AUTUMN TERM

Main toute	You Choose	Doors at Last		Oud Babia		14/0'	ro Coing on a Book	
Main texts	You Choose	Peace at Last		Owl Babies		We're Going on a Bear Hunt		
Key	Encouraging children to	Family		Nocturnal animals			Repetition and repeated	
themes/vocabulary	make choice and share	Night and day		Autumn		phrases		
themes, rocasaiai y	own ideas	Describing environmental		Change		Journeys		
	Everyday vocabulary e.g.	sounds	_		Repeated phrases		Positional language	
	animals, places, vehicles		Repeated phrases What makes you frightened?		Words that describe			
	What would you choose?			what makes you mightened:		sounds		
			-				What can you see/hear?	
Linked stories/books	Marvellous Me, What Makes Me, Me, Guess How Much I Love You, Once There Were Giants, Mummy, Mama and Me,							
Reading for pleasure	Susan Laughs, Astro Girl							
Linked non-fiction	The Skies Above My Eyes, A Journey Through: Space, Professor Astro Cat's Solar System, Night Animals (Campbell First							
books	Explorers)							
Early phonics		Action songs and Voice sounds games Environmental sounds Lis					Listening walks	
activities		inger rhymes					Ŭ	
			lling of oral bending and segmenting					
Phonics picture cards	Introduce set 1 speed sounds cards (name the picture cards e.g. Maisy Mountain)							
•	m, a, s, d, t, I, n, p, g, o, c, k, u							
Linked rhymes and	Finger rhymes e.g. Wind the Bobbin Up, Tommy Thumb, Round and Round the Garden							
poetry	Action rhymes e.g. Row, F					nees ar	nd Toes	
. ,	(link to Tiny Happy People		•	,				
Expressive arts and	Role play	•		Using tools	and equipment			
design-progression of	Take part in simple pretend play, using objects to Early mark making tools-large chalk, pencils, pens, paint etc.						ncils, pens, paint etc.	
key skills-	support them, e.g. everyday objects in the home							
language/role play	corner.							
and PD								
Mathematical skills	Talk about patterns E	Begin to talk about	Begin to ι	use Begin to recite number			Counting small sets	
	around them	properties of			to 5		up to 5 objects	
	S	hapes. Identify	language	e.g. linked				
	S	hapes in the	pes in the to capacity, size					
	€	environment						
Understanding the	Begin to make sense of their own life-story and family's history. Develop positive attitudes towards the difference							
World	between people.							
PSED	Settling in							
	Following daily routines							
	Cooperating with school/							
Physical	Squiggle Whilst You Wigg	le Finger and acti	on rhymes	Dough/	malleable station		oring different ways of	
development							moving-skipping, running,	
						jump	ing	
Independence -	Toilet training and handw							
including toilet	Supportive books may inc							
training and self-	On My Potty by Leslie Pat							
care, oral health	I Want My Potty (Little Pr			Nivera Catin (Conveilli			
	The Potty Book for Girls a Once Upon a Potty by Alc		or Boys by A	Aiyssa Satin C	apuciiii			
			Dotty Traini	ng for Boys	and Girls by Androa Bir	nninata	nn.	
	Pirate Pete's and Princess Polly's Potty Book: Potty Training for Boys and Girls by Andrea Pinnington							
Enhancement	Everyone Poos by Taro Go Trip to the park-listening		iges of seas	on				
activities	The to the park-histering	Trainy Object village cital	, pes or seas	J.1				
Resources for						81 3		
parents/carers	Look Say Sing Play	Datter		TIME I	Marie propi F	1		
F = 1 = 11 = 1 = 1	Right from their, every lines you play with your falling was ally you can be ever every going you from you falling was ally you can. one ever lang you not not play soon ally the Early Vision you was all the Carlot of the Early Vision you was all the Carlot of the Early Vision you was all the Carlot of the Early Vision you was all the Carlot of the Early Vision you was all the Carlot of the Early Vision you was all the Carlot of the Early Vision you was all the Carlot of the Early Vision you was all the Carlot of the Early Vision you was all the Carlot of the Early Vision you was all the Carlot of						What to expect in the Early Years	
	their brain.		Life	Your wor	ds build their world		a guide for parents	
	sign up for brain-building tips	101				25		
Events for	Communication and lang	uage workshop, early	y maths wo	rkshop, pare	nt/carer evening to di	scuss p	progress, Christmas	
parents/carers	Communication and language workshop, early maths workshop, parent/carer evening to discuss progress, Christmas activities							
<u> </u>								

