

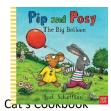
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FESTIVALS TO CELEBRATE		Halloween - 31 st Oct Diwali – 31 st Oct Bonfire - 5 th Nov Children in Need – 15 th Nov Christmas – 25 th Dec	Chinese NY- 29 th Jan Valentines – 14 th Feb Pancake Day– 4 th March	World Book Day – 6 th March Red Nose Day – 21 st March Mother's Day – 30th March Easter – 20 th April	Eid – 30 th March Mental Health Awareness	Father's Day – 15 th June
Theme for the Half term	All About Me	Light and Dark	It's Cold Outside! (All about me, Jan intake)	Traditional Tales	Our Local Community	All Creatures Great and Small
Immersive Area Indoors				FALL LA		
Key Concepts	Explore the seasonal changes of summer to Autumn using all our senses. Explore and evolve into our new environment and routines. Identify 'me' as 'me'.	Explore night and day, black/white. Explore the outdoors linked to the changing season. Talk and celebrate celebrations that are special to me.	Explore the frost, ice and snow and the changing weather. Clothes, what you wear when your cold. Who looks after us at home and at school. Chinese New Year Festival celebration	Explore who lives in your house. Explore who lives in the houses in the traditional tales. And who lives in our houses at home. Extended family. Different types of houses eg. Flats, bungalows etc	Look at what we have in our local community, Doctors, Library, Vets, chemist, parks. Who lives here in the community, extended family – grandparents, aunties, who lives in our house – pets. Naming animals and their babies.	Explore growth in variety of ways. Look at ourselves and how we have changed from the start of Young Explorers (through photographs) Look at ourselves, changes and our heights. Grow sunflowers.

Rhyme time	Look at immediate family, who lives in my house? Introduce rules and routines. Wind The Bobbin Up Hey Diddle Diddle the cat and the Fiddle Little Miss Muffet I'm a little teapot Head, shoulders, knees and toes.	Follow and embed the rules and routines. Twinkle Twinkle Little Star Mary, Mary quite contrary Christmas pudding, Christmas Pudding. Jack and Jill	exploring new foods. Looking at similarities and differences. Hickory Dickory Dock Baa Baa black sheep Miss Polly had a Dolly Here we go round the mulberry bush	Incy Wincy Spider Wheels on the Bus 1, 2, 3, 4, 5 once 5 Little Ducks	There's a worm at the bottom of the garden Humpty Dumpty Grand Old Duke of York 5 Currant Buns in a Baker's shop	Notice, appreciate and celebrate differences within our nursery family and our family at home. Observe class caterpillar's change into butterflies with their own care and attention. What creatures do we find inside and outside explore and investigate. Sing a song of sixpence Row, row, row, your boat Little Bo Peep Head, Shoulders, Knees and Toes
Poem Focus	Fairman		Easte	s Day Poem er Poem	Father's D	·
Literacy – reading		es tuning in and paying ntion.		and rhymes, copying s, tunes and tempo.	sing songs and say rhym example singing	

objectives	Copy finger movements and other gestures. Enjoy sharing books with an adult. Play attention and respond to the pictures or the words.	Say some of the words in songs and rhymes, Have favourite books and seek them out to share with an adult, with another child or to look at alone.	Ask questions about the book, make comments and share their own ideas. Develop play around favourite stories using props.
		Repeat words and phrases from familiar stories.	
Literacy – writing objectives	Enjoying drawing freely.	Add some marks to their drawings which they give meaning to – for example 'that says mummy'.	Make marks on their picture to stand for their name.
Phonics focus	Magic bag – focus rhymes Environmental sounds Syllables in names	Magic bag – focus labelling Pass the bag around the circle – nursery rhyme focus Musical instruments –	Magic bag – focus initial sound Pass the bag around the circle – exposure to rhyme Nursery rhymes - loud/quiet, fast/slow

'OUR FAVOURITE 5' BOOKS OF THE HALF TERM

Pip & Posy and The Big Red Balloon



Pip & Posy and the Bedtime Frog



Frog's Day Out

Pip & Posy and The **New Friend**



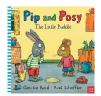
Badger's Band

Pip & Posy The Super Scooter



Little Red Riding Hood

Pip & Posy The little Puddle



Pip and Posy the Scary Monster



Goats Gruff



Dear Zoo Rod Compbell

Frog's Day Out



We're going on a bear hunt



The Very Hungry Caterpillar





Postman Bear

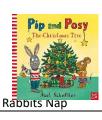
Where's Spot



Peppa's Diwali



Pip & Posy the Christmas Tree



Gingerbread Man



Spot goes to the Farm



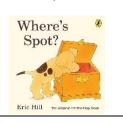
The 3 Little Pigs



Goldilocks and the Three Bears

Goldilocks Three Bears







A machedig had	Fox's Socks			Poo in the Zoo
Rabbits Nap	Author Mont Van			POO THE ZOO
	Fox's Socks JUIIA DORALISON - AVEL SCHEFTER			
				Ser. Snellme - Sia Gog
	A little-step bad	Rabbits Nap July Robales of the ATEL Schifflik	Rabbits Nap JULY TOMALISMY 100 ATEL SOUTHER	Rabbits Nap JUIN TOURLISERS No. ATER SCHEPLER



