

Oak	Communication and language	Personal, Social & Emotional development	Physical Development	Literacy	Maths	Understanding the world	Expressive Arts and Design
Autumn 1	<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 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>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</p> <p>Safe use of the climbing frame.</p> <p>Walking safely up and down the steps. Using slide appropriately.</p>	<p>Listening with attention and recall to topic related stories: ‘Whatever Next’ ‘Aliens love underpants’ ‘The little red hen’ ‘The enormous turnip’ ‘Diwali ‘Bear snores on’ ‘We are going on a bear hunt’</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>Recognising our own names.</p> <p>Looking at a wide range of story books and information text.</p> <p>Writing bread recipe for little red hen.</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>Focused number week.</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 – 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>Joining in with repeated refrains / anticipating key phrases in stories or rhymes eg Not I said the cat.</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. Managing own clothes. 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>Looking at Diwali celebrations – make links to own lives – when do you decorate your home or give presents.</p>	<p>Using tools competently and 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> <p>Dancing and movement to Diwali music</p> <p>Making Rangoli and Mehndi patterns</p> <p>Making cards – Diwali</p> <p>Clay pots – learning how to make a pinch pot.</p>
--	---	--	---	--	--	--	--

Oak	Communication and language	Personal, Social & Emotional development	Physical Development	Literacy	Maths	Understanding the world	Expressive Arts and Design
Autumn 2	<p>Listening with attention and recall to topic related stories: 'Lots of lights', 'Diwali', '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 'whizz' 'pop' 'bang' 'sparkle' 'crackle' 'boom'</p> <p>Listening to others as we talk about our understanding of festivals –Christmas, Bonfire night 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 – pages turning front to back</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>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>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>Moving in different ways on and off equipment eg delivering presents for santa.</p> <p>Moulding dough and using pincer grip to add small items to models.</p> <p>Using tweezers and scoops in rice, pom poms, pasta and salt.</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>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>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>Order sticks by length and height.</p> <p>Linking numbers to amounts</p> <p>Patterns on crowns/Christmas trees.</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>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>Dancing and movement to firework sounds/Christmas music.</p> <p>Making cards – Christmas</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>

	one at a time and talking about pictures.	Learning how to wash hands with soap. Learning how to use our toilets with maximum independence. Managing own clothes. Recognising need for the toilet and managing to wipe themselves.					
--	---	--	--	--	--	--	--