SPRING TERM

Main texts	NELI N								
Linked	Oliver's Vegetables, Oliver's Fruit Salad, Kitchen Disco, Sam's Sandwich, Pass the Jam Jim, The Very Hungry								
stories/books	Caterpillar, Green Eggs and Ham, Daisy Eat Your Peas, The Enormous Turnip								
Reading for	2000 4.10 1.00.0 2.00, 2.00, 2.00, 110 2.101111040 1411119								
pleasure									
Linked non-fiction	See Inside Where Food Comes From, Lift and Look Fruit and Vegetables, cookery books, recipe cards								
books	The state of the s								
Early phonics	Rhyming books	Rhyming games Instrument sound I spy/sounds				I spy/sounds arou	ınd	Clapping sounds-	
activities	, 0	,		games		games		introducing oral blending and segmenting	
Phonics picture	Recap previously taus	ght sp	eed sound pictu	ıre cards- r	n. a. s. d. t.	I. n. p. g. o. c. k. u		1 228	
cards	Recap previously taught speed sound picture cards- m, a, s, d, t, I, n, p, g, o, c, k, u Introduce remaining set 1 speed sounds cards (name the picture cards e.g. Maisy Mountain)-, b, f, e, I, h, r, j,								
caras									
Linked rhymes and	v, y, w, z, x Fruits-a Caribbean counting poem, Oranges and Lemons, I can eat a rainbow, There's a Tiny Caterpillar on a								
poetry	Leaf	Juiitiiig	s poem, orange	3 and Lenn	ons, rean ea	at a rambow, There	3 4 1	iny caterpinal on a	
poetry	Leai								
Expressive arts	Role play				Using too	ls and equinment			
and design-	Reliving and reimagining own experiences through				Using tools and equipment				
progression of key					Express own ideas using a range of materials e.g.				
skills-	· · · · · -					collage, pom poms, stickers, rollers, sequins. Exploring colour and colour mixing-consider referring			
	, , , , , , , , , , , , , , , , , , , ,						_		
language/role play and PD	using dressing up clothes, exploring items with different fastenings. to books, Beautiful Oops and Mouse Paint.							ise Paint.	
Mathematical	Extend and create	Use r	number	Make con	nparisons	Recite numbers to	5 5	5 Show finger	
skills	ABAB patterns		es in play	between				numbers up to 5	
	Notice and correct			related to	-				
	an error in a			length and capacity					
	repeating pattern			' '					
Understanding the		the ne	ed to respect a	nd care for	the natura	l environment. Lea	rn abo	out how fruits and	
World	Begin to understand the need to respect and care for the natural environment. Learn about how fruits and vegetables grow and begin to understand key features of life cycles. Talk about what the see, using a wide vocabulary.								
							555, 458 4 11.45		
PSED	Talk about the differe	ences l	between mater	ials and cha	anges they	notice (link to cook	erv a	ctivities).	
. 022	Increasingly follow ru					•	c. ,		
Physical	Squiggle Whilst You	1103, 110	Manging cloth						
development	Wiggle		fastenings	ics aria	of tools and equipment e.g. in the creative area			movements e.g. waving	
acterophicit	W1991C		lastellings				flags and streamers and		
					c.b. in the creative area		making large scale marks		
Independence -	Dressing/undressing	e,g ni	itting on own c	oats	1		····an	o large soure marks	
including toilet	D1 C331116/ u11u1 C331116	c.8. pc	acting on own c	outs.					
training and self-	Healthy bodies-importance of physical activity and healthy foods on the body.								
care, oral health	Treating bodies impo	rtarice	or priyacur acc	ivity and in	cultify foods	on the body.			
Enhancement	Cookery activities-e o	maki	ing fruit salad i	making san	dwiches to	sting different vege	tahlo	· S	
activities	Cookery activities-e.g. making fruit salad, making sandwiches, tasting different vegetables. World Book Day								
Resources for	VVOITA DOOK Day						91 3		
parents/carers	Look Say Sing Dlay				Thursday	180 an a 15 - 201 5	The same		
parents/ carers	Look Say Sing Play Right from there, every law you put with your baddy, use a tily voice, or even sing, you've not just bonding, you've building ther brain. Sign up for brain-building tips	N.	Better Health St	art r Life		Ppy PEOPLE ds build their world		What to expect in the Early Years Foundation Stage: a guide for parents	
Events for	Stay and Play								
parents/carers	Online Safety workshop								

