

Term	Autumn 1							Autumn 2							Spring 1						Spring 2						Summer 1						Summer 2												
No. of Weeks	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7
Theme	Communication			Additional Theme				Culture			Christmas Celebration Week				Additional Theme			Conflict			Additional Theme			Additional Theme						Conservation															
Theme	Transition Week	 Happy to Be Me <i>All About Me</i>			 If You Go Down to the Woods...				 Halloween/Bonfire Night			 Under the Sea <i>Stories of Friendship</i>				 Christmas Week				 Over the Rainbow			 Let's Play! <i>Toys and Games</i>			 Humpty and Friends			Mother's Day/Easter			 Humpty and Friends						 No Place Like Home <i>Houses and Homes</i>							End of Year Activities
Key Texts for Teaching in bold (Book Lists to support each topic separate)	<ul style="list-style-type: none"> Harry and the Dinosaurs go to School – Ian Whybrow (First week text ONLY) Eyes, nose, finger and toes: A first book all about you – Judy Hindley (2 weeks) Five Minutes Peace – Jill Murphy (2 weeks) A Quiet Night In – Jill Murphy 			<ul style="list-style-type: none"> Goldilocks and the Three Bears (2 weeks) Owl Babies – Martin Waddell We're Going on a Bear Hunt – Michael Rosen Pete the Cat: Trick or Pete – James Dean (1 week) 				<ul style="list-style-type: none"> Ten Friendly Fish – Debbie Tarbett (5 weeks) Hooray for Fish! – Lucy Cousins 			<ul style="list-style-type: none"> We're Going on a Present Hunt – Goldie Hawk & Angie Rozelaar (Christmas week text ONLY) 				<ul style="list-style-type: none"> The Colour Monster – Anna Llenas (3 weeks) The Very Hungry Caterpillar – Eric Carle Kipper's Toybox – Mick Inkpen (3 weeks) Where's My Teddy? – Jez Alborough (3 weeks) 			<ul style="list-style-type: none"> Nursery Rhyme sessions with a focus on key vocabulary and comprehension I'm a Little Teapot Hey Diddle Diddle, The Cat and the Fiddle Baa Baa Black Sheep Mary Had a Little Lamb Old MacDonald Had a Farm Bingo Was His Name-O! The Farmer in the Dell Pop Goes the Weasel Jack & Jill London Bridge is Falling Down Pat-a-cake, Pat-a-cake, Baker's Man 			<ul style="list-style-type: none"> Insey Winsey Spider 5 Little Monkeys 5 Little Speckled Frogs 5 Little Ducks Hot Cross Buns Hush Little Baby Johny Johny Yes Papa Rock-a-bye Baby The Wheels on the Bus Mary, Mary, Quite Contrary Lucy Locket One, Two, Buckle My Shoe 1, 2, 3, 4, 5 Once I Caught a Fish Alive Ten Green Bottles 						<ul style="list-style-type: none"> In Every House, on Every Street – Jess Hitchman (3 weeks) The Tiger Who Came to Tea – Judith Kerr The Three Little Pigs (2 weeks) 																		
Literacy: Writing	<ul style="list-style-type: none"> Exploring and experimenting with mark-making tools, grasp and control Mark-making for enjoyment 			Goldilocks and the Three Bears <ul style="list-style-type: none"> Narrative - Story sequencing and retelling through repetition 				Ten Friendly Fish – Debbie Tarbett <ul style="list-style-type: none"> Simple representations of sea creatures Tracing around stencils of sea creatures with control 			The Colour Monster – Anna Llenas <ul style="list-style-type: none"> Narrative - Story sequencing and retelling through repetition Designing and naming our own colour monsters, using colours purposefully 			<ul style="list-style-type: none"> Draw simple representations of key characters from rhymes Design own stick puppets Design own tea pot Draw own garden for Mary 						In Every House, on Every Street – Jess Hitchman <ul style="list-style-type: none"> Drawing our own homes Designing new homes Drawing our school 																									

	<ul style="list-style-type: none"> Making connections between movement and marks – model writing Simple representations of self and family – circles and straight lines etc. Decorating a card/‘writing’ a note for family member/friend – straight lines, zig zags, wavy lines etc. Noticing signs and symbols in our environment, e.g. door number, clock, print etc. Engaging in a range of activities designed to develop fine motor skills, e.g. threading, weaving, using tweezers, pegs and boards etc. 	<ul style="list-style-type: none"> Procedure – Oral instructions for how to make porridge using images as stimulus – model writing and allow children to have a go – discuss features of instructions Explore features of a letter, i.e. stamp, address, name etc. and ‘write’ letter to the Three Bears – giving meaning to marks you make <p>Pete the Cat: Trick or Pete – James Dean</p> <ul style="list-style-type: none"> Learning new vocabulary associated with Halloween/Bonfire Night Retelling through repetition and the use of actions Designing own pumpkins using various mark-making equipment Mark-making on pumpkins coated in chalkboard paint 	<ul style="list-style-type: none"> Learning to use visual aids to copy letters for labels Mark-making in foam and glitter <p>We’re Going on a Present Hunt – Goldie Hawk & Angie Rozelaar</p> <ul style="list-style-type: none"> Narrative – Story sequencing and retelling – Talk for Writing Decorate a Christmas Card to family member/friend – recording first initials and more Letters to Santa – simple drawings for wish list/cutting pictures from catalogues etc. 	