|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| ***Topic Theme*** | **Settling in** | Ourselves | Homes | Journeys | In the Garden  | Animals 2/ Mini beasts |
| ***Whole class text/s*** | * Say Good Night to the Sleepy Animals
* Wow said the Owl
* Owl Babies
* Brown Bear
* This is the bear in the scary night
* This is the bear and the picnic lunch
* This is the bear
* This is the bear and the bad girl

  | * Daisy the Doctor
* Funnybones
* My Five Senses
* The Bear that wouldn’t share
* Dear Santa
* The First Christmas
* The Snowman
* Bonfire Night
* Diwali
 | * Goldilocks and the Three Bears
* Peace At Last
* The Three Little Pigs
* A New House for Mouse
* The Bear under the Stairs
* Where’s Teddy?
 | * We’re Going on a Bear Hunt (s)
* Don’t chat to the Bus Driver (t)
* Seaside- The Train Ride (a)
* Dinosaurs Day Out (p)
* Whatever Next
* Easter
* Easter stories- Spots Easter Egg Hunt
 | * Titch
* Jack and the Beanstalk
* The Gigantic Turnip
* Oliver’s Vegetables
* Oliver’s Fruit Salad
* Handa’s Surprise
* You will soon grow into it Titch
* The Picnic
 | * The Very Hungry Caterpillar
* The Very Busy Spider
* Mad About Minibeasts
* The Great Pet Sale
* Farmyard Hullaballoo
* Old MacDonald
* Farmer Duck
* The Loudest Roar
* Monkey Puzzle
* Dear Zoo
 |
| **Curriculum Enhancement**  | Teddy bears’ picnic | Mr Bear’s 4th BirthdayDiwaliNativity Christmas party | Rhyme challenge  | Road Safety walk | CaterpillarsEid Party | Visits from small animals (Pets At Home)Zoo Lab?Vet Nursey Visit  |
| Personal, Social & Emotional Development | * Making relationships with adults and peers
* Getting to know each other- rug in a bug
* Routines and boundaries in nursery
* Nursery rules using puppets and social stories ( 6 and 7).
 | * To develop relationship with peers and adults.
* Boundaries and routines
* Sharing and turn taking with others
* Sharing feelings
* Mr Bear
 | * Talking about families and friends
* Talking about past experiences
* Feelings board
* Routines and boundaries in nursery
* Change in routine e.g.

Studio | * Making relationships with adults and peers
* Routines and boundaries in nursery
* Checkers challenge to carry our small task
* Keeping safe- road safety
* Change in routine e.g.

