





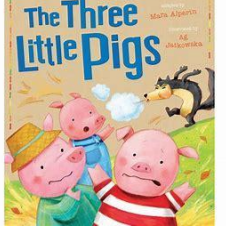

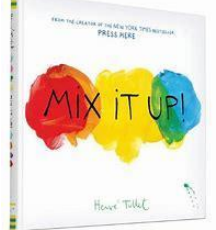
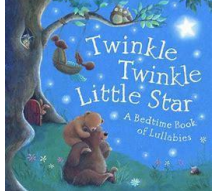
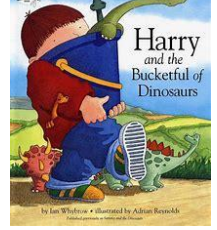
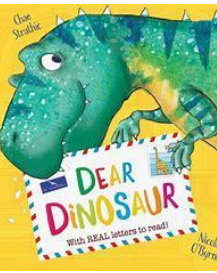
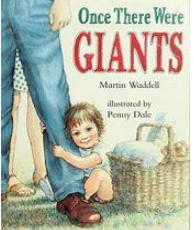
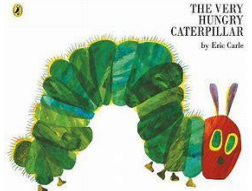
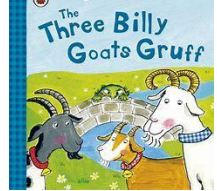
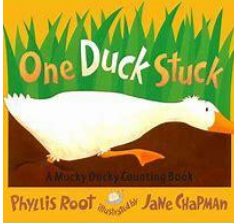
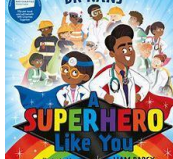
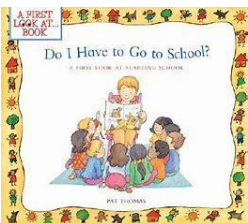


Nursery 3/4 yr olds	People of the world	What a wonderful world		How the world has changed	Creating a better world	
	All about me 	Colour and light 	Dinosaur stomp 	Watch me grow 	Old McDonald has a farm 	People who help us 
Core Texts	 Three Little pigs (different versions) Colour Monsters Friendship stories 	 Christmas Story/Nativity Fireworks Remembrance Day Mix it up Colour Dance Twinkle Twinkle Little Star Elves and the Shoemaker 	 Harry and the Bucketful of Dinosaurs 10 little dinosaurs The hide-a-saurus Dear Dinosaur Silly Dizzy Dinosaurs 	 Life-cycle of a chick/ Once they were giants 10 Little tadpoles Hungry Caterpillar Crunchy Munchy Caterpillar The Hungry Caterpillar 	 The Three Billy Goats Gruff Colour Farm- Lois Elhurt Barnyard Dance Sheep in a Jeep Farmer Duck – M Waddell Yuck – M Manning One duck stuck 	 A Superhero Like You Clothes line clue to jobs people do When I Grow Up Do We Have to go to School Every Day? Social transition stories. 
Key Vocabulary	Me, my name, my family, my body, Mummy, Daddy, Brother, Sister, head, eyes, nose, mouth, ears, arms, hands, fingers, tummy, back, legs, feet, feelings, happy, sad, poorly, angry, sleepy, excited, loved	Colours, red, orange, yellow, green, blue, purple, black, white, pink, grey, mix, change, light, fireworks, whizz, bang, pop, sparkle, twinkle, star, Christmas	Dinosaurs, T-Rex, Stegosaurus, Triceratops, feet, footprints, big, small, teeth, plants, meat, no-longer alive, bones, fossils	Grow, change, life-cycle, egg, chick, caterpillar, tadpole, baby, child, chicken, butterfly, frog, adult	Farm, farmer, animals, eat, live, pig, cow, sheep, horse, duck, goat, grass, mud, pond, stable, sty, food	People who help us, teacher, doctor, dentist, police, firefighter, ambulance, builder, help, care, teach, healthy
PSED	Make relationships with staff and children in the class. Understand the boundaries within the classroom and become familiar with our behaviour policy through modelled behaviour Get children familiar with the environment Separating from parents.	Throughout the year: <ul style="list-style-type: none"> Establish the importance of being independent in thought and action and enjoy opportunities to exercise this in the 'freedom of choice'. Nurturing spiritual and moral development. Knowing right from wrong. Become responsible for their belongings. Share in opportunities for discussion in how we work and play together and sort out minor disagreements appropriately. Understand that we make choices and sometimes they may not be good choices and how this is something that everyone does and how we can learn from these situations and be reflective. 				
Physical Development Fine motor Daily opportunities for Fine Motor Activities	Fine Motor activities Threading, cutting, weaving, playdough, Manipulate objects with good fine motor skills Draw lines and circles using	Hold pencil/paint brush beyond whole hand grasp Become independent with coats/snack time. -Become independent with toileting/coats/snack time	Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials	Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision Become independent with	Pencil Grip Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. To be confident when mark making, holding	Pencil Grip To be confident when mark making, holding tools appropriately and practicing name writing. Begin to draw diagonal lines, like in a triangle / Start



