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|   | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| **Topic/ Theme** | **It’s all about me!** | **Seasons and Celebrations/ Let’s Celebrate** | **Terrific Tales** | **Down on the Farm** | **Awesome Animals** | **Here, there, and everywhere** |
| **Key Texts** |  |  |  |  |  |  |
| **Key Skills**  | RetelDescriptionMark MakingSequencingRepetitionDiscussionTransition to Reception |
| **Key Rhymes** | Twinkle twinkle little starMiss Polly had a dollyHead, shoulders, knees and toesPat a cake pat a cake bakers manJack and JillHickory Dickory Dock5 currant bunsBa ba black sheepThis little piggie went to market5 little snowmen | Little Miss MuffettRow, row, row your boatLittle Bo PeepHumpty DumptyHot cross buns, hot cross buns, one a penny two a penny…Rain, rain, go awayIts raining, its pouring5 little ducks | One, two, buckle my shoeDo you know the muffin manOne potato, two potatoI’m a little teapotRing a ring a roses1,2,3,4,5 Mary, Mary, Quite contraryTeddy Bear, teddy bear turn aroundLavendar blue dilly dillyThe owl and the pussycat |
| **Reading Spine** | Who Are You?The Colour MonsterThe Large Family CollectionOwl BabiesTen in the bed | Leaf ManStick ManMeg and MogRoom on the BroomThe Jolly PostmanThe Best Diwali EverPumpkin SoupThe Little Red HenWinnie the Witch | Gingerbread ManGolidilocks & the 3 BearsThe Three Little PigsThe Three Billy Goats GruffThe GruffaloThe Gruffalo’s ChildLittle Red Riding Hood Aliens Love Underpants | Chicken Licken Noisy Farm The Very Hungry Caterpillar/Crunching Munching Caterpillar The Ugly Duckling Rosie’s Walk Little Rabbit Foo FoOlivers VegetablesJack and the Beanstalk | We’re Going on a Bear HuntWe’re Going on a Lion Hunt The Enormous Turnip Jack and the Beanstalk One Tiny SeedRumble in the Jungle Commotion in the OceanFarmer DuckTiddler | Rainbow FishThe snail and the whale Sharing a shellShark in the Park Whatever NextThe Singing Mermaid |
| **Come and See – see additional planning**  | Myself | Birthdays | Celebrations | Good News | Friendship | Our World |
| **Enrichments** | Rosh Hashanah – Jewish FestivalSchool nurse visit- teeth care. | AutumnHalloweenBonfire NightChristmasAdventDiwaliHarvest FestivalNational Nursery Rhyme WeekMusic with Mr Richardson | Shrove TuesdayValentines DayLentSt Patrick’s Day | Mother’s DayEasterWorld Book DayMusic with Mr Richardson | Go Wild – Forest School WeekPE with Mr SimpsonSt George’s Day  | Fathers DaySports DayTransitionMusic with Mr Richardson |
| **AREAS OF LEARNING** |
| **Physical Development** | **Teaching Skills Supported:**Put on and hang up coatTake off shoes and put on wellies.Carpet SkillsBlowing your own nose. Toileting Putting straw into a milk carton. Try new foods. Wash and dry hands. Tidy up time. Hand-eye coordination activities. Develop control over mark making tools. Threading Beat BabyWake and Shake | **Teaching Skills Unsupported:**Put on and hang up coatTake off shoes and put on wellies.Carpet SkillsBlowing your own nose. Toileting Putting straw into a milk carton. Try new foods. Wash and dry hands. Tidy up time. Hand-eye coordination activities. Develop control over mark making tools. SewingBeat BabyWake and ShakeGross motor skills:Parachute games | **Teaching Skills Supported:**Fasten coatMore responsible with taking shoes on and off.Carpet skills with increased learning behavioursFull independence for toileting.Full independence for snack table.Full independence during child-initiated activities. Use one-handed tools with increased control e.g. pencil, scissors. Dough discoBeat BabyWake and Shake | **Teaching Skills Unsupported:**Fasten coatMore responsible with taking shoes on and off.Carpet skills with increased learning behavioursFull independence for toileting.Full independence for snack table.Full independence during child-initiated activities. Draw lines and circles using gross motor skills. Finger gym Beat BabyWake and ShakeGross motor skills: Large ball games | **Teaching Skills Supported:**Independence choosing right clothing to suit weather conditions. E.g. all in-one weather suits. Preparation for reception e.g. teaching to use a knife and fork, carrying a tray. Dough disco Beat BabyWake and ShakeGross motor skills: Preparing for sports day activities e.g. quoites, sacks, egg and spoon.  | **Teaching Skills Unsupported:**Independence choosing right clothing to suit weather conditions. E.g. all in-one weather suits. Preparation for reception e.g. teaching to use a knife and fork, carrying a tray. Manipulates objects with good fine motor skills. Uses writing as a means of communicating to audience. Beat BabyWake and Shake |
| **Communication and Language** | C&L is not specifically planned for across the year. All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, sessions such as circle time guided reading and clear classroom rules and routines. Observations next steps and target setting support the development of individuals. Intervention programmes such as speech link and nurture groups are designed to support children who are not making the expected |