<ul style="list-style-type: none"> Colour mixing, printing, drawing etc. to create monsters and capture feelings - exploring pattern and shape <p>Kipper’s Toybox – Mick Inkpen</p> <ul style="list-style-type: none"> Drawing our favourite toys and using marks to communicate meaning in writing Designing toys that we would like <p>Where’s My Teddy? – Jez Alborough</p> <ul style="list-style-type: none"> LOST posters for the classroom teddy that has gone missing 	<ul style="list-style-type: none"> Make tea party invitations for key characters Oral recount of trip (trip destination to be decided) – adult to model writing then children to imitate 	<p>The Three Little Pigs</p> <ul style="list-style-type: none"> Narrative – Story sequencing and retelling through repetition Draw simple representations of the Three Little Pigs houses WANTED! Posters for the wolf <p>Other</p> <ul style="list-style-type: none"> Self-portrait for new Class Teacher in Reception with name etc.
	<p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> Writing (Range 3) Writing (Range 4) <p>See the roots of Writing in Communication and language in Birth to Five. Early mark-making is not the same as writing. (See roots of mark-making and handwriting in Playing and exploring and Physical Development in Birth to Five).</p>		<p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> Writing (Range 3) Writing (Range 4) Writing (Range 5) <p>See the roots of Writing in Communication and language in Birth to Five. Early mark-making is not the same as writing. (See roots of mark-making and handwriting in Playing and exploring and Physical Development in Birth to Five).</p>			
<p>Phonics</p>	<p>Autumn 1 & 2</p> <p>N1 Letters & Sounds</p> <ul style="list-style-type: none"> Environmental Sounds Voice Sounds Instrumental Sounds Body Percussion <p>N2 RWI Phonics Set 1 (20 mins) <i>if appropriate</i></p>	<p>Spring 1 & 2</p> <p>N1 Letters & Sounds</p> <ul style="list-style-type: none"> Rhythm and Rhyme Alliteration Oral Blending and Segmenting <p>N2 RWI Phonics Set 1 (20 mins) <i>if appropriate</i></p>	<p>Summer 1 & 2</p> <p>N1 Letters & Sounds</p> <p>N2 RWI Phonics Set 1 (20 mins) & N1 <i>if able</i></p>			
<p>Communication & Language</p>	<p>Autumn 1 & 2</p> <p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> Listening and attention (Range 3) Listening and attention (Range 4) Understanding (Range 3) Understanding (Range 4) Speaking (Range 3) Speaking (Range 4) 	<p>Spring 1 & 2</p> <p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> Listening and attention (Range 4) Listening and attention (Range 5) Understanding (Range 4) Understanding (Range 5) Speaking (Range 4) Speaking (Range 5) 	<p>Summer 1 & 2</p> <p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> Listening and attention (Range 5) Understanding (Range 5) Speaking (Range 5) 			

<p>Reading</p>	<p>Autumn 1 & 2 All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> • Reading (Range 3) • Reading (Range 4) <p>Plus, following objectives for Reading (Range 5):</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. 	<p>Spring 1 & 2 All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> • Reading (Range 3) • Reading (Range 4) <p>Plus, following objectives for Reading (Range 5):</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Holds books the correct way up and turns pages. 	<p>Summer 1 & 2 All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> • Reading (Range 3) • Reading (Range 4) • Reading (Range 5) <p>Summer – Identifying Set 1 phonemes & High Frequency Words in texts, familiarisation with fiction and non-fiction types of text.</p>
<p>Maths</p>	<p>Autumn 1 & 2 All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> • Numbers (Range 3) • Numbers (Range 4) • Shape, space and measure (Range 3) • Shape, space and measure (Range 4) <p>Moving on to Birth to Five objectives from next stage of Number & Shape, space and measure where appropriate.</p> <p>Key focuses Colours Matching Sorting Number 1 Number 2 Pattern</p>	<p>Spring 1 & 2 All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> • Numbers (Range 4) • Numbers (Range 5) • Shape, space and measure (Range 4) • Shape, space and measure (Range 5) <p>Moving on to Birth to Five objectives from next stage of Number & Shape, space and measure where appropriate.</p> <p>Key focuses Number 3 Number 4 Number 5 Number 6 Height & Length Mass Capacity</p>	<p>Summer 1 & 2 All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> • Numbers (Range 4) • Numbers (Range 5) • Shape, space and measure (Range 4) • Shape, space and measure (Range 5) <p>Moving on to Birth to Five objectives from next stage of Number & Shape, space and measure where appropriate.</p> <p>Key focuses More/Fewer One More One Less 2D shape 3D shape Number Composition Night & Day Positional Language</p>
<p>Personal, Social and Emotional Development</p>	<p>Birth to Five objectives to be covered on an ongoing basis as part of daily practice. Children to be at age related stage of development by end of Nursery. (Range 5)</p>		