<p>Gross motor Weekly Yoga Lesson Wake up shake up Physical sessions dance, dough gym, running races, hop scotch</p>	<p>gross motor movements. Ring Games- Duck Duck Goose, Honey bear, Doggy Doggy. Toileting- becoming independent. Development of motor memory to encourage a dominance of hand development.</p>		<p>Become independent with toileting/coats/s nack time</p>	<p>toileting/coat s/snack time</p>	<p>tools appropriately and practicing name writing. Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p>	<p>lines of a picture Races / team games Involving gross motor movements Sports Day</p>
<p>Communication and Language Whole EYFS Focus – C&L is developed throughout the year through high quality interact ions, daily group discussions, sh aring circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions. Daily story time</p>	<p>Welcome to EYFS - Settling in activities - Making friends - This is me! - Familiar Print - Sharing facts about me! - Colour Monsters shared stories - All about me! - Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” - Join in with familiar songs.</p>	<p>Talk it through! - Joining in with rhymes and showing an interest in stories with repeated refrains. - Develop vocabulary - Discovering Passions - Tell me a story - retelling stories - Following instructions - Use new vocabulary through the day. -Choose books that will develop their vocabulary. - Children talking about experiences that are familiar to them</p>	<p>Tell me why! - Using language well - Ask’s how and why questions... - Discovering Passions - Retell a story with story language - Ask questions to find out more and to check they understand what has been said to them. - Describe events in some detail. - Listen to and talk about stories to build familiarity and understanding. - Learn rhymes, poems and songs.</p>	<p>Tell me a story! - Sequencing familiar stories through the use of pictures to tell the story. - Name writing activities. - Story language - Takes part in discussion - Listening and responding to stories - Rhyming and alliteration</p>	<p>What happened? - Engage in extended conversati ons about stories, learning new vocabulary. - Environment print. Having a favourite story/rhyme. - Understand how to listen carefully and why listening is important. - What are your passions / goals / dreams? -Recognising initial sounds.</p>	<p>Time to share! - Show and tell Weekend news - Discovering Passions - Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. - Select books containing photographs and pictures, for example, places in different weather conditions and seasons. -Recognising initial sounds. -Talk about what they want to be when they are older/aspirations.</p>
<p>Literacy Throughout the year:</p>	<p>Be exposed to a language rich environment both inside and out. Have access to high quality books both fiction and non-fiction. Daily stories, rhymes and song activities. Be provided with mark making opportunities throughout all aspects of the indoors and outdoors environment Give meaning to marks made/drawings and develop forming recognisable marks Show an interest in a range of books, using illustrations and storytelling language to re-tell these stories. Phonic activities- linked to songs. Model that reading should be joyful, nurturing, warm, and purposeful, gripping, engaging</p>					
<p>Maths</p>	<p>Children to recite numbers in order using a range of number songs-e.g. Five little ducks,5 Speckled frogs, 10 green bottles. To show an interest in numbers in the environment- Number hunts, Walk in local environments .</p>	<p>To show an interest in shapes in the environment and use these during play To begin to recognise numbers 1-5 and practice these regularly Talk about day and night activities. Counting colours of the rainbow.</p>	<p>To recognise numbers 1-5 confidently and begin to match objects to quantity. To recognise 2d shapes square, rectangle, triangle and circle.</p>	<p>Children to use the language of every day shapes - big/small/ta ll linked to once there were giants. Children to begin to notice similariti es and differences in shapes of a flower and insects. Exploring capacity and linking this to language.</p>	<p>To begin to recognise numbers 6-10 To be secure in numbers 1-5 Introduce capacity- key words: empty, full, half full, half empty.</p>	<p>To recognise numbers 1-10 confidently and match quantity of objects. Children to create a piece of artwork using a variety of different shapes for a purpose- making vehicles linked to people who help us.</p>
<p>Phonics</p>	<p>Discussing vocabulary and books Body percussion Environmental sounds Rhyme and alliterations Talking partners Sound discrimination Oral blending and segmenting</p>				<p>RWI Introducing initial sounds.</p>	<p>RWI Introducing initial sounds.</p>

