

NURSERY CURRICULUM MAP

	Autumn –		Spring –		Summer -	
Curriculum theme/ topic	Marvelous Me (All about me and my family)	Nursery Rhymes & Christmas	Who are the famous characters in my books?	Let's Celebrate with food glorious food	Mini-beast Adventures	Down on the farm
Learning Challenge	Who's that in the photo? How many eyes/ears/arms/legs/ do you have? Who lives in your house? What's your favourite food? Do you have any pets? Where do you like visiting? Where's Grandma's house? How do you get to Nursery? What's your favourite toy?	Do stars twinkle? Do spiders live in water spouts? What do they look like? How many legs do they have? How can we protect Humpty Dumpty? Can Humpty Dumpty be put back together again?	Are princesses real? Do they wear a crown? What is your favourite bedtime story? Where does the Gruffalo live? How can we cheer him up? Does the mouse need to say sorry?	What is your favourite food? Do you have a special type of food at celebrations? How can we make pancakes? Who ate all of the porridge? Why did the bears leave the porridge? Should Goldilocks say sorry? What happened to the seed?	What does a caterpillar turn into? How does the caterpillar grow? Are worms super? How can we help bees? What do bees make? What do tadpoles turn into? Can frogs swim? What do frogs eat? Where do tadpoles live? Where do worms live? How do worms see?	Why didn't the Gingerbread Man swim across the River himself? What happens if you shake a jar of cream? Why did the 3 goats want to cross the river? What make strong house? Why didn't the brick house blow down? Was the wolf nice? Why was the fox sly?
Significant event	Baseline activities Harvest–making vegetable soup Black history month Arts week – Local sculptures – The Angel of the North Weekly Library visits – library book to go home	Anti-Bullying week Remembrance Day – reenactment of WW1 Halloween fun day Christmas Nativity Christmas Party Bonfire Night Children in Need	Pyjama fun book day Chinese New Year Visit to the library Internet Safety Week Well-being day Children's mental health week	World book day Mother's Day Pancake day STEM week Easter celebrations Easter Stay and Play	Watch caterpillars turn into butterflies (The very hungry caterpillar) Queens Jubilee Celebrations Whole School – Skipping festival – The Big Jump Whole school Jubilee concert celebration – Super-Man	Nursery Fun week Sports Day Art – Big Draw Event Graduation
Focus Books	Naughty bus Oliver's vegetables Doctor dog Oi get off my train My Mum and Dad make me laugh A squash and a squeeze Sharing a shell Hamilton's hats Dogs don't do ballet We're Going on a Leaf hunt	A Little Bit of Winter Room on the broom Incy wincy spider Usbourne Nativity 5 little pumpkins My Granny went to market The great nursery rhyme disaster	We're going on an elf chase The Gruffalo Little red riding hood Princess smarty pants Guess How Much I love you The Great Race The Colour Monster	Little Sunflower Supertato The disgusting sandwich Mr Wolfs pancakes Monkey Puzzle Tiddler Goldilocks and the three bears	Hungry caterpillar Superworm The very greedy bee Tadpoles promise The very lazy ladybird Mad about mini-beasts The crunching munching caterpillar Norman the slug with the silly shell	The Three Billy Goats Gruff The Three Little Pigs The Gingerbread Man Non-Fiction Farm books Mr Gumpy's Motor car Zog Aliens love underpants Barry the fish with fingers The great monster hunt Shark in the park

	<p>My Brown Skin All about Faces Look Up! Harry and the Bucketful of Dinosaurs The Very Greedy Bee The Great Big Book of Families</p> <p>The Usborne Big Book of Colours Monsters Love Colors – Mike Austin Sort it Out! – Barbara Mariconda Sorting at the market – Tracey Steffora</p>	<p>Pattern Fish – Trudy Harris Lots and lots of Zebra Stripes – Stephen R. Swinburne Big Bear, Small Mouse – Karma Wilson & Jane Chapman Anno's Counting Book – M Anno The Very Hungry Caterpillar – Eric Carle</p>				<p>Bedtime for monsters How to grow a dinosaur</p>
Focus nursery rhymes (N1)	<p>If you're happy and you know it</p> <p>Ring a roses</p> <p>Heads shoulders knees and toes</p> <p>Roly poly</p> <p>Shiny teeth</p> <p>Clap clap hands</p>	<p>Zoom, zoom, zoom we're going to the moon</p> <p>Clap clap clap (to the tune of the wheels on the bus)</p> <p>Row row row your boat</p> <p>Name song</p> <p>The wheels on the bus</p>	<p>Happy Birthday</p> <p>5 little monkeys</p> <p>Number 1 is up</p> <p>Little Peter rabbit</p>	<p>It's raining its pouring</p> <p>A big red bus</p> <p>Eyes, nose cheeky chin</p> <p>Pat a cake</p>	<p>Round and round the garden</p> <p>This little piggy went to market</p> <p>Sleeping bunnies</p> <p>Teddy bear, teddy bear</p> <p>Rain, rain go away</p>	<p>Jelly on the plate</p> <p>Horsey horsey</p> <p>Hokey cokey</p> <p>Wind the bobbin up</p>
Focus nursery rhymes (N2)	<p>1 finger, 1 thumb</p> <p>Miss Polly had a dolly</p> <p>Here we go round the mulberry bush</p> <p>I'm a little teapot</p> <p>Dingle dangle scarecrow</p> <p>One little finger</p>	<p>Twinkle twinkle little star</p> <p>Baa baa black sheep</p> <p>Humpty dumpty</p> <p>Old McDonald had a farm</p> <p>Incy wincy spider</p> <p>Jingle bells</p>	<p>When goldilocks went to the house of the bears</p> <p>Jack and Jill went up the hill One elephant went to play</p> <p>Little Bo peep Kung hei fat choi – Chinese new year song</p> <p>There was a princess long ago Little Miss Muffet</p>	<p>Pop a little pancake into the pan</p> <p>Run run as fast as you can you cant catch me I'm the gingerbread man</p> <p>5 current buns</p> <p>1 potato, 2 potato</p>	<p>5 little speckled frogs</p> <p>There's a worm at the bottom of the garden</p> <p>5 little ducks</p> <p>Here is a beehive</p>	<p>3 little pigs went out one day</p> <p>If you go down to the woods today</p> <p>Down in the jungle</p> <p>5 little monkeys swinging</p> <p>5 little men in a flying saucer</p> <p>1,2,3,4,5 once I caught a fish alive</p>