Communication and Language –	Listen and respond to simple instruction.	Understand simple instruction like 'give to mummy' or 'stop'	Listen to simple stories and understand what is happening with the help of pictures.
Listening & Attention, Speaking. Objectives	Recognise and point to objects if asked about them.	Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'	Understand and act on longer sentences like 'make teddy jump' or 'find your coat'
	Understand simple single words in context - 'cup', 'milk', 'daddy'	Use intonation, pitch and changing volume when 'talking'	Understand simple questions about 'who', 'what', and 'where' (but generally not why)
	Understand frequently used words such as 'all gone', 'no' and 'bye bye'		Use the speech sounds p, b, m, w.
	Constantly use single words during play.		Start to say how they are feeling, using words as well as actions.
Personal, Social and Emotional – Self-	Find ways to calm themselves, through being calmed and comforted by their key person.	Feel strong enough to express a range of emotions.	Be increasingly able to talk and manage their emotions.
Regulation, Managing Self, Building Relationships. Objectives	Find ways of managing transitions, for example from their parent to their key person.	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	Safely explore emotions beyond their normal range through play and stories.

	Play with increasing cor and with other children their key person is near	, because they know	Feel confident when t local neighbourhood places with their key	and enjoy exploring new	Are talking about their feeli ways: "I'm feeling sad becau when"	_
	Engage with others thro talk.	ough gestures, gaze and	Grow in independenc do it"). Sometimes lea frustration		Develop friendships with ot Notice and ask questions ab	out differences, such as
Mathematics - number Objectives	Combine objects like stacking blocks and cups, put objects inside other and take them out again.		React to changes of amount in a group of up to three items.		disabilities, and so on. Develop counting like behave sounds, pointing or saying sequence.	_
	Take part in finger rhyn	nes with numbers.	Compare amounts, sa same.	ying lots, more or	Count in everyday context, a numbers – 1,2,3,5	sometimes skipping
Mathematics – numerical pattern Objectives	Climb and squeeze themselves into different types of spaces.		Build with a range of resources. Complete inset puzzles.		Compare sizes, weights etc language – bigger, little, sm heavy. Notice patterns and arrange	aller, high, low, tall,
Trips and Visitors	Trip to Smithill's Farm to see Santa.			ross motor play centre y Stay and Play	Class cate Mini Beas Father's Day S	rpillars t visitor
Understanding the World – People, Culture	Bring photographs in and build a family class album	Look at different photos of day and night. Talk about	Look at the weather daily, discuss in circle time changes	Look at different woodlands, trees and who lives there.	Take pictures of the local area, school, park, doctors etc, then make a map of	Look at different habitats and explore

and Communities (Geography)		different activities you do at those times. For example, at nighttime we have a bath, put pjs on, read a story go to sleep. Daytime we wake up, have breakfast get dressed etc	in weather, use visuals. Collect rainwater in containers. Explore ice and frost.		our immediate area using the photos we have taken. Go for a walk using the map for reference.	which animals live within them.
Understanding the World – People, Culture and Communities (Geography) Objectives	Make connections between the features of their family and other families. Notice differences between people	Begin to talk about differences in the day.	Make connections and talk about our world.	Talk about the Natural World. Explore features within these areas.	Begin to identify areas within our local community. Begin to make our own unique map of our own community.	Identify and discuss the natural world and habitats within it.
Development Matters - Objective	Explore and respond to different natural phenomena in their setting and on trips.					
Understanding the World – People, Culture and Communities (Geography Vocabulary)	Me, I, Mummy, Daddy, Nan/Grandma, Grandad. Brother/Sister.	Day, night, stars, sun, moon, sky. Introduce the word world. Bedtime, morning, afternoon, evening.	Cold, freezing, frost, ice, icicles, snow, glisten, rain, rainwater, collect, full/empty.	Trees, sticks, mud, grass, forest, woodland, woods, den.	Map, follow, forward, backward, straight on. Round, between, under, over, road, traffic, street.	Habitat, soft, hard, damp, fresh, light, log.
Understanding the World – The Natural World (Science)	Look at ourselves and identify and label body parts.	Explore light and dark through torches, dark den, glow stick. Fibreoptic Christmas tree. Explore instant snow.	Melt toys within ice using tools. Make Frozen paint tray. Food tasting – Chinese New Year	Investigate which materials make the best house to live in.	Look at the different areas in our local community such as park (sand), road (tarmac), playing field (grass). Which animals live in the different areas and what	Life cycle of a caterpillar. Magnifying glasses and preserved insects. Measure ourselves and compare heights. Grow a sunflower.