EAD	<p>Self portraits</p> <p>Family trees</p> <p>3 Little pigs rap and dance.</p> <p>3 Little pigs houses different materials</p> <p>Sing call-and-response songs</p> <p>Face pictures,</p> <p>Different media making houses</p>	<p>Rangoli patterns- Diwali</p> <p>Mendhi patterns - Diwali</p> <p>Fireworks painting-big art outside.</p> <p>Making rainbows.</p> <p>Junk modelling linked to space- Rockets, planets, aliens.</p> <p>Christmas crafts</p> <p>Halloween</p> <p>Scissor skills and safety, Identifying colours.</p>	<p>Salt dough fossils</p> <p>Dinosaur bones pictures.</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Introduce Sellotape and PVA glue</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks.</p> <p>Symmetrical butterflies</p> <p>Caterpillar life cycles.</p>	<p>Collage-farm animals</p> <p>Creative Art Activities</p> <p>Animal Themed Representation</p> <p>Percussion Instruments</p> <p>RolePlay/Imaginative Play</p> <p>Animal Songs</p> <p>Farm Songs</p>	<p>Recycling occupations</p> <p>Collage of uniforms for different occupations</p> <p>Hot seating new teachers</p> <p>Explore reflective materials</p>
UTW	<p>Talk about what they do with their family and places they have been with their family.</p> <p>Identify Family members</p> <p>Identify Staff in the class.</p> <p>Talk about who are their friends.</p> <p>Can draw similarities and make comparisons between other families.</p> <p>Name and describe people who are familiar to them</p>	<p>Night/Day- children to understand the differences in the natural surrounding linked to space.</p> <p>Look at rainbows and why they occur? What elements do we need for a rainbow to appear?</p> <p>Different festivals- Who celebrates? What do you celebrate? children to talk about their own experiences and special times they have shared with their family</p>	<p>Children to understand that we can get information from computers</p> <p>Dinosaur facts</p> <p>Look at fossils- Where did dinosaurs go?</p>	<p>Children to talk about how they have changed and grown. What can you do know that you couldn't as a baby?</p> <p>Looking at growth: what we need/ what plants needs.</p> <p>Plant seeds with parents and watch them grow.</p>	<p>Children will observe growth and change with caterpillars.</p> <p>What animals live on the farm?</p> <p>Children to talk about some of the things they have observed.</p> <p>Children to show care and concern for the animals- Farm visit.</p>	<p>Children will learn about different occupations, different jobs and become confident with unfamiliar people</p> <p>Meet new teachers</p> <p>Transition days</p> <p>Look at what the school day will be like.</p>
PSHE (Jigsaw)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Festivals and Celebrations	Black History Halloween	Bonfire night Remembrance Christmas	Chinese New Year Pancake day	Mother's Day Easter	St George's Day	Fathers Day Transition days
Experiences	Children's centre	Children's centre	Children's centre	Growing caterpillars Baby visit Children's centre	Farm visit Library trip Children's centre	Visit from nurse/firefighters/po lice Children's centre