Key vocabulary	<p><u>Tiered Vocabulary – List 2</u> window, door, new, happy, sorry, visit, parents, roof, sad, cuddle, family, fingers, brother, sister, sound</p> <p><u>Mathematical vocabulary</u> notice, match, same, colour sort, notice, groups, sets, same, different</p>	<p><u>Tiered Vocabulary – List 2</u> Heavy, dress, quiet, loud, pour, jumper, muddy, little, large, count, frightened, skirt, jeans wet</p> <p><u>Mathematical vocabulary</u> pattern, continue, notice, next notice, big, large, small, little The _____ is smaller/larger than the count, how many, total, altogether, cardinal number The cardinal number is _____. compare, more, fewer, same, equal There are more _____ than _____ / there are fewer _____ than _____.</p>	<p><u>Tiered Vocabulary – List 2</u> Cold, noisy, last, big, bedtime, fast, kind, hard, thirsty, number, small, choose, slow, nice</p> <p><u>Mathematical vocabulary</u> number, numeral, subitise, represent, how many, count, cardinal, first/second/third</p>	<p><u>Tiered Vocabulary – List 2</u> Bed, chair, bowl, huge, whisk, fridge, cooker, decorate, medium, tiny, bake, dissolve, toppings, naughty.</p> <p><u>Mathematical vocabulary</u> number, numeral, subitise, represent, how many, count, cardinal, fourth/fifth</p>	<p><u>Tiered Vocabulary – List 2</u> Eyes, tree, flower, water, drink, feel, dirty, gone, careful, quiet, smallest, behind, outside, under</p> <p><u>Mathematical vocabulary</u> edge, curve, straight, round, flat, sides, face, corner, smooth first, next, then, last long, short, tall, longer than, shorter than, taller than The _____ is longer/shorter/taller than the _____.</p>	<p><u>Tiered Vocabulary – List 2</u> Biggest, all, full, farm, animal, tractor, pig, goat, fox, sly, horse, cow, hungry, carry</p> <p><u>Mathematical vocabulary</u> Heavy, heavier than, light, lighter than, balanced The _____ is heavier than/lighter than the _____. full, half full, empty, most, least The container is full/half full/empty. The _____ holds the most/least water. in, on, under, up, down, across, in front of, behind, on top of. The _____ is (<i>position</i>) the _____.</p>
Phonics	<p>• Develop their phonological awareness, so that they can: - for example, spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Orally blend and segment</p> <p>Daily phase 1 phonics aspects 1 -7</p> <p>Daily phase 1 phonics aspects 1-7 RW1 picture cards Lilac books go home</p>					
Communication and Language	<p>• Pay attention to more than one thing at a time, which can be difficult. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>Introduction to good listening rules through games.</p>	<p>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>• Sing a large repertoire of songs. .</p> <p>• Use longer sentences of four to six words</p> <p>Learn a range of nursery rhymes focusing on one per week.</p>	<p>• Enjoy listening to longer stories and can remember much of what happens. .</p> <p>• Use a wider range of vocabulary.</p> <p>• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl',</p>	<p>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Send tiered 'fridge words' home to help increase vocabulary in context.</p>	<p>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Send tiered 'fridge words' home to help increase vocabulary in context.</p> <p>*Discuss mini-beasts children have seen and find out more information about them, including What they like to eat?</p>	<p>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>• Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Send tiered 'fridge words' home to help increase vocabulary in context.</p>

	<p>Talk about ourselves and share our 'all about me' bags which contain things that are special to us. Ask grown-ups for 'interests' collages</p> <p>Listen to others talking about their special objects.</p> <p>Send tiered 'fridge words' home to help increase vocabulary in context. Look at family photos sent in from home and talk about who, what, when, where Settling into new routines, following instructions</p> <p>Visits to the library following our interests – finding books relating to them to take back and enhance our classroom.</p> <p>Read the story 'Look Up!' and talk about Mae Jemerson – the first black woman to travel into space.</p>	<p>Send tiered 'fridge words' home to help increase vocabulary in context.</p> <p>Read Room on the Broom and follow instructions to make your own wand. Can you make your own spell? What would your spell do?</p> <p>Making wands – follow positional language and instructions when outdoors e.g. going over the hill, through the tunnel etc</p> <p>Act out the rhyme – Humpty Dumpty</p> <p>Listen to stories and rhymes with increasing attention, recognise my name on entry *Discuss why Incy Wincy Spider was washed down the spout - nursery rhyme and book, linked to Halloween, children will be encouraged to talk about any recent experience of Halloween, learning actions to the song. *Where does your coat go? Baa Baa Black Sheep - linked with the Christmas Nativity. *Twinkle Twinkle why do you shine so bright? - linked to Christmas, writing Christmas lists. Say what we have drawn, giving meaning.</p>	<p>'planetarium' or 'hippopotamus'</p> <p>Send tiered 'fridge words' home to help increase vocabulary in context.