<p>Physical Development</p>	<p>Autumn 1 & 2 All Birth to Five objectives from the following: Moving and Handling (Range 3)</p> <p>Birth to Five objectives from the following: Moving and Handling (Range 4)</p> <ul style="list-style-type: none"> • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles and lines. • May be beginning to show preference for dominant hand. <p>Birth to Five objectives from the following:</p>	<p>Spring 1 & 2 Birth to Five objectives from the following: Moving and Handling (Range 4)</p> <ul style="list-style-type: none"> • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles and lines. • May be beginning to show preference for dominant hand. <p>Birth to Five objectives from the following: Moving and Handling (Range 5)</p> <ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Can copy some letters, e.g. letters from their name. 	<p>Summer 1 & 2 Birth to Five objectives from the following: Moving and Handling (Range 4)</p> <ul style="list-style-type: none"> • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles and lines. • May be beginning to show preference for dominant hand. <p>Birth to Five objectives from the following: Moving and Handling (Range 5)</p> <ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

	<p>Moving and Handling (Range 5)</p> <ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. <p>Birth to Five objectives from the following: Moving and Handling (Range 6)</p> <ul style="list-style-type: none"> • Shows a preference for a dominant hand. 	<p>Birth to Five objectives from the following: Moving and Handling (Range 6)</p> <ul style="list-style-type: none"> • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. 	<ul style="list-style-type: none"> • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. <p>Birth to Five objectives from the following: Moving and Handling (Range 6)</p> <ul style="list-style-type: none"> • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. 			
	Ball & Chasing Games	Simple Circuits and Obstacle Courses	Gymnastics			
	<p>Birth to Five objectives from the following: Moving and Handling (Range 4)</p> <ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on play climbing equipment. • Can kick a large ball. • May be beginning to show preference for dominant hand. <p>Moving and Handling (Range 5)</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. <p>Moving and Handling (Range 6)</p> <ul style="list-style-type: none"> • Experiments with different ways of moving. 					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	<p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> • People and communities (Range 3) • People and communities (Range 4) <p>Plus, following objectives for People and communities (Range 5):</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Enjoys joining in with family customs and routines. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Knows some of the things that make them unique, and can talk about some of the similarities and 	<p>People and communities</p> <ul style="list-style-type: none"> • Halloween • Guy Fawkes Day/Bonfire Night • Christmas Eve/Day <p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> • People and communities (Range 3) • People and communities (Range 4) <p>Plus, following objectives for People and communities (Range 5):</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Enjoys joining in with family customs and routines. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Knows some of the things that make them unique, and can talk about some of the similarities and differences 	<p>People and communities</p> <p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> • People and communities (Range 3) • People and communities (Range 4) <p>Plus, following objectives for People and communities (Range 5):</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Enjoys joining in with family customs and routines. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Knows some of the things that make them unique, and can talk about some of the similarities and differences 	<p>People and communities</p> <ul style="list-style-type: none"> • Mother's Day • Easter <p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> • People and communities (Range 3) • People and communities (Range 4) <p>Plus, following objectives for People and communities (Range 5):</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Enjoys joining in with family customs and routines. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>Technology</p> <p>Operating remote control cars and interacting with age appropriate games/software on iPad.</p>	<p>People and communities</p> <ul style="list-style-type: none"> • Ramadhan • Eid-ul-Fitr <p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> • People and communities (Range 3) • People and communities (Range 4) <p>Plus, following objectives for People and communities (Range 5):</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Enjoys joining in with family customs and routines. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>Technology</p> <p>Use Google Search by voice to find information</p>	<p>People and communities</p> <ul style="list-style-type: none"> • Queen's Birthday • Father's Day • Eid-ul-Adha <p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> • People and communities (Range 3) • People and communities (Range 4) <p>Plus, following objectives for People and communities (Range 5):</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Enjoys joining in with family customs and routines. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Knows some of the things that make them