| **Literacy** | **Reading:**Nursery Rhymes & SongsPicture/Name Recognition With support: Coat peg/milk tags**Phonics:**Environmental soundsInstrumental soundsBody Percussion Rhythm and rhyme **Writing:**Develop a spoken language.Hand-eye coordination activities. Develop control over mark making tools. Show interest in pictures and print in books. | **Reading:**Traditional Stories Christmas Stories Picture/Name Recognition Unsupported: Coat peg/milk tags**Phonics:**Environmental soundsInstrumental soundsBody Percussion Rhythm and rhymeAlliterationVoice sounds **Writing:**Develop a spoken language.Hand-eye coordination activities. Develop control over mark making tools. Show interest in pictures and print in books.Recognise environmental print.  | **Reading:**Favourite storiesWith support: Name Recognition **Phonics:**Environmental sounds: different volumes, sound lotto gamesInstrumental sounds: Remember and repeat a rhythm link with volumes. Body Percussion: With varied speeds. Rhythm and rhyme: Moving timeAlliteration: Modelling through stories and rhymes.Voice sounds **Writing:**Understand the concept of a word. Use one-handed tools with increased control.Ascribe meaning to marks.  | **Reading:**Favourite stories Unsupported: Name Recognition **Phonics:**Environmental sounds: sounds behind a screen.Instrumental sounds: Play an instrument to describe an action.Body Percussion: Use voice to make slow, fast, loud, quiet, short sounds. Copy a sequence. Rhythm and rhyme: Rhyming objects.Alliteration: Voice sounds **Writing:**Recognise rhythm in spoken words.Draw lines and circles using gross motor skills. Reads back own mark making.  | **Reading:**Shared reading activities.Guided ReadingUnsupported: Name Recognition Key wordsExceeding: phonics phase 2**Phonics:**Rhythm and rhyme: Rhyming bingo.Alliteration: Sort objects beginning with the same sound. Voice sounds: Robot talk, metal mike.Oral blending and segmenting: Sound talk segmented words. Identify objects with 3 phonemes from sound talk. Exceeding: Phonics phase 2**Writing:**Show awareness of rhyme and alliteration. Hears and discriminates general sounds, speak sounds and patterns. Knows print carries information. Writes for different purposes. Exceeding: Phonics phase 2 | **Reading:**Shared reading activities.Guided ReadingUnsupported: Name Recognition **Phonics:**Rhythm and rhyme: Continue a rhyming string.Alliteration: Look at an object and recognise the initial sound. Voice sounds: Robot talk, metal mike.Oral blending and segmenting: Sound talk segmented words. I can say how many phonemes I can hear. Exceeding: Phonics phase 2**Writing:**Extend spoken vocabulary.Manipulates objects with good fine motor skills. Uses writing as a means of communicating to audience. Writes for different purposes. Exceeding: Phonics phase 2 |
| **Maths**  | **Numbers:**Number rhymes to 5. Rote counting to 51:1 principle to 5 using concrete objects. Cardinality principle to 5 using concrete objects. Introduce Numicon to 5. Introduce 10 frames. Comparing quantities more and less. Oneness of 1. Numberline 0-5**Shape, Space and Measures**Sorting for object, size, colour.Positional language: up, down Shape recognition: basic 2D shapes. | **Numbers:**Twoness of 2. (subitising)Counting 0-3 from a larger groupIdentifying 1-5 Numicon Threeness of 3One more than one less than 0-3. Number blocks, 10 frame.Numberline **Shape, Space and Measures**Use language such as circle to describe the shape and size of a flat shape. Model use of positional language.  | **Numbers:**Fourness of 4.Counting 0-4 from a larger group. Subitising 0-4. One more and one less than 0-4. Splitting 4 in different ways, total remains the same. Application of 4. Recognising numerals 0-4. Numicon, Numberblocks, 10 frame, Numberline**Shape, Space and Measures**Encourage children to talk about the shapes in everyday objects. Now use the language e.g. circle, bigger to describe the shape. Model the use of size language such big, little and heavy, light. Use everyday words to describe capacity.  | **Numbers:**Represent numbers up to 5.Recognise groups with 1 2 3 4 or 5objects. Match groups with the same number of objects(1 – 5)Fiveness of 5. Number stories Using language of biggest and smallestApplication of 5. Part part whole of objects. Numicon, Numberblocks, 10 frame, Numberline**Shape, Space and Measures**Encourage children to talk about the shapes in everyday objects. Now use the language e.g. circle, bigger to describe the shape. Model the use of size language such big, little and heavy, light. Size, length and weight.  | **Numbers:**Part part whole Recap of partitioning objects, concrete and pictorial. Comparative addition of numbers to 5. Use of stem sentences. Number recognition 0-10Number ordering 0-10.One more/one lessNumbers to 5 subitising Number bonds to 5. Numicon, Numberblocks, 10 frame, Numberline**Shape, Space and Measures**Encourage children to order items by size, length and weight. Develop mathematical ideas and methods to solve practical problems.  | **Numbers:**Sixness of 6 Estimating using numbers to 6Numbering ordering to 10. Number recognition 0-10One more/one lessNumbers to 5 subitising Number bonds to 5. Part part whole Number storiesPictorial, Concrete, AbstractNumicon, Numberblocks, 10 frame, Numberline**Shape, Space and Measures**Develop mathematical ideas and methods to solve practical problems.Use everyday words to describe capacity.  |
