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|  | Autumn 1 | Autumn 2 | Spring1 | Spring 2 | Summer 1 | Summer 2 |
| Theme | Ourselves  Weather | Bonfire Night  Autumn  Christmas | Nursery Rhymes | Farm | Under the Sea | Holidays  Transition to new class |
| Texts | Hungry Caterpillar  Weather | It was a Cold Dark Night  Little Owl and the Star  Fancy Dress Christmas | Hickory Dickory Dock  Jack and Jill  Old MacDonald  5 currant buns | What the Ladybird Heard  A Squash and a Squeeze | Barry the Fish with Fingers  Hooray for fish | Maisy Goes on Holiday |
| Key experiences | Outdoor Learning/Forest School | Park Visit  Church visit | Trip to the shop | Farm visit | Sea animals in school. | Walk around the environment/post office |
| PSHE | Settling into a new classroom.  New routines.  Making new friends  Tooth brushing and keeping ourselves clean. | Learning about celebrations and tolerance in different cultures e.g. Bonfire night Christmas | Developing an understanding of different feelings eg. why is Jack sad.  Talking about sharing and being kind to our friends. | Looking after animals and creatures.  Having gentle hands.  Discuss appropriate behaviour and why it is the right thing to do. | Looking after animals and creatures.  Having gentle hands. | Talk about who we go on holiday with.  Talk about keeping safe when in the sun.  Transition meeting new teachers and getting to move to a new class. |
| C and L | Listen carefully to stories and talk about what they have heard. | Talking about experiences and listening to others ideas.  Discussing How do we shine?( what are we good at?)  Talking about the Christmas story. | Joining in with nursery rhymes and filling in missing words.  Discussing our likes and dislikes.  Talking about keeping safe and following rules.  Understanding concepts such as ‘up’ and ‘down’. | Naming and describing farm animals.  Talk about what they can see and the changes that are happening with plants/trees/animals etc. | Naming and describing sea animals.  Talking about the features of the animals and the food they eat.  Asking and answering questions about sea animals. | Talking about how and why things happen in the stories they have heard.  Talking about the characters. |
| PD | Developing the correct pencil grip and developing good letter formation.  Responding to instructions in P.E. | Healthy diets and how to keep safe when out and about with parents and when on trips.  Development of gross motor skills through exploration of the environment.  We will continue to reinforce good letter formation through all written activities. | Continue to discuss personal safety including online safety and appropriate computer games.  Continue development of mark making and pencil grip. | Developing our climbing and jumping skills through apparatus in PE sessions. | Beginning to form letters of the alphabet or writing first names.  Develop skills to play team games involving running, catching, throwing and strategy. | Using tools with control and for the appropriate task.  Talking about how to use tools safely and demonstrating safe use.  Developing fine motor skills.  To be using a ‘pinchy parrot’ pencil grip consistently. |
| Literacy | Joining in with refrains in familiar stories.  Drawing characters from the stories and talking about what they have drawn.  Working at hearing and writing letters of the alphabet.  Hearing and saying initial sounds in words.  Recap of phase 1 / start phase 2 phonics | Talking about why we need to keep safe.  Retelling stories from other faiths linked to light.  Discussing bonfire experiences.  Drawing pictures from stories and talking about what they have drawn.  Starting phase 2 phonics and work on rhyming words. | Joining in with nursery rhymes and filling in missing words.  Acting out nursery rhymes.  Drawing pictures of characters from different nursery rhymes and labelling them.  Signs for keeping safe outside.  Consolidating phase 2 phonics. | Retelling stories and predicting what might happen.  Constructing our own stories with farm animals using our imagination.  Consolidating phase 2 sounds, beginning to hear initial sounds in words. | Retelling/acting out stories.  Drawing pictures of sea creatures and labelling them.  Sequencing stories once they are familiar.  Keep revisiting phase 2 sounds. Hearing initial sounds in words.  May be beginning phase 3. | Drawing pictures of holiday scenes and talking about them. Label our pictures.  Writing letters/postcards from our holidays.  Consolidating phase 2 sounds/starting phase 3, may be beginning to segment and blend simple words orally.  May begin to read simple reading books. |
| Numeracy | Counting actions.  Number songs.  Recognising numbers to 5.  Counting out objects and matching to numbers to 5.  Recognising colours.  Using language of size eg ‘big’ and ‘little’. | Sorting objects by size, shape and colour.  Counting in a sequence.  Writing numbers to 5.  Counting out objects and matching to numbers to 5.  Shape recognition. | Comparing quantities eg. using ‘more’ and ‘lots’ language.  Selecting a small number of objects eg ‘give me one’.  Number recognition to 5 and 10.  Coin recognition. | Experiments with symbols representing numbers.  Positional language.  Shapes in the environment.  Using language of ‘round’ and ‘tall’. | Touching and counting sea creatures to 5 and 10.  Shape recognition.  Writing numbers to 5 and 10.  Separating groups of objects in different ways. | Number recognition to 5.  Using language of ‘heavy’ and ‘light’.  Patterns.  Showing an interest in number problems.  Numbers in the environment. |
| The World | Talking about their families and themselves. | My senses  Different celebrations  Talking about their family celebrations and different places of worship. | Using small world resources.  Discussing which nursery rhymes they like/dislike. | Talk about our environment.  Making farm models/using small world resources.  Talking about growth and new life. | Discuss which animals live under the sea. | Bring in a picture of them on holiday and discuss.  Discuss different occupations. |
| Expressive arts and design | Self portraits  Art using natural media eg leaves, conckers, pine cones/transient art. Colour mixing to create autumnal colours | Cold colour pictures.  Firework hot colour pictures.  Christmas cards and craft.  Calendars. | Making movements to music.  Joining in singing nursery rhymes.  Making clocks. | Making ladybirds.  Making farm animal masks and using to support role play.  Making a barn using different materials. | Using junk modelling/creative resources to make sea creatures. | Design/decorate a beach towel/ball.  Exploring different textures. |
| British Values | Sharing and taking turns with other children.  Own choice at snack time. Individual selection of independent activities. | Tolerance of different people and faiths in our community. | Developing mutual respect so we can help each other to feel happy.  Tolerance of others likes and dislikes. | Why we have rules. | Respect for the environment and the creatures we share it with. | Sharing  Being equal and treating each other fairly. |

Key dates

5th October 2018 – Welcome/Tapestry meeting for Nursery and Acorns.

16th October 2018 – PM Acorns Parents Meetings

18th October 2018 – AM Acorns Parents Meetings

19th October 2018 – Nursery Parents meeting

13th November 2018 – Nursery/Acorns Trip to the Park

16th November 2018 – Children in Need Stay and Play

18th December 2018- Christmas Crafts Stay and play

5th April 2019 – Nursery/Acorns Trip to the Farm