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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** | Retel  Description  Mark Making  Sequencing  Repetition  Discussion  Transition to Reception | | | | | | | |
| **Key Rhymes** | Twinkle twinkle little star  Miss Polly had a dolly  Head, shoulders, knees and toes  Pat a cake pat a cake bakers man  Jack and Jill  Hickory Dickory Dock  5 currant buns  Ba ba black sheep  This little piggie went to market  5 little snowmen | | Little Miss Muffett  Row, row, row your boat  Little Bo Peep  Humpty Dumpty  Hot cross buns, hot cross buns, one a penny two a penny…  Rain, rain, go away  Its raining, its pouring  5 little ducks | | | One, two, buckle my shoe  Do you know the muffin man  One potato, two potato  I’m a little teapot  Ring a ring a roses  1,2,3,4,5  Mary, Mary, Quite contrary  Teddy Bear, teddy bear turn around  Lavendar blue dilly dilly  The owl and the pussycat | | |
| **Reading Spine** | Who Are You?  The Colour Monster  The Large Family Collection  Owl Babies  Ten in the bed | Leaf Man  Stick Man  Meg and Mog  Room on the Broom  The Jolly Postman  The Best Diwali Ever  Pumpkin Soup  The Little Red Hen  Winnie the Witch | Gingerbread Man  Golidilocks & the 3 Bears  The Three Little Pigs  The Three Billy Goats Gruff  The Gruffalo  The Gruffalo’s Child  Little 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 Fo  Olivers Vegetables  Jack and the Beanstalk | | We’re Going on a Bear Hunt  We’re Going on a Lion Hunt  The Enormous Turnip Jack and the Beanstalk  One Tiny Seed  Rumble in the Jungle  Commotion in the Ocean  Farmer Duck  Tiddler | Rainbow Fish  The snail and the whale  Sharing a shell  Shark in the Park Whatever Next  The Singing Mermaid | |
| **Come and See – see additional planning** | Myself | Birthdays | Celebrations | | Good News | Friendship | | Our World |
| **Enrichments** | Rosh Hashanah – Jewish Festival  School nurse visit- teeth care. | Autumn  Halloween  Bonfire Night  Christmas  Advent  Diwali  Harvest Festival  National Nursery Rhyme Week  Music with Mr Richardson | Shrove Tuesday  Valentines Day  Lent  St Patrick’s Day | | Mother’s Day  Easter  World Book Day  Music with Mr Richardson | Go Wild – Forest School Week  PE with Mr Simpson  St George’s Day | | Fathers Day  Sports Day  Transition  Music with Mr Richardson |
| **AREAS OF LEARNING** | | | | | | | | |
| **Physical Development** | **Teaching Skills Supported:**  Put on and hang up coat  Take off shoes and put on wellies.  Carpet Skills  Blowing 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 Baby  Wake and Shake | **Teaching Skills Unsupported:**  Put on and hang up coat  Take off shoes and put on wellies.  Carpet Skills  Blowing 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.  Sewing  Beat Baby  Wake and Shake  Gross motor skills:  Parachute games | **Teaching Skills Supported:**  Fasten coat  More responsible with taking shoes on and off.  Carpet skills with increased learning behaviours  Full 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 disco  Beat Baby  Wake and Shake | | **Teaching Skills Unsupported:**  Fasten coat  More responsible with taking shoes on and off.  Carpet skills with increased learning behaviours  Full 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 Baby  Wake and Shake  Gross 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 Baby  Wake and Shake  Gross 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 Baby  Wake 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 & Songs  Picture/Name Recognition  With support: Coat peg/milk tags  **Phonics:**  Environmental sounds  Instrumental sounds  Body 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 sounds  Instrumental sounds  Body Percussion  Rhythm and rhyme  Alliteration  Voice 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 stories  With support: Name Recognition  **Phonics:**  Environmental sounds: different volumes, sound lotto games  Instrumental sounds: Remember and repeat a rhythm link with volumes.  Body Percussion: With varied speeds.  Rhythm and rhyme: Moving time  Alliteration: 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 Reading  Unsupported: Name Recognition  Key words  Exceeding: 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 Reading  Unsupported: 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 5  1:1 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 group  Identifying 1-5 Numicon  Threeness of 3  One 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 smallest  Application 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 0-10  Number ordering 0-10.  One more/one less  Numbers 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 6  Numbering ordering to 10.  Number recognition 0-10  One more/one less  Numbers to 5 subitising  Number bonds to 5.  Part part whole  Number stories  Pictorial, Concrete, Abstract  Numicon, 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, friends  Love  All 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. | Autumn  Conkers 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 | Winter  New Year  Chinese New Year  Snow and ice.  Making maps and plans  Different types of transport- how transport has changed over time.  Instructions and directions. | | Spring  Pancake Day:  Easter, celebrations  Mothers Day  Chickens and chicks  Eggs, trees, blossom, flowers and weather.  Life cycle of a chicken  Enhanced provision: Focus table/question table. | Father’s Day  Recognising 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 pattern  The sun and silhouettes. | | **People and communities**  Summer  Plants 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 songs  Simple construction  Using simple tools  Familiar role play  Squiggle and Wiggle  Dough Disco | **Exploring and Using Media and Materials**  Moving to music  Exploring colour/texture to make pictures  Sounds of instruments  Joining in with a wider variety of role play  Squiggle and Wiggle  Dough Disco | **Exploring and Using Media and Materials**  Repeated rhythms  Movement to music  Learning a wider variety of songs  Constructing with purpose  Expressive in art/drama/dance  Beat Baby  Dough Disco | | **Exploring and Using Media and Materials**  Creating different textures  Selecting a wider range of tools  Explore 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 up  Explore and learn how sounds can be changed  Imitate and create movement in response to music  Use available resources to create props to support role play  Develop a repertoire of actions by putting a sequence of movement together  Engage in imaginative play and role play based on own first hand experiences  Dough Disco | | **Exploring and Using Media and Materials**  Sing to themselves and make up simple songs  Create 3D structures  Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces  recognise repeated sounds and sound patterns and match movements to music  Beat Baby  Dough Disco |
| **Assessment** | Baseline  Continual observational assessment and learning journal development. | End of term assessment  Phonics trackers  Continual observational assessment and learning journal development. | Continual observational assessment and learning journal development. | | End of term assessment  Phonics trackers  Continual observational assessment and learning journal development. | Continual observational assessment and learning journal development. | | End of term assessment  Phonics trackers  Continual 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**  TBC  A 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 Café  Christmas crafts activities | Stay and Play- focus on mathematics  Maths Café | | Formal parents meeting | Stay and Play- focus TBC | | Annual school report |