

Nursery	Communication and language	Personal, Social & Emotional development	Physical Development	Literacy	Maths	Understanding the world	Expressive Arts and Design
Autumn 1	<p>Listening with attention and recall to topic related stories: 'Whatever Next' 'Aliens love underpants' 'The little red hen' 'The enormous turnip' 'Pumpkin soup' 'Bear snores on' 'We are going on a bear hunt'</p> <p>Looking at books in the book areas inside and outside – noticing pictures and print. Holding correct way up and turning pages front to back. Tracking print left to right and top to bottom.</p> <p>Retelling stories with props (eg bear and box for whatever next)</p> <p>Learning songs for routines – books away, tidy up, line up.</p> <p>Learning topic related songs with Makaton signs or actions. 'Twinkle ,twinkle, little star.' '5 little men in a flying saucer' 'Big red combine harvester' '5 currant buns,' 'Sleeping</p>	<p>Sharing equipment – beginning to realise that others have needs too. Learn to use sand timers to support fair sharing.</p> <p>Talk about feelings using mirrors – name emotions and pull faces. How do you feel today song – children taking turns to discuss feelings.</p> <p>Learning routines and expectations / class rules. Putting own items on peg/lunch trolley/water bottle box before going into class. Sitting on the carpet.</p> <p>Learning how to use equipment appropriately eg cars for the car mat and balls are for throwing.</p> <p>Learning to part happily from carers and feel safe and secure in nursery.</p> <p>Learning how to wash hands with soap.</p>	<p>Using a space or trowel to dig for vegetables/items in mud/sand.</p> <p>Sensory exploration – tactile experiences such as rice, salt, pasta, cereal, water, sand</p> <p>Playdough with cutters and rollers</p> <p>Using one handed tools and equipment – using scissors and learning to hold in one hand to snip edges, then cut a line, then cut around a shape.</p> <p>Using paintbrushes to paint in response to stories.</p> <p>Use knives to cut vegetables and explore what is inside.</p> <p>Waving fabric and ribbons to make large movements Safe use of the climbing frame. Walking safely up and down the steps. Using slide appropriately.</p>	<p>Follow a recipe to make bread – hedgehog bread for the little red hen</p> <p>Mark making using a range of media – pens, pencils, chalk, pastel, paint. Work on lines and circles then on letter shapes for names.</p> <p>Making own books – ascribe meaning to marks eg 'that says... and that is my hen picture'.</p>	<p>Shape – exploring and describing properties – round, flat, pointy...</p> <p>Weight – space rocks – heavy and light.</p> <p>Size – big/small/ middle sized. Making comparisons in size of children, vegetables, bread...</p> <p>Subitising to 3</p> <p>Counting to 5 / 10</p> <p>Beginning to recognise numbers of significance eg 3 / 4 as it is their age.</p> <p>Positional language – find hidden bears from instructions. Where are the Aliens? Are they in / under / on the underpants?</p>	<p>Customs and routines. Learn about harvest and join with Saplings for a Harvest supper using food we have made as part of our learning (bread / vegetable soup)</p> <p>Look at how things grow and change – seeds and vegetables – especially pumpkins and turnips. Watch the you tube clip of a pumpkin lifecycle and discuss what you see.</p> <p>What is Harvest and why do we celebrate? Harvest singing; Dingle dangle scarecrow, big red combine harvester, 5 currant buns.</p> <p>Look for signs of autumn. Walk on school field – notice the falling leaves, colours, seeds – make collections of autumn items and make hats for autumn supper celebration.</p> <p>Observe spider webs</p>	<p>Building with junk modelling materials to make space ships / homes to hibernate – fixing with glue / tape</p> <p>Dancing – cbeebies autumn harvest.</p> <p>Drawing planets/vegetables/ characters from the stories using a range of media. Thinking about shape of items and filling the shape.</p> <p>Learn to start and stop when playing instruments.</p> <p>Listening and identifying sounds outdoors – rustling leaves, birds.</p> <p>Colour mixing- what happens when colours mix together? Making colours lighter and darker.</p> <p>Collage pictures – drawing shapes and selecting colours.</p> <p>Using tools competently and</p>