					do their habitats look like?	
Understanding the World – The Natural World (Science) Objectives	Repeat actions th	nat have an effect.	Explore materials wi	th different properties.	Explore natural material	s, indoors and outside.
Understanding the World – The Natural World (Science) Vocabulary	Head, shoulders, knees, toes, eyes, ears, mouth, nose, legs, arms, stomach.	Light, dark, bright, dull, twinkle, flash, still, hot. Soft, fill, water, squish.	Melt, meting, frozen, freeze, slush, runny, pour, hard, soft. Like, dislike, hard, soft, delicious, disgusting.	Material, build, house, bricks, sticks, straw, cardboard, paper, strong, soft, weak, stiff.	Materials, surfaces, texture, rough, smooth, even, uneven. Habitat, home, animal.	Tall, taller, tallest, short, shortest, shorter. Plant, bean, seed, soil, sunlight, grow.
Understanding the World - Past and present (History)	Timeline of each child's life. Gather photographs from birth to age and display in the classroom to engage language.	Talk about birthdays and celebrations we celebrate in our families such as History of food through celebrations - Christmas, Halloween, bonfire night, birthdays.	Clothing through the seasons – dressing up.	Timeline of parents linking to Autumn 1, timeline of themselves.	Family tree, including grandparents.	Look at ourselves and how we have changed over the year.
Understanding the World - Past and present (History) Objectives		Making cor		features of their family an ences between people.	nd other families.	

Understanding the World - Past and present (History) Vocabulary	Newborn, baby, toddler, pre school.	Texture, taste, time, change, like, dislike.	Spring, summer, Autum, winter, rain, sun, hail, wind, cloudy, frosty, sunny.	Baby, toddler, infant, junior, teenager, adult.	Family, family tree, grandparents, grandma, grandad, mum, dad, brother, sister.	Change, grow, adapt, size, alter, features.
Physical Development - Gross/Fine motor skills (PE)		Movement Skills movements		target games, hoops, beanbags.	Fundamental movement	skills linked to animals.
Physical Development - Gross/Fine motor skills (PE)	Gradually gain control of their whole body through continual practise of large movements, such as waving, kicking, rolling, crawling and walking. Walk, run, jump and climb – and start to use the stairs independentlyFit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Build independently with a range of appropriate resources.		Develop manipu	s, throw and catch balls. Ilation and control. materials and tools.	Sit on a push –a-long whee ride a tr Spin, roll and independent (for example, Use large and small moder independently, for example zips, and possible show an increasing desire as wanting to feed themsel	tly use ropes and swings tyre swings) tor skills to do things ole manage buttons and our drinks.
Physical Development - Gross/Fine motor skills (PE) Vocabulary	Run, kick, crawl, walk	k, skip, hop, wave, clap	Stop, start, aim	, target, high, low,	Slither, wiggle, slide, si	mall, tall, roll, freeze.

Expressive Arts and Design - Creating with media and materials - Being imaginative expressive (Art)	Hand and footprints, Pumpkin painting, splatter paining linked to bonfire night, powder paint festival linked to Diwali. Autumn collage pictures.	Salt painting, ice painting. Pipette painting outside in frost and snow. Sensory painting. Design and make a Chinese New Year Dragon.	Exploratory paint using ourselves and tools.
Expressive Arts and Design - Creating with media and materials - Being imaginative expressive (Art)	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it's a phone. Join in with songs and rhymes, making some sounds.	Express ideas and feelings through making marks and sometimes give meaning to marks they make. Explore different materials, using al their senses to investigate them. Manipulate and play with different materials. Explore a range of sound-makers and instruments and play them in different ways.	Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.
Expressive Arts and Design - Creating with media and materials - Being imaginative expressive (music)	Paintbrush, artist, felt tips, crayon, scissors, glue Christmas sign along	stick, red, yellow, blue, green Chinese New Year Dance – dragon dance	Growing and changing movements linked to music.

Expressive Arts		Explore a range of sound makers and	Enjoy and take part in action songs, such as 'Twinkle,
and Design	Move and Dance to music.	instruments and play them in different ways	Twinkle Little Star'
- Creating with			
media and	Explore their voices and enjoy making sounds.	Join in with songs and rhymes, making some	Explore a range of sound makers and instruments
materials -		sounds.	and play them in different ways
Being			
imaginative			
expressive (music)			
Objectives			
Objectives			
Expressive Arts	Beat, pitch, rhythm, song, drum, rainmaker, clav	es, maracas, bells, xylophone, triangles.	
and Design		,,,,,,,	
- Creating with			
media and			
materials -			
Being			
imaginative			
expressive			
(music)			
Vocabulary	Children and all and a second a		/-ff
Computing (within	Children are given the opportunities t	o explore mechanical toys, torches and toys with	on/off buttons within continuous provision.
continuous			
provision)			
Computing	Begin to us	se and understand the use of mechanical toys an	d how they work.
(within	3 • • • · ·		
continuous			
provision)			
Vocabulary		Push, pull, turn, twist, flick, open, shut	
RE/ Cultural	Special times: How and why do we celebrate?	Special stories: Why are some stories special?	Special places: What buildings and places are special
Studies	, ·		to different people?



RE/ Cultural Why am I special? Studies How do we celebrate Christmas?		Easter Story Rama and Sita Story	Look at our local church.	
Vocabulary Special, unique. Jesus, baby, gifts.		Jesus, kind, sacrifice.	Church, pray, thank you	