Studio & road safety  | * Develop friendship with peers and keep play going by responding to what others are saying or doing.
* Adapt behaviour to different events, social situation and change in routine
* Studio/ visits
 | * Develop friendship with peers and keep play going by responding to what others are saying or doing.
* Adapt behaviour to different events, social situation and change in routine
* Transition/ Studio/ visits
 |
| Communication & Language | * Set up an area where children can enjoy rhymes and stories.
* Rhyming, singing and sound discrimination activities e.g. what’s the sound, noisy neighbour etc.
* Stories with repeated refrains and rhythms such as Brown Bear and Wow said the owl.
* Engage in activities where children follow simple instructions i.e. baking, turn taking activities and tidy time.
* Action activities using Mr Bear) i.e. what is Mr bear doing?
* Introduce terms who, what and where through makaton (staff to have coloured labels on lanyard).
 | * Enjoy rhymes and stories.
* Engage in activities where children follow simple instructions i.e. baking, turn taking activities and tidy time.
* Rhyming, singing and sound discrimination activities
* Use variety of questions and simple sentences when talking.
* Discuss Mr Bear’s experience at their house
* Identification games using action words.
 | * Talking about families and objects inside the house.
* Rhyming, singing and sound discrimination activities
* Engage in activities where children follow simple instructions i.e. baking, turn taking activities and tidy time.
* Discuss Mr Bear’s experience at their house
* Identification games using action words.
 | * Sharing experiences of going on a journey
* Talking about road safely and keeping
* Rhyming, singing and sound discrimination activities
* Discuss Mr Bear’s experience at their house
 | * Introduce new vocabulary relating to flowers, plants, fruits and vegetables.
* Mind mapping and question time relating to all things growing.
* Rhyming, singing and sound discrimination activities
 | * Introduce new vocabulary relating to animals and minibeasts.
* Mind mapping and question time relating to animals and minibeasts.
* Rhyming, singing and sound discrimination activities
 |
| Physical Development | * Drawing, mark making activities.
* Outdoor play- supporting children with steps, slopes, slides, bikes etc.
* Talking about healthy habits snack table and toilet routines.
* Begin to make snips in paper using the scissors.
 | * Drawing, mark making activities.
* Outdoor play- supporting children with steps, slides, bikes etc.
* Talking about healthy habits snack table and toilet routines.
* Begin to make snips in paper using the scissor
* Encouraging children to dress themselves wearing waterproofs
* Developing confidence in fine-motor and gross-motor activities
* Dressing up in the home corner, e.g. doctors surgery
 | * Drawing, mark making activities.
* Outdoor play- supporting children with steps, slides, bikes etc.
* Talking about healthy habits snack table and toilet routines.
* Developing confidence in using the scissors.
* Encouraging children to dress themselves wearing waterproofs
* Developing confidence in fine-motor and gross-motor activities
* Dressing up in the home corner, e.g. doctors surgery
 | * Drawing, mark making activities indoor and outdoor.
* Outdoor play- supporting children using different apparatuses.
* Studio- running and chasing games
* Talking about healthy habits snack table and toilet routines.
* Developing confidence in using the scissors.
* Encouraging children to dress themselves wearing waterproofs
* Developing confidence in fine-motor and gross-motor activities
* Dressing up in the home corner, e.g. doctors surgery
 | * Drawing and writing activities indoor and outdoor.
* Outdoor play- supporting children using different apparatuses.
* Studio- moving in different ways in the studio- spatial awareness
* Gross motor movement- writing
* Talking about healthy habits and exercise.
* Developing confidence in using the scissors.

  | * Drawing and writing activities indoor and outdoor.
* Outdoor play- supporting children using different apparatuses.
* Gross motor movement- writing
* Talking about healthy habits and exercise.
* Developing confidence in using the scissors.
* Studio throwing and catching- ball skills

  |
| Reading | * Sharing stories- talking about characters in the story
* Song bag (Basic nursery rhymes and action songs)
* Screen songs
 | * Sharing stories- talking about characters in the story
* Reading Christmas story
* Handling books carefully
* Miss Polly had a Dolly
* Head, shoulders, knees and toes.
* I’ve got a body.
* Christmas songs
 | * Re-telling stories
* Reading traditional tails
* Acting out stories using puppets
* Goldilocks and the Three
* Bears- Makaton
* Old McDonald had a Farm- Makaton
* Studio- Action Songs
* Book bags- take home
 | * The Wheels on the Bus
* Studio- Come Alive Listening Seaside song
* Puffer Train
* 5 little men in a flying saucer
* Environmental sounds games road sounds
* Rhyming stories and stories with repeated refrains
* Introduce phonics- s,a,t,p
* Playing phonics games
 | * I’m a Little Sunflower
* Environmental sounds games road sounds
* Rhyming stories and stories with repeated refrains
* Rhyming activities
* Letter sounds- i,n,m,d
* Story times- who, what, where
* Encourage children to speculate what happens next and how the story might end
* Story structure- beginning, middle and end
 | * Story times- who, what, where
* Encourage children to speculate what happens next and how the story might end
* Story structure- beginning, middle and end
* Rhyming activities
* Letter sounds- recap on previous sounds and learn new letter sounds
* Creepy Crawly Caterpillar
* Old McDonald had a Farm- Makaton
 |
| Writing | * Drawing and painting activities
* Drawing owls
* Painting Brown Bear characters
 | * Drawing activities of our body and our face
* Painting and making gingerbread men
* Christmas cards
* Name writing
* Birthday cards
 | * Name writing
* Drawing and painting activities
* Pictures of their houses
* Drawing their family
* Wring Shopping list
* Drawing housed in construction