</p> <p>Discuss which presents belong to which story land character *Discuss our preferences for if we would like to have tea with the Gruffalo and explain why? Act out scenes from the Gruffalo story and role play in the Gruffalo café Listen to stories from other cultures such as The Great Race for Lunar New Year. Re-tell the Chinese New Year story using props</p> <p>Listen to stories, rhythms and rhymes with increasing attention.</p> <p>Follow instructions to make sparkly snow cloud dough</p> <p>Talk about colour monster – linked to children's mental health week – discuss our own feelings – what they look like and feel like and link to the colour monsters.</p> <p>Follow the clues to find the Gruffalo – on our outdoor hunt.</p>	<p>Look at the front cover of a book and discuss what it might be about; think about other Wolves they have read about before and discuss what they think this character might be like. *Listen to the story of Mr Wolf's pancakes and predict what the wolf will do next. *Discuss our favourite stories during world Book Day celebrations and enjoy listening to lots of stories read by a range of people and Year 6 children. *Learn and use new words e.g. bake, fridge, dissolve, cooker, toppings, decorate, whisk</p>	<p>Where they live? Changes that happen to them during their life-cycle, etc. We will discuss changes we observe when looking at the bugs.</p> <p>Read and re-tell the story 'The Very Hungry Caterpillar' using props and a story sack to act out the story. Explore the lives of bee's by first reading 'The Greedy Bee' who slurps up all of the nectar and then investigating bee's and the very special and important jobs they do. Writing shopping lists and following recipes to make ladybird biscuits and frog sandwiches. Understand life cycles and change by reading stories such as 'Tadpole's Promise' predicting the end of stories and explaining how and why.</p> <p>Taste all of the different fruits from the Hungry Caterpillar story and vote using a pictogram to say which was their favourite</p> <p>Use the story sack to re-tell the story from the Hungry Caterpillar. We then used the items to sort into healthy / unhealthy items of food</p> <p>All children to use active learning to act out the life cycle of a Butterfly</p>	<p>Discussing and recording holiday news and singing nursery rhymes related to farm animals</p> <p>Drawing a picture on the story map and being able to describe it and retell the story Listen to the traditional story of the Gingerbread Man and join in with repeated refrains. Use the puppets to retell the story. Learning actions to re-tell parts of a story for children to begin to learn the structure. Understanding that letters can be sent and received and that they hold important information.</p>
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Personal, social & emotional development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community • Increasingly follow rules, understanding why they are important. <p>Introduce class rules and talk about why they are important.</p> <p>Introduce rules for outdoors and talk about how they keep us safe.</p> <p>Introduce key worker groups and take part in small group activities in those groups.</p> <p>Begin to learn the names of our teachers and other children in Nursery beginning with our key worker groups.</p> <p>Introduce the key areas of Nursery and model how to play with the resources.</p> <p>Learn how to tidy up our classroom and where everything goes.</p> <p>Settling into new routines, following instructions e.g. how to sit at a table with friends and clean our faces after we eat</p>	<ul style="list-style-type: none"> • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. <p>Become a detective to try and find out what happened to Humpty Dumpty</p> <p>Willing to try edible sparklers</p> <p>Share own experiences and feelings about Halloween and Bonfire night</p> <p>Discussions about the underlying messages in Nursery Rhymes</p> <p>*Talk about children's likes and dislikes.</p> <p>* Respect others choices</p> <p>*Discuss favourite nursery rhymes; likes and dislikes. Encourage</p>	<ul style="list-style-type: none"> • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. <p>Make own colour monster and discuss what makes us feel happy.</p> <p>Guess how much I love you – linked to Valentines Day - Talk about who you love and why they are special to you</p> <p>Think about the people that are important to us and talk about why they are special, recording our ideas and placing them in a class jar.</p> <p>* Talk about how the mouse has upset the Gruffalo and discuss things we could do to help cheer the Gruffalo up.</p> <p>*Respect others likes/dislikes when tasting Chinese food.</p>	<ul style="list-style-type: none"> • Develop appropriate ways of being assertive. • Make healthy choices about food, drink, activity and toothbrushing. <p>Respond respectfully to others opinions and listen to others when they speak</p> <p>*Discuss why our Mam's or other significant adults are very special to us and talk about all of the wonderful things our adult's do for us.</p> <p>*Continue to develop friendships and play with children in our Nursery</p> <p>*Respect others likes and dislikes and be kind to others</p> <p>*Build up our resilience by playing games where there might be a winner</p> <p>*remember to keep our hands clean and washed to not spread any germs</p> <p>*Take part in learning activities with our grown ups during a stay and play session.</p>	<ul style="list-style-type: none"> • Remember rules without needing an adult to remind them • Become more outgoing with unfamiliar people, in the safe context of their setting. <p>Discuss what makes our friends super when thinking about 'Superworm' by Julia Donaldson</p> <p>*Reinforce pond safety and learn of water hazards when looking at frogs in the pond.