	<p>differences in relation to friends or family.</p> <p>Technology Interactive Whiteboard Use for drawing and writing.</p> <p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> Technology (Range 4) 	<ul style="list-style-type: none"> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> The World (Range 4) The World (Range 5) <p>Technology Interactive Whiteboard Use for drawing and writing.</p> <p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> Technology (Range 4) 	<p>in relation to friends or family.</p> <p>Technology Operating remote control cars and interacting with age appropriate games/software on iPad.</p> <p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> Technology (Range 4) <p>Plus, following objectives for Technology (Range 5):</p> <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 	<p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> Technology (Range 4) <p>Plus, following objectives for Technology (Range 5):</p> <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 	<ul style="list-style-type: none"> Technology (Range 4) Technology (Range 5) 	<p>unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Technology Use Google Search by voice to find information</p> <p>All Birth to Five objectives from the following:</p> <ul style="list-style-type: none"> Technology (Range 4) Technology (Range 5)
Expressive Arts & Design	<ul style="list-style-type: none"> Home Corner Role-play Area <p>Birth to Five objectives for Expressive Arts & Design to be covered on an ongoing basis through fortnightly enhancement of continuous provision and through noting children's interests.</p>	<ul style="list-style-type: none"> Story puppets and props to support play Small World Goldilocks and the Three Bears set up Autumn inspired pictures – colour mixing etc. <p>Birth to Five objectives for Expressive Arts & Design to be covered on an ongoing basis through fortnightly enhancement of continuous provision and through noting children's interests.</p>	<ul style="list-style-type: none"> Small World Ocean set up <p>Birth to Five objectives for Expressive Arts & Design to be covered on an ongoing basis through fortnightly enhancement of continuous provision and through noting children's interests.</p>	<ul style="list-style-type: none"> Toy Shop <p>Birth to Five objectives for Expressive Arts & Design to be covered on an ongoing basis through fortnightly enhancement of continuous provision and through noting children's interests.</p>	<ul style="list-style-type: none"> Puppet Show Stand <p>Birth to Five objectives for Expressive Arts & Design to be covered on an ongoing basis through fortnightly enhancement of continuous provision and through noting children's interests.</p>	<ul style="list-style-type: none"> Building Site Role-play Area <p>Birth to Five objectives for Expressive Arts & Design to be covered on an ongoing basis through fortnightly enhancement of continuous provision and through noting children's interests.</p>
Visits/Experiences to Support Learning	<p>Children to explore Brackenhill Primary School grounds</p>	<p>Visit to Wildlife Garden/Brackenhill Meadows for a story telling session</p> <p>Christmas Party</p> <p>Visit to Santa's Grotto for presents</p>	<p>Visit to Jungle at the Junction</p>	<p>Visit to local library children's area for story telling session</p>	<p>Minibeast hunt outdoors</p>	<p>Walk around the local area</p>
Special Dates	<p>Thursday 6th October – National Poetry Day</p> <p>Friday 7th October – World Smile Day</p>	<p>Monday 31st October – Halloween</p> <p>Friday 4th November – Diwali</p>	<p>Sunday 1st January – New Year's Day</p> <p>Monday 6th February – Sunday 12th February – Children's Mental Health Week</p>	<p>Sunday 19th March – Mother's Day</p>	<p>Friday 7th April – Good Friday</p> <p>Sunday 9th April – Easter Sunday</p> <p>Monday 10th April – Easter Monday</p>	<p>Friday 21st April – Eid-ul-Fitr <i>(Date may vary)</i></p> <p>Saturday 10th June – Queen's Birthday</p>

	Monday 10 th October – World Mental Health Day	Saturday 5 th November – Guy Fawkes Day/Bonfire Night Friday 11 th November – Remembrance Day Sunday 13 th November – World Kindness Day Monday 14 th November – Start of Anti-Bullying Week Saturday 24 th December – Christmas Eve Sunday 25 th December – Christmas Day Saturday 31 st December – New Year's Eve	Tuesday 14 th February – Safer Internet Day & Valentine's Day Tuesday 21 st February – Shrove Tuesday Wednesday 22 nd February - Ash Wednesday		Wednesday 22 nd March – Start of Ramadan (<i>Date may vary</i>) Monday 1 st May – Early May Bank Holiday	Sunday 18 th June – Father's Day
Enterprise						