


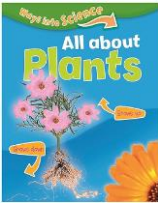

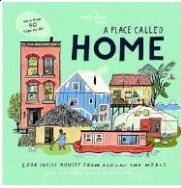



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 The Big Question!	Autumn term		Spring term		Summer term	
	Who am I?	How do we celebrate?	Do bears like porridge?	What makes plants grow?	What happened to the hungry caterpillar?	Do all places look the same as here?
Themes	All about me Families Pets Birthdays	Seasonal change Celebrations Bonfire night Christmas	Traditional tales Bears Polar / Brown bears	Plants Fruit / Veg Healthy me	Minibeasts Life cycles	Habitats / Homes Holidays Journeys Transition
Events / significant events	Harvest Festival (01/10)	Halloween (31/10) Bonfire Night (5/11) Remembrance Day (11/11) Diwali (12/11) Christmas (25/12)	New Year's Day (01/01) National Story Telling Week (29/01/24) NSPCC Number Day (2/2/24) Lunar New Year (10/02) Pancake Day (13/02)	Food workshop (29/2) World Book Day (7/3) Mother's Day (10/03) Science Week (11/03) St Patrick's Day (17/03) Ramadan begins (10/03) Easter (31/03)	Eid al-Fitr (10/04) Earth Day (22/04) World Bee Day (20/05)	Father's Day (19/06) Eid al-Adha (16/06)
 WOW experiences	Grandparents Doctor / Dentist Barnaby Bear's birthday party	Autumn walk Hedgehogs Fire engine Christmas crafts Christmas performance Christmas party Santa visit	Winter walk Goldilocks visit (Just imagine?) Making porridge/pancakes	Spring walk Wonderful Women event Planting seeds Tasting unusual fruit and veg	Caterpillars Egg hatching Creepy Crawly Roadshow Beekeeper? Tadpoles	Farm visit? Summer walk Marvellous Men event
 Key texts	Selection of Nursery rhymes and other rhymes linked to the big question	 Room on the broom	 Goldilocks and the 3 Bears	 Jasper's Beanstalk	 The Very Hungry Caterpillar	 The Train Ride

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	 <p>The colour Monster</p>	 <p>Stickman</p>	 <p>Polar Bears</p>	 <p>All about plants</p>	 <p>Insects</p>	 <p>A place called home</p>
<p>Possible supplementary texts</p>	<p>A Place Called Home Dogger Here We Are My World, Your World</p>	<p>Leaf Man The Leaf thief Owl Babies The Nativity</p>	<p>Brown Bear, Brown Bear Polar Bear Polar Bear We're going on a Bear hunt! Mama Panya's Pancakes Mr Wolf's Pancakes</p>	<p>Jack and the Beanstalk The enormous turnip Lola Plants a Garden Ten Seeds Oliver's Vegetables Oliver's Fruit Salad Handa's Surprise The tiny seed</p>	<p>Matisse's magical trail Dora's eggs Dora's chicks Caterpillar to butterfly Little Bear and the butterflies</p>	<p>The journey home from Grandpa's Who lives here? Rosie's walk The magic train ride</p>
 <p>Communication and Language</p>	<ol style="list-style-type: none"> 1. Join in with singing nursery rhymes. 2. Know and use the words happy, sad, loved and angry. 3. Listen to and follow instructions to complete simple activities / follow everyday routines. 	<ol style="list-style-type: none"> 1. To listen to others when they share ideas in play. 2. To share ideas in play with a friend / adult. 3. To listen to stories and respond by talking about them. 	<ol style="list-style-type: none"> 1. Know and use the words cottage, forest and porridge. 2. To re-tell the story of Goldilocks and the 3 Bears. 3. To know and use basic words to describe parts of a bear. 	<ol style="list-style-type: none"> 1. Know and use the vocabulary seed, roots, shoot, stem, petal, flower and plant. 2. Explain why a plant has / has not grown. 3. Know and be able to re-tell the story of Jasper's beanstalk. 	<ol style="list-style-type: none"> 1. Know and use the vocabulary egg, hatch, caterpillar, grow chrysalis, change, butterfly. 2. Know and use verbs and adjectives linked to the core text plans 3. Know and use comparative vocabulary linked to size / weight. 	<ol style="list-style-type: none"> 1. Use a wide range of vocabulary to talk about transport and travelling including train, helicopter, bus, taxi, aeroplane, car, town, house, home and journey. 2. Know how to express their view, using sentences of 4-6 words and giving their opinion