</p> <p>*Discuss likes and dislikes when tasting honey from the bees, respecting others ideas and taking turns.</p> <p>*learn how best to care for mini-beasts in our environment and carefully work as a team to make a bug hotel for them.</p> <p>Use the story sack to re-tell the story from the Hungry Caterpillar. We then used the items to sort into healthy / unhealthy items of food</p> <p>Discuss what your superhero power would be – what are you good at? What do you want to do better?</p>	<ul style="list-style-type: none"> • Talk with others to solve conflicts <p>Take turns to share resources and play games.</p> <p>*Work as a team to share ideas and build houses for the pigs</p> <p>* Make own butter from animal milk/cream – discuss if they liked or disliked</p> <p>*Work together to create an obstacle course as part of the fun run activities.</p> <p>*Bring your own favourite Teddy to the Teddy Bears picnic – why have you chosen this toy? Why is it special to you ?</p> <p>*Take part in parachute games, working as a team to bounce the teddy's on the parachute.</p> <p>*Discuss brushing teeth after eating sweet food like Gingerbread biscuits.</p> <p>*Work together to put the recipe in the correct order.</p>

	<p>Discuss snack time routines, healthy eating, drinking water or milk when thirsty, taking one piece of fruit when hungry.</p> <p>Begin to build friendships with support from key worker – enhance areas with children’s interests and encourage shared interest</p> <p>Talking and Respecting others ideas and feelings about the soup like/dislike?</p> <p>Can you make a face?</p> <p>Every face is different</p> <p>Read story ‘My Brown Skin’ and talk about the things we love about ourselves and how we are all unique.</p>	<p>children to use props / puppet theatre to act out different rhymes.</p> <p>Discuss how the soldiers felt during the war</p>	<p>* Consider safety around water.</p>		<p>*Look after our environment and the seeds we plant, taking care of living things and knowing how to look after them.</p> <p>*Take turns and wear wellies when digging in the veg patch.</p>	
Physical Development (PE)	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet <p>Introduce the key areas in the outdoor area and model how to play outdoors.</p> <p>Talk about how to use the bikes and the scooters safely and to stay in the marked area for wheeled toys.</p> <p>Use a range of resources to make marks on large sheets of paper.</p>	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand <p>Moving over a variety of surfaces in a range of different ways outdoors e.g. crawl through the tunnel.</p> <p>Halloween fun day –</p> <ul style="list-style-type: none"> *hammer the golf tee’s into the pumpkin, *scooping out pumpkins *pouring potions *Use tweezers to pick the spiders out of the web 	<ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. <p>Use tools to dig outdoors to make fox an underground house</p> <p>Collect sticks and make snake log pile house</p> <p>Engage in daily finger gym activities; e.g. clipping the purple</p>	<ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. . • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <p>Engage in mark making using our gross motor and fine motor skills</p> <p>*We will continue to practise writing our</p>	<ul style="list-style-type: none"> • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <p>*We will move in specific ways to recreate different movements insects make.</p> <p>*Finger gym - using a hole punch to make holes in the leaves, bubble wrap frogspawn, tearing green strips of paper for grass and adding mini beast stickers, Use tweezers to pick up yellow pom poms</p>	<p>Engage in daily finger gym activities, e.g. using finger puppets to act out rhymes.</p> <p>*Manipulate dough to create simple representations exercising our finger muscles (helping us to mark make)</p> <p>*use scissors to cut around lines of cutting sheets or to cut for a purpose in the cut and stick area - my animal scrap books – linked to vet’s role play.</p> <p>*Jumping off bridges and landing safely on 2 feet.</p> <p>*Sharing books and turning pages to look closely at farm animal images in non-fiction books</p> <p>*Using a knife to spread our home-made goats’ butter onto crackers</p>

	<p>Take part in 'squiggle whilst you wiggle' to develop our large-muscle movements to music whilst making marks on large sheets of paper. Take part in daily wake up shake up activities Teach the children how to wash their hands – sing the 'wash your hands song'. Encourage independence Daily opportunities to access outdoor provision to move freely Using knife to cut vegetables to make soup Daily opportunities to manipulate playdough using simple tools. Can you hold a pencil to make marks on the paper – which grasp did you use? Settling into new routines, following instructions e.g. how to use a knife and fork Use tools to mould clay to make a sculpture of little people</p>	<p>Engage in daily finger gym activities; e.g. gold star stickers to make a night sky for the cow to jump over the moon. *Show control when pouring potions into different containers *Show control when pouring self service milk and water at snack *Use the snuffle station, ensuring we wash our hands correctly. *Move freely with pleasure and confidence in a range of ways such as running, jumping, skipping, sliding and hopping when outdoors. *show increasing control when kicking and throwing.