  | * Name writing
* Drawing and painting activities
* Practise writing the letter of the week and own names
* Drawing vehicles in construction area and drawing table
* Write name on the plane ticket
 | * Name writing
* Drawing and painting activities
* Practise writing the letter of the week and own names
* Writing a list using initial sounds learnt in letters and sound
* Observational drawing plants

  | * Name writing
* Drawing and painting activities
* Writing a list/ captions
* Practise writing the letter of the week and own names
* Observational drawing animals

  |
| Numbers | * Counting objects
* Reciting numbers
* More/ fewer
* Beginning to make comparisons
 | * Counting objects with 1-1- correspondence
* Reciting numbers
* More/ fewer
* Beginning to make comparisons
 | * Counting objects with 1-1- correspondence
* Reciting numbers in order to 10
* Making comparisons- e.g. more/fewer and same
 | * Counting objects with 1-1- correspondence
* Reciting numbers in order to 10 and beyond
* Making comparisons- e.g. more/fewer and same

  | * Reciting numbers in order to 10 and beyond
* Counting games relating to 1 more and 1 less
* Play games involving counting objects from a large group
* Counting money in the role-play

  | * Reciting numbers in order to 10 and beyond
* Counting games relating to 1 more and 1 less
* Play games involving counting objects from a large group
* Counting money in the role-play

  |
| Shape, Space and Measures | * Big and little
* Emptying and filling containers
* Creating simple structure and arrangements
 | * Big and little
* Emptying and filling containers
* Creating simple structure and arrangements
* Categorise objects e.g. shape or size
 | * Shape hunt
* Checkers board for shape
* Finding shapes in the environment
* Shapes in our homes
* Goldilocks size comparison
* Positional vocabulary
 | * Shape hunt
* Checkers board for shape
* Finding shapes in the environment
* Shapes in our homes
* Size comparison between objects

Positional vocabulary | * Shape hunt- outdoor
* Positional vocabulary
* Treasure hunts in relations to position and size
 | * Shape hunt- indoor and outdoors
* Treasure hunts in relations to position and size
* Shape- den building
* Positional vocabulary
 |
| The World | * Showing curiosity about family and stories about themselves.
* Showing awareness of own family and relations.
* Role- play- Shop/ Supermarket
 | * Showing curiosity about family and stories about themselves.
* Showing awareness of own family and relations.
* Seeking basic skills in operating some ICT equipment.
* Role-Play- Doctor’s/ Baby clinic
 | * Enjoy playing with small world toys and construction
* Role-play- Goldilocks and the Three Bears
 | * Enjoy playing with small world toys and construction
* Role-play- Airport
 | * Notices detail feature of objects in their environment
* Talk about plants and animals and natural objects they have observed.
* Develop understanding of growth, decay and changes.
* Show interest in technological toys and programmes on the computer
* Role-play- Flower shop Fruit/ veg stall
 | * Notices detail feature of objects in their environment
* Talk about plants and animals and natural objects they have observed.
* Develop understanding of growth, decay and changes.
* Show interest in technological toys and programmes on the computer
* Role-play- Vets surgery/ Pet shop
 |
| Expressive Arts & Design | * Singing songs and sound discriminations
* Experimenting with material and different textures for collage activity.
* Colour of the week
* Musical instruments
 | * Singing songs and sound discriminations
* Experimenting with material and different textures for collage activity.
* Making gingerbread man
* Colour of the week
* Musical instruments

  | * Building home corner
* Guessing the instrument games
* Model making house and car
* Den building on a large scale outside

  | * Building vehicles
* Den building on a large scale outside
* Den building
* Use musical instruments to tap out a simple rhythm
 | * Fruit painting
* Flower pressing
* Use musical instruments to tap out a simple rhythm
* Observational painting and drawing
 | * Junk modelling- making mini beasts
* Use musical instruments to tap out a simple rhythm
* Observational painting and drawing
 |

