can check that groups are equal. Subitising Makes a small collection of up to three objects to match another	MTC focus: - Number 3 subitising - Number 3 - Number 4 - Number 4 composition - Number 5 - Number 5 composition Counting and Cardinality Know that numbers identify how many objects are in a set Count every item in a set only once, using only one number word (one-one principle) Can predict what the outcome will be in stories, rhymes and songs if one is added to, or if one is taken away Act out with props linked to the story Comparison Can indicate which set has	MTC focus: - Number 6 - Height and length - Mass - Capacity Counting Count actions, such as claps or jumps Count at different speeds as they jump quickly/slowly, or a mixture of the two? Listening games for counting Playing track games and counting along the track Comparison Children can compare numbers that are far apart reasoning	MTC focus: Sequencing - Positional language - More than/fewer 2D shapes 3D shapes Comparison Match groups of objects with the same number Know that the quantity of objects stays the same when they are spread out or moved closer together Subitising Can show a number of fingers to five ‘all at once’, without counting Recognise the significance and value	MTC focus: - Number composition - What comes after? - What comes before? - Numbers to 5 Counting Develop order irrelevance principle by counting irregular arrangements of objects Children can say one more than a given number within 5 Can count backwards from 5 then 10 Begin to count on from a given number within

	Play ‘grabbing games’ where children develop a sense of ‘two-ness’ and ‘one-ness’ Explore groups of two e.g. Two eyes, two hands, two feet etc. Children instantly recognise groups of two without the need to count <u>Number Recognition</u> Notice numbers in the environment Recognise numbers of personal significance e.g. their birthday <u>Shape, Space, Colour</u> Complete simple puzzles and shape sorters Name a range of different colours Children can sort objects by size, colour and shape including identical objects	collection of objects. <u>Number Recognition and Ordering</u> Recognise numbers in recipes Recognise numicon and order them 1-3 <u>Shape, Space, Pattern</u> Patterns: ABAB and ABC patterns -extending and fixing patterns Capacity: ‘full’ ‘empty’ ‘nearly empty’ Positional language linked to Bear Hunt Story.	more or which set has less Uses number language, such as ‘less’ or ‘fewer’ <u>Subitising</u> Fast recognition of up to three objects Quick recognition of ‘three’ ‘not three’ <u>Number Recognition and Representation</u> Can represent numbers using fingers Can pick out a matching numeral to a numeral that is shown to them up to 3 Can sort different representations up to three linked to fairy tale characters <u>Measure and Pattern</u> Height order and describe Matching pairs of socks by their pattern	explaining unfair sharing - 'This one has more because it has 5 and that one only has 2' <u>Conservation</u> Knowing that the number does not change if things are rearranged (as long as none have been added or taken away) linked to bus and train games <u>Representation</u> Count out objects to match numbers up to 3 then 5 <u>Patterns/Shape</u> Create an ABAB pattern with colours and shapes Use shapes to create pictures Copy pictures and create my own pictures	of zero <u>Number Recognition, Representation and Ordering</u> Can record using marks that they can interpret and explain Can recognise numerals 0 to 5 Can read numbers beyond on a number line by dropping back to 0 Can represent numbers using marks on paper or pictures Recognise numicon and order 1-5 <u>Patterns</u> Develop reasoning skills for finding ‘odd one out’ in pictures Create and extend and ABAB patterns	10 using a number line Find two numicon which make 5 <u>Comparison</u> Compare sets of objects, saying if it is one more or one less Reason using full sentences <u>Subitising</u> Automatically know numbers on a dice to 5 <u>Patterns</u> I can recognise follow, copy and create patterns with sounds and actions I can notice and correct an error in a simple repeating pattern
Understanding of the World (RE)	Festivals and celebrations: Diwali, Christmas • How it is celebrated • Places of worship • Special food • Events • Special clothes	Festivals and celebrations: Chinese New Year, Ramadan/ Eid-al-Fitr, Easter • How it is celebrated • Places of worship • Special food • Events • Special clothes	Festivals and celebrations: Eid-al-Adha • How it is celebrated • Places of worship • Special food • Events • Special clothes			