</p>	<p>prickles on to the Gruffalos back * Move like different animals in the story * The wolf in little red riding hood must look after his teeth so encourage the children to practice brushing teeth and talk about which foods are best for healthy teeth. *use one handed tools and equipment to create masks, e.g. Gruffalo</p> <p>Follow instructions to make a recipe for Granny - using a spoon to stir and scoop the mixture into the cases.</p> <p>Practice pencil control by following Red Riding Hoods journey in to the woods.</p>	<p>names and strengthening our grasps with daily finger gym activities *Move around the Nursery garden as different animals from the story Monkey Puzzle *We will practise and refine our ability to run, walk and stop on command. Avoiding obstacles in our way. We will begin to use the school's silly sally safely. Daily soft play sessions</p>	<p>to transfer into 'honeycomb' *Cutting petals and grass with scissors in the nature tub *Manipulating dough to create representations of mini-beasts in the mini-beast cafe (Can you make 2 more? Can you make a smaller insect? A longer worm?)</p> <p>Take part in the Big Jump (Skipping festival for whole school)</p>	<p>*Moving in a range of different ways during the fun run including jumping over hurdles and bouncing on space hoppers</p> <p>Learning actions to re-tell parts of a story for children to begin to learn the structure. Designing wanted posters to catch the roaming troll.</p>
Literacy	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>Read a range of stories about families and discuss</p>	<p>Sing the 5 little pumpkins song</p> <p>Read a range of stories relating to Halloween</p> <p>Learn vocabulary relating to Halloween e.g. pumpkin, spiders, potion, wand, etc.</p> <p>Read the story Incy Wincy Spider – go for a walk and find spiders in</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>recognise my name on entry.</p> <p>Describe and draw the naughty elf Create wanted posters Listen to stories from other cultures e.g. the Great Lunar Race.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>*Write shopping lists and then follow recipe instructions to make pancakes for Shrove Tuesday, try different</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Read and re-tell the story 'The Very Hungry Caterpillar' using props and a story sack to act out the story.</p>	<p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Look at information books and on the internet to find out about farm animals</p> <p>Discussing and recording holiday news and singing nursery rhymes related to farm animals</p>

	<p>how all families are different.</p> <p>Begin to send home library books to share with our families at home.</p> <p>Talk about the key concepts of print and the different parts of books.</p> <p>Take part in daily phase 1 phonics sessions.</p> <p>Draw a picture of themselves and begin to give meaning to marks. Can you write your name?</p> <p>Read Oliver's vegetables, follow instructions to make soup</p> <p>Learn actions to the Dingle Dangle Scarecrow</p>	<p>their natural habitat – talk about what you can see.</p> <p>Look at non-fiction book about spiders to find out facts.</p> <p>*Looking at fiction/non-fiction about spiders</p> <p>*Consider why Humpty Dumpty fell off the wall - nursery rhyme, sequencing the rhyme and putting it into the correct order, experimenting with eggs and thinking about soldiers - linked to Remembrance Day.</p>	<p>The colour monster</p> <p>Look at recipe books and decide which food you want to make for Granny</p> <p>Use puppets to retell the Gruffalo story</p> <p>Set up Gruffalo café and encourage children to write customer orders.</p> <p>Read the letter from the mouse to follow the clues and find the Gruffalo</p>	<p>toppings and discuss which is your preferred topping.</p> <p>*Listen to the traditional story of Goldilocks and the three bears and join in with repeated refrains. Use the puppets to retell the story. Make porridge and taste it</p> <p>*Listen to monkey puzzle story and write our own Mother's Day cards</p>	<p>Explore the lives of bees by first reading 'The Greedy Bee' who slurps up all of the nectar and then investigating bee's and the very special and important jobs they do.</p> <p>Writing shopping lists and following recipes to make ladybird biscuits and frog sandwiches.</p> <p>Taste all of the different fruits from the Hungry Caterpillar story and vote using a pictogram to say which was their favourite</p>	<p>Drawing a picture on the story map and being able to describe it and retell the story</p> <p>Designing a bridge to help the farmer and using repeated refrains / story language.</p> <p>Listen to the traditional story of the Gingerbread Man and join in with repeated refrains. Use the puppets to retell the story. writing an address on the envelope to send our wanted posters to the farmer - understanding that letters can be sent and received and that they hold important information. Writing adjectives to describe the wolf and posters to warn the wolf away from the house</p> <p>Writing shopping lists for ginger biscuits, reading recipes, hearing initial sounds in words</p> <p>Create missing posters for the lost Gingerbread men</p> <p>Order the mixed-up recipe for the Gingerbread man</p>
Maths	<p>Baseline – number focus activities e.g. can you count to 10? Count using 1:1 correspondence? Do you recognize any numerals? How many people live in your house? How old are you? How</p>	<p>Size (1 week) Using the language of size – talk about the size of the stick needed to make a wand – can't be too big and can't be too small. Can you measure it? Does it fit from your elbow to</p>	<p>Exploring and understanding numbers 1, 2 and 3.</p> <p>*Play games that encourage subitising to three by subitising how many spikes are on the</p>	<p>Exploring and understanding numbers 4 and 5.</p> <p>*Become size investigators focusing on small, medium and large.</p>	<p>Shapes – focus on properties of shapes.</p> <p>My day – ordering the events of the day.</p>	<p>Weight – light and heavy and comparison.</p> <p>Capacity – full, half full, empty and comparison</p>