|  |
| --- |
| Year 2 2019-2020 |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| ***Topic Theme*** | **Settling in** | Ourselves | Traditional Tales | Vehicles | Mini beasts/ Growing | Animals 2 |
| ***Whole class text/s*** | * Say Good Night to the Sleepy Animals
* Wow said the Owl
* Owl Babies
* Brown Bear
* This is the bear in the scary night
* This is the bear and the picnic lunch
* This is the bear
* This is the bear and the bad girl

  | * Daisy the Doctor
* Funnybones
* My Five Senses
* The Bear that wouldn’t share
* Dear Santa
* The First Christmas
* The Snowman
* Bonfire Night
* Diwali
 | * Little Red Hen
* The Gingerbread Man
* Goldilocks and the Three Bears
* Peace At Last
* The Three Little Pigs
* The Three Billy Goats Gruff
 | * A Dragon in a Wagon
* The Big Red Bus
* Mr Gumpy books
* Noah’s Ark
* The Journey back from Grandpa’s House.
* Rocket book

The Big Blue Truck | * Titch
* Jack and the Beanstalk/ Jaspers Beanstalk
* Mad About Minibeasts.
* Snail Trail
* Superworm
* The Very Greedy Bee
* A seed in a Need
 | * Pets
* Farm Animals
* Sea Creatures
* Rainbow Fish
* Rumble in the Jungle
* Monkey Puzzle
* Commotion in the Ocean
* Dear Zoo
 |
| **Curriculum Enhancement**  | Teddy bears’ picnic | Mr Bear’s 4th BirthdayDiwaliNativity Christmas party | Theatre Vehicle watch walk | Road safety  | Visit from external- Zoo Lab Eid Party | Visits from small animals |
| Personal, Social & Emotional Development | * Making relationships with adults and peers
* Getting to know each other- rug in a bug
* Routines and boundaries in nursery
* Nursery rules using puppets and social stories ( 6 and 7).
 | * To develop relationship with peers and adults.
* Boundaries and routines
* Sharing and turn taking with others
* Sharing feelings
* Mr Bear
 | * Talking about families and friends
* Talking about past experiences
* Feelings board
* Routines and boundaries in nursery
* Change in routine e.g.

Studio | * Making relationships with adults and peers
* Routines and boundaries in nursery
* Checkers challenge to carry our small task
* Keeping safe- road safety
* Change in routine e.g.