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						with the word 'because'. 3. I can talk about 'The Train Ride' text, describing the setting and the journey.
<p>Personal, Social and Emotional Development</p>	<ol style="list-style-type: none"> 1. To build a positive relationship with Key Person and other staff when ready. 2. To share emotions with a trusted adult and co-regulate feelings with support. 3. Be able to say when they need help or if they are thirsty / hungry / need the toilet. 	<ol style="list-style-type: none"> 1. To build positive relationships with other children and play alongside / in the same space as them. 2. Know that sometimes they need to wait for their turn e.g. bikes. 3. To use the toilet independently and wash their hands with minimal support. 	<ol style="list-style-type: none"> 1. Play with one or more other children, extending and elaborating play ideas. 2. Understand gradually how others might be feeling (Goldilocks hot seat/the Bears) 	<ol style="list-style-type: none"> 1. Be able to put on their own coat / hat and wellies/shoes. 2. Know how to keep themselves healthy and make some good choices about which foods are healthy. 	<ol style="list-style-type: none"> 1. Develop a sense of responsibility and community - focus on litter. 2. Find solutions to conflicts and rivalries. 3. Be increasingly independent in meeting their own care needs. 	<ol style="list-style-type: none"> 1. Develop a sense of responsibility and community - focus on recycling. 2. Show more confidence in new social situations. 3. Understand gradually how others might be feeling (in play).
<p>Physical Development</p>	<ol style="list-style-type: none"> 1. Be able to put on their own coat. 2. Join in with wake and shake activities using large movements. 3. To use spoons / fingers to pick up small pieces of food and place them on a pizza. 	<ol style="list-style-type: none"> 1. Be able to pull up a zip that has been started by an adult. 2. Confidently ride a balance bike around the track. 3. Kick / throw a large ball towards a target. 	<ol style="list-style-type: none"> 1. Be able to pull down a zip with help from an adult when it reaches the bottom. 2. To collaborate with others to manage large items such as long planks and tyres safely. 	<ol style="list-style-type: none"> 1. Be able to put on their own coat/hat and wellies/shoes. 2. Be able to peel fruit for snack (bananas / tangerines) independently. 	<p>Explore ways of moving in relation to mini beasts / creatures and link to the associated verbs.</p> <ol style="list-style-type: none"> 2. 	<ol style="list-style-type: none"> 1. Know how to travel in different ways, including hopping and skipping. 2. Know how to balance along a pathway or when climbing. 3. Know how to hold a pencil using a dynamic tripod grip.
	<ol style="list-style-type: none"> 1. To join in with a range of rhymes / songs by singing and doing actions. 	<ol style="list-style-type: none"> 1. Join in with repeated phrases / words in the text. 	<ol style="list-style-type: none"> 1. To use early writing to write a recipe 2. To use voice sounds and environmental 	<ol style="list-style-type: none"> 1. Engage in extended conversations about books. 	<ol style="list-style-type: none"> 1. Identify the initial sound in different words and clap the syllables. 	<ol style="list-style-type: none"> 1. Write some letters accurately. 2. Write some or all of their name.