	<p>many candles would you need on your cake?</p> <p>Colour (2 weeks) Recognising, naming and matching colours - to recognise and name colours in a variety of contexts. To say when objects are and are not the same colour.</p> <p>Sorting (2 weeks) Sorting by various attributes. To verbalise what is the same and what is different between sets of objects. Sorting and classifying leaves – Read We're Going on a Leaf Hunt.</p> <p>Experimenting in the moment with natural resources, e.g. conker rolling.</p>	<p>your finger-tips? Use different sized leaves to make the wand. Make play dough spiders – can you make a big / small spider, how many legs does it have?</p> <p>Counting principles (2 weeks) One-one principles, stable-order principle, cardinal principle, abstraction principle, order-irrelevance principle</p> <p>Comparing (2 weeks) Comparing amount of objects</p> <p>Pattern (2 weeks) Continuing AB patterns. To see a pattern, talk about what they can see and to continue a pattern.</p> <p>Compare different amounts e.g. quantities of bags of wool *use the language of different sizes (spiders, pumpkins, sheep, bones) *Recite different counting rhymes; 1,2,3,4,5. Use props to take one away each time. Recognise numbers in the environment (indoors and outdoors) *Look at patterns in Christmas wrapping paper/ talk about shapes 2D shapes *Look for and describe shapes in the</p>	<p>Gruffalo's back. Encourage children subitise how many presents there are. *Begin reinforcing number recognition 0-5. * Paying for food in the Gruffalo cafe * Explore the wrapped presents using new vocabulary to describe patterns on paper and what was hiding inside the parcel. Thinking of weight, length, etc. * Choose a numbered Gruffalo and count out the corresponding purple prickles to stick on his back. * In practical activities count out the correct amount of animals, add one more etc</p>	<p>*Discover Patterns - look closely at the patterns on the Easter eggs, can they find the two half eggs to make a whole one? Do they match? Are they the same? *Continue to secure our knowledge of numbers and numberblocks from 3-5 *Listen to the number blocks story for numbers 3, 4 and 5. Create number blocks 3, 4 and 5 to add to our display. Complete colouring sheets to take home. *Paint printing for numerals 1-5 and matching to correct number of dots. *Use the number blocks to match to the correct numbered pictures on the wall *Focus on using positional language for next to, behind, in front of, underneath. *Continue to solve everyday number problems, e.g. how many people are on the bus? How many upstairs, how many at the front of the bus, etc</p>	<p>Length and height – long, short, tall and comparing lengths.</p> <p>*Learning basic 2D shapes and talking about their properties. *Measure items in the environment using worms. Discuss and compare lengths of worms and see if we can find longer / shorter worms. *Sort mini-beasts into different categories e.g. legs/no legs. Counting parts *Creating butterflies using symmetry with paint and symmetry with Duplo. *Take part in a range of themed counting activities, e.g. Lily pad counting, lady bird spot counting and matching to numbered spot leaves and number sentence recording, counting the pollen into the honeycomb. *Size (Herman the worm song) and positional language</p> <p>Taste all of the different fruits from the Hungry Caterpillar story and vote using a pictogram to say which was their favourite</p>	<p>Positional language – Using language related to position and direction</p> <p>Sort jungle/farm/sea animals into different groups *Create animal patterns, discuss shapes, sizes and which animal they belong to. *Creating pictograms for their favourite farm animal. *Estimating how many eggs are under the nesting hen. *Using language of size and comparing sizes of goats and positional language. *Singing number songs *Numbered ducks in the water tray *Paying for produce at the farmers market, ice cream shop etc *Use positional language to talk about where the animals are on the farm. *Use the language of weight when comparing bags of animal feed. *Use the language of capacity when pouring water into the animals' troughs.</p>
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		<p>environment; go on a shape walk.</p> <p>*Say one more than a given number, how many bones do you have? one more?</p> <p>*Sort the treasure baskets and categorise the items according to properties such as shape or size, use loose parts (conkers / spiders) to count the dots in the tens frames</p>				
