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|  | **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 Birthday  Diwali  Nativity  Christmas party | Rhyme challenge | Road Safety walk | Caterpillars  Eid 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 |

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| 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 Birthday  Diwali  Nativity  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 |
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