SUMMER TERM

Main texts	NELI N									
Talk Through	Room on the Broom	Broom George and the Dragon			Billy and the Dragon		Billy and the Beast			
Stories (as					, ,					
needed)										
Linked	Dragons and adventur	e sto	ries: The Kiss Tha	at Missed,	The Knight W	/ho Said "No!", Zo	og, Th	e Snail and the		
stories/books	Whale									
Reading for	Travel and journeys: The Train Ride, Mr Gumpy's Motor Car, The Naughty Bus, Journey									
pleasure										
Linked non-	Maps, Atlases, My Big Book of Transport, Cars and Trucks and Things that Go									
fiction books										
Early phonics	Listening walks	Sounds around Body percussion Voice sour				Voice sounds-lir	nk	Oral blending and		
activities		gam	nes-focussing	using link	ed rhymes with reading for		-	segmenting		
		on a	alliteration	ation and poetry pleasure storie				activities		
Early phonics	Continue to introduce	/reca	p set 1 sounds p	icture card	S					
	RWI phonics activities	RWI phonics activities-for those children preparing for transition to reception								
Linked rhymes	The Wheels on the bus, Down at the Station, Grand old Duke of York, Row, Row, Row Your Boat, When I was									
and poetry	one, The Bear Went Over the Mountain, Five Little Dragons									
Expressive arts	Role play Using tools and equipment									
and design-	Cooperating with other	Cooperating with others in role play contexts.				vider range of too	ols and	d equipment for		
progression of	Sharing own ideas and responding to the ideas of example scissors, tweezers etc.									
key skills-	others.									
language/role										
play and PD						T		1		
Mathematical	Know that the last	Link	numerals and	Experime		Recite numbers		Fast recognition of		
skills	number reached	mber reached amounts, showing their			r own symbols past 5			up to 3 objects		
	1 - 1				ks, as well					
	small set of objects		bjects to	as numerals						
	tells you how many	mat	ch the							
	there are in total		neral to 5							
Understanding	Know that there are d						hey h	ave experienced and		
the World	seen in photos. Develo									
PSED	Talk with others to sol		onflicts. Develop	appropriate	e ways of be	ing assertive. Pre	paring	g for transition to		
	reception (N2 children	າ).	T							
Physical	Squiggle Whilst You		Den building a			large scale	Beginning to have more			
development	Wiggle	exploring spaces e.g. tunnels and boxes			ion, e.g. block	control over mark				
					ring ideas and	making and writing				
					collabora	ting with others	equipment, e.g.			
						beginning to write letters				
	B 1 6 1 111	/815	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	from own name						
Independence - including toilet	Preparing for transitio	n (Nz	chilaren).							
training and self-	Dranaring for change	'NI1 al	hildran)							
care, oral health	Preparing for change (N1 children).									
care, oral fleatti	Continue with toilet training activities as applicable.									
Enhancement	To be confirmed by N		<u> </u>	Pricable.						
activities	15 be commined by N	413C1	y Stair							
Resources for							11 3			
parents/carers	Look Say Sing Play		Potter		TIMY MO	navi propi F	100			
p 2. 2, 60. 6.0	Right from birth, every time you play with your bady use ally you come or every time you play with your badding you be all you come you will not be a support to the Early and the support to the Early Section Sectio					What to expect in the Early Years Foundation Stage:				
	The strain. Sign up for brain-boulding tips Sign up for brain-bo					a guide for parents				
		_					1	SSP F Balance		
Events for	Phonics Workshop									
parents/carers										