Studio & road safety  | * Develop friendship with peers and keep play going by responding to what others are saying or doing.
* Adapt behaviour to different events, social situation and change in routine
* Studio/ visits
 | * Develop friendship with peers and keep play going by responding to what others are saying or doing.
* Adapt behaviour to different events, social situation and change in routine
* Transition/ Studio/ visits
 |
| Communication & Language | * Set up an area where children can enjoy rhymes and stories.
* Rhyming, singing and sound discrimination activities e.g. what’s the sound, noisy neighbour etc.
* Stories with repeated refrains and rhythms such as Brown Bear and Wow said the owl.
* Engage in activities where children follow simple instructions i.e. baking, turn taking activities and tidy time.
* Action activities using Mr Bear) i.e. what is Mr bear doing?
* Introduce terms who, what and where through makaton (staff to have coloured labels on lanyard).
 | * Enjoy rhymes and stories.
* Engage in activities where children follow simple instructions i.e. baking, turn taking activities and tidy time.
* Rhyming, singing and sound discrimination activities
* Use variety of questions and simple sentences when talking.
* Discuss Mr Bear’s experience at their house
* Identification games using action words.
 | * Talking about families and objects inside the house.
* Rhyming, singing and sound discrimination activities
* Engage in activities where children follow simple instructions i.e. baking, turn taking activities and tidy time.
* Discuss Mr Bear’s experience at their house
* Identification games using action words.
 | * Sharing experiences of going on a journey
* Talking about road safely and keeping
* Rhyming, singing and sound discrimination activities
* Discuss Mr Bear’s experience at their house
 | * Introduce new vocabulary relating to flowers, plants, fruits and vegetables.
* Mind mapping and question time relating to all things growing.
* Rhyming, singing and sound discrimination activities
 | * Introduce new vocabulary relating to animals and minibeasts.
* Mind mapping and question time relating to animals and minibeasts.
* Rhyming, singing and sound discrimination activities
 |
| Physical Development | * Drawing, mark making activities.
* Outdoor play- supporting children with steps, slopes, slides, bikes etc.
* Talking about healthy habits snack table and toilet routines.
* Begin to make snips in paper using the scissors.
 | * Drawing, mark making activities.
* Outdoor play- supporting children with steps, slides, bikes etc.
* Talking about healthy habits snack table and toilet routines.
* Begin to make snips in paper using the scissor
* Encouraging children to dress themselves wearing waterproofs
* Developing confidence in fine-motor and gross-motor activities
* Dressing up in the home corner, e.g. doctors surgery
 | * Drawing, mark making activities.
* Outdoor play- supporting children with steps, slides, bikes etc.
* Talking about healthy habits snack table and toilet routines.
* Developing confidence in using the scissors.
* Encouraging children to dress themselves wearing waterproofs
* Developing confidence in fine-motor and gross-motor activities
* Dressing up in the home corner, e.g. doctors surgery
 | * Drawing, mark making activities indoor and outdoor.
* Outdoor play- supporting children using different apparatuses.
* Studio- running and chasing games
* Talking about healthy habits snack table and toilet routines.
* Developing confidence in using the scissors.
* Encouraging children to dress themselves wearing waterproofs
* Developing confidence in fine-motor and gross-motor activities
* Dressing up in the home corner, e.g. doctors surgery
 | * Drawing and writing activities indoor and outdoor.
* Outdoor play- supporting children using different apparatuses.
* Studio- moving in different ways in the studio- spatial awareness
* Gross motor movement- writing
* Talking about healthy habits and exercise.
* Developing confidence in using the scissors.

  | * Drawing and writing activities indoor and outdoor.
* Outdoor play- supporting children using different apparatuses.
* Gross motor movement- writing
* Talking about healthy habits and exercise.
* Developing confidence in using the scissors.
* Studio throwing and catching- ball skills

  |
| Reading | * Sharing stories- talking about characters in the story
* Song bag (Basic nursery rhymes and action songs)
* Screen songs
 | * Sharing stories- talking about characters in the story
* Reading Christmas story
* Handling books carefully
* Miss Polly had a Dolly
* Head, shoulders, knees and toes.
* I’ve got a body.
* Christmas songs
 | * Re-telling stories
* Reading traditional tails
* Acting out stories using puppets
* Goldilocks and the Three
* Bears- Makaton
* Old McDonald had a Farm- Makaton
* Studio- Action Songs
* Book bags- take home
 | * The Wheels on the Bus
* Studio- Come Alive Listening Seaside song
* Puffer Train
* 5 little men in a flying saucer
* Environmental sounds games road sounds
* Rhyming stories and stories with repeated refrains
* Introduce phonics- s,a,t,p
* Playing phonics games
 | * I’m a Little Sunflower
* Environmental sounds games road sounds
* Rhyming stories and stories with repeated refrains
* Rhyming activities
* Letter sounds- i,n,m,d
* Story times- who, what, where
* Encourage children to speculate what happens next and how the story might end
* Story structure- beginning, middle and end
 | * Story times- who, what, where
* Encourage children to speculate what happens next and how the story might end
* Story structure- beginning, middle and end
* Rhyming activities
* Letter sounds- recap on previous sounds and learn new letter sounds
* Creepy Crawly Caterpillar
* Old McDonald had a Farm- Makaton
 |
| Writing | * Drawing and painting activities
* Drawing owls
* Painting Brown Bear characters
 | * Drawing activities of our body and our face
* Painting and making gingerbread men
* Christmas cards
* Name writing
* Birthday cards
 | * Name writing
* Drawing and painting activities
* Pictures of their houses
* Drawing their family
* Wring Shopping list
* Drawing housed in construction