	<p>bears' 'Teddy bear, teddy bear'</p> <p>Learning Makaton – 'good morning' 'home' 'thank you'</p> <p>Asking 'why' questions eg. Why did the little red hen eat the bread all by herself?</p> <p>Joining in with repeated refrains / anticipating key phrases in stories or rhymes eg Not I said the cat.</p> <p>Join Saplings once a week for singing rhymes.</p> <p>Topic vocabulary: Harvest, corn, wheat, combine harvester, Diwali, lights, mehndi pattern, Rangoli pattern</p>	<p>Learning how to use our toilets with maximum independence.</p> <p>Managing own clothes.</p> <p>Recognising need for the toilet.</p>	<p>Throw and catch a large ball. Kick a large ball.</p> <p>Choose the right resources to carry out a plan eg a broom to sweep leaves or a bucket to collect sand.</p>			<p>Talk about hibernation – which animals hibernate and why.</p> <p>Occupations – astronauts – what do they do? Story from space.</p>	<p>appropriately – scissors to cut tape / string. Paint brushes to paint.</p> <p>Role play – space station, hibernating bears, bear hunt .. Using imagination, selecting props and adding narrative.</p>
Autumn 2	<p>Listening with attention and recall to topic related stories: 'Lots of lights' 'Red rockets and rainbow jelly' 'stickman' 'Gruffalo' 'The gingerbread man'</p> <p>Building vocabulary eg adding words to movements as we pretend to be fireworks</p>	<p>Talk about likes and dislikes as we read red rockets and rainbow jelly.</p> <p>Sharing toys – beginning to realise that everyone cannot have the same toy at the same time. Learn to use sand timers to support fair sharing.</p>	<p>Using 1 handed tools – hole punch, scissors, glue stick</p> <p>Threading to support fine motor skills – gingerbread men</p> <p>Negotiating space successfully eg running as the gingerbread man outside.</p>	<p>Looking at a wide range of story books and information text.</p> <p>Mark making – zig zag lines, circles, lines and letters on paper and in tactile materials such as sand, salt, rice</p> <p>Card making – Diwali and Christmas.</p>	<p>Shape – exploring and describing properties in rangoli patterns/mehndi patterns. Try making own using shapes/blocks or in pictures of their own.</p> <p>Subitising – eyes/nose/buttons on gingerbread men</p>	<p>Occupations – firemen – What do firemen do. Emergency number 999</p> <p>Talk about fireworks – watch on whiteboard. Talk about what you notice – colours/sounds.</p> <p>Looking at cbeebies Diwali celebrations –</p>	<p>Dancing and movement to firework sounds/Diwali music /Christmas music.</p> <p>Making Rangoli and Mehndi patterns</p> <p>Making cards – Diwali and Christmas</p>

	<p>'whizz' 'pop' 'bang' 'sparkle' 'crackle' 'boom'</p> <p>Listening to others as we talk about our understanding of festivals – Diwali, Christmas, Bonfire night</p> <p>Learning new songs “on bonfire night at 5 o'clock' 'one elephant came out to play' 'tommy thumb' 'Father Christmas' 'We wish you a merry Christmas' 'Jingle bells' 'Twinkle twinkle Christmas star”</p> <p>Makaton signs; 'Christmas' "star' 'donkey' 'happy'</p> <p>Book skills</p>	<p>Safely using and transporting scissors</p> <p>Follow safety rules and instructions with bonfire in the fire pit.</p> <p>Firework safety talk – know safety rules for outside of school.</p> <p>Learn how to resolve conflict with others (adult support at points of frustration)</p> <p>Turn taking eg on slide – waiting for others to slide down before having another turn.</p> <p>Empathising with characters in the story eg why is stickman sad?</p> <p>Learning how to wash hands with soap.</p> <p>Learning how to use our toilets with maximum independence. Managing own clothes. Recognising need for the toilet and managing to wipe themselves.</p>	<p>Moving in different ways on and off equipment eg delivering presents for santa.</p>	<p>Tales toolkit – mark making for stories using marks for words and pictures.</p> <p>Writing shopping lists/telephone numbers.</p> <p>Letters to father Christmas.</p>	<p>Order sticks by length and height.</p> <p>Linking numbers to amounts</p> <p>Patterns on crowns/ Christmas trees.</p>	<p>make links to own lives – when do you decorate your home or give presents.</p> <p>Walking on field – notice how environment changing – do trees still have leaves... Find different sized sticks for our own stick people to make in class.</p> <p>Joining in with customs and routines – Christmas activities, bonfire activities, children in need, Diwali, Remembrance day.</p>	<p>Painting Christmas pictures</p> <p>Salt dough – making then cutting out own shapes to decorate and paint</p> <p>Making stick people and finding ways to fix two sticks together.</p> <p>Bonfire pictures using paint</p> <p>Cooking gingerbread men</p> <p>Role play – bonfire, father Christmas, stick man, fireworks,</p>
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