Understanding the World (Geography)	<u>Exploring journeys and locations</u> • Talk about routine journeys e.g. school to home, home to school • Look at photos and maps of the local area • Walk to/from the library – identifying local landmarks <u>Weather and seasons</u> • Daily class discussions on weather and seasons • Walks around the school grounds - observe changes in their surrounding environment linked to weather/seasons	<u>Exploring journeys and locations</u> • Look at simple maps of the local area • Talk about the purpose of maps • Create a journey stick to represent a journey • Walk to/from the library – identifying local landmarks  <u>Weather and seasons</u> • Daily class discussions on weather and seasons • Walks around their local environment (along local roads, to the park) - observe the effect of the changing seasons in their environment	<u>Exploring journeys and locations</u> • Talk about the different places/countries that are represented within the class • Share experiences of travels to different countries • Look at the photos of different countries • Journey to/from Kensington Memorial Park <u>Weather and seasons</u> • Daily class discussions on weather and seasons • Walks around their local environment (along local roads, to the park) - observe the effect of the changing seasons in their environment			

Understanding the World (History)	- Look at baby photos – talk about what they can do now compared to when they were a baby - Use vocabulary related to the passing of time		- Look at photos of the local area from the past and present and talk about how it has changed over time - Use vocabulary related to the passing of time - Talk about whether the changes have a positive or negative impact on plants/animals		- Life cycles of plants, humans and other animals including mini beasts - Use vocabulary related to the passing of time	
Understanding the World (Science)	- Naming body parts and how they are used - Naming the senses and how they are used - Investigating changes to materials (melting and freezing) - Exploring, sorting and describing nature: woodland animals, items from plants (leaves, acorns, pine cones, sticks)		- Planting seeds, observing their growth and taking care of plants - Observing, describing and comparing minibeasts - Observing, describing and comparing animals - Investigating push and pull forces (cars on ramps, pulley systems)		- Planting seeds, observing their growth and taking care of plants - Observing, describing and comparing minibeasts - Caring for the local environment – recycling, tidying the school grounds - Investigating floating and sinking	
Expressive Arts and Design	<u>Creating with Materials</u> - Drawing with pencils and colour pencils - Painting – explore mixing colours, finger/hand painting - Using glue to join materials - Using scissors to make snips - Using large and small chalks - Weaving - Creating flat designs using play dough <u>Being Imaginative and Expressive - Music</u> - Singing familiar songs - Exploring a range of different instruments (percussion and string instruments) - Exploring tempo and volume - Following dance routines		<u>Creating with Materials</u> - Drawing with pencils and colour pencils - Painting – explore adding white and black to colours, splatter painting - Using glue to join materials - Using scissors to make straight lines - Using large and small chalks - Threading boards - Creating 3D structures using play dough <u>Being Imaginative and Expressive - Music</u> - Singing familiar songs - Adding new words and phrases to familiar songs - Using instruments to accompany singing - Collaborating with others when playing instruments - Following dance routines adding own dance steps		<u>Creating with Materials</u> - Drawing with pencils and colour pencils - Painting – salt painting - Junk modelling - Sewing - Using glue to join materials - Using scissors to make zig-zag lines - Using large and small chalks <u>Being Imaginative and Expressive - Music</u> - Singing familiar songs - Using the tune of familiar songs to create own songs - Linking mark making/symbols to instrument playing - Creating own dance routines	
Trips and Events	- Harvest - Black History Month - Library trip - Local walks – school grounds	- Black History Month - EYFS Nativity - Advent	- Supervised toothbrushing programme - Chinese New Year - Library trip - Acts of Kindness - Local walks – Winter/Spring	- Cooking with parents - World Book Day - Red Nose Day	- Induction for new parents - Local walks - Parent visits – reading cultural stories	- Farm trip - Kensington Memorial Park trip - Transition - Local walks – posting letters