  | * Name writing
* Drawing and painting activities
* Practise writing the letter of the week and own names
* Drawing vehicles in construction area and drawing table
* Write name on the plane ticket
 | * Name writing
* Drawing and painting activities
* Practise writing the letter of the week and own names
* Writing a list using initial sounds learnt in letters and sound
* Observational drawing plants

  | * Name writing
* Drawing and painting activities
* Writing a list/ captions
* Practise writing the letter of the week and own names
* Observational drawing animals

  |
| Numbers | * Counting objects
* Reciting numbers
* More/ fewer
* Beginning to make comparisons
 | * Counting objects with 1-1- correspondence
* Reciting numbers
* More/ fewer
* Beginning to make comparisons
 | * Counting objects with 1-1- correspondence
* Reciting numbers in order to 10
* Making comparisons- e.g. more/fewer and same
 | * Counting objects with 1-1- correspondence
* Reciting numbers in order to 10 and beyond
* Making comparisons- e.g. more/fewer and same

  | * Reciting numbers in order to 10 and beyond
* Counting games relating to 1 more and 1 less
* Play games involving counting objects from a large group
* Counting money in the role-play

  | * Reciting numbers in order to 10 and beyond
* Counting games relating to 1 more and 1 less
* Play games involving counting objects from a large group
* Counting money in the role-play

  |
| Shape, Space and Measures | * Big and little
* Emptying and filling containers
* Creating simple structure and arrangements
 | * Big and little
* Emptying and filling containers
* Creating simple structure and arrangements
* Categorise objects e.g. shape or size
 | * Shape hunt
* Checkers board for shape
* Finding shapes in the environment
* Shapes in our homes
* Goldilocks size comparison
* Positional vocabulary
 | * Shape hunt
* Checkers board for shape
* Finding shapes in the environment
* Shapes in our homes
* Size comparison between objects

Positional vocabulary | * Shape hunt- outdoor
* Positional vocabulary
* Treasure hunts in relations to position and size
 | * Shape hunt- indoor and outdoors
* Treasure hunts in relations to position and size
* Shape- den building
* Positional vocabulary
 |
| The World | * Showing curiosity about family and stories about themselves.
* Showing awareness of own family and relations.
* Role- play- Shop/ Supermarket
 | * Showing curiosity about family and stories about themselves.
* Showing awareness of own family and relations.
* Seeking basic skills in operating some ICT equipment.
* Role-Play- Doctor’s/ Baby clinic
 | * Enjoy playing with small world toys and construction
* Role-play- Goldilocks and the Three Bears
 | * Enjoy playing with small world toys and construction
* Role-play- Airport
 | * Notices detail feature of objects in their environment
* Talk about plants and animals and natural objects they have observed.
* Develop understanding of growth, decay and changes.
* Show interest in technological toys and programmes on the computer
* Role-play- Flower shop Fruit/ veg stall
 | * Notices detail feature of objects in their environment
* Talk about plants and animals and natural objects they have observed.
* Develop understanding of growth, decay and changes.
* Show interest in technological toys and programmes on the computer
* Role-play- Vets surgery/ Pet shop
 |
| Expressive Arts & Design | * Singing songs and sound discriminations
* Experimenting with material and different textures for collage activity.
* Colour of the week
* Musical instruments
 | * Singing songs and sound discriminations
* Experimenting with material and different textures for collage activity.
* Making gingerbread man
* Colour of the week
* Musical instruments

  | * Building home corner
* Guessing the instrument games
* Model making house and car
* Den building on a large scale outside

  | * Building vehicles
* Den building on a large scale outside
* Den building
* Use musical instruments to tap out a simple rhythm
 | * Fruit painting
* Flower pressing
* Use musical instruments to tap out a simple rhythm
* Observational painting and drawing
 | * Junk modelling- making mini beasts
* Use musical instruments to tap out a simple rhythm
* Observational painting and drawing
 |