<p>Understanding of the world (Science, History & Geography)</p>	<p>Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.</p> <p>Share photographs of our families and talk about them. Who are they?</p> <p>Share a photograph of us as babies. How have we changed? What can we do now that we couldn't do as a baby?</p> <p>Can talk about what you would like to be when you grow up (careers focus)</p> <p>Baseline – Who lives in my house.</p> <p>Noticing changes to weather e.g. rain and using environmental</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> • Explore collections of materials with similar • Talk about what they see, using a wide vocabulary and/or different properties. • Explore and talk about different forces they can feel <p>Explore how things work.</p> <p>Go on an Autumn walk</p> <p>Explore different materials when making a jacket to try to protect humpty dumpty from cracking.</p> <p>Bonfire night – make edible sparklers, learn the bonfire night song about safety</p> <p>Take part in a science experiment to make a firework in a jar. Discuss what you can see</p>	<p>Show interest in different occupations.</p> <p>Talk about the differences between materials and changes they notice</p> <p>Using simple map of story land to find out where characters live, make predictions who do you think lives in this house?</p> <p>Internet safety – listen to the story of Smarty the Penguin and learn the internet safety song.</p> <p>Work out who the presents belong to by looking at the shape and size of them. Then explore the map and identify who they belong to.</p> <p>* Think about the habitats of different animals, e.g. log pile house</p>	<ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant. • Plant seeds and care for growing plants. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos <p>Investigate the change in ingredients when mixed together and look at differences of cookies before and after baking.</p> <p>*Discuss what happened to the flavour of the porridge when different things are added?</p> <p>Explore the feeling of different textures e.g. soft and hard.</p> <p>*Taste and try new toppings for the pancakes.</p> <p>*Explore animals and look at their babies, do they all look like their mothers?</p>	<ul style="list-style-type: none"> • Understand the key features of the life cycle of an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Discuss mini-beasts found during hunts describing what we have found, paying particular attention to how the creatures move. Where to look when hunting - under stones, underneath bark, in grass, on leaves, under leaves etc. • Look at life cycles of mini-beasts including butterflies, frogs and ladybirds. • Closely observe the frogspawn and note any changes that we see taking place. • Take part in Science investigations asking 	<p>Look at photographs of areas in and around school – identify where they are in school, locate them – and visit to find the clue.</p> <p>Watching our wet water marks disappear due to the hot sunshine</p> <p>Investigate to see if feathers float or sink?</p> <p>Investigate the change in ingredients when mixed together and look at differences of cookies before and after baking.</p> <p>Discuss what happened to the gingerbread man when we put him in water? Why didn't he just swim across the river?</p> <p>Explore the different methods to safely cross the river</p> <p>Finding out how to care for animals in the vet role-play</p> <p>Talking about things children see/notice at the farm, discussing where they</p>

	<p>factors to create experiences</p> <p>Conker rolling, experimenting using tubes and guttering – how can we make it go faster</p> <p>Dinosaur swap – following interests – cleaning them</p> <p>Read the story 'Look Up!' and talk about Mae Jemerson – the first black woman to travel into space.</p> <p>Arts Week – learn about Anthony Gormley – and our local landmarks – The Angel of the North. Journeys – who has seen the Angel – where were you going?</p>	<p>Create a firework night sky using shaving foam and paint.</p> <p>Humpty Dumpty – take part in an experiment using different materials to try and protect Humpty Dumpty – which material will be best?</p> <p>Christmas performance</p> <p>*Investigate webs and take photos of webs we find outdoors.</p> <p>*listen carefully to the sounds being played under the material and identify which sound it is. *Discuss change e.g. leaves changing colour in Autumn</p> <p>*Discuss the change in weather and what clothes we need to wear.</p> <p>*Understand that some animals hibernate</p> <p>*Investigate drain pipes, which will be best to use for Incy Wincy? cardboard tube, plastic tube</p> <p>*learn how to protect an egg, using hard boiled eggs provide various materials - which will be best to protect humpty dumpty when he falls off the wall. Test out children's predictions.</p> <p>Investigate snow/freezing - investigate freezing / melting.</p> <p>Discuss staying safe and Bonfire night, Guy Fawkes.</p>	<p>* Discuss where we think the Gruffalo would live and why we think that</p> <p>* Discuss safety and the importance of handwashing when handling and eating Chinese food.</p> <p>Look at different types of houses and compare to Granny's house (in the woods, on its own) then create your own house for Granny.</p>	<p>*Look at the lifecycle of a sunflower</p> <p>*Investigate flowers, how they feed, how they can change colour.</p> <p>Which flowers make the best smelling perfume for Mother's Day?</p> <p>*Use STEM week to engage, investigate and explore lots of STEM activities based on the theme GROWING</p>	<p>questions and making predictions as to what will happen and why?</p> <p>Dancing worms</p> <ul style="list-style-type: none"> • Dig for worms and create a wormery to care for the worms and watch them closely. <p>Experiment with Chia seeds to observe the change once mixed with water – what does the swollen mixture look like? Can we create a small world habitat for a frog to live in?</p> <p>Discuss who the Queen is, what her role involves, what she enjoyed doing and how we could celebrate.</p> <p>Explore how honey is made by the bees and where it comes from.</p>	<p>live/ features of animals to describe them</p> <p>Notice similarities and differences in animals</p> <p>Look at how things happen / work -e.g. goats producing milk and making butter from their milk.</p> <p>Discussing how things work and change, e.g. clouds holding water until they are too full and producing rain.</p> <p>Use push and pull techniques to make a friction car move.</p> <p>Discussing different materials used to build pigs houses</p>
