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|  | Autumn 1 | Autumn 2 | Spring1 | Spring 2 | Summer 1 | Summer 2 |
| Theme  | OurselvesWeather | Bonfire NightWinterChristmas | Number Nursery Rhymes | Mini beasts | People who help us | Dinosaurs/Fairies |
| Texts | NurseryOwl BabiesIt was a Cold, Dark NightAcornsDoing the animal bopSpots toysThat’s my carWhat can Pinky hear | NurseryBonfire StoryStick ManLittle Owl and the StarAcornsBonfire StoryPip and Posy in the SnowLittle Owl and the Star | 10 Green Bottles5 Little Speckled Frogs10 Cheeky Monkeys | NurseryThe Hungry CaterpillarIncy Wincy SpiderAcornsThe Hungry CaterpillarThe Very Busy Spider | NurseryThe Hero Next DoorPeople who help us collectionAcornsThe Hero Next DoorPeople who help us collection | NurseryHarry and the Bucketful of DinosaursFlora the Fairies Magic SpellsAcornsDinosaur Roar!That’s Not my Fairy |
| Key experiences | Outdoor Learning/Forest School | Park VisitChurch visit | Trip to the Library | Farm/Mini beasts visit | Visit from Nurse/Fireman/Paramedic | Dinosaur visits schoolDinosaur Eggs |
| PSHE | Settling into a new classroom.New routines.Making new friendsTooth brushing and keeping ourselves clean. | Learning about celebrations and tolerance in different cultures e.g. Bonfire night, Christmas | Children making their own choices and respecting the differences between each other’s likes and dislikes. | Looking after animals and creatures. Having gentle hands.Discuss appropriate behaviour and why it is the right thing to do. | Having admiration for people who help us.Having an understanding of things that happen in our community.Having an understanding of the different roles in our community. | Respecting each other’s differences and belief’s.Looking after our environment.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. | Naming and describing farm/minibeast animals.Talk about what they can see and the changes that are happening with plants/trees/animals etc. | Asking questions about roles in our community.Talking about experiences with professionals in our community.Discussions about how to get help and keeping safe. | Talking about how and why things happen in the stories they have heard.Talking about the characters.Explore our imaginations. |
| PD | Developing the correct pencil grip and developing good letter formation.Responding to instructions in P.E.Acorns-Doodle sticksNursery- Dough disco | 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.Acorns-Doodle sticksNursery- Dough disco | Continue to discuss personal safety including online safety and appropriate computer games.Continue development of mark making and pencil grip.Acorns-Doodle sticks | Nursery-Developing our climbing and jumping skills through apparatus in PE sessions.Acorns- Running safely, kicking a large ball, Moving in different ways. | 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 phonicsAcorns- Early phase 1 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.Acorns- Early phase 1 phonics | 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.Showing awareness of rhyme.Consolidating phase 2 phonics.Acorns- Phase 1 phonics | Talking about favourite stories.Repeating words and phrases from familiar stories.Retelling stories and predicting what might happen. Constructing our own stories with mini beasts using our imagination.Discussions about the way stories are structured.Drawing mini beasts.Consolidating phase 2 sounds, beginning to hear initial sounds in words.Acorns- Phase 1 phonics | Retelling/acting out stories.Drawing pictures of people who help us and labelling them.Sequencing stories once they are familiar.Handling books appropriately.Keep revisiting phase 2 sounds. Hearing initial sounds in words.May be beginning phase 3.Acorns- Phase 1 phonicsMay begin to read simple reading books. | Drawing pictures of their own dinosaur and talking about them. Label our pictures.Writing letters to the fairy.Consolidating phase 2 sounds/starting phase 3, may be beginning to segment and blend simple words orally.May begin to read simple reading books.Acorns- Phase 1 phonics |
| Numeracy/SSM | Counting actions.Number songs.Recognising colours.Give me one give me two.Using language of more and a lot.Shape recognition.Using language of size eg ‘big’ and ‘little’. | Focus number week.Colour recognition.Sorting objects by size, shape and colour.Counting in a sequence.Counting 1:1 correspondence. Knowing that things change in quantity when adding or taking away.Jigsaws Using language of size and categorising objects. | Number songs.Number recognition to 5 and 10.Shape recognition. Positional language.Acorns- Give me one give me two.Use language of size.  | Experiments with symbols representing numbers.Using language of ‘round’ and ‘tall’.Matching number to quantity.Number recognition to 5.Touching and counting mini beasts to 5 and 10. | Writing numbers to 5 and 10.Separating groups of objects in different ways. Shapes in the environment.Sorting objects by shape or size.  | Number recognition to 10.Using language of ‘heavy’ and ‘light’.Patterns.Showing an interest in number problems.Numbers in the environment.Acorns- Using language of more and a lot. |
| The World | Talking about their families and themselves. | Different celebrationsTalking 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 bug hotels and talking about looking after creatures.Looking closely at different insects and describing what they have found. | Discussing different occupations and different ways of life.Discussing significant events in their lives where they may have come across someone who helps us. | Looking at fossils and eggs.Talking about growth and new life.Using small world resources. |
| Expressive arts and design | Self portraitsArt 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.Using creative resources to make green bottles and monkey masks. | Making worms out of spaghetti for messy play.Making caterpillars using pom poms/creative resources.Making spiders and webs. | Using junk modelling/creative resources to make the different vehicles that the people who help us travel in. | Using junk modelling or construction resources to make fairy houses.Making fairy potions.Painting pictures of dinosaurs and exploring the colours and how they change.Using clay to make dinosaurs. |
| 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. | Respect for the environment and the creatures we share it with.Why we have rules. | Talk about what is right and what is wrong. | SharingBeing equal and treating each other fairly. |

Key dates

9th October 2019 – Welcome/Tapestry meeting for Nursery and Acorns.

15th October 2019 – AM Nursery Parents meeting

17th October 2019 – AM Acorns Parents Meetings

18th October 2019 – PM Acorns Parents Meetings

24th October 2019- PM Nursery Parents Meetings

 Inside out school clothes day- Bring toiletries

TBC-November 2019 – Nursery/Acorns Trip to the Park

15th November 2019 –Odd socks day- Bring in chocolate for the winter fair

 22nd November - Children in Need- Decorate a spotty cake in school

29TH Novemeber- Winter Fair

13th December 2019- AM and PM EYFS Christmas show

18TH December 2019- Christmas craft stay and play

TBC- April 2019 – Nursery/Acorns Trip to the Farm