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<p>Literacy</p>	<p>2. Learn new words in the text and use them in their play. 3. To make marks in their play using different colours linked to the Colour Monster.</p>	<p>2. Use voice / body / environmental sounds to add sound effects to stories / play. 3. Use mark making for a purpose e.g. writing cards / letters / invitations etc.</p>	<p>sounds when talking about the story. 3. To understand that print has meaning and learning new facts about bears.</p>	<p>2. Learn and use new vocabulary. 3.</p>	<p>2. Be able to re-tell the story of the Hungry Caterpillar. 3. Make references to texts and themed learning in their mark making / drawing / writing.</p>	<p>3. Engage in extended conversations about stories applying new taught vocabulary.</p>
 <p>Mathematics Number (counting) Number sense Calculating Number recognition / graphics Shape / space Statistics Measures Birth to 3</p>	<p><i>Take part in finger rhymes. Rote count from 1-5. Count in everyday contexts, sometime skipping numbers. Understand that counting is to find out how many. Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Notice patterns and arrange things in patterns.</i></p>	<p><i>Recite numbers past 5. Count reliably up to 5 in everyday contexts. Compare amounts using lots, more, same. Experiment with their own symbols and marks as well as numerals. Represent and explain their thinking in their own ways. Sort objects and say what features they have in common. Understand position: in/on. Talk about and identify the patterns around them. Use informal language e.g. spotty, stripy, blobs etc.</i></p>	<p>1. To subitise up to 3 2. To count and recognise numbers to 3 3. To use language relating to size: big, middle-sized, small/tiny</p> <p><i>Know that numbers greater than 1 can be made up in different ways. (1-3) React to changes of amount in a group of up to 3 items. Recognise and identify numerals 1-3. Know that shapes can appear in different sizes. Understand position: under</i></p>	<p>Rote count back from 5 to 1/0. Say one number name for each item in order 1-5. Show finger numbers up to 5. Use the word zero to represent none. Know that the last number reached tells you how many there are in total. Recognise and identify numerals 0-5. Know some words to describe 3D shapes. Understand position: behind/in front. Extend ABAB patterns.</p>	<p>Understand and use conservation of number. Solve real world problems with numbers up to 5. Know that numbers greater than 1 can be made up in different ways. (1-5) Practically partition a number into two parts, identifying the amount in each part. Link numerals and amounts, showing the right number of objects to match the numeral up to 5. Understand position through words alone. Create ABAB patterns.</p>	<p>Compare quantities using language more than / fewer than. Use concrete equipment to find one more and one less up to 5. Know some words to describe 2D. Know that shapes can appear in different ways. Describe a familiar route. Discuss routes and locations. Notice and correct an error in a repeating pattern.</p>
<p>Talk about and explore 2D and 3D shapes, using informal mathematical language. <i>Combine shapes to make new ones.</i> Build with a range of resources. <i>Complete inset puzzles.</i> Climb and squeeze themselves into different types of spaces. <i>Select shapes for different purposes.</i></p>						

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	<p>Talk about and identify the patterns around them. Use informal language e.g. spotty, stripy, blobs etc. Make comparisons between objects relating to size, length, weight and capacity. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>					
 <p>Understanding the World</p>	<ol style="list-style-type: none"> 1. To talk about myself and my family and know what makes me special. 2. To explore the different areas of Nursery and talk about what I notice / what interests me. 3. Name basic body parts / facial features and begin to describe them and what they are used for. 	<ol style="list-style-type: none"> 1. To talk about the changes they notice in Autumn (Season) 2. To talk about family / nursery celebrations that I have experienced. 	<ol style="list-style-type: none"> 1. To talk about the changes they notice in Winter (Season) 2. To talk about the differences between materials (freezing / melting) 	<ol style="list-style-type: none"> 1. Know how to care for plants and what they need to grow. 2. Know and talk about the life cycle of a bean plant. 3. Use the words they learn to talk about what they see in nature. 	<ol style="list-style-type: none"> 1. To know and talk about the life cycle of a caterpillar. 2. To know the names of basic mini beasts, be able to describe them and know how to care for them (bees, ladybirds, dragonflies, butterflies, worms, snails, ants, beetles, spiders and other creatures found). 3. To know where to find living creatures and how to create simple habitats for them, 	<ol style="list-style-type: none"> 1. Know that there are different places in the local area and talk about what they have experienced. 2. Know and use key vocabulary to describe what different places look like. 3. Know that people live their lives in different ways and talk about some of these.
 <p>Expressive Arts and Design</p>	<ol style="list-style-type: none"> 1. To draw a representation of their face and add some details. 2. To take on a role in their play using lived experiences (doctors / healthcare etc). 	<ol style="list-style-type: none"> 1. Select and use objects to make transitional art linked to Autumn / celebrations. 2. To take on a role in their play using lived experiences (birthdays / celebrations). 	<ol style="list-style-type: none"> 1. To take part in simple pretend play developing stories using small world equipment. 2. Create closed shaped with continuous lines and begin to use these shapes to represent objects such as bears. 	<ol style="list-style-type: none"> 1. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (flowers) 2. Explore colour mixing. 3. Know about the artist Van Gogh and use his paintings as a stimulus for developing drawing and painting techniques. 	<ol style="list-style-type: none"> 1. Draw with increasing complexity and detail e.g. features on a circle to show a ladybird etc. 2. Explore different materials freely to develop their ideas about creating habitats. 3. Know about the artist Matisse and use 'The Snail' as a stimulus 	<ol style="list-style-type: none"> 1. Develop their own ideas and decide which materials to use to make: musical instruments / vehicles. 2. Know how to improvise a song around one they already know. 3. Apply what they have learned about different places when



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					for creating art work based on mini beasts.	creating 'small worlds' to represent them.
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