| **Understanding the World** | Talking about home and family, friendsLoveAll about me- healthy choices, our senses, the importance of brushing our teeth and exercise.Change- growth- passage of time- when we were babies and how we have grown.  | AutumnConkers and other autumn treasures.Adaptation of animals to seasonal changes. Fruits and seeds.Significant Events: Halloween, Bonfire night , Poppy Day, Christmas, Birthdays, Diwali. Role Play: Christmas theme  | WinterNew YearChinese New YearSnow and ice.Making maps and plansDifferent types of transport- how transport has changed over time.Instructions and directions. | SpringPancake Day:Easter, celebrationsMothers DayChickens and chicksEggs, trees, blossom, flowers and weather. Life cycle of a chicken Enhanced provision: Focus table/question table.  | Father’s DayRecognising colours, colour mixing.Patterns, sorting and ordering.Rainbows and weather.Healthy Eating (Making a healthy breakfast etc) Whay do animals need to stay healthy.Life cycle of a butterfly. Exercise Shadows, light and dark.Shapes and patternThe sun and silhouettes.  | **People and communities**SummerPlants and animals that live on the seashore.Pebbles, sand, rocks and the sea. Pirates: making treasure maps and outdoor pirate ships.   |
| **Expressive Arts and Design** | **Exploring and Using Media and Materials**Learning new songsSimple constructionUsing simple toolsFamiliar role play Squiggle and WiggleDough Disco  | **Exploring and Using Media and Materials**Moving to music Exploring colour/texture to make picturesSounds of instrumentsJoining in with a wider variety of role playSquiggle and WiggleDough Disco  | **Exploring and Using Media and Materials**Repeated rhythmsMovement to musicLearning a wider variety of songsConstructing with purposeExpressive in art/drama/danceBeat Baby Dough Disco  | **Exploring and Using Media and Materials**Creating different texturesSelecting a wider range of toolsExplore colours and begin to differentiate between colours. Role play based on own first hand experiences. Beat Baby Dough Disco | **Exploring and Using Media and Materials**Tap out simple repeated rhythms and make some upExplore and learn how sounds can be changedImitate and create movement in response to musicUse available resources to create props to support role playDevelop a repertoire of actions by putting a sequence of movement togetherEngage in imaginative play and role play based on own first hand experiencesDough Disco | **Exploring and Using Media and Materials**Sing to themselves and make up simple songsCreate 3D structuresBegin to construct, stacking blocks vertically and horizontally, making enclosures and creating spacesrecognise repeated sounds and sound patterns and match movements to musicBeat Baby Dough Disco |
| **Assessment** | Baseline Continual observational assessment and learning journal development. | End of term assessment Phonics trackersContinual observational assessment and learning journal development. | Continual observational assessment and learning journal development. | End of term assessment Phonics trackersContinual observational assessment and learning journal development. | Continual observational assessment and learning journal development. | End of term assessment Phonics trackersContinual observational assessment and learning journal development. |
| **Trips, Visits, Visitors, Memorable Experiences** | **Memorable Experience**Invite a parent with a baby to come and talk to the children about their new family.  | **Memorable Experience**Christmas visit- Library? Panto? | **Memorable Experience**TBC | **Memorable Experience**Go on a Spring walk to identify and look out for signs of Spring. Invite parents on the walk.  | **Memorable Experience**TBCA visit to Bedesworld/ West Boldon Lodge to explore the forest school? | **Visits** Visit to the Beach/ Park in South Shields.End of year Pirate Party.  |
| **Parental Engagement** | Nursery New Starter visits with Parents Stay and Play – Linked to stories.Initial Parents Meeting | Phonics CaféChristmas crafts activities |  Stay and Play- focus on mathematics Maths Café | Formal parents meeting | Stay and Play- focus TBC | Annual school report |