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<p>Expressive art and design (DT, Art & Music)</p>	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar <p>Model how to play in the role play areas and small world area encouraging children to join in</p> <p>Baseline - draw a picture of ourselves</p> <p>Take part in 'Arts Week' learning about a key artist and create some sculptures of our own work.</p> <p>Talk about the Angel of the North</p> <p>Can you create a representation of a bee using creative materials provided (with no adult prompts for baseline?)</p> <p>Daily singing sessions.</p> <p>Learn technique of printing using vegetables. Using environmental factors to create experiences e.g. puddle painting, wind streamers, etc</p> <p>Can you make a face using play dough – facial features</p> <p>Use tools to mould clay to make a sculpture of little people</p>	<ul style="list-style-type: none"> • Listen with increased attention to sounds. Remember and sing entire songs. • • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. . • Play instruments with increasing control to express their feelings and ideas. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Use drawing to represent ideas like movement or loud noises.. <p>Cauliflower card making</p> <p>Make a spider puppet</p> <p>Halloween crafts</p> <p>Act out the rhyme – Humpty Dumpty</p> <p>Pay for bags of wool in the farm shop outdoors beginning to use everyday language relating to money when playing.</p> <p>*We will draw a picture of ourselves for our calendar</p> <p>*We will create a scrap book of animals/pets, photos and drawings</p> <p>* Make salt dough Christmas decorations, cards, calendar, stocking.</p> <p>*Colouring images of nursery rhymes</p>	<ul style="list-style-type: none"> . • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>• Join different materials and explore different textures.</p> <p>Create Gruffalo face masks</p> <p>* Make Gruffalo representations in the play dough</p> <p>* Role play in the Gruffalo cafe serving dishes from the story.</p> <p>* Using small world characters, story stones, and props re-enact scenes from the stories.</p> <p>Encouraging use of repetitive refrains and rhythms.</p> <p>* we will experiment with blow paint pictures for art area</p> <p>* Use the masks to act out the stories</p> <p>* Use the puppet theatre to develop role play.</p> <p>*Using junk-modelling materials, tapes and glues. Encourage children to build little Red Riding Hood or Grannies house.</p> <p>Which materials can we</p>	<ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Respond to what they have heard, expressing their thoughts and feelings <p>* Create numberblock characters for numbers 3, 4 and 5</p> <p>*Continue to learn new nursery rhymes and act out number songs on the stage using the number spatulas and song spoons</p> <p>* We will listen to Easter songs and rhymes, we will perform our favourite to our friends (using instruments to accompany them)</p> <p>*We will make observational drawings of flowers using different media's paints and colour mixing, oil pastels, pencils, chalks</p> <p>*Create patterned eggs using wax and water paint.</p> <p>*Create simple representations with e.g. dough, cut and stick, Mothers day and Easter cards etc. *Design and make an egg for the egg competition.</p>	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • <p>Create their own songs or improvise a song around one they know.</p> <p>* We will be observing mini-beasts and drawing and describing what we can see.</p> <p>*We will use the props to move around the space like an insect. Creating masks to aid us in our role play.</p> <p>*We will use junk modelling to create mini-beasts and use paints to decorate them. Use egg cartons to make caterpillars, paper plates and split pins to make ladybird puppets with moving wings and lolly sticks to make bees. We will experiment with bubble wrap to create honeycomb effects</p> <p>*We will make worm trails in brown mud paint like real worms using our fingers.</p> <p>*We will listen and join in with songs and recreate animal noises with music.</p> <p>Create Queen crowns</p> <p>Create superhero masks</p> <p>*Explore musical instruments to make buzzing noises.</p>	<ul style="list-style-type: none"> • Explore colour and colour-mixing <p>Design and build bridges to help the goats get to the green grass.</p> <p>*Use techniques to scrap book our favourite animals</p> <p>* Farm lotto - listen to the animals and see if the children can point out the correct animal.</p> <p>*Use paint pallets to create shades of green and use colours for a purpose.</p> <p>*Use materials to connect and balance to build bridges.</p> <p>*Use junk modelling to make Mr Gumpy's motor car.</p> <p>*Make bark rubbings and describe textures.</p> <p>*Manipulate dough to create representations e.g. pigs, cookies, etc</p> <p>Bake Gingerbread men and decorate</p> <p>*Decorate a Gingerbread man biscuit.</p>
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<u>R.E.</u>	<p>Let's find out about Harvest.</p> <p>Let's find out about Diwali.</p>	<p>Let's find out about the Christmas story Read the Usborne Nativity story – take part in Nativity performance with Reception</p>	<p>Let's find out about the Bible. Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm).</p>	What is the Easter story?	Let's find out about Christian baptism.	Let